



**Good Relations**



# Assessment Plan



<b>Module Title</b>	<b>Good Relations</b>
<b>Age Band</b>	14-18 years
<b>Guided Learning Hours</b>	30
<b>Number of Sessions/ Hours per Session?</b>	10 sessions X 3 hours

**Unit Purpose and Aims:**

Helping to promote mutual understanding, positive cross-community relations and respect for cultural tradition:  
 Instilling the values of fairness, equality and respect.  
 Improving the quality of life for everyone who lives here.

<b>Learning Outcomes</b>	<b>Assessment Criteria</b>	<b>Suggested Activities</b>
<p><b>1 Introductions</b>                      Be aware of programme expectations                      Learn more about yourself and others</p>	<p>Understand the purpose of the programme you are participating in                      Explore initial thoughts around good relations</p>	<p>Contract                      Hopes &amp; Fears for the programme                      Get-to-know-you games and activities (e.g., find your partner, alphabet game, skittles game)                      Start baseline assessment</p>
<p><b>2 Why Good Relations?</b>                      Understand what is meant by the term ‘good relations’                      Understand why good relations work is important in NI                      Be aware of NI population statistics</p>	<p>Outline what good relations is and why it is important                      Be able to identify and explain at least three significant events which happened in NI history</p>	<p>Brainstorm what is meant by good relations                      YouTube video – ‘Be Together, Not the Same’                      Matchup activity on history of NI                      NI in a classroom</p>
<p><b>3 Identity</b>                      Understand what is meant by the term ‘identity’                      Explore individual identity and what influences our identity                      Understand how our individual identity relates to our community/ society</p>	<p>Identify three aspects of your identity and why they are important to you                      Identify a part of your identity that has changed. Explain why it changed.                      Identify a part of your identity that has always stayed the same. Explain why it has stayed the same.</p>	<p>All change                      Brainstorm what is meant by identity                      Identity shield                      Brainstorm what influences our identity                      Identity showcase!</p>
<p><b>4 Community</b>                      Understand importance of community                      Be motivated and able to maximize assets and opportunities available in the community                      Understand how our community impacts on us as individuals</p>	<p>Identify at least two places/ people/ things in your community which influence you                      Demonstrate some understanding of peoples’ experiences living through the conflict</p>	<p>Community mapping exercise                      Mural tour                      Stickman activity</p>

<p><b>5 Symbols, Flags, and Traditions</b>          Understand the meaning of common symbols and flags in NI          Be aware of traditions and celebrations in NI          Understand the need for a safer/ more together community</p>	<p>Articulate which flags/ symbols you identify with and explain reasons why.          Be able to listen to other viewpoints and question/ challenge others tactfully.</p>	<p>Flag workshop          Symbols workshop          Four Corners debate</p>
<p><b>6 Stereotyping, Prejudice and Discrimination</b>          Understand and identify relationship between stereotyping, prejudice, and discrimination          Be aware of our own prejudices against others          Explore beliefs, values and attitudes and impact on behaviour</p>	<p>Outline how stereotyping can lead to prejudice and discrimination          Identify two common judgements we often see/ hear in NI          Identify three important personal values, what influences these values, and how they impact your decisions</p>	<p>YouTube video – Basketball selective attention test          Pick a flatmate activity          Values discussion cards          Order of influence line-up</p>
<p><b>7 'Us and Them'</b>          Explore own prejudices/ who we think is to blame for the conflict in Northern Ireland          Understand existence of conflict in Northern Ireland</p>	<p>Identify a time you felt judged/ discriminated against and how it made you feel          Identify a time you judged/ discriminated against someone and how you think it made them feel          List top three reasons why you believe conflict exists in NI and explain your reasons why</p>	<p>Discrimination in action - Tower activity          Discrimination discussion          'Us and them' – exploration through pictures          Individual reflection          Who's to blame?</p>
<p><b>8 Understanding Conflict</b>          Understand conflict and how it arises          Be aware of different styles of conflict          Understand strategies to help defuse situations of conflict</p>	<p>Choose a conflict animal style which you resonate with and list two advantages and disadvantages of this style.          Identify a recent conflict situation you experienced and the position, interests and needs of both parties</p>	<p>'Cokey' experiment          Animal conflict scenarios          Identifying position, interests and needs in conflict situations</p>
<p><b>9 Understanding Online Conflict</b>          Develop greater understanding of online conflict and why it arises          Be aware of strategies to deal with both face to face and online conflict          Practise strategies to deal with both face to face and online conflict</p>	<p>Explain three reasons why online conflict may occur.          Identify and outline three strategies to deal effectively with online conflict</p>	<p>Discussion on reasons why online conflict may occur          Alex and Ashley text exchange scenario          Examples of online positivity          Positive affirmations          Pledge</p>

**10 Moving Towards Greater Peace**  
Recognize respect and peace in Northern Ireland. Understand our role to play in peace building  
Articulate a vision for peace in NI

Illustrate at least three ideas on how you can make NI a better and more peaceful place to live

Pledge review  
Respect and peace in NI through media/ imagery  
Small group discussions – How to make NI a better place to live  
Ideal island  
Optional - Complete a social action activity with your group based on the ideas generated  
End baseline assessment

