



Good Relations



7

Purpose: To understand the implication of prejudice and discrimination in Northern Ireland


Participant learning objectives:

1. Explore own prejudices/ who we think is to blame for the conflict in Northern Ireland
2. Understand existence of conflict in Northern Ireland

CONTENT	METHODS/ RESOURCES <i>Slides 54-61 can assist with this session.</i>	APPROX. TIME
<p>Tower Activity</p>	<p>Resources: Paper Paper clips Straws Sticky tape Pencils Other tower building materials</p> <p>Do not present the topic of today until after the challenge is complete.</p> <ol style="list-style-type: none"> 1. Split participants into one larger group (majority group) and one or two smaller groups (minority groups) – depending on your group size. 2. Inform the majority group of their goal: Win the challenge of building the highest tower. Control all resources to ensure that the minority groups do not get the same standard of resources as you. 3. Inform the minority group of their goal: The majority group control all resources in this challenge. Negotiate with them to gain more resources. Your objective is to build the highest tower with the resources available. 	<p>30 minutes</p>



	<p>Debrief: Ask majority group:</p> <ol style="list-style-type: none"> 1. How did it feel to have this power? 2. What impact did your decisions have on the minority groups? 3. How do you feel about the minority group? 4. How do you think they feel about you? <p>Ask minority group:</p> <ol style="list-style-type: none"> 1. How did the decisions of the majority group make you feel and how did it feel to be a part of this group? 2. How do you feel about the majority group? 3. What difference did your response make? 4. How do you think the majority group might feel about your group? <p>How does this activity reflect how things are in the real world? Are there things in the real world that are unfair? Can you describe any?</p>	
<p>Discrimination</p>	<p>Based on the previous activity, explore as a group why we should get to know a situation/ person before we judge. Explain that making judgements can lead to discrimination.</p> <p>Discrimination happens in three ways:</p> <ul style="list-style-type: none"> • Excluding someone (leaving them out) • Treating someone unfairly or unkindly • Separating different groups of people <p>You can use examples to help explain discrimination, e.g., excluding someone at school/ work because they have a disability, not inviting someone to a party because of their appearance etc.</p>	<p>10 minutes</p>
<p>"Us and Them"</p>	<p>Show slide 58. Ask participants which ones are familiar/ their knowledge on these. Are they familiar with this 'us and them' culture, which portrays that Catholics and Protestants are somehow different from one another? Ask them to look at the pictures and think about:</p> <ul style="list-style-type: none"> • Debates around what places are called e.g., Derry/ Londonderry. Highlight that even the name of the country/ place we live is highly contested! • Riots (can anyone provide some recent examples?) • Discrimination that might occur when applying for jobs. Is this still common? Can this sometimes be a positive thing? • Marked territory – painted kerbs, symbols, flags etc. What do you see in your area? • Separation in all aspects of life – where we live, where we work, where we go to school, where we go to pray, where we socialise! • Approx. 100 peace walls in NI – put in place as a barrier between Protestant and Catholic sides of the community. Are these still needed? What impact do they have on our lives? 	<p>20 minutes</p> <div data-bbox="1653 1054 2011 1458" style="text-align: right;"> </div>

	<p>Explain that these pictures illustrate an ‘us and them’ culture in NI where we are often distrustful of the other side of the community. This is behaviour which is learned through our experiences and all the people/ places/ things that influence our attitudes and opinions.</p>	
Individual Reflection	<p>Ask participants to reflect and to think of a time that they were excluded, separated, or treated badly, because of who they are. Ask them to think about:</p> <ul style="list-style-type: none"> • How did it make you feel? • How did you react? • Did you want to change that part of your identity? • Has there ever been a time when you felt discriminated against because of your religion? <p>Now ask participants to reflect and to think of a time that they excluded someone or treated someone badly, because of who they were. Ask them to think about how that person might have felt. Ask them to think about how their opinions/ judgements impacted on their actions.</p> <p>Alternatively, you can ask participants to work in pairs and create a short drama/ role play around a time they were judged and a time they judged others. Ask each pair to showcase their short drama to the rest of the group.</p> <p>Debrief: Was this exercise difficult/ easy? How did it make us feel? How can we try to be less judgemental to one another?</p>	15 minutes
Who’s to Blame?	<p>Resources: Flashcards</p> <p>Young people will learn that friendship deepens when people share more about themselves and how they think and feel about controversial issues. They will learn how to express their views and be able to challenge those of others whom they disagree with.</p> <p>Divide the group into smaller groups of 4-5. Display the flash cards around the room. It is vital to remind participants about the importance of remaining respectful to other people’s opinions. Explain that each group can select five words that cause the most problems here in NI. Ask them to rank order them with the most controversial at the top. Each group will share the reasons for their choices with the rest of the group. Invite each group to agree two solutions to each problem on their lists. Each group feedbacks to the larger group.</p> <p>Debrief: What was difficult/ easy about this? What feelings did I experience during this activity? Did some comments annoy me/ undermine my values? As we get older our attitudes sometimes change and we must be open to question our own attitudes/ beliefs.</p>	<p>40 minutes</p> 
Check-Out/ Evaluation	<p>Resources: Informal evaluation ideas</p> <p>Choose an activity from the list provided.</p>	10 minutes

Who's to Blame? – Flashcards

History	Culture
Politics	Language
Music	Traditions
Identity	Education
Poverty	Bitterness

Prejudice	Flags
Painted kerbs	Flags
Inequality	Lack of tolerance
Parades	The future
Media	Stereotyping

Bonfires	Propaganda
Hurt	Memories
Injustice	Lack of trust
Difference	Separation
Segregation in schools	Stormont

Troubles	Plantation
Paramilitaries	Police
Catholics	Orange Order
Older people	People stuck in the past