



# Worlds Apart?

## Glencree Peace Education Resource Package

Editor Matthew Seebach





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This is the Glencree Centre for Reconciliation's second Peace Education Resource Package. The first was produced in conjunction with 80:20 Educating and Acting for a Better World and was published in 2000.

This new resource contains material from the original resource package: Maria McLaughlin and Colm Regan (Eds.). Northern Ireland: A Place A Part? Exploring Conflict, Peace and Reconciliation in these Islands. 2000.

This resource package was produced with the generous assistance of Development Cooperation Ireland. The Glencree Centre would also like to thank the International Fund for Ireland for their generous support of the Glencree Education Programme. The views expressed in this resource package are those of the Glencree Centre for Reconciliation and can in no way be taken to reflect the official opinion of Development Cooperation Ireland or the International Fund for Ireland

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## **Foreword - Conor Lenihan T.D.**

It gives me great pleasure to write this foreword for this "Peace Education Resource Package" produced by the Glencree Centre for Reconciliation with the support of Development Cooperation Ireland (DCI).

The DCI programme has as its priority, the reduction of poverty, inequality and exclusion in developing countries. Through its humanitarian programme, it provides emergency relief to the victims of conflict throughout the world. To those countries emerging from conflict and attempting to build stable and peaceful democracies, DCI provides support for rehabilitation and reconstruction, the development of democratic processes and the protection of human rights.

Through DCI, Ireland's programme of assistance to developing countries enjoys a worldwide reputation for effective, high quality aid, which makes a real difference to the lives of the poorest people in the world.

Development education makes a key contribution to the effectiveness of our programmes.

An awareness and understanding of the role of conflict in perpetuating and exacerbating global poverty is an essential element of development education. Besides issues of conflict in Northern Ireland, this package looks at other conflict areas throughout the world where DCI is active, such as Sudan and the Israeli/Palestinian conflict.

It is critical for the formation of an informed and socially responsible citizenry that young people develop an understanding of the underlying causes of these conflicts; the similarities between the causes of conflict here in Ireland and causes of conflicts worldwide; and understand the effects of conflicts outside of Ireland may have on their lives.

I am pleased to note that the Glencree Centre for Reconciliation has ensured that this resource package is relevant to the curriculum and can be used as part of Religious Education, Transition Year or Civic, Social and Political Education (CSPE) as this will be an important factor in ensuring that the pack is utilised by teachers and students.

I would like to congratulate the Glencree Centre for Reconciliation on the production of this pack. Development Cooperation Ireland shares with Glencree a commitment to ensuring that young people in Ireland develop as responsible global citizens. We are united in our efforts to build a more just, equitable and peaceful world.

**Conor Lenihan T.D.**  
**Minister of State at the Department of Foreign Affairs**  
**for Development Cooperation & Human Rights**

## **Foreword - Mary Hanafin T.D.**

Educating our students to be citizens is at the core of many of the programmes in the second level curriculum. The Glenree ethos is that new ways can be found to deal with diversity and conflict in a democratic society. Educating our young people to consider issues surrounding difference is a crucial part of this process. The pack produced by the Glenree Centre is a very useful tool for teachers involved in these programmes.

As a former secondary school teacher and Transition Year Co-ordinator I appreciate how difficult it is to try to translate complex issues, which many adults struggle to contemplate, into a language that can be understood by teenagers. This pack provides teachers with a number of very imaginative teaching techniques, which will make it a far simpler and more enjoyable exercise for all involved.

In an ever-changing world, the teaching methods in the pack will provide students with a framework within which to understand and think responsibly about world issues. The ideas in the Glenree pack will help students to explore and understand conflict both in Ireland and the world beyond. It will enable them to understand that prejudice, stereotyping, discrimination and sectarianism often underlie or exacerbate conflict, that exclusion often leads to conflict and that we all have multiple layers of identity. It will empower them with the knowledge that it is possible to disagree with someone while respecting their right to be different. These complex ideas are an important part of the overall aims of personal growth and social development that so much of the second level curriculum is concerned with.

The Glenree Centre for Reconciliation has played a very key role since its re-establishment in 1994 and still has a critical part to play in ensuring that the process of reconciliation and change is deep and enduring. The publication of this Peace Education Resource Package is another example of the very valuable work they are involved in. I congratulate the Centre on this excellent work and I strongly recommend the pack to teachers and schools.

**Mary Hanafin TD**  
**Minister for Education and Science**

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## **What is the Glenree Centre for Reconciliation?**

The Glenree Centre for Reconciliation, is located in Glenree, Enniskerry, Co. Wicklow and offers a welcome to all traditions sharing these islands who share its aspirations in the world of peace-building.

The current programme, structure and direction of Glenree were established in 1994. Glenree people perceive peace-building as a process which provides opportunities to understand the nature and meaning of conflicts and opportunities to resolve them without recourse to violence.

### *Making Peace is a Daily Task*

Glenree offers programme approaches which reflect the belief that new ways can be found to deal with diversity and conflict in a democratic society.

Along with the victims/survivors of the conflict who face the challenge of coming to terms with their loss and suffering and who meet at Glenree with each other and with former combatants, we realise that the achievement of a peaceful society is of interest and value to us all. In Glenree we recognise that reconciling centuries-old differences is a task which requires ongoing dedicated, strenuous and courageous effort as well as time and patience.

Uniquely in the Republic of Ireland, we offer a "safe space", extensive facilities and the support of our membership, staff and volunteers to all who are interested in the building of peace and the management of conflict.

The Glenree Centre for Reconciliation is a company limited by guarantee and is a registered charity in the Republic of Ireland.

### *How Peace is Waged in Glenree*

The growth of Glenree comes from the practical and flexible way in which we wage peace through our programmes, projects and initiatives. As a non-governmental organisation (NGO) we remain flexible, to ensure that our programmes reflect the changing political, cultural, societal and religious environment in which we work.

We actively seek to identify gaps and to fulfil needs in the peace-building process. We work to complement and support the efforts of others - both governmental and non-governmental. We also offer a wide range of peace and reconciliation programme support to other groups that avail of the facilities at Glenree.

## **What is the Resource Package?**

This Resource Package is intended to be used in conjunction with a facilitated programme from the Glenree Centre for Reconciliation. The activities and information in this Resource Package can be used in preparation of, or in follow up to a visit to the Glenree Centre for Reconciliation. For this reason, the Resource Package provides numerous activities that help to explore and understand conflict and reconciliation, both in Ireland and the world beyond, which link to key themes and requirements around knowledge and skill development and Action Project completion within the curriculum of:

- Religious Education, Junior Certificate
- Religious Education, Leaving Certificate Applied
- CSPE, Junior Certificate
- Transition Year

Importantly, this Resource Package also offers a number of Action Projects that can be used to fulfil the requirements within the Religious Education, Leaving Cert Applied Curriculum for active participation in, or observation of students' own communities. Likewise, these projects can be used to fulfill Transition Year requirements for community service, action based learning or project work and research.

This package was designed with the assistance and consultation of students, teachers, and officials of the Department of Education and Science, in particular the TY and CSPE Support services, the CDVEC Curriculum Development Unit and the Education Secretariat of the Archdiocese of Dublin.

## Objectives of the Resource Package

The objectives of the Resource Package are linked to the objectives of the overall Glenree Education Programme, which seeks to:

- Facilitate students in building skills and attitudes necessary to be participative and responsible world citizens;
- Facilitate students in developing the skills, attitudes and knowledge necessary to play a role in peace building in Ireland and the world beyond;
- Facilitate students in developing an understanding of the underlying causes of conflict and the similarities between the causes of conflicts in Ireland with causes of conflicts worldwide;
- Facilitate students in developing an understanding of the effects of conflicts and the impact of conflicts outside of Ireland on their lives, i.e. Global migration, global drug trade, weapons trade; and
- Assist teachers to develop projects to actively engage peace issues when students return to their communities.

## Organisation of the Resource Package

The Resource Package is organised into the following kinds of resources and activities:

- Icebreaker Activities - We provide a number of “content based” icebreakers. These fun games can be used to start a class, new lesson or module. As these icebreakers are “content based,” they not only provide an opportunity for youth to get up out of their seats and interact, they also help teach about the dynamics of conflict and help your class to begin to think about some of the concepts and issues that play a role in conflict in Ireland and the world.

The provided icebreakers can also be helpful for providing an energising break from seatwork. Additionally, employing one of these activities in a classroom setting can also signal to your class that something new, or different is about to take place and so prepare them for a new learning experience.

- Learning Activities on Conflict and Reconciliation -The provided activities help to develop an understanding of some of the basic issues and concepts that shape conflict and reconciliation in Ireland and the world beyond. These concepts include the nature of conflict, the nature of reconciliation, the role of discrimination and stereotypes in conflict, the role of identity in conflict, the connection between poverty and conflict, interdependence between Ireland and conflicts elsewhere in the world.

The content of many of these activities links to themes in Transition Year, C.S.P.E., R.E. Junior Cert and R.E. Leaving Cert Applied. These activities can be used on their own, or as part of an Action Project.

- Activities for Researching Issues - In addition to the prepared activities that we provide to use in your classroom, we present a number of action-based group Learning Activities that can be used to develop further knowledge of issues related to conflict. These activities can be used on their own, in conjunction with the resources provided in the following pages under “Additional Resources,” or as part of the “Action Projects;” which you can find in the next section of this Resource Package.
- Activities for Exploring Issues - These activities can be used in your classroom either before or after the Learning Activities and/or the Activities for Researching Issues. These activities can be used as an assessment tool to either identify the level of knowledge prior to using Learning Activities, or to assess knowledge developed. Finally, these activities can be used simply to reinforce knowledge following a learning activity.
- Activities for Presenting/Recording - These activities are provided to help your students to synthesise what they have learned and/or to provide a record for you to evaluate and to share what they have learned with their class, school or community. You may find that these activities can be used as part of portfolio assessment or journal keeping requirements of the curriculum. These activities can be used as part of an Action Project or used on their own to record and reinforce learning.



- Activities for Taking Action Around Issues - These activities are provided to assist your class in becoming involved in the issues that they have learned about as a result of using the Resource Package. Detailed instructions are presented in order to help your class to become active participants in building peace in their classroom, school, community and beyond.
- Action Project Plans - In addition to the various activities listed above, we also provide a number of Action Project Plans that that can be used to fulfil the requirements within the Religious Education, Leaving Cert Applied Curriculum for active participation in, or observation of students' own communities. Likewise, these projects can be used to fulfill Transition Year requirements for community service, action based learning or project work and research.
- Additional Resources - Lastly, the Resource Package provides additional resources, which include source materials, reference materials and a bibliography for further research.

## How to use this Resource Package

The Resource Package contains simple explanations of activities and teaching tools so that you will have an easy time using it, whether you have been teaching for many years or it is your first time working with a group of young people.

Although we provide information and suggest strategies that you might find useful and interesting, we encourage you to do the activities in the way you think best suits you and your class. A key goal of this Resource Package is to provide knowledge and learning experiences that are flexible enough for you to use in a broad variety of classrooms, while still linking to the curriculum. For that reason we have structured this guide so that it can be used in two different ways:

### One:

We encourage you to use the provided activities as you feel most appropriate for your class. You can simply use it as a Resource Package, employing activities on an ad hoc basis as they suit your needs and link to the curriculum that you are teaching. In this way, you may find that you are able to select two or three activities in order to create your own module.

### Two:

You may choose to follow one of the Action Project plans that are provided in this Resource Package. These projects vary in complexity and demands on you as a teacher. Some are quite simple yet rewarding projects. Others require a great deal of planning and initiative.

The plans themselves provide step-by-step instructions and detail the activities that will need to be completed within the project. In every case, the activities themselves can be found in this publication.

## Curriculum Connections

CSPE, Transition Year, Religious Education Leaving Cert Applied and Religious Education Junior Cert all include an Action Project component. The introduction to conflict, the Troubles and International issues provided by the Glenree Schools programme and the lessons in the Glenree Resource Package provide an excellent introduction to a number of issues that make ideal peace and reconciliation Action Projects.

This Resource Package is intended to link to the curriculum and provide practical and easy guides to implement Action Projects that will deepen your students' understanding of conflict and reconciliation issues. This Resource Package is intended to link to curricula in the following areas:

### *Transition Year*

This Resource Package provides a number of activities in keeping with Transition Year Guidelines. The activities in this Resource Package take as a central concern the personal growth and social development of the students for which they are designed. The approach/process of this programme is as important as the content and is designed for active participation on the part of students.

### *Religious Education - Junior Cert*

A number of activities in this Resource Guide link to themes found in Section F: The Moral Challenge, Part 4, Religious Morality in Action.

These themes include: decision making, truth, justice, peace, life, respect, integrity, forgiveness, reconciliation and judgment.

## *Civic, Social and Political Education*

This Resource Package provides a number of plans for pursuing class or individual Action Projects as outlined in the Civic, Social and Political Education syllabus.

Additionally, a number of activities exist to explore a number of themes found in Unit 1: The Individual and Citizenship: Equality vs. Discrimination; Unit 4: Ireland and the World: Our Links with the World and Northern Ireland.

## *Religious Education -Leaving Cert Applied*

Many activities in this package link to themes within the Religious Education - Leaving Certificate Applied syllabus.

Several activities link to themes as set out in Module 3. These themes include: respect for persons, stereotyping, violence, war, terrorism. Additionally, the Action Project plans in this Resource Pack link to the Community Action Project as outlined in Module 2, Unit 5: The Story of Living Faith. These Action Project plans specifically link to:

- Option 1, The Elderly
- Option 2, Disability
- Option 3, Homelessness

## **Methodologies and Teaching Strategies**

This Resource Package employs the following methodologies: activity based learning, group work, discussion, role-play, simulation games and problem solving and case studies and project work. These practical activity based teaching approaches are also advocated in the guidelines to:

- Junior Cert Religious Education
- Rationale of Leaving Cert Applied
- Junior Cert CSPE
- Transition Year

## Icebreaker Activity Vive La Difference - Valuing Diversity and Difference

### Objectives

The objectives of this activity are to provide your class with an opportunity to acknowledge the differences that exist between people, to recognise that these can vary in type (and be important or unimportant), depending on culture, history, circumstances and so on.

### Time

10 - 15 minutes

### Preparation

You may find it helpful to move desks and chairs out of the way in order to leave a clear area for your students to move about.

### Materials

None

## Method

### STEP ONE

#### *Introduce and lead the activity*

- a) Explain to your students that as you call out the names of various groups (see list below), they are to go to different ends of the room, depending on which group they belong to.
- b) Explain to your students that if they refuse to identify themselves with the named group, or do not wish to commit themselves, they should stay in the middle of the room.
- c) Begin calling out the names of the groups, keeping the pace snappy and fun.
- d) Periodically stop to invite the groups to look at one another and express their feelings about the other group. Stopping the groups at the male/female divide can be quite potent in terms of feelings as can the Protestant/Catholic divide (Note: depending on time and appropriateness, the Protestant/Catholic division can be called for somewhere in the middle of the exercise, thus de-emphasising that particular division for the moment, but allowing it to be established for future use).

### STEP TWO

#### *Lead a discussion about the activity using the provided questions*

- How did they feel about identifying the groups they belong to?
- Did they dislike admitting to some aspects of themselves?
- Did they dislike owning up to each other?
- Which items or issues did they feel uncomfortable about?
- Which did they feel good about?
- How do they feel now?

### List of groups

Exercisers and non-exercisers; vegetarians and non-vegetarians; snorers and non-snorers; DVD owners and non-DVD owners; cat lovers and cat haters; nail biters and non-nail biters; open window sleepers and closed window sleepers; men and women etc. You can also introduce categories directly relevant to Northern Ireland and related issues e.g. those brought up as Protestants and those brought up as Catholics. (Note: it is as important to use the above phrase - those brought up as (or raised as) as many participants may not be practicing believers and be unsure where that leaves them).

## Icebreaker Activity Identity All-Change

### Objectives

The objectives of this activity are to provide your class with an opportunity to acknowledge the differences that exist between people and to begin to think about issues of identity and stereotypes.

### Time:

10 - 15 minutes

### Preparation

Make a copy of the statement card below.

### Materials

The activity requires one chair for every person in the group and an open space.

## Method

### STEP ONE

#### *Introduce and lead the activity*

- a) Ask your class to move their chairs into a circle.
- b) Ask for a volunteer. Have that volunteer stand up and take away their chair.
- c) Tell the groups that you are going to call out a number of statements; if that statement applies to them, then they have to change chairs (including the volunteer, if the statement applies to him or her).
- d) Ask the volunteer to read the first statement, as there is one less chair than students, there will always be one participant left standing who will be available to read the next statement on the statement card.

### STEP TWO

#### *Lead the following discussion with your class*

- a) Many of the statements are meant to apply to a typical person from Ireland
  - Do you think that these characteristics apply to the majority of people who live in Ireland?
  - Would you use these characteristics to describe yourself?
  - How comfortable were you when you were one of only a few people changing?

### *Statement Card*

1. Everyone change who lives in Ireland.
2. Everyone change who plays or follows a GAA sport.
3. Everyone change who has had a cup of tea today.
4. Everyone change who is wearing green.
5. Everyone change who can say welcome in Irish.
6. Everyone change who had potatoes for their supper last night.
7. Everyone change who burns peat on an open fire.
8. Everyone change who wears a crucifix.
9. Etc.

## Icebreaker Activity Squares

### Objectives

The objectives of this activity are to provide your class with an opportunity to begin thinking about some of the dynamics of conflict, namely: competition for resources as a source of conflict and cooperation as a way of managing conflict.

### Time

10 - 15 minutes

### Preparation

None

### Materials

String, tape, or chalk

## Method

### **STEP ONE**

#### ***Introduce and lead the activity***

- a) Divide your class into groups of 6-8
- b) For each group you will need to make a square on the floor of approximately one meter by one and a half meters, or small enough that the group can stand inside the squares with some degree of comfort.
- c) Explain to the groups that the purpose of the game is to keep the entire group inside their square, without any part of their body going outside. Members should help one another to stay in the square. Any group which fails to keep all of its members inside the square is out of the game.
- d) In rounds, make all the squares smaller until only one group, the winner, remains completely within their square.

### **STEP TWO**

#### ***Lead a discussion about the game***

- a) Which groups did best, which groups did most poorly, ask your students why?
- b) Suggest to the group that competition for resources, in this case space, quite often leads to conflict within groups.
- c) Ask your students to name situations in real life in which cooperation is a useful strategy.
- d) Ask your students to name situations in which failure to cooperate or share results in conflict.

## Icebreaker Activity Break the Circle

### Objectives

The objectives of this activity are to provide your class with an opportunity to develop an understanding of how exclusion can lead to conflict.

### Time

10 - 15 minutes

### Preparation

None

### Materials

None

## Method

### STEP ONE

#### *Introduce and set up the activity*

- a) Divide the class into groups of 6-8 people.
- b) Ask each group to choose one person to be the 'observer' and a second to be the 'outsider'.
- c) Tell the other members of the group to stand shoulder to shoulder to form a circle that is as tight as possible so as not to leave any space between each participant.
- d) Explain that the 'outsider' must try to get into the circle while those who form the circle must try to keep that student out of the circle.
- e) Tell the observer to make notes on the strategies used both by the 'outsider' and those in the circle and also to act as timekeeper.
- f) After two or three minutes, regardless of whether they managed to enter the circle or not, the 'outsider' joins the circle and another member has a turn. The activity is over once all the members of the group who wish have tried to force the circle.

### STEP TWO

#### *Lead a discussion using the following questions*

#### **For outsiders**

How did it feel when you were part of the circle?

- How did it feel when you were the 'outsider'?
- Do those who succeeded in forcing the circle feel differently from those who didn't manage it?

#### **For observers**

- What strategies did the 'outsiders' use?
- What strategies did the people in the circle use to prevent the others from getting in?

#### **For the entire class**

- In real life situations, when do you like to feel like an 'outsider' or a minority and when do you appreciate feeling like part of the group or the majority?
- In our society, who are the strongest groups? And who are the weakest?

## Icebreaker Activity Thumbs Up, Thumbs Down

### Objectives

The objectives of this activity are to provide your class with an opportunity to learn that people sometimes erroneously assume that conflict or competition is necessary to resolve a problem.

### Time

10 - 15 minutes

### Preparation:

None

### Materials

None

## Method

### STEP ONE

#### *Introduce and set up the activity*

- a) Giving only the following instructions, divide the class into pairs and have each student hold their partner's hand (model the hand posture, which is as if you were shaking the hand of the partner, only with your thumb pointed up).
- b) Avoid using the term "thumb wrestling".
- c) If the participants ask questions, repeat: "Take your partner's hand like this, demonstrating the hand posture."

### STEP TWO

#### *Lead the activity*

- a) Explain to the class that the objective of the experiment is to get your partners thumb down, like this (again act as a model, and display your hand to the class, again in a position as if you were shaking your partners hand, only with your thumb now laying flat on top of your index finger).
- b) To demonstrate, model the position alone by moving your thumb down from its upright position so that it rests on top of the index finger. (At this point the class will often assume they are to thumb wrestle.)
- c) The class is given the start signal. After one person has won in each pair, by a show of hands, ask to see those who put their thumbs down. Ask to see those who did not put their thumbs down.
- d) Ask the class to watch you do the activity with a partner. Say to your partner "Let's try putting both of our thumbs down together." Then each puts his/her thumb down on the forefinger so that no struggle is involved.

### STEP THREE

#### *Lead a discussion using the following questions*

- What did you assume that you were supposed to do in this activity?
- How does your assumption differ from what you just saw?
- How did you feel when you and you partner were trying to meet the objective?
- What did you think or feel after you witnessed the cooperative approach to meeting the objective?
- Was this a "conflict," why or why not?

# Learning Activities on Conflict and Reconciliation

## Learning about Conflict Activity What's what

### Objectives

The objectives of this activity are to provide your class with an opportunity to learn that prejudice, stereotyping, discrimination and sectarianism often underlie or exacerbate conflicts. This exercise is designed to assist people to clarify for themselves the difference between prejudice, stereotyping, discrimination and sectarianism.

### Curriculum Links

- C.S.P.E. - Unit One: the Individual and Citizenship, Equality vs. Discrimination
- R.E. Junior Cert - Section F: The Moral Challenge, Part 4, Religious Morality in Action- Respect

- R.E. Leaving Cert Applied - Module Three: Life Issues, Theme, Respect for Persons, stereotyping

### Time

40 - 50 minutes

### Preparation:

Photocopy handouts

### Materials

Flip chart or blackboard

## Method

### STEP ONE

#### *Introduce activity and define terms*

- a) Split the class into smaller groups of 5-8.
- b) Provide the definition of the following words: Prejudice - Discrimination - Stereotyping - Sectarianism (Either by copying on to the board or by photocopying and distributing the definitions on the following page). Explain the difference between the terms.
- c) Have the groups brainstorm examples of how these concepts operate in practice - first with examples that include young people and then moving on to other groups in society. Complete this exercise within 4-5 minutes.
- d) Reconvene the class for a discussion. Write the four terms on a flip chart or blackboard with a space under each. Illustrate the definitions based on feedback from the groups.

### STEP TWO

#### *Put the terms into practice*

- a) With your class, explore the difference between Prejudice and Stereotyping - which are Feelings and Thoughts - and Discrimination and Sectarianism - which are Actions. (Note: All of these can occur at an individual level or an institutional level, can be conscious or unconscious or can be direct or indirect).
- b) As a class, or in smaller groups discuss examples of these differences to ensure that the group is clear on how they are distinguished. Complete this exercise within 5 minutes.

### STEP THREE

#### *Distribute the What's What Handout*

- a) In groups, or individually, have your students complete the handout by identifying which of the four concepts apply to each of the statements on the following handout (A - Prejudice, B - Stereotyping, C - Discrimination, D - Sectarianism). Circulate through the class and check for comprehension.

Teachers' Note: It is not getting the answers 'right' that counts in this exercises, but rather the discussion about the issues e.g. the fact that it may be true that Catholics have more children than Protestants does not negate the fact that the first statement is stereotyping.



# Learning Activities on Conflict and Reconciliation

## Definitions

### A: Prejudice:

Negative feelings or attitudes about a group or individual without reasonable knowledge of that person or group (i.e. to prejudge without the full information).

### B: Stereotyping:

Making a judgment about a certain group of people in such a way that we see all members of that group as sharing certain, usually negative, traits.

### C: Discrimination:

Negative or positive prejudice translated into action and behaviour.

### D: Sectarianism:

Discrimination based on religion (in Ireland religion and politics).

<i>What's What Handout</i>	A	B	C	D
a) Catholics are oppressed as the church forces them to have too many children	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b) Asylum seekers just come here to rob us and get free prams	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c) Protestants in Northern Ireland are just brain-washed, they just let their leaders do their thinking for them	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d) A Protestant can't be a real Nationalist	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e) I don't mind Black people, in fact, every time I see a Black person I say hello	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f) I've always done my best by my employees - we usually recruit them by word of mouth - that way we know who we are getting	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g) Everybody should be forced to learn Irish in schools	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h) We are a state school and open to all, including Protestants (or in Northern Ireland, Catholics) - so we don't discriminate	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i) I am not sexist, I can't be, I'm a woman	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
j) You can never trust Loyalists	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
k) I am a Catholic and I would not want anyone in my family to marry a Protestant, life would be too difficult	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
l) I don't like the look of your new friend, he looks odd with that moustache	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
m) We have a right to exclude women from our golf club - they would just crowd up the greens if we let them in.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
n) There is no point in giving aid money to Africa - all those countries are corrupt.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
o) I never notice what people are - I just treat them all as equal	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Identify which of the four concepts apply to each of the statements on this handout:**

**A - Prejudice, B - Stereotyping, C - Discrimination, D - Sectarianism**

# Learning Activities on Conflict and Reconciliation

## Learning about Conflict Activity Introduction to Conflict

### Objectives

The objectives of this activity are to provide your class with an opportunity to develop a working definition of conflict and to be able to cite examples of conflicts at the community, national and international levels.

### Curriculum Links

- C.S.P.E. - Unit Four: Our Links with the World - Northern Ireland
- R.E. Junior Cert - Section F: The Moral Challenge, Part 4, Religious Morality in Action - Peace

- R.E. Leaving Cert Applied - Module Three: Life Issues - Sanctity of Human Life, Respect for Persons, Violence, War, Terrorism - Justice and Peace, Peacemaking

### Time

20 - 30 minutes

### Preparation:

None

### Materials

Blackboard or flipchart

## Method:

### STEP ONE

***Introduce the word "conflict" and brainstorm associated words***

- Write the word "conflict" on the blackboard or flipchart
- Ask your class to look at the word and call out any other words that come to mind when they think of conflict. Write down all the words your class calls out.
- Read out the words for the class and ask them if the words are positive or negative. Ask your class if conflict is always negative.

### STEP TWO

***Read the definition of the word "conflict" and apply the concept to life examples***

- Read the definition of "conflict" as provided (below) to the class.
- Split your class into groups of 5-8 and ask each group to provide an example of a conflict that is currently occurring at community, national and international level. Complete this exercise within 4-5 minutes.
- Ask the groups to present their examples of conflict. With the class as a whole, check to make sure that each example fits the definition.

### Definition of Conflict

A conflict is the pursuit of incompatible goals by different people or groups. A conflict arises when two (or more) parties (people, groups) disagree about the distribution of resources, whether real or symbolic and act on the perceived differences.

# Learning Activities on Conflict and Reconciliation

## Learning about Conflict Activity Conflict Pyramid

### Objectives

The objectives of this activity are to provide your class with an opportunity to discover some of the underlying causes of conflict, explore ways of preventing conflict and to see connections between the consequences of Irish and International conflicts.

### Curriculum Links

- C.S.P.E. - Unit Four: Our Links with the World - Northern Ireland
- R.E. Junior Cert - Section F: The Moral Challenge, Part 4, Religious Morality in Action - Peace

- R.E. Leaving Cert Applied - Module Three: Life Issues - Sanctity of Human Life, Respect for Persons, Violence, War, Terrorism - Justice and Peace, Peacemaking

### Time

45 - 50 minutes

### Preparation:

This activity must be preceded by the defining conflict activity

### Materials:

Flip chart/blackboard, paper and pens for students, copies of the scenarios

## Method

### STEP ONE

*Lead students in a basic conflict analysis by using pyramid analysis*

- Draw the pyramid diagram on the flip chart/blackboard and ask students to copy. Very briefly share an example of a conflict from your own life with the group. Using that example, fill in the middle part of the triangle saying briefly what happened in the conflict and then in the top part explain the consequences of the conflict. In the bottom tier of the pyramid, list some reasons behind the conflict. Be sure to apply the definition of a conflict to these reasons.
- Ask the group to think of a conflict in their own life and fill in the top two tiers of the pyramid. Be sure to let students know that they will only be sharing this with a partner, not with the entire class (unless they would like to).
- Ask students to share their pyramids with a partner. Once they have shared, they should think together of the reasons behind the conflict. They should write their ideas at the bottom of the pyramid. Circulate through the class and check for comprehension.

### STEP TWO

*Lead your class in analysing prepared scenarios of conflict*

- Divide the class into four sub-groups.
- Provide each group with a photocopy of the following page and assign each group one of the scenarios on the page. Have the group read the scenario together and then work together to fill out a pyramid analysis on the scenario provided.

### STEP THREE

*Present and discuss*

- Have each group read their scenario and present their conflict pyramid.
- As the groups are presenting their analysis, ask the following questions of the group and the class:

Questions for Discussion

- What are the incompatible goals in this scenario?
- What causes do these scenarios of conflict have in common?
- What role does identity play in these scenarios?
- What role does conflict have over resources?
- What role do rules or laws or rights play in these scenarios?

# Learning Activities on Conflict and Reconciliation

## Scenarios

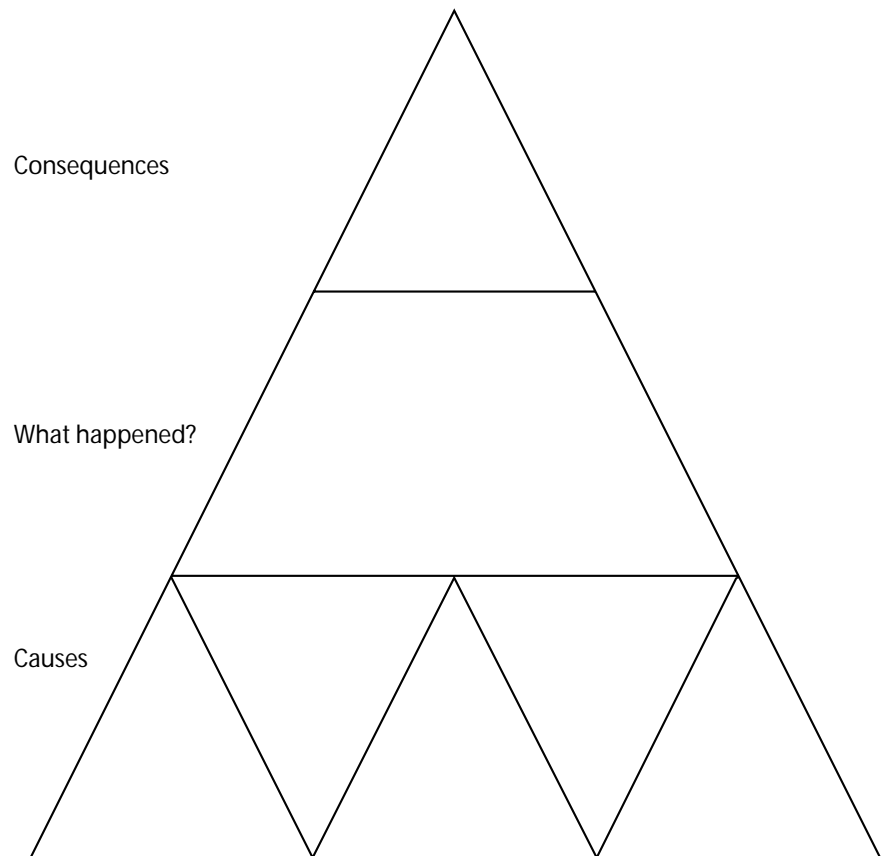
Charles - My experience with conflict was in my home in the Congo. The Congo is a large country in central Africa that is very rich in diamonds, gold and timber. People have been fighting for control of these resources for many years. I can't live in my home because there is constant fighting. I am from the Hema tribe and often there is fighting between the Hema and Lendu tribes. It is difficult to find work, or to farm with all of the fighting. Two years ago, a Lendu militia came to my village and killed many people, now I live in Ireland and I am waiting to find out if I will be granted refugee status. If I am refused, I will have to go back to the Congo. I don't know what I will do if that happens.

John - My most recent experience with conflict came just last weekend. I went to a local pub. I have gone there often, but this time the barman refused to serve me. He said that somebody told him that I was a Traveller. He said that all Travellers caused trouble and were criminals.

He told me that he didn't want trouble in his pub and so he wouldn't allow Travellers. I have never caused a problem in a pub before in my life and I told him so. I argued with him and told him that by law, he had to allow a Traveller into his pub. It didn't matter, he told his doorman to push me out so I left.

## Oonagh

The last time I had a personal experience with conflict was last year when I completed my Junior Cert. After the last exam, a group of my friends made plans to go out to celebrate. We were going to go to a friend's place and stay there over night. When I told my Ma, she said she didn't want me to go out all night. She said that she knew that some of the kids on our estate had bought cider and that she didn't want me out all night with people who were drinking. Usually it is ok for me to stay out at a friend's house, but Ma said I had to come home. I thought it was unfair and I stayed out anyway. The next day my Ma and dad were so angry, they said that I couldn't have any pocket money for a month.



# Learning Activities on Conflict and Reconciliation

## Learning about Conflict Activity Time Line of the Troubles

### Objectives

The objectives of this activity are to provide your class with an opportunity to construct a personal history of the Troubles. The events of the conflict in Northern Ireland can seem distant and unconnected to our lives. By trying to match these events to things that were contemporaneously happening in ones own life, a connection is made that brings the event closer to reality.

### Curriculum Links

- C.S.P.E. - Unit Four: Our Links with the World - Northern Ireland
- R.E. Junior Cert - Section F: The Moral Challenge, Part 4, Religious Morality in Action - Peace

- R.E. Leaving Cert Applied - Module Three: Life Issues - Sanctity of Human Life, Respect for Persons, Violence, War, Terrorism - Justice and Peace, Peacemaking

### Time

25 - 40 minutes

### Preparation:

You will need to photocopy the timeline for distribution to your class

### Materials:

None

## Method

### STEP ONE

#### *Introduce and lead the activity*

- a) Distribute the Time Line to your class and have them read it, either individually, working in groups, or with you leading the entire class.

### STEP TWO

#### *Ask your students to answer the following questions*

#### Questions

- Can you remember any of the events that happened on the timeline? Which?
- When were you born on the timeline? - What was happening at that time?
- When was the first time that you remember being aware of the 'Troubles'? What was happening on the timeline then?
- Have you ever been to the North/South? What has happening at that time?
- What was happening when your parents were your age?

# Learning Activities on Conflict and Reconciliation

## Learning about Conflict Activity: Time Line of the Troubles

### 1914

After a long history of agitation, a Home Rule Bill (which planned for home rule in Ireland) was agreed in Westminster. The Bill was put on hold because of the outbreak of war in 1914. Strong opposition to Home Rule in Northern Ireland - 200,000 join the Ulster Volunteer Force to oppose it.

### 1914 - 1918

The 'Great' War in which soldiers from Northern and Southern Ireland died.

### 1916

Rebellion in Dublin declares "Irish Republic". The public is initially hostile but after leaders are executed, support for independence grows. In 1918 elections, Sinn Fein wins majority of seats.

### 1919 - 1923

Irish War of Independence against British forces

### 1921 - 1925

Treaty in 1921 established a 'Free State' in the southern counties, independent from Britain but within the Commonwealth. Bitter disputes between Nationalists over the treaty led to the Civil War in 1922/23. From 1921, Northern counties known as Northern Ireland, which remained part of UK, but with own government and parliament in Stormont.

### 1939 - 1945

Second World War, during which Ireland remained neutral.

### 1949

Republic of Ireland declared in 26 counties with a constitution claiming the 6 counties in articles 2 and 3.

### 1956 - 1962

IRA pursues an unsuccessful military campaign in Border areas.

### 1969

Rise of the Civil Rights Movement challenging discrimination against Catholics in Northern Ireland. It sought one person-one vote balanced political representation of Catholics/Nationalists, laws against discrimination etc. Civil rights marches were banned, violence was rampant in many areas and the British Army was sent in. In 1969, the IRA split into Officials (who favoured non-sectarian political struggle) and 'Provisionals' (who favoured traditional military campaigns).

### 1971

UK and NI governments introduce 'internment' prison without trial for those suspected of being involved in paramilitary organisations. First British soldier killed in NI.

### 1972

British soldiers shot dead 13 people in Derry taking part in civil rights rally. Became known as 'Bloody Sunday'. Northern Ireland Government and Parliament suspended and 'Direct Rule' from London re-established. Year with the highest death rate during the 'Troubles' with just under 500 killed

### 1974

The 'Sunningdale Agreement' established the first 'power sharing' executive, it was opposed by Unionists (through strike action) and collapsed.

### 1974

19 killed (2 died later) and 182 injured in bomb attacks on two pubs in Birmingham. 22 are killed and over 100 injured in Dublin and 5 killed and 20 injured in Monaghan by bombs planted by Loyalist paramilitaries.

### 1981

The Hunger Strikes by Republican prisoners lead to 10 deaths - Bobby Sands elected MP while on hunger strike.

### 1985 - 1994

Anglo-Irish Agreement between Irish and British Governments accepts that Republic has legitimate interest in NI and that a United Ireland could only be achieved by 'consent' of the majority in NI. Over

# Learning Activities on Conflict and Reconciliation

250,000 Unionists protested in the streets. All-party talks commence in 1991. Talks between John Hume (SDLP) and Gerry Adams (Sinn Féin) on possibility of IRA ceasefire. Ceasefires by both IRA and Loyalist paramilitaries in 1994. Decommissioning of weapons becomes a major issue. Talks continue to stall over a variety of issues.

## **1987**

IRA bomb at Remembrance day ceremony in Enniskillen kills 11 and injures 36.

## **1993**

An IRA bomb planted in a fish shop on the Shankill Road in Belfast kills 10 and injures 57. UFF paramilitaries kill 7 and injure 13 in pub gun attack in Greysteel, Derry.

## **1996**

End of IRA ceasefire with bombing in Canary Wharf in London.

## **1997**

Sinn Féin joins multi-party talks and the IRA declare a ceasefire.

## **1998**

The Good Friday Agreement is signed.

29 people killed and 360 injured by 'Real IRA' bomb in Omagh - the worst single atrocity of the 'Troubles'.

## **1999**

Failure to reach agreement on decommissioning of paramilitary weapons and the formation of the Executive for the NI assembly leads to failure to implement the Good Friday Agreement - Review of the Agreement follows and the Assembly meets. Direct Rule from Westminster ends on December 3rd.

## **2000**

The Assembly was reinstated after a number of months suspension over failure to agree on decommissioning of paramilitary weapons. Intermittent violence continued and a significant conflict broke out amongst Loyalists.

The Northern Ireland Assembly suspended again due to lack of progress on the GFA, which underwent a review.

## **2001**

Confrontations between Nationalist and Unionist residents in North Belfast over access to the local Catholic Holy Cross girls' primary school.

British Government declares that the ceasefires of some of the Loyalist groups are over.

The IRA begin decommissioning.

The Police Service of Northern Ireland (PSNI) comes into being, replacing the Royal Ulster Constabulary (RUC).

## **2002**

Anti-sectarian rallies organised following the killing of a postal worker.

Some clashes between Loyalists and PSNI at Drumcree, during annual Orange Order parade, which is banned for the fifth year running from marching down the mainly Catholic Garvaghy Road.

IRA apologise to civilian victims of its campaign of violence.

Sinn Féin offices in Stormont raided by the PSNI as part of investigation into Republican intelligence gathering.

Northern Ireland Assembly suspended.

IRA cut contacts with the body responsible for overseeing decommissioning.

## **2003**

Northern Ireland Assembly elections postponed from April until November.

# Learning Activities on Conflict and Reconciliation

IRA completes another act of decommissioning.

Elections result in a new political landscape with major gains for the DUP and Sinn Féin, who become the major Unionist and Nationalist parties in the Assembly.

Barron Report into the 1974 Dublin and Monaghan bombings is published, stating that members of the RUC and British Army may have known about or helped the bombers.

## **2004**

No new Executive of the Northern Ireland Assembly formed.

Good Friday Agreement under review.

Sinn Féin make further gains in local and European elections in both the Republic and Northern Ireland.

Gerry Adams makes statement saying it may be necessary for IRA to disband in order to allow further progress in Peace Process.



# Learning Activities on Conflict and Reconciliation

## Learning about Conflict Activity Beautiful Green Island

### Objectives

The objectives of this activity are to provide your class with an opportunity to develop awareness of how our thinking can be stereotyped.

- R.E. Leaving Cert Applied - Module Three: Life Issues - Sanctity of Human Life, Respect for Persons, Violence, War, Terrorism - Justice and Peace, Peacemaking

### Curriculum Links

- C.S.P.E. - Unit 1: the Individual and Citizenship: Equality vs. Discrimination
- R.E. Junior Cert - Section F: The Moral Challenge, Part 4, Religious Morality in Action - Reconciliation

### Time

45 - 50 minutes

### Preparation

None

### Materials

Flipchart/blackboard, paper and pens for groups

## Method

### STEP ONE

#### *Introduce and lead the activity*

- Divide the class into groups of 5-8 and give each group a sheet of paper and a pen.
- Tell the class the following story: Seven people are sailing on a yacht in the Caribbean Sea. The yacht hits a rock and begins to take on water rapidly. At the point of collision the captain of the ship falls and hits his head and is knocked unconscious. The collision also results in one of the lifeboats being detached from the yacht and it floats away. The seven passengers are left with the dilemma that only four of them can get into the last remaining lifeboat and make the journey to an island that can be seen in the distance. If more than four people get in the lifeboat it too will sink. In addition the lifeboat will only have time to make one journey to the island, as it is approximately two miles away from the yacht.
- Tell the class that they must decide in their group which of the seven people can get into the lifeboat. Write the initial description of the seven people on the flipchart as follows:
  - A Nigerian Doctor.
  - A Young Girl.
  - A Priest.
  - A Drug Addict.
  - A Vice-President of the US.
  - A Police Officer.
  - A Diabetic Older Man.
- Give the groups 4-5 minutes to decide and then one person from each group must act as a spokesperson and relate back who they picked and why they picked them. Keep a note of this on the flipchart.
- Tell the group that there is some more information on each of the seven people and this is written up beside their initial descriptions on the flipchart:
  - The doctor is not a medical doctor, but rather has a PhD in English literature.
  - The young girl is suffering from an incurable illness and has one month to live.
  - The priest is not a Catholic priest, but is rather a creationist, earth-worshipping priest.

# Learning Activities on Conflict and Reconciliation

- The drug addict is in her thirties and is also a nurse.
  - The vice-president is also an ex-marine.
  - The police officer is a superintendent and she is also six months pregnant.
  - The diabetic older man is also a retired cardiac surgeon.
- f) Give the groups a further 5 minutes to decide whether they want to change their initial answers and to give reasons why they changed their minds. Record the feedback on the flipchart, adjacent to the initial recordings.
- g) Provide the groups with yet some further information on the seven people and tell them that this will be the final information they will get:
- The doctor, who is also a carpenter, has a wife and three young children at home.
  - The young girl is the granddaughter of the diabetic older man.
  - The priest is also a herbalist and so would be able to make nutritious food, drink and medication from the wide variety of plants and berries that are available on the island.
  - The drug addict has been recently bereaved and is taking sleeping tablets and no other drug.
  - The vice-president has recently been accused of paedophilia and was reportedly on the yacht in the first place to get away from press attention.
  - The police officer is also a lesbian and became pregnant through a one-night stand.
  - The diabetic older man, who is the grandfather of the young girl, is 55 years old and is also a neo-Nazi.
- h) Give the groups a further 5 minutes to make their final decision. When they are reporting back they must say why they are choosing the four that they are saving in the lifeboat and why they are leaving the other three behind.
- i) Sum up by comparing the collated decisions of each round.
- j) If you have time, ask the groups to give a definition and two examples (one local and one world-wide) of each of the following words:
- Stereotype.
  - Prejudice.
  - Discrimination.
- k) Ask each group to feedback to the wider group. There is no need to write this feedback up on the flipchart. You can also provide some input on the definitions at this stage and relate it back to the Beautiful Green Island exercise.

## Teachers' Note

An important point to remember for this exercise is to be sensitive to what might be going on in the group. Some of the characters described above may bring up issues for some participants. As facilitator, if you are aware of issues within the group, the characters above and their situations can be changed accordingly, so as not to be insensitive to the participants' situations.

# Learning Activities on Conflict and Reconciliation

## Learning about Conflict Activity What's the Problem?

### Objectives

The objectives of this activity are to provide your class with an opportunity to describe and debate what they feel the most important issues are in relation to what the "problem is" in Northern Ireland and to compare their ideas with others.

### Curriculum Links

- C.S.P.E. - Unit 4: Ireland and the World - Northern Ireland
- R.E. Junior Cert - Section F: The Moral Challenge, Part 4, Religious Morality in Action - Justice, Peace

- R.E. Leaving Cert Applied - Module Three: Life Issues, Theme, Respect for Persons, Stereotyping

### Time

30 - 45 Minutes

### Preparation:

None

### Materials

None

## Method

Discuss each statement, and ask each member of your group to vote for or against each one. Appoint a spokesperson and later give feedback to the whole group with reasons for the votes.

- Everyone who lives in Northern Ireland has a right to be British if they want to be.
- Everyone who lives in Northern Ireland has a right to be Irish if they want to be.
- Your nationality depends on where you were born.
- Your nationality depends on what you consider yourself to be.
- Protestants in the Republic are just as Irish as everyone else.
- You cannot be Irish and British at the same time.
- You can tell a person's nationality from their surname.
- Anyone born in England cannot be truly Irish
- Irish Americans are not truly American.
- When we talk about Ireland, we usually mean the Republic.

# Learning Activities on Conflict and Reconciliation

## Learning about Conflict Activity What's the Problem? 2

### Objectives

The objectives of this activity are to provide your class with an opportunity to discuss their feelings and viewpoints around the causes (or popular understandings of the causes) of the conflicts in Northern Ireland and the Middle East.

### Curriculum Links

- C.S.P.E. - Unit One: The Individual and Citizenship, Equality vs. Discrimination
- R.E. Junior Cert - Section F: The Moral Challenge, Part 4, Religious Morality in Action- Respect

- R.E. Leaving Cert Applied - Module Three: Life Issues, Theme, Respect for Persons, Stereotyping

### Time

10 - 15 minutes

### Preparation:

You will need to make copies of the statement cards.

### Materials

None

## Method

### STEP ONE

#### *Introduce and lead the activity*

- a) Divide the group into small groups and give each group a copy of the statement cards. Invite each group to add their own statements to the blanks.
- b) Then invite each group to rank the statements in order from those they agree with most to those they disagree with most.
- c) Each group should then present its results (including any cards they have added themselves) to the full group.

### STEP TWO

#### *Lead a discussion*

- a) Discuss the results especially where there are differences in the responses between the groups.

# Learning Activities on Conflict and Reconciliation

## THE PROBLEM IS - STATEMENT CARDS FOR THE TROUBLES

The Unionists really don't want to share power.	Northern Ireland has become a militarised society with far too many people having weapons, some legal some illegal.	Republicans will not respect the British identity of Unionists and the fact that they have a desire and a right to remain part of the U.K.
Republicans will never decommission their weapons and will go on threatening us if they don't get their way.	British culture and identity as it is practiced in Northern Ireland is simply incompatible with Irish identity and they will never be brought together.	Politicians in the North are stuck in the past.
The governments in London and Dublin don't really care about Northern Ireland.	A United Ireland is neither desirable nor possible anymore - the price would just be too high. People should forget about it and get on with their lives.	Northern Ireland is still a colonial problem and until the British leave there will be no real or lasting peace

## THE PROBLEM IS - STATEMENT CARDS FOR THE MIDDLE EAST

Peace can't come until Palestinians stop fighting.	Palestinians have to accept that they live in Israel and that Israel is stronger than they are.	Palestine isn't a real country, there never was a Palestine and there is no way for there ever to be a Palestine.
Segregation of Israeli society is natural; the wall the Israelis are building is necessary.	Arab suicide bombers make it necessary for Israel to occupy the West Bank.	Peace is impossible until the U.S. stays out and stops supporting the Israelis
Peace can't come between two people who are divided by a wall, particularly when the wall is built at the expense of one people.	Israel is a democracy, Palestine isn't a real democracy and it is right for Israel to be supported by other democracies like the U.S.	Israel isn't an oppressor; they are just using force to protect themselves.

# Learning Activities on Conflict and Reconciliation

## Learning about Conflict Activity Identity in Conflict Case Studies

### Objectives

The objectives of this activity are to provide your class with an opportunity to develop an understanding of the complexity of identity and the role of identity in conflict.

### Curriculum Links

- C.S.P.E. - Unit 4: Ireland and the World. Our Links with the World - Northern Ireland
- R.E. Junior Cert - Section F: The Moral Challenge, Part 4, Religious Morality in Action - Violence, War, Terrorism

- R.E. Leaving Cert Applied - Module Three: Life Issues, Theme, Respect for Persons, Stereotyping

### Time

10 - 20 minutes

### Preparation:

Photocopy source materials found on page x

### Material:

None

## Method

### STEP ONE

#### *Introduce activity and define terms*

- Explain to your class that we all have multiple layers of identity from the personal (male, female, teenager, father, grandmother, etc.) to the cultural (Catholic, Muslim, Protestant, Jew, Irish Speaker, vegetarian etc.) to the regional or national (British, Scottish, Irish, Ulster etc.) to the international (European, Chinese, African, etc.) Many of these identities clearly overlap. In a conflict situation, identity is often a topic of hot debate.
- Distribute the materials "Comparing Identity". In this Resource Package we provide the views of different people talking about aspects of their identity and how they relate to other issues.

### STEP TWO

#### *Put the terms into practice*

- Brainstorm why identity is important to everyone.
- Then brainstorm the different identities people share. It would be useful to have them discuss which of these identities they feel they share with people in the source material.
- Invite them to 'categorise' their various identities e.g. personal, cultural, religious, political, social, national, international etc. Which of these identities are most important and why?
- Discuss ways in which different identities are accommodated in different countries and what the challenges might be of accommodating Northern Ireland's many identities,
  - Which statements from the source materials do your students most/least identify with?

# Learning Activities on Conflict and Reconciliation

## Learning about Conflict Activity Discussing Keywords And Definitions

### Objectives

The objectives of this activity are to provide your class with an opportunity to encourage discussion and debate around the phrases we use to describe people and their values and beliefs.

### Curriculum Links

- C.S.P.E. - Unit 4: Ireland and the World. Our Links with the World - Northern Ireland
- R.E. Junior Cert - Section F: The Moral Challenge, Part 4, Religious Morality in Action - Violence, War, Terrorism

- R.E. Leaving Cert Applied - Module Three: Life Issues, Theme, Respect for Persons, Stereotyping

### Time

15 - 30 minutes

### Preparation

Photocopy the definition cards

### Materials

None

## Method

### STEP ONE

#### *Introduce and lead the activity*

- a) Using small discussion groups, give out cards with a keyword written on it e.g. Unionist, Nationalist, Discrimination, etc. Encourage each small group to discuss their understanding of that keyword. Each group can then report back and others can add additional information or add to the debate.

### STEP TWO

#### *Lead a discussion of the groups' definitions*

- a) Compare the groups' definitions with those provided below and differences or similarities noted. This discussion can then be used to introduce a more extended input or discussion of the key terms.

### Definitions

#### **Militia**

A military group made up of civilians who either oppose or support the regular armed forces and police.

#### **Culture**

The customs, traditions and beliefs of a people at any particular point in time. Culture is not fixed but changes over time. Irish culture has changed very considerably over time. Many people question the use of the word culture and instead argue that we should use the plural Irish cultures.

#### **Ethnicity**

An individual or group's origin by birth or descent rather than their nationality. In the case of both the Republic of Ireland and Northern Ireland, it is possible to be a citizen of either state but to have a different ethnic background. The same can be said of people now citizens of Ireland who are originally from China, Africa, or Eastern Europe.

#### **Extremist**

A person who holds extreme, or immoderate religious or political views

#### **Loyalist**

Those who are loyal, in the case of Northern Ireland, to the Queen and the Crown and are generally Protestant. This term is usually applied to paramilitary groups who are prepared to use violence to maintain the union with Britain.

#### **Identity**

The characteristics, traditions and beliefs used by an individual or group to define themselves as being the same as or different from other individuals or groups. People talk of two identities in Northern Ireland - Unionist and Nationalist or British and Irish - but, in fact there are many identities - Chinese, gay, working class, male, female etc.

# Learning Activities on Conflict and Reconciliation

## **Discrimination**

To make a distinction among people or separate them out, unjustly, for different (usually negative) treatment - on the basis of, for example, their beliefs, their race or their religion. Positive discrimination refers to measures used to promote one group over another in order to overcome negative discrimination against that group.

## **Nationalist**

Someone who believes in a policy of national independence. In the case of Ireland, a Nationalist is someone who believes in the creation of a united Ireland. In Northern Ireland most, but not all, Nationalists are Catholic. They feel that the British Government should not have power over any part of Ireland.

## **Republican**

Someone who is against monarchy or the rule of kings and queens and who believes in countries as republics (where the people hold the power directly). In the case of Northern Ireland, the word is used to refer to those who are usually prepared to use paramilitary force or violence to achieve a united Ireland.

## **Paramilitaries**

Organised groups or individuals who use intimidation (threats or actions) and violence to achieve political ideals. For example, both Loyalist and Republican groups such as the UVF and the IRA have used physical force to try to achieve their objectives.

## **Prejudice**

Ideas or feelings not based on any real evidence (pre-judged). A bias for or against one particular viewpoint. Usually used to unfairly criticise or act against another group or people.

## **Sectarianism**

The word sect refers to being a member of a religious group or section of a religious group. It is now used to refer to being narrow-minded or bigoted against other groups of people on the basis of one's beliefs.

## **Unionist**

In the case of Northern Ireland, someone who believes in the Union of Great Britain and Northern Ireland. They are opposed to a united Ireland. Unionists are mostly, but not completely, Protestant. Most consider themselves to be British.

## **RUC**

The Royal Ulster Constabulary. The Northern Ireland police force, now replaced by the Police Service of Northern Ireland. 93% of the force were Protestant and 7% were Catholic. They were criticised by Nationalists for being a sectarian police force and for not defending the rights of Nationalist people. Some Unionists argue that the RUC protected them, at great cost, against the violence of Republicans.



# Learning Activities on Conflict and Reconciliation

## Learning about Conflict Activity The Good Friday Agreement

### Objectives

The objectives of this activity are to provide your class with an opportunity to learn about the Good Friday Agreement and develop an understanding of how it effects their lives.

### Curriculum Links

- C.S.P.E. - Unit 4: Ireland and the World. Our Links with the World - Northern Ireland
- R.E. Junior Cert - Section F: The Moral Challenge, Part 4, Religious Morality in Action - Violence, War, Terrorism

- R.E. Leaving Cert Applied - Module Three: Life Issues, Theme, Respect for Persons, Stereotyping

### Time

25 - 35 minutes

### Preparation:

Photocopy and provide the reading (The Good Friday Agreement) found on the following page.

### Materials

None

## Method

### STEP ONE

#### *Introduce and lead the activity*

- a) Read the following explanation of the Good Friday Agreement to your class:

The Good Friday Agreement was signed by the political parties of Northern Ireland and by the Governments of the UK and the Republic of Ireland in April 1998. It was given this name because the day it was signed was 'Good Friday', the Friday before Easter Sunday. It has also been known as the Belfast Agreement (because it was signed in Belfast).

There has been lots of talk about the Good Friday Agreement but what is it really all about? What difference, if any, might it make to our ordinary lives?

- b) Discuss the current knowledge your class has of the Good Friday Agreement. Brainstorm as many words and issues associated with the Good Friday Agreement as you can.
- c) Draw two columns on a flipchart, one with the heading "Structures" and one with the heading "Issues". Using the brainstorm above fill in the two columns.
- d) Provide your class with copies of the information on the following page. After having read the information, have your class revisit and review the framework.

# Learning Activities on Conflict and Reconciliation

## The Good Friday Agreement

### Structures

#### *Strand One*

##### **Northern Ireland Assembly**

- 108 Members of Legislative Assembly, MLAs, elected by all the people of NI to administer local affairs. Allocated a budget from UK Government in Westminster.
- 10 person cross - party Executive with First Minister and Deputy First Minister. Assembly has responsibility for the following: Finance and Personnel; Education; Enterprise; Trade and Investment; Health; Social Services and Public Safety; Culture; Arts and Leisure; Social Development; Higher and Further Education; Environment; Regional Development and Agriculture and Rural Development.
- The original Executive was made up of:
  - 5 Nationalist Ministers (3 from SDLP and 2 Sinn Féin)
  - 5 Unionist Ministers (UUP and 2 DUP)
- The Secretary of State (British Government Representative) still has the responsibility for Security (including policing)
- A Civic Forum of representatives of society will be consulted on social, economic and cultural issues.

What's the difference? Before, all decisions for these areas were made by Government in Westminster and the Secretary for State for Northern Ireland and now Nationalist and Unionist politicians will have to work together for the good of everyone.

#### *Strand Two*

##### **North - South Ministerial Council**

- Joint Committees consisting of Government representatives from the NI Assembly and the Dail in Dublin
- The Council will work together on matters affecting all of the island e.g. Waterways; Food Safety; Trade and Business; Special EU Programmes; Language; Foyle; Carlingford and Irish Lights Commission

#### *Strand Three*

##### **British - Irish Council**

- The Council's role is to promote the development of relationships among the people of the two islands for the benefit of all the people.
- Representatives from Republic of Ireland, Northern Ireland, Scotland, England and Wales will meet to discuss issues that directly affect them all and where there are obvious benefits to working together.

# Learning Activities on Conflict and Reconciliation

## *Issues*

### **Policing**

- Patten Commission was set up to decide future of RUC. Had to address lack of representation of Catholics and history of abuse towards Catholics while remembering numbers of RUC killed or injured throughout the conflict.

### **Decommissioning**

- "Taking the gun out of politics": There are many different understandings of this process. Some see this as paramilitary guns etc. not being used, others as the handing over of weapons, others again as proof that weapons have been destroyed. A lot of pressure has been put on the IRA over this issue since Sinn Féin had seats on the NI Assembly Executive and Unionists say that they cannot sit in Government while the IRA still have guns etc. they could use at any time. Through the Agreement a commission (independent of the Northern Irish Politicians) has been set up to oversee decommissioning.

### **Victims/Survivors**

- Support for victims of violence in form of Commission to develop community-based initiatives and provision of statutory funding.

### **Marching**

- Usually refers to the Orange Order and other public parades of the Unionist 'Loyal' Orders. The Agreement does not deal directly with marching. A 'Parades Commission' was set up and along with the PSNI advises the Secretary for State who ultimately decides if a march goes ahead or not.

### **Prisoner Releases**

- Prisoners from paramilitary organisations on ceasefire were released earlier than their full sentence. They will go back to prison if their organisation breaks the ceasefire. The argument of the prisoners is that they had a major influence on their organisations in establishing the ceasefires and that many of them did not consciously choose to join paramilitary organisations but were influenced by the environment of the conflict.

### **Human Rights**

- A Commission has been set up to monitor Human Rights and promote Human Rights protection in Northern Ireland. Another one has been set up in the Republic. These two Commissions will also work together.

### **Principle of Consent**

- All parties agreed that Northern Ireland should only become united with the Republic of Ireland if/when the majority of people within NI vote for this option. This required changes to Articles 2 and 3 of the Irish Constitution. Both the Irish and British Governments had to make changes to their laws to make the Good Friday Agreement legal. The British Government made changes to the Government of Ireland Act, which set up Northern Ireland. Articles 2 and 3 of the Constitution of the Republic, which claimed jurisdiction over Northern Ireland, were changed.

# Learning Activities on Conflict and Reconciliation

## Learning about Conflict Activity Looking at Political Cartoons

### Objectives

The objectives of this activity are to provide your class with an opportunity to develop an understanding of the dynamics of a number of conflicts around the world through cartoons. Additionally, your class will learn to analyse and understand political cartoons.

### Curriculum Links

- C.S.P.E. - Unit 4: Ireland and the World. Our Links with the World - Northern Ireland
- R.E. Junior Cert - Section F: The Moral Challenge, Part 4, Religious Morality in Action - Violence, War, Terrorism

- R.E. Leaving Cert Applied - Module Three: Life Issues, Theme, Respect for Persons, Stereotyping

### Time

20 - 35 minutes

### Preparation

Make copies of the cartoons for your students and cut the page up into separate cartoons.

### Materials

Cartoons

## Method

### STEP ONE

#### *Introduce and lead the activity*

- a) First distribute a few cartoons to your students to work on "reading" them. Begin by asking your students some of the following simple questions:
- What is the cartoonist saying?
  - What different interpretations could be made of the cartoon?
  - What symbols are used?
  - Who are the characters?
  - What is the context of the cartoon?

### STEP TWO

#### *Lead your class in a group analysis of the cartoons*

- a) Divide your class into small groups, provide each group with a set of cartoons and ask them to decide for themselves:
- What are the themes of the cartoons?
  - Which cartoon did they like best? Why?
  - Which cartoon did they like least? Why?
  - Write a headline or a short article about one cartoon.
- b) Bring your class together and share the groups' responses.
- Teacher's Note

Political cartoons are a particularly useful resource for generating debate. At their best, they capture some very complex issues, different viewpoints and some of the contradictions, which are a part of any situation. Cartoons and cartoonists regularly offer challenges to us all about situations. They can make links between issues that often turns them on their head. Above all, political cartoons don't spare our sensitivities - everyone is a target!

Cartoons have a number of advantages as a stimulus to group discussion. They often contain a lot of information and detail and yet can be "taken in" quickly. It is possible for people with different levels of knowledge of an issue to react to the same cartoon. The humour of cartoons can also be useful (and challenging, especially when our own sensitivity is challenged!). Cartoons also allow us to introduce key issues and to raise key questions in a way other materials do not. On these pages, we have included a very limited number of cartoons on the conflict in Northern Ireland and issues relating to conflict throughout the world. All cartoons are by Irish Times cartoonist, Martyn Turner. For many years, his work has amused and challenged many people while infuriating others.

# Learning Activities on Conflict and Reconciliation



April 11 2000



16, December, 03



02, December, 03

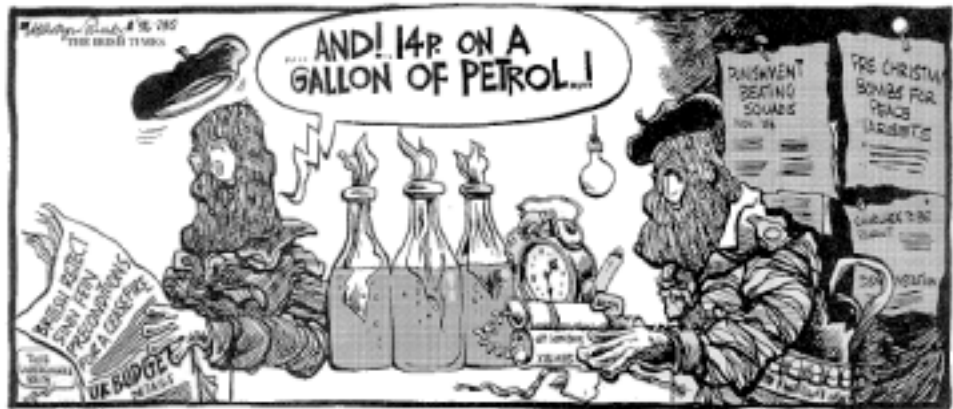


26, March, 03

# Learning Activities on Conflict and Reconciliation



# Learning Activities on Conflict and Reconciliation



# Learning Activities on Conflict and Reconciliation

## Learning about Conflict Activity Discussing Reconciliation

### Objectives

For your class to begin to develop an understanding of the situations in which reconciliation is required

- R.E. Leaving Cert Applied - Module Three: Life Issues, Theme, Respect for Persons, Stereotyping

### Curriculum Links

- C.S.P.E. - Unit 4: Ireland and the World. Our Links with the World - Northern Ireland
- R.E. Junior Cert - Section F: The Moral Challenge, Part 4, Religious Morality in Action - Violence, War, Terrorism, Reconciliation

### Time

15 - 30 minutes

### Preparation

None

### Materials

None

## Method

### STEP ONE

#### *Introduce and lead the activity*

- a) In small groups, brainstorm everyday situations where some form of reconciliation is necessary.

Think of examples:

- After a serious argument when things were said in the 'heat of the moment'
- If someone has 'borrowed something and not returned it (e.g. CDs, clothes, etc.)
- If rumours or lies have been told about someone
- If there has been a fight involving violence and someone getting hurt

### STEP TWO

#### *Lead the following discussion with your class*

- a) Ask the groups to think of the various stages or dimensions of the reconciliation processes described above:
- Admitting to the existence of a problem
  - Admitting the 'other person or side' might be right or might have a different and equally valid viewpoint
  - Admitting to this publicly rather than just to yourself
  - Approaching the 'other' person or group
  - Apologising to them
  - Making recompense or agreeing some type of 'compensation' etc.
- b) Ask the groups to discuss the Dictionary definition of the word "reconcile" (provided below) and to think of its application to Northern Ireland, the Middle East, or any of the other conflicts that they have learned about from using the Resource Package.

### Reconcile

1. Restore friendship between (people after an estrangement or quarrel.
2. Induce (a person or oneself) to accept an unwelcome fact or situation.
3. Bring (facts or statements etc.) into harmony or compatibility when they appear to conflict.



# Learning Activities on Conflict and Reconciliation

## Learning about Conflict Activity Reconciliation - An Introduction

### Objectives

The objectives of this activity are to provide your class with an opportunity to be introduced to the idea of reconciliation.

- R.E. Leaving Cert Applied - Module Three: Life Issues - Sanctity of Human Life, Respect for Persons, Violence, War, Terrorism - Justice and Peace, Peacemaking

### Curriculum Links

- C.S.P.E. - Unit Four: Our Links with the World - Northern Ireland
- R.E. Junior Cert - Section F: The Moral Challenge, Part 4, Religious Morality in Action - Reconciliation

### Time

30 - 40 minutes

### Preparation:

Photocopy resources found on page x.

### Materials

Flipchart/blackboard, case studies

## Method

### STEP ONE

**Provide your class with photocopied resource materials from the Additional Resources section of this package, on either the conflict in the Middle East or in Northern Ireland.**

- a) Individually, or in groups, have your class read the resource materials you have selected. As they read, have them consider what peace would be like, and what obstacles to peace exist.

### STEP TWO

**Have your class brainstorm the idea of peace in the region you have used as a case study**

- a) Divide the class into groups of 5-8. Have the groups brainstorm each of the following areas: their vision of peace in Northern Ireland/Middle East; the obstacles in the way of peace.

### STEP THREE

**Put the terms into practice**

- a) On a flip chart or poster, draw a circle in the middle of the page, another large circle right around the outside of the page and a third in between them. On the inner circle write the word 'PEACE' and on the outer circle 'OBSTACLES'.
- b) Invite the groups to feed back their visions of peace and write these words in the inner circle.
- c) Then get some feedback of their obstacles to peace and write these around the larger circle.
- d) Discuss with your class what is needed to bridge the gap between the obstacles and the vision of peace.
- e) Write the feedback on bridging the gap in the space separating 'PEACE' from the 'OBSTACLES'.
- f) Discuss with the group how these actions are an essential part of the process of reconciliation

# Learning Activities on Conflict and Reconciliation

## Learning about Conflict Activity Who or What Needs Reconciling?

### Objectives

The objectives of this activity are to provide your class with an opportunity to learn to analyse conflict situations in order to identify the role that reconciliation plays.

### Curriculum Links

- C.S.P.E. - Unit 4: Ireland and the World. Our Links with the World - Northern Ireland
- R.E. Junior Cert - Section F: The Moral Challenge, Part 4, Religious Morality in Action - Violence, War, Terrorism, Reconciliation
- R.E. Leaving Cert Applied - Module Three: Life Issues, Theme, Respect for Persons, Stereotyping

### Time

60 - 80 minutes

### Preparation

Photocopy and provide the resource (Some examples of the Impact of the "Troubles" in these Islands) on the next page. You may also wish your class to consider the impact of another conflict, in which case you can photocopy the resource "Some examples of the Impact of the 14-year civil war in Liberia" provided below.

### Materials

None

## Method

- Divide your class up into groups and ask the groups to discuss the examples of the impact provided and to add in any other examples that the groups can think of. What do they think could be done to address these impacts? Have each group share their ideas with others and make up a whole group list.
- As a class, discuss the implication of this list and the information it contains for reconciliation. (You may wish to have your class refer to the "Approaching Reconciliation" reading provided in this resource package).
- To start, you may wish to have your class consider the following:
  - The GAA ban
  - The families of those killed (including the families of British soldiers)
  - The implications for teachers

# Learning Activities on Conflict and Reconciliation

## Some examples of the Impact of the “Troubles” in these Islands

### **Military and Security Impact in:**

- NI A militarised society
- ROI Irish Army involved in Border Patrols and in actions against the IRA
- GB Deaths of British soldiers in Northern Ireland - their families are affected

### **Cultural and Social Impact in:**

- NI Mixed marriages become difficult and even dangerous
- ROI The GAA didn't allow members of the British security forces to join until recently
- GB General suspicion of Irish people in Britain

### **Educational Impact in:**

- NI Segregated education along religious lines
- ROI Schools have traditionally avoided teaching about the Troubles
- GB Fear of teaching about Northern Ireland

### **Economic Impact in:**

- NI The costs of the conflict - security, damage to building and roads, equipment etc.
- ROI Trade with Northern Ireland restricted especially in the past
- GB Taxpayers in Britain foot the bill for much of the costs of the NI conflict

### **Legal Impact in:**

- NI Emergency powers laws
- ROI Special Courts and laws
- GB Miscarriages of justice

### **Psychological Impact in:**

- NI Serious stress to many people (estimated 158 deaths)
- ROI The national question has dominated Irish society and other social issues have been neglected
- GB Confirms the views of many people in Britain that Irish people are generally subversive

### **Other Impacts in:**

- NI Special funding from the US government
- ROI Border counties investment
- GB Joint action with the US Government

# Learning Activities on Conflict and Reconciliation

## Some examples of the Impact of the 14-year civil war in Liberia

Liberia is a small West African country with a population of just over 3 million. Over the past fourteen years civil war has raged between the government and two rebel groups, Liberians United for Reconciliation and Democracy (LURD) and Movement for Democracy in Liberia (MODEL). In August 2003, the Accra Peace Agreement was signed between the Government and the rebel groups. The Agreement established an interim transitional power-sharing Government. Elections are scheduled to take place in 2006, when the mandate of the Government ends.

### Ireland and Liberia

With the establishment of a ceasefire in 2003, the UN Mission in Liberia (UNMIL) was deployed. An Irish contingent of 430 troops is currently serving with UNMIL. The presence of Irish peacekeeping troops has allowed many Liberians who were refugees to return to their original towns and villages. It has also created the opportunity for the international community and their local partners to fully respond to Liberia's humanitarian emergency after years of isolation and to begin to restore peace and order to Liberia.

The Irish International Governmental Aid Agency, Development Cooperation Ireland provided humanitarian assistance to Liberia amounting to over €2.6 million in 2003. This aid helped to provide water, food and emergency health care to displaced Liberians.

### Military and Security Impact in Liberia:

- Thousands of lives have been lost and many Liberians have fled the conflict causing displacement on a massive scale; there are an estimated 750,000 Liberian refugees and 250,000 Liberians are internally displaced.
- In rural areas, all three factions (government forces, LURD, and MODEL) continue both to fight among themselves and to harass and attack the civilian population.

### Social Impact in Liberia:

- The post-conflict unemployment rate is running at an estimated 85 per cent.
- An estimated 85% of the population lives below the poverty line

### Educational Impact in Liberia:

- Schools are in disrepair, teachers have not been paid, and books and supplies have been systematically looted during the conflict.
- More than half of the population of Liberia is illiterate
- Many young people have been unable to go to school because during 14 years of civil war, children as young as 4 were abducted to fight or carry ammunition. Some of the abducted girls became "wives" of rebel commanders.

### Economic Impact in Liberia:

- The conflict has destroyed much of Liberia's economy, especially the infrastructure (roads, electricity grid, railways) in and around the capital Monrovia.
- Many business people fled the country, taking capital and expertise with them.
- The total financial requirements for reconstruction in Liberia over the next two years will be €487 million.

### Legal Impact in Liberia:

- A culture of violence, ethnic tension and impunity has taken root.
- Both the government and rebel groups have abused civilians mainly through forced labour (portering food and looted goods), rape and sexual violence, and looting of civilian property, especially food items.
- Most civilians do not trust the government; judges, police and the army are unable to protect citizens.

# Learning Activities on Conflict and Reconciliation

## **Other Impacts in Liberia:**

### **Forests**

- It is estimated that, since the war began in 1990, forest cover in Liberia has fallen by around seven per cent to just over 31 per cent.

### **Water and Sanitation**

- Only 26 per cent of the population now has access to safe drinking water.

### **Compiled From**

United Nations Environmental Programme News Release 2004/08

Adapted from Human Rights Watch Country Report Liberia 2003

Development Cooperation Ireland Liberia Country Overview

Emerging from the Destruction: Human Rights Challenges Facing the New Liberian Government -  
Human Rights Watch

# Learning Activities on Conflict and Reconciliation

## Learning about Conflict Activity Reconciliation in Action

### Objectives

The objectives of this activity are to provide your class with an opportunity to learn to apply the concept of reconciliation.

### Curriculum Links

- C.S.P.E. - Unit 4: Ireland and the World. Our Links with the World - Northern Ireland
- R.E. Junior Cert - Section F: The Moral Challenge, Part 4, Religious Morality in Action - Violence, War, Terrorism, Reconciliation
- R.E. Leaving Cert Applied - Module Three: Life Issues, Theme, Respect for Persons, Stereotyping

### Time

15 - 30 minutes

### Preparation

Provide each group with a large piece of paper and the reading, "Reconciliation: Some Challenges" (provided on the following page).

### Materials

Large pieces of paper

## Method

### STEP ONE

#### *Introduce and lead the activity*

- Divide class into smaller groups
- Provide each group with a large piece of paper and the reading, "Reconciliation: Some Challenges" (provided on the following page)
- Have each group draw a "Peace Track". This is simply a train track, which can be straight or wind in different directions.
- On each of the tracks, ask the groups to draw or write one idea for reconciliation for each of the following headings: me, my area, NI/ROI, Britain/Ireland. (Alternatively, the group can be broken into four sub-groups with each sub group taking one of the tracks and then later assembling to create one poster).
- Where's my bit? Finally ask each group to point out or circle the idea(s) which they can take action on themselves. This will identify an action that can form the basis for a follow-up project.

### Reconciliation

#### Some Challenges

It has been recognised that the process of reconciliation can be divided into a number of key areas which have to be addressed in order to recover a society from a situation of conflict to one of peace.

Four specific areas are outlined here.

#### 1. Healing

Over 3000 people were killed during the conflict in NI, many more were injured. While the conflict was ongoing, people had to get on with things and there wasn't time or space for people to deal with how this was affecting them, they just had to carry on coping. With the ceasefire and the Good Friday Agreement in place, 30 years of stored up effects of the conflict are opening up and many people are looking for opportunities to have their pain recognised and dealt with, so that they can recover from the conflict and move on with their lives.

#### 2. Relationship Building

The majority of the people of Northern Ireland live separately in Catholic or Protestant areas. They live, work, go to school, shop in areas of their own side, where they can feel comfortable and safe. The result of this is at best that they miss out on the benefits of interacting with each other. At worst, people have to regularly protect their homes and families from attack. Relationship-building work aims to encourage people to take advantage of what relations with the other might have to offer and to limit threat of violent conflict.

# Learning Activities on Conflict and Reconciliation

## **3. Reconstruction**

Northern Ireland has incurred much destruction throughout the conflict to buildings, business, to its image abroad and to its systems for running society. Buildings were always being rebuilt and businesses re-established under the threat of being destroyed again. Its image abroad is changing from one of conflict to one of peace-making. In the past, NI was administered largely through instructions from London and local committees of local politicians, civil servants and experts in that field. This area of reconciliation will involve re-examining these structures and setting up new methods for a more democratic society.

## **4. Interdependence**

The experience of many neighbouring communities within NI is that they have carried on in splendid isolation of each other. This can sometimes happen between two neighbourhoods of the same religion, but more tends to happen between communities of different religions. In going through the steps described above, individuals, services and businesses can develop relations of trust and benefit from the obvious advantages of working together, sharing skills, information, experiences and business links so that it becomes clear that they have more to gain from cooperation than they have from conflict.

# Activities for Researching Issues

## Activities for Researching Issues Mind Mapping

### Objectives

The objectives of this activity are to provide your class with an opportunity to organise what they know about an issue or problem. This is a useful activity to pursue prior to initiating research as it helps to break up a large concept or issue into its component parts. It helps to provide some basic analysis of the issue to be researched and activates prior knowledge. The mind map can also be used independently as a research plan.

### Time

10 - 25 minutes

### Preparation

None

### Materials

Large piece(s) of paper and pens/pencils

## Method

You can either lead your class in this activity or explain the activity and have them do it on their own, in groups or individually.

### STEP ONE

#### *Introduce the mind map*

- a) Explain to your class that they will be drawing "mind maps." Tell them that a mind map is a kind of visual representation or picture of a subject or problem, using words, thoughts and ideas. By making a picture or map using words and ideas, you can clearly see how all the words and ideas are connected. Like a road map, a mind map will give you an overview of a large subject, idea or problem, enable you to plan solutions to problems and make choices, and let you know where you are going and where you have been. It also helps to gather together large amounts of data.

### STEP TWO

#### *Lead the mind mapping activity*

- a) Making a mind map is easy. First, write down the issue, or problem that you are interested in researching or analysing. Around the central word draw or write five-to-ten main ideas that relate to that word. Then take each of those secondary words and again write the five to ten main ideas that relate to each of those words. In this way many related ideas can quickly be produced with very little effort.

### Teachers Tip

Being brief and using single words is the key to a good mind map, but sometimes you need to write sentences or brief explanation for yourselves and others.



# Activities for Researching Issues

## Activities for Researching Issues Community Mapping

### Objectives

The objectives of this activity are to provide your class with an opportunity to gain a way of visualising their community and illustrating how problems in the community are connected with each other and with their own actions and lives.

### Time

25 - 45 minutes

### Preparation

None

### Materials

Large piece(s) of paper and pens or a blackboard.

## Method

You can lead this activity with your class, or divide them into groups.

### **STEP ONE**

#### ***Introduce and lead the activity***

- a) Explain to the group that they will be drawing a map of their community that shows how an issue affects the people who live there.
- b) Emphasise that scale, detail and artistic skill are not important. The point of the activity is to locate places and things related to the issue that they are researching in their community, thinking about that issue and sparking discussion on the subject.
- c) Work together with your group to mark the landmarks or prominent features in order to provide a context and an element of scale. Rivers, villages, houses and roads are all helpful landmarks.
- d) Ask your group to identify all the places that the issue affects, including the places where people live who are affected by the issue and where and when things related to the issue happen.

### **STEP TWO**

#### ***Discuss Maps***

- a) Have each group, or student explain to the others what they have marked on their map.
- b) Once you have completed the map, be sure to keep it in a safe and visible place so that you can refer to it later.

### **Teachers Tip**

Encourage your group to be creative and design the map the way they want to. Don't worry if the maps are simplistic or not very pretty.

# Activities for Researching Issues

## Activities for Researching Issues Community Research

### Objectives

The objectives of this activity are to provide your class with an opportunity to survey residents in your community and find out their opinions on the issue your class is researching. By doing this activity you can learn the extent of awareness of the issue, possible solutions and whether an awareness raising campaign on this issue may be useful.

### Time

Several sessions

### Preparation

You will need to seek permission to take your class outside of the school.

### Materials

None

## Method

### STEP ONE

#### *Preparing to survey*

- a) Explain to your class that they are going to survey residents in your community in order to poll their opinions of the issue that you are researching. By doing this activity you can learn about the attitudes to the issue, the extent of awareness of the issue and also if it is possible or useful to carry out an awareness raising campaign on this issue in your community.
- b) Identify a number of possible issues for research and decide on one appropriate to your class or community.
- c) With your class, decide exactly what your questions will be. Write down the questions. Also consider whether it will be necessary to first explain the issue that you are asking about to those that you interview. Ask your students how they will explain to the person that they are surveying what the issue is.
- d) Practice asking the questions e.g. through role-play. Ask one student to pretend to ask the questions and another pretend to be a resident of your community. Be sure the student who is pretending to survey remembers the following:
  - Ask permission of the person that you are surveying before you survey them
  - Explain who you are and why you are surveying
  - Do not lecture or tell people about the issue - ask for their opinion
  - Do not give recommendations or suggestions to the people you are surveying
  - Do not argue with the person you are surveying
  - Be polite, and always thank the person after you survey them
  - Do not ask people to participate in the survey while they are working or obviously busy

### STEP TWO

#### *Do the survey*

- a) When your students do the surveys it is important that you accompany them. It will help them to be confident. It will be easier if they approach people their own age group first.
- b) Allow your students lots of time to do the research

## Activities for Researching Issues Interviewing for Research

### Objectives

The objectives of this activity are to provide your class with an opportunity to learn the skill of interviewing. Interviewing is about getting the information you need from somebody by talking to him or her. Good interviewing is about good communication, which is important for everyone to learn.

### Time

40 - 50 minutes

### Preparation

Prior practice through role-playing interviewing can be helpful to your class before beginning this activity.

### Materials

A voice recorder can be useful, but not necessary

## Method

### **STEP ONE**

***Lead your students in identifying the people they want to interview***

- a) Ask your class for suggestions of possible people to interview around the issue that you are researching.
- b) Ask permission of the interviewees.

### **STEP TWO**

***Prepare your students to interview by reviewing the following guidelines***

- a) Interviewers should be polite. They should conduct their interviews in an informal but polite way.
- b) Interviewers should know before the interview what they want to find out and have their questions well prepared.
- c) Remember the key words for asking questions: what, when, where, why and how.
- d) While interviewing, it is best to write only brief notes: the attention of the interviewer should be on the person that he or she is talking to and not on note-taking, and the interviewer should wait until after the interview to complete notes.
- e) Interviewers should conduct a number of practice interviews with one another and/or with one or two community members, to become familiar with their questions and improve their interviewing skills.

### **Mistakes to avoid in interviewing**

- Failing to listen attentively
- Repeating questions
- Being impolite
- Interrupting the replies
- Asking obvious questions

## Moving Debate Discussion Activity

### Objectives

The objectives of this activity are to provide your class with an opportunity to air their views and listen to various opinions on relevant issues. It offers them an opportunity to learn to debate and create reasoned arguments. You can use statements related to an issue that you are studying or researching, or you can use some of the prepared statements provided with this exercise.

### Time

30 - 40 minutes

### Preparation

Place cards stating "agree" and "disagree" on opposing walls of the room, ensure that there is space for students to freely move back and forth across the room

### Materials

None

## Method

### STEP ONE

#### *Introduce and lead the activity*

- a) Explain to your class that they are going to try to learn to do something that adults often find difficult: to use discussion to learn things rather than to try to win a point. True discussion requires participants to switch loyalties from defending positions and winning arguments to seeking understanding, really hearing others, and learning new ideas.
- b) Tell your class that in this activity a statement will be read out. If they agree with that statement they are asked to move to one side of the room, if they disagree with it they are asked to move to the other side of the room. If they are undecided they stay in the middle.

### STEP TWO

#### *Read the question for debate and facilitate the debate*

- a) Read the introduction to the issue and concluding statement
- b) Tell the group that if they agree with that statement they are asked to move to one side of the room, if they disagree with it they are asked to move to the other side of the room. If they are undecided they stay in the middle.
- c) Create an environment of debate by moving around the room and asking the students why they decided to go to that side of the room. Try to get as wide a range of opinions as possible.
- d) Only let students speak their opinions when they are directly asked to voice them by the facilitator
- e) It might be best to start on the side that has least support, but make sure to get a balanced viewpoint

### STEP THREE

#### *As the debate concludes, close the deliberation in two phases.*

- a) If the debate was particularly heated and people still have points that they want to make, you could assign the group to pairs, and asks each partner to take a minute to express his or her current thinking on the issue.
- b) Close the debate by asking students to evaluate their discussion: What did you do well? Did you listen carefully? What do you need to work on?

# Activities for Exploring Issues

## Issue One

Young Irish people have been acutely affected by changes to the Intoxicating Liquor Act, which was signed into law in May of 2003. Pub and nightclub owners can legally bar anyone under the age of 21 from their premises.

Since the Equal Status Act 2000, discrimination on nine grounds have been illegal, these include age, race, gender, disability and sexual orientation. This act made setting age limits above the legal age of 18 an act of age discrimination, therefore illegal.

The National Youth Council of Ireland (NYCI) has said that this change is a rolling back of existing equality laws because the government is making young people scapegoats for public order problems.

In a statement about the changes to the legislation NYCI assistant director Dónall Geoghegan said "The law states you can enter a licensed premises and be served once you are 18. We don't see any reason to change that. It's an example of blaming young people for the problems of wider society. Most young people behave properly and just go out to enjoy themselves"

### Question

Do you agree that pub and nightclub owners should be able to discriminate against young people by barring 19, 20 and 21 year olds from their premises?

## Issue Two

Under the Equal Status Act 2000, it is illegal for publicans to refuse access to Travellers.

### Question

Do you think that publicans should be able to ban all Travellers from pubs?

## Issue Three

Bono (of U2 fame) says that the rich countries of the world should forgive the debt that the poor countries owe them.

He says that that eight million lives could be saved each year and billions of extra dollars generated if the world's poorest nations spent more on health care. But according to the "Drop the Debt" organisation, these countries are trapped by the sums they have to spend on repaying debt, often to rich and already powerful countries.

Debt also causes conflict. In 1993 51 of 71 developing countries that had debt problems were also experiencing conflict.

### Question

Should Ireland forgive debt to developing world countries, even if it costs us money?

## Issue Four

### Question

Should there be a united Ireland?

## Activities for Exploring Issues Silent Debate

### Objectives

The objectives of this activity are to provide your class with an opportunity to review themes and issues. It works well in giving everyone, even those who don't like to talk in front of groups, a chance to participate.

### Time

15 - 20 minutes

### Preparation

This activity is intended to follow your students' research activities around issues related to conflict and reconciliation.

### Materials

Blackboard or several pieces of flipchart or large paper to cover a portion of the wall, masking tape, markers for each participant

## Method

### **STEP ONE**

#### ***Introduce and lead the activity***

- a) Ask your class to sit in a U-shape facing the flip chart or blackboard.
- b) Explain that no one is allowed to talk during this activity.
- c) Write a statement relevant to the issue that your class is researching or interested in.
- d) Give the group a minute to look at and think about the statement.
- e) Invite students to put their thoughts/opinions/ideas on the paper on the flipchart or blackboard, and to respond to/argue about/disagree with things other people have written. But this must be done without speaking!
- f) Explain that more than one person can be writing at a time.
- g) Ensure that nobody speaks during this process. You may need to start things off by writing something yourself.

# Activities for Presenting/Recording

## Activities for Presenting/Recording Reflective Journals

### Objectives

The objectives of this activity are to provide your class with an opportunity to track and record what they are learning through using the Resource Package. As so many of the skills that the Resource Package focuses on are in the affective (feeling) domain, journals are good ways of recording reactions and changes in attitudes.

### Time

10 - 20 minutes per session

### Preparation

This activity is intended to follow your students' research activities around issues related to conflict and reconciliation.

### Materials

None

## Method

a) Explain to your class that they are being asked to keep a journal for the following reasons:

- To give you an opportunity to reflect on what went on during each lesson
- To help you come to a better understanding of conflict and reconciliation and the feelings and thoughts that you experience while exploring these issues.

b) Explain to your class that when they keep a journal they should try to record the following things:

- The sort of things we should interest ourselves in when writing a reflective journal are our feelings and thoughts.
- Your journal could also record anything you have learned.
- Your journal could include your changed feelings or opinions.
- The journal should NOT record what you had for breakfast or what you watched on TV the night before.

# Activities for Presenting/Recording

## Activities for Presenting/Recording Letter to Myself

### Objectives

The objectives of this activity are to provide your class with an opportunity to encourage self-reflection on their time spent on using the Resource Package. It also adds an element of interest in that students may forget what they wrote and be interested to learn what they thought and felt in the past.

### Time

10 - 20 minutes per session

### Preparation

This activity is intended to follow your students' research activities around issues related to conflict and reconciliation.

### Materials

Envelopes with your students' names on them.

## Method

### STEP ONE

#### *Introduce and lead the activity*

- a) Periodically throughout the project, ask your students to write a letter to themselves, which they seal in an envelope and address to themselves.
- b) The letter should address the students thoughts, opinions and feelings about what they are learning.

### STEP TWO

#### *At the end of the project, return the letters to your students and lead a discussion about the letters:*

- a) Were you surprised by what you read in your letter to yourself?
- b) Was there anything of interest to you in the letter?
- c) Have your feelings or opinions changed? How?
- d) Have you changed? How?



# Activities for Presenting/Recording

## Activities for Presenting/Recording Posters

### Objectives

The objectives of this activity are to provide your class with an opportunity to learn how to organise and communicate ideas through posters and to synthesise and review information gained from doing research projects.

### Time

40 - 50 minutes

### Preparation

This activity is intended to follow your students' research activities around issues related to conflict and reconciliation.

### Materials

Large pieces of paper, and art materials such as graph paper can be helpful, but not essential

## Method

A good poster relies on logical ordering of relevant, prioritised information. To help your students to create a poster the following instructions are provided. You can summarise and explain these instructions, or simply provide a photocopy to your students.

### STEP ONE

#### *Designing a poster*

- a) Decide on the purpose of poster. This is not what you want to produce but what you want to happen. What should a reader do and/or think after seeing your poster?
- b) Decide on the content and structure of your poster by making a "mind map". Take a blank piece of paper and write the topic of your poster in the middle. Next list 3 sub-topics related to this topic. For each of these sub-topics, list 3 more supporting sub-topics. Just write whatever comes into your head. Once you have a "mind map" of your poster you can decide on the most important points.
- c) Decide on the most important points and the order in which you will present them. Number the topics and sub-topics on your mind-map in the order that most makes sense to you.
- d) Decide how you will present information about these points. For each point, think of a way to explain it using words, pictures, charts or pictograms.

### STEP TWO

#### *Now that you have the information and content, plan your poster design*

- a) Successful design comes about through trial and error. Sketch a number of different designs and explore problems and opportunities without wasting too much energy on production. Using a pencil and a piece of graph paper quickly draw up a few options for the elements of your design. Speed also has the effect of stimulating your ideas to flow faster. Rough designs do not have to look pretty, but need to include all the important elements you want included in your poster.
- b) Use a grid. Many designs rely on an underlying grid to help position the elements on a page. Graph paper is a great way of experimenting with different designs. A grid makes it easier to plan where blocks of text go in relation to the graphics.
- c) When planning designs consider the following guidelines:
  - The main heading should be brief, to the point and designed to capture interest. Simple, eye-catching words around 20 mm high are recommended to make sure that the words can be read. For maximum legibility, use capitals with lowercase lettering.
  - While words are important, the focus of a poster should be images, photographs, illustrations, diagrams or charts that present information.
  - Colour enhances a poster. Coloured borders, bullets and blocks serve to draw attention to specific details in your poster.
  - Be brief. Don't try to cram everything you have learned about the issue into your poster.
- d) Once you have settled on a design you like, create the final poster with a large piece of paper and art materials.

# Activities for Presenting/Recording

## Activities for Presenting/Recording Dramatic Presentations

### Objectives

The objectives of this activity are to provide your class with an opportunity to synthesise and present what they have learned. Preparing a dramatic presentation allows students to practise useful skills such as dividing up tasks and working together to achieve a common goal. Drama also provides an opportunity to rehearse real roles, express thoughts and feelings openly and explore new attitudes and opinions.

### Time

Several sessions

### Preparation

This activity is intended to follow your students' research activities around issues related to conflict and reconciliation.

### Materials

None

### Method

The kind of dramatic presentation that you give is up to you and your group. You may prefer to prepare and perform a play, role-play or a puppet show. The topic, even if it is a difficult one, can be easily and quickly presented, especially if your class chooses a form of presentation that they are familiar with. However, if you decide to do an elaborate presentation, it may take some time. The presentation does not have to be an artistic masterpiece. Remember that it is mainly a tool to reinforce learning and share what they have learned through their research.

#### **STEP ONE**

***Choose the type of performance that your class wants to do***

- a) Provide your class with suggestions of various types of presentation by reading them the following list:
  - Role-playing. You can have your group of young people assume the identity of a character and act out a scenario or a situation through role-playing. You can have your actors play out a simple scene in which two characters ask each other questions so that the audience can learn what the characters know. Although more complex role-plays may take some time to complete, the simplest ones can be as short as a few minutes. During the role-play your students should use their own words rather than reciting as they might in a play. Characters are free to say when they don't understand a question or a statement by another character and to ask for clarification.
  - Puppets. Another fun activity that is good if your group is shy or uncomfortable about standing up in front of an audience is a puppet show. Your group can bring issues and characters to life by using simple and inexpensive puppets. Simple puppets can be made from common materials such as scraps of cloth and wood.
  - A play or sketch. If your students want to take on a larger project, they can create a short play or a sketch in order to give their presentation. A play is usually a little more elaborate than the kinds of presentations suggested above and can involve costumes and props. A play is also usually scripted. That means that your group will have to prepare the text and lines beforehand.
  - A song performance. If your group likes singing, you can do the presentation as a song or as several songs in which characters use their verses to explain how a character feels about the issues that they have researched.
- b) Have your class vote to choose the type of performance that they want to do.

#### **STEP TWO**

***Lead your class in preparing the presentation***

- a) With your class decide the subject of the presentation. In planning the presentation, your class must decide which of the issues or ideas it has learned about will be presented to an audience. There are many different ways that your class can decide. You can split them into groups and ask them to do a mind map on "what we learned from our research". Or they can do a simple brainstorm and then work together to rank the most important things that they come up with.

# Activities for Presenting/Recording

- b) Choose the characters for the presentation. A good way of presenting a story or information in an entertaining way is to show it from the perspective or view of a character. By first choosing the characters for your presentation you may find it easier to plan the story. You might want to consider the following things when you choose characters:
- It is very important that you do not use or represent actual people from your community, but rather types of people so that no particular community member can be identified.
  - You could include a character from outside the community who asks the other characters questions about the issue that you are doing your presentation about. Alternatively, you can include a young person as a character.
- c) Prepare the script or song. Now that you know what your presentation is going to be about and who the characters are, you need to decide on the setting and the events of the song or script. You might want to consider the following things when you plan your script, story or song:
- Borrowing and improvising (making up what you're going to say and do at the time of performing) saves time and is also fun and spontaneous!
  - If you are doing a role-play you don't have to decide on any of the words at all, just decide who your characters are and what they are going to be talking about.
  - You don't have to write all the words for the song or play.
  - Present a problem that you have learned about and explain why it is a problem. Ask the audience to come up with solutions to the problem.
- d) Assign roles and rehearse or practise the performance. Ask for individuals to volunteer to be assigned to represent one of the characters that you have chosen. During rehearsal, only prompt actors when they have missed something important or are on an irrelevant tangent. You should stay out of the acting unless there are not enough actors. The actors should look and speak to each other, not to the teacher.
- e) Give the performance. First, define an area that will be the "stage". Choose an open space with plenty of room for people to sit. Before the performance, introduce the presentation by telling the audience, "This is what we have learned about these issues from our research".
- f) Discuss the performance. After the performance invite the audience to discuss the presentation with your group. This is your chance to get the audience involved and to discover their opinion of your class's activities. It is important to remember that the reason for doing the activity is to inform your audience about the information collected by your students. After the performance, you may want to remind your audience that this is the goal of the performance. Even if you find that the audience does not agree with everything that your class has presented, or that your audience believes that some of the information collected by your group is incorrect, your presentation has been a success.

# Activities for taking Action Around Issues

## Activities for taking Action Around Issues Letter Writing Activity

### Objectives

The objectives of this activity are to provide your class with an opportunity to develop the skill of letter writing. Letter writing is still a useful and relevant form of communication that has not been completely supplanted by the Internet and the skills involved are as critical today as in the past.

By writing a letter to a TD or local council member the objectives of the exercise can be twofold: to review, synthesise and present knowledge gained around an issue or problem, and to learn how to advocate for change in a democratic political system.

### Time

25 - 45 minutes

### Preparation

This activity is intended to follow your students' research activities around issues related to conflict and reconciliation.

### Materials

None

## Method

### STEP ONE

#### *Introduce the activity*

- a) Writing a letter to an Irish or European politician can prompt students to be active in doing something about an issue or problem. Because politicians are often hard pressed for time, they may not always be aware of problems or issues that require their attention. Writing a letter to a politician can alert him or her of the importance of the issue and the need to enact or change government policies and/or legislation.
- b) For this reason politicians welcome information and analysis of issues and problems. If politicians don't ever hear about an issue, they assume that it is not important. This is where writing a letter can play an important part in encouraging a politician to take action around an issue.

### STEP TWO

#### *Explain the process of writing a letter to a politician*

- a) As TDs, MEPs and local council members are busy people, you will have to write a letter that gets their attention and is easy for them to read. To do so you will have to write a letter that:
  - Is polite and respectful in tone, but businesslike and easy to understand.
  - Is brief and to the point - maximum, one page. A long letter is less likely to be read - even one simple line, to the point, can be enough to state your case.
  - Gives specific information and facts about the problems or issues that you have learned about.
  - Suggests a realistic and specific solution to the problem.

# Activities for taking Action Around Issues

## Activities for taking Action Around Issues Write a Media Release

### Objectives

The objectives of this activity are to provide your class with an opportunity to review, synthesise and present knowledge gained around an issue or problem and to develop an understanding of how to promote an event or issue through the media.

### Time

20 - 35 minutes

### Preparation

This activity is intended to follow your students' research activities around issues related to conflict and reconciliation.

### Materials

None

## Method

### STEP ONE

***Introduce your class to the concept and function of a press release***

- a) The news and events that we learn about through the media are reported to us by journalists. Often the journalists learn of these news and events not through research, but by being informed about them through media releases. If you have an event or a news story that you would like to appear in the media, you can notify them through your own media release.

### STEP TWO

***Explain to your class that they are going to write their own media release about either an issue they have learned about or an event they are organising.***

- a) Collect the following information for your media release:
- Who -Who are you and what are you announcing? To whom?
  - Where -Where is something taking place?
  - Why -Why is it happening? Why is it newsworthy or important for the journalist?
  - What -What is happening or being said?
  - How -How will it be done? How will it affect people?
  - When -When is something happening -day, time, date?
- b) Organise your information. The information contained in a media release should be formatted in "pyramid style"; presenting information in descending order of importance, with the most important fact at the top, followed by supporting facts and information presented in decreasing order of importance. In this way, the beginning of the press release will have one brief statement that summarises the entire press release. The next (second) paragraph should contain more background information.
- c) Use quotes. You are saving the journalist time if you give them a quote from someone about the news you are announcing. Get a quote from somebody who is involved in the news story that explains how it affects him or her. Don't forget to mention the name of the person giving the quote.
- d) The best press releases are the ones that a journalist can use to write an entire news story. That means it has to be clear, concise and presented with all of the main facts and information in the first and second paragraphs.
- e) Send your media release to one or several of the below media outlets:

# Activities for taking Action Around Issues

## Media Contacts:

### Provincial Newspapers

jasonathloneobserver@eircom.net  
news@connacht-tribune.ie  
athlonetopic@eircom.net  
editor@clarechampion.ie  
conntel@eircom.net  
donegalpeoplespress@eircom.net  
editor@droghedaleader.ie  
droghedaleader@eircom.net  
cduffy@dublinscountry.com  
editor@dundalkdemocrat.ie  
dungarvanleader@cablesurf.com  
newsr@galwayadvertiser.ie  
donalk@highlandradio.com  
news@leinster-times.ie  
info@kilkennypeople.ie  
kiladv@iol.ie  
lexpress@indigo.ie  
editor@leinsterleader.ie  
editor@leitrimobserver.ie  
admin@limerick-leader.ie  
mayonews@anu.ie  
info@meath-chronicle.ie  
midtrib@iol.ie  
tcorr@nationalist.ie  
peoplenews@unison.ie  
editor@roscommonherald.ie  
editor@sligochampion.ie  
anglocelt@iol.ie  
kevinmulligan@argus.ie  
info@avondhupress.ie  
editor@tuamherald.ie  
topic@indigo.ie  
tirconailtribune@eircom.net  
michellettippmidwest@radio.fm  
news@tippfm.com  
tebitto@indigo.ie  
95fm@iol.ie  
kkingdom@iol.ie  
kerryman@indigo.ie  
info@inishtimes.com  
news@the-echo.ie  
northnews@dublinpeople.com  
news@wlrfm.com  
editor@westmeathindependent.ie  
editor@westmeathexaminer.ie  
info@westernpeople.ie  
editor@waterford-today.ie  
editor@donegalnews.com  
news@kerryseye.com

### TV and Radio Contacts

newsdesk@rte.ie  
morningireland@rte.ie  
57live@rte.ie  
oflynnn@rte.ie  
clarkej@rte.ie  
lyric@rte.ie  
dublinnewscentre@98fm.ie  
allusers@todayfm.com  
talk@spin1038.com  
news@tv3.ie  
philippe.brodeur@tv3.ie  
tg4.2@indigo.ie  
rnag@rte.ie  
thelastword@todayfm.com  
newsdesk@indnetworknews.com  
jacqui.meskell@rte.ie; littlej@rte.ie  
todaypk@rte.ie; tonightvb@rte.ie  
news@fm104.ie; nearfm@iol.ie  
wiredfm@mic.ul.ie  
eileen.brophy@litefm.ie  
news@litefm.ie  
news@radiokerry.ie

# Activities for taking Action Around Issues

## Activities for taking Action Around Issues Petition Activities

### Objectives

The objectives of this activity are to provide your class with an opportunity to become active in their community, to learn how to become involved in influencing change in a democracy and to give them confidence in becoming involved in the political process.

### Time

Several sessions

### Preparation

This activity is intended to take place after your students have identified an issue or problem through research activities around issues related to conflict and reconciliation.

### Materials

None

## Method

### STEP ONE

#### *Introduce petitions to your students*

- a) If you're concerned about an issue and you want to see change, a petition is one way to make the people involved stand up and take notice. A petition is a formal letter that explains who you are, what you want changed and your reasons for wanting it changed. Once that petition has been signed by as many people who support the issue as possible, it is sent to the person or organisation that has the power to change things - e.g. the local council. Successful petitions get people to listen to your views and help bring about the changes you are seeking.

For example, you might want access for disabled people to a public building in your community and you might want the county council to provide it. A petition asking for this and signed by hundreds of members of your community might convince the county council to act.

### STEP TWO

*Lead your students through the following steps in formulating their own petition. You can summarise the information for them or photocopy it and provide it to them:*

- a) Decide what you want changed. From your research and activities in learning about conflict and reconciliation you may have learned of an issue or problem that you would like to change. It might be a local issue like access for disabled people, or an international issue like cancelling debt owed by developing countries. What is it that you would like changed and how? Make sure that it is a practical and achievable change. Consider that small changes, or steps towards larger changes are easier to achieve.
- b) Write your petition. Once you have decided on the change that you are seeking, write a formal petition asking for it. A petition needs to be formal, clear, precise and polite. Use the following style:
- Write the name of the organisation you are sending the petition to at the top of the letter. For example, the Office of Public Works or the Department of Finance.
  - Write the date underneath
  - Write PETITION (in bold capital letters) underneath this.
  - State the reason for the petition
  - State the aim of your petition
  - Write the subject matter of the petition at the top of every additional sheet to be signed. Never ask people to sign blank pieces of paper.
- c) Get signatures. There are several ways to get signatures. Consider the following:
- Stand in one particular (busy) place and get people's signatures as they pass by.

# Activities for taking Action Around Issues

- Approach people in a confident but polite way - you'll get more signatures.
  - Good places to stand include schools/colleges, near shops, libraries, cafes, sports centres, youth clubs.
  - Don't wander around asking strangers to sign the petition - it's not safe and it's not effective.
  - Don't give out your phone number or address to anyone - just ask him or her to sign the petition.
  - You could leave petitions on school notice boards
- d) Get proper legitimate signatures. Make sure each person who signs does the following:
- Signs both their first and surnames names directly onto the petition
  - Prints their name clearly, preferably in capitals next to their signature
  - Writes their address (this can be just the road name and area).
  - Don't ask people to sign blank pieces of paper.
- e) Make copies. Give yourself up to a month to collect as many signatures as possible. Keep at least three photocopies of every page of your petition. Always keep one photocopy of the entire petition yourself as proof of what you have done. Keep this copy with you and don't send it to anyone.
- f) Send the petition. Send the original petition (the pieces of paper people actually signed) to the organisation/person with the power to act on the issue. An organisation, council or government department will only accept a petition if it's an area they deal with - check you have the right one. Send the petition to your TD or MEP if your petition covers a national or an international issue. Contact the embassy or High Commission if you want to send your petition to a foreign government. Ask for the name and address of their Ambassador or High Commissioner, as well as the head of state or national leader of that country. Send copies of the petition to all of them.
- g) Handing over the petition. If possible hand the petition over in person rather than sending it by post. Go as group rather than alone. Take photographs of the group handing over the petition. Tell local newspapers and radio/TV stations in advance exactly when and where you will hand over the petition. If the papers cover your petition it's harder for the people or organisation receiving the petition to ignore you. Send a media release about the petition. You may not be able to give the petition directly to the person it is addressed to. Get whoever receives it - hopefully their secretary or assistant - to sign a note stating who they are and that they have accepted the petition.
- h) Getting a response. Ring the organisation about two weeks after handing in the petition and ask what they plan to do as a result of the petition. Think about the following issues if they offer you some kind of compromise.
- Will this compromise help solve the problem?
  - Should you see how successful it is in practice first before rejecting their solution?
  - Talk to people before making a decision.
  - If you're not happy with the organisation's suggestion, tell them and keep campaigning to get things changed. If they still refuse to budge, you have at least built a strong campaign and drawn attention to the issue.



## Case Studies in Conflict and Reconciliation: Palestine and Israel

### Ireland's connections to Palestine

Through Ireland's international governmental aid agency, Development Cooperation Ireland, the Irish Department of Foreign Affairs offers assistance to Palestinians. The conflict in Palestine has created enormous humanitarian need, including shortages of food, water and medical supplies.

Development Cooperation Ireland delivered over €3 million for emergency and humanitarian needs and recovery assistance in the year 2002 alone.

### Case Study 1 Leena Dallasheh - Palestine / Israel

My name is Leena Dallasheh; I'm 24 years old. I have a law degree from the Hebrew University in Jerusalem and I'm about to pursue my studies in New York University. In the last year I have been working at the Alternative Information Centre as a project coordinator. I was born in a small, marginalised Palestinian village in Galilee, in the north of Israel, as a Palestinian citizen of Israel. I was born into an upper-middle class family, my parents are both academics, I have 4 siblings.

The village I was raised in was all Palestinians, all Muslims, so for many this felt a calm regular place. But for me, growing up in a highly politicised family, I was aware of the deep inequality I was living in and the discrimination that was in everything. My village of about 6,000 people got less funding than the small Jewish town (less than a thousand at the time) just beside it. I was aware that my education system was inferior and I learned from my independent reading that school taught me nothing about who I was and what was my history, rather the opposite: my identity was being erased into something I wasn't: Arab-Israeli.

At the same time, my family had many Jewish friends, and that made it much easier for me to identify the enemy: occupation and oppression, not people.

I was an activist in the communist youth for a few years, and when I got to the university I joined many students' groups. Political activism was very disappointing, it felt as if people didn't touch the hard-core issues and were never dealing with the hard questions. The outbreak of the second Intifada in October 2000 was a breaking point for me; I stopped believing in Joint work or in any political work as I saw that what used to be the "Israeli left" failed to react and stop the escalating violence. I found the answer a year later when I joined Ta'ayush-Arab-Jewish-Partnership. For the first time, a real partnership between Israelis and Palestinians to work against the occupation and against discrimination. I've been an activist with them, and with some other groups, since then.

The Israeli society is very segregated, Palestinians live in their own area, Jews live in their own area, and even further, different ethnical Jewish groups live separately. The reality is so hard that most people are not aware of the segregation or to how deep it goes, but the truth is that this segregation stands as strong borders between people. Although my family was a very involved family, I still feel that these borders were there until I started being an activist with Ta'ayush, when I really started meeting people and talking to them, as friend and equals, only then did the "other", the "Jews" stop being the other and became just people, friends and comrades.

At the same time, the "Green Line", a line that doesn't exist on the ground but is so strong mentally, was the border that separated me from Palestinians in the occupied territories; I was sympathetic to the Intifada and the struggle for independence, I considered myself a Palestinian but never got to interact with Palestinians from the OPT (Occupied Palestinian Territories) until I became an activist, and I remember that the first time I was in Ramallah after the beginning of the second Intifada, I was so scared of what might happen that for the first time I realised how deep the border was in me and how hard it is to break borders that grew with you even when you don't believe in them and you don't want them.

I now know for sure who those on the other side of the conflict are. As a Palestinian citizen of Israel it would have been the hardest to define an "enemy" but now I know: it is those who don't want peace, from "both sides". Through the years, I had a lot of rage, now I can channel this rage to fight for peace and social justice, with people who believe in what I believe in, disregarding where they come from and what their background is.

I believe that the conflict will end by ending the occupation and the oppression and starting a long and hard process of dialogue that is based on equality and mutual respect that will acknowledge the rights of the two people to live here, in dignity and guaranteeing the full rights of existence of all people here. I believe the final solution will be a state of all it's people, but that will only come after a long process.

## Case Study 2 Sanabel Halawani - Palestine

**“To be or not to be...” That is not the question.**

Sanabel Halawani wrote of what it was like for her to make preparations to come to the Glencree Centre for Reconciliation on a youth exchange.

My name is Sanabel Halawani, I'm a Palestinian girl, trying to get through life here, taking each day with its events, and live it, hoping that tomorrow is going to be better. This is a story that happened with me one year ago, to get my passport...

Shakespeare once said: “To be or not to be this is the question”, what I'm going to say proves that it's not the question, on the contrary it's the truth, that all Palestinians are proud of. But as a result of it they are facing difficult times.

Tuesday morning, 7:30 a.m. my phone rings, it's my cousin calling to tell me to stay at home; for it's impossible to get inside the interior ministry, “the Israeli soldiers are shooting tear gas at people waiting in front of it” my cousin said. This ministry is located inside Jerusalem, and it's specialised in finishing personal documents for Palestinians carrying the blue identity card with Arabian nationality. Despite this I insisted that I go there to get my (Laissez Passez) or at least finish its paper work. By the time I got there I saw almost a hundred people waiting under the sun's heat to get inside, hoping that maybe today is going to be their lucky day to have their identity card or their travel document or even their child's birth certificate, but with the Israeli soldiers controlling the entrance of the ministry, Palestinians are not even allowed to dream about getting near the door. I finished all the papers I was going to need to get my travel document, the last step I needed to do was to get inside the Interior Ministry,

12:45 p.m. - a time that you know for sure is an impossible time to get in, because until that hour I saw exactly the same faces waiting for their turn to come, in order to get inside. The faces I saw earlier in the same morning. For that I convinced myself to go back home and come another day maybe it'll be better.

Sunday morning, 5:00 a.m., my mother wakes me up to try to arrive early that day and wait for our turn to come to get inside the Interior Ministry which opens its doors at 8:00 a.m. and employees there start their work at 8:30 after having their breakfast, we got out of the house at 5:15 a.m. waited on Qalandia check point for almost 30 minutes and eventually Israeli soldiers let us pass. Me, my sister and my mother arrived exactly at 6:00 a.m. stood behind almost 45 women already waiting to get inside.

“I've been waiting here since 1:30 a.m., and I found almost 20 women in front of me waiting since last night,” a woman told me. At 7:30 an Israeli policeman came and ordered us to stand in a line and then he holds up a paper and started shouting some names for women who booked their turn, none of these names were for women standing with us, so he got a new sheet of paper and started writing other names for women who are already waiting for their turn, there were, at that point, almost 60 women including the three of us.

I saw on that paper he was holding, 109 names for those 60 women. I asked him: “how is that possible there's only 60 of us, how can you write down 109 names, where are these women?” he answered with a smile on his face: “in front of you can't you see them?”

I tried to show him my mother's medical papers which testify that she can't stand for a long time under the heat, because it's not good for her blood pressure, he walked away pretending I was not there. And then he disappeared. That was the kind of treatment I already expected from an Israeli policeman because I was Palestinian. If I had the Israeli citizenship I wouldn't go to that ministry in the first place. I would have booked a date to finish my passport in the Interior Ministry located inside Israel specialised for Israeli citizens.

**8:30 a.m.**

The doorkeeper allowed almost 30 women and men to get inside and then closed the door.

**11:30 a.m.**

We were still standing under the sun, in front of the closed door, behind 35 women waiting to get inside.

**12:45 p.m.**

The sun was very hot my mother got tired, and we were still waiting, I went to see someone to talk to, maybe I can find some help to get us inside, the only help I found was a lawyer waiting to get to one person if he paid 1500 NIS.

**1:00 p.m.**

I decided to go back home, for it's impossible to wait longer than that.

In the same day we took my mother to the hospital, because she felt so tired after all that waiting which didn't give us any result.

I repeated that visit to the Interior Ministry time after another, and no use. I'm going to repeat it again and again until I get inside no matter how hard it is. And if I got inside I'll still have to wait for the employers' willingness to finish my papers.

So now I say: "To keep trying or to surrender? That is the question." Because to be a Palestinian and to fight for being one, is a truth that has been stated long time ago. But as long as we continue in being Palestinians we are forced to state many other important questions and make them another known truth.

### **Case Study 3 Ofir Feuerstein - Israel**

My name is Ofir Feuerstein and I'm 24. I was born at a small kibbutz in the south of Israel to Jewish immigrants from Argentina. I currently live in West Jerusalem, work for B'Tselem - the Israeli Information Centre for Human Rights in the Occupied Territories, and study philosophy at the Hebrew University.

As a child I didn't feel I was living in a conflict situation. In kindergarten I was given a very simplistic (and false) description of the situation I'm in. Something like: Arabs are bad and we are good, and "all Arabs want to throw us into the sea". Yet at home I was given a more complex description and as I grew up I became relatively and theoretically tolerant towards Palestinians. I use the word "theoretically" since I didn't really see Palestinians around me until I was 18.

The Israeli society is very militaristic in its nature, and so is the education system. The fact that there's a very long mandatory army service for all boys and girls, makes the whole society think in a very militaristic way even regarding civil issues. Schools educate for values according to which one should serve his or her country and even die for it if it's necessary.

I grew up in such an education system, yet for different reasons I gradually came to realise that Israel is actually the oppressor in this game and that I better work in one way or another for promoting peace between Israel and the surrounding countries.

I gradually came to realise the complexity of borders in my country and the fact that Israel doesn't really have borders. I started going to the Occupied Palestinian Territories from time to time and see for myself the conditions of living there, which are so different from those Israelis have. What was especially significant was the fact that I could pass the borders to the West Bank without any problem while Palestinians living there could not, nor could they pass from one West Bank community to another without going through army checkpoints.

My view of Palestinians has changed over the years as I came to know more and more Palestinians personally and make Palestinian friends, which is a very uncommon thing for Israelis that usually meet Palestinians only as soldiers during their military service.

I guess my view of Palestinians is nowadays less stigmatic and general, and more complex and individual.

A resolution of the conflict in my country should be based on a withdrawal of Israel from the West Bank and a recognition of the right of Palestinian refugees to return to their homeland.

# Information about Conflict and Reconciliation Internationally

## Testimony of Sudanese Refugees

### Angela's Story

#### Angela Abio - Sudan

Trouble for Angelo Abio, 37, began when her husband was arrested and charged with being a member of the Sudan People's Liberation Army. Their home remained under surveillance and occasionally would be terrorised by the government militia. When her husband died she trekked through the bushes for days and nights with her children with nothing to feed on except wild fruits and water from small streams and puddles. Eventually, Angela and her children reached Uganda.

There, they registered with the United Nations High Commission for Refugees and are living as refugees in Adjumani refugee camp. As a widow she has to fend by herself for her family. Since coming to the refugee camp, four of her five sons have died due to lack of medical care.

### Anthony's Story

#### Anthony Warrang - Sudan

Anthony Warrang 44 was working as a teacher in an intermediate school in Southern Sudan. The insecurity prompted him to flee with his family from Chukudum to Fugnido refugee settlement camp in Ethiopia.

Anthony described the journey to Ethiopia as a nightmare as they had to walk a very long distance through bushes without any food or water. They fed on wild fruits and had to fight off wild animals as they traveled. When they were settled in the refugee camp at Fugnido their home became a target for rebels who would attack and strip them of whatever possessions they had. They decided to move to Kakuma refugee camp in Kenya and it was while here that he lost two daughters and one son due to insufficient food and medical care. The camp was also under frequent attacks by the Turkana tribes who roam through the refugee settlements in search of pasture while looting property from settlers as they move. The family lost all it had and when the situation became unbearable they fled and crossed into Uganda.

The Warrang family settled at Achol-pii but attacks by rebels of the Lord Resistance Army made life difficult for them as they were forced to spend nights in the bushes, each time fleeing with their belongings. Anthony has since lost his wife and two other children to meningitis. In a family of 8 people, he is now left with only a son.

## Ireland and Sudan

Through Ireland's international governmental aid agency, Development Cooperation Ireland, the Irish Department of Foreign Affairs offers assistance to Sudan. As of August 2004 Development Cooperation Ireland, the Irish Government's official aid programme, provided over €8 million in humanitarian assistance for Sudan. This funding is delivered through United Nations Agencies such as the World Food Programme. Irish non-governmental organisations also play a role and help to distribute food, water and medical assistance to people affected by conflict in Sudan.

#### Compiled from

The Newsletter of the Sudanese Human Rights Association  
Opinion Piece by Minister Tom Kitt on the situation in Darfur, Sudan.  
Irish Examiner, Friday 27th August

## Testimony from Survivors of Landmines

### Mulatu Assefa - Ethiopia

A Northern Ethiopian family in the rural village of Lasta is gathered around the fireplace inside their small hut discussing their day, as they do every night. One of the older children talks about the landmine he found then threw in the river while herding cattle. Two weeks earlier a friend who found a mine, thought it was a toy, and was killed when it exploded. The boy's younger brother Mulatu Assefa, was fascinated. He kept pestering his brother for the exact location of the weapon.

The next morning, Mulatu took the family's cattle to the river. As he got closer to the river he thought about the mine and decided to look for it. It didn't take him much time to find it. He took off his clothes and jumped in the river and grabbed it. He was delighted with his prize. He soon had a crowd of his friends gathered around him looking at the "toy". They all wanted to play with it. Mulatu threw the mine several times but it didn't explode. He threw it against a big rock. Nothing happened. He brought it closer to his ears and heard a HESHSHSH sound. He wanted to know what was inside it. He slammed it against another rock with all his might. This time it exploded.

In the explosion, Mulatu lost all five fingers on his right hand. Fortunately, none of the other children were hurt. It took years for Mulatu to recover. His family was poor. There were no hospitals nearby. He grew up but had trouble finding work because of his disability.

Today, Mulatu works with Landmine Survivors Network in Ethiopia. He is an Outreach Worker who helps other survivors by working with them to recover and reclaim their lives.

### Jose Felisberto - Angola

When I was 7 years old, I was playing with a few friends of mine and we found a hand grenade that was in a garbage bin. We didn't know exactly what it was and we played with it, passing it around amongst ourselves, hand to hand. Unfortunately, when it reached my hands, it exploded. As a result, I lost my two arms from the elbow down and the vision in my left eye.

My mother wasn't at home, so the neighbours took me to the hospital. I spent more than two months there. Since I couldn't go back to school, I started to train myself at home to be able to survive. I was able to do this because of the support of my family and one neighbour. This training enabled me to go back to school, where I managed to catch up with my studies like any other student. At the start, my condition made my friends a bit reluctant to be near me and to play with me, but we all learned together how to live with my handicap after awhile.

At the same time, at home, I made my first attempts to draw. These were initially drawings of boats, cars, airplanes, people and images from my surroundings. Later, I tried to draw the numbers on football team uniforms and to try and "tattoo" my friends. After finishing high school I turned to Social Sciences studies. But, due to my family's lack of money, I couldn't continue the studies all the way through. So instead, I stayed at home and discovered sports - namely swimming and fishing.

In 1998, I had to leave my wife and my only daughter to move to Luanda, the capital of Angola, to look for a job. But, it was difficult and I couldn't find any jobs. Frustrated, I approached the Angolan NGO Lardef, which works with disabled people. The NGO encouraged me to take swimming lessons and to seriously train in swimming. My training continued for one year until September 1999. I then joined the Angolan team to participate in the Pan-African games that took place in Johannesburg, South Africa.

On March 1, 2000 UNICEF and some NGOs and government agencies organised a cultural evening to commemorate the second anniversary of the Ottawa Landmines Treaty. I was invited to display my works of art as part of the exhibition. There I met with Handicap International people who asked me to design a comic book carrying mine awareness messages for them aiming to alert Angolan children about the danger of landmines. I also struck up a relationship with some people from UNICEF who have helped make my trip to Geneva possible. These days, I'm living with my wife and two daughters in Luanda. I recently recorded one CD (with the support of a BBC correspondent) of songs about landmines called "New Millennium Without Mines" - all profits will be donated to the Banning Landmines Campaign."

## **Ireland and the countries of Ethiopia and Angola**

Through Ireland's international governmental aid agency, Development Cooperation Ireland, the Irish Department of Foreign Affairs offers assistance to both Angola and Ethiopia.

Ethiopia is a "programme country" and so a major recipient of Irish aid that goes to help support expanded education, health care, HIV/AIDS counselling and education, water and sanitation services and roads.

Angola received over €5 million in development assistance from Development Cooperation Ireland in 2003. €1 million of this funding went to the United Nations High Commissioner for Refugees to help Angolan refugees to return home.

### **Compiled from**

Survivor Profiles, Landmine Survivors Network

[www.dci.gov.ie](http://www.dci.gov.ie)

## Professor Darby's Four Key Issues

Taken from John Darby (1997), *Scorpions in a Bottle*. London: Minority Rights Group.

### **A Constitutional and Political Problem**

To date, no political or constitutional solution has been found which will accommodate the Unionist majority who wish to remain part of the Union with Great Britain and the minority who want stronger links with the Republic of Ireland, even a United Ireland. For Unionists, majority rule should be the order of the day, for Nationalists, majority rule means Unionist domination. Unionists object strongly to interferences by Dublin in Northern Ireland while Nationalists believe that London is overly sympathetic to Unionist interests. In Northern Ireland, politics tends to gravitate towards extremes - political parties in the centre have always struggled to win significant levels of votes. 'The demand by Nationalists that the Irish Republic should have a role in the governance of Northern Ireland, and the refusal of Unionists to allow any Dublin involvement was the primary block to political settlement'

### **A Problem of Violence and Justice**

Violence has been a persistent feature of the Northern Ireland Conflict and not just in the recent past. While the period between 1969 and 1996/97 witnessed the most protracted violence, it has occurred regularly since the 18th and 19th centuries. All sides have been guilty of violence although by far the greatest levels of violence have been perpetrated by paramilitaries. The ongoing use of violence has also led to the use of special powers legislation and to consequent ongoing cases of injustice. 'The emergence of the Provisional IRA, strengthened by the introduction of internment in 1971, converted the violence to more organised confrontation between the IRA and the British Army, with interventions from Loyalist paramilitary organisations.'

### **A Problem of Inequality**

As a result of Unionist domination of political structures since 1921, Catholics have experienced higher levels of discrimination and disadvantage than Protestants in almost all aspects of economic, social and political life.

'So, despite significant improvements since the 1970's there is ample evidence of Catholic disadvantage across a broad range of social and economic indicators. There is also evidence that Catholics perceive themselves to be disadvantaged.'

### **A Problem of Community Relations**

People in Northern Ireland are born into communities, which have often been structurally and sometimes residentially divided since the Plantation of Ulster. The divisions are ratified and re-inforced by different social patterns and mutual suspicion.

'A substantial body of evidence indicates that Catholics and Protestants perceive themselves as belonging to distinct groups, and perceive the conflict to be rooted in these differences. Psychological factors, including real and imagined fears are serious barriers to conciliation. Northern Ireland harbours a culture of intimidation.'

## David Thompson, British Unionist

### How do you define these two identities?

#### BRITISH

'It's inclusive of Ulster Scots, Manx, Scottish, varieties of Englishness etc... you can take out of all of these the parts that suit best. Whereas Irish appears to have a specific list of traits and if you don't identify with all of those then you can't be Irish.'

#### UNIONIST

'The belief that people can work better on these islands together than they can divided.'

### What has led you to identify with these groups?

'My upbringing and my own choices. My upbringing has been added to through adult choices, through freedom of choice. I identify with those things I feel comfortable with. They include Irish music.'

### How is your identity expressed?

'My Unionism through my involvement in politics. The UUP believes that the people of these islands can work better together, and achieve more than they can apart. Partition of these islands set up two systems of privilege for the majority group in the two parts which led to the abuse of power in both parts. That kind of corruption does nobody any good.'

'My Britishness is expressed through identification with a value system understood within the society. The openness for freedom of expression. Unionism today has lost some of that - the ability to debate constructively and to differ. I express my Britishness through showing tolerance and being inclusive.'

### What are your hopes for the future of these groups?

'Britishness will change. Any system of change will inevitably evolve. Unionism, if it is to overcome inequalities, social exclusion etc. will have to come back to the realisation that the sum of its parts is less than the whole. Unionism has to rediscover its British roots of inclusion and tolerance. Tolerance gets lost in any conflict situation. This is about dealing with people and not just symbols and tribes. Part of the problem now is that no one has won over another. Therefore there is no clean break to start afresh from. This conclusion is not helping the situation at the moment.'

## Blackley McNally - British, Irish, Loyalist

### How do you define these identities?

'Born on the island of Ireland with allegiance to the throne of Britain. I perceive myself to be as Irish as a Scotsman Scots, or a Welshman Welsh. Together the four nations make up what is known as Britain.'

### What has led you to identify with these groups?

'Though Ireland is partitioned, North from South, the majority of people in NI remain steadfast to the Protestant British way of life and see the Republic as being integrated and allied to Roman Catholicism. Two different cultures living on the same island.'

### How is your identity expressed?

'I am a member of two loyal institutions - The Orange Order and the Royal Black Preceptorics, both of which swear allegiance to the Holy Bible and to the throne of Great Britain, as the Defender of the Faith i.e. the Protestant Reformed Church. This is my way of making a statement of my identity and it is a vanguard for us if we feel we are under threat. Like so many institutions which are made up of voluntary membership, we are open to people who join for purely selfish reasons such as power, bigotry or positions of influence.'

### What are your hopes for the future of these groups?

'As we are living in Great Britain, we are the only people i.e. 'Ulster people' who have a border and who had a neighbour who laid claim on our soil. This has led to a siege mentality.'

However, as we have agreed to attempt to find a new way of sharing this Island, we must also look at ourselves, both cultures. But by looking at each other square on and saying, "What is it I can do for you? What is it about me that threatens you?"

If one side does not change, there is little chance of the other side changing, We must go into an ongoing process of genuine accommodation, no hidden agendas and no guns or bombs.'



## Máirtín Ó Maolmhuaidh - Irish, Republican

### How do you define these two identities?

'A Republican in the Irish context, is someone who has the political view that the island of Ireland, its wealth and resources, belong to all of us born and living here. We want a government elected from this islands' citizens to serve each of us without prejudice as to creed, gender, colour or culture.'

### What has led you to identify with these groups?

'At 9 years old, my parents were unemployed and my grandmother and us seven children were forcibly evicted from our home. At 12 years old the funeral for my 18-year old cousin was blasted with plastic bullets passing the same army checkpoint where he was killed. I knew that those carrying out these acts were alien to the community I belonged to.'

### How is your identity expressed?

'My only means of expressing myself as a Republican was to react against obvious injustice and political violence suffered by my community. As a result I was imprisoned in 1977 and again in 1986-1998. Legislation inside and outside of prison opposed and denied the legal status of the Irish language and sports. Today, however, I believe that my own transition from being an angry child against institutionalised discrimination and state violence, into someone who is presently proactive in politics and community empowerment, is broadly reflective of the ethos espoused and identity expressed by the vast majority of Republicans.'

### What are your hopes for the future of these groups?

'Republicans have successfully resisted the worst elements of repression and alienation. Personal development has been the key that unlocked the door barring us from personal, community, cultural and political advancement. Republican participation will rapidly advance in all spheres of society, giving strong and positive representation to their community. How others perceive us is crucial. Therefore, the less resistance there will be to the wholly beneficial realisation of a new Ireland with its own 32 county democratically elected government.'

## Patricia Lewsley MLA - Nationalist, Irish

'A Nationalist wants to see the island of Ireland as one, not with Northern Ireland as part of the UK. I aspire to an "Agreed Ireland" which is decided by all the people on the island and where they all work together for the common good. This is different from wanting a "United Ireland" where one section would decide on the future for everybody.'

### What has led you to identify with these groups?

'Growing up I became aware that there was a border and that somehow stopped me from expressing myself as I wanted to. I knew that the island should be a whole, part of it not belonging to somebody else. I went on to identify with a Nationalist party because that was more about dialogue and non-violence than a Republican party. I think the taking of a life is too high a price to pay.'

### How is your identity expressed?

'I always know I had a different religion to others in the mixed area where I grew up but this never really mattered until the "Troubles" broke out. Both my parents came from mixed marriages and they taught me to respect the person and not to look at the "baggage". I express my identity through my politics. My political party gives me a platform to express my desire for an agreed Ireland. I see myself as a moderate Nationalist.'

### What are your hopes for the future of these groups?

'The Good Friday Agreement has given everyone ownership of their own identity, of the Peace Process and of their future. Unionists identify with the North-South Bodies and everybody in NI has to work together in the Assembly. As this work evolves, trust and respect will develop to build a better future. We are also part of the European family, which reduces the pressure of borders throughout Europe. When the UK takes on the Euro, that will even out currency differences and put everyone on a more even economic playing field.'

## **What's in a name? - Well, politics for a start!**

The terms which different political groups use (or have used) to refer to the political areas that make up the island of Ireland remain a major source of disagreement even today. Below, we attempt to unravel some of this debate - recognizing that many of the terms used are, in themselves, political. At the beginning of the 20th century, there was no such problem, as the entire country was, at the time, known simply as "Ireland". The leaders of the 1916 Rebellion in Ireland proclaimed a new republic, which they called the 'Irish Republic'. This republic was not recognised by the British and when the British introduced its 'Government of Ireland Act' in a treaty signed in London in December 1921, the title of the new southern state was set down as the 'Irish Free State'.

This continued to be the correct title of the state until 1937 when a new constitution was adopted, in which the title 'Irish Free State' was dropped in favour of the name 'Ireland' or, as given in the Irish language 'Eire' (a name still used on Irish passports and stamps). Some confusion at times arises from the fact that the state has been a republic since 1948 and as such may be referred to as the "Republic of Ireland" (Note: not 'Irish Republic').

The title 'Ireland' was made the official name of the state in 1937 to underline the claim over the entire island - a claim that was removed in December 1999 as part of the outcome of the Belfast Agreement. The British Government never used the English language name for Ireland. Instead in official documents it referred to 'Eire' which, when translated from the Irish language literally means 'Ireland'.

The British Parliament, in 1949, passed the 'Ireland Act' which set down the "Republic of Ireland" as the name by which the country was to be referred to in British Acts of Parliament. However, as was pointed out the title 'Ireland' has remained the title of the state in its constitution ever since 1937 and it is by this name that the country is now recognised internationally. For example, it is by the name 'Ireland' that the state is known in the European Union.

The term 'Northern Ireland' has continued in use since 1920. At times 'Northern Ireland' is referred to as 'Ulster' but this is historically inaccurate, as 'Ulster' is one of the four provinces of Ireland. There are nine counties in the province of Ulster but only six of these are in the territory now known as 'Northern Ireland'. 'Northern Ireland' is often referred to as the 'six counties' by some Nationalists as a reference to the 'unfinished business' of re-establishing a united Ireland of 32 counties.

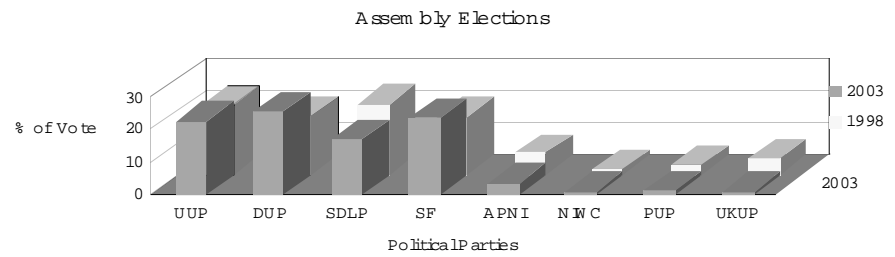
Following on from the Act of Union of Great Britain and Ireland (1801) and the Government of Ireland Act (1920), Northern Ireland today remains part of the United Kingdom of Great Britain and Northern Ireland along with Scotland, Wales and England.

### *The debate continues on!!*

(Adapted from Colm Regan and Scott Sinclair (1986) *Half the Lies are True... Ireland / Britain a Microcosm of International Misunderstanding?* Published by Trócaire and Development Education Centre, Birmingham).

# The Results to the 2003 Assembly Elections in Northern Ireland

## The Results to the 2003 Assembly Elections in Northern Ireland



# Who's Who in the Politics of Northern Ireland

## Unionist

### **The Democratic Unionist Party (DUP)**

One of the two main Unionist parties. Founded in 1971, the DUP opposes what it sees as any weakening of the position of Northern Ireland within the Union. It is often described as an 'uncompromising' Unionist party and sees the Good Friday Agreement (GFA) as a betrayal by the British Government and the UUP. Its leader, Ian Paisley has his own church - the Free Presbyterian Church. As a result of the 2003 Northern Ireland Assembly elections the DUP have overtaken the UUP as the largest Unionist party in Northern Ireland.

### **The Ulster Unionist Party (UUP)**

One of the two main Unionist parties and ran the state of Northern Ireland from 1920 until 1972. The UUP is committed to maintaining the link with Britain and is in favour of power sharing under certain conditions, namely decommissioning of the IRA's weapons. David Trimble is the current leader of the UUP.

There have been tensions within the UUP and pressure on its leader, due to disagreement about GFA and power sharing with Sinn Féin before it had decommissioned its weapons. These tensions, combined with poor election results, have led to some party members leaving and joining the DUP.

## Smaller Parties

### **Progressive Unionist Party (PUP)**

Founded in 1979 and has links with the Ulster Volunteer Force (UVF). The PUP participated in the peace talks process and is largely supportive of GFA. It describes itself as a socialist party, and its leader is David Irvine.

### **UK Unionist Party (UKUP)**

Led by Robert McCartney and is strongly opposed to the GFA. Disagreements about the UKUP's strategy led to a split and some members left to form the Northern Ireland Unionist Party (NIUP) in 1999.

### **Ulster Democratic Party (UDP)**

Emerged from a Loyalist grouping associated with the Ulster Defence

### **Association (UDA)**

The UDP participated in the peace talks process and won 3% of the vote in the first Assembly elections although none of its members were elected. The party was dissolved in 2001 and its last leader was Gary McMichael. After the demise of the UDP a group called the Ulster Political Research Group was reformed. Although not a political party, its purpose was to fill the political vacuum by giving political analysis to the UDA.

## Loyalist Paramilitary Groups

### **Ulster Defence Association (UDA)**

Largest Loyalist paramilitary group in Northern Ireland. It was set up to defend Ulster from Republican violence and was declared illegal in 1992.

### **The Ulster Freedom Fighters (UFF)**

Considered to be a more militant section of the UDA. The UDA / UFF joined with other Loyalist groups in 1994 to call a ceasefire although the UFF briefly broke their ceasefire in 1997 / 98. After continuing attacks across Northern Ireland, in 2001 the British Government 'specified' the UDA / UFF and other Loyalist groups, which meant that their ceasefire was considered to be at an end. After a 12-month period of 'military inactivity' the UDA announced an indefinite ceasefire in February 2004.

An element within the UDA, led by Johnny Adair, engaged in a feud with the UVF in 2000. Adair was also involved in an internal feud with other UDA commanders in 2002/03, which led to him returning to prison, having previously been released under the GFA.

### **Loyalist Volunteer Force (LVF)**

Formed in 1996 around dissident members of other Loyalist groups in the Portadown area. Its leader, Billy Wright, was assassinated in prison in 1997 by the INLA.

While the LVF was the first group to decommission some weapons, it has continued to be suspected of involvement in paramilitary attacks.

# Who's Who in the Politics of Northern Ireland

## **Ulster Volunteer Force (UVF)**

Major Loyalist paramilitary group linked to the PUP, and has been on ceasefire since 1994. The Red Hand Commandos is an associated group. Following a TV documentary in 1993, the UVF admitted responsibility for the 1974 Dublin and Monaghan bombings, which killed 33 people.

## **Middle Ground**

### **Alliance Party of Northern Ireland (APNI)**

Was founded in 1970, occupies the 'middle ground' of Northern Ireland politics and attracts limited support from both sides of the main political divide. The Alliance Party remains committed to the GFA, and favours a regional power-sharing government and the introduction of a Bill of Rights to prevent discrimination. The party retained its six seats in the Northern Ireland Assembly in the 2003 elections, although its share of the vote decreased. Its current leader is David Forde.

### **Northern Ireland Women's Coalition (NIWC)**

Was founded as a cross-community party in 1996 and its leader is Monica McWilliams. The party was set up to challenge the lack of effective political representation of women and to provide a vehicle for involving women in the peace process at political level. The Women's Coalition supports the peace process and the GFA. It lost its two seats in the Assembly at the 2003 elections.

## **Nationalist Parties**

### **Sinn Féin (SF)**

Only All-Ireland political party and one of the main Nationalist parties in Northern Ireland. It favours a united Ireland and, until the late 1990's refused to condemn paramilitary violence to achieve that goal. Sinn Féin is regarded as the political wing of the IRA and represents the views of many Republicans in Northern Ireland. Sinn Féin supports the implementation of the GFA and its leader is Gerry Adams. As a result of the 2003 Northern Ireland Assembly elections Sinn Féin has overtaken the SDLP as the largest Nationalist party in Northern Ireland.

### **Social Democratic and Labour Party (SDLP)**

One of the main Nationalist parties in Northern Ireland. It was founded in 1970, and favours a united Ireland by consent. It has supported the principle of power-sharing and Irish Government involvement in Northern Ireland politics. Its former leader, John Hume shared the Nobel Peace Prize with David Trimble and Mark Durkan is the current leader. The SDLP won only 18 seats in the 2003 Northern Ireland Assembly elections, which was six less than in 1998.

## **Smaller Parties**

### **Irish Republican Socialist Party (IRSP)**

Founded in 1974 and describes itself as a Marxist Republican party. The IRSP has never received much public support and has been divided by violent feuding. The IRSP is thought to be connected with the INLA and is critical of the 'moderate' position of Sinn Féin.

### **Republican Sinn Féin (RSF)**

A breakaway group from Sinn Féin, which was formed in 1986 in opposition to SF's decision to end its abstention policy from the Dáil. The group was led by Ruairí Ó Braidaigh, former President of SF, and Dáithí Ó Conaill, former Chief of Staff of the IRA. RSF is against the current peace process and there have been claims that the Continuity IRA is, in effect, the military wing of RSF, although RSF leaders have denied this.

## **Republican Paramilitary Groups**

### **Irish Republican Army (IRA)**

The main Republican paramilitary group in Northern Ireland whose aim is to end British control of Northern Ireland and create a united Ireland. The IRA is more commonly known as the Provisional IRA after a split with the Official IRA in 1970. The latter group declared a ceasefire in 1972 and the Provisional IRA announced a ceasefire initially in 1994 and again in 1997. Small groups have broken away from the mainstream since the first ceasefire in 1994, calling themselves the 'Real IRA' and the 'Continuity IRA'.

# Who's Who in the Politics of Northern Ireland

## **Continuity IRA (CIRA) and 'Real' IRA (RIRA)**

Believed to be closely linked. They are both made up of people previously involved in other Republican groups, particularly the IRA, who were opposed to or became dissatisfied with the Peace Process. The 'Real' IRA admitted responsibility for the Omagh bombing in August 1998, which killed 29 people.

## **Irish National Liberation Army (INLA)**

A small breakaway military grouping which emerged from the Official IRA in 1975, it has experienced violent internal division and is linked to the IRSP. The INLA called a ceasefire in 1998 but refused to engage in decommissioning.

## **Note**

Parties in Northern Ireland are often divided into those supporting violence for political ends and those opposing it. The UUP, the SDLP, the Alliance Party, and the Women's Coalition have all opposed the use of paramilitary violence. The DUP has always denounced violence but it has had alleged links with militant groups such as Ulster Resistance (a Loyalist paramilitary style organisation which was formed in 1986 by Ian Paisley among others). Sinn Féin has historically supported the IRA although is now officially opposed to the use of violence.

**Alice Nocher's brother was killed in 1975 in a bomb explosion. A coupe of years later she was shot herself and survived. In 1993 her husband was shot dead in a sectarian attack whilst at work.**

*'Everybody was wrapped up in their own grief for him. My life totally changed. It was like the end of family life as we knew it... these doctors and all were giving tablets. But I was the eldest girl, so they said to me "You have to be strong for your mother". I wanted to go to pieces. But, you know, I had to be strong for her... I felt I wasn't allowed to cry, to do anything like that, in case I upset my mummy or anything. I cried, but very rarely. I held it all back really. I just kept going over in my mind as to who could have left that there. I was angry with the ones who left it there. I was angry, I was hurt. It was a mixture of everything.*

*I tried to get someone to blame but when you can't find someone to blame you start saying 'Maybe if he had've stayed at work or if he had've stayed and had that cup of tea'. If, if, if. It's not going to change anything. They had whole lives ahead of them.*

*There was a court case some years later and I was subpoenaed to go as a witness and there were three fellas standing in the dock. Their faces were covered anyway. They were masked. And that was terrifying because I had to relive that all over again. And in the end they got off. I said to the detective "why did you put me through all that knowing that you hadn't enough evidence to convict these people? He says he thought there might have been a chance. It was absolutely terrifying. I had to get up to walk round them to the stand. I would like to have been able to say they were the guilty ones. It was the detective who said to me they were the ones that done it, though he couldn't prove it.*

*I don't know where they got the courage from. I just stared straight back at them and I stared into every one of their eyes and they sort of looked at me and turned away. They looked everywhere but at me. I felt I was the strongest of us for doing that.*

*I think this is the longest I ever talked about it to anybody. You're scared of people getting fed up listening to you. People had their own worries and probably their own tragedies, especially round this area.*

*To talk about it is to remember about it. People don't want to remember. But it happened, and it is never going to go away.'*

**This anonymous interview was conducted with a female former prison officer, who was the subject of a gun and grenade attack in 1979 whilst coming off duty.**

*'(I was) Hurt and angry that they should do that to me. I tried to explain to them not to be sending flowers at Christmas because I always bought Mammy flowers at Christmas. And I'm not a flowery person, but she was. It always reminded me of that. I miss Mammy enough without flowers coming to remind me. There are other things besides flowers. There was a whole row because the authorities thought I'd been dead for ten years. And then they came here and my sister says 'I feel like scalding you, you've hurt her that much.' And they said that they'd be back. That was years ago. Then two men come and they said they'll get them to come but nobody came.'*

**Lawrence McKeown is a former member of the IRA, who was involved in the hunger strike in 1982 in which ten men died.**

*'Inside (in prison) I've experienced a type of life - experienced emotions that are deepest. I see life ever afterwards as being an anticlimax because I feel myself that I have lived it to its full, in the sense of being on the edge of the deepest of emotions that you could experience - which are from very negative ones of anger and rage and hate to ones of exhilaration and love and comradeship or friendship. So, I don't look back on it in a negative sense at all.*

*If I had to live it all over again, I would do exactly the same. I think what happened later only happened because of the impact of the ten deaths.'*

**David Clements is a Methodist minister in South Belfast, his father, a policeman, was killed on duty in 1985. As a result of his experiences and his ministry he has become involved with WAVE, a support group for victims of the Troubles.**

*'At the time of my father's death my mother found - I think the whole family found - remarkable strength at that time. There must have been roughly about five hundred people who came to our house in the period of that week. I think my mother spoke a word of encouragement of blessing from the Lord to virtually everyone of those people, from the local parish priest to Ian Paisley. And when I look back on that time, there is a lot of pain and sorrow there, but there is also a blessing and a triumph.*

*I visited all the folk who were bereaved. In those first few days there was some anger. The anger came more from the community generally than from the families that had been bereaved. I suppose their initial feelings were more of a shock and sadness. I would sometimes have told people that my father had been murdered. I found that it helped for people to know that this man sitting here listening to them sometimes crying with them had been through something similar. That did seem to help them in some way, or open up a channel through which I could help them. I then got involved with WAVE. I've been involved with them for a few years now. I think that they are a group who have done an enormous amount of good for people in those circumstances. They really are the first, and for a long time the only group, that has been set up specifically for that purpose. They began something that nobody else had really tried to do.*

*I think that it has helped me too in some ways. I think it has helped me to deal with some of the feelings that I have. I think in dealing with some of the people that I have in the past three or four years I have had more anger. And sometimes I have found that difficult to deal with. Part of it is the futility.'*

**Iris Boyd lost her father in a bomb explosion in Monaghan in 1974.**

*'That day will never leave me. It was a day I'll never forget. Our life has never been the same. It was trying to overcome that tragedy. If my aunt hadn't been out of hospital I would actually have been caught in the bomb. That's how close I was, it saved my life. It was a very big upheaval for us after losing my father, because we didn't expect to lose him like that. Mother and I were living on medication for six weeks after the bomb. Then I realised I was pregnant. I had been taking the medication while I was pregnant and didn't realise it.*

*There was no counseling, there was nothing. The pain and grief we went through was hard to bear. I think it was always talked about through the family, on and off, with people always calling. That would have been the only therapy we had. There's a lot of good to be said for wakes and everything. Because it helps to bring it out. All I can say is that I'm glad that it's come to the stage where people are being listened to and the likes of me and the others can talk about it openly.*

*Although we have a cease-fire, which we are grateful (for), sadly the door hasn't finally closed, when we can all live together in peace.'*

**Charlotte Vji is from a Hindu family of Indian origin who live in Derry. She is actively involved in campaigning for ethnic minority rights.**

*'The Troubles were very bad. I did meet up with racism. I met up with racism due to the fact Belfast was predominantly Protestant. And even though my two aunts were Protestant, there were Protestant men who maybe fancied to take you out because you were a novelty, because you were coloured. You attract a lot of attention but you were being used. Protestant men said I would never marry because I was the wrong colour for them, so that was hurtful. Time has moved on, now there are so many mixed race marriages in Northern Ireland, hundred and hundreds.*

*I do like living here but so many people have moved. I love this country so much, yet I cannot accept the violence and I cannot accept the fact that if the violence of the 'Troubles ceases, racism will increase. People have to find a victim for their hatred. With the attacks on the Chinese community, the Chinese got worried in Derry and then the Indians were saying. 'It's the Chinese now, it will be the Indians next!'*

*Northern Ireland is becoming so racist. I don't want race to become an issue in Northern Ireland. That's why I fight every day. I want to educate people in racial awareness. With our Troubles, parents did not teach their children to respect other religions. How can they teach them to respect other cultures? People who are born and brought up here feel as Irish as them but they have got a different colour of skin because of their parents.'*



# The Cost of the Troubles Study

## More Specific Effects of the Troubles

The study examined the impact of the conflict on 1,355 people representing a sample of the general NI population living in 3 different types of areas:

- Those experiencing high levels of deaths per 1000 people (7 or more deaths)
- Those experiencing medium levels (2 to 6.9 deaths)
- Those experiencing low levels (0 to 1.9 deaths)

## The Study's Main Conclusions (for areas most affected by the conflict)

- The conflict affected some areas more than others with high levels reporting twice the rate of experience of the Troubles than those with medium levels and four times that of those with low levels.
- There are insecurities and fears in being outside one's own area and an acute wariness of outsiders, exhibited, for example, in efforts to conceal where one lives.
- There is a strong pattern of segregation - over a quarter of those from areas with high levels who were employed, worked only with members of their own community.

## General Effects of the Troubles

- Large numbers of people reported painful memories (including 'involuntary recall'); nightmares and dreams related to the Troubles especially those from high level areas.
- 30% of those from the high level areas compared to just 11% in the medium level areas reported an increase in alcohol consumption related to the Troubles
- More health problems were reported by those in high level areas than by those in the other two areas

## More Specific Effects of the Troubles

### Help and support

- Respondents in all three areas reported that the primary sources of help was from immediate family and friends.
- Of those who did seek help, over 40% in the high intensity group claimed they were unable to find adequate help, compared to 29% in both middle and low intensity areas.
- The belief that nothing could help was reported by over 83% in the highest intensity wards and just over 4% in the low intensity wards
- When asked about medication, almost a quarter from the high intensity areas reported that they had taken some form of medication, compared to just under an eighth in the middle and just over 9% in the low intensity group

### Health

- About 4.5% of those interviewed reported that they had been injured in a bomb explosion or shooting
- Over one-fifth of those interviewed reported a deterioration in their health which they attributed to the Troubles.
- Just less than 6% reported being given pain medication to treat conditions they suffered as a result of the effects of the Troubles.

### Age

- The 45-62 age group had the highest percentages of people reporting 'a lot' of experience of the Troubles, and the 40 - 59 age group reported more experience of straying into areas where they did not feel safe and more experience of feeling wary in the presence of the 'other' community compared to other age groups.
- About a quarter of the sample had seen people killed or injured at least once, with 37.1% of the 15-19 year olds - the highest rate for any group - reporting this experience

# The Cost of the Troubles Study

## Religion

- The percentage of Catholics reporting 'a lot' (18,9%) and "quite a lot" (22.8%) of experience of the Troubles was much higher than that of Protestants (5.25% and 13.8% respectively) whilst only 15% of Catholics compared to 38.9% of Protestants reported very little experience of the Troubles. The study concluded that Catholics experience of the Troubles is disproportionately high.
- "A complete change in their lives" due to the Troubles, was reported by 90.9% of Catholics compared to 80.1% of Protestants. Catholics report having experienced more extreme effects of the Troubles, whereas Protestants report less overall change on a smaller scale.
- Proportionally more Protestants than Catholics reported long-standing illnesses
- Catholics reported higher levels of painful memories, dreams and nightmares about the Troubles, intrusive thoughts, losing interest in normal activities and feelings of insecurity and jumpiness than Protestants

## Gender

- A higher proportion of men (37.7%) than women (22.3%) reported "a lot" or "quite a lot" of experience of the Troubles with a fifth of men and a quarter of women reporting little or no such experience.
- Some experiences were shared by both men and women whilst some more direct experiences - being called sectarian names, or getting into physical fights or witnessing a shooting are far more frequently encountered by men. Similar percentages reported death or injury in their immediate families.

## Taken from:

Marie Therese Fay, Mike Morrissey, Marie Smyth and Tracy Wong (1999). The Cost of the Troubles Study Personal Accounts from Northern Ireland's Troubles, Public Conflict. Private Loss. Edited by Marie Smyth and Marie Therese Fay (2000) London: Zed Press

## Violence

### The Dead

All Security Forces	1036	(28.5%)
All Paramilitaries	536	(14.7%)
All Others	2064	(56.6%)
Total	3636	(100%)

### Civilian Dead

Catholic	1232	(59%)
Protestant	698	(33.4%)
All Others	158	(7.6%)

### Paramilitary Dead

Republican	392	(73%)
Loyalist	144	(27%)

### Security Forces

Loyally Recruited (UDR, RUC, RIR)	509
Army	503

### Responsibility for Deaths

Republicans	2139	(58.8%)
Loyalists	1050	(28.8%)
British Army	301	(8.3%)
Unknown	80	(2.2%)
RUC	52	(1.4%)
UDR	8	(0.2%)
British Police	1	(0.1%)
Irish Police	3	(0.1%)
Irish Army	2	(0.1%)

Source: David McKittrick et al (1999). Lost Lives: The Stories of the Men, Women and Children who died as a result of the Northern Ireland Troubles. Edinburgh and London: Mainstream Publishing. For many years, a lot of people have been working hard within and outside Northern Ireland to deal with the effects of the conflict, to reduce its intensity and to try to build peace. This work has been broken down into a number of areas, which tackle the root cause as well as the effects of the conflict.

# Approaching Reconciliation

Understanding each other Individuals and groups from both communities are brought together to explore common issues (e.g. facilities for young people, unemployment, women's education) and in doing so challenge some of the myths they have about each other. Specific programmes are also set up to first understand better the history and the culture of their own community and then to understand the other's culture.

## **Anti-discrimination**

These projects seek to challenge the everyday practices of people (at work, at school, at home) and how they can discriminate against some in favour of others. They tend to look most often at practices of sectarianism (discrimination based on religion) but can also look at issues of racism and sexism.

## **Anti-intimidation**

This work challenges the various powers (paramilitaries to security forces) which limit the daily lives of people through threatening action which cause fear in people about where they socialise, who they are friends with, where they work etc.

## **Cultural Traditions**

It is widely recognised that the two communities in Northern Ireland have very different and distinct cultures and ways of life. Each community needs an opportunity to reflect on and challenge its own culture and to understand and respect the others.

## **Justice and Rights**

Often the debate on justice and rights in NI has focused on one community's needs over, or in defence from, the other. Reconciliation work in this area has focused on a common set of rights for all the population and the recognition of each of the others deserving of these rights.

## **Political Education**

Very often people in NI have preferred to avoid political discussion especially in "mixed" company in order to avoid tension. Political discussion programmes therefore seek to allow honest discussion of political issues within and between groups in a safe environment.

## **Interchurch**

'Religion' is often cited as 'the problem' in NI. Religious leaders and regular churchgoers have tried to challenge this view by working together on common projects and services in order to better understand each other and to give some common leadership against violence. Religious groups have also provided much support to victims of the conflict.

## **Conflict Resolution**

Conflict happens everyday in every area of life. When this conflict becomes violent, it obviously poses a serious threat to the safety of individuals and the community and affects relationships. Working to better understand conflict and resolve it without violence has always been very important in peace-building work.

(Adapted from Mari Fitzduff, Community Relations Council)

## 1. Action Project The Elderly

### Introduction

The Timeline of the Troubles activity asks your students to reflect on experiences of the Troubles that they can remember in their young lives and then to compare their perspective with that of an older person. The elderly have an often untapped wealth of wisdom and experience of conflict in Ireland and the Troubles from their much longer lives. They have lived through what we view as history and can provide valuable perspectives on what they have seen. Ask an elderly person or person(s) to participate in sharing their memories of the Troubles.

This unit involves the students undertaking a Community Action Project as outlined in Option 1, Module 2, Unit 5: The Story of Living

Faith, in the Religious Education, Leaving Certificate Applied Syllabus.

### Objectives

- Develop a personal understanding of history of conflict
- Link to history of community
- Develop understanding of lives of elderly in community
- Develop skills in research, debate, presenting

### Overview of Project

Several specific resources are provided to assist you, and a clear plan to direct you in planning and carrying out each stage of the project has been developed. Begin by reviewing the six stages of the Elderly Action

#### Project summarised below:

1. Lead Learning Activities to help your students to build an understanding of the basic concepts and processes involved in conflict and reconciliation.
2. Lead the Timeline of the Troubles learning activity to help your students to build a personal understanding of the history of the conflict in Northern Ireland.
3. Lead interviewing activities with elderly people in your community.
4. Prepare a presentation in order to present and record what you have learned about the history of the conflict in Northern Ireland in your community or school.
5. In your class, lead discussion activities to share your views and opinions about what you have learned about the history of the conflict.
6. Lead action activities that help your students become involved in positive social change around issues related to the elderly and the history of the conflict.

If this is an Action Project that you would like to lead with your students, follow the detailed instructions for each of the six steps as provided below.

### Method

1. Lead learning activities to help your students to build an understanding of the basic concepts and processes involved in conflict and reconciliation.  
This Resource Package provides a number of learning activities on conflict and reconciliation. You may choose to do as many or as few of these activities as you like, depending on the time that you have available and the interest of your class.  
Note: The "Timeline of the Troubles" learning activity is a key activity for use in this Action Project. It is best not to use this activity as an initial learning activity, but rather to leave it aside until the next step.
2. Lead the Timeline of the Troubles learning activity to help your students to build a personal understanding of the history of the conflict in Northern Ireland.
3. Lead interviewing activities with elderly people in your community.
  - Make contact with an elderly person(s) in your community. To assist you, several organisations and contacts are listed below assist you:

- Explain the project to the people you contact and request their cooperation. Arrange to meet with those who are willing, preferably on more than one occasion. It is best to just discuss the Action Project and its goals in the first meeting.
- Ask where the interviewee would be most comfortable meeting and do your best to meet in a setting that is familiar and comfortable for him/her.
- There is an "Interviewing Activity" provided in this Resource Package, which you may find useful in preparing your students to meet and interview elderly people in your community.
- If possible use a recording device (tape recorder/minidisk recorder etc.) to document the interview. Recording devices may be available at your local library. If using a recording device, be sure to ask permission of the interviewee and place the device near to that person.
- Begin by asking questions that:
  - Help you to get to know the person
  - Are open ended (warrant more than a yes or no response) that will evoke their history and stories
  - Ask about their perspectives on the conflict
  - Ask about any personal experiences with the conflict
  - Ask what they would like to see happen in the future
  - Ask for ideas for steps towards peace
  - Ask if their ideas have changed over the years.

Use the Timeline of the Troubles activity and compare your personal timeline with that of the elderly person you are working with.

4. Prepare a presentation in order to present and record what you have learned about the history of the conflict in Northern Ireland in your community or school.

After your class has developed an understanding of the issues relating to conflict and reconciliation in their school or community, you may wish your class to summarise, synthesis and review what they have learned. This Resource Package provides a number of Activities for Presenting/Recording what they have learned. With your class, choose one or several of the Presenting/Recording activities to complete.

5. In your class, lead discussion activities to share your views and opinions about what you have learned about the history of the conflict.

Following the presentation, you may wish to have your class discuss what they have learned from their presentations. This Resource Package provides a number of Activities for Exploring Issues. With your class, choose one or several of the Activities for Exploring Issues to complete.

6. Lead action activities that help your students become involved in positive social change around issues related to the elderly and the history of the conflict.  
Following the presentation and discussion activities, you may wish your class to become further involved in the issues relating to the elderly in your community, or peace and reconciliation in your community. This Resource Package provides a number of Activities for Taking Action Around Issues.

## 2. Action Project School Exchange

### Introduction

This Action Project involves bringing together students from Britain/Northern Ireland and the Republic of Ireland, both from Catholic and Protestant backgrounds to build bonds and learn about conflict and reconciliation.

Students often say that personal contacts are of the greatest value in terms of learning. Young people realise that they have many things in common with each other and learn to respect differences and appreciate other viewpoints. You can also conduct the same sort of activity over the Internet, or through letters with a school in a developing country.

### Objectives

By completing this Action Project, your students will:

- Develop a personal understanding of how the issues of Conflict and Reconciliation affect their lives and their school or community as well as the school or community that they are linking with
- Learn what you share in common with the students who they are linking with
- Develop an understanding of the differences between their lives and the students who they are linking with
- Develop more tolerant attitudes towards difference
- Develop skills in research, recording and communicating information

### Overview of Project

Many resources exist to assist you and a clear plan has been developed to direct you in planning and carrying out each stage of the project. Begin by reviewing the seven stages of the School Exchange Action Project that are summarised below:

1. Using the resources provided, identify an exchange organisation, or source of support that is appropriate to the needs of your students.
2. Lead the provided Learning Activities to help your students to build an understanding of the basic concepts and processes involved in conflict and reconciliation.
3. Lead research activities to identify and build knowledge of how conflict affects your own community. These activities can be used to investigate particular issues related to conflict that your students are interested in or concerned about within their community or school. Encourage your partner school to likewise lead research activities in their school or community so that they will also be able to provide an in-depth explanation of how these issues affect their own lives.
4. Prepare a presentation in order to share with your partner school what you have learned about conflict in your community or school. In turn, you will ask your partner school to share what they have learned about their own community.
5. Visit the partner school's community and share what you have learned, lead discussion activities to compare your views and opinions about conflict, identify what your communities have in common.
6. Lead action activities that help your students become involved in positive social change around issues of common concern to both communities.
7. Lead an evaluation of the project to review what your students have learned.

If this is an Action Project that you would like to lead with your students, follow the detailed instructions for each of the six steps as provided below.

### Method

1. Begin by investigating the numerous exchange programmes and evaluate which will suit your students.

There are numerous organisations that fund and support school exchanges between the Republic of Ireland and the United Kingdom. These agencies provide logistical and funding support you will require for the physical component of the exchange. In applying for any funding, you may be asked to detail the activities and objectives of your exchange. This Activity Plan will provide a good outline to assist you in providing details of the proposed activities for your exchange.

Below is a list of some of these agencies. Additionally, there are several resources that will assist you to link with schools, both in Ireland and abroad, through the internet and post rather than physically embarking on an exchange.

## **Funding and Support:**

### **Websites:**

- [www.cooperationireland.org](http://www.cooperationireland.org) (School Exchange Programme and Civic Link Programme)
- [www.leargas.ie](http://www.leargas.ie) (Exchange Funding and Training)
- [www.NCompass.org](http://www.NCompass.org)
- [www.causewayyouth.org](http://www.causewayyouth.org)

### **Venues:**

- Glencree Centre for Reconciliation
- The Corrymeela Community, Ballycastle, Co. Antrim
- St. Columbs' Park House, Derry
- Glebe House, Co. Down
- There are numerous other possible venues, mainly outdoor activity centres, particularly around the border area.

### **Online School Linking:**

If you have access to the Internet you can link with a school anywhere in the world. In this way, you can find out about issues related to conflict internationally. Below are sites on the Internet where you can find schools to link with:

- Global Schoolhouse: [www.gsn.org](http://www.gsn.org) - Through Global Schoolhouse you can register your school and then propose a collaborative online project around any issue that interests you.
- Comenius Space: <http://comenius.eun.org/www/en/pub/comenius/index.htm> The Comenius Space website has been relaunched and includes over 500 schools Europe wide seeking partners for a wide range of projects.

### **For more information on school linking**

#### **Contact the Education Programme at the Glencree Centre for Reconciliation:**

The Education Programme  
Glencree Centre for Reconciliation  
Glencree, County Wicklow  
01 2829711  
[education@glencree-cfr.ie](mailto:education@glencree-cfr.ie)

2. Lead learning activities to help your students to build an understanding of the basic concepts and processes involved in conflict and reconciliation.  
This Resource Package provides a number of learning activities on conflict and reconciliation. You may choose to do as many or as few of these activities as you like, depending on the time that you have available and the interest of your class.
3. Lead research activities to identify and build knowledge of how conflict affects your own community. These activities can be used to investigate particular issues related to conflict that your students are interested in or concerned about within their community or school.

As the exchange focuses on building bonds and learning about each school or community, it is important that your students are prepared to speak knowledgeably about their school or community before embarking upon the exchange. You will need to explain to your class that you are going to research and identify issues related to conflict in your own school or community.

This Resource Package provides a number of Activities for Researching Issues in your community. When using these activities, you will be researching the issues of conflict and reconciliation in your school or community, or an issue related to it that your class has identified. With your class, choose one or several of the research activities.

**The Little Brothers  
(Friends of the Elderly) Limited.**

25 Bolton Street  
Dublin 1, Ireland  
Phone: (01) 873 1855  
Fax: (01) 873 1617  
E-Mail: ireland@little-brothers.org

**Age Action Ireland**

30/31 Lower Camden Street, Dublin 2  
Tel: +353 (1) 4756989  
Fax: +353 (1) 475 6011  
Email: info@ageaction.ie

It would be beneficial if the school you are linking with has also prepared itself to share what they know about their community. You may want to contact your counterpart in the school you are linking with and encourage them to likewise undertake research in their school or community so that they too will be able to knowledgeably speak about the issues of conflict and reconciliation in their lives.

4. Prepare a presentation in order to share with your partner school what you have learned about your community and to learn about your partner school's community  
After your class has developed an understanding of the issues relating to conflict and reconciliation in their school or community, they will have something to share with the school that they are linking with. In order to clearly communicate what they have learned, and to synthesise the information for themselves, you may wish your class to develop a presentation of the information that they have gathered from doing their research. This Resource Package provides a number of Activities for Presenting/Recording what they have learned. With your class, choose one or several of the Presenting/Recording activities.
5. Visit the partner school's community, lead icebreaker and discussion activities to identify what your communities have in common and share what you have learned about your communities by giving your presentation.

When your groups initially meet, you may find it useful to introduce the groups to each other in a way that helps them to think about what they have in common and how conflict and reconciliation affects them. This Resource Package provides a number of Icebreaker Activities. With your class, choose one or several of the Icebreaker Activities.

Present your students' community research to the students of your partner school. Have the students of the partner school present their community research to you.

Following the presentation, you may wish that your class discuss what they have learned with their partner school. This Resource Package provides a number of Activities for Exploring Issues. With your class, choose one or several of the following Activities for Exploring Issues provided.

6. Lead action activities that help your students become involved in positive social change around issues of common concern to both communities.

If an issue, or problem has become evident through doing this project, you may find that your class will want to do something about it. If you wish, you can take the school exchange project a step further by working together to take action around an issue that has been identified through your research and discussions with your partner school.

This Resource Package provides a number of Activities for Taking Action Around Issues. However, the best activity for your group is one that it plans for itself and that focuses on a problem or issue that is important to it. When deciding on the kind of Action Project, you might want to brainstorm the following with your group:

- If your group has learned of a problem or an issue related to conflict that exists in your community, your group might be interested in an Action Project to address that problem or issue.
- Are there local organisations that could be involved with this issue or that your group could work with on your Action Project?
- After you have brainstormed a number of ideas with your group, conduct a vote to choose one idea for your Action Project.



## 3. Action Project Disability

### Introduction

People with disabilities face everyday challenges of which we may not be aware. This project is an attempt to raise our own awareness of these difficulties and perhaps enable us to be more understanding and accommodating. Disability is also an outcome of violent conflict. In Northern Ireland and in some parts of the Republic of Ireland punishment beatings are still common. This unit involves the students undertaking a Community Action Project as outlined in Option 2 Module 2, Unit 5: The Story of Living Faith in the Religious Education, Leaving Certificate Applied Syllabus.

### Objectives

By completing this Action Project, your students will

- Develop a personal understanding of how the issues of Conflict and Reconciliation affect their lives
- Develop an understanding of disability
- Develop an understanding of the consequences of conflict
- Develop more tolerant attitudes towards difference
- Develop skills in research, recording and communicating information

### Overview of Project

Many resources exist to assist you and a comprehensive plan is provided to direct you in planning and carrying out each stage of the project. Begin by reviewing the six stages of the Disability and Conflict Action Project that are summarised below:

1. Choose one or several of the provided resources (below), to research aspects of conflict and disability. From these resources you can choose one as simple as a reading or as involved as booking a speaker.

### Disability and the Troubles

In this Resource Package, the following resources related to the impact of the Troubles in the lives of people are provided:

- Some Survivors Talk
- The Cost of the Troubles Study
- More Specific Effects of the Troubles
- Violence

If your class would like to contact, meet with or interview a survivor of violent conflict the Glenree Centre for Reconciliation can help. For assistance please contact:

#### The Education Programme

Glenree Centre for Reconciliation  
Glenree, County Wicklow  
01 2829711  
education@glenree-cfr.ie

Additionally, RNID Northern Ireland has conducted education programmes around hearing disability from bombings and punishment beatings. This organisation may also be able to assist you. They can be contacted at:

#### RNID Northern Ireland

Wilton House  
5 College Square North  
Belfast  
Co. Antrim BT1 6AR  
Tel: 028 9023 9619 (v/t)  
Fax: 028 9031 2032

## Disability and International Conflict

In this Resource Package we provide the following resource related to the impact of conflict on the lives of people around the world:

- Disability and International Conflict- Testimonies from Survivors of Landmines

Additionally, the following organisations can help you to find information about the impact of landmines and conflict in people's lives around the world:

- [www.icbl.org](http://www.icbl.org) International Campaign to Ban Landmines
- [www.landmines.org.uk](http://www.landmines.org.uk)
- <http://www.ifrc.org/what/health/archi/fact/fmines.htm>

### Pax Christi

Pax Christi Centre  
52 Lower Rathmines Road  
Dublin -6.  
e-mail: [paxtdc@indigo.ie](mailto:paxtdc@indigo.ie)  
phone :00353-1-4965259  
fax :00353-1-4965492

### World Vision Ireland

The Mews  
Garland House  
Rathmines Park  
Dublin 6  
Tel: +353-1-498 0800  
Fax: +353-1-498 0801

2. Lead learning activities to help your students to build an understanding of the basic concepts and processes involved in conflict and reconciliation.

This Resource Package provides a number of learning activities on Conflict and Reconciliation. You may choose to do as many or as few of these activities as you like, depending on the time that you have available and the interest of your class.

3. Having identified an information resource from the information above, lead research activities to identify and build knowledge of disability and conflict. These activities can be used to investigate particular issues related to disability that your students are interested in or concerned about within their community or school.

Prior to conducting research, begin by having your students learn first hand about life with a disability:

- Assign each individual a different handicap to simulate. Go about your daily routine with your simulated disability.
- E.g. wear a blindfold to see what it is like to not have the use of your vision.
- Borrow a wheelchair, how many of the places you typically go are inaccessible to you?

### Discuss with your class

- Do people treat you differently?
- Having done this, do you feel you have a greater understanding of and appreciation for those with handicaps?

Conduct research with your class using the research activities that are provided in this Resource Package. In your research you might want to try to address some of the following questions:

- How many people have been disabled by landmines or other weapons of war?
- How many people have been disabled by the Troubles?

- How do the lives of people who have been disabled by conflict in Ireland compare or contrast with people disabled in other conflicts?
  - Do any of the figures provided in the Cost of the Troubles survey surprise you?
  - Do you think there is any difference, between killings by paramilitaries and the Security Forces?
  - Do you think that the punishment beatings should be counted as breaking the ceasefire? Are such beatings ever justified?
  - How can governments use violence (in, for example, the Falklands, Kuwait and Iraq, Serbia) while condemning the violence of paramilitaries?
4. Prepare a presentation in order to present and record what you have learned about disability in your community or school.

After your class has developed an understanding of the issues relating to conflict, reconciliation and disability in their school or community, you may wish to have your class summarise, synthesis and review what they have learned. This Resource Package provides a number of Activities for Presenting/Recording what they have learned. With your class, choose one or several of the Presenting/Recording activities to complete.

5. In your class, lead discussion activities to share your views and opinions about what you have learned about disability and conflict.

Following the presentation, you may wish to have your class discuss what they have learned from their presentations. This Resource Package provides a number of Activities for Exploring Issues.

6. Lead action activities that help your students become involved in positive social change around issues related to conflict and disability.

Following the presentation and discussion activities, you may wish to have your class become further involved in the issues relating to disability in your community, or peace and reconciliation in your community. This Resource Package provides a number of Activities for Taking Action Around Issues.

### Suggestions

Have you identified any issues related to disability that need to be addressed in your community, in Ireland or internationally?

- Write a letter or speak to people in charge of establishments that are not handicap accessible.
- Support the ban on landmines and cluster munitions through letters or contacting Pax Christi Ireland
- Volunteer work - Volunteer at an organisation that helps individuals with disabilities
- Help build ramps, railings etc. at your school if needed.

## 4. Action Project Conflict and Homelessness

### Introduction

Homelessness is currently and historically a major problem in Ireland. During the conflict in Northern Ireland many people were threatened or forcibly removed from their homes. Many such families came to live in the border regions in the Republic of Ireland.

Conflict can lead to homelessness in many developing countries. Most of these people remain in the developing world. In the continent of Africa alone there are an estimated five million refugees. Many people who have come to Ireland as refugees were also made homeless due to conflict. This unique situation provides opportunities to learn about various aspects of conflict and homelessness in Ireland and throughout the world.

This unit involves the students undertaking a Community Action Project as outlined in Option 3, Module 2, Unit 5: The Story of Living

Faith in the Religious Education, Leaving Certificate Applied Syllabus.

### Objectives

- Learn how conflict is related to homelessness in both Ireland and internationally
- Develop an understanding of the rights of people made homeless by conflict
- Develop an understanding of the consequences of conflict
- Develop more tolerant attitudes towards difference
- Develop skills in research, recording and communicating information

### Overview of Project

Many resources exist to assist you and a comprehensive plan is provided to direct you in planning and carrying out each stage of the project. Begin by reviewing the six stages of the Homelessness Action Project that are summarised below:

1. Using the provided resources, choose an aspect, or aspects of homelessness and conflict to research with your class
2. Lead Learning Activities to help your students to build an understanding of the basic concepts and processes involved in conflict and reconciliation.
3. Lead research activities to identify and build knowledge of homelessness and conflict. These activities can be used to investigate particular issues related to homelessness and conflict that your students are interested in or concerned about within their community or school.
4. Prepare a presentation in order to present and record what you have learned about homelessness in your community or school.
5. In your class, lead discussion activities to share your views and opinions about what you have learned about homelessness and conflict.
6. Lead action activities that help your students become involved in positive social change around issues related to conflict and homelessness.

If this is an Action Project that you would like to lead with your students, follow the detailed instructions for each of the six steps as provided below.

1. Choose one or several of the provided resources (below), that your class can use to research aspects of conflict and homelessness. From these resources you can choose a resource as simple as reading or as involved as booking a speaker.

## Contacts for Learning about Homelessness and the Troubles

If your class would like to contact, meet with or interview somebody who has been made homeless because of the Troubles, the Glenree Centre for Reconciliation may be to help. For assistance please contact:

### The Education Programme

Glenree Centre for Reconciliation  
Glenree, County Wicklow  
01 2829781  
education@glenree-cfr.ie

## Homelessness and International Conflict - Refugees

In this Resource Package we provide the following resource related to people becoming homeless (refugees) due to international conflict.

- Testimonies of Refugees who have fled the conflict in Sudan

In addition, a number of organisations exist which provide education and information about refugees and homelessness in Ireland. Below are a number of contacts that you might find useful in arranging for speakers, or to get more information:

### Irish Refugee Committee

#### Dublin Office

88 Capel Street, Dublin 1  
Tel.: 353-1-8730042  
Fax: 353-1-8730088  
E-mail: refugee@iol.ie

#### Ennis Office

1 Bank Place, Ennis, Co. Clare  
Tel.: 353-65-6822026  
Fax: 353-65-6822017  
E-mail: irc.ennis@eircom.net

### FOCUS IRELAND

#### (Homelessness in Ireland)

##### Head Office:

9 - 12 High Street  
Dublin 8  
T (01) 881 5900  
F (01) 881 5950

### Access Ireland (Refugees and Asylum seekers)

Dominick Court,  
40 Lwr. Dominick St.  
Dublin 1  
Tel: 01 878 0589  
Fax: 01 8780589  
e-mail: accessireland@connect.ie

### African Refugee Network SICEDA -(Refugees and Asylum seekers)

90 Meath St,  
Dublin 8  
Tel: 01 473 4523  
Fax: 01 454 0745  
e-mail: arn-ie@yahoo.com  
Runs classes and supports Africans living in Ireland.

### Alliance of Refugee Support Groups. (West of Ireland)

C/o Centre for Human Rights,  
University College Galway  
Tel: 091 524411

### Association of Refugees and Asylum Seekers in Ireland

1 The Mews,  
213 North Circular Rd,  
Dublin 7  
Tel: 01 838 1142  
Fax: 01 838 1173

### Doras Luimni (Refugees and Asylum seekers)

14 Exchequer Street,  
Dublin 12  
Tel: 01 679 5242  
Fax: 679 5241  
e-mail: cradle@eircom.net

### Doras Luimni (Refugees and Asylum seekers)

Mount St. Alphonsus  
South Circular Road  
Limerick  
Tel: 061 310328  
e-mail: dorasluimni@eircom.net

### Galway Refugee Support

Group 3 The Plaza,  
Headford Rd,  
Galway  
Tel: 091 779083  
Fax:  
e-mail: refugee.galway@ireland.com

### Immigrant Council of Ireland

42 Upper Dorset St,  
Dublin 1  
Tel: 01 865 6525  
Fax: 01 874 9695  
e-mail:  
info@immigrantcouncil.ie

### Integrating Ireland C/o Comhlamh (Refugees and Asylum seekers)

10 Upper Camden St,  
Dublin 2  
Tel: 01 478 3490  
Fax: 01 4783738  
e-mail: magda@comhlamh.org

info@integratingireland.ie

A network of over 100 groups working with Refugees, Asylum seekers and immigrants across Ireland.

### **Irish Refugee Council**

88 Capel St,

Dublin 1

Tel: 01 873 0042

Fax: 01 873 0088

e-mail: refugee@iol.ie

Promotes policies and practices to secure human dignity for those seeking asylum and those with refugee status.

### **Refugee Project**

Columba Centre,

Maynooth,

Co. Kildare

Tel: 01505 3157

Fax: 01 601 6401

e-mail: refproject@iecon.ie

### **Spirasi - (Refugees and Asylum seekers)**

Spiritan Asylum Seeking Initiative

Spiritan House,

213 North Circular Rd,

Dublin 7

Tel: 01 868 3504

Fax: 01 868 6500

e-mail: sprio@indigo.ie

### **Vincentian Refugee Centre**

St. Peter's Church,

Phibsborough,

Dublin 7

Tel: 01 810 2580

Fax: 01 838 9950

e-mail: refugeecentrephibsborough@eircom.net

2. Lead learning activities to help your students to build an understanding of the basic concepts and processes involved in conflict and reconciliation.

This Resource Package provides a number of Learning Activities on Conflict and Reconciliation. You may choose to do as many or as few of these activities as you like, depending on the time that you have available and the interest of your class.

3. Lead research activities to identify and build knowledge of homelessness and conflict. These activities can be used to investigate particular issues related to homelessness and conflict that your students are interested in or concerned about within their community or school.

Some ideas for your class' research on conflict and homelessness:

- Through the Glenree Centre for Reconciliation, contact people from Northern Ireland who have had to move south of the border as a result of the Troubles. Some such people may live in your local area. Seek permission to interview them and learn about their experiences in losing their home.
- Through the contacts provided above, identify people who have moved to Ireland as refugees from other countries. Seek permission to interview them and compare their experiences with those of people who have become homeless due to conflict in Ireland.
- Conduct a survey to find out various attitudes towards refugees in your community.

4. Prepare a presentation in order to present and record what you have learned about homelessness in your community or school.

After your class has developed an understanding of the issues relating to conflict, reconciliation and homelessness, you may wish your class to summarise, synthesis and review what they have learned. This Resource Package provides a number of Activities for Presenting/Recording what they have learned. With your class, choose one or several of the Presenting/Recording activities to complete.

5. In your class, lead discussion activities to share your views and opinions about what you have learned about homelessness and conflict.

Following the presentation, you may wish your class to discuss what they have learned from their presentations about homelessness and conflict. This Resource Package provides a number of Activities for Exploring Issues.

6. Lead action activities that help your students become involved in positive social change around issues related to conflict and homelessness. Following the presentation and discussion activities, you may wish to have your class become further involved in the issues relating to homelessness in

your community, or peace and reconciliation in your community. This Resource Package provides a number of Activities for Taking Action Around Issues.

Suggestions - Have you identified any issues related to homelessness that need to be addressed in your community, in Ireland or Internationally?

**Advocacy on conflict and homelessness**

- Contact agencies working with refugees and identify their needs and barriers to their work. Can these issues be addressed through advocacy? Plan an advocacy campaign, consider writing letters to the editor of a local newspaper, local TDs and responsible ministers, distributing postcards, or conducting a petition

**Volunteering/fundraising for homelessness**

- Contact agencies working with refugees and identify their needs and barriers to their work. Can these issues be addressed through volunteering or fundraising for them?

## 5. Action Project Peacekeeping

### Introduction

In various conflicts around the world armies are sent in to try and keep the peace. In the early 1970s the Catholic community in Northern Ireland welcomed the introduction of British troops to their streets as they felt they would be protected. After a short time however this welcome turned to mistrust.

Ireland has sent many troops over the years to war torn countries including the Lebanon and currently Liberia.

### Objectives

- Learn about Ireland's role in peacekeeping throughout the world

- Develop an understanding of what a peacekeeper does
- Develop an understanding of the consequences of conflict
- Develop more tolerant attitudes towards difference
- Develop skills in research, recording and communicating information

### Overview of Project

Many resources exist to assist you and a comprehensive plan is provided to direct you in planning and carrying out each stage of the project. Begin by reviewing the six stages of the Peacekeeping Action Project that are summarised below:

1. Arrange for a classroom visit to help your class learn about peacekeeping.
2. Lead learning activities to help your students to build an understanding of the basic concepts and processes involved in conflict and reconciliation.
3. Lead research activities to identify and build knowledge of peacekeeping and conflict. These activities can be used to investigate particular issues related to peacekeeping and conflict that your students are interested in or concerned about within their community or school.
4. Prepare a presentation in order to present and record what you have learned about peacekeeping in your community or school.
5. In your class, lead discussion activities to share your views and opinions about what you have learned about peacekeeping and conflict.
6. Lead action activities that help your students become involved in positive social change around issues related to conflict and peacekeeping.

If this is an Action Project that you would like to lead with your students, follow the detailed instructions for each of the six steps as provided below.

### Method

1. Using the provided resource to arrange for a classroom visit.

The Glenree Centre for Reconciliation can put you in touch with a member of the Irish Defence Forces who can provide information about the Irish experience of peacekeeping. Contact:

#### The Education Programme

Glenree Centre for Reconciliation  
 Glenree, County Wicklow  
 01 2829781  
 education@glenree-cfr.ie

2. Lead learning activities to help your students to build an understanding of the basic concepts and processes involved in conflict and reconciliation.

This Resource Package provides a number of Learning Activities on conflict and reconciliation. You may choose to do as many or as few of these activities as you like, depending on the time that you have available and the interest of your class.



3. Lead research activities to identify and build knowledge of peacekeeping and conflict. These activities can be used to investigate particular issues related to conflict and peacekeeping that your students are interested.

The classroom visit will provide you with an opportunity for your students to learn more about peacekeeping and/or to arrange an interview activity. Through this research, you may wish to look at such issues as:

- Compare peacekeeping in the Irish experience with peacekeeping during the Troubles
  - From where do the majority of the world's peacekeepers come?
  - Irish peacekeepers have often taken on development projects in the country that they were based in. Research some of these projects and their effects on the local community.
4. Prepare a presentation in order to present and record what you have learned about peacekeeping.

After your class has developed an understanding of the issues relating to conflict, reconciliation and peacekeeping you may wish to have your class summarise, synthesis and review what they have learned. This Resource Package provides a number of activities for Presenting/Recording what they have learned. With your class, choose one or several of the Presenting/Recording activities to complete.

5. In your class, lead discussion activities to share your views and opinions about what you have learned about peacekeeping and conflict.

Following the presentation, you may wish your class to discuss what they have learned from their presentations. This Resource Package provides a number of Activities for Exploring Issues.

6. Lead action activities that help your students become involved in positive social change around issues related to conflict and peacekeeping.

Following the presentation and discussion activities, you may wish to have your class become further involved in the issues relating to peace and reconciliation in your community. This Resource Package provides a number of Activities for Taking Action Around Issues.

## 6. Action Project Policing

### Introduction

The issue of policing is very relevant for young people north and south. Policing was a major issue agreed on in the Good Friday Agreement. For any society in transition from conflict, the form the police force will take is vitally important.

### Objectives

- Learn about policing in a post-conflict situation

- Develop an understanding of what role human rights plays in policing
- Develop an understanding of the consequences of conflict
- Develop more tolerant attitudes towards difference
- Develop skills in research, recording and communicating information

### Overview of Project

Many resources exist to assist you and a comprehensive plan is provided to direct you in planning and carrying out each stage of the project. Begin by reviewing the six stages of the Policing Action Project that are summarised below:

1. Using the provided resources, choose an aspect, or aspects of policing and conflict to research with your class
2. Lead learning activities to help your students to build an understanding of the basic concepts and processes involved in conflict and reconciliation.
3. Lead research activities to identify and build knowledge of policing and conflict. These activities can be used to investigate particular issues related to policing and conflict that your students are interested in or concerned about within their community or school.
4. Prepare a presentation in order to present and record what you have learned about policing in your community or school.
5. In your class, lead discussion activities to share your views and opinions about what you have learned about policing and conflict.
6. Lead action activities that help your students become involved in positive social change around issues related to conflict and policing.

If this is an Action Project that you would like to lead with your students, follow the detailed instructions for each of the six steps as provided below.

### Method

1. Using the provided resources, choose an aspect, or aspects of policing and conflict to research with your class

### Policing and Northern Ireland

- The Police Service of Northern Ireland provides a resource pack on 'Citizenship and Safety Education'. A copy of the resource pack is available in the Glenree Peace Resource Centre contact:

#### The Education Programme

Glenree Centre for Reconciliation  
 Glenree, County Wicklow  
 01 2829781  
 education@glenree-cfr.ie

2. Lead Learning Activities to help your students to build an understanding of the basic concepts and processes involved in conflict and reconciliation.

Resource Package provides a number of learning activities on conflict and reconciliation. You may choose to do as many or as few of these activities as you like, depending on the time that you have available and the interest of your class.

3. Lead research activities to identify and build knowledge of policing and conflict. These activities can be used to investigate particular issues related to policing and conflict that your students are interested in or concerned about within their community or school.

The resources provided by the Glencree Centre for Reconciliation Education Programme will provide you with an opportunity for your students to learn more about human rights in policing. Through this research, you may wish to look at such issues as:

- Compare the human rights issues that concern the PSNI with the issues that concern the Gardai.
  - Who ensures that police respect human rights in the Republic of Ireland?
  - What difficulties do police have in conflict situations?
4. Prepare a presentation in order to present and record what you have learned about policing and conflict.

After your class has developed an understanding of the issues relating to policing in a conflict situation, you may wish your class to summarise, synthesis and review what they have learned. This Resource Package provides a number of Activities for Presenting/Recording what they have learned. With your class, choose one or several of the Presenting/Recording activities to complete.

5. In your class, lead discussion activities to share your views and opinions about what you have learned about policing and conflict.

Following the presentation, you may wish to have your class discuss what they have learned from their presentations. This Resource Package provides a number of Activities for Exploring Issues.

6. Lead action activities that help your students become involved in positive social change around issues related to conflict and policing.

Following the presentation and discussion activities, you may wish your class to become further involved in the issues relating to policing or peace and reconciliation in your community. This Resource Package provides a number of Activities for Taking Action Around Issues.