

DEVELOPING COMMUNITY RELATIONS PROGRAMMES

INTER BOARD COMMUNITY RELATIONS SUPPORT UNIT



MODELS TO INSPIRE AND ADAPT



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This document describes five possible pieces of Innovative Community Relations Practice. It is hoped that the ideas may be transferable or adaptable so programmes tailored to the needs of young people can be developed. The five pieces are:

Making a Song and Dance

A programme exploring traditional and contemporary music and dance – the differences and similarities

A Game of 3 Halves

A programme which explores the three main ball games in Northern Ireland – Soccer, Rugby and Gaelic football. Young people will develop skills and their understanding of the 3 games.

From Battles to Bridges

A programme which explores some of the high profile conflicts significant to people in Northern Ireland. The programme attempts to uncover the truth about those battles and dispel the myths which surround them.

“Boat ye?”

A programme which focuses on the interdependent relationships necessary to move Northern Ireland towards a shared society and culminates in a residential on a narrow boat.

“Ain’t No Mountain High Enough”

A programme which utilizes outdoor education to explore Community Relations with traditional Outdoor Education resources adapted to encompass Community Relations issues.

The descriptions which follow including advice on completing the Community Relations Development form (in the Programme aims and objectives section) are not intended to be prescriptive. It may not be possible for a group to precisely replicate what is provided. It

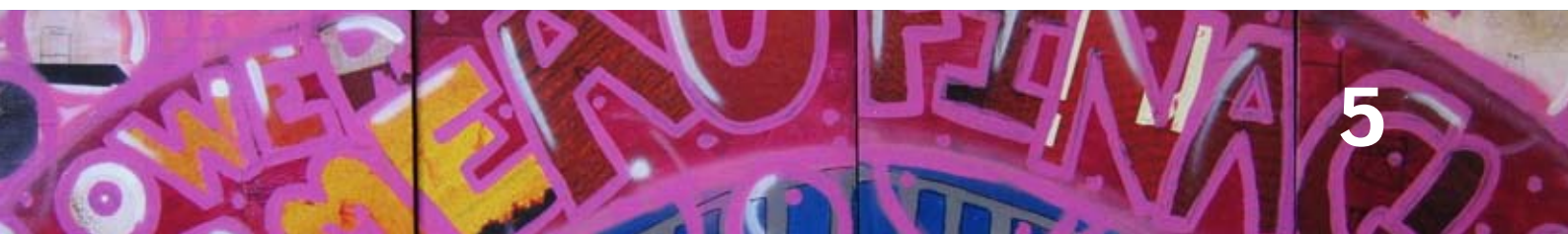
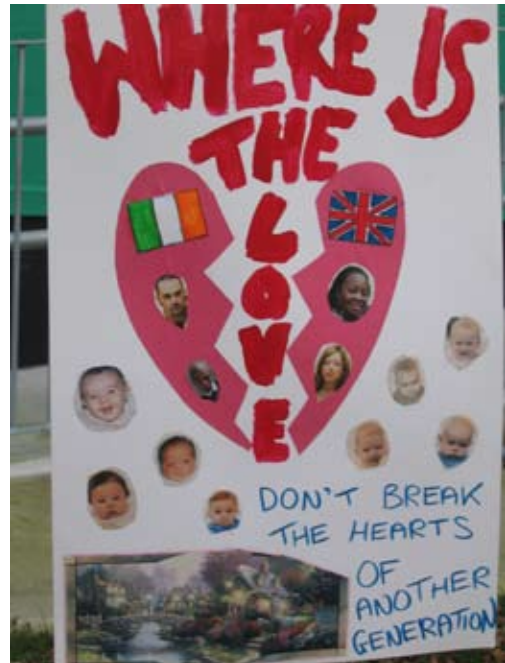


may however, be simply a case of amending elements of the programme to the group.

Programme levels are not specified as although some of the programmes lend themselves more naturally to a particular level, the nature of the group, the skills of the workers and other external factors need to be taken into consideration when deciding whether the programme should be pitched at Foundation Work, Issue Work or Conflict Resolution.

In recognition of the diversity of young people and their needs, more significant changes may be required to ensure the programme is specific to the needs and wishes of the young people.

All of the programmes are intended to be delivered as Community Relations Development Programmes.



SESSION OUTLINE –MAKING A SONG & DANCE

A programme exploring traditional and contemporary music and dance
– the differences and similarities

Session	Session Aim	Delivery/Methodology
1	To enable participants to get to know each other, to set the scene for the programme and to agree expected behaviour	<ul style="list-style-type: none"> • Musical chairs • Name action • Contract • Explore programme
2	To provide a fun way of exploring young peoples understanding of the joint history of music and dance	Quiz night adapted from 'Moving Beyond Sectarianism' Yvonne Naylor, ISE 2003
3	To explore the culturally significant traditions of music, particularly drumming	Different drums workshop – comprising of discussion of roots, similarities and difference of the drums and their cultural significance, performance and participation are also included
4	To allow young people to explore at their own pace, utilizing ICT, more details of music and dance traditions	Exploring Trad' CD by Paul Flynn – comprising a vast amount of information relating to music and dance presented in an accessible format
5	To provide the young people with the opportunity to select and experience a performance appropriate to the programme	<ul style="list-style-type: none"> • Group choice • Select an outing appropriate to the music element of the programme
6	To allow young people the opportunity to share their musical preferences and relate them to their sense of identity	Young people bring their musical preferences for others and explore what bearing music has on our construction of identity
7	To explore in a fun and interactive way, the history and techniques of traditional Irish and Scottish dance	Contemporary dance/music workshop exploring historical roots of contemporary music and dance
8	To provide young people with information, skills and experiences in contemporary music and dance	Contemporary dance/music workshop exploring historical roots of contemporary music and dance
9	To provide young people with the opportunity to select and experience a performance appropriate to the programme	<ul style="list-style-type: none"> • Group choice • Select an outing appropriate to the dance element of the programme
10	To provide an opportunity to reflect on what has been learnt and showcase new skills	Evaluation / performance



Programme aims and objectives

- a Please give a brief background to the programme indicating the nature of the preparatory work undertaken by each unit/group.

Both groups have participated in similar synchronized preparatory programmes which explored their own and others religious and cultural identities and how music and dance differ and are similar to other groups.

- b What are the main objectives of the programme? (what do you expect to achieve by the end of the programme – refer to the young people's and unit development)

- Young people will have developed a greater understanding of their own and others culture and identity, particularly in relation to music and dance
- Young people will have developed sustainable friendships across both groups

- c What events, activities, approaches, etc will be used to support your objectives?

- Music and dance workshops which are not only fun but also explore the historical roots of music and dance traditional to both communities
- Community Relations workshops, appropriate outings, icebreakers and teambuilding sessions

- d What specific opportunities will be provided to explore community relations issues?

All sessions will provide opportunities to explore community relations issues. Some of the sessions will be very practical, others using more traditional experiential community relations exercises.

- e Please highlight opportunities for young people to participate in the planning, delivery and evaluation of the programme?

Any music / dance skills, knowledge or experience the young people have will be used during the delivery. Young people will contribute their ideas to the outline plan and will be fully involved in the programme evaluation.



EXAMPLES OF COSTINGS AND CONTACTS

Programme	Contact	Cost
Different Drums	www.differentdrums.co.uk Roy Arbuckle (028) 7126 9731	£300.00
'Exploring Trad' CD ROM	Paul Flynn Traditional Arts Officer Arts Council for NI (028) 9038 5200	CD - no cost (limited numbers)
All Set - Traditional Dance	Mary Fox 07711 987182	£300.00 per session
Contemporary Music/Dance Workshop	Tura Artura (028) 9752 1606 07776 180015	£130.00 per session

NB: Outing costs will vary from approximately £3 per head for the cinema to approximately £6 - £12 for the theatre

COSTS AS OF MARCH 2006

THE ABOVE LIST IS NOT EXHAUSTIVE. OTHER ALTERNATIVES MAYBE AVAILABLE.



SESSION OUTLINE –A GAME OF 3 HALVES

A programme which explores the three main ball games in Northern Ireland – Soccer, Rugby and Gaelic football. Young people will develop skills and their understanding of the 3 games.

Session	Session Aim	Delivery/Methodology
1	<ul style="list-style-type: none"> To enable participants to get to know each other To allow participants an opportunity to contribute to the programme and to set boundaries for the programme 	<ul style="list-style-type: none"> Icebreakers Exploration of the programme Contract making
2	To develop participants rugby skills and their understanding of the sport historically and contemporarily	Engage a rugby coach who can develop skills and also explore the history and contemporary nature of the sport
3	To experience a high profile sporting fixture which may be unfamiliar, to experience the sense of belonging or detachment and to learn about the sport	<ul style="list-style-type: none"> Attend a rugby game Spectate Commentary from coach
4	<ul style="list-style-type: none"> To explore identity and how it is constructed To explore prejudice, stereotyping and the need for belonging 	<ul style="list-style-type: none"> Identity Shield Onion Take a Step Forward (For examples of exercises/ instructions see exercises section)
5	To develop participants soccer skills and their understanding of the sport, historically and contemporarily	Engage a soccer coach who can develop skills and also explore the history and contemporary nature of the sport
6	To experience a high profile sporting fixture which may be unfamiliar, to experience the sense of belonging or detachment and to learn about the sport	<ul style="list-style-type: none"> Attend a soccer match Spectate Commentary from coach
7	Explore how uniting and diverse sport can be in Northern Ireland	<ul style="list-style-type: none"> Sport for all Media coverage of sporting events (For examples of exercises/ instructions see exercises section)
8	To develop participants GAA skills and their understanding of the sport historically and contemporarily	Engage a GAA coach who can develop skills and also explore the history and contemporary nature of the sport
9	To experience a high profile sporting fixture which may be unfamiliar, to experience the sense of belonging or detachment and to learn about the sport	<ul style="list-style-type: none"> Attend a GAA match Spectate Commentary from coach
10	To provide an opportunity for young people to review and display their skills and to evaluate what they have learned	<ul style="list-style-type: none"> Game of 3 halves (with commentary and audience) Programme evaluation

Programme aims and objectives

- a Please give a brief background to the programme indicating the nature of the preparatory work undertaken by each unit/group.**

Both groups have participated in preparatory work which explored their own and other others cultures and identities and prepared them for working in a team and expressing themselves in a group setting.

- b What are the main objectives of the programme? (what do you expect to achieve by the end of the programme - refer to the young people's and unit development)**

- To enable young people to get to know each other in a non-threatening environment
- To enable young people to explore how uniting and dividing sport can be
- To introduce new experiences to the young people

- c What events, activities, approaches, etc will be used to support your objectives?**

- Input from skilled professionals in Gaelic football, Rugby and Soccer – to include historical information, contemporary structures and skills
- Relevant outings as spectators to 3 sports with commentary from professionals
- Specific Community Relations sessions

- d What specific opportunities will be provided to explore community relations issues?**

All sessions will have elements of Community Relations within them; input from professionals within their sports will include references to the history of the sport, the participation and spectating at some venues will be a challenging first for some young people

- e Please highlight opportunities for young people to participate in the planning, delivery and evaluation of the programme?**

The young people will contribute to planning of the programme and possibly selecting venues to visit. Young peoples skills and knowledge may be utilized during programme delivery. Young people will be heavily involved in the programme evaluation.



COSTINGS – “GAME OF THREE HALVES”

Programme	Contact	Cost
Soccer – History / Coaching	Irish Football Association www.irishfa.com	£20 per hour x 3 = £60.00
Soccer Match	Mark Williams Travel (Match ticket and Belfast – Liverpool travel, overnight including cabin and evening meal)	£95 per head x 14 (12 young people + 2 leaders) = £1,330.00
GAA History / Coaching	Gaelic Athletic Association www.gaa.ie	GAA museum £6 x 14 = £84.00
Rugby History / Coaching	Irish Rugby Football Union, Ulster Branch www.ulsterrugby.ie Alistair Brown – 07766 528012	
GAA Match	As above	
Rugby History / Coaching	Irish Rugby Football Union, Ulster Branch www.ulsterrugby.ie Alistair Brown – 07766 528012	No Charge
Rugby Match	As above	Ravenhill £7 per head entrance charges x 14 = £98.00

In addition, you may need to include staffing costs and any costs for the hire of premises if required for the Community Relations & coaching session. Transport may also be required.

COSTS AS OF MARCH 2006

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SESSION OUTLINE –FROM BATTLE TO BRIDGES

A programme which explores some of the high profile conflicts significant to people in Northern Ireland. The programme attempts to uncover the truth about those battles and dispel the myths which surround them.

Session	Session Aim	Delivery/Methodology
1	To enable participants to get to know each other, to provide an opportunity for young people to contribute to the programme and to set boundaries for the programme	<ul style="list-style-type: none"> • Icebreakers • Exploration of the programme • Contract making
2	To uncover what local communities feel about or represent significant events	<ul style="list-style-type: none"> • Community research • What battles are represented in your community? E.g. in murals – what do they mean to you?
3	To assimilate information uncovered during community evaluation and explore through ICT, stories and images of famous battle of 1916	<ul style="list-style-type: none"> • Feedback from community research • 1916 CD ROM
4	To explore with an in-depth tour, the reality and the myths surrounding the Battle of The Somme	Guided tour of the Somme Centre
5	To explore the meaning of conflict and the positives and negatives associated with it	Conflict role-play (see suggested activities attached)
6	To allow young people to uncover for themselves the myths and truths which surround the Battle of the Boyne and Easter Rising	<ul style="list-style-type: none"> • Residential visit to the Boyne and Easter Rising Sites with guided tours (this element may be completed in one day)
7	Explore the notion of power, to uncover where power is unfairly distributed and to highlight the injustices which can occur if power is mismanaged	Trading Game (see suggested activities attached)
8	<ul style="list-style-type: none"> • To explore with an in-depth tour, the reality of the Somme • To further develop relationships among the young people • To provide an opportunity for young people to share and reflect on what they have learned 	<ul style="list-style-type: none"> • Residential – visit to the Somme and the surrounding sites (Tours of various duration, please see costings and contacts) • Presentation • Evaluation



Programme aims and objectives

- a Please give a brief background to the programme indicating the nature of the preparatory work undertaken by each unit/group.**

Both groups have participated in preparatory work which explored their own and others cultures and identities and elements of their shared histories. The preparatory work also prepared them for working as part of a team and expressing themselves in a group setting.

- b What are the main objectives of the programme? (what do you expect to achieve by the end of the programme - refer to the young people's and unit development)**

- The young people will have a greater understanding of significant events which have shaped our history
- Young people will have identified myths and truths which surround significant events
- Young people will have deeper understanding of themselves and each other

- c What events, activities, approaches, etc will be used to support your objectives?**

- Visits to significant sites in Northern Ireland's history
- Traditional Community Relations workshops
- Exploration of their own and others communities
- Using ICT to explore significant events / battles

- d What specific opportunities will be provided to explore community relations issues?**

All sessions will explore an element of Community Relations from the subjectivity of history to communities interpretation and representation of historical events to visits to sites representing history and conflict

- e Please highlight opportunities for young people to participate in the planning, delivery and evaluation of the programme?**

The young people will contribute to planning of the project, they will learn from each other about the opposing communities and will be fully involved in evaluating the project

EXAMPLES OF COSTINGS AND CONTACTS

Programme	Contact	Cost
Somme Centre	Craig McGuiken www.irishsoldier.org (028) 9182 3202	£2.75 per person
Boyne Tours	www.knowth.com/tours	Costs vary (self tours are possible)
Kilmainham Gaol	www.heritageireland.ie Inchicore Road Dublin	Tours €3.50 per head
Somme	Titan Tours Groups 01293 450600 www.titangroups.co.uk www.flybe.com	From £190 pp to £330 pp for a 4 day tour including breakfast (not including travel) Travel: Titan Tours will provide transport from Gatwick Airport. Flights are available with Flybe from as little as £40 pp from Belfast City Airport

NB : Other costs may arise e.g. transport, staff or if group decides on a residential to Dublin and the Boyne

COSTS AS OF MARCH 2006

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SESSION OUTLINE –“ BOAT YA?”

A programme which focuses on the interdependent relationships necessary to move Northern Ireland towards a shared society and culminates in a residential on a narrow boat.

Session	Session Aim	Delivery/Methodology
1	To enable participants to get to know each other, to allow participants an opportunity to explore and contribute to the programme and to set the boundaries for the programme	<ul style="list-style-type: none"> • Icebreakers • Exploration of programme • Contract making
2	To develop young peoples sense of team and communication skills	<ul style="list-style-type: none"> • Team building exercise • Communication (for examples, see very useful exercises section)
3	To establish trust – a central principle of the group	<ul style="list-style-type: none"> • Explore the meaning of trust • Undertake trust building exercises
4	To develop young peoples understanding of their own and others multi faceted identities	<ul style="list-style-type: none"> • Identity Shield • Exploring prejudice and stereotyping • Positive displays of identity (for examples and proforma, see useful exercises)
5	To develop young peoples appreciation of diversity and the valuable contribution diversity brings to Northern Ireland	<ul style="list-style-type: none"> • What is Diversity? • Benefits to Northern Ireland from diversity • How diverse is the group (for examples see useful exercises section)
6	To provide the young people with an opportunity to select and experience a social event appropriate to the programme	<ul style="list-style-type: none"> • Group choice • Select an outing appropriate to the programme
7	To provide an opportunity to prepare for the residential experience	<ul style="list-style-type: none"> • Review contract • Prepare ‘to bring list’ • Design route
8	To provide a residential experience which focuses on the group living, working together on a narrow boat, exploring the canal networks of Central England. (May be weekend of week long)	<ul style="list-style-type: none"> • Undertake narrow boat residential • Utilize route to explore, for example, diversity in Birmingham • Plan evening sessions to explore more contentious Community Relations issues e.g. flags and marching
Final Session	To provide an opportunity for young people to reflect on the progress they have made throughout the programme and discuss how it can be built upon	<ul style="list-style-type: none"> • Evaluation • Discussions • Presentation

Programme aims and objectives

- a Please give a brief background to the programme indicating the nature of the preparatory work undertaken by each unit/group.**

Both groups have participated in preparatory work which explored their own and others cultures and identities and prepared them for working as part of a diverse group communication and co-operation exercises

- b What are the main objectives of the programme? (what do you expect to achieve by the end of the programme – refer to the young people’s and unit development)**

By the end of the programme we would expect the young people to have forged new friendships based on mutual respect and trust, increased skills and confidence about expressing themselves within a group and a greater appreciation of difference and commonality. The young people will also have a highly developed sense of the value of team work. The unit will benefit from having confident young people who have come through the process, from having developed close working relations with another unit and from the feeling of prestige and achievement of delivering a quality level of Community Relations practice

- c What events, activities, approaches, etc will be used to support your objectives?**

- Icebreaker sessions
- Regular specific Community Relations sessions
- Fun social events
- Residential on a narrow boat
- Sessions focusing on trust, communication and teambuilding

- d What specific opportunities will be provided to explore community relations issues?**

- Specific Community Relations sessions will be devoted to:

- Exploring Identity
- Exploring Diversity
- Interdependence

- e Please highlight opportunities for young people to participate in the planning, delivery and evaluation of the programme?**

The young people will be heavily involved in the planning and evaluation of the programme, the Community Relations work will be experiential and the process should encourage young people to be more confident in expressing themselves, the young people will learn from each other



EXAMPLES OF COSTINGS AND CONTACTS

Blakes Holiday Boating can supply a 60 ft narrow boat which sleeps 12 –14 to explore the Warrick Central Ring (Midlands) at a cost of approximately £1,450.00

Contact: www.blakes.co.uk
0870 2202 498

COSTS AS OF MARCH 2006

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SESSION OUTLINE – “AIN’T NO MOUNTAIN HIGH ENOUGH”

A programme which utilizes outdoor education to explore Community Relations with traditional Outdoor Education resources adapted to encompass Community Relations issues.

Session	Session Aim	Delivery/Methodology
1	To enable the young people to get to know each other, to provide an opportunity for young people to contribute to the programme and to set boundaries for the programme	<ul style="list-style-type: none"> • Icebreakers • Exploration of programme • Contract making
2	To further explore the theme of interdependence	Trust exercises Rock climbing / abseiling
3	To introduce the themes of equity, diversity and interdependence	Raft building
4	To identify blocks to effective communication and identify causes of conflict	Tent building Sheep and shepherd
5	To explore causes and implications of prejudice, stereotyping and labelling	<ul style="list-style-type: none"> • Building the picture • Debrief
6	To identify and recognise the main political players in Northern Ireland and their role	<ul style="list-style-type: none"> • Famous faces • Treasure hunt • Debrief
7	To identify symbols of controversy in Northern Ireland and establish their true meaning	<ul style="list-style-type: none"> • Symbols • Orienteering • Debrief
8	To provide Community Relations information in a fun way	<ul style="list-style-type: none"> • Spiders web with Community Relations quiz • Debrief
9	To creatively explore a vision for Northern Ireland for the future	<ul style="list-style-type: none"> • Planks • Archery • Night line
10	To provide an opportunity for young people to reflect on the programmes and evaluate their progress	<ul style="list-style-type: none"> • Evaluation

NB: Groups may choose to deliver much of the programme on residential. The residential experience can also be utilized to explore teamwork, diversity in food and entertainment



Programme aims and objectives

- a Please give a brief background to the programme indicating the nature of the preparatory work undertaken by each unit/group.**

Both groups of young people will have participated in preparatory programmes covering their own and others cultures, identities and traditions, ensuring that they are prepared to participate fully in their programme

- b What are the main objectives of the programme? (what do you expect to achieve by the end of the programme - refer to the young people's and unit development)**

- By the end of the programme the young people will be expected to have a greater insight into their own and others cultures and identities
- Have a greater respect for others, their opinions and abilities
- Had opportunity to learn how to get their views across in a constructive way and listen to the views of others
- Developed confidence to contribute to Community Relations in their unit and wider community

- c What events, activities, approaches, etc will be used to support your objectives?**

- Icebreaker activities
- Residential opportunities
- Traditional Community Relations sessions
- Specific outdoor education Community Relations sessions

- d What specific opportunities will be provided to explore community relations issues?**

All of the outdoor sessions will be structured to include elements relevant to Community Relations and Equity, Diversity and Interdependence. There will also be specific sessions dealing with Community Relations through more conventional informal exercises

- e Please highlight opportunities for young people to participate in the planning, delivery and evaluation of the programme?**

Young people will be heavily involved in the planning and evaluation of the project, particularly logistical planning. The bulk of the delivery will lie with Community Relations trained Youth Workers although there will be lots of opportunities given the informal nature of the project for young people to learn from each other

EXAMPLES OF COSTINGS AND CONTACTS

Programme	Contact	Cost
Residential Weekend	Share Centre www.sharevillage.org (028) 6772 2122	£52.50 per person
	Board Residential Centre	£37.90 per person approximately

COSTS AS OF MARCH 2006

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USEFUL EXERCISES

The Silly Name Game

Sitting in a circle, each person has to say their name then go around the circle again with every person (can include the leaders) picking a name, such as an animal which has the same first letter of their Christian name, they then say this animal in front of their name. the name can be kept for as long as wanted as it is a fun way for a new group to remember names.

The Ball Game

The whole group stand in a circle, pass a ball around the circle once with everyone saying their name when they touch the ball, then throw it to each other calling the catchers name as they do so.

Sign In

Put a piece of flip chart paper up and provide coloured markers. Ask each person to write their name on the paper so that they sign into the group. They can write whatever name they are most comfortable with whether it is their first, last or nickname. The leaders should do the same thing so that everyone is on equal terms. Ask group members to say where they got their names and how they feel about them.

Pairs

Hand out a card to each person, each card has a pair such as teacher and pupil or DJ and dancer. Each person has to find their pair. Ask the group to look at their cards but not to tell anyone else what is written on it, then ask the group to find their pairs. They can only do this by asking indirect questions, they cannot ask “are you a teacher”? but they can ask “do you work in a school”? This exercise can be adapted to be more Community Relations friendly by using pairs famous in Northern Ireland politics.

Find Someone

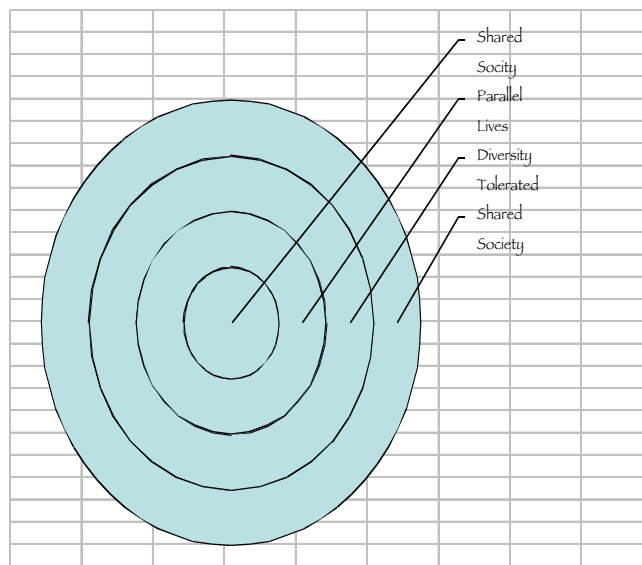
Each person will be given a ‘find someone sheet’ which will say things such as find someone who has a dog or find someone who is of a different faith to you. There will be about 20 like this on the sheet. The aim is to ask each person in the group to sign one ‘find someone who’ on the your sheet. If it is a small group, each person could sign 2 things on each sheet.

Guess Who

In a circle, everyone writes something that nobody in the group knows about them on a piece of paper. The pieces go in a pile and everyone picks one. Then each person asks one indirect question to each member of the group which they answer yes or no to. Once everyone has asked a question, if they have not guessed then go round the full circle with a new question.

Archery

Allow young people to design their own target with their vision for Northern Ireland as the bulls-eye. E.g.



Building a Picture

Progress in any activity (canoeing, climbing, mountaineering) is rewarded with information about an individual. In teams, young people have to guess who their individual is. (the individuals could be famous, members of their communities or imaginary, but should represent diverse groupings).

Famous Faces

Rather than the traditional 'treasure hunt', current famous faces - like the ones attached, are scattered at a particular location, young people are not only expected to find them but also identify them.



Night Line

This exercise can also be used to highlight what can be achieved by communicating effectively. Young people are blindfolded and follow a rope over an obstacle course. The leader must communicate the route to the person who passes it down the line. The leader rotates.

Planks

Can be organised to identify what can be achieved through team work and taking small steps. Young people in teams are provided with a number of crates and planks of wood and are asked to use the materials provided to cross an area without any team member touching the ground.

Tent Building

- Tent pieces are hidden (may be marked on a map)
- Young people in teams are designated roles e.g. cant see, hear or speak
- The young people must work together as a team to find tent pieces

Sheep and Shepherd

A variation on the traditional Sheep and Shepherd exercise where young people are blindfolded and must use non-verbal clues to be shepherded into a 'pen'.



Sport For All

“It is a bad game where nobody wins” Italian Proverb

Overview

This is a high-energy activity. Participants use their imagination and creativity to design new games. The issues addressed include:

- Rules of games, their justification and monitoring
- The idea of human rights as rules for living
- Discrimination in sport

Objectives

- To raise awareness of social and political exclusion from sporting activities
- To develop group work and co-operative skills and creativity
- To encourage people to think about human rights as rules for fair play in life

Materials

You will need one set of the following for each group of 4 people:

- 4 large buckets or waste paper bins
- 1 large ball of string
- 2 football sized balls
- 2 newspapers
- 1 piece of chalk
- A pair of scissors

Instructions

1. Tell participants about the “Sport For All” movement. Say that to mark the millennium, the National Sports Council has decided to hold a competition to invent a new game which can be played by all
2. Ask people to get into groups of 4
3. Explain that each group has 20 minutes to devise a game using the equipment provided. It is up to each group to decide the aims of the new games and the rules
4. Let the groups play each other’s games

Debriefing and evaluation

Start with a review of how people in the different groups interacted with each other and whether they enjoyed the activity. Then go on to discuss the games themselves and the rules people invented and, finally, talk about sports and games in real life.



- Was it hard to design a game?
 - How did the groups work? Democratically or did one person make all the decisions?
 - Did you share the jobs? I.e. was one person an ideas person, another good at putting the ideas into a practical form, someone else good at setting the game up, etc.?
 - Which games did people enjoy the most? What makes a “good game”?
 - Which groups found it necessary to change the rules once they tried the game out with others? Why did they need to change the rules and how did they do it? (Was the process carried out by the whole group, by just a few individuals or by just one person?)
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- How important is it to have a clear aim and fair rules in order for everyone to feel that they can participate?
 - Did everyone feel able to participate fully, or did some feel that they were at an advantage or disadvantage?
 - In reality, how are certain groups excluded from sports? Which modes of exclusion are infringements of people’s human rights?
 - The Articles in the United Nations Declaration on Human Rights could be seen as rules for living in a pluralistic world. Are they good rules? For instance, are they universally acceptable to all players (everyone throughout the world)? Are there enough rules or too many? Are the rules fair? Do all players (all countries) play by the rules?



Tips for facilitators

Try to ensure that the groups are “mixed”, for example, tall and short people, those with glasses and those without, a mix of genders, ages, athletic abilities, etc.

Depending on the group, you may need to begin the session with a brainstorm about games in general. For example, that games need to have clear aims or objectives and rules.

You may need to set limits, for example, that the game must be played within a certain location or not last longer than a total of twenty minutes. If they find design faults as their games are being played, let the designers of the game change the rules.

The discussion can be linked to human rights in various ways. You can consider the similarities and differences between rules and human rights. Good rules, like human rights, exist to ensure the game is fair by limiting the use of power by some players over others. The rules have to apply to all players in the same way that human rights are universal. Many rules prescribe a right together with duties. For instance, a football player has the right to kick the ball but not a fellow player. There are penalties in the case of an abuse of the rules.

The process of making decisions about changing the rules can be compared with how laws are changed in “real life”. Are they changed by decree, by the legislature or by people through referenda or consultation with NGOs and others? In the debriefing, people may say that exclusion and discrimination are not really big issues because people tend to choose sports that they are naturally good at. For example, tall people may play basketball and less energetic types may play snooker or chess. Nonetheless, there is an issue if only those young people who show promise get all the attention and



opportunities to play in competitions while those who like to play for fun get less.

Some sports exclude on grounds of wealth, because, for example, they need expensive equipment or coaching.

Variations

If you want to use this activity primarily to promote group-work skills you could ask one group to devise a co-operative game and the other a competitive one. In the debriefing you can compare how enjoyable each game was.

Suggestions for follow-up

If people want to play more games, then they may like to play “Me too” in the 'All Different All Equal' education pack. It could be a good way to start people thinking more deeply about appreciating uniqueness and diversity as a prerequisite for accepting the equality.

If the group are interested in exploring other issues of equality, they may like to do the activity “Path to Equality-land”, which explores issues about gender equality.

Ideas for action

Organise a co-operative “Sports day”. Invite young people from other clubs to play your new games. The group will have to decide how to make the event as inclusive as possible.



Take A Step Forward

Overview

We are all equal, but some are more equal than others. In this activity participants experience what it is like to be someone else in their society. The issues addressed include:

The issues addressed include:

- Social inequality being often a source of discrimination and exclusion
- Empathy and its limits

Objectives

- To promote empathy with others who are different
- To raise awareness about the inequality of opportunities in society
- To foster an understanding of possible personal consequences of belonging to certain social minorities or cultural groups

Materials

- Role cards
- An open space (a corridor, large rooms or outdoors)
- Tape or CD player and soft/relaxing music

Preparation

- Read the activity carefully. Review the list of 'situations and events' and adapt it to the group that you are working with
- Make the role cards, one per participant. Copy the (adapted) sheet either by hand or a photocopier, cut out the strips and fold them over



Instructions

1. Create a calm atmosphere with some soft background music. Alternatively, ask the participants for silence.
2. Hand out the role cards at random, one to each participant. Tell them to keep it to themselves and not to show it to anyone else.
3. Invite them to sit down (preferably on the floor) and to read their role card.
4. Now ask them to begin to get into role. To help, read out some of the following questions, pausing after each one, to give people time to reflect and build up a picture of themselves and their lives:
 - What was your childhood like? What sort of house did you live in? What kind of games did you play? What sort of work did your parents do?
 - What is your everyday life like now? Where do you socialise? What do you do in the morning, in the afternoon, in the evening?
 - What sort of lifestyle do you have? Where do you live? How much money do you earn each month? What do you do in your leisure time? What you do in your holidays?
 - What excites you and what are you afraid of?
5. Now ask people to remain absolutely silent as they line up beside each other (like on a starting line)
6. Tell the participants that you are going to read out a list of situations or events. Every time that they can answer “yes” to the statement, they should take a step forward. Otherwise, they should stay where they are and not move.
7. Read out the situations one at a time. Pause for a while between each statement to allow people time to step forward and to look around to take note of their positions relative to each other.
8. At the end invite everyone to take note of their final positions. Then give them a couple of minutes to come out of role before debriefing in plenary.

Debriefing and evaluation

Start by asking participants about what happened and how they feel about the activity and then go on to talk about the issues raised and what they learnt.

1. How did people feel stepping forward – or not?

2. For those who stepped forward often, at what point did they begin to notice that others were not moving as fast as they were?
3. Did anyone feel that there were moments when their basic human rights were being ignored?
4. Can people guess each other's roles? (Let people reveal their roles during this part of the discussion)
5. How easy or difficult was it to play the different roles? How did they imagine what the person they were playing was like?
6. Does the exercise mirror society in some way? How?
7. Which human rights are at stake for each of the roles? Could anyone say that their human rights were not being respected or that they did not have access to them?
8. What first steps could be taken to address the inequalities in society?

Tips For Facilitators

If you do this activity outdoors, make sure that the participants can hear you, especially if you are doing it with a large group! You may need to use your co-facilitators to relay the statements.

In the imagining phase at the beginning, it is possible that some participants may say that they know little about the life of the person they have to role-play. Tell them, this does not matter especially, and that they should use their imagination and to do it as best they can.

The power of this activity lies in the impact of actually seeing the distance increasing between the participants, especially at the end when there should be a big distance between those that stepped forward often and those who did not. To enhance the impact, it is important that you adjust the roles to reflect the realities of the participants' own lives. As you do so, be sure you adapt the roles so that only a minimum of people can take steps forward (i.e. can answer "yes"). This also applies if you have a large group and have to devise more roles.

During the debriefing and evaluation it is important to explore how participants knew about the character whose role they had to play. Was it through personal experience or through other sources of information (news, books, and jokes)? Are they sure the information and the images they have of the characters are reliable? In this way you can introduce how stereotypes and prejudice work.

This activity is particularly relevant to making links between the different generations of rights (civil/political and social/economic/cultural rights)



and the access to them. The problems of poverty and social exclusion are not only a problem of formal rights – although the latter also exists for refugees and asylum-seekers for example. The problem is very often a matter of effective access to those rights.

Variations

One way to get more ideas on the table and to deepen participants' understanding is to work first in small groups and then to get them to share their ideas in plenary. Having co-facilitators is almost essential if you do this. Try this method by taking the second part of the debriefing – after each role has been revealed – in smaller groups. Ask people to explore who in their society has fewer, and who has more, chances or opportunities, and what first steps can and should be taken to address the inequalities. Alternatively, ask people to take one of the characters and ask what could be done, i.e. what duties and responsibilities they themselves, the community and the government have towards this person.

Suggested Follow Up

Depending on the social context you work in, you may want to invite representatives from advocacy groups for certain cultural or social minorities to talk to the group. Find out from them what issues they are currently fighting for and how you and young people can help. Such a face-to-face meeting would also be an opportunity to address or review some of the prejudices or stereotyping that came out during the discussion.

The group may like to take more time to consider the stereotypical images they have of the people represented in “Take a step forward”. You could use the activity, 'Euro-rail/A la carte' in the 'All Different All Equal' education pack to ask which people they would most like to share a railway carriage with, and which people they would least like to share with.

If the group would like to find out more about the issues relating to inequalities in education provision world-wide and the measures that are being taken to address the problems, you may wish to look at the activity “Education for all”.

Ideas for Action

Take up the ideas from the follow-up. Follow through how you and young people can help groups and organisations working with cultural or social minorities and turn the ideas into practice.

Role cards

You are an unemployed single mother	You are an Arab Muslim girl living with your parents who are devoutly religious people
You are the daughter of the local bank manager. You study economics at university	You are the 19 year old son of a farmer in a remote village in the mountains
You are a soldier in the army, doing compulsory military service	You are a disabled young man who can only move in a wheelchair
You are a 17 year old Roma (gypsy) girl who never finished primary school	You are an HIV positive, middle aged prostitute
You are an unemployed schoolteacher in a country whose new official language you are not fluent in	You are a 24 year old refugee from Afghanistan
You are an illegal immigrant from Mali	You are the president of a party-political youth organisation (whose 'mother' party is now in power)
You are the son of a Chinese immigrant who runs a successful fast food business	You are the daughter of the American ambassador to the country where you are not living?
You are the owner of a successful import-export company	You are a retired worker from a factory that makes shoes
You are the girlfriend of a young artist who is addicted to heroin	You are a 22 year old lesbian
You are a fashion model of African origin	You are a homeless young man, 27 years old



Situations and events

Read the following situations out aloud. Allow time after reading out each situation for participants to step forward and also to look to see how far they have moved relative to each other.

- You have never encountered any serious financial difficulty.
- You have decent housing with a telephone line and television.
- You feel your language, religion and culture are respected in the society where you live.
- You feel that your opinion on social and political issues matters, and your views are listened to.
- Other people consult you about different issues.
- You are not afraid of being stopped by the police.
- You know where to turn for advice and help if you need it.
- You have never felt discriminated against because of your origin.
- You have adequate social and medical protection for your needs.
- You can go away on holiday once a year.
- You can invite friends for dinner at home.
- You have an interesting life and you are positive about your future.
- You feel you can study and follow the profession of your choice.
- You are not afraid of being harassed or attacked in the streets, or in the media.
- You can vote in national and local elections.
- You can celebrate the most important religious festivals with your relatives and close friends.
- You can participate in an international seminar abroad.
- You can go to the cinema or the theatre at least once a week.
- You are not afraid for the future of your children.
- You can buy new clothes at least once every three months.
- You can fall in love with the person of your choice.
- You feel that you are appreciated and respected in the society where you live.
- You can use and benefit from the Internet.

Identity Shields

Aim

To allow participants to explore the diversity of their individual identity

Description

Ask participants to fill the corners of the shield with any four of the following questions:

Participants should then discuss their shields in small groups:

- The 3 things I most treasure
- The person who has influenced me most
- The greatest wish I have
- The place I would most like to visit
- The group in which I feel most comfortable
- The group in which I feel least comfortable
- My vision for the future/future of Northern Ireland

Resources

- Blank Shield

Identity

Aim

To offer a space for participant to reflect:

- On their own identity
- On their cultural identity
- On the notion of culture

Materials

- Paper and pencils

Description

The onion of identity – onions are made of many different layers, people are also made of different layers of identity. Some are more important, these are the ones which are closer to the core. 20 minutes of individual reflection where participants decide which things make up their own different layers. Participants then choose one person they want to share some of this information with.



Debriefing

- Easy/difficult?
- Which criteria play a role?

Theory on different factors of identity

- No-one can be limited only to 1 criteria
- All different / all equal
- The complexity of identity 'to make space of the Other in our own life', 'to speak of the Other is in fact to speak of ourselves'
- Intercultural Learning is to listen. Active listening is a very difficult exercise

Conflict Role Play

Design a role play appropriate to the group and the programme. Each person/group should have a designated role. Examples could include:

- Fox hunters and hunt saboteurs
- Marchers and residents association
- Those who support flying of flags and painted kerbstones and those who do not

Trading Game

A variety of trading games are available to download or purchase from www.christain-aid.org

Media and Sport

- Supply the young people with a selection of local newspapers
- Ask them in groups to compare the coverage of the 3 main sports
- Ask them:
 - What do they report?
 - How much space do they each devote to each sport?
 - Is there discrepancies?
 - Is this positive / negative?
 - Why

Positive Displays of Identity

Invite each young people to bring an emblem or symbol to the group which represents a positive thing about their identity. The item could be related to sport, music, school etc.

Ask the young people to explain what their symbol represents and what it means to them.

Discussion afterwards could include whether symbols are uniting or divisive or designing a symbol which the whole group can connect to.

Group Diversity

Ask group members to move back and forth across the room if the following statements represent them:

- I have never travelled in an airplane
- I believe in God
- I support Manchester United
- I want peace
- I want a united Ireland
- I think that the legal age limit for alcohol should be reduced to 16
- I want to go to university
- I think that women should stay at home and raise the children
- I want a job when I leave school
- I go to church
- I am British
- I am Irish
- I think world poverty has nothing to do with me
- I have been to place of worship on my own
- I enjoy meeting new friends
- I am a Unionist
- I am a Nationalist
- I think that all marching should be banned
- I like to have fun

Follow up conversation should include how it feels to be different, how you can agree with some people sometimes but not others and how there is strength in diversity.



Shinty – Rules Of Play

The historical nature of the game of Shinty makes it an appropriate activity to enhance a Community Relations Programme. The game of Shinty, under its current rules, is played 12 a side, with normally 3 substitutes allowed, in two periods of 45 minutes.

The field of play, in imperial measure, is 140 to 170 yards long by 70 to 80 yards wide. The goals are 12 feet wide by 10 feet high. There is a penalty area, 10 yards from the centre of the goal, 4 yards broad, with quarter circle extensions to the bye-line. An attacking player inside this area before the ball is off-side. A defending player who commits an infringement inside this area concedes a penalty against his side. This is struck from a point at midfield, 20 yards from the goal.

The playing stick – the caman – is now usually made of laminated hickory or ash, and the head, which is of triangular section, must be able to pass through a ring two and a half inches in diameter. The ball has a seamed leather cover, with a permitted circumference between seven and a half and eight inches and weight between two and a half and three ounces.

Only the goalkeeper is allowed to handle the ball, by slapping or stopping it with his open hand. The ball may not be kicked nor, of course, may an opponent. A strike can be blocked or ‘cleeked’ within normal swinging distance. There is no restriction in the height or direction of hitting with the caman apart, again, from striking an opponent, or overhead swinging in a dangerous manner (when close to other players).

The referee begins a match, and restarts after a goal and at half time, by throwing the ball up, over a height of twelve feet, between the opposing centre players, who hold their camans crossed above their heads ready to play the ball as it descends. There are two goal judges to assist his decisions, and linesmen to identify a ball which has crossed the sideline. Where a ball has gone out of play on the sidelines, a player of the opposing team takes a hit-in by throwing the ball directly above his head and striking it, as it

descends, with the heel of his caman, whilst the ball is still overhead. When the ball crosses the bye-line from an attacker, a goal-hit is taken, as in soccer. When it goes over the bye-line from a defending player, a hit-in is taken from the corner. Infringements outside the penalty area incur a free-hit, with all other players more than 5 yards distant when it is taken. A goal may not be scored directly from a free hit.

A set of composite rules adjusted to provide no advantage to either game has been developed for shinty/hurling internationals between Scotland and Ireland, and other matches played between shinty and hurling teams.



Exploring Symbols

Aim:

To provide information on the main controversial symbols in Northern Ireland in an innovative way

Group:

10–15 young people

Materials Needed:

- Selection of symbols
- Maps of location
- Answer sheet

Description:

- Prepare an orienteering course, at each of the markers instead of the traditional red and white markers place a laminated image of a symbol
- Give the young people a map and an answer sheet, the young people are tasked with finding the symbol and can earn bonus points if they can describe what the symbol represents
- Debrief exploring the symbols and their origins or meanings
(Ref: Symbols and their meaning sourced from www.cain.ulster.ac.uk)



EXPLORING SYMBOLS











TEAM NAME: _____

	DRAW THE SYMBOL	EXPLAIN WHAT THE SYMBOL REPRESENTS HERE
1		
2		
3		
4		
5		
6		
7		
8		
9		
10		



EXPLORING SYMBOLS

Answer Sheet

	DRAW THE SYMBOL	EXPLAIN WHAT THE SYMBOL REPRESENTS HERE
1		EASTER LILY This symbol is associated with the 1916 Easter Rising in Dublin, due to the seasonal decoration in the churches during this period
2		RED HAND OF ULSTER The Red Hand is one of the only emblems in Northern Ireland used by both communities, although it is more associated with the Protestant community. Catholics see it as representing the nine counties of Northern Ireland, while Protestants
3		SHAMROCK Legend has it that the shamrock was used by St Patrick, the patron saint of Ireland, to illustrate the Holy Trinity, hence its widespread use on St Patrick's Day on 17 March. It is one of Ireland's national emblems.
4		WHITE RIBBON A number of symbols of peace have been used over the past thirty years by various organisations. Most recently those campaigning for peace have worn a white ribbon in their lapels.
5		CROWN The Crown symbolises the British monarchy in Ireland. It is seen on many Loyalist murals and Orange Order banners. It is seen as the ultimate symbol of Protestantism.
6		POPPY The Remembrance Day Poppy was initially used to commemorate the end of World War One, in which many Irishmen, both Protestant and Catholic, died fighting. The symbol has long been the preserve of the Unionist community as it seen as unequivocally British.
7		BOWLER HAT Along with a pair of white gloves and a 'sash', the Bowler Hat is part of the traditional clothing worn by the Orange Order members while on parade.
8		ORANGE ORDER 'SASH' Although commonly known as the 'sash', this item is more properly termed a collaret. The 'sash' is the most distinctive item worn by members of the Orange Order when taking part in parades.
9		EMBLEM OF THE ANCIENT ORDER OF HIBERNIANS Often regarded as the Catholic counterpart of the Orange Order, the Ancient Order of Hibernians (AOH) was founded in the USA in 1838.
10		HARP This instrument has long symbolised the island of Ireland. Its Nationalist origins come from when Owen Roe O'Neill, a Gaelic chieftain, adopted a green flag incorporating the harp.

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NOTES

COMMUNITY RELATIONS SUPPORT LEADERSHIP CROSS COMMUNITY IDENTITY CULTURAL
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