



Good Relations



4

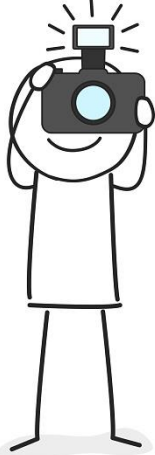
Please note if you are facilitating a walking community mapping exercise and/ or mural tour, this session plan should be carried out over 2 longer sessions. Approximate time for each activity is provided below.

Purpose: To help participants understand and explore their community.

Participant learning objectives:

1. Understand importance of community
2. Be motivated and able to maximize assets and opportunities available in the community
3. Understand how our community impacts us as individuals

CONTENT	METHODS/ RESOURCES <i>Slides 33-40 can assist with this session.</i>	APPROX. TIME
What Is Community?	Ask participants to brainstorm what they think community means? This can be done as a whole group discussion. Provide participants with definitions of community. Explain that when we talk of community, we are either talking about the place where you live e.g., your village, street, town; or we are talking about a specific group of people who share a part of their identity/ have something in common e.g., Protestant community, Catholic community, school community, football community etc.	5 minutes
Scavenger Hunt	<p>Resources: Flipchart Markers Creative art materials Blu Tac Reflectors/ safety equipment/ torches etc. if taking a walking tour Smart phones for photographs Notepads/ pens</p> <p>The purpose of the community mapping exercise is to encourage further reflection on what comprises community, what assets are available in the community (both places and people), to reflect on shared and segregated spaces and opportunities for positive encounters with diversity and difference.</p>	60-90 minutes

	<p>This task works best when participants take a walking tour of their local community/ communities. If this is not possible, google maps can be used to assist participants. Ensure boundaries and routes are established prior to leaving your base and ensure an adequate risk assessment is carried out to ensure the safety of all staff and participants. Before you begin, discuss with participants the neighbourhood you want to focus on – what streets/ area will be visited.</p> <p>Ask participants to look out for:</p> <ul style="list-style-type: none"> • Resources in the area including places/ spaces/ buildings (libraries, shops, community halls, churches, youth clubs, schools, parks etc.) • People (community groups, people with influence, skills or talents, sports teams etc.) • Opportunities to socialise • Opportunities to get to know others with different backgrounds • Places which are only used by one side of the community • Significant memories/ events/ flags/ symbols • Places where you feel safe/ unsafe <p>Provide participants with notepads/ pens and encourage them to take notes and/or pictures as they walk.</p> <p>Once back at your base, divide participants into small groups (4-5). Keep participants from the same local area together. Provide each group with a Flipchart page and some markers and/ or creative art materials. Ask them to complete their community map.</p> <p>Encourage groups to share their community maps and associated thoughts with the group.</p> <p>Debrief: What aspects of their community make them feel proud? What aspects make them feel frustrated? What are the opportunities for sharing and learning from diverse groups? Why are certain places still segregated?</p>	
<p>Impact of Community on the Individual</p>	<p>Introduce the proverb ‘It takes a village to raise a child’. Brainstorm with the group – Do you agree with this proverb? How does our community influence us as individuals?</p> <p>Ask participants to write or draw places/ people/ things in the community which have a big influence on them.</p>	<p>20 minutes</p>
<p>Optional: Mural Tour</p>	<p>Resources: Tour Guides (e.g., Ex-Political Prisoners, Ex-British Soldiers who served during the conflict) Transport Chalk for murals (where permitted)</p> <p>A mural tour might be useful for those who want to delve deeper into the conflict and explore from those first-hand, what living through the Troubles was like.</p>	<p>1 hour per community area.</p>

Stickman Activity	<p>Resources: Stickman Profiles</p> <p>Remind participants that our community influences how we think, feel and act. Split participants into pairs and provide them with one profile per pair. Ask participants to read the profile of their person and use the stickman in their workbooks to write how they think that person must be feeling (heart), thinking (head), seeing (eyes), hearing (ears), doing (hands), walking to/ not walking to (feet).</p> <p>Once completed bring the groups together.</p> <p>Ask one participant from each group to describe their profile and why they might be thinking, feeling, or acting a certain way.</p> <p>Debrief: Do we want to go back to these feelings? Is there a place for violence/ hurt today? We all have a role to play in encouraging a peaceful society.</p> <p>Alternative activity: Use the experiences of the mural tour guides, family members, local youth workers etc. to complete the stickman activity. This will allow participants to gain a deeper understanding into how that person must have been feeling at that time and then, how that person is feeling now. Are they happy to see greater peace in Northern Ireland?</p>	20 minutes
Check-Out/ Evaluation	<p>Resources: Informal evaluation ideas</p> <p>Choose an activity from the list provided.</p>	10 minutes



Stickman Profiles

JAMES

Context: It's 2018. Craigavon is relatively peaceful with only small periods of trouble in the Lurgan area.

Person: James, 35 years old from Craigavon

Experience: Grew up a Catholic Nationalist in a predominately Protestant area. His family experienced minor sectarian attacks growing up. James was almost killed in 2019 in a sectarian attack by a group of Protestant boys in his hometown.

Label James to describe what he is thinking, seeing, hearing, doing? Where is he walking/ not walking?

✂-----

MOLLY

Context: It's 1988 in rural Fermanagh. There are still lots of bomb attacks across NI.

Person: Molly, 16 years old from Fermanagh

Experience: Father was a Catholic from Fermanagh and mother a Protestant from Mid-Ulster. Molly never got the opportunity to meet her father as he was killed two months before she was born. He was murdered by the IRA for planning to marry a Protestant. Molly's mother wished to raise her a Catholic and sent Molly to a Catholic school.

Label Molly to describe what she is thinking, seeing, hearing, doing? Where is she walking/ not walking?

✂-----

ANNA

Context: It's 2021 in Belfast. Riots have stopped across Belfast and Derry and things are quite peaceful now.

Person: Anna, 14 years old from South Belfast

Experience: Anna moved to Belfast, from Poland, three years ago. Anna loves Belfast and loves her school, Lagan College. Her best friends in her class are Niamh from Newlodge and Billy from Castlereagh. They use the glider regularly to meet up outside of school hours. When Anna grows up, she hopes to be a youth worker.

Label Anna to describe what she is thinking, seeing, hearing, doing? Where is she walking/ not walking?

✂-----

MARK

Context: It's 2021 in Belfast. Things are peaceful at the minute.

Person: Mark, 67 years old from Shankill in West Belfast

Experience: Mark was an active member of the UVF throughout most of the Troubles.

He committed crimes which he prefers not to talk about today. He now works as a guide for a local Tour company and tries to encourage all his customers to work towards peace in Northern Ireland.

Label Mark to describe what he is thinking, seeing, hearing, doing? Where is he walking/ not walking?

✂-----

