STEPPING OUT
Background To Stepping Out


2000 - 2001 Yvonne Naylor, ISE worked in partnership with a steering group, piloting schools and youth centres throughout Northern Ireland to produce a resource pack for 14 - 18 year olds, *Moving Beyond Sectarianism* (Belfast: ISE), August 2001. This resource, available on the ISE website [www.tcd.ie/ise/projects/seed.php#mbspacks](http://www.tcd.ie/ise/projects/seed.php#mbspacks) seeks to make available practical, experiential and multi-media resources, appropriate to both school and youth settings, which will facilitate the exploration of some key issues and themes from the research project, *Moving Beyond Sectarianism*. Craig Sands produced a pack for adults, suitable for sixth form students and older youth, and this pack is also available from the same location on the ISE website. Print copies are still available from ISE Belfast, price £10.00.

2001 - 2003 Yvonne Naylor, ISE worked in partnership with a steering group, piloting schools and youth centres from the South-Eastern Education and Library Board (SEELB) to produce a resource pack for 9-14 year olds, *Who We Are - Dealing with Difference* (Belfast: ISE), June 2003. This pack is now also available from the ISE website [www.tcd.ie/ise/projects/seed.php#whoweare](http://www.tcd.ie/ise/projects/seed.php#whoweare) A few print copies are still available from ISE Belfast, price £18.00.

2004 - 2007 Yvonne Naylor, SEED project ISE, funded by DENI and ISE Trust worked in partnership with a steering group, piloting schools, after school clubs and play schemes throughout N. Ireland and produced this on-line resource pack for 5-9 year olds, *Stepping Out* to:

- Complete the process of exploring some of the key issues and themes from *Moving Beyond Sectarianism* with a younger age group.
- Extend the learning about sectarianism to other distorted expressions of identity and belonging - racism, etc.
ACKNOWLEDGEMENTS

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THE STEPPING OUT STEERING GROUP
Barbara McIlwrath/Eva Kane Playboard
David Tombs Irish School of Ecumenics
Eamonn McCallion CRIS
Eithne McGinley BELB
Eleanor Mearns NIPPA
Kathryn Edgar CCEA
Leish Cox Chinese welfare Association
Mamoun Mobayed N.I. Muslim Family Association
Mathilde Stevens Barnardo’s
Nichola Lynagh NICIE
Norman Richardson Stranmillis University College
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THE STEPPING OUT PILOTING GROUPS
  Schools  After School Clubs/Play Schemes/Residents
Cranmore Integrated Primary  An Droichead, Ormeau Road
Forge Integrated Primary  Ballynafeigh CDA Play scheme
Good Shepherd Primary, Poleglass  Carryduff after School Club
Harmony Primary Belfast  
Milltown Primary Banbridge  
Oakwood assessment  
St Aloysius Lisburn  
St Joseph’s Lisburn  
St Joseph’s Slate Street  
Tullycarnet Primary  
Whiteabbey Primary  

Corrymeela Community weekend  
CWA, Morton Community Centre  
Edenbrooke after School Club  
NICEM Family week, Corrymeela  
Orana after School Club, Newry  
St Mary’s Barrack Street  
The Vine Play scheme, Crumlin Road  

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Yvonne Naylor
SEED Project
Irish School of Ecumenics
BELFAST BT15 4EG
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LINKS WITH THE CURRICULUM

How Stepping Out can contribute to Personal Development and Mutual Understanding at Foundation and Key Stage 1.

Consistent with the Northern Ireland Primary Curriculum, Personal Development and Mutual Understanding is about the development of positive values and attitudes. It is very important that children have an opportunity to develop these naturally as a consequence of their investigations and guided critical reflection on the various issues. Learning therefore needs to be active, with children being encouraged to investigate issues for themselves, to suggest solutions and to make decisions based on what they have learned. The learning experiences provided, need to reflect the context of individual schools and the interests and needs of their students and teachers.

Personal Development and Mutual Understanding is comprised of two strands:
- Personal Understanding and Health;
- Mutual Understanding in the Local and Wider Community

The following table outlines suggestions as to how you might use some of the activities from ‘Stepping Out’ and the statutory requirements that they address.

<table>
<thead>
<tr>
<th>FOUNDATION STAGE STATUTORY STATEMENTS</th>
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<tr>
<td><strong>Key Experiences</strong></td>
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<tr>
<td>Children should have opportunities for example, <strong>during play, circle time, drama and stories</strong> to explore and discuss:</td>
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<tr>
<td>- themselves and their personal attributes;</td>
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<tr>
<td>- their own and others feelings and emotions;</td>
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<td>- their relationships with family and friends;</td>
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<td>- their responsibilities for self and others;</td>
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<td>- how to respond appropriately in conflict situations;</td>
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<td>- similarities and differences; and</td>
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<td>- learning to live as a member of a community.</td>
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<tr>
<td>STRAND 1 - PERSONAL UNDERSTANDING AND HEALTH</td>
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<td>---------------------------------------------</td>
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</table>
| • Circle time work – exploring feelings in relation to diversity and inclusion | STORIES  
• Grace and Tracey  
Conflict: Diversity & Inclusion  

• William's Stories  
Sectarianism; Loss; Racism - Settled/Traveller; Differently Abled  

• The Tools  
Interdependence  

• Stories from Different Countries  
Faiths and Times  

EVENTS  
• Chinese New Year  
• Vaisakhi  
• Ridván  
• Saga Dawa  
• St Patrick's Day and The Twelfth  
• Hiroshima Day  
• Ramadan/Eid  
• Festivals of light  
  Diwali  
  Christmas  
  Hanukkah |

Learning Activity grids accompanying each section of the resource for more details
For further information about the revised Northern Ireland curriculum log onto
www.ccea.org.uk
GETTING STARTED

This resource contains material for teachers and play leaders working with young children (5-9 years). It aims to encourage

- Listening skills
- Positive interaction with others
- Increased understanding of own and others feelings and emotions; identity and belonging
- Self-awareness; self-confidence; self-esteem and self-discipline
- An exploration of diversity - own and other attitudes, values, choices and opinions
- Thinking skills and personal decision-making
- Mutual understanding and respect for others

It is strongly recommended that anyone wishing to use activities in this resource in either the formal school or informal ‘after school’ sectors, and not familiar with ‘circle time’; small group work; and experiential, action-based learning with children, seek and attend some training before using them. See *Joined Up* - Whole School Approach (pp25-40) and Audit (pp187-211); Group work (pp43-86); Dealing with controversial issues (pp89-104); Circle time (pp 107-160); Games (pp120-131 and 212-255) and Evaluation (pp163-169).

When you start with the work will depend on:-
- your own readiness for it
- your preparation and training
- your knowledge and perception of the needs of the group
- how well the work fits into an existing curricula, whole school/community plan to which you are already committed

How you use the resource will depend on:-
- how much time you have available
- the size of your group

Remember to:-
- Give time to preparing the working environment and making ground rules.
- Prepare and evaluate each session - the PROCESS is as important as any perceived end result
- Evaluate early, change if necessary
- STOP if you think something isn’t working
- Remind members of the group about confidentiality
- End on a positive note - closure is important
Consider your own personal support and the progression of your work – a whole school/community approach is preferable for sustainability.

These resources are very focused on various forms of diversity in identity and belonging and are intended to be part of a 'whole school' or 'whole community' approach to Community Relations work. There are many other groups involved in Community Relations work, in both the statutory and voluntary sectors, and representatives of some of those groups have been partners in both the steering and the piloting of these resources and they are listed in the acknowledgements.
GAMES USED DURING THE PILOT

1. ICEBREAKER GAMES - Games that help to 'break the ice.' They may be used to break the ice and help us to meet/welcome new people, or to get ready to meet people we already know in a new way. They are very good for bringing different people together at the same level.

ALL CHANGE

AIMS
- To reduce tension and encourage co-operation
- To create a good atmosphere where everyone is mixing and on the same level
- To learn more about one another
- To have fun and affirm difference

METHOD
- The person starting the game is without a chair and standing in the middle of the circle. It is their aim to find a chair in the circle
- The person in the middle says (for example) 'everyone who has a sister/brother/dog etc, change your seat'. If wanting to know more about the individuals in a group, it is helpful if you agree to ask about things you cannot see - therefore 'everyone who supports Man United; has been to Corrymeela, etc.'
- Everyone 'who has a sister...' has to leave their seat and cross the room in order to find a seat on the other side of the circle
- The last person to find a seat in the circle will be the next one to stand in the middle and make another request.

PAIRED INTERVIEWS

AIMS
- To help people to share information about themselves
- To help people to share information about something new that they have learnt

METHOD
- Members of the group pair up with someone they don't know so well.
- They find out 2-3 pieces of information about one another that they don't think others in the group know and that they don't mind the rest of the group knowing about
- Each person in the group, introducing their partner, shares their partner's information with the others.
PASSING THE BELLS
EQUIPMENT Hand bells
AIMS
• To help settle down a noisy class
• To prepare them to listen
METHOD
• The teacher turns to the child on his/her left and passes them a hand bells set without making a noise or as little noise as possible.
• This is repeated the whole way around the circle, each person passing the bells to the one to their left.

2. NAME GAMES - Games that help us learn and remember each other’s names. Participants can decide by what name they wish to be known by the other members of the group and communicate that in a fun way.

MY NAME IS……………AND I LIKE
AIMS
• To learn and memorise names
• To help concentration
METHOD
• A subject like food may be chosen as that helps people decide quickly
• The first person introduces themselves saying their name and something they like beginning with the same letter as their name e.g. ‘My name is Betty and I like butter’.
• The person on their right goes next and so on around the circle with everyone repeating the name/names of the group members that have been introduced before them finishing with themselves.

AFFIRMATION CHAIRS
AIMS
• To affirm one another as we learn each other’s names
• To encourage movement, interaction and inclusion
METHOD
• Have people sitting in a circle with one seat empty
• The person sitting to the right of the empty chair names someone in the circle and invites them to sit in it, so affirming that person.
• The person sitting to the right of the newly vacated chair is next to invite someone different.
• The game continues until everyone has moved and been named/affirmed. Remind the group that once someone had been named and moved they don’t move again. Everyone moves just once.

3. ENERGISER AND MIXING GAMES – Games that mix people up, prevent cliques forming and prepare the group for discussions relating to diversity and inclusion.

CLUMPS
AIMS
• To help the group to interact
• To observe competition & co-operation; inclusion & exclusion

METHOD
• Invite the members of the group to walk around the room
• Call out a number 4; 6 etc. whereupon the people have to get into ‘clumps’ of that number. Invite the group to move again, and call out a different number and so on
• Ask people afterwards how inclusive/exclusive they were. Did they look out for friends or accept the ‘stranger’. How did people who didn’t find a place in a clump feel?

GATE GAME
AIMS
• To help the group to experience ‘multiple identity,’ being members of different sub groups within the big group
• To experience being members of a minority or majority subgroup
• To introduce thinking about stereotypes; discrimination

METHOD
• The facilitator stands/sits in a chair and the rest of the group lines up in front of him/her.
• The facilitator has thought of a category by which s/he will ‘sort’ the members of the group e.g. gender; wearing/not wearing glasses; hair/eye colour (light; dark) etc.
• The group members go into the sub groups designated by the facilitator until all are ‘sorted’.
• Can group members work out the category?
• Repeat the game using a different category. People have been sorted into different groups.
• Talk about feelings: minority/majority; multiple identity; discrimination; fair/unfair; stereotypes
4. TEAM/GROUP BUILDING AND SHARING GAMES – Games that encourage a group to build a relationship around a task, to work as a team and to develop trust. They can also provide an opportunity to share and exchange information/learning.

PATTERN BALL
EQUIPMENT 3 different coloured beanbags
AIMS
- To learn names
- To help concentration
METHOD:
- Members of the group sit in a circle
- A beanbag is thrown from the leader to another person in the circle to catch and their name is called. That person throws to another and so on until it returns to the leader. The group memorizes the pattern.
- The pattern is repeated a few times and different coloured bags are thrown in at different stages to test concentration. Another test for the concentration is to reverse the order of the pattern
- A variation is to have three different smaller patterns within the larger group using a different coloured beanbag.

COMMUNITY OF ENQUIRY - PENNIES EXERCISE
EQUIPMENT A box of pennies; an old cap
AIMS
- To share information quickly
- To take turns/have fun
METHOD:
- Give each person in the circle three pennies.
- Explain that each person may only speak (a sentence) when they put a penny into the cap in the centre of the circle. Once they have spent their pennies they may not speak again until the end of the exercise. Everyone in the circle needs to encourage one another by being prepared to wait for quieter members of the group, take turns etc.
- The group leader calls out a sentence. This can be a question or a statement presenting a problem or opening a topic for the community of enquiry. This might be: Walls are necessary to keep the peace Boys are stronger than girls
- This exercise has a number of benefits.
It gives every individual the right and responsibility to speak
It emphasizes the value of listening/ provides equity
It provides a wide range of views in a very short time
It provides discipline for those who like to talk/speak out a lot
It encourages quieter members of the group to speak

**GREETING**

**AIMS**
- To encourage us to share a greeting and welcome one another
- This game also helps us to remember names

**METHOD**
- The teacher turns to the child on his/her left and says, 'Hello (name)'
- This is repeated the whole way around the circle, each person greeting the one to their left and saying their name.

**FEELINGS**

**EQUIPMENT** Different faces - sad; angry; happy; and afraid

**AIMS**
- To give some information about the feelings in the group
- To encourage sharing; sensitivity; interdependence

**METHOD**
- Ask the members of the group to choose the face that best describes how they are feeling
- Take turns in the circle to name the feeling and, if they can, why they are feeling like that.

**HANDS UP**

**AIMS**
- To share information - either personal information or something that you have learnt

**METHOD**
- The leader asks the other members of the group to put their hands up if - They like chips; come to school on a bus; go to church; etc.
- The leader asks the other members of the group to put their hands up if - They can name a light (star; candle; etc); know what a driedel is etc.
HANDS IN THE MIDDLE

AIMS

• To help the group to settle
• To help them to focus
• To help them to learn more about similarity and difference

METHOD

• Ask the group to sit in a circle on the floor with their hands spread in front of them palm down.
• Everyone raised their right hand and places it to the right of the left hand of the person on their left.
• Everyone takes turns to tap each hand in turn in the circle. If the group is able to manage this, a double tap reverses the direction of the tapping.
• OR everyone looks at the pair of hands in front of them and takes turns to talk about the similarity/difference.

5. CLOSURE GAMES - Games that enable a group to bring a session to a close in a way that affirms the group identity and the positive relationships that have been built within the group.

RAINSTORM

AIMS

• To encourage co-operation and teamwork
• To get ready for another activity or for going back to class work

METHOD

• All sitting in a circle
• Begin by explaining that whatever action the person on their right passes them, they do. Continue that action until the person on the right passes a new one. Do not copy anyone else.
• The facilitator starts and changes each action. Start by rubbing palms together; then click fingers; clap hands; clap laps; thump feet; then work back through the actions (in reverse) until you get back to silence after rubbing your palms together
• Why does it work/not work?
PASS THE CLAP

AIMS
• To encourage co-operation and teamwork
• To get ready for another activity or for closure

METHOD
• All standing in a circle
• Leader begins by facing the person on their right.
• They clap hands once at the same time
• The person to the left of the leader turns to the person on their right and repeats the action.
• The clap is passed on to the next and so on around the circle.
• With practice the action will get faster until there is a continuous clap with little or no time in between each one!

GROUP YELL

AIMS
• To encourage co-operation and teamwork
• To energise/get ready for another activity or for closure

METHOD
• Everyone standing in a circle
• Bending over or crouching, hands to the floor
• As the hands are slowly raised, starting with a deep murmur, raise the voice until hands are raised above the head and there's a loud yell.

WOOL WEB

EQUIPMENT: A ball of wool

AIMS
• To gather feedback about a programme
• To affirm the group

METHOD
• Sitting in a circle, the facilitator holds a ball of wool, and holding the end, throws it to someone in the circle whom they also name.
• They may thank the person, and/or the group as a whole, and name something that they have learnt, will remember, have enjoyed.
• The person with the ball of wool is the next person to throw it to someone else and repeat the process. This continues until everyone has received the ball of wool and passed it on once so that it ends up back with the facilitator. A web pattern results connecting everyone up about which the group may talk.
JIGSAW
EQUIPMENT Blank jigsaw pieces, numbered on the back; crayons; pens
AIMS
• To gather feedback about a programme; evidence of learning
• To produce a piece of art that can be exhibited

METHOD
• Give each member of the group a card shape and pencils. Each card shape/piece represents a part of a larger shape. The shape should be significant - e.g. a cockerel for Chinese New Year 2005 for feedback about that programme. Make sure that each piece is numbered and that you have a key for getting the pieces together!
• Ask them to draw or write something they remember from their time in the group.
• Gather the pieces and stick them together - turn to the front and admire/talk about the collage.
January

1st January

New Year
February

Chinese New Year
March

Saint Patrick's Day
April

Easter

Vaisakhi
May

Ridvan
June

Buddhism

Saga Dawa
July

The Twelfth

School Holidays
August

Hiroshima Day

LAMAS FAIR
Ballycastle
September

Back to school

Ramadan
October

Diwali

Halloween

Ballinasloe Fair
November

Advent
December

Hanukkah

Christmas
The Knitted Puppet - Small puppets for small hands
Use up oddments of wool - the more colourful the better.

- Cast on 32 stitches
- Knit 6 rows in stretchy moss stitch or garter stitch (plain and purl)
- Knit 6 rows in stocking stitch (plain one side and purl the other)
- Decrease 1 stitch (Knit 2 stitches together) at the beginning and end of the next row
- Repeat the last 7 rows two more times
- Knit 8 rows on 26 stitches
- Cast on 6 stitches at the beginning of the next two rows for the arms
- On 38 stitches knit 8 rows
- Cast off 11 stitches at the beginning of the next two rows for the shoulders
- On 16 stitches change wool to the colour you want the puppet's skin to be
- Increase one stitch at beginning of next 10 rows
- On 26 stitches knit 10 rows
- Decrease on stitch at beginning of next 10 rows
- Cast off 16 stitches
- Knit another piece the same
- Knit an extra head
- Sew eyes, a nose and mouth onto the puppet's face
- Put some stuffing between the back of the face and the extra headpiece. This makes the head less floppy. Sew together at the neck.
- Sew the puppet right sides together
- Make hair from wool
- Decorate with puppet with extra clothes, badges, ribbons, buttons etc. as appropriate
IRELAND

SAINTS


*Stories from both the legend and the life of Saint Columba from his birth in Gartan, Co Donegal to his death on the island of Iona in 597 - key stage 2.*


*This is a story book for key stage 2 written on the 1400th anniversary of Columba’s death on Iona in 597. The storybook also incorporates classroom activities - key stage 2.*


*Based on St Patrick’s Confession and other writings, this story of Patrick, seeks to separate the man from the myth - key stage 2.*


*This is a story book for key stage 1 that children this age can read themselves about the life of Saint Patrick.*

THE PLANTATION & THE BATTLE OF THE BOYNE


*This story traces the fortunes of Hugh O’Neill, the Earl of Ulster from his defeat at the battle of Kinsale in 1602 to the flight of the Earls in 1607 and beyond and is told by Rory, his young kinsman - issues of war, conflict, rivalry; and survival - key stage 2.*

Mullen, Michael, *To Hell or Connaught* (Dublin: Poolbeg), 1994.

*This story set in the west of Ireland during the time of Cromwell, features a 13 year old boy hero and many other memorable characters dealing with the horrors of the plantation period - issues of war; conflict, survival, greed, revenge, courage and the roots of sectarianism - key stage 2/3.*


*The story of a young drummer boy from Carrickfergus, who gets the chance to become part of the army of King William III at the Battle of the Boyne and saves the life of another young man on King James’ side - Key stage 2.*
THE FAMINE AND BEYOND
This is a trilogy of books about the famine in Ireland in the 1840’s and the aftermath through the eyes of one particular family - for key stage 2. Channel Four Learning have produced a video of the first book - Under the Hawthorn Tree.

The story of a farmer and his daughter caught up in the Irish famine in County Antrim in 1845 and their journey to America - Key stage 1

Set in Donegal and Tyrone in 1890, this is a story about 2 young girls who have to become hired servants to save their family from eviction. Set against the backdrop of the political developments with Parnell - issues of poverty; loss; family life and politics - Key stage 2.

This story set in Ireland in 1959, highlights the plight of young women and unplanned pregnancies, conditions in a convent laundry, family tensions, religious intolerance and bullying - a courageous and inspiring story - Key stage 3.

This is a story of survival, friendship and family ties set in Derry/Londonderry and the workhouse in 1871 - issues of poverty, emigration, cruelty, bereavement and bullying - Key stage 2/3.

WAR
THE 1798 REBELLION and beyond
This trilogy for Key stage 2 traces the fortunes of a young man caught up in the 1798 rebellion with friends and enemies on either side.

1916 REBELLION
Llywelyn, Morgan, Young Rebels (Dublin: O'Brien), 2006.
This is a story about a young boy, member of the Fianna and boarder at St Enda’s school whose headmaster is Padraic Pearse. It describes how some young people became embroiled in 1916 Rising - issues of conflict, family tension and nationalism - Key stage 2.
This is a story about twelve year-old, Jimmy Conway, living in Dublin during the Easter Rising 1916. With his father fighting in France with the British army and his uncle amongst the rebels, his loyalties are divided - key stage 2.

**FIRST WORLD WAR**
The story of a young girl caring for her family after their parents have been lost on the Titanic and the impact of the war on the family at home - key stage 2.
This is a very moving story of two brothers and their experiences in the trenches during the First World War - key stage 3
This is an account in a forgotten letter of one night during the Christmas truce in 1914 - key stage 2
Morpurgo, Michael, *War Horse* (London: Egmont), 1982
This is the story of Joey a young farm horse thrust into war on the western front. It is a tribute to the 2 million horses lost - key stage 2.
Morpurgo, Michael, *Farm Boy* (London: Collins), 1997
This is a bit of a sequel to War Horse, as a shortened version of that story is retold by Joey's master's son to his grandson - lovely illustrations - key stage 2.
This is the story of Roy a young farmer from County Antrim and events leading up to the Battle of the Somme - key stage 1.

**IRISH CIVIL WAR**
This is a story set in Dublin during the third week in November, 1920 from the perspective of Rosie McGrath, a 12 year-old girl from the 1990's who goes back in time to find out what happened to her Gran's friend, Catherine - key stage 2.
This is a story about the Irish Civil War and a fifteen year old girl caught up in the conflict and a host of divided loyalties in 1922. It is set in Nenagh, County Tipperary - key stage 3.

Six short stories about children and young people caught up in the violence and danger in both town and country during the time of the war of independence in Ireland - key stage 2

This is a sequel to ‘The Guns of Easter’ and it covers the events of winter 1920 from the perspective of Jimmy Conway’s sister, Sarah - key stage 2.

SECOND WORLD WAR (and aftermath)

Evacuated from London during the war, twelve year old Carrie and her brother Nick are sent to Wales to live with strict Mr Evans. The story is loosely based on the author’s own wartime experiences - key stage 2.

This is a trilogy - the memoir of Elli Friedmann, 13 years old in March 1944, when the Nazis invaded Hungary and her journey to Auschwitz; her life under the Communists after the war; and her life in New York in the 1950’s - key stage 4

A sequel to ‘Rosie’s Troubles’, this story is set in Dublin in 1943 and gives another perspective to the ‘emergency,’ as it was called in Ireland at that time - key stage 2.

The story of Sadako Sasaki, only 2 when the A-bomb was dropped in Hiroshima, Japan on 6th August 1945 and dying just after her 12th birthday of radiation sickness - key stage 2.

This is a moving story about two children, Sophie and Hugh, left homeless when their house is bombed during the London Blitz. With their mother injured and father fighting in the war, they are sent to their grandfather in Ireland - key stage 2.

This story gives the reader some idea of what it was like to be a young schoolboy during the Second World War, adapting to life interrupted by air raids like a grown up version of one of their feuds and then tragedy strikes – *issues of loss, conflict – key stage 2*


A very moving true-life story, recorded in a diary from 1942 by a thirteen year old Dutch girl in hiding from the horrors of Nazi occupation which comes to an abrupt end when she is arrested in 1944 – *key stage 3*.


This is a story about a young Australian girl in the 1990's telling a story about Hitler's daughter. It raises a lot of questions and issues around discrimination, blame, and scapegoating – very thought-provoking. Good for illustrating the systemic nature of racism – *key stage 2*.


Set in Germany and England in 1938, this is a story about two children escaping from Nazi Germany on the Kindertransports. It reflects the feelings of the older child – *issues of loss; identity; and comparisons of Christmas and Hanukkah both festivals of light – key stage 2*.


This very moving story is told by a young Jewish boy in Poland in 1942. It highlights the children's stories and some of the situations they found themselves in; and the importance of storytelling and its value as a tool in the healing process – *key stage 2*.


Judith Kerr was born in Berlin of German Jewish parents and left Germany in 1933 to escape the Nazis. This story about nine year old Anna is based on Judith's own experiences – *key stage 2*.


This story reflects the horror of the firebombing of an unnamed German city and covers the space of just over one hour when 300 people go missing and only 12 are found. The action and casualties/victims viewed from every side – German, American, Russian, civilian, soldier and bomber – encourage the reader to appreciate the grief/loss – *key stage 4*.
*This is a true story about how Fumiko Ishioka, curator of the Holocaust museum in Tokyo, traced the story of a little girl called Hana from her suitcase which came to them from Auschwitz in 2000 – key stage 2.*

*This story about three schoolgirls and their ‘file’ on a German schoolteacher is set in Belfast in 1944 and highlights the damage that assumptions and prejudice can do to relationships for both the victims and the perpetrators – issues of persecution; racism & sectarianism; guilt and closure – key stage 3.*

*This is a very moving story about a sad deprived nine year old child, evacuated to the countryside from London in 1939, who begins to flourish under the care of old Tom Oakley – key stage 2/3.*

*This is a post-war story about twelve year old Rusty, returning to England after five years as an evacuee in the USA. It’s a great story about a girl’s struggle to adjust to a new life and cope with a very different situation, bullying etc – key stage 2.*

*This is a story about two teenagers evacuated to an English seaside town in 1943. A summer of self-discovery for the girls, free of adult restriction and the unearthing of a love story set in another war – key stage 4.*

*This story about a young refugee is set in France in 1940. It raises issues of stereotyping, discrimination, scapegoating, trust and survival in the midst of war – key stage 2/3.*

*This is a story about two boys who have been evacuated to the countryside from the London Blitz. They have a crisis of conscience when one night they see a German plane crash on the moors – key stage 2.*

*This is a very moving story about a Chelsea footballer who gets caught up in the Second World War – ambulance corps; prisoner of war; refugee; rescuing and burying victims of Belsen – issues of loss; post traumatic stress; war – key stage 2/3.*
This story, set in South West France, is about Jo, a young French boy who stumbles on a dangerous secret about Jewish children being smuggled over the border into Spain close to his mountain village - **key stage 2**.

This is a story from a diary of a young girl called Lily living on a farm in an English seaside village evacuated for the allied forces to practice their landings in Normandy. Read by her grandson 60 years later - issues of war: conflict and friendship - **key stage 2**.

This story is one of a series in 'Survivors,' a collection of fictional stories about young people caught up in real-life conflicts. This moving story is based on the memories of Andor (Bandi) Guttmann, a 14 year old Jew in Budapest in 1944 - issues of racism, loss, hope and survival - **key stage 3**.

This is a survivor's story of life in Vienna and Amsterdam in the 1930’s, and Auschwitz Birkenau from 1944 by the posthumous step-sister of Anne Frank - **key stage 3**.

Seekamp, Gail, *Paddy the Pigeon* (Dublin: Pixie books), 2003.
Based on a true story of the only Irish animal to win a Dickin medal for bravery, this story traces the life of a homing pigeon from his birth in Moyleen lofts, Carnlough, Co Antrim in 1943 to his war service in France following the Normandy landings - **key stage 2**.

This story, set in Warsaw, is based on fact, tells the story of a family torn apart by war - **key stage 2**.

This is a thrilling story about a young boy, fascinated by World War Two, who goes back in time to the 1940’s during a school visit to Eden Camp, a World War Two museum - **key stage 2**.

This is a moving story about the effects of the war on local communities; friendships; loss; changing lives. A short novel for fluent readers - **key stage 2**.
This story, based on true events, describes the experiences of young refugees who came to Northern Ireland with the kindertransports during World War Two. Set in Millisle, County Down – *key stage 2.*

This is a story about a family caught up in London during the Second World War. It illustrates very well the different attitudes to war particularly amongst the children – *key stage 2.*

This moving story set in NW England during 1940/41, describes the feelings of people and conditions during the Battle of Britain. The story focuses on a young boy orphaned by the bombing and his confrontation with a German airman – *key stage 2.*

The four short stories in this book feature the common theme of World War Two and its effect on the lives of ordinary people in Britain, especially children – *key stage 2.*

This is a very heart warming story about a cat that changes lives wherever she goes on her amazing journey back to 'her' person - issues of loss; grief; endurance, courage and the effects of war 'at home' in various parts of England – *key stage 3.*

This is a story about 2 German teenagers trying to get out of Germany to reach family in the west in 1945 in the face of advancing Russians and German deserters – *key stage 3.*

**CURRENT CONFLICTS – NORTHERN IRELAND/SECTARIANISM**

This is a story about three children in a family, divided amongst different relatives whilst their mother is having twins. Set in different parts of Belfast, the children learn about different places and people – *key stage 1.*

A story about a little girl struggling with her identity paralleled with the adventures of a little bear called 'Whammi' (Who am I) wanting to find a family where he can belong – *key stage 1.*
This is a true story about James Magennis, from west Belfast, who served in the Royal Navy during World War Two and was the only recipient of the Victoria Cross in N. Ireland. It describes the political and religious problems that forced him and his family to leave - key stage 3.

A thriller set in England about a man and his teenage son on the run from a paramilitary gang intent on revenge - highlights the futility of revenge - key stage 3.

Lingard Joan, *The Twelfth Day of July: Across the Barricades; Into Exile; A Proper Place; & Hostages of Fortune* (London: Puffin Books), from 1973
These 5 books trace the fortunes of Kevin and Sadie from different parts of Belfast, their divided loyalties and love, relationship with their families and divided communities and exile to London - key stage 3/4.

This is a story set in Belfast about two teenage cousins from very different social and religious backgrounds sharing a love of music amidst a long-running family feud - key stage 3.

This is a story about three teenagers from different backgrounds living in the same street in Belfast. The story follows their fortunes through wartime Belfast to the 1970's - key stage 4.

A story, set in a middle class area of Belfast over a post-agreement (1998) summer, about teen neighbours and their relationships with one another; their families and their divided communities, illustrating sectarian tensions and issues arising from loss - key stage 3/4.

The six stories in part three of this collection of short stories are about meeting with people of different faiths, religions and cultural traditions - key stage 2.

This story is one of a series in 'Survivors' a collection of fictional stories about young people caught up in real-life conflicts. This story, told by a 13 year old girl, is closely based on a real event, the Omagh bomb in 1998 - issues of sectarianism, loss - key stage 3.
*One of a trilogy, this story is set in South Armagh, near the border between Northern Ireland and the Republic. It reflects a young 15 year old's development from social and political naivety to a more mature and developing awareness of the situation in her immediate family; the community and the country - key stage 3/4.*

*This is a dramatic account of life in the loyalist area of a large town in Northern Ireland during the troubles by a young man disabled since infancy by the IRA bomb that killed his parents - issues of loss, revenge, and the cycle of violence - one of a trilogy - key stage 3/4.*

*This story is set in a republican area of a large town in Northern Ireland during the troubles. It highlights a young girl's dilemma amidst the tense relationships between the Nationalist/Republican community and the police/security forces - fears of informing and issues of mind-reading; scapegoating - key stage 3/4.*

*This is a dramatic thriller about a young teenager abducted from her family and held hostage after a failed robbery by an IRA gang. Set in a border town in Northern Ireland during the 1970's - thought provoking - key stage 3/4.*

**CURRENT CONFLICTS – SECTARIANISM/RACISM**

*These thrilling and moving stories raise issues of race, class, inter and intra-family disputes, bitterness and revenge where the pale-skinned noughts are inferiors - powerful stories of race and prejudice - key stage 3.*

*This story describes very well the surprises in store for a young 11 year old from Kingston Jamaica, adapting to life in London - issues of social cohesion/diversity; maintaining identity; adoption; parent/child relationships - key stage 2/3.*

*An Australian story about the conflict between a first generation Vietnamese family and a longer established Australian family - key stage 2.*
This book, based on the screenplay by Gurinder Chadha, Guljit Bindra and Paul Mayeda Berges, highlights issues of gender as well as ethnicity and family tensions arising from a need to preserve identity/traditional values - key stage 2/3.

An inspirational story about a young girl coming to terms with difference and finding the courage to accept, like and be herself - key stage 2 up.

The setting for this story is in a boarding school in Africa. Trish is the only white teenager in the school and both of her parents are teachers. She longs to blend in and struggles with her family identity; maturity level and skin colour - Key stage 3.

A story about young teenagers caught up in the aftermath of 9/11. A thrilling and thoughtful novel highlighting, religious tension, divided family loyalties and the dire consequences - key stage 3/4.

A story about the friendship of two boys, a gentile and a Jew, against all the odds in the Jewish East end of London, amidst the upsurge of fascist violence in 1936 - key stage 3/4.

This is a lovely Christmas story about a little boy who wonders why there aren't any black or boy angels - issues of gender as well as ethnicity - key stage 1 up.

This is a story about Ridván, a Bahá'í boy aged 9 who finds out how to cope with the problem of bullying because he/his name is different. He learns something about himself and his religion at the same time - key stage 2.

This is a thrilling story that highlights the vulnerable situation of asylum seekers living in Britain through the eyes of two teenagers - key stage 3.

This compelling story told through he eyes of a twelve year old girl highlights religious intolerance - key stage 3.
INTERNATIONAL CONFLICTS - OTHER PARTS OF THE WORLD

This diary by a young teenager gives a moving account of the effects of the war in Iraq on the ordinary local civilians - **key stage 3**.

*A story of friendship between two boys from very different backgrounds overcoming barriers of language, culture and life experience, this story is set in Tunisia and highlights issues of development; loss; orphans, street children, mental health, survival, fun and adventure - **Key stage 2/3**.*

Ellis, Dorothy, *The Breadwinner, Parvana’s Journey and Mud City* (Oxford: OUP), from 2000 - Afghanistan/Pakistan.
*These three books are a trilogy tracing a child’s journey from Afghanistan, under the Taliban to a refugee camp in Pakistan - **key stage 2**.*

*This thrilling story set in Africa and Ireland, about a teenage girl and her family, highlights the issues of landmines, arms trade, asylum seekers and child soldiers - **key stage 3**.*

*This story about a Kurdish family traces their flight from Iraq to Iran during the Iran/Iraq war; their conditions in an Iranian refugee camp and their eventual journey to London as asylum-seekers - issues of survival; solidarity; human rights and a good insight into the plight of the Kurds - **key stage 3/4**.*

*This brave story of survival, by an author who has lived in the Middle East, about Palestinian boys and their families living under Israeli military occupation in Ramallah, highlights the difficulties of curfews and other tensions - **key stage 2/3**.*

*This is a true and moving story about a very brave 12 year old set in war-torn Mozambique. Issues of loss; conflict; land mines; and indomitable courage and hope - **key stage 2/3**.*

*This moving story of family love and courage is told by three voices linking England and Rwanda and highlights the issues of poverty, landmines, orphaned children and post-conflict loss - **key stage 2 up**.*
*This is a heart-warming story about a 12 year old boy on an island in the Pacific as the result of an accident at sea. He meets Kensuhk, a 75 year old Japanese man from Nagasaki and learns much about life and love – issues of war; conflict; separation; loss; nature; friendship – key stage 2.*

*Set within the context of the civil war in Spain in 1936, this story reflects how an idyllic life on a farm can become shattered by war – issues of loss; conflict, refugees – key stage 2.*

*This thrilling action-packed story set in Africa and Ireland highlights the plight of refugees, post traumatic stress and racist attitudes from the host community towards refugees and asylum seekers – key stage 2/3.*

*This is a very moving story about a young orphan living in a small village on the west coast of Korea in the mid-late 12th century. Issues of loss; grief; identity and belonging – key stage 2.*

*This story is set in Greece in the midst of the Greek civil war which continued for 3 years between 1946 and 1949. It highlights the effects of civil war on children – key stage 2/3.*

Ross, Stewart, *Only a Matter of Time* (London: Hodder), 2001 – Kosovo
*This story is another in the series, 'Survivors' a collection of fictional stories about young people caught up in real-life conflicts. This story, told by Drita, an Albanian Kossovan teenager is based on the Human Rights Watch report of murders that took place in a village near Pec in 1999 – Issues of Ethnic cleansing, sectarianism, civil war, loss and hope – key stage 3.*

*This story, written by a journalist and set in Medellin Colombia, highlights the issue of child soldiers and gives a human face to a world we would rather dismiss – key stage 3/4.*

*This story, set in the Aral district of Kazakhstan and Russia highlights the global issues of domination by world powers and the consequences of nuclear war – key stage 3 – 4/5.*
testing on the environment; also poverty; sickness; and the courage/hope of street children - key stage 3/4.
A story about a brave young man and his family who seek asylum in England from the war in Ethiopia/Eritrea - issues of loss, courage and solidarity with useful information about the process involved in becoming a refugee - key stage 3/4.

CONFLICT (GENERAL)
This is a story for key stage 2 up about the effects of a nuclear bomb in comparison to conventional weapons, particularly during World War 2.
This is a lovely story illustrating inclusion and exclusion and associated feelings - key stage 1.
This is a story about a young boy who finds that the longer he keeps his hurt to himself the bigger it gets - a good story for illustrating the importance of speaking for ourselves and sharing how we feel - from key stage 1.
Dr Seuss, Oh the places you’ll go (London: Collins), 1990.
A great story about the difficulties, challenges and adventures that life may have in store for us - issues of journeying beyond our safe spaces - key stage 1 up.
The story of a teenager living in a ‘war zone’ at home - does he remain ‘impartial’ or join the war in the hope of making peace? Interesting parallels with the situation in the trenches during World War 1 - key stage 2/3.
This story, set at the end of the eighteenth century, which connects four characters from different parts of the world, all links in the slave trade chain, illustrates that slavery is not simply a black/white problem - key stage 3.
Grace learns that families are what you make them rather than the ‘stereotype’ she expects them to be - issues of family life, difference; acceptance - key stage 2.

This story about a 12 year old boy called David who escapes from a prison camp in Eastern Europe where he has lived most of his life, describes his encounters with people, his slow growth of trust and his strong urge to belong extolling the courage and hope in all refugees - **key stage 2/3**.


This is a story about a 12 year old boy from Edinburgh, pressed into the Royal Navy and posted on the Fearless in 1807. A chance discovery thrusts him into a shadowy world of secrets and spies in the midst of war - issues of war, conflicting identity, loyalty, gender and courage - **key stage 2**.


Set in 1941, a young boy and his 'uncle' Sung are escaping to India from China, across the Himalayas as the Japanese invade. Trapped in the snow and alone in a hostile environment separated from uncle Sung, he finds new and unexpected friends - issues of survival, friendship, trust - **key stage 2**.


This is a lovely story for **key stage 1** up, about an alternative way of dealing with armed conflict.


This is another story for **key stage 1** up, about a conflict between two monsters over different expressions of the same thing from different perspectives and the importance of meeting beyond 'walls' and boundaries.


This true story is told by the daughter of one of the survivors of the Titanic, a young child, Michel Navratil - issues of family conflict, rivalry, conflicting interests, bravery and survival - **key stage 2**.


This is a story of an 11 year old girl coming to terms with her Bosnian father's strange behaviour and nervous breakdown - issues of acceptance, mental illness, post traumatic stress - **key stages 2/3**.


A good story illustrating what happens when mind-reading, with the associated feelings of fear and suspicion, replaces open communication - **key stage 1**.

*A short story, set in a guest house on a Scottish island, about a teenage girl who keeps her worries about her Mum to herself until a guest arrives who makes her face up to what she already knew – issues of collusion, addiction, alcoholism – key stage 2/3.*


This is a good story about identity and the importance of being you rather than rivalling to be like others – **key stage 1**.

**AGE**


*This is an amusing story about a young girl and her relationship with her mother and other members of the family – Issues of diversity and inclusion between the generations – Key stages 1/2.*


*This is a short story about a young man struggling to understand more about friendship – does he find it in an older woman who encourages him or a couple of mates who make him feel small – key stage 2.*


*This a moving story about the gifts both young and old can give to each other – key stage 1.*

**APPEARANCE**


*A young boy learns the importance of common sense when deciding upon 'cautious' or 'trusting' relationships with strangers – key stage 1.*


*This is an inspiring story, set in Glasgow of a young man discovering that there is more to him than his size – highlighting issues of appearance, bullying and having the courage to be you – key stage 2/3.*


*In this collection of 9 stories, the fifth one poses a problem with bullying for Grace and her friends – issues of underweight. In other chapters, changes in friendship patterns as the friends grow up and more family changes for Grace – key stage 2*
This is a very moving story about two girls. Rafaella’s name sounds strange and her ears stick out. Lucy is the first to call her ‘Earwig’ – issues of bullying; peer pressure; friendship and loss - key stage 2/3.

This is a story for key stage 1 up, about an elephant learning that it’s okay to be different and accept who you are, even when you’re in the minority. Other stories about Elmer have similar themes on appearance – difference being special; unconditional acceptance and the importance of relationships.

CLASS  
This is a story of friendship between two teenage girls from very different social backgrounds – issues of lifestyle; family relationships; and values – key stage 2/3.

This is a story about a young man, evacuated during the Second World War, who has acquired an accent and ambition at odds with his working class origins and his struggle to maintain both his own identity and his relationships within his family - key stage 3.

This moving story, set in a Brazilian town, describes the progress of a family caught up in a gold rush and all that accompanies that – the lust for money, divided loyalties, betrayal and also love and generosity from the most unexpected quarters; issues of race as well - key stage 2.

DIFFERENTLY-ABLED  
This is a thrilling story about a boy with sickle cell anaemia who risks his own life to save classmates who have been bullying him - key stages 2/3.

This moving story is written from the perspective of a 15 year old boy who has Asperger’s syndrome and some very special abilities - key stage 3.
This is a moving story about a courageous little girl determined to live a normal life with her epilepsy. Set in the United States in the days before medication was available to control seizures, issues of loss and bullying as well - key stage 2.

This is a very powerful story about a family dealing with the arrival and then the loss of a child with profound physical and learning difficulties. It is told by his teenage sister who learns much from him about unconditional acceptance - key stage 2/3.

Leigh, Jenny, *Lawrence has Nits* (London: Haldane Mason), 2003. A Doctor Spot Casebook, also available in this series - *Charlie has Asthma* and *Rachel has Eczema*.
These reassuring stories and pictures explain various conditions and remedies and help children and leaders/teachers talk about them - key stages 1/2.

This is a story full of surprises, about two unlikely characters becoming friends - a girl with an attitude and a boy with partial hearing - key stage 2

This is a story about a nine year old partially-sighted girl, who in her determination to be independent, gets caught up in a robbery and abduction and escapes using her courage and ingenuity - key stages 1/2.

GENDER

When Bill wakes up he finds he is a girl and wearing a pink frock for a day gives him a very different perspective on life - an amusing, well-written and thought-provoking story - key stages 1/2.

This is a Christmas story about the solidarity of three women of differing age and background from the West, South and South-East on a common journey with quite different gifts for the Christ child - key stage 1 up.

Grace wants to be Peter Pan in the school pantomime. In spite of class mates' objections that she is the 'wrong' gender or colour, her mum and Gran support her to try anything she wants - key stage 1.
*This lovely story about a young boy and a talking Victorian doll highlights issues of gender and bullying and the importance of standing up and being you - key stage 2.*

*Set in London in 1914, this is a story about a 12 year old girl whose new neighbours turn out to be suffragettes. She defies her parents to do what she thinks is right and joins a march - issues of conflicting attitudes to the suffragette movement; gender; change and war - key stage 2.*

*This is a story about two girls who become involved in a theft from an older lady of documents belonging to her aunt who was a suffragette. The story raises some very good issues not only about gender but also age, friendships, solidarity, guilt, and restorative justice - key stage 3.*

**TRAVELLERS**

*A moving and action-packed story of a little girl - a Diddakoi (half gypsy) - who struggles to maintain her identity in both settled and traveller worlds. Set in Sussex, England - issues of acceptance/rejection; bullying; loss; racism - key stage 2*

*These thrilling stories, set in Dublin, highlight relationships within and between settled and Irish traveller communities and tell of a young boy’s adventures, learning to trust and learn more about his identity - key stage 2.*

*A courageous story about a young girl who learns a lot about herself in her need for acceptance and highlighting the conflict between settled and travelling communities - key stage 2.*

*This story about two children in a Traveller family highlights the tensions for the children of preserving relationships whilst also wanting to change their way of life - key stage 2.*
AFRICA
This is the story of the journey of a 10 year old boy, set at the time of the Suez Canal Crisis - mid 1950's. Leaving Port Said, after his parents are both killed by a bomb, he sets off for Durban, South Africa to his aunt and meets a number of people who help, betray, trick, frighten and restore him on the way - issues of loss; grief; conflict; acceptance - key stages 2/3.

This very moving story highlights the issues of war and poverty spreading Aids in Malawi - key stage 2/3.

This is another story in the series ‘Survivors,’ about young people caught up in real-life conflicts. This very moving story, set in Cape Town's District Six in 1966 is told by thirteen-year-old Siesie Ngaba. Highlighting the cruel injustice of the Group Areas Act, segregation and racism - key stage 3.

This moving story, set in Ethiopia's capital city, Addis Ababa highlights the plight of street children, their courage and ability to survive against the odds - key stage 2.

This is one of the best loved tales in Ethiopia's rich and ancient literature - there is nothing left to eat, but by the miracle child's powers everyone is fed - the story of the Ethiopian saint, Tekla Haymanot - key stage 2/3.

This is a collection of traditional stories from Zimbabwe and Botswana communicating the values and traditions of those countries with a great sense of humour -a number of good stories for diversity and inclusion - from key stage 1 up.

This story highlights the injustice of the apartheid system in South Africa before the reforms and also the systemic nature of racism - key stage 1/2.

Set in South Africa in the 1940's this story of a Zulu Christian priest tells of his tragic search for his sister and his son - a thoughtful and moving analysis of racial problems in South Africa - key stage 3.
CHINA


This book tells the story of a kite maker, the different qualities and characteristics various animals; plants etc represent on the kite and how to make your own - **key stage 1 up**.


The diary of a fourteen year old school girl in a remote region of north-western China; a story of friendship/connection with people in the developed world through the journalist/writer and how that makes a difference, transforming not only Ma Yan's life but that of other young people and families in her community - **key stage 3**.


This is a thrilling story, set in China at the time of Kublai Khan, of a boy who rides a kite to save his family - issues of family loyalty, duty, love and justice - **key stage 2**.


This story is an ancient Chinese folk tale dating from the Han period, during the building of the Great Wall. It highlights the suffering of the workers who were conscripted to build it - issues of solidarity and justice - **key stage 1/2**.


This is the story of Ailin, a young girl in 1911 at a time of great change in China - issues of family traditions; cultural pressure; gender; rebellion; estrangement - **key stage 2/3**.


This is a story about Grace, an adopted teenager growing up in the west, coming to terms with her own roots - issues of gender; cultural and political divides - **key stage 3/4**.


This is Adeline Yen Mah's own story about her childhood and struggle for acceptance growing up with her stepmother - a Chinese Cinderella. Some good background notes at the end - **key stage 2**.

Comber, Leon, *Favourite Stories from Asia* (Hong Kong: Heinemann), 1971 - This is collection of short stories - various parts of Asia - **key stage 1/2**.
INDIA


*The issues of urbanisation in India, family life and survival are highlighted in this lovely story - key stage 2.*


*A story of friendship and the benefits of that in the longer term to the community - key stage 1.*


*There is a lesson in this story about being willing to learn from others - trusting another's judgement and accepting that we don't know everything - key stage 1 up.*


*A Panchatandra story about the value of friendship, in this case between elephants and mice - raising issues of solidarity; non-violence and conflict resolution - key stage 1 up.*


*This is a great story for raising discussion about conflict styles and conflict resolution - key stage 1 up.*


*This story raises the issues of arranged marriages and family conflict - key stage 3.*


*This story raises issues of unresolved conflict amidst a history of revenge between two families - key stage 3.*


*This book has a collection of short stories from Sri Lanka - Key stage 1 up.*

NORTH AMERICA


*This is a lovely story about two best friends and how their celebration of friendship saves not only the homes and community they love but also their enemy - a remarkable quilt is central to their plan - key stage 1/2.*
A famous and powerful novel first published in 1852. Even so many years since its first appearance, it’s theme of systemic, personal, communal and institutional racism and abuse of power is still a critical world issue. Although the story is set in the southern states of the US there are global applications - *key stages 3/4*.

This story, told through the eyes of two children living in Maycomb County Alabama in the thirties, explores the irrationality of adult attitudes to race and class - *key stage 2 up*.

This is based on the true story of 12 year-old Mary Jemison captured from the family’s farm in Pennsylvania in 1758 by Seneca Indians, of her adoption by the Indians who taught her about her relationships with the rest of the created world - plants and animals - *Key stage 2/3*.

An autobiography of a Blackfoot Indian chief which concentrates on his early life in the days before the ‘white man’ came to destroy their nomadic way of life and threaten their very existence - *key stage 3*.

This is a moving account of the effects of war/civil war on individuals; families; communities and countries. Set in the context of the American war of Independence in 1775 with issues of loss; belonging; identity and the challenges of peace-making - *key stage 3*.

A story told by a young girl in a small town in Georgia USA in the 1960’s where the colour of your skin is the most important thing of all - *key stage 2*

Based on fact, this is a very moving story about a young girl, born of an Arapaho mother and the famous American scout, Kit Carson. Her mother dead, she fleas from a cruel cousin in search of her father and meets Dog - issues of loss, rejection, racism, trust, friendship and hope - *key stages 2/3*.

This story is another in the series, ‘Survivors’ a collection of fictional stories about young people caught up in real-life conflicts. Fourteen year old Molly
travels around the US looking for work during the great depression of the 1930's - issues of poverty: racism - key stage 3.


*Set in the context of the American Civil war and the particular difficulties that Mennonite families had to face - issues of conflict; opposition to war; refugees - the therapeutic use of patchwork in storytelling - key stage 2.*


*Set in the cotton-growing farmlands of the Mississippi delta in the 1930's American depression, the warmth of this family story told by Cassie Logan, mirrors a black child's hopes and fears, amidst the chilling hatred of deep-seated racism - from key stage 2. The sequels 'Let the Circle be Unbroken' and 'The Road to Memphis,' continue this courageous story of the Logan family - issues of racism, poverty and survival.*

ENVIRONMENT


*This is a great book about two children who decide to challenge governments and politicians, faith leaders and armies to take notice of what is happening around them, change their ways and save the world - from key stage 1.*


*This is a story of the creation, how it has all gone wrong and what we need to do about it - a thought-provoking lift the flaps, pop-up book - from key stage 1.*


*A tanker spills its foul-smelling oil over Peter's place which despite the clean-up and passage of time will never be the same again. This powerful picture book tells a story of nature's struggle with the damage caused by humankind - from key stage 1.*


*This is a compelling message from Chief Seattle to the US government, with beautiful illustrations - a powerful plea for conservation - from key stage 1.*
This is a story about the dangers of destroying our forests in Dr Seuss's unique blend of rhyme, rhythm and repetition - from key stage 1.

This is a powerful fable about a lion king who goes to war with a greedy king who prefers to supply his army than feed a hungry country - key stage 1.

This lovely picture book helps the reader make the connection between what we do locally having an impact on what we do globally - key stage 1 up.

This is a selection of stories about the animals and their relationships with one another and the rest of creation - key stage 1/2.

A thought provoking story about two girls from the city, moving to the countryside and learning that maintaining the balance of nature is not as straightforward as they had thought - key stage 2.

This is a lovely collection of short stories from around the world reflecting on our relationships with the earth - key stage 1/2.

This is a very thought-provoking account of the flood told by Noah's daughter - issues of vegetarianism; covenant; faith; gender; religious tolerance/intolerance; friendship and Jewish values - key stage 2.
CONTACTS AND LINKS

ArtsEkta, Belfast - web site www.artsekta.org.uk
Nisha Tandon, phone 07736243348 e-mail info@artsekta.org.uk

Bahá’í Council for Northern Ireland, 64 Old Dundonald Road Belfast BT16 OXS (028) 9048 0500 and Edwin Graham e-mail edwin21@btopenworld.com
Also Adrian Temple, 5, Clarendon Street, L'Derry - can support teachers and leaders learning about 'Local People, Global Faiths' - Baha’is.

Belfast Jewish Community - Rabbi Citron, Wolfson Centre, 49, Somerton Road, Belfast (028) 9077 7074 e-mail rabbicitron@yahoo.com

Chinese Welfare Association - Leish Cox, 133-135 University Street, Belfast (028) 9028 8277 e-mail leishcox@cwa-ni.org

Diversiton – Des McCabe, 37 Church Street, Warrenpoint, Co Down BT34 3AF www.diversiton.com

Forum on Community Understanding and Schools (FOCUS) - Norman Richardson, Stranmillis University College, Belfast BT9 5DY
E-mail n.richardson@stran.ac.uk

Indian Community Centre (ICC) - Sofia Botzios, 86 Clifton Street, Belfast (028) 9024 9746 e-mail sophia@iccbelfast.com

Multi Cultural Resource Centre – Anca Adams, 9 Lower Crescent, Belfast (028) 909024 4639 e-mail anca@mcrc-ni.org

N. I Council for Ethnic Minorities (NICEM) - Ronald Vellem, 24-31 Shaftsbury Square, Belfast BT2 7BD (028) 9031 9666

Northern Ireland Community Relations Council (CRC) Resource centre - College Square east, Belfast (028) 9022 7555 www.community-relations.org.uk

Northern Ireland Inter Faith Forum - Mamoun Mobayed, Chair, Belfast E-mail mobayed@hotmail.com
Northern Ireland Muslim Family Association (NIMFA) - Hassan Mansour, 7, Rugby Road, Belfast (028) 9031 5784 E-mail NIMFABELFAST@aol.com

Potala Buddhist Centre – Kelsang Drolkar, 40D Donegall Pass, Belfast (028) 9023 8090 E-mail info@meditationinbelfast.org

Sally Taylor, Buddhist, offers workshops and programmes on related themes. The Hermitage Cottage, 14 Drumnaconnell Rd., Saintfield, Co. Down BT24 7NB, (028)97 510232 info@thehermitagecottage.com and www.thehermitagecottage.com

Sikh Community - JP Singh, 162 Duncairn Gardens, Belfast E-mail jpsmaureen@googlemail.com and 1, Simpson's Brae, Londonderry BT47 1DL (028) 7134 3523

The Equality Commission for Northern Ireland, 7-9 Shaftesbury Square, Belfast BT2 7DP (028) 9050 0600

The Irish School of Ecumenics, 683 Antrim Road, Belfast BT15 4EG (028) 9077 5010 www.tcd.ie/ise

The Northern Ireland Human Rights Commission, 39-41 North Street Belfast BT1 1NA (028) 9024 3987 www.nihrc.org

WEB LINKS TO FURTHER RESOURCES
Amnesty International has some excellent cross border human rights education resources. For free downloads see www.liftoffschools.com/download.html
BBC Education resources - there are a number of great resources freely available at www.bbc.co.uk/ni/education/history
For information on William 111 see www.bbc.co.uk/northernireland/learning/william
For more recent history and The Troubles see www.bbc.co.uk/history/recent/troubles
For a State Apart see www.bbc.co.uk/northernireland/learning/history/stateapart
For the recent Citizenship site see www.bbc.co.uk/ni/schools/ks3citizenship
Cain website - Good background information on events, issues, conflict and politics in N. Ireland - symbols; murals; flags etc can be downloaded from www.cain.ulst.ac.uk

Community Relations in Schools (CRIS) web site has some very good resources for diversity and inclusion. For free downloads see www.cris-ni.org.uk

Eco-School - once registered your school can be part of an international group of schools working towards education for sustainable development and a better quality of life for local and global communities. See www.eco-schools.org.uk

Joined in Equity Diversity and Interdependence (JEDI) have some good resources at www.jedini.com

Joined Up (2005) - Nichola Lynagh and Mary Potter's excellent manual supporting schools in developing a whole school approach to building good relations throughout their school community provides essential preparation for this work and is available for sale at £10.00 from NICIE and Corrymeela. It can also be downloaded from the Getting Started section of this resource.

Play Resource Centre in Belfast has lots of really good resources (recycled). Think about joining or visit their website for ideas at www.playresource.org. You can visit a similar organisation called The Source in Derry/Londonderry or their website at www.the-source.org.uk/areas/source/playhouse.aspx

Think of Me, Think of You resource can be downloaded at: www.savethechildren.org.uk/scuk_cache/scuk/cache/cmsattach/1586_Think ofMe.pdf

Ulster Folk and Transport Museum also has useful resources and links to the other museums in Northern Ireland at www.uftm.org.uk

UNICEF runs a very good scheme called Rights Respecting Schools. For more details about how you school can join the scheme see www.unicef.org.uk/tz/teacher_support/rrs_award.asp

Who Is My Public Servant? This is a citizenship site for young people, raising awareness about their political representation in local government and their participation in the democratic process and gathering views on various issues. See www.wimps.org.uk
Chinese New Year
CHINESE NEW YEAR LEARNING ACTIVITIES

- Teachers and leaders can adapt the following to suit their own needs.
- The methodology that worked best on the pilots was ‘circle time’. For more information about methodologies that build a positive learning environment please see the chapter on group work and facilitation in Lynagh N and M Potter, Joined Up (Belfast: NICIE, Corrymeela) 2005, pp 43 - 86. There is a hyperlink to this in the ‘Getting Started’ section of the ‘Introduction’.
- Teachers/leaders need to explore and be comfortable with their own identity before discussing identity with the class/group. It is also important for us to accept others both for the ways in which we are different and also the ways in which we are similar. It is important to be positive and also to know more about our identity and express it in ways that do not harden boundaries with others. You can find out more about sectarianism and approaches to difference in the trunk and branches sections of the downloadable ’Moving Beyond Sectarianism’(young adults) at: www.tcd.ie/ise/projects/seed.php#mbspacks
- It is important that parents are aware of the issues in this unit. Write a letter to let them know what you will be covering and why. Another great way to involve parents/grandparents is to ask if any of them could make or sew the finger puppets for the Great Race.

<table>
<thead>
<tr>
<th>STEPPING OUT LEARNING ACTIVITY</th>
<th>SUGGESTED SUCCESS CRITERIA:</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHINESE NEW YEAR A programme for 4 sessions of 30 - 40 minutes</td>
<td>We will explore and discuss celebration and learn more about Chinese New Year and how it is celebrated</td>
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<tr>
<td>LEARNING INTENTION:</td>
<td>We will encourage active listening, empathy and interactive storytelling</td>
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<td>We will share our knowledge and understanding of similarities and differences amongst people of different ethnic/cultural background in the local and wider community</td>
</tr>
<tr>
<td></td>
<td>We will affirm/be affirmed and continue to build trust and learn more about one another</td>
</tr>
<tr>
<td></td>
<td>We will learn more about competition and co-operation; conflict and ways of handling it</td>
</tr>
<tr>
<td></td>
<td>We will share and evaluate what we have learnt from a baseline</td>
</tr>
</tbody>
</table>
### CHINESE NEW YEAR LESSON PLAN
This column gives suggestions for a lesson outline

#### SESSION 1
**Opening activity**
**Events Calendar** Use this group activity as an opportunity to construct a baseline. Talk about celebrations and events throughout the year. Find New Year - share information about the 'New Year,' celebrated at different times and in different ways, in different parts of the world. You may find a globe or map of the world useful here or a Calendar of Religious festivals. Find Chinese New Year and share what we know about it.

**Zodiac and Calendar wheel** Talk about the 12 Animals, using the pictures.
Invite members of the group to find out which animal represents the year they were born. Talk about that animal’s characteristics and if they are like ours.

**Closure** Try using specific statements about customs & traditions around celebration e.g. whether they ever visited China; sent cards to people for celebrations other than their own; went to church on Christmas day; celebrated Chinese New Year; fasted during Ramadan or Lent; waited up past midnight to see in the New year etc.

#### SESSION 2
**Opening activity**
**The Great Race Story** Read 'The Great Race' story using the picture and finger puppets
Talk about the story and all of the animals involved.
Discuss what we learn about difference; strengths and weaknesses; different skills and talents.
Talk about the 'characteristics' - skills; abilities; talents we might look for in different members of the class for different tasks.

**Closure**

#### SESSION 3
**Opening activity** **Gate Game**
**Discussion** Talk about the words 'minority' and 'discrimination' what it means to be in the smaller 'minority' group re gender; eye colour; whether or not you wear glasses/a brace etc. Talk about how it feels to be in a minority. Express preferences for a particular group over the other - e.g. boys are much stronger than girls; people who wear glasses are more intelligent etc. Introduce the term and talk about 'discrimination' - against people according to gender; eye/hair colour; age; skin colour; or religion and introduce the terms - racism; sectarianism as appropriate.

**Skin Colour** Talk about the different colours appearing under the holes and invite guesses as to how many people are in the picture below. Does anyone say one? Are there any surprises? Think about the factors/circumstances that change our skin and hair colour

**Map of the world** Share what we know about

### DETAIL OF WHAT TO DO
This column lists resources needed and gives sources for background information for each lesson

#### SESSION 1
**Opening activity** - Choose appropriate opening and closure activities from the 'Games' in the 'Resources' section

**Events Calendar** - Print out your own from the 'Resources' section

**Zodiac and Calendar wheel** available from this section. Cut out the window and use a paper fastener to hold the pictures and wheel together

**All Change Game** - read the instructions for playing this game in 'Games' in the Resources section. Think about how you will use it.

#### SESSION 2
**Contact the Chinese Welfare Association** see 'Contacts' in the Resources section and find out if you can arrange for someone to visit the class/group during one of the sessions

**The Great Race Story** - Print out your own copy of the story and accompanying picture from the Leader's notes.

**Finger puppets** - Print out 'Finger Puppets to Make/Sew whatever your preference. Cut out and make, or find appropriate fabric and sew, finger puppets to represent each of the animals in the race. Or send the patterns home with various members of the school community inviting them to help.

#### SESSION 3
**Gate Game** - read the instructions for playing this game in 'Games' in the Resources section. Think about how you will use it. This game, which 'sorts' people into categories according to gender; appearance; clothes worn etc. helps us experience what it's like to be 'grouped' together. It will raise the issues of minority/majority; discrimination, and possibly racism; sectarianism.

**Flashcards** Make a few flashcards with the words you wish to introduce along with the game - minority; majority; discrimination; racism; sectarianism. Save the Children have produced a booklet, 'Think of me, Think of you' and another with Barnardo's entitled, 'Fair Play' either of which you will find very useful for this session.

**Skin Colour** - Print out your own copy of the girl and the overlay from the Leader's notes. Cut holes marked on the overlay and feel free to add additional ones. Attach with a staple. This is an activity that helps us to understand that skin/hair colour varies in
different countries on the map/globe and why we know. How might where we live in the world affect the colour of our skin/eyes/hair? What can we share about people we know in different countries and why they move.

**Closure** Passing the globe around the circle, inviting people to find the country – where they live now; have lived before; have visited or know someone who lives there.

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**SESSION 4**

**Opening activity**

**Co-operative Animals**

When the five small groups have finished, gather into the large group again and discuss. What were the observations; feelings? What do we learn about co-operation and competition?

**Red packets**

Talk about celebrations – birthdays; Christmas etc – Share stories of how we celebrate them. Talk about the red packets and share our associations with different colours – does anyone have a 'lucky' colour – what is it? Why is it 'lucky'? Talk about 'lucky' money.

**Closure - Wool Web**

Pass the ball of wool around the group until everyone has received it and passed it on once. Web pattern connects everyone up. Talk about connections with one another; similarities and differences in how we celebrate events; what we have learnt from Chinese New Year about identity; co-operation; different skills and characteristics; and interdependence.

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**SESSION 4**

**Co-operative Animals**

Print out your own copy of the co-operative animals game from the Leader's notes. Cut and arrange the animals in 5 envelopes as directed.

**Red packets**

If you wish you can make some Red packets. Print out your own copy of the Red packet pictures from this section. Print the outline onto some red card – cut and make up the packet, fill them with a few chocolate coins (lucky money – see Leader's Notes) and share them with the class/group. Alternatively the class could make and exchange their own red packets.

**Wool Web**

Read the instructions for playing this game in 'Games' in the Resources section. You will need a ball of wool. This is an affirmation exercise as well as a closure. We have an opportunity to talk about what we have learnt as well as the importance of connections and interdependence. An evaluation can be made of the learning from this and the baseline after the first session.
Chinese New Year
THE GREAT RACE

Every New Year in China is named after one of twelve animals in turn. Animal signs are used for festivals and ceremonies, birthdays and working out horoscopes. There are many stories about how the cycle of the years came about and this is just one of them.

It all started with the animals having an argument. They argued about which of them was the strongest, the fastest, the cleverest and the best. To settle the argument once and for all the emperor decided that there must be a race. The race must take the animals through vast areas of forest, mountain, desert and river.

The monkey gained a lot of advantage over the other animals in the forest swinging at ease through the trees, the ram was at home in the mountains and his sure feet won him the lead, snake excelled in the desert and sped along whilst others got stuck in the soft sand. It was ox however who took the lead in the river and his strength kept him on a straight course going through the rapids. All of the other animals struggled on behind except for rat who had crept unnoticed onto ox's back. Just before Ox reached the finishing line on the opposite bank, rat leapt off and was the first to cross the line and win the race.

The emperor had watched all the animals compete and had observed their different gifts, strengths, talents, wisdom and endurance gaining them advantages in forest, mountain, desert and stream. He decided that the fairest way to settle their arguments was to make each of them special during one year in the order in which they crossed the finishing line. And because there were twelve of them, so the twelfth animal preceded the first and the cycle continued – all special and all honoured. Just as all of the animals have strengths and weaknesses so too we ourselves, born during the year of the:-

- Rat, may have a hot temper but a lot of charm and always finish what we set out to do;
- Ox, may be quiet and calm and keep a secret but like doing things on our own;
- Tiger, may be brave and have a strong will, but also get angry;
- Rabbit, may be patient and shy and also a bit moody sometimes;
- Dragon, may be sensitive and a good leader, but also ask a bit too much of other people:
• Snake, may be wise and attractive but sometimes boastful and mean;
• Horse, may be clever and cheerful but also very independent;
• Ram, may be artistic calm and caring but can’t always make up your mind;
• Monkey, may be creative and successful but can also be troublesome;
• Rooster, may be clever and hardworking, but not always very modest;
• Dog, may be hardworking and loyal but have a strong will;
• Pig, may be kind and honest, but only learn about the things that interest you.

Take a look at the animals and the years they represent.
Which animal year were you born in?
Do any of the characteristics attributed to people born in that year apply to you?
The Twelve Years

Rat - 1948, 1960, 1972, 1984, 1996, 2008 - People born in these years are usually kind and cheerful. They are bright sociable people who make friends easily. They are also good at saving money.

Ox - 1949, 1961, 1973, 1985, 1997, 2009 - People born in these years are usually strong and quiet and good with their hands. Like oxen some keep themselves to themselves and are often stubborn; others are warm and loving and have many friends.

Tiger - 1950, 1962, 1974, 1986, 1998, 2010 - People born in these years are usually brave and powerful; often they are leaders. Like tigers, they can also be agile and athletic.

Rabbit - 1951, 1963, 1975, 1987, 1999, 2011 - People born in these years are said to have good taste; they are usually lucky and successful. They are also very patient and are sometimes shy.
The Twelve Years

**Dragon - 1952, 1964, 1976, 1988, 2000** - People born in these years are usually healthy, energetic, brainy and lively. They are brave and honest and make good leaders.

**Snake - 1953, 1965, 1977, 1989, 2001** - People born in these years are usually wise and gentle. They are often good-looking, but can also be vain. They have plenty of patience, and like to do things well and will keep working at a job until it's done. Because of this they often end up rich.

**Horse - 1954, 1966, 1978, 1990, 2002** - People born in these years are usually cheerful and hard-working, independent and intelligent. They are good neighbours, and enjoy meeting people and making new friends. They seem strong but are often timid underneath.

**Goat - 1955, 1967, 1979, 1991, 2003** - People born in these years tend to be polite, gentle and shy. So they tend to be followers and not leaders. They like to eat well, like working with other people and are often good at making money.
The Twelve Years

Monkey - 1944, 1956, 1968, 1980, 1992, 2004 - People born in these years are usually creative and good with their fingers. They enjoy jokes and, like monkeys, they are always curious and often talk too much.

Rooster - 1945, 1957, 1969, 1981, 1993, 2005 - People born in these years are usually high-spirited and eager. They are often brave and want to get to the top of the class or the top of their profession. They are not shy and like to know all about other people. They enjoy music, and are often good at singing or playing instruments.

Dog - 1946, 1958, 1970, 1982, 1994, 2006 - People born in these years are usually helpful and loyal. They work hard and are good at keeping secrets. You can always trust them. They enjoy visiting new places and finding things out.

Pig - 1947, 1959, 1971, 1983, 1995, 2007 - People born in these years are very kind and honest. They are good cooks, enjoy food and drink, and are especially good at giving parties. In fact they like to take things easy.
<table>
<thead>
<tr>
<th>Chinese Zodiac</th>
<th>Animal</th>
<th>Years</th>
<th>Characteristics</th>
</tr>
</thead>
</table>
Finger Puppets to Make
Finger Puppets to Sew

Use felt, wool and feathers to make some finger puppets that can be used over again in class.
SONG FOR CHINESE NEW YEAR (2006)
(To the tune of Old Macdonald)
This song was written to use with a class of young children with severe learning difficulties, using Makaton signs for the animals and lots of sounds - great fun!

Animals mark Chinese New Year
E-I-E-I-O
And what do you think those animals are?
E-I-E-I-O

Its dog this year wow wow wow
Pig next year oink oink oink
Rat next year squeak squeak squeak
Ox next year moo moo moo
Tiger next year roar
Rabbit next year tap tap tap
Snake next year Sssssssss
Dragon next year Shhhhh
Horse next year neigh neigh neigh
Goat next year maa maa maa
Monkey next year oh oh oh
Rooster next year cock-a-doodle-doo

Animals mark Chinese New Year
E-I-E-I-O
SKIN & HAIR COLOUR

This is an activity that helps us to understand that skin/hair colour varies in a single individual, as much as between members of a family; a community; or a country in various parts of the our world.

Method:
• Find a piece of A4 card that will overlie the drawing of the girl.
• Cut a number of holes onto it so that different skin colours on the different parts of her body show through
• Ask the children to look at the different colours under the holes and ask them to guess how many people are on the picture below
• Did anyone say one? Are there any surprises?
• Think about the factors/circumstances that change our skin colour and hair colour

Follow-up activity
• Sitting on our knees in a circle on the floor, ask everyone in the circle to put their hands, palm down on the floor in front of them.
• Ask them to lift their right hand and move it to the right
• Ask them to put their hand palm down to the right of their neighbour's left hand.
• Ask everyone to look at the range of colour in the hands around the circle.
• Are any of the colours black/white/etc or is there really just one spectrum of colour darker to lighter to darker?
CO-OPERATIVE ANIMALS

This is a variation of the game co-operative squares. It involves five of the twelve animals every New Year in China is named after.

Method:

- Cut into three pieces the pictures of the cat; rabbit, rat, cockerel, and pig along the lines indicated
- Put the following into five envelopes. You will need the same number of sets as you have small groups of five.

A – Cat head; Pig bottom

B - Rabbit head; Rat bottom; Cockerel middle

C - Rat head

D - Cockerel head; Rabbit middle; Cat middle; Cat bottom

E - Pig head; Pig middle; Rat middle; Cockerel bottom; Rabbit bottom

- Break the class into small groups of five and give each group a set of envelopes to share with each of the individuals in that group
- Ask them to complete the five animals, without talking
- Explain that no one should take anyone else’s piece of picture. They can only offer theirs
- When all the groups have finished gather into the large group again and discuss
- What were the feelings?
- What is the learning?
Red Packet Pictures

Frog for long life and joy

Crane for nobility and honesty

Bee for industry and thrift

Goldfish for wealth

Mouse for laughter

Lotus for purity

Pine for endurance

Tai Chi for creativity and harmony in the universe

Panda for happiness
*This is a useful background book with pictures of Chinese New Year celebrations in different parts of the world; recipes; activities and ideas.*

**CHINA**

*This book tells the story of a kite maker; the different qualities and characteristics various animals; plants etc represent on the kite and how to make your own - key stage 1 up.*

*The diary of a fourteen year old school girl in a remote region of north-western China; a story of friendship/connection with people in the developed world through the journalist/writer and how that makes a difference, transforming not only Ma Yan’s life but that of other young people and families in her community - key stage 3.*

*This is a thrilling story, set in China at the time of Kublai Khan, of a boy who rides a kite to save his family - issues of family loyalty, duty, love and justice - key stage 2.*

*This story is an ancient Chinese folk tale dating from the Han period, during the building of the Great Wall. It highlights the suffering of the workers who were conscripted to build it - issues of solidarity and justice - key stage 1/2.*

*This is the story of Ailin, a young girl in 1911 at a time of great change in China - issues of family traditions; cultural pressure; gender; rebellion; estrangement - key stage 2/3.*

*This is a story about Grace, an adopted teenager growing up in the west, coming to terms with her own roots - issues of gender; cultural and political divides - key stage 3/4.*
This is Adeline Yen Mah's own story about her childhood and struggle for acceptance growing up with her stepmother - a Chinese Cinderella. Some good background notes at the end - key stage 2.

Comber, Leon, *Favourite Stories from Asia* (Hong Kong: Heinemann), 1971 - This is collection of short stories - various parts of Asia - key stage 1/2.
Vaisakhi
VAISAKHI LEARNING ACTIVITIES

- Teachers and leaders can adapt the following to suit their own needs.
- The methodology that worked best on the pilots was ‘circle time’. For more information about methodologies that build a positive learning environment please see the chapter on group work and facilitation in Lynagh N and M Potter, Joined Up (Belfast: NICIE, Corrymeela) 2005, pp 43 - 86. There is a hyperlink to this in the ‘Getting Started’ section of the ‘Introduction’.
- Teachers/leaders need to explore and be comfortable with their own identity before discussing identity with the class/group. It is also important for us to accept others both for the ways in which we are different and also the ways in which we are similar. It is important to be positive and also to know more about our identity and express it in ways that do not harden boundaries with others. You can find out more about sectarianism and approaches to difference in the trunk and branches sections of the downloadable ‘Moving Beyond Sectarianism’(young adults) at: www.tcd.ie/ise/projects/seed.php#mbspacks
- It is important that parents are aware of the issues in this unit. Write a letter to let them know what you will be covering and why. You could also involve parents/extended family by sending a ‘knitted puppet’ pattern home and ask if any of them could make some for you.

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<tr>
<th>STEPPING OUT LEARNING ACTIVITY VAISAKHI</th>
<th>SUGGESTED SUCCESS CRITERIA:</th>
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<tbody>
<tr>
<td>A programme for 4 sessions of 30 - 40 minutes</td>
<td>- We will explore and discuss community events and learn more about Vaisakhi and how it is celebrated</td>
</tr>
<tr>
<td>LEARNING INTENTION:</td>
<td>- We will share the story Sikh’s remember at Vaisakhi</td>
</tr>
<tr>
<td>In sharing our stories of the celebrations of events throughout the year and focusing on Vaisakhi, we recognise the similarities and differences amongst us as citizens of different ethnic/cultural background in the local and wider community</td>
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<td>- We will share and evaluate what we have learnt from a baseline</td>
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</table>
### Exploring My Identity

This column gives suggestions for a lesson outline.

#### SESSION 1

**Opening Activity**

**Events Calendar** - Talk about celebrations and events throughout the year. How many events can we recognise or talk about? Focus on Vaisakhi. What do we know about Vaisakhi or the Sikh Community in Belfast? Introduce some words - Sikh; Guru; Gurdwara; Langar. Talk about head coverings (turbans). When and why do we cover our heads or remove our shoes? How many of us worship God/pray regularly?

**Religious and social events** - Share stories about church/temple and various events around the same time as Vaisakhi - Lent; Maundy Thursday; Good Friday; Easter; Ristán etc.

Introduce the Singh family (puppets). Talk about their clothes and where the different members of the family were born/came from. It might be good to have a map or globe handy. Talk about differences in language; clothes; customs; traditions within the family and within the local/wider community and the challenges that might bring.

**Closure** - passing the globe

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### DETAIL OF WHAT TO DO

This column lists resources needed and gives sources for background information for each lesson.

#### SESSION 1

**Opening and Closing activities** - Choose appropriate activities for opening and closing each session from ‘Games’ in the Resources section.

**Events Calendar** - Print out your own copy from the ‘Resources’ section. Use this group activity as an opportunity to construct a baseline.

**Religious Calendars** [www.support4learning.org.uk](http://www.support4learning.org.uk) for religious Calendars - see also [www.shap.org](http://www.shap.org)

**Sikh Puppets** - Follow the instructions in the Resources section and as a ‘whole school’ activity, why not make a few of these (for a whole school resource) inviting staff, governors, parents and extended family members to participate? Make two - dress a boy puppet in a turban. There are good sites on the internet to help you wrap the turban correctly!

See [www.sikhnet.com/s/TurbanHeritage](http://www.sikhnet.com/s/TurbanHeritage)

Dress a girl puppet in a Shalwar Kameez. See [http://en.wikipedia.org/wiki/Shalwar_kameez](http://en.wikipedia.org/wiki/Shalwar_kameez). Think about making other members of the family and telling the family’s story as a puppet presentation. The man will have the surname Singh and the woman Kaur - see background notes in this section.

**Flashcards** - you will need these to help remember new words - Sikh; Vaisakhi; Guru; Gurdwara; Langar etc.

**Map of the world** - Invest in an inflatable globe. Passing it around the circle as an opening or closing activity, inviting people to find the country - where they live now; have lived before; have visited or know someone.

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### SESSION 2

**Opening Activity** - Clumps

**Discussion** - Talk about our behaviour - do we choose to be near our ‘friends’ or find the person nearest in order to play the game? Talk about feelings - being ‘in’ or ‘out’ of a clump. Acknowledge difference. Talk about the way we as human beings form clumps - groups we feel part of e.g. a family; or a community group ‘Irish Sikhs’; ‘Young girls’ etc. and how important it is to be in different groups so we aren’t always ‘excluded’ or excluding others.

**Sharing** - Share what we remember from last week about Vaisakhi and the Sikh Community - similarity; difference. How many words can we remember?

**Sikh family** - Use the puppets if you have them and/or the pictures of the Gurdwara and the Temple in this section. Put them up in class or make overhead projector slides. Talk about how Sikhs spend the day at the Gurdwara on Sunday. Compare with how we spend Sunday. Talk about what Sikhs do when they meet at the Gurdwara. Share stories about meetings and celebrations - getting dressed up; visiting family members; going to church/Gurdwara/Temple; sharing a meal/the Langar. In what ways are we similar and different? Talk about the 5 K’s. Do we have similar symbols to help us remember God?

**Closure** - All Change Try using specific statements

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### SESSION 2

**Clumps** - read the instructions for playing this game in ‘Games’ in the Resources section.

**Pictures of the Gurdwara.** - Use the pictures of the Belfast Gurdwara in this section or get a copy of James Nelson and Norman Richardson’s, _Local People, Global Faiths: Sikhs, Jews and Hindus in Northern Ireland 2005_ available from Colourpoint Educational, price £7.99 and share some of the pictures via overhead projector of a Sikh Gurdwara in Belfast or L’Derry. These would probably mean more to them in preparation for or after a visit to the Gurdwara.

**Background information** - you can get this on the internet - Try [www.bbc.co.uk/northernireland/schools/11_16/ citizenship](http://www.bbc.co.uk/northernireland/schools/11_16/citizenship)

[www.bbc.co.uk/religion/religions/sikhism/customs](http://www.bbc.co.uk/religion/religions/sikhism/customs)

[www.sikhs.org/khanda.htm](http://www.sikhs.org/khanda.htm)


**Flashcards** will be useful for helping us remember new words; adding the 5 k’s

**Puppets/Pictures/OHP slides** - print out the pictures of the Belfast Gurdwara in this section or copy pictures of the L’Derry Gurdwara from James and Norman’s book.

**All Change Game** - read the instructions for playing this game in ‘Games’ in the Resources section. Think
about customs & traditions around celebration e.g., whether they ever: visited India or a Gurdwara; sent cards to people for celebrations other than their own; went to church on Christmas day; celebrated Vaisakhi; have a name beginning with ‘S’; etc.

SESSION 3
Opening Activity - Gate Game.
Discussion Talk about the word ‘minority’ and what it means to be in the smaller ‘minority’ group re gender; eye colour; whether or not you wear glasses/a brace etc. Express preferences for a particular group over the other – e.g. boys are stronger than girls; people who wear glasses are more intelligent etc. Talk about ‘discrimination’ against people according to gender; eye/hair colour; age; skin colour; or religion and introduce the terms racism; and sectarianism if appropriate.

The story of Guru Gobind Singh and the first Vaisakhi. Using the 4 pictures, the story and some flashcards, tell the story of the first Vaisakhi and the founding of the Khalsa by Guru Gobind Singh. Share what we remember.

Closure

SESSION 3
Gate Game - read the instructions for playing this game in ‘Games’ in the Resources section. Think about how you will use it. This game, which ‘sorts’ people into categories according to gender; appearance; clothes worn etc. helps us experience what it’s like to be ‘grouped’ together.

Save the Children have produced a booklet, 'Think of me, Think of you' and another with Barnardo's entitled, 'Fair Play' either of which you will find very useful alongside this game/discussion

Flashcards - for new terms - minority; majority discrimination etc and new words from the story - Khalsa etc.

Vaisakhi Story
Print out your copy of the Vaisakhi story and pictures from this section.

SESSION 4
A visitor from the Sikh Community -
Opening Activity Welcome our visitor/s and introduce ourselves to one another.

Share what we know about Sikhs and the story of the first Vaisakhi with the help of puppets, pictures, flashcards etc.

Wool Web Pass the ball of wool around the group until everyone has received it and passed it on once. Web pattern connects everyone up. Talk about connections with one another; similarities and differences in how we celebrate events; what we have learnt from Vaisakhi about identity; co-operation; different skills and characteristics; and interdependence.

SESSION 4
A visitor from the Sikh Community This would be a good session to have a member of the Sikh Community present so if there isn’t one in the class; invite someone through the local Gurdwara. See ‘Contacts’ in the Resources section. Alternatively, arrange a visit.

Wool Web Read the instructions for playing this game in ‘Games’ in the Resources section. This is an affirmation exercise as well as a closure. An evaluation can be made of the learning from this and the baseline after the first session.
Vaisakhi is celebrated with joyous music and dance. It is Punjab’s New Year’s Day. It falls on April 13, though once in 36 years it occurs on April 14th. The Sikhs celebrate this festival as a collective birthday of the tenth Sikh Guru, Guru Gobind Singh, who founded the Khalsa (the Sikh brotherhood) in 1699. Here is the story.

Picture 1

Guru Gobind Singh, the tenth and last human Guru of Sikh’s, called together a huge crowd of over 50,000 Sikhs to join him for a meeting on Vaisakhi Day, March 30, 1699. When all were expecting to hear words of comfort and consolation from the lips of their Guru, they were troubled to see him with a drawn sword in his hand and crying, 'If there is anyone here who would lay down their lives, dedicate themselves to God, defend their faith and care for the poor and the helpless, let them come forward.' There was a big silence, but the Guru went on repeating his demand. Twice more the Guru issued his invitation to the crowd. Then one man came forward. Guru Gobind Singh took him into his tent. After a while he came out by himself and in his hand was a sword apparently covered in blood! The crowd gasped and started to disperse. Then the Guru asked again and amazingly another man stepped forward and went into the tent with the Guru. Yet again the Guru came out of the tent alone, with blood on his sword. Another man stepped forward and went into the tent, and then another. When a fifth man stepped forward and went into the tent with the Guru, the crowd wondered how many men must die.

Picture 2

The fifth time to everyone’s joy, the Guru came out of the tent with his sword and the five men walking behind him, still alive! 'This was a test,' the Guru explained, 'to see who was brave and willing enough to dedicate themselves to God, to defend their faith and to care for the poor.' The Guru, after dressing the five in handsome clothes, brought them from the assembly. They were then knighted as Singh’s, as the Five beloved ones or the Panje Pyare (Panje means Five and Pyare means beloved ones), the first members of the Order of the Khalsa (Sikh).
The Guru put water in a bowl for sprinkling over the five in a simple initiation ceremony, said prayers and stirred the water with a short steel sword symbolising the need for strength. The Guru’s wife, Mata Sundri, also placed some sugar crystals into the holy water or *amrit* as a reminder that strength must always be balanced by sweetness of temperament. After completing his prayers, the Guru sprinkled the *amrit* over the five. He asked them to give him some of the amrit too to show that although he was the Guru all people were equal in God’s eyes. That day amrit was given to people in the crowd who said that they believed in one God, and that all people were equal. In a move to end social divisions the five dropped their surnames, that linked to caste or occupation, and were given new last names to show that they now belonged to one big family - women were given the name *Kaur* meaning ‘princess’ to emphasise dignity and men were given the name *Singh*, which means lion, a reminder of the need for courage. The Guru declared the five to be the first members of a new community of equals, to be called the *Khalsa* which would defend the Sikh faith and care for the poor and helpless, whoever they were and whatever they believed. They were to be dedicated to the service of others and the pursuit of justice for all people of all faiths.

The Panje Pyare or beloved five were asked to wear five distinctive symbols of their new identity:

- **Kes** – uncut hair
- **Kanga** – a small comb in the hair, a reminder of the importance of cleanliness
- **Kara** – a steel bracelet, a reminder of a link to God and godly ideals
- **Kirpan** – a sword for self-defense and the protection of the weak
- **Kaccha** – a modest and specially designed cotton undergarment

From this time, people have gathered in Gurdwaras (temples) on Vaisakhi Day, usually 13th April. A new Sikh flag is put in place and the flag pole washed. There are shared meals called *Langar* and celebrations. Sikhs have their own holy scripture, *Guru Granth Sahib*. Written, composed, and compiled by the Sikh Gurus themselves, the *Guru Granth Sahib* serves as the ultimate source of spiritual guidance for Sikhs. Men and women from 16 or 18 years of age can be initiated
into the Khalsa. A baptised Sikh must observe and follow a strict code of conduct, as a sign of their commitment to follow the Sikh way of life. They must:

- worship only one God
- recite five prescribed banis (hymns) everyday
- learn the Punjabi language and read Guru Granth Sahib
- wear and observe the significance of five Ks
- live a truthful life and treat all humans as equal

Think about what we are devoted to. What would we give for it? Is it worth being devoted to? Will it bring happiness? Will it last? Will it help people?
The Vaisakhi Story
The Five K's

Kanga - A wooden comb to properly groom the hair as a symbol of cleanliness.

Kes - Uncut hair and beard, as given by God. To sustain him or her. The turban is like a crown of spirituality.

Kaccha - A modest and specially designed cotton undergarment.

Kara - The wristband is a sign of restraint. A simple band, it indicates that the wearer is a devotee of the Guru, and reminds the wearer to hold to the truth and be free of material things.

Kirpan - The sword is an emblem of courage and defence. The Khalsa is committed to defend the fine line of truth.
Belfast Gurdwara - inside the Temple
Sikh Flags
The Khanda
Pictures of the Gurus in the Temple
RIDVÁN
RIDVÁN LEARNING ACTIVITIES

- Teachers and leaders can adapt the following to suit their own needs.
- The methodology that worked best on the pilots was ‘circle time’. For more information about methodologies that build a positive learning environment please see the chapter on group work and facilitation in Lynagh N and M Potter, Joined Up (Belfast: NICIE, Corrymeela) 2005, pp 43 - 86. There is a hyperlink to this resource in the ‘Getting Started’ page in the Introduction.
- Teachers/leaders need to explore and be comfortable with their own identity before discussing identity with the class/group. It is important for us to accept others both for the ways in which we are different and also for the ways in which we are similar and to express our identity in ways that do not harden boundaries with others. You can find out more about sectarianism and approaches to difference in the trunk and branches sections of the downloadable ‘Moving Beyond Sectarianism’ (young adults) at: www.tcd.ie/ise/projects/seed.php#mbspacks

- It is important that parents are aware of the issues in this unit. Write a letter to let them know what you will be covering and why. You could also involve parents/extended family by sending a 'knitted puppet' pattern home and ask if any of them could make some for you

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<th>SUGGESTED SUCCESS CRITERIA:</th>
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<tbody>
<tr>
<td>RIDVÁN - A programme for 4 sessions of 30 - 40 minutes</td>
<td>- We will continue to build trust and learn more about one another</td>
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<tr>
<td>LEARNING INTENTION:</td>
<td>- We will encourage active listening, empathy and interactive storytelling</td>
</tr>
<tr>
<td>In sharing our stories of the celebrations of events throughout the year and focusing on Ridván, we recognise the similarities and differences amongst us as citizens of different ethnic/cultural background in the local and wider community</td>
<td>- We will hear the story of Ridván and how it is celebrated</td>
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<td></td>
<td>- We will learn more about unity and diversity from the story</td>
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<td></td>
<td>- We will learn more about diversity and inclusion using dolls/puppets from different parts of the world</td>
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<td></td>
<td>- We will learn more about diversity and inclusion using pictures of roses - a variety of type and colour within the one family</td>
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<tr>
<td></td>
<td>- We will learn more about difference and similarity in families</td>
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<td></td>
<td>- We will share our knowledge and understanding of similarities and differences amongst people of different ethnic/cultural background in the wider community</td>
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<td>- We will evaluate what we have learnt from a baseline</td>
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</tbody>
</table>
**RIDVÂN**
This column gives suggestions for a lesson outline.

**SESSION 1**

**Opening activity**

*Events Calendar* - Use this group activity as an opportunity to construct a baseline. Invite members of the class/group to share information on events. It might be useful to have a [map of the world](http://www.support4learning.org.uk) or a [religious calendar](http://www.shap.org) handy. Focus on Ridvân. Have any of the children heard of this festival? Do they know what the word means? Talk about ‘Paradise’ and what it means and about gardens in general - can any of the children name any of the gardens mentioned in the Bible - Eden; Gethsemane. Talk about Bahá’ís (from the ‘Background notes’). Introduce the themes of ‘unity’ and diversity. What do the children understand about these?

**Story of Ridvân**

*Ridvân Song:* play the song and tune from this site (mp3) and sing along with your group using some actions if appropriate.

**Closure** - **All Change** - Try using specific statements about customs & traditions around celebration e.g. whether they ever visited Iran; sent cards to people for celebrations other than their own; went to church on Christmas day; fasted during Lent or Ramadan; celebrated Ridvân; like gardens/roses; etc

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**SESSION 2**

**Opening activity** - **Gate Game**

**Discussion** - Talk about the word ‘minority’ and what it means to be in the smaller ‘minority’ group e.g. gender; eye colour; whether or not you wear glasses/a brace etc. Express preferences for a particular group over the other - e.g. boys are stronger than girls; people who wear glasses are more intelligent etc. Talk about discrimination against people according to gender; eye/hair colour; age; skin colour or religion and introduce the terms racism; sectarianism if appropriate.

**Circle Activity** - Talk about the story we heard last week and what we remember about it

**Dolls/Puppets** - Invite the children to choose dolls/puppets representing different parts of the world from a box. Talk about them. Where are they from? What reasons might bring them to this country? How might they feel living here? Using an [inflatable globe](http://www.bbc.co.uk/northernireland/schools/11_16/citizenship), talk about the different countries in the world from which they might come and how our world whilst having so much variety is made up of one planet-Earth.

### DETAIL OF WHAT TO DO

This column lists resources needed and gives sources for background information for each lesson.

**SESSION 1**

**Opening and Closing activities** - Choose appropriate activities for opening and closing each session from *Games* in the Resources section.

*Events Calendar* - Print out your own copy from the Resources section. Have a [globe/world map](http://www.support4learning.org.uk) to hand.


**Story of Ridvân and picture** - print out of the story and the accompanying picture from this section. For some excellent background information get a copy of *James Nelson and Norman Richardson’s, Local People, Global Faiths book 2: Muslims, Buddhists and Bahá’ís in Northern Ireland, 2006* available from Colourpoint Educational, price £7.99 (028) 9182 0505

See also [www.bbc.co.uk/northernireland/schools/11_16/citizenship](http://www.bbc.co.uk/northernireland/schools/11_16/citizenship)

*Flashcards* - You will need these to help everyone remember the new words Ridvân (pronounced Rizvan) Bahá’ís; Paradise etc.

**Map of the world** - Invest in an [inflatable globe](http://www.support4learning.org.uk) to pass around the circle as an opening or closing activity, inviting people to find the country - where they live now; have lived before; have visited or know someone; Print out the Ridvân story and picture.

**All Change Game** - read the instructions for playing this game in ‘Games’ in the Resources section. Think about how you will use it.

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**SESSION 2**

**Gate Game** - read the instructions for playing this game in ‘Games’ in the Resources section. Think about how you will use it. This game, which ‘sorts’ people into categories according to gender; appearance; clothes worn etc. helps us experience what it’s like to be ‘grouped’ together. Save the Children have produced a booklet, *Think of me, Think of you* and another with Barnardo’s entitled, *Fair Play* either of which you will find very useful for this session.

*Flashcards* - for the new terms - minority; majority; discrimination etc.

*Dolls from different parts of the world or the small knitted puppets* (with different colours of skin and clothing/badges) - see instructions for making the ‘knitted puppet’ under resources in the introduction - maybe send them home with the children and invite parents/extended family members to help.

An [inflatable globe](http://www.support4learning.org.uk) to help us understand that the different countries from which the dolls come or the puppets might be from, are all part of one planet.
| **Ridván song**  
| **Closure**  
| **SESSION 3**  
| **Opening Activity** - Share what we have learnt so far.  
| Talk about what we did last week  
| Introduce different *rose* pictures and invite the children to choose one for their nature books. Talk about the differences amongst 3 - 4,000 species belonging to one family.  
| Plant a mini garden or a few flowers from the rose family.  
| **Closure** - Ridván poem/song  
| **Rose Pictures** - of different flowers from different parts of the world, all members of the 'rose' family - These can be printed, as required, from the internet site  
| www.en.wikipedia.org/wiki/Category:Rosaceae  
| **Nature books; glue** - think of making small nature books from scrap or recycled paper.  
| **Plants** - plant a mini garden from the Nature trail suggestions in this section or a few flowers from the rose family. More suggestions at either of these websites  
| www.wildlifewatch.org.uk  
| www.rspb.org.uk/youth/index.asp  
| **Eco-School?**  
| Why not think about becoming an eco-school - more details at  
| www.eco-schools.org.uk  

| **SESSION 4**  
| **Opening Activity**  
| Share and discuss what we have learnt so far. Talk about Ridván and how it is celebrated. If possible invite someone from the Bahá’í community or find out if there is a Bahá’í amongst the students or staff in the school/group who would be happy to talk to the class/group. Otherwise use the information in the background notes.  
| **Closure** - Wool web to give the group a chance to share what they have learned. Pass the ball of wool around the group until everyone has received it and passed it on once. Web pattern connects everyone up. Talk about connections with one another; similarities and differences in how we celebrate events; what we have learnt from Ridván.  
| **Ridván poem/song**  

| **SESSION 4**  
| **Contacts** for the Bahá’í community are available in contacts in the Resources section  
| **Wool Web** - You will also need a Ball of wool - read the instructions for playing Wool Web in 'Games' in the Resources section. An affirmation exercise as well as a closure, we have an opportunity to talk about what we have learnt, the importance of connections and interdependence. This will give the leaders an opportunity to do some evaluation of what the group has learnt from the baseline.
The Bahá’í Faith is the youngest of the world’s religions. It was founded in Persia (Iran) by Bahá’u’lláh in the 19th century. It is followed by approx six million people in the world from all countries and backgrounds. Bahá’ís believe in the essential unity of the great world religions and that God has been revealed to humanity through a series of divine manifestations including Abraham, Buddha, Jesus, Krishna, Muhammad, Zoroaster, and Bahá’u’lláh. Its central teaching is the unity of the human race - that all people matter, and that the world should be run as one country for the benefit of everyone.

The teachings of Bahá’u’lláh include the following:
- The oneness of the world’s religions
- The oneness of humanity, regardless of ethnic origin, racial, cultural or religious background
- That science and religion are complementary
- The equality of women and men
- The responsibility of individuals to independently investigate truth

Bahá’ís have no clergy. They pray each day, observe 9 major holy days and fast for 19 days every year. They regard their work as a form of worship and are dedicated to the abolition of prejudice. There are approximately 300 Bahá’ís in Northern Ireland today with Spiritual Assemblies established in 8 towns. They are under the jurisdiction of the National Spiritual Assembly of the UK but the Universal House of Justice based on Mount Carmel in Israel is the global governing body.

RIDVÁN
Ridván pronounced ‘rizvan,’ the Arabic word for Paradise, is considered the holiest and most significant Bahá’í festival. It lasts for 12 days and celebrates Bahá’u’lláh’s declaration in Ridván, the name given to the Nabiyyih garden in Baghdad. It was here that Bahá’u’lláh gathered with family and followers for twelve days from April 21 to May 2, 1863 before being banished to Turkey by the authorities, and eventually to Akka in Israel. While he was in the garden, on the ninth day, Bahá’u’lláh told everyone that God had given Him the mission of uniting all the peoples of the world, from every religion, race and nation into one family, just as all the different flowers are gathered together in one garden, and that everyone in the world would learn to live in peace.
The festival involves devotional services and social gatherings, and the first day of Ridván is when every Bahá’í community around the world elects the nine members of its Local Spiritual Assembly, which guides and cares for the community.

The Ridván garden is still in Baghdad and most of the flowering plants have been brought to Iraq by pilgrims. They carry the plants, tend them on the way and come together from East and West, North and South, symbolic of the mission of Bahá’u’lláh. Just as different colours, roses, fruits and herbs are gathered together into one garden, so too the members of the human family from every nation of the World.
The people of Baghdad loved Bahá'u'lláh. He was very kind to them and also very wise. He could explain things that they didn't understand and helped them with problems and difficulties. There were also some people who didn't like this and wanted Bahá'u'lláh to leave the city. When Bahá'u'lláh's followers and friends heard this, they were very sad and came to say good-bye. As the house was very small, one of the friends who owned a large beautiful garden near the city, suggested that Bahá'u'lláh should go and stay there, where there would be plenty of room for all the friends to visit.

So Bahá'u'lláh went to this special garden. It was called the Garden of Ridván, which means paradise, a place that is very beautiful. It was right beside a wide river called the Tigris and to get to it you had to row across by boat. In the garden there were paths where people could walk and all along these paths there grew roses - hundreds and hundreds of roses. Very early each morning before the sun got too hot, the gardeners used to pick the roses and lay them on the ground near the tent where Bahá'u'lláh was staying. Sometimes the pile was so high that the visitors could not see over it. Then Bahá'u'lláh would give each follower a bunch of roses to give to their friends. Bahá'u'lláh stayed in this garden for twelve days from April 21st to May 2nd in 1863 and during this time a very special thing happened.

Everyone was very happy, and many people came to visit. On the ninth day in the garden, Bahá'u'lláh told everyone that He was a special Messenger from God and that God had given him the mission of uniting all the peoples of the world, from every religion, race and nation into one family, just as all the different flowers are gathered together in one garden, and that everyone in the world would learn to live in peace. That is why Ridván is a very important festival.
In the Garden of Ridván
A SONG FOR RIDVÁN (Pronounced 'rizvan') meaning Paradise

Bahá’ís central teaching is the unity of the human race - that all people matter, and that the world could be run as one country for the benefit of everyone. They believe that all the peoples of the world are one family and that we can learn to live in peace like the different flowers gathered into one garden. Here is a song (an echo poem), which Bahá’í children all over the world sing/say. The composer (and singer on the CD) is unknown but the song originated in the Hawaii Bahá’í community.

We are drops (we are drops)
Of one ocean (of one ocean)
We are waves (we are waves)
Of one sea (of one sea)

Chorus: Come and join us (come and join us)
In our quest for unity
It’s a way of life for you and me.

We are flowers (we are flowers)
Of one garden (of one garden)
We are leaves (we are leaves)
Of one tree (of one tree)
Chorus

All the earth is (all the earth is)
But one country (but one country)
We are one (We are one)
Can’t you see (can’t you see)
Chorus

NB. This song (poem) can be recited in two groups, with one starting and the other being the echo, or the leader can say the line, and all the children can be the echo, with everyone joining together for the last three lines of the chorus. It is also fun to put actions to the words, with everyone holding hands on “come and join us”, and then lifting them up on “It’s a way of life”...
Mini Nature Trail

The following design plan might give you a few ideas for making your own Nature Trail or a series of mini-habitats to attract wildlife that you can then observe around your school or centre.

**Against a wall or fence**

A - Erect a trellis for bird perches and spider homes
B - Plant thick climbers as cover for nesting birds and hibernating insects. Native flowers and berry-bearing varieties also provide food.
C - Nest sites - clean out the nest box in late summer after the babies have left.
D - Feeding sites - keep stocking a feeding station throughout the winter.
Under a window

A - A window box with lots of seasonal planting
B - A feeding station well stocked throughout the winter
Within and around the edge of a patio or playground area

A - A wheel herb garden
B - A raised season's garden or nursery bed
C - A bird bath
D - A raised mini-pond

The pieces of your 'Nature trail can be as small as a log or as big as a wood.
The possibilities are endless
Along a path
A - Paving joints and cracks are great habitats for small plants and insects
B - A log is handy to lift to observe mini-beasts
Within and around the edge of a lawn

A - A Mini-flowering meadow with paths cut through it - great for insects
B - A rock pile as a home for insects and basking site for butterflies
C - A log pile for hedgehogs, insect and fungi
D - A compost heap = great for insects
E - A mini-pond essential for wildlife of all varieties
F - A butterfly border
G - A mini-woodland containing native flowering and berry-bearing trees and shrubs providing food and shelter for all
BIBLIOGRAPHY OF RESOURCES FOR RIDVÁN
*This is an anthology of stories for children about famous religious leaders of the Bahá’í faith.*

*This is a story about the life of Bahá’u’lláh, the founder of the Bahá’í faith, for children at Key Stage 1 (5-7 year olds).*

*This is the first of a series of volumes of stories and prayers from the early days of Bahá’u’lláh and other central figures of the Bahá’í faith.*

*This is a story about Ridván, a Bahá’í boy aged 9 who finds out how to cope with the problem of bullying because he is different. He learns something about himself and his religion at the same time.*

Websites
www.bahai.org
www.bbc.co.uk/religion/religions/bahai
www.en.wikipedia.org/wiki/Category:Rosaceae

BIBLIOGRAPHY OF RESOURCES FOR ENVIRONMENTAL EDUCATION, GARDENING FOR WILDLIFE ETC.


Saga Dawa
SAGA DAWA LEARNING ACTIVITIES

- Teachers and leaders can adapt the following to suit their own needs. 
- The methodology that worked best on the pilots was ‘circle time’. For more information about methodologies that build a positive learning environment please see the chapter on group work and facilitation in Lynagh N and M Potter, *Joined Up* (Belfast: NICIE, Corrymeela) 2005, pp 43 – 86. There is a hyperlink to this in the ‘Getting Started’ section of the ‘Introduction’. 
- Teachers/leaders need to explore and be comfortable with their own identity before discussing identity with the class/group. It is also important for us to accept others both for the ways in which we are different and also the ways in which we are similar. It is important to be positive and also to know more about our identity and express it in ways that do not harden boundaries with others. You can find out more about sectarianism and approaches to difference in the trunk and branches sections of the downloadable ‘Moving Beyond Sectarianism’ (young adults) at: www.tcd.ie/ise/projects/seed.php#mbpacks
- It is important that parents are aware of the issues in this unit. Write a letter to let them know what you will be covering and why. You could also involve parents/extended family by sending a ‘knitted puppet’ pattern home and ask if any of them could make some for you.

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<td>SAGA DAWA</td>
<td>- We will explore and discuss community events and learn more about Saga Dawa and how it is celebrated</td>
</tr>
<tr>
<td>A programme for 4 sessions of 30 - 40 minutes</td>
<td>- We will share our knowledge and understanding of similarities and differences amongst people of different ethnic/cultural background in the local and wider community</td>
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<tr>
<td>LEARNING INTENTION:</td>
<td>- We will encourage active listening, empathy and interactive storytelling</td>
</tr>
<tr>
<td>In sharing our stories of the celebrations of events throughout the year and focusing on Saga Dawa, we recognise the similarities and differences amongst us as citizens of different ethnic/cultural background in the local and wider community</td>
<td>- We will share the story of Prince Siddhartha and reflect on what we can learn from the story</td>
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<td>- We will learn more about the Buddha and Buddhism</td>
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<td></td>
<td>- We will learn more about difference and inclusion/exclusion</td>
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<td>- We will share and evaluate what we have learnt from a baseline</td>
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**SAQA DAWA**

This column gives suggestions for a lesson outline

**SESSION 1**

**Opening Activity**

**Events Calendar** - Talk about celebrations and events throughout the year. How many events can we recognize; talk about? Use this group activity as an opportunity to construct a baseline. Talk about celebrations and events throughout the year. How many events can we recognize; talk about? Focus on Saga Dawa - an event which celebrates the birth, enlightenment and passing of Prince Siddhartha Gautama the founder of Buddhism. Saga Dawa is an event in June in Tibetan Buddhism - other Buddhists remember these events in the Buddha's life in May as Wesak. By comparison some Christians (Orthodox) celebrate Christmas on 7th January.

**Buddhist monk/nun puppet or picture** - Introduce the puppet, giving her a name, or the picture of the Buddhist nun and using the Buddhist Robes information in this section point out the different pieces of clothing, name them and talk about the meanings of the colours.

**Closure** - **All Change**,

Try using specific statements about customs & traditions around celebration e.g. whether they ever visited a Buddhist temple; sent cards to people for celebrations other than their own; went to church on Christmas day; celebrated Saga Dawa or Wesak; have done a meditation; etc.

**DETAIL OF WHAT TO DO**

This column lists resources needed and gives sources for background information for each lesson

**SESSION 1**

**Opening and Closing activities** - Choose appropriate activities for opening and closing each session from 'Games' in the Resources section

**Events Calendar** - Print out your own copy from the 'Resources' section. Use this group activity as an opportunity to construct a baseline. Religious Calendars [www.support4learning.org.uk](http://www.support4learning.org.uk) for religious calendars - see also [www.shap.org](http://www.shap.org)

**Information about the Buddha and Buddhism** - see [www.bbc.co.uk/religion/religions/buddhism/history](http://www.bbc.co.uk/religion/religions/buddhism/history) a really good website for information on Buddhism for children and their leaders is [www.dharmaforkids.com](http://www.dharmaforkids.com)


**Flashcards** - You will need these to help remember the new words - Buddhism; Siddhartha; Saga Dawa etc. and the different items of clothing.

**Knitted puppet** print out the instructions from the 'Resources' section and think of sending them home with the children - perhaps parents/extended family would make some for you? Dress the puppet in Buddhist robes using the pictures in this section to help.

**Map of the world** - Invest in an inflatable globe. Passing it around the circle as an opening or closing activity, inviting people to find the country - where they live now; have lived before; have visited or know someone.

**All Change Game** - read the instructions for playing this game in 'Games' in the Resources section. Think about how you will use it.

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**SESSION 2**

**Opening Activity** - Clumps

**Discussion** - Talk about our behaviour - do we choose to be near our 'friends' or find the person nearest in order to play the game. Talk about feelings - being 'in' or 'out' of a clump. Acknowledge difference.

**Sharing** - Share what we remember from last week about Saga Dawa,

**Story of the Buddha** Look at the first 4 pictures. Tell the story about Prince Siddhartha up to the point where he meets the old man seeking enlightenment under a tree. Talk about 'enlightenment' or 'awakening' and the four noble truths - there is suffering; suffering has a cause (origin of suffering); the cause can be removed (cessation of suffering) and the middle way (the 8 fold path)

**Symbols/pictures** - Talk about the 8 auspicious symbols and performing the prayers.

**Closure** - Think about doing a meditation which can be carried out by many faiths including the Christian faith.

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**SESSION 2**

**Clumps** - This game breaks people into clumps.


**Background information** - get a copy of James Nelson and Norman Richardson's, *Local People, Global Faiths* book 2: Muslims, Buddhists and Baha’is in Northern Ireland, 2006 available from Colourpoint Educational, price £7.99 (028) 9182 0505. For other background information see [www.bbc.co.uk/northernireland/schools/11_16/citizen](http://www.bbc.co.uk/northernireland/schools/11_16/citizen)

**Flashcards** - to help us remember the 4 noble truths and 8 auspicious symbols - see background information on any of the websites named.

**Symbols** - Collect some symbols if possible - a Buddha; pictures of the 8 auspicious symbols etc.
SESSION 3
Opening Activity - Gate Game
Discussion - Talk about the word ‘minority’ and what it means to be in the smaller ‘minority’ group re gender; eye colour; whether or not you wear glasses/a brace etc. Express preferences for a particular group over the other - e.g. boys are stronger than girls; people who wear glasses are more intelligent etc. Talk about discrimination against people according to gender; eye/hair colour; age; skin colour; or religion and introduce the terms racism; sectarianism if appropriate.
Recap of the story of Prince Siddhartha - first 4 pictures
Next 3 pictures - Share the last bit of the story about Prince Siddhartha. What do we learn? Themes - attitudes to others, different from us; crossing boundaries; finding peace.
Buddhist Robes
If you have a visitor who can talk about the robes this will be good. Alternatively print out the picture poster in this section or use a knitted puppet dressed in the robes. Talk about the significance of the colours and folds using the community of inquiry method.
Closure - meditation or Pass the globe inviting people to find India where Siddhartha was born and where the Dalai Lama lives; Tibet; other countries where you may find Buddhists; Countries any of us have visited; have lived before or know someone.

SESSION 4
Opening Activity - pass an object associated with the Buddha and your name
Hand puppet of Buddhist monk - naming the robes
Colouring in activity - Name and colour in the robes using the correct colours How much does the class/group remember?
The Story of Prince Siddhartha - share the story using the pictures - what can we remember?
Other puppets - If you have a set of puppets of varying colours and wearing badges of the different world faiths, find out how much knowledge there is in the group of the other main religious faiths in NI. Are there any surprises? Is there any difficulty recognising/acknowledging the Christian? (Or do they have to be Catholic or Protestant?)
Wool Web - Pass the ball of wool around the group until everyone has received it and passed it on once. Web pattern connects everyone up. Talk about connections with one another; similarities and differences in how we celebrate events; what we have learnt from Saga Dawa, about identity; co-operation; different skills and characteristics; and interdependence.

SESSION 3
A Buddhist visitor - This would be a good session to have a Buddhist present so invite someone or arrange a visit. Contact the Tashi Khyl Trust in Saintfield, Co. Down and/or the Potala Centre and see if you can arrange for someone to visit the class/group during one of the sessions - See ‘Contacts’ in the Resources section.
Gate Game - read the instructions for playing this game in ‘Games’ in the Resources section. Think about how you will use it. This game, which ‘sorts’ people into categories according to gender; appearance; clothes worn etc. helps us experience what it’s like to be ‘grouped’ together.
Flashcards - for new terms - minority; majority discrimination etc.
Save the Children have produced a booklet, ‘Think of me, Think of you’ and another with Barnardo’s entitled, ‘Fair Play’ either of which you will find very useful for this session.
Story; pictures
Buddhist Robes - print out the information on these from this section
The Story of Prince Siddhartha

1. Two thousand five hundred years ago, in the city of Kapilavastu, in India, Queen Maya had a dream about a big white elephant that filled her with joy. Her husband, Suddhodhana interpreted the dream – soon they would have a son – a prince. Sure enough, Prince Siddhartha was born soon after in the Lumbini wood not far from the city. Asita, a local hermit predicted that he would be a wise teacher and show the world how to escape pain and death.

2. Although Siddhartha lived in luxury, he would often put his toys aside to sit quietly and meditate. The Prince loved animals and also became a great athlete and horseman. Through meditation, he stayed calm and alert in everything he did. His father was pleased with him but worried about Asita’s prediction. He decided to protect Siddhartha from knowing about pain and death by keeping him in the palace seeing only joy, youth and beauty.

3. Deciding it was time for his son to marry, the king invited princesses to come to the palace. Siddhartha fell in love with Yashodara at first sight. He chose her as his bride by offering her a garland of fragrant flowers. The newly weds were very happy amusing themselves in the palace gardens and the following spring, they had a son, Rahula. Suddhodhana was no longer worried about Asita’s prophecy.

4. One day Siddhartha asked his father if he could visit the city, ‘How can I be king of a people I have never seen and who haven’t seen me?’ Suddhodhana agreed but ordered that the old, the poor, the sick and the dying were to be kept away from the streets and squares. Channa, his charioteer, drove Siddhartha through the streets of Kapilavastu. He became troubled and full of questions when he saw an old man. On a second visit to the city he saw a sick woman. The king tried to distract Siddhartha from his sad thoughts but Siddhartha wanted to return to the city and this time he saw a funeral. Learning of the existence of death, Siddhartha wondered how he could meet and defeat it. On the way back to the palace they saw a beggar under a tree who told them he was seeking enlightenment.

5. Siddhartha escaped from the palace on Kanthaka, king of the horses, and took Channa with him. They went to Bhargava, where Siddhartha asked
Channa to return to the palace with the horse and messages for his family. He was 29. He swapped his grand clothes with those of a beggar dressed in an ochre coloured robe and met Arada, a master of wisdom, who told him about enlightenment.

6. He chose hunger as his enemy and for six years he meditated under a banyan tree in the forest surviving on less and less food every day. Then seeing that fasting didn’t work, he began to take food again until he regained his strength. He continued to meditate until he learnt about the cycle of birth and rebirth. Then he became the ‘Buddha’ or ‘awakened one’.

7. After two months, the Buddha decided to share his teachings about ‘the Middle Way’ between having too much and too little, both of which he had found wanting. His ‘Four Noble Truths’ and the foundation of all Buddhist beliefs are:

1 All human life is suffering.
2 All suffering is caused by human desire
3 An end of human desire is the end of human sufferings.
4 An end to all the desire can be achieved by following the ‘Eightfold Noble Path’ of

1 Right Understanding
2 Right Thought
3 Right Speech
4 Right Action
5 Right Livelihood
6 Right Effort
7 Right Mindfulness
8 Right Concentration

For the next forty-five years the Buddha founded an order of monks and at the age of eighty, attained Parinirvana (freedom from the cycle of birth and death).
The Story of Prince Siddhartha
Buddhist Robes

Shaved Head
To overcome vanity and attain happiness

Donka - Upper Garment
V-neck collar representing jaws of death
Make every moment of life meaningful
Thin blue thread on sleeves represents
Buddha's teachings - remember to practice them

Chogyu
Yellow robe for wisdom
Many different pieces are stitched together
representing Buddha's teaching on interdependence

Zen
Red robe under the yellow is for concentration

Mala
108 beads for prayer and mantras

Shamtas - Lower Robe
4 folds represent the 4 noble truths
2 folds facing front (to be achieved)
represent true cessations and true path
2 folds facing back (to be abandoned)
represent sufferings and causes/origins
Picture to Colour
Saint Patrick’s Day and
The Twelfth
SAINT PATRICK’S DAY & THE TWELFTH LEARNING ACTIVITIES

- Teachers and leaders can adapt the following to suit their own needs.
- The methodology that worked best on the pilots was ‘circle time’. For more information about methodologies that build a positive learning environment please see the chapter on group work and facilitation in Lynagh N and M Potter, *Joined Up* (Belfast: NICIE, Corrymeela) 2005, pp 43 - 86. There is a hyperlink to this resource in the ‘Getting Started’ page in the Introduction.
- Teachers/leaders need to explore and be comfortable with their own identity before discussing identity with the class/group. It is important for us to accept others both for the ways in which we are different and also for the ways in which we are similar and to express our identity in ways that do not harden boundaries with others. You can find out more about sectarianism and approaches to difference in the trunk and branches sections of the downloadable ‘Moving Beyond Sectarianism’(young adults) at: [www.tcd.ie/ise/projects/seed.php#mbspacks](http://www.tcd.ie/ise/projects/seed.php#mbspacks)
- It is important that parents are aware of the issues in this unit. Write a letter to let them know what you will be covering and why.
- These two events – Saint Patrick’s Day & The Twelfth can be studied separately or comparatively. During the pilots they were studied comparatively over 4 and 5 sessions. In what follows the learning activities have been presented in 4 sessions. These can be adapted so that the events can be studied separately; or extended with other materials used in between or following the sessions.

<table>
<thead>
<tr>
<th>STEPPING OUT LEARNING ACTIVITY</th>
<th>SUGGESTED SUCCESS CRITERIA:</th>
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| SAINT PATRICK’S DAY AND THE TWELFTH | - We will share stories about the celebration of St Patrick’s Day and The Twelfth  
- We will learn about King William and St Patrick  
- We will learn more about our own and others identity and their expressions through symbols and flags associated with The Twelfth and St Patrick’s Day  
- We will encourage active listening: empathy  
- We will share similarity and difference  
- We will understand more about systems that exclude and harden boundaries between us  
- We will share and evaluate what we have learnt from a baseline |

A programme for 4 sessions of 30 - 40 minutes

**LEARNING INTENTION:**

In sharing our stories of events throughout the year and focusing on Saint Patrick’s Day and The Twelfth, we learn more about and share feelings associated with commemoration; identity, division and inclusion
### SAINT PATRICK’S DAY AND THE TWELFTH
This column gives suggestions for a lesson outline

#### SESSION 1

**Opening activity**

**Events Calendar** Invite members of the class/group to share information on events throughout the year. Focus on Saint Patrick’s Day and the Twelfth. Use this group activity as an opportunity to construct a baseline.

**Ulster Wean’s A-Z frieze** First picture (Irish dancing) and Letters ‘B’ (Banner; Bodhran) ‘D’ (Drum) ‘F’ (Flags and Flute) ‘I’ (Ireland; King Billy and Kerbs) ‘O’ (Orangeman) and ‘S’ (Shamrock; St. Patrick).

**Paper cuttings** - share information about St Patrick’s Day and The Twelfth - what we know about them; how they are celebrated in different ways; talk about other celebrations we know, learning more about ourselves and others.

**Flags and symbols weave** - Look at the colours green, white and orange; red, white and blue… Arrange them on either side of the cloth. Talk about how they feel seeing those colours e.g. on Kerbs. Talk about the Irish; Ulster/Northern Ireland flags. Attach other symbols according to where the group members think they belong on the weave. Invite members of the group to share information about the different symbols.

**Closure** - All Change - Try using specific statements about e.g. whether they ever visited an area flying Ulster/Irish flags; go to church on St Patrick’s Day; sent cards to people for celebrations other than their own; went to a St Patrick’s Day/Twelfth parade etc.

#### SESSION 2

**Opening activity - Clumps**

**Discussion** - Talk about our behaviour - do we choose to be near our ‘friends’ or the person nearest in order to play the game. Talk about feelings - being ‘in’ or ‘out’ of a clump. Acknowledge difference.

**The Story of King William** - Tell the story of King William using either the picture set and story or the Diorama. What is the group learning about William; his birth in Holland; time in Ireland and the Battle of the Boyne especially, that they didn’t know already? How do they feel about it?

**The Story of Saint Patrick** - Tell the story of Patrick using either the picture set and story or the Diorama. What is the group learning about Patrick, where he came from and his time in Ireland especially, that they didn’t know already? How do they feel about it? Talk about how others, in Ireland and in other parts of the world, might spend the day using information from the websites. How might we make the day more ‘inclusive’ to different people who might want to join in? How might we help them feel ‘safe’?

### DETAIL OF WHAT TO DO
This column lists resources needed and gives sources for background information for each lesson

#### SESSION 1

**Opening and Closing activities** Choose appropriate activities for opening and closing each session from ‘Games’ in the Resources section

**Events Calendar** - Print out your own from the Resources section

**Ulster Wean’s A-Z frieze** - the frieze, or the book, may still be available from the Community Relations Resource Centre on College Square East. It is another useful way of constructing a baseline - what the children can recognise; name or share information about.

**Paper Cuttings** If you have them, it is useful to share newspaper headlines, cartoons and pictures of coverage of the events. Try the following website links also: http://news.bbc.co.uk/1/hi/northern_ireland/1422212.stm

**Flags and symbols weave** - Flags and symbols are essential for this session. You can print off pictures of flags from the Quiz folder or buy small ones and symbols from various shops particularly at times near these events. Other flags and symbols and information about them can be found on this very useful website www.cain.ulst.ac.uk

**Ulster Wean’s A-Z frieze**

**All Change Game** - read the instructions for playing this game in ‘Games’ in the Resources section. Think about how you will use it.

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**SESSION 2**

**Clumps** - read the instructions for playing this game in ‘Games’ in the Resources section. This game breaks people into clumps.

**Story of King William** Print out the ‘Saint Patrick’ and ‘King William’ stories; picture sets and, if you decide to make a diorama, the diorama slides.

**For more information to accompany the story see**

www.bbc.co.uk/northernireland/learning/william

**The Story of Saint Patrick** For more information to accompany the story or arrange a visit see

http://www.saintpatrickcentre.com/stories

**Map of the world** - Invest in an inflatable globe to pass around the circle as an opening or closing activity, inviting people to find the country - where they live now; have lived before; have visited or know someone...

**Flashcards** - These will help us remember new words - Holland; Boyne; etc.
**SESSION 3**

**Circle activity - Gate Game**

**Discussion** – Talk about the word ‘minority’ and what it means to be in the smaller ‘minority’ group re gender; eye colour; whether or not you wear glasses/a brace etc. Express preferences for a particular group over the other – e.g. boys are stronger than girls; people who wear glasses are more intelligent etc. Talk about ‘discrimination’ against people according to gender; eye/hair colour; age; skin colour; or religion and introduce the terms racism; sectarianism if appropriate.

**Celebration Poster** - Note the different ways the children spend St Patrick’s Day and The Twelfth – meeting family and friends; going to the parade and marching/dancing to the music; going to their caravan, going to church or on pilgrimage.

**Symbolism** - Talk about the colours, flags and symbols that have been introduced on previous weeks and their meanings. Introduce symbols that both communities use in N. Ireland - red hand, shamrock, harp, white ribbon and Cuchulain. Introduce flashcards - sectarianism; racism; sexism; ageism; discrimination and prejudice. Talk about what they mean.

**Closure**

**SESSION 3**

**Gate Game** – read the instructions for playing this game in ‘Games’ in the Resources section. Think about how you will use it. This game, which ‘sorts’ people into categories according to gender; appearance; clothes worn etc. helps us experience what it’s like to be ‘grouped’ together.

**Save the Children** have produced a booklet, ‘Think of me, Think of you’ and another with Barnardo’s entitled, ‘Fair Play’ either of which you will find very useful for this session.

**Flashcards** - for new terms - minority; majority; discrimination; sectarianism etc.

**Celebration Poster** - Use a large sheet of paper and write or better still if you can, draw a picture of the day. Turn over and draw a similar picture for the ‘other’ celebration. What are the similar themes running through both celebrations? How do the world-wide celebrations of Saint Patrick’s day differ from place to place? Use the inflatable globe again.

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**SESSION 4**

**Circle activity - getting into 3 groups**

**Spaghetti Quiz**

**Wool Web**

**Closure** - collect some feedback about what we have learnt from previous weeks. We have an opportunity to share/talk about what we have learnt as well as the importance of connections and interdependence.

**SESSION 4**

**Spaghetti Quiz**; Paper and pens; Cassette recorder; tapes; pictures; prizes etc. You will need uneven lengths of string for the ‘spaghetti.’ There are up to 7 rounds in this quiz so decide which ones you will use and print out the necessary pictures etc. awarding ‘prizes’ to all at the end.

**Wool Web** - This is an affirmation exercise as well as a closure. An evaluation can be made of the learning from this and the baseline after the first session.
THE STORY OF SAINT PATRICK
To accompany the picture set

1. Patrick was born somewhere in Roman Britain to a fairly wealthy family. His father was a civil servant and 'worker deacon' and his grandfather was a priest so he would have been brought up as a Christian. He was not religious as a youth but while in his teens, he was kidnapped in a raid and transported to Ireland by pirates who sold him as a slave.

2. He was sold to an Irish chieftain who sent him to look after the sheep. This was a hard time for Patrick as a slave in a strange land without the security of family life. He writes in his 'Confession' that praying many prayers each day, he met God face-to-face as he remembered words from the Psalms and the Gospels taught to him by his family.

3. He describes a dream he had one night in which he heard a voice urging him to leave for home for his ship was ready. He escaped and walked many miles to a harbour where he was allowed to board a ship going to France.

4. He returned home and eventually studied to become a priest. In 432, the call came to Patrick to return to Ireland. Again it was in the form of a dream when he heard the voice of a man called Victoricus, whom Patrick had known in Ireland, holding countless letters in his hand entitled, 'The Voice of the Irish' and calling out to him, 'we beseech you, come and walk among us.'

5. Patrick came to Ireland as a missionary bishop. The local chief, Dichtu came out to meet Patrick with armed men, but was so impressed with him and his teaching that he became a Christian and was baptized.

6. Dichtu gave Patrick a barn to use as a church. He travelled all round Ireland and founded hundreds of churches. It is said that he used the shamrock to help explain the Trinity - the three in one - Father, Son and Holy Spirit. Patrick died on 17th March, AD 461.
Saint Patrick picture set
Come and walk among us again
Making and Using a Diorama
1. Patrick was born about the year 390 in the west of Britain. As a young man, he was captured by some pirates and brought to Ireland to be sold as a slave.

During this time, he learnt more about the Christian faith he had been taught as a boy and prayed to God a lot. He was sold to an Irish chief who sent him to work looking after the sheep. During this time, he learnt more about the Christian faith.
walk among us again.

he heard the voice of the Irish saying, 'Come and

to become a priest. He had another dream in which

4. When Patrick arrived back in Britain, he studied

France.

where he was allowed to board a ship going to
He escaped and walked many miles to a harbour
voice telling him to go back to his own country.

3. One night he had a dream in which he heard a
I 7th March, AD 461.

Patrick, son and Holy Spirit, Patrick died on the shamrock to help explain the three in one - Father, Son and Holy Spirit. It is said that he used hundreds of other churches. He travelled all round Ireland and founded the first church.

6. Dichthu gave Patrick a barn to use as a church.

The local chief, Dichthu came to meet Patrick with armed men, but was so impressed with him, believed his teaching and was baptized. Patrick came to Ireland as a missionary bishop.
THE STORY OF KING BILLY
To accompany the picture set
For more information see www.bbc.co.uk/northernireland/learning/william

1. William was born in Holland on 4th November 1650. His young mother Princess Mary was very sad. Her husband, Prince William II, had recently died of smallpox. Her father King Charles I had been executed in London the previous year. Her brother Charles was living in exile.

2. The Princess hated living in Holland so when her brother Charles was able to become King Charles II, in May 1660, William was brought to London to join in the celebrations. In the procession, nine-year-old William sat on the knee of his uncle James. William’s mother died of smallpox that year and his grandmother Amelia cared for William, now an orphan.

3. In London on the 5th November 1677 Prince William of Orange married his Uncle James’ daughter, Princess Mary at St James’s Palace. The Prince at 27 suffered from asthma and was slightly stooped. His bride, although she was only 15 was nearly six feet tall and taller than him. They had a small wedding and only members of the Royal Family attended. The bride’s sister, Princess Anne, was in bed with smallpox.

4. In 1685 William’s uncle became King James II of England and Ireland. James was a Catholic and the British parliament didn’t trust him because Catholics in Ireland were appointed to key posts in government and parliament and they were afraid that Protestants would be persecuted, so in 1688 they invited William and Mary, who were Protestants, to England to replace James. James fled to Ireland supported by Louis XIV of France, who was at war with William and the Dutch. The Pope (Innocent XI) supported William because of Louis’s treatment of the French Catholic church. William and James fought each other at the Battle of the Boyne on July 1st 1690. It is unlikely that he rode a white horse, as this would have been unwise in battle. The Catholic Nationalist cause in Ireland saw the battle as a defeat, but both Protestants and the Pope saw it as a victory and it was celebrated in Catholic churches in Austria. Peace returned in the 1690s after decades of war but bitter memories have remained with Protestants and Catholics alike, roots of present day sectarianism. A strong believer in religious tolerance, William’s Protestantism was not militant. He spent less than three months in Ireland, from 15 June to 5 September 1690, and never returned.
5. When James died, William and Mary became King and Queen and lived at Hampton Court, thirteen miles outside London. They were both very interested in gardening. William liked evergreen shrubs, arranged in patterns with canals, fountains and statues. They both loved their gardens. William found them an oasis of peace when he returned home from fighting in various wars, and when Mary died of smallpox in 1694 he went to the gardens for comfort. Whilst riding his horse, Sorrel at Hampton Court, the horse stumbled on a molehill and William fell off and broke his collarbone. He died a few weeks later on 8th March 1702.
King William 111 Picture set
How to make and use a Diorama Theatre

Telling the Story of King William’s Life
1. William was born in Holland in 1650. His mother was very sad. Her husband had recently died. 

2. When William was 9 his uncle Charles became King of England. He went to London for the coronation and sat on his uncle James' knee in the procession. Charles' foot was steeper than his uncle's. He was nearly 6 feet and taller than him. He was 15 year old cousin Mary. She was nearly 6 feet taller than him. He suffered from asthma and was slightly stooped.

3. Prince William was 27 when he married his 5 year old cousin Mary. She was nearly 6 feet tall.

William was born in Holland in 1650.
4. William was a keen soldier. He was in Ireland during the Battle of the Boyne for only three months and never returned. He wanted different religions to get on.

5. William was 52 when he died in 1702. He was a keen gardener and founded the Bank of England.
SPAGHETTI QUIZ

A Spaghetti quiz brings a bit more equity into the competition between each small group. It introduces chance and takes the focus off the score. The important aim is to have fun learning from one another.

AIMS:
- To have fun finding out how much we do and do not know about the 'Saint Patrick’s Day' and 'The Twelfth' celebrations
- To encourage co-operation and team building within each small group
- To help children learn more about history, politics, and cultural identity
- To encourage them to work together as a team to inform one another - particularly relevant for inter-community groups

TIME: 1 hour

EQUIPMENT:
Large saucepan; ball of wool cut into different lengths for the 'spaghetti'; scraps of paper; pens; pictures for picture round; symbols for symbol round; puzzles for puzzle round and prizes.

METHOD:
- You will need a large saucepan and a ball of wool cut up into different lengths of ‘spaghetti’- from 3” to 23” and any length in between.
- Arrange the pieces in the pot with the ends hanging over the side, so that when you put the lid on, they all look the same length.
- When a team gets an answer right, someone is appointed to choose a piece of ‘spaghetti’ for their team.
- The pieces are all joined together, and at the end all the teams compare their lengths of wool.
- The team with the longest piece of wool 'wins'. The chance element keeps the suspense going and everyone interested.
ROUNDS

- Start with getting the large group into smaller teams of 6-8
- Ask the teams to choose a name by which they will be known
- Take turns to ask each team a question. If they get it right, one of them chooses a piece of ‘spaghetti’. If they get it wrong offer a bonus to the next team
- Let the teams complete the answers on a piece of paper
- With the Drama round, award a piece of spaghetti for the effort of each team member ‘taking the stage’
- With the Puzzle round award a piece of spaghetti for the first team to finish
- Try to mix the rounds and use any number of the following:-
  General Knowledge round 1
  Picture round
  Drama round
  Symbol round
  General Knowledge round 2
  Drawing round
  Puzzle round
- A music round is also possible. Find a CD/tape of music from a republican band and one from a loyalist band - see if you can find tapes that feature a common instrumental piece e.g. The Star of the County Down. Play both - can the teams tell which is which?
- Finish by asking the teams to join up all their pieces of ‘spaghetti’ and compare the lengths to find the winning team
- Award prizes as appropriate
1. GENERAL KNOWLEDGE ROUND 1

1. Saint Patrick's Day is celebrated on
17th March; 1st May; 15th August
(17th March)

2. The Twelfth event is celebrated in
January; July; November
(July)

3. Saint Patrick was born in
Ireland; Britain; France
(Britain)

4. What event is being remembered on the Twelfth?
The life of Saint Patrick
The birth of Jesus
The battle of the Boyne
(The battle of the Boyne)

5. Was Patrick
Protestant; Catholic; Christian
(He was a Christian)

6. What do people spend months making for the 11th night, the evening
before the Twelfth?
A Maypole
A bonfire
A cake
(A bonfire)

7. What plant is associated with St Patrick?
(The shamrock)

8. What plant is associated with the Twelfth?
(The orange lily)
2. PICTURE ROUND - The picture card is only an illustration. Feel free to change this. It will need to be updated! Here are the answers:

1. Busted
2. Thomas the tank engine
3. Saint Patrick
4. The Tweenies (Jake, Bella, Milo, Fizz and Doodles)
5. Koala Brothers
6. Balamory
7. Shrek
8. King William III (King Billy)
9. Spud (from Bob the Builder)
10. Fimbles (Florrie; Fimbo and Pom)
11. Postman Pat and Jess
12. Bob the Builder

3. DRAMA ROUND - Cut the following into strips and let a member of each group choose one:

- Mime being part of an orange march on 12th July
- Mime playing one of the following Flute; Bodhran; Bagpipes; Uilleann pipes; Irish harp
- Mime Patrick telling people about the shamrock
- Mime a Scottish dance; Irish dance

Own team is allowed to guess first. If they get it wrong, offer a guess to the other team.

4. SYMBOL ROUND - See symbol card
5. GENERAL KNOWLEDGE ROUND 2

1. Was King William III
   (a) Irish;
   (b) British;
   (c) Dutch
   (He was Dutch)

2. The first time Patrick came to Ireland, he was
   (a) Running away from home;
   (b) Captured by pirates;
   (c) Looking for a job
   (He was captured by pirates)

3. How was William III related to James II? James was William's
   (a) Uncle;
   (b) Brother;
   (c) Father-in-law
   (He was his uncle and father-in-law)

4. What did Patrick do in Ireland?
   (a) Travel around the country;
   (b) Mind sheep;
   (c) Tell people about Jesus
   (He did all three)

5. How did William die?
   (a) At the battle of the Boyne
   (b) After falling off his horse
   (c) Small pox
   (He fell off his horse)

6. Where did Patrick die?
   (a) Ireland
   (b) Britain
   (c) France
   (Ireland)
6. DRAWING ROUND - Cut the following into strips and let a member of each group choose one:

- **Draw a symbol for St Patrick's Day**
- **Draw a symbol for The Twelfth**

7. PUZZLE ROUND - Print out a Union Jack or Tricolour; or any other flag or banner connected with either St Patrick’s Day or the Twelfth. Cut the picture into eight jigsaw pieces. Offer a set of pieces to each team and the first to finish wins.
Which of these pictures/symbols might you see on Saint Patrick's Day?
Picture Round
Flags
Flags
Hiroshima Day
HIROSHIMA DAY LEARNING ACTIVITIES

- Teachers and leaders can adapt the following to suit their own needs.
- The methodology that worked best on the pilots was 'circle time'. For more information about methodologies that build a positive learning environment please see the chapter on group work and facilitation in Lynagh N and M Potter, *Joined Up* (Belfast: NICIE, Corrymeela) 2005, pp 43 - 86. There is a hyperlink to this resource in the 'Getting Started' page in the Introduction.
- Teachers/leaders need to explore and be comfortable with their own identity before discussing identity with the class/group. It is important for us to accept others both for the ways in which we are different and also for the ways in which we are similar and to express our identity in ways that do not harden boundaries with others. You can find out more about sectarianism and approaches to difference in the trunk and branches sections of the downloadable ‘Moving Beyond Sectarianism’(young adults) at: www.tcd.ie/ise/projects/seed.php#whoweare
- It is important that parents are aware of the issues in this unit. Write a letter to let them know what you will be covering and why.

### STEPPING OUT LEARNING ACTIVITY

**HIROSHIMA DAY** A programme for 2 sessions of 30 - 40 minutes

**LEARNING INTENTION:**
In sharing our stories of events throughout the year and focusing on Hiroshima Day, we learn more about and share feelings associated with conflict/war/loss

**SUGGESTED SUCCESS CRITERIA:**
- We will continue to build trust and share more with one another
- We will encourage active listening; empathy
- We will learn more about conflict/war/loss
- We will share feelings associated with loss
- We will learn more about Sadako Sasaki and her response to the Hiroshima bomb - Hiroshima Day 8th August 1945
- We will share and evaluate what we have learnt from a baseline

### HIROSHIMA DAY
This column gives suggestions for a lesson outline

**SESSION 1**

**Opening activity**

Events Calendar - Invite members of the class/group to share information on events throughout the year. Focus on Hiroshima Day - Invite members of the class/group to share what they know about the Second World War; and the Atom bomb. What do we know about Japan? Origami; the martial arts etc. Use this group activity as an opportunity to construct a baseline.

**Story** - Sadako Sasaki.

**Picture 1** - Ask the children about memorials. What

**DETAIL OF WHAT TO DO**
This column lists resources needed and gives sources for background information for each lesson

**SESSION 1**

Opening and Closing activities - Choose appropriate activities for opening and closing each session from ‘Games’ in the Resources section

Events Calendar Print out your own from the ‘Resources’ section

Map of the world - Invest in an inflatable globe to find Japan and to pass around the circle as an opening or closing activity, inviting people to find the country - where they live now; have lived before; have visited or
SESSION 2
Opening activity - Gate Game
Discussion - Talk about Sadako - ways in which we are different and also similar. Talk about war and conflict and how it divides people.
Story - Talk about what we remember about the story of Sadako Sasaki so far.
Picture 3 - Re-introduce the crane as you continue the story of Sadako. Talk about the raw material needed to make this working toy - one square-shaped piece of paper. Why would origami be such a good activity to do in bed? Sadako dies. Talk about loss. Share stories; feelings. How do Sadako’s friends respond? How does her mother respond? What can we learn about hope? Dreams? Peace?
Picture 4 - The crane represents hope/peace for the people of Hiroshima. Look at the picture showing Japanese children at Hiroshima Peace Park on Peace Day, 6th August with the paper cranes they have made. If you have the time and enough assistance to support the children if this is a first attempt at origami for them, make cranes in class. Ask the group how they feel completing the crane. What did they like/not like about it? Could they or would they like to make another on their own? Look at the children in the picture. How do they feel? Is this a good way to remember the war?
Closure - Wool Web. Pass the ball of wool around the group until everyone has received it and passed it on once. Web pattern connects everyone up. Talk about connections with one another; similarities and differences in how we remember events; what we have learnt from Hiroshima Day.

SESSION 2
Gate Game - read the instructions for playing this game in ‘Games’ in the Resources section. Think about how you will use it. This game, which ‘sorts’ people into categories according to gender; appearance; clothes worn etc. helps us experience what it’s like to be ‘grouped’ together.
Class Library - the Class Library in the Resources section has several books about World War Two at an appropriate key stage level that children might like to read to extend their knowledge.
Making Paper Cranes - There are lots of other ideas and activities on the Peace Club website: www.sadako.org
Loss - there is a whole module about loss in ‘William’s Stories’ in the Stories section of this resource with suggestions about follow up and support etc.
Wool Web - read the instructions for playing this in ‘Games’ in the Resources section. This is an affirmation exercise as well as closure. We have an opportunity to share/talk about what we have learnt as well as the importance of connections and interdependence. An evaluation can be made of the learning from this and the baseline after the first session.

are they? Any experiences? Buddhists? Why are doves released? Talk about dressing up for special events - birthdays; church; Halloween; memorial days. Talk about light in darkness as a symbol of hope. What do the children understand about light and hope? Talk about lights we know in darkness - stars; moon; electric light; torch; lighthouse; candles and about how light makes us feel when we are frightened in the dark - safe; secure; less afraid. Why the fireworks? Candles on the water?
Picture 2 - Look at the Events Calendar again. Talk about another event - Sports Day and running. Share what we like/don’t like about this event. Talk about illness. Has anyone ever been in or visited someone in hospital? Share feelings. Talk about loss, sadness; disappointment. Talk about light in darkness as a symbol of hope. What do the children understand about light and hope? Talk about lights we know in darkness - stars; moon; electric light; torch; lighthouse; candles and about how light makes us feel when we are frightened in the dark - safe; secure; less afraid. Why the fireworks? Candles on the water?

Story and Pictures - Print out your own copy of the story and pictures from this section.
Buddhism - It might be good for the class/group to have completed the module on Saga Dawa and use this as an opportunity to check what we remember.
Origami Crane - Make an Origami Crane. You can follow instructions from either of the following websites:
http://www.savingcranes.org/teachers/kids/origami.cfm
http://www.sadako.com/fold/folding.html
Does anyone know that Origami, a Japanese word is the name given to the art of paper folding?
All Change Game - read the instructions for playing this game in ‘Games’ in the Resources section. Think about how you will use it.

Know someone
Story and Pictures - Print out your own copy of the story and pictures from this section.
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Does anyone know that Origami, a Japanese word is the name given to the art of paper folding?
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THE STORY OF SADAKO SASAKI

The story began when an atomic bomb was dropped on Hiroshima, Japan on August 6, 1945 to end World War II. It exploded above the city killing about 80,000 civilians outright but by the end of 1945, probably 60,000 more people died due to radiation poisoning. Sadako was only two years old when it happened.

1. It was now August 6\textsuperscript{th} 1954 and like most of the survivors, Sadako’s family felt the need to remind all the children about the importance of peace and the tragedy of a war. They went to the Peace Park, remembering victims they knew as they walked through the memorial building. Then after speeches by the Buddhist priests and the mayor, white doves were freed and circled over the scarred Atomic Dome,\textsuperscript{1} preserved as an appeal for world peace and as a witness to the horror of nuclear weapons. Once the ceremonies were over, the day passed quickly and Sadako enjoyed the crowds and the music. As the sun went down and the fireworks faded, the crowd carried paper lanterns to the banks of the river. The lanterns carried names of relatives who had died because of the bomb out to sea and Sadako thought they looked like little stars on the dark water.

2. In 1955, now aged 11, while Sadako was practicing for a big race, she became dizzy and fell to the ground. She was diagnosed with Leukemia, "the atom bomb" disease. Her best friend came to see her and brought her a piece of gold paper which she folded into a crane. She told her of an old Japanese legend, which said that, anyone who folds a thousand paper cranes would be granted a wish.

3. During her illness, Sadako began folding a thousand paper cranes so that her wish for good health might be realized. However, she died before completing her project on October 25, 1955 at the age of twelve. Sadako had folded 644 cranes. Her friends folded another 356 so that she would have 1000 paper cranes buried with her. An extract from a letter Sadako’s mother Fujiko wrote, eight months after Sadako died reads, 'Sadako! Listen! Can you hear your friends' strong voices for peace? As the mother of a child who passed away when she was only twelve and a half years old, I’d like to appeal to mothers not only in Japan

\textsuperscript{1} The Gembaku Dome was near ground zero when the bomb exploded
but all over the world that I don’t want such a horrible thing to happen again. So many children are looking for peace.²

4. The children began to dream of building a monument to Sadako and all of the children killed by the atom bomb. Young people all over Japan helped collect money for the project. In 1958, a statue of Sadako holding a golden crane was unveiled in Hiroshima Peace Park. The children also made a wish, which is inscribed at the bottom of the statue and reads: This is our cry. This is our prayer, Peace in the world. Each year in Japan, people fold paper cranes to express their hope for world peace and they are placed at the foot of the Children’s Monument in the Peace Park in Hiroshima.

BIBLIOGRAPHY
This is the story of Sadako with lots of lovely illustrations - key stage 2.

WEBSITE
Michiko I. Pumpran founded the Sadako Peace Club for children who are interested in promoting world peace among all nations of the world. The hope is that members can get to know each other from different cultures and different parts of the world. You can contact the peace club and purchase educational materials at the website: www.sadako.org

² See www.sadako.org
The Story of Sadako Sasaki
DREAM BAGS ACTIVITY

Many schools in Northern Ireland have already received the gift of dream bags from a campaign organised by a Buddhist lay organisation called Rissho Kosei-kai based in Japan. You can find out more about it at this website:

http://www.rk-world.org/peace/dreams.html

Japanese children fill small cloth bags, approximately 9 X 13 inches, with stationery items, daily necessities, toys, and cards containing messages of friendship for children from areas of conflict throughout the world. This annual campaign has been distributing dream bags to children in Israel, Palestine, Lebanon, Northern Ireland, and the former Yugoslavia, with the assistance of other nongovernmental organizations, since 1999.

PURPOSES OF "THE DREAM BAG CAMPAIGN"

- To share the dream of a friendly and peaceful world
- To provide healing for children traumatized in war or conflict situations.
- To provide opportunities for interaction and oneness among children of different countries.
- To cultivate generosity and compassion

SUGGESTION

Why not make your own dream bags, fill them with prayers and symbols of peace and hope and give them to your linked school (SCRP). Prayers and symbols of peace are included in this section.
Prayers for the Dream Bag

International Peace Prayer
Lead me from death to life; From falsehood to truth
Lead me from despair to hope; from fear to trust
Lead me from hate to love; from war to peace
Let peace fill our heart, our world, our universe

DEEP PEACE
Deep Peace of the running wave to you
Deep Peace of the flowing air to you
Deep Peace of the quiet earth to you
Deep Peace of the shining stars to you
Deep Peace of the son of peace to you

Celtic

White poppies for peace were first made by the Women’s Co-operative Guild in 1933. Members of the Guild - many of whom were mothers, sisters and widows of men killed in the First World War - feared that the ‘war to end all wars’ would be followed by an even worse conflict. The white poppy was a reminder of the horrors of war. People who wore it did so as a way of insisting that those in power should resist war; that conflicts should be resolved without violence and with justice. The white poppy continues to be:

- a reminder of the world’s failure to prevent war;
- a symbol of grief for everyone who has been harmed by war;
- a symbol of hope that people will work together to abolish war for good.

And the leaves of the tree are for the healing of the nations

It’s better to light ten candles even if nine go out

Peace

Please be patient. God isn’t finished with you yet

One Small Candle

It is better to light one small candle than to curse the darkness
Ramadan
RAMADAN LEARNING ACTIVITIES

- Teachers and leaders can adapt the following to suit their own needs.
- The methodology that worked best on the pilots was 'circle time'. For more information about methodologies that build a positive learning environment please see the chapter on group work and facilitation in Lynagh N and M Potter, *Joined Up* (Belfast: NICIE, Corrymeela) 2005, pp 43 - 86. There is a hyperlink to this in the 'Getting Started' section of the 'Introduction'.
- Teachers/leaders need to explore and be comfortable with their own identity before discussing identity with the class/group. It is also important for us to accept others both for the ways in which we are different and also the ways in which we are similar. It is important to be positive and also to know more about our identity and express it in ways that do not harden boundaries with others. You can find out more about sectarianism and approaches to difference in the trunk and branches sections of the downloadable 'Moving Beyond Sectarianism' (MBS) pack (young adults) at this site www.tcd.ie/ise/projects/seed.php#whoweare
- It is important that parents are aware of the issues in this unit. Write a letter to let them know what you will be covering and why. You could also involve parents/extended family by sending a 'knitted puppet' pattern home and ask if any of them could make some for you.

<table>
<thead>
<tr>
<th>STEPPING OUT LEARNING ACTIVITY</th>
<th>SUGGESTED SUCCESS CRITERIA:</th>
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</thead>
<tbody>
<tr>
<td><strong>RAMADAN</strong></td>
<td>• We will continue to build trust and learn more about one another</td>
</tr>
<tr>
<td>A programme for 4 sessions of 30 - 40 minutes</td>
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</tr>
<tr>
<td><strong>LEARNING INTENTION:</strong></td>
<td>• We will affirm/be affirmed</td>
</tr>
<tr>
<td>In sharing our stories of the celebrations of events throughout the year and focusing on Ramadan, we recognise the similarities and differences amongst us as citizens of different ethnic/cultural background in the local and wider community</td>
<td>• We will share our knowledge and understanding of similarities and differences amongst people of different ethnic/cultural background in the wider community</td>
</tr>
<tr>
<td></td>
<td>• We will explore and discuss community events and learn more about Ramadan and how it is kept and Eid and how it is celebrated</td>
</tr>
<tr>
<td></td>
<td>• We will share and evaluate what we have learnt from a baseline</td>
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</tbody>
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**SESSION 1**

**Opening Activity**

*Events Calendar* - Talk about celebrations and events throughout the year. How many events can we recognise; talk about? Focus on Ramadan. What do we know about it? Use this group activity as an opportunity to construct a baseline.

*Ramadan* - Discuss the differences and similarities between your own culture and this new one.

*Farah's Story* - Introduce the *puppet* if you have one or the picture of Farah. Talk about her family in 'Farah Lives in Belfast'. It might be good to have a map of globe handy to find Algeria.

**Fasting**

Talk about fasting and ask if anyone has ever, or knows someone who has ever, fasted. Share any information we have about Muslims.

**Closing**

*All Change* - Try using specific statements about customs & traditions around celebration e.g. whether they ever:- visited a Muslim country or a mosque; sent cards to people for celebrations other than their own; went to church on Christmas day; fasted for Lent or Ramadan; celebrated Eid; have a name beginning with 'F'; have looked at the night sky etc.

**SESSION 2**

**Opening Activity** - *Clumps*

*Sharing* - Share what we remember from last week about Ramadan, Farah's Story and any phases of the moon we might have observed. Flash cards might help here.

*Night Sky Collage* - Work in 5 groups - one group working on the moon and the other 4 on quarters of the night sky. Each child has a piece of the jigsaw to draw their impressions of the night sky/moon and then they all come together - first as a small group and then as a class effort. The night sky in 7 pieces can be stuck together and the moon pieces kept separate to add to the night sky in its differing phases throughout Ramadan.

**SESSION 3**

**Opening Activity** - *Gate Game*

*Discussion* - Talk about the word 'minority' and what it means to be in the smaller 'minority' group re Muslims or the 'Ramadan calendar' and will be best done during the Night Sky Collage.

**SESSION 3**

**Opening Activity** - *Gate Game*

*Discussion* - Talk about the word 'minority' and what it means to be in the smaller 'minority' group re Muslims or the 'Ramadan calendar' and will be best done during the Night Sky Collage.
### SESSION 4

**Opening Activity** - Sharing our observations of the night sky, bringing the Ramadan calendar up to date.

**Sharing** Farah's story or introduce visitor from NIMFA and share knowledge and stories of Ramadan

**Quiz** - Spaghetti Quiz

Present the Eid Card to your visitor if you have one.

**Wool Web** Pass the ball of wool around the group until everyone has received it and passed it on once. Web pattern connects everyone up. Talk about connections with one another; similarities and differences in how we celebrate events; what we have learnt from Ramadan about identity; co-operation; different skills and characteristics; and interdependence.

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**SESSION 4**

A visitor from the N.I. Muslim Family Association

This would be a good session to have a member of NIMFA present so invite someone or arrange a visit - See 'Contacts' in the Resources section.

**Quiz** You can use up to 5 quiz rounds from 2 general knowledge; 2 picture; and 1 puzzle.

For pictures for additional rounds on the quiz try [www.oriel.w-sussex.sch.uk/learning/re/galleries/islamic/index.htm](http://www.oriel.w-sussex.sch.uk/learning/re/galleries/islamic/index.htm).

**Wool Web** - read the instructions for playing this game in 'Games' in the Resources section. This is an affirmation exercise as well as a closure. An evaluation can be made of the learning from this and the baseline after the first session.
IDENTITY HAS MANY LAYERS
Farah is a girl
Farah is nine years old
Farah was born and lives in Belfast
Farah goes to an integrated primary school
Farah’s mother, Linda was born in Belfast
Farah’s father, Farouk came from Algeria to teach at Queen’s University
Farah has a big brother called Ali who is 12
Farah is a Muslim
Farah keeps Ramadan

FARAH’S FAMILY
Farah’s family belongs to the N.I. Muslim Family Association (NIMFA) in Belfast, one of the two larger places of worship for Muslims in Belfast, the other being the Belfast Islamic centre. They are both mosques. A mosque is place of prayer but it is also a centre for educational, social and cultural activities. Farah speaks English with a Belfast accent. Her mother Linda was born in Belfast and met her husband Farouk there. Farouk’s first language is Arabic. He also speaks English very well and teaches Physics at Queen’s University. Farah’s big brother Ali goes to an Integrated College. They both speak some Arabic and are learning more in the school at the Muslim Family Centre, so that they can read their holy book the Qur’an and talk with members of their father’s family when they visit Algeria.

MUSLIM PRAYER
Farah prays three times a day – at 7.30am in the morning, before breakfast; at 3.30pm in the afternoon when she comes in from school; and again at 7.30pm in the evening or before she goes to bed. When she is older she will pray 5 times a day like her big brother. Ali and his Muslim friends pray during the school lunch hour at 12.30pm. They have the use of the RE room and keep their prayer mats in a cupboard for the purpose. Ali has a compass to help him to calculate east and they pray facing Mecca, the birthplace of the prophet Muhammad. In the mornings and evenings they pray in their homes or at the Muslim Family Centre where they have a prayer room with white lines on the carpet guiding their position for standing or kneeling during the prayers. In her prayers Farah addresses Allah (God). She thanks
God for all the blessings she has received and also asks God about things. What do you think she might ask God about?

TWO SPECIAL TIMES IN THE YEAR
There are a number of special times in the year for Muslims. One event that means a lot to Farah and her family is Ramadan and the Festival (Eid) that comes at the end of Ramadan.

RAMADAN
Ramadan is the month of fasting. It is also the month when the Qur’an was given (revealed) to the prophet Muhammad. The months in the Islamic calendar are lunar months which mean that they start and end with a new moon. Farah tries to fast – go without food or water – throughout the day for some of the time. Each year she tries to fast for longer. Her brother Ali fasts during the hours of daylight for the whole month. Farah tries to do her best to practice self control, to resist peer pressure, not to get angry easily, refrain from using bad language or insults and to tolerate and respect others. When Farah was younger she didn’t fast at all and now her grandfather in Algeria is old and sick, he doesn’t fast on all of the days anymore. He misses fasting though and tries to share what food he has with people who have very little to eat. Fasting begins at Dawn and ends at sunset. Farah and her family get up early and have a meal before sunrise about 5.00am in the morning. Farah has cheese and toast. On the days that she fasts, she doesn’t eat or drink anything else until after sunset. About 5.30pm she breaks her fast with dates and milk and then she and the family enjoy a good meal. Curry and rice is her favourite. When the family have meat, it is always bought from the Halal1 butcher in town. Sometimes her mum cooks an Algerian dish she learnt from Farouk’s mother. It’s a vegetarian dish made with tomatoes peppers and eggs called Thetchouka. When the family are fasting they like to remember others throughout the world that are hungry or needy and they give what they save on groceries to charity (Zakah) and feel greater appreciation for what they have. Farah feels closer to God during Ramadan and also to her family and friends when they gather together at the Muslim Family Centre for study and prayer. She likes it when some of her friends at school who aren’t Muslim also fast with

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1 Halal means something that is allowed. For meat to be Halal the animal must be slaughtered in a particular way.
her. Farah thinks that fasting gives her body a rest and her teacher excuses her from strenuous games when she is fasting.

EID
Eid-Ul-Fitr is the 'festival' holiday that follows the month of Ramadan. It begins with the sighting of the new moon. Farah's family have a holiday from work and school. They like to start the day by rising early for a light, sweet snack. Farah and her family dress up in their best clothes. Farah is very excited about wearing a new dress she has never worn before. The family attend the Muslim Family Centre for Eid prayers. Everyone is there – all her friends in their best clothes. Greetings of "Eid-Mubarak" or "a blessed Eid" are exchanged. There is food to share after the prayers and the children are normally given gifts.

SPECIAL PLACES (PICTURES & OBJECTS)
THE MUSLIM FAMILY CENTRE - Farah and her friends hope to eventually have a purpose built mosque like the one in the picture. The main features of the mosque are the tower (minaret) so that people can see the mosque from a distance; a prayer hall (and a separate prayer hall for women); an alcove (mihrab) to show the direction of Mecca to anyone walking into the mosque; the pulpit (minbar) for the Imam to stand up in whilst leading the prayer and during the sermon on Friday particularly; a washroom/area where worshippers can wash before prayers; and a clean carpet, as Muslims sit and pray (without shoes) on the floor.

HOBBIES
Farah has lots of hobbies - reading; hiking; cycling; playing her flute and the piano; drawing and painting; and looking after her pets. She has a dog, a cat and a hamster. She also belongs to a local company of girl guides.

CLOTHES
In the picture Farah is wearing her school uniform. She is also wearing a hijab (headscarf), which covers her hair. She usually only wears this when she is at prayer.
Farah picture
Farah Puppet
NIGHT SKY COLLAGE

Ramadan Calendar to trace the course of the month of Ramadan beginning and ending with the birth of a new moon.

- The night sky collage is a whole class effort
- Break the class/group into smaller groups of 6-8
- Four of the groups will make a quarter of a night sky on black, white or silver card. Cut a large piece of card into four quarters and then cut each quarter into smaller pieces so that each child in a small group has a ‘jigsaw’ piece. Number these pieces on the back to remember which piece fits where.
- When the children have finished, turn the card over and join up the pieces to make a quarter-sky using the numbers to help.
- Join the four quarters to make the sky collage. Mount it on the wall.
- The fifth group will need 7 members to make a moon. Cut a circle in white card to represent a full moon. Cut it into seven crescent sections for each member in the group to colour. Number these pieces on the back to remember which piece comes next. Remember that it takes two weeks to develop into a full moon. Each piece will represent a stage of the moon every 2 days.
- As you go through the month, ask the children to observe the moon every night from the first day.
- Every 2-3 days add a crescent onto the new moon in the night sky collage. As the moon gets bigger, add the next piece and so on to the full moon.
- During the second half of the month remove pieces one by one every 2-3 days until there is no moon again at the end of the month.
SPAGHETTI QUIZ

A Spaghetti quiz brings a bit more equity into the competition between each small group. It introduces chance and takes the focus off the score. The important aim is to have fun learning from one another.

SUGGESTED SUCCESS CRITERIA

- We will have fun finding out how much we do and do not know/remember about Ramadan and the Eid celebrations
- We will encourage co-operation and team building within each small group
- We will affirm/be affirmed and work together as a team
- We will evaluate what we have learnt from the baseline

TIME: 1 hour

EQUIPMENT:
Large saucepan; ball of wool cut into different lengths for the ‘spaghetti’; scraps of paper; pens; pictures for picture round; puzzles for puzzle round and prizes.

METHOD:
- You will need a large saucepan and a ball of wool cut up into different lengths of ‘spaghetti’- from 3" to 23" and any length in between.
- Arrange the pieces in the pot with the ends hanging over the side, so that when you put the lid on, they all look the same length.
- When a team gets an answer right, someone is appointed to choose a piece of ‘spaghetti’ for their team.
- The pieces are all joined together, and at the end all the teams compare their lengths of wool.
- The team with the longest piece of wool ‘wins’. The chance element keeps the suspense going and everyone interested.
ROUNDS

- Start with getting the large group into smaller teams of 6-8 people
- Ask the teams to choose a name by which they will be known
- Take turns to ask each team a question. If they get it right, one of them chooses a piece of ‘spaghetti’. If they get it wrong offer a bonus to the next team
- Let the teams complete the answers on a piece of paper
- With the Puzzle round award a piece of spaghetti for the first team to finish
- Try to mix the rounds. The following is a possible order:-
  
  General Knowledge round 1
  Ramadan Picture round
  General Knowledge round 2
  Farah Picture round
  Puzzle round

- Finish by asking the teams to join up all their pieces of ‘spaghetti’ and compare the lengths to find the winning team
- Award prizes as appropriate
1. GENERAL KNOWLEDGE ROUND 1

1. What month do Muslims fast?
   A. January; B. Ramadan; C. Eid
   (B - Ramadan)

2. The Muslim months follow the phases of the ...?
   A. Sun; B. Stars; C. Moon
   (C - Moon)

3. How many times a day do Muslims pray?
   3; 5; 2
   (5)

4. Which city do they face to pray?
   A. Bethlehem; B. Mecca; C. Jerusalem
   (B - Mecca)

5. What do Muslims remove before going into the mosque to pray?
   A. Hat; B. shoes; C. coat
   (C - Shoes)

6. What do you call the scarf that Muslim women wear?
   A. Hijab; B. Shalwar; C. Sari
   (A - Hijab)
2. RAMADAN PICTURE ROUND

1. Which item would help Muslims know what direction to face to pray?
2. Which picture shows the moon’s phase at the beginning of Ramadan?
3. Which picture shows a Hijab?
4. Which picture shows the moon’s phase at the end of Ramadan?
5. Which picture shows a Mosque?
6. Which picture shows a picture copy of the Qur’an?
7. Which picture shows a prayer mat?
8. Which picture shows the moon’s phase in the middle of Ramadan?
3. GENERAL KNOWLEDGE ROUND 2

1. What is the name of the festival that follows Ramadan?
   A. Diwali; B. Eid; C. Easter?
   (B - Eid)

2. What helps a travelling Muslim find which direction to pray?
   A. Compass; B. Star; C. Map
   (A - Compass)

3. What is the name of the Muslim holy book?
   A. Bible; B. Qur’an; C. Bhagavad-Gita
   (B – Qur’an)

4. What language is this book written in?
   A. English; B. Arabic; C. Muslim
   (B - Arabic)

5. Where was Hassan (our visitor) born?
   A. Jordan; B. India; C. Northern Ireland
   (A - Jordan)

6. Where do Muslims live?
   A. Arabia; B. Iraq; C. All over the world
   (C - All over the world)
4. FARAH PICTURE ROUND

1. Farah wears her Hijab all the time (No) YES/NO

2. Farah worships in a Mosque like this one (No) YES/NO

3. This symbol is associated with Muslims (Yes) YES/NO

4. Farah’s Qur’an looks like this (No) YES/NO

5. This object helps Farah know which direction to face to pray (Yes) YES/NO

6. Farah uses this mat to say her prayers on (Yes) YES/NO

5. PUZZLE ROUND

1. Print the same number of puzzle round pictures as you have groups.

2. Print them onto stronger paper/card.

3. Cut each of the pictures into 6-8 pieces like a jigsaw

4. Give each group a jigsaw set and start them off at the same time.

5. The group to finish their picture first is the winner
Ramadan Picture Round

1. A moon
2. A mosque
3. A book titled "The Holy Quran"
4. A compass
5. A girl wearing a hijab
6. A crescent moon
7. A crescent moon in gray
8. A prayer mat
Farah Picture Round

1

2

3

4

5

6
Puzzle 1
Puzzle 2
Festivals of Light
Diwali
FESTIVALS OF LIGHT LEARNING ACTIVITIES
CHRISTMAS AND DIWALI

- Teachers and leaders can adapt the following to suit their own needs.
- The methodology that worked best on the pilots was 'circle time'. For more information about methodologies that build a positive learning environment please see the chapter on group work and facilitation in Lynagh N and M Potter, *Joined Up* (Belfast: NICIE, Corrymeela) 2005, pp 43 - 86. There is a hyperlink to this resource in the 'Getting Started' page in the Introduction.
- Teachers/leaders need to explore and be comfortable with their own identity before discussing identity with the class/group. It is important for us to accept others both for the ways in which we are different and also for the ways in which we are similar and to express our identity in ways that do not harden boundaries with others. You can find out more about sectarianism and approaches to difference in the trunk and branches sections of the downloadable 'Moving Beyond Sectarianism'(young adults) at: www.tcd.ie/ise/projects/seed.php#mbspacks
- Why not think about becoming a Rights Respecting School? See www.unicef.org.uk/tz/teacher_support/rrs_award.asp for more details
- It is important that parents are aware of the issues in this unit. Write a letter to let them know what you will be covering and why.
- There are three festivals of light in this section - Diwali; Christmas and Hanukkah. They can be studied separately or comparatively. During the pilots they were studied comparatively - Christmas and Diwali and Christmas and Hanukkah over 6 sessions. In what follows the learning activities have been reduced to 4 and 5 sessions but these can be extended and other materials used in between or following the sessions.
**CHRISTMAS AND DIWALI**

**STEPPING OUT LEARNING ACTIVITY**

**CHRISTMAS & DIWALI**

A programme for 4 sessions of 30 - 40 minutes

**LEARNING INTENTION:**

In sharing our stories of the celebrations of events throughout the year and focusing on Christmas and Diwali, we recognise the similarities and differences amongst us as citizens of different ethnic/cultural background in the local and wider community.

**SUGGESTED SUCCESS CRITERIA:**

- We will learn more about the Indian community in Belfast; Hindus; and Diwali
- We will learn more about the celebrations and links between Christmas and Diwali and encourage comparison; similarity and difference
- We will share what we have learnt about Diwali and Christmas
- We will continue to build trust and learn more about one another
- We will encourage active listening, empathy and interactive storytelling
- We will share our knowledge and understanding of similarities and differences amongst people of different ethnic/cultural background in the wider community
- We will evaluate what we have learnt from a baseline

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**CHRISTMAS AND DIWALI**

This column gives suggestions for a lesson outline

**SESSION 1**

Opening activity

**Events Calendar** - Invite members of the class/group to share information on events. Focus on Diwali and Christmas as 'Festivals of Light' and the ways they are celebrated throughout the world. It might be useful to have a map of the world or a religious calendar handy. Can any of the children say why they might be known as Festivals of Light? Talk about light in darkness as a symbol of hope. What do the children understand about light and hope?

**Diya and Advent Wreath** - Introduce and 'light' the Diya and a candle on the Advent wreath.

**Tara** - Both an Indian word for 'star' and an Irish place name. Talk about lights we know in darkness - stars; moon; electric light; torch; lighthouse; candles and about how light makes us feel when we are frightened in the dark - safe; secure; less afraid.

**Closure - All Change**

Try using specific statements about customs & traditions around celebration e.g. whether they ever visited India; sent cards to people for celebrations other than their own; went to church on Christmas day; celebrated Diwali; have a name beginning with 'T'; are afraid of the dark; etc.

**DETAIL OF WHAT TO DO**

This column lists resources needed and gives sources for background information for each lesson

**SESSION 1**

Opening and Closing activities - Choose appropriate activities for opening and closing each session from 'Games' in the Resources section

**Events Calendar** - Print out your own copy from the 'Resources' section.

**Religious Calendars**

[www.support4learning.org.uk](http://www.support4learning.org.uk) for religious Calendars - see also [www.shap.org](http://www.shap.org)

**Map of the world** - Invest in an inflatable globe to pass around the circle as an opening or closing activity, inviting people to find the country - where they live now; have lived before; have visited or know someone

**Flashcards** - These will be helpful for new words/names - Diwali; Tara; Diya etc.

**Diya and Advent Wreath** - Print copies of these from the 'Non-Flame Light Holders' file. The non-flame candles and flame to accompany them are easily made

**Tara Puppet** - print out the 'Knitted Puppet' pattern in the 'Resources' section. As a whole school activity why not make a few of these (for a whole school resource) inviting staff; governors; parents and extended family members to participate? Make and give her a sari using the pictures in 'Tara gets ready for Diwali' in this section to help.

**All Change Game** - read the instructions for playing this game in 'Games' in the Resources section. Think about how you will use it.
### SESSION 2

**Opening activity - Gate game** - Talk about the word 'minority' and what it means to be in the smaller 'minority' group re gender; eye colour; whether or not you wear glasses/a brace etc. Express preferences for a particular group over the other - e.g. boys are stronger than girls; people who wear glasses are more intelligent etc. Talk about discrimination against people according to gender; eye/hair colour; age; skin colour; or religion and introduce the terms racism; sectarianism if appropriate.

**Christmas Story** - Talk about the characters in the story. Think about where Jesus and his family were from and why they had to travel to Bethlehem - Roman census; taxes. Do we know anything about their social background from this or any of the other Christmas stories? Talk about where we come from and where the wise men came from in relation to Israel - East; West; North or South. Talk about the reasons people leave one place for another - introduce the term 'refugee' - Jesus’ family escaping to Egypt from Herod. Talk about the term 'messiah' and relate to the discussion last week about light/hope in darkness.

**Advent Calendar** and related activities - use whatever aspects of it would be appropriate for your class/group in connection with this section

**Closure** - 'Light' the Diya and two candles on the Advent Wreath

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### SESSION 3

**Opening Activity** - Share what we have learnt so far.

**Diwali Story** - Relate what we have learnt about refugees in the Christmas story to this one. Any comparisons? Talk about the characters in the story - Think about Rama and Sita’s family and why they had to go to Lanka - family jealousy/rivalry. What do we know about their social background? Where is India/Sri Lanka in relation to Israel - East; West; North or South. Talk about the reasons people leave one place for another - introduce the term ‘refugee’ - any comparisons with the Christmas story? Talk about Rama and Sita’s return; how the people lit Diyas; and light/hope in darkness.

**Hindus and the Hindu Temple in Clifton Street** - what it is like; how many statues there are; what are the names of the various gods and goddesses; how big is the Temple etc, perhaps in anticipation of a future visit; some information about Diwali - when and how it is celebrated; for how long etc

Talk about - India in general; Indian food - mostly vegetarian; Dress - the visitor may demonstrate putting on a sari or use the picture set provided. Share stories about how Christmas is celebrated - opening presents; getting dressed up; visiting family members; going to church; lighting candles; sharing a meal - any comparisons?

**Closure** - Light the Diya and three candles on the Advent Wreath

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### SESSION 2

**Gate Game** - read the instructions for playing this game in 'Games' in the Resources section. Think about how you will use it. This game, which sorts people into categories according to gender; appearance; clothes worn etc. helps us experience what it’s like to be ‘grouped’ together.

**Save the Children** have produced a booklet, ‘Think of me, Think of you’ and another with Barnardo’s entitled, ‘Fair Play’ either of which you will find very useful for this session.

**Christmas Story** - print out the story from Matthew 1 with the picture set from this section

**Flashcards** - for new terms - minority; majority; discrimination as well as census; refugee; Messiah; etc.

**Advent Calendar** - Print out and make an advent calendar using as many of the associated activities as appropriate.

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### SESSION 3

**A visitor from the Indian Community Centre** - This would be a good session to have a member of the Indian Community present so if there isn’t one in the class, invite someone through the Indian Community Centre. Alternatively, arrange a visit. Contact the Indian Community centre and see if you can arrange a visit for the class/group during one of the sessions - See ‘Contacts’ in the Resources section

**Diwali Story** - print out the Diwali story and accompanying picture set from this section

**Background information** - about Hinduism. Try www.bbc.co.uk/northernireland/schools/11_16/citizenship

**Hindu Temple in Clifton Street** - Print out the picture set 'Diwali in Belfast' onto OHP slides or use a data projector to project pictures of a Diwali celebration at the Indian Community Centre in Belfast in 2004. Or get a copy of James Nelson and Norman Richardson’s, Local People, Global Faiths: Sikhs, Jews and Hindus in Northern Ireland, 2005 available from Colourpoint Educational, price £7.99 (028) 91820505 and project some of those pictures. These would probably mean more to them after a visit to the Temple.

**Flashcards** - for new names - Rama; Sita; Hanuman; etc.
**SESSION 4**

**Opening Activity**

**Discussion** - Using the images of Christmas and cards if available, discuss the celebration of Christmas in parts of the world where it is hot - Australia, India; overspending on lights; food; presents etc; the importance of giving... How does what we do to celebrate Christmas relate to the Christmas story? Is it celebrated as a festival of light? How does it differ from the way Diwali is celebrated? Many of the activities accompanying the Advent calendar also raise these questions.

**Spaghetti Quiz** - Share and discuss what we have learnt so far. Use this as an opportunity to talk about what we have learnt, the importance of connections and interdependence.

**Closure activity** - Light the Diya and four candles on the Advent Wreath

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**SESSION 4**

'Images of Christmas' - print out your own copy of the cartoons from this section. Collect some foreign Christmas and Diwali cards.

**Spaghetti Quiz** - You can use up to 5 quiz rounds using 2 general knowledge rounds; 1 picture; 1 drawing and 1 puzzle round in whatever combination most suitable for you. An evaluation can be made of the learning from this and the baseline after the first session.
DIWALI Leaders notes

Diwali means ‘rows of lighted lamps.’ The Hindu calendar is a lunar one, so the exact date of the festival varies but it occurs in October/November every year. It celebrates the triumph of good over evil, light over darkness and is often referred to as the Festival of Lights. It falls at New Year and every home, from the hut of the poor to the mansion of the rich is thoroughly cleaned and alight with the orange glow of twinkling diyas, small earthen lamps, to welcome Lakshmi, the celestial consort of Lord Vishnu, Goddess of wealth and prosperity. Multi-coloured Rangoli designs, floral decorations and fireworks lend grandeur to this festival which heralds hopes for joy, mirth and prosperity in the year ahead. As a festival of light and beauty it encourages artistic expressions through home-decorations stage-plays, elocution competitions, singing and dancing programmes, thereby discovering new talents of younger people. In most parts of India, at some time during the festival, the story of Rama and Sita will be told. Gift items and delectable sweets will be made. As a result innumerable communities with varying cultures and customs mingle together to make Diwali celebrations a very happy occasion for all. Its celebration is important in continuing to maintain personal, family and community relationships in the local and wider community.
THE STORY OF RAMA AND SITA

Retiring King Dasaratha of Ayodha chose his son Rama as his heir. His wife Kaikeyi wanted him to appoint another son Bharata, instead. Kaikeyi felt that misfortune would come upon her if he didn’t crown Bharata king and banish Rama to the forest for fourteen years. The king reluctantly agreed, so Rama went to the forest with his beautiful wife, Sita, and his brother Laksmana, leaving their riches to live a simple life.

After hearing reports of Sita’s beauty, Ravana, the demon king with ten heads, ruler of the island kingdom of Lanka, decided that he must have her for himself. He disguised himself as a wandering holy man and found her in the forest. After distracting Rama and Laksmana, Ravana carried Sita off to Lanka.

Sita mourned for Rama in Ravana’s garden in Lanka, while Rama and Laksmana enlisted the services of Hanuman, the monkey king, to help them find her. Hanuman started his search for Sita by taking a giant step to the Island of Lanka. He found Sita and identified himself as Rama’s messenger by showing her Rama’s ring. Sita was delighted; Hanuman escaped and told Rama where she was.

Rama, Laksmana, Hanuman, and his monkey army made a bridge to Lanka to rescue Sita. After a long battle with spears, bows and arrows, Rama killed the ten-headed demon king Ravana.

As the fourteen years had now passed, Rama and Sita returned to Ayodha where they were crowned King and Queen. All the people were so pleased to see them that they put little lights outside their houses so that Rama and Sita would find the way. The little lights were called divas and that is why the festival is called ‘Diwali’.
The Story of Diwali
Non-Flame Advent Wreath Diya

Make your own candles/flame
Tara Gets ready for Diwali
Diwali
Hindu Temple Belfast
Diwali Celebrations at the Indian Community Centre in Belfast in 2004
SPAGHETTI QUIZ

A Spaghetti quiz brings a bit more equity into the competition between each small group. It introduces chance and takes the focus off the score. The important aim is to have fun learning from one another.

SUGGESTED SUCCESS CRITERIA:
- We will have fun finding out how much we do and do not know/remember about Christmas and Diwali
- We will affirm/be affirmed and encourage co-operation within each small group
- We will share what we have learnt about Diwali and Christmas
- We will work together as a team

TIME: 1 hour

EQUIPMENT:
Large saucepan; ball of wool cut into different lengths for the ‘spaghetti’; scraps of paper; pens; pictures for picture round; puzzles for puzzle round and prizes.

METHOD:
- You will need a large saucepan and a ball of wool cut up into different lengths of ‘spaghetti’- from 3” to 23” and any length in between.
- Arrange the pieces in the pot with the ends hanging over the side, so that when you put the lid on, they all look the same length.
- When a team gets an answer right, someone is appointed to choose a piece of ‘spaghetti’ for their team.
- The pieces are all joined together, and at the end all the teams compare their lengths of wool.
- The team with the longest piece of wool ‘wins’- The chance element keeps the suspense going and everyone interested.
ROUNDS

• Start with getting the large group into smaller teams of 6-8

• Ask the teams to choose a name by which they will be known

• Take turns to ask each team a question. If they get it right, one of them chooses a piece of ‘spaghetti’. If they get it wrong offer a bonus to the next team

• Let the teams complete the answers on a piece of paper

• With the Drama round, award a piece of spaghetti for the effort of each team member ‘taking the stage’

• With the Puzzle round award a piece of spaghetti for the first team to finish

• Try to mix the rounds. The following is a possible order:-

  General Knowledge round 1
  Picture round
  Drama round
  Drawing round
  Puzzle round
  General Knowledge round 2

• Finish by asking the teams to join up all their pieces of ‘spaghetti’ and compare the lengths to find the winning team

• Award prizes as appropriate
1. GENERAL KNOWLEDGE ROUND (Christmas/Diwali)

1. What is the Christian Festival of Light called?
   Christmas; Diwali; Hanukkah
   (Christmas)

2. What is the Hindu Festival of Light called?
   Christmas; Diwali; Hanukkah
   (Diwali)

3. Where were Rama and Sita sent to live when they got married?
   Ayodhya
   Forest
   Lanka
   (Forest)

4. Where was Jesus born?
   Bethlehem
   Jerusalem
   Egypt
   (Bethlehem)

7. What was the name of the king who wanted to kill Jesus?
   (Herod)

8. What was the name of the ten-headed demon who captured Sita?
   (Ravana)
2. PICTURE ROUND - CHRISTMAS AND DIWALI
See picture card. Put a 'C' beside the pictures that have something to do with Christmas and a 'D' beside those that have something to do with Diwali.

3. DRAMA ROUND – Cut the following into strips and let a member of each group choose one:

   - Mime Rama with his bow
   - Mime the wise men following the star

Own team is allowed to guess first. If they get it wrong, offer a guess to the other team.

4. DRAWING ROUND - Cut the following into strips and let a member of each group choose one:

   - Draw a symbol for Diwali
   - Draw a symbol for Christmas

5. PUZZLE ROUND – Print out a Christmas and a Diwali picture. Cut the picture into eight jigsaw pieces. Offer a set of pieces to each team and the first to finish wins.
6. GENERAL KNOWLEDGE ROUND 2 (Christmas/Diwali)

1. What was the name of the monkey king?
   Hanuman  
   Laksman  
   Ravana  
   (Hanuman)

2. What helped the wise men find baby Jesus?
   A compass  
   A star  
   A map  
   (A star)

3. Where did the battle between Rama and Ravana take place?
   Lanka  
   Ayodhya  
   Forest  
   (Lanka)

4. Who warned the wise man to go back home a different way?
   Herod  
   Angel  
   Joseph  
   (Angel)

5. What do people light during Diwali?
   Diya  
   Candle  
   Torch  
   (Diya)  
   For an extra bonus why?

6. What do people light in the time leading up to Christmas?
   Hanukkiah  
   Advent Candle  
   Torch  
   (Advent Candle)  
   For an extra bonus why?
Christmas and Diwali Picture Round
ESSENTIAL BIBLIOGRAPHY
This book has information on Judaism and Hinduism, Jews and Hindus in Northern Ireland and has photographs of the Synagogue, the Temple and local people keeping Hanukkah, Diwali and other events. It also has a number of activities and personal accounts from children and young people about living in Northern Ireland.
This book has good background information about Hanukkah and lots of pictures and activities.
This is a good reference book about ethnic and religious minorities living in Ireland.
A useful resource for primary school teachers
This booklet contains useful information and contacts for the Faith communities in N. Ireland available from the N.I. Inter-Faith Forum.
The new edition of this excellent resource is particularly useful for RE teachers working with key stage 2 students.
Save the Children, *Think of me, Think of you* (Belfast: Save the Children), 2003.
Freely available from Save the Children, this booklet has a helpful glossary, facts about minority communities and terminologies and young peoples’ stories.
Connolly, Paul, *Fair Play* (Belfast: Save the Children and Barnardo’s), 2002.
Freely available from Barnardos or Save the Children, this booklet produced for parents and guardians of children in N.I. has very useful definitions, questions and stories relating to prejudice and discrimination

CLASS LIBRARY

FIRST WORLD WAR
This is a very moving story of two brothers and their experiences in the trenches during the First World War - *key stage 3*
This is an account in a forgotten letter of one night during the Christmas truce in 1914 - *key stage 2*
Morpurgo, Michael, *War Horse* (London: Egmont), 1982
This is the story of Joey a young farm horse thrust into war on the western front. It is a tribute to the 2 million horses lost - *key stage 2.*
Morpurgo, Michael, *Farm Boy* (London: Collins), 1997
This is a bit of a sequel to War Horse, as a shortened version of that story is retold by Joey's master's son to his grandson - lovely illustrations - *key stage 2.*
This is the story of Roy a young farmer from County Antrim and events leading up to the Battle of the Somme - *key stage 1.*

SECOND WORLD WAR AND AFTER
This is a trilogy - the memoir of Elli Friedmann, 13 years old in March 1944, when the Nazis invaded Hungary and her journey to Auschwitz; her life under the Communists after the war; and her life in New York in the 1950’s - *key stage 4.*
A very moving true-life story, recorded in a diary from 1942 by a thirteen year old Dutch girl in hiding from the horrors of Nazi occupation which comes to an abrupt end when she is arrested in 1944 - *key stage 3.*

*Set in Germany and England in 1938, this is a story about two children escaping from Nazi Germany on the Kindertransports. It reflects the feelings of the older child – issues of loss; identity; and comparisons of Christmas and Hanukkah both festivals of light – key stage 2.*


*A story about the friendship of two boys, a gentile and a Jew, against all the odds in the Jewish East end of London, amidst the upsurge of fascist violence in 1936 – key stage 3/4.*


*This very moving story is told by a young Jewish boy in Poland in 1942. It highlights the children's' stories and some of the situations they found themselves in; and the importance of storytelling and its value as a tool in the healing process – key stage 2.*


*Judith Kerr was born in Berlin of German Jewish parents and left Germany in 1933 to escape the Nazis. This story about nine year old Anna is based on Judith's own experiences – key stage 2.*


*This is a true story about how Fumiko Ishioka, curator of the Holocaust museum in Tokyo, traced the story of a little girl called Hana from her suitcase which came to them from Auschwitz in 2000 – key stage 2.*


*This story about three schoolgirls and their ‘file’ on a German schoolteacher is set in Belfast in 1944 and highlights the damage that assumptions and prejudice can do to relationships for both the victims and the perpetrators – issues of persecution; racism & sectarianism: guilt and closure – key stage 3.*


*This is a very moving story about a Chelsea footballer who gets caught up in the Second World War – ambulance corps; prisoner of war; refugee; rescuing and burying victims of Belsen – issues of loss; post traumatic stress; war – key stage 2/3.*


*This story, set in South West France, is about Jo, a young French boy who stumbles on a dangerous secret abut Jewish children being smuggled over the border into Spain close to his mountain village – key stage 2.*
This story is one of a series in 'Survivors,' a collection of fictional stories about young people caught up in real-life conflicts. This moving story is based on the memories of Andor (Bandi) Guttmann, a 14 year old Jew in Budapest in 1944 - issues of racism, loss, hope and survival - *key stage 3.*

This is a survivor's story of life in Vienna and Amsterdam in the 1930's, and Auschwitz Birkenau from 1944 by the posthumous step-sister of Anne Frank - *key stage 3.*

This story, set in Warsaw, is based on fact, tells the story of a family torn apart by war - *key stage 2.*

This story, based on true events, describes the experiences of young refugees who came to Northern Ireland during World War Two. Set in Millisle, County Down - *key stage 2.*

**INDIA**

The issues of urbanisation in India, family life and survival are highlighted in this lovely story - *key stage 2.*

A story of friendship and the benefits of that in the longer term to the community - *key stage 1.*

There is a lesson in this story about being willing to learn from others - trusting another's judgement and accepting that we don't know everything - *key stage 1 up.*

A *Panchatandra* story about the value of friendship, in this case between elephants and mice - raising issues of solidarity; non-violence and conflict resolution - *key stage 1 up.*

This is a great story for raising discussion about conflict styles and conflict resolution - *key stage 1 up.*


**WEBSITES**

- www.bbc.co.uk/religion/religions
- www.multifaithnet.org
- www.faithinschools.org
- www.support4learning.org.uk for religious Calendars – see also www.shap.org
Advent
FESTIVALS OF LIGHT
CHRISTMAS SYMBOLS

ADVENT
The word Advent means "coming" or "arrival." The focus of the entire season is the celebration of the birth of Jesus the Christ in his First Advent, and the anticipation of the return of Christ the King in his Second Advent. Advent is the beginning of the Church Year for most churches in the Western tradition. It begins on the fourth Sunday before Christmas day, which is the Sunday nearest November 30, and ends on Christmas Eve (Dec 24). If Christmas Eve is a Sunday, it is counted as the fourth Sunday of Advent, with Christmas Eve proper beginning at sundown.

ADVENT CALENDAR
There are a wide variety of Advent calendars, but usually they are simply a card or poster with windows that can be opened, one each day of Advent, to reveal some symbol or picture associated with the Old Testament story leading up to the birth of Jesus.

WREATH
An Advent wreath is a circular evergreen wreath (real or artificial) with five candles, four around the wreath and one in the centre. The circle of the wreath reminds us of God. The green of the wreath speaks of the hope that we have in God. Candles symbolize the light of God coming into the world. The four outer candles represent the period of waiting during the four Sundays of Advent. There are usually three purple candles, colours of Advent, and one pink candle. One of the purple candles is lit on the first Sunday of Advent. On subsequent Sundays, previous candles are lit with an additional one. The pink candle is lit on the third Sunday of Advent. The light of the candles reminds us that we are called to be a light to the world as we reflect the light of God’s grace to others. The first candle is traditionally the candle of Expectation or Hope. The remaining three candles of Advent may be associated with other aspects of the Advent story, Peace, Joy, Love. The candle for the Third Sunday of Advent is traditionally pink, and symbolizes Joy. The centre Christ candle is white and is traditionally lit on Christmas Eve or Day.
AN ADVENT CALENDAR
Leader’s notes to accompany the Advent calendar

1. BIBLE – for the story of the birth of Jesus, the line of descent and the prophecies. There are many books and children’s bibles available giving a clear account of the birth of Jesus.

2. JESSE TREE STUMP – to remind us about the last remnant of Israel and the hope that it represents in the new life coming out of what was thought dead. See Advent Calendar information in this section.

3. CANDLE – reminding us of the light of the world. According to one tradition the four candles for each of the four Sundays in Advent should be purple, the Advent colour. A pink candle may sometimes be used on the third Sunday to represent Joy. The Christ candle is white. In other traditions, the advent candles are red or white.

4. BULB – planting bulbs gives us a real experience of waiting and hoping. Begin this activity early in Advent. Share the task of planting a crocus (or other) bulb outside in the garden or in a planter. Use a glass bulb planter indoors and some water to observe the bulb’s roots and shoots develop. Think about choosing a purple bulb, the liturgical colour for Advent, representing humility and penitence. The water level should just reach the bottom of the bulb and be maintained throughout the growing time. Place the bulb in a dark cool place for three weeks and explain that this period of darkness is necessary for the plant to bloom. Bring it into the light when the top appears. Hopefully it will bloom on Christmas Day or just after.

5. STAR – reminding us of the star the wise men followed on their journey. Stars have long been used to guide travellers especially those at sea. A star also gives us light on a dark night.

6. CROWN – to remind us of Jesus.

7. MANGER – to remind us of the humility of the Jesus’ birth.

8. ANGEL – representing the messenger in the Christmas story.
9. CROOK – for the shepherds who were the first to respond to the news of Jesus' birth. Jesus called himself the 'Good Shepherd.'

10. DOVE – is associated with peace. The Messiah, in Isaiah's prophecy, is referred to as the 'Prince of Peace.'

11. GLOBE – to remind us that Christians live all over the world. Gather information from everyone in your class/group about the different ways Christmas is celebrated in different parts of the world.

12. CHRISTINGLE – a very old ceremony going back over two hundred years. Christingle means 'Christ-Light.' Follow the instructions for making one in the Advent Calendar information in this section.

13. SANTA CLAUS – tell the story of Saint Nicholas in the Advent Calendar information in this section.

14. GIFTS – remind us of the gifts of the wise men to Jesus and the gift of Jesus himself. Consider buying presents that are environmentally friendly or produced in a sustainable way. Support your local charity shop, buy presents from charity catalogues and look for Fair Trade alternatives. Consider supporting a Conservation or Overseas Development agency by giving money to them, on behalf of your loved one, for a tree or some blankets – you will receive a bookmark or a photo poster/card for the recipient as a record. Another alternative gift could be a year's membership subscription to conservation or other charitable organisation. The gifts we exchange at Christmas are usually wrapped in wrapping paper much of which ends up in our rubbish bins – see www.wasteonline.org.uk. Good quality wrapping paper can be reused especially if you use string instead of sticky tape and gift tags can be made out of old Christmas cards. If you don't reuse the wrapping paper, consider putting it to use in paper crafts. For gifts that don't cost a penny see the Advent Calendar information in this section.

15. COINS – Think of all of the ways we can use the resource of money at Christmas. Unfortunately many people get into debt because of

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1 Isaiah 9, 5.
over-spending. Jesus told many stories about coins/money. Read some of these.

16. CROSS - a reminder of the sacrificial death of Jesus.

17. HOLLY AND IVY - reminding us of the carol. You will find a copy of this carol in the Advent Calendar information in this section. All the different parts of the holly remind us of some aspect of the Christmas story. The evergreen colour itself represents life and hope.

18. CHRISTMAS TREE - what does having a Christmas tree in your home mean to you? What are the consequences? 7.5 million Christmas trees were bought in 2001. The total number of Christmas trees reported to be recycled stands at nearly 1.2 million. Consider growing a Christmas tree outside and decorating it with natural decorations and food for the birds, or giving one as a gift planted in a pot.

19. CHRISTMAS DECORATIONS - choose decorations that can be reused. You can have fun making decorations from scrap materials. Talk about how you might decorate your tree in order to stay focused on the birth of Jesus. Think about decorating an outdoor tree with food for the birds. You will find some recipes and suggestions for making alternative indoor and appropriate outdoor decorations in the Advent Calendar information in this section.

20. CHRISTMAS CARDS - The Royal Mail delivers around 150 million cards and packets each day during the pre-Christmas period. It is estimated that up to 1 billion Christmas cards could end up in bins across the UK. The Woodland Trust has set up a campaign to recycle our cards. For further details visit their website at www.woodland-trust.org.uk/recycling

21. BELLS - making a joyful sound; calling us to worship.

22. MUSIC - for Christmas music. The Wild Goose Worship Group of the Iona Community have written a number of songs for Christmas that reflect on some of the issues that come up at Christmas - refugees and asylum seekers; poverty; homelessness; strangers;

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etc. They have produced CD’s and DVD’s of their Christmas music - see www.iona.org.uk

23. ADVENT LOG - expresses the close bond between faith and the life of nature. The log is always long enough to hold four Advent candles. See the Advent Calendar information in this section for instructions.

24. CALENDAR - reminding us that the season of advent is about waiting and that the date we remember the birth of Jesus is the 25th December.
## Advent Calendar

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ACTIVITIES
For leaders for use with Advent Calendar

1. JESSE TREE (Isaiah 11:1-2) (Day 2)
The Gospel of Matthew begins with the ancestry of Jesus and goes right back to Abraham. A ‘Jesse Tree’ takes its name from one of Jesus’ ancestors Jesse, from whose roots his son, King David sprang. In Isaiah’s time it looked as if that tree had been felled but Isaiah hints of a wonderful hope -’A shoot shall come out from the stump of Jesse.’
The Traditional Jesse Tree looks at some of the important stories in the history of Jesus’ people, right back to the Creation story, one story for each of the days from the first Sunday in Advent until Christmas Day.

2. CHRISTINGLE (Day 12)

The Christingle service is very old. It means ‘Christ light’ and is a celebration of the coming of Christ the light into the world. In the service gifts of money are presented for charity and Christingles are received. To make a Christingle, make a hole in the top of an orange for a candle. Fasten a band of red flame-proof paper or fabric round the middle of the orange, Add four cocktail sticks holding fruits such as raisins or glace cherries. The orange stands for the world, the candle for Jesus the light of the world, red for the blood of Christ shed on the cross, four cocktail sticks for the four seasons and fruits for the fruits of the earth.
3. SANTA CLAUS (Day 13)
On December 6th many Christians commemorate Saint Nicholas the kindly bishop of Myra in Lycia, (now part of Turkey), who died in the fourth century. Although little is known of his life, there are many legends. One of the legends tells of how Nicholas responded to the Gospel story of Jesus who became poor and taught his followers that it was more blessed to give than to receive. Nicholas gave surprise gifts to those who were very poor from the donations he received from wealthy friends. Santa Claus is a shortened version of 'Saint Nicholas' and the tradition of gift giving have their basis in him. Discuss within your class/group attitudes to over-spending at Christmas and the images of 'Santa' that they see on Christmas programmes, cards and ads on television. How do they compare with this story? Collect some old Christmas cards and use the cartoons in, 'Images of Christmas.' You will need to have the support of parents and other colleagues in these discussions of course, and the sense of generosity, justice and fair play expressed by year 4 children during the pilot revealed much understanding of these issues.

4. GIFTS (Day 14)
Five gifts that don’t cost a penny
- The gift of listening to those who live alone; or those who have been hurt.
- The gift of signs of affection – a hug or a word of encouragement.
- The gift of a thought/prayer or a written message of encouragement.
- The gift of being cheerful instead of complaining or feeling sorry for yourself.
- The gift of time to be with someone who needs you.
5. HOLLY AND IVY (Day 17)
The writer of this traditional English Carol drew some parallels between the characteristics of the various parts of the holly and the reasons we celebrate Christmas.

1. The Holly and the Ivy
Now both are full well grown,
Of all the trees that are in the wood
The holly bears the crown.

<table>
<thead>
<tr>
<th>2. The holly bears a blossom</th>
<th>3. The holly bears a berry</th>
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<tbody>
<tr>
<td>As white as lily flower</td>
<td>As red as any blood</td>
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<tr>
<td>And Mary bore sweet Jesus Christ</td>
<td>And Mary bore sweet Jesus Christ</td>
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<tr>
<td>To be our sweet saviour.</td>
<td>To do poor sinners good.</td>
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<th>4. The holly bears a prickle</th>
<th>5. The holly bears a bark</th>
</tr>
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<tbody>
<tr>
<td>As sharp as any thorn</td>
<td>As bitter as any gall</td>
</tr>
<tr>
<td>And Mary bore sweet Jesus Christ</td>
<td>And Mary bore sweet Jesus Christ</td>
</tr>
<tr>
<td>On Christmas day in the morn.</td>
<td>For to redeem us all.</td>
</tr>
</tbody>
</table>

6. CHRISTMAS DECORATIONS (Day 19)
Think about decorating a tree in the school grounds for your Christmas tree. Christmas decorations can be made from natural materials by weaving grass and twigs for example.
The 'angel' can be made by stringing together a cone, berries, nutshells, a seed and a leaf.

Decorations can also double-up as food for the birds. Use half a coconut or orange shell. Make a hole at the top for the string, tying a knot on the inside. Fill it with bird cake.

**BIRD CAKE RECIPE**
- Mix together 3-heaped tablespoonfuls of lard, a tablespoonful of birdseed, some raw peanuts, raisins and grated cheese. The lard will need to be pliable so take it out of the fridge for a while to warm up before using it.
- Squeeze the mixture together and press it into the coconut/orange.
- Chill it in the fridge until hard, and then hang it on the tree.

**KEBABS**
- Use a large needle and some strong thread.
- String together some monkey nuts in their shells, seeds and cheese.
- Make a loop at the top and hang on the tree.
CRUMBLE PASTRY MAGGOTS

- You will need some short crust pastry, which you can make by rubbing together 4 ounces of flour and 2 ounces of fat (margarine).
- When your mixture looks like breadcrumbs and feels dry, add a teaspoonful of water and knead it into dough.
- Roll the pastry into 2 inch or 6-cm long maggots and give them a couple of raisin eyes.
- Tie them together and hang them from the tree.

7. ADVENT LOG (Day 23)

The Advent log (or wreath) serves as a practical receptacle for the Advent candles and expresses in yet another way the close bond between faith and the life of nature. Some people find it meaningful to preserve the Advent log from year to year. If using a wreath, a taller Christ candle is placed in the centre, if using a log, it is placed in the middle.

- Find a log in the woods.
- Saw off each end so the log is about 1 foot long.
- Saw a piece off the bottom of the log so it doesn’t roll about.
- Drill four holes for the Advent candles, and if you wish, a fifth hole in the middle for the Christ candle.
- Light one candle on the first Sunday in Advent, two on the second, three on the third and all four on the fourth. Light the four Advent candles and the Christ candle on Christmas Day.
CHRISTMAS TRADITIONS AND CUSTOMS - LEADER'S NOTES

CUSTOMS
Because Christmas is celebrated throughout the world wherever there are Christian people, families living in different countries do different things according to the custom in that land.

In the Netherlands, children fill wooden shoes with sweets and exchange gifts on December 6th.

In Sweden a special star with an electric light in it called an Advent star is put up in a window.

In Australia, they might celebrate Christmas by eating cold turkey and salad in the garden in the sun, or having a barbeque on the beach.

In Armenia, they eat fried and boiled spinach on Christmas Eve.

In Germany, four cakes are made and eaten on the four Sundays in Advent.

In Alaska the most obvious lights are those from the stars because the sun is hardly seen in the winter so during Christmas week children carrying lanterns take a star made of coloured paper from door-to-door.

In Italy, some people fast on Christmas Eve.

In Mexico, each night leading up to Christmas Eve, the people celebrate 'Posadas' (meaning 'lodgings') with a procession around their villages. Dressed as Mary and Joseph or carrying Nativity figures, they knock at every door seeking lodging. When a door opens, they enter to a party where a 'Piñata' or container of sweets is broken as part of the entertainment. The 'Piñata' is made from wire frames, papier-mache, paint and decorations and sometimes made in the shape of animals. On Christmas Eve after the midnight service bonfires are lit and fireworks let off.

In India, some Christians have transferred aspects of the Hindu festival of Diwali to the celebration of Christmas. Advent begins for them on 25th November and from sunset on that day lamps are kept alight every evening until Christmas Eve when there is a midnight service. All Christmas decorations are removed on 8th January, the day people remember Jesus being taken to the Temple.

Customs can also vary from family to family within countries. Encourage the children to talk about their customs.

What do they do during Advent or on Christmas Day?
Festivals of Light

Christmas
FESTIVALS OF LIGHT LEARNING ACTIVITIES
CHRISTMAS, DIWALI AND HANUKKAH

- Teachers and leaders can adapt the following to suit their own needs.
- The methodology that worked best on the pilots was ‘circle time’. For more information about methodologies that build a positive learning environment please see the chapter on group work and facilitation in Lynagh N and M Potter, *Joined Up* (Belfast: NICIE, Corrymeela) 2005, pp 43 - 86. There is a hyperlink to this resource in the 'Getting Started' page in the Introduction.
- Teachers/leaders need to explore and be comfortable with their own identity before discussing identity with the class/group. It is important for us to accept others both for the ways in which we are different and also for the ways in which we are similar and to express our identity in ways that do not harden boundaries with others. You can find out more about sectarianism and approaches to difference in the trunk and branches sections of the downloadable 'Moving Beyond Sectarianism'(young adults) at: [www.tcd.ie/ise/projects/seed.php#mbspacks](http://www.tcd.ie/ise/projects/seed.php#mbspacks)
- Why not think about becoming a Rights Respecting School? See [www.unicef.org.uk/tz/teacher_support/rrs_award.asp](http://www.unicef.org.uk/tz/teacher_support/rrs_award.asp) for more details
- It is important that parents are aware of the issues in this unit. Write a letter to let them know what you will be covering and why.
- There are three festivals of light in this section – Diwali; Christmas and Hanukkah. They can be studied separately or comparatively. During the pilots they were studied comparatively - Christmas and Diwali and Christmas and Hanukkah over 6 sessions. In what follows the learning activities have been reduced to 4 and 5 sessions but these can be extended and other materials used in between or following the sessions.
**CHRISTMAS AND DIWALI**

**STEPPING OUT LEARNING ACTIVITY**
**CHRISTMAS & DIWALI**
A programme for 4 sessions of 30 - 40 minutes

**LEARNING INTENTION:**
In sharing our stories of the celebrations of events throughout the year and focusing on Christmas and Diwali, we recognise the similarities and differences amongst us as citizens of different ethnic/cultural background in the local and wider community

**SUGGESTED SUCCESS CRITERIA:**
- We will learn more about the Indian community in Belfast; Hindus; and Diwali
- We will learn more about the celebrations and links between Christmas and Diwali and encourage comparison; similarity and difference
- We will share what we have learnt about Diwali and Christmas
- We will continue to build trust and learn more about one another
- We will encourage active listening, empathy and interactive storytelling
- We will share our knowledge and understanding of similarities and differences amongst people of different ethnic/cultural background in the wider community
- We will evaluate what we have learnt from a baseline

**CHRISTMAS AND DIWALI**
This column gives suggestions for a lesson outline

**SESSION 1**
**Opening activity**

events Calendar - Invite members of the class/group to share information on events. Focus on Diwali and Christmas as 'Festivals of Light' and the ways they are celebrated throughout the world. It might be useful to have a map of the world or a religious calendar handy. Can any of the children say why they might be known as Festivals of Light? Talk about light in darkness as a symbol of hope. What do the children understand about light and hope?

Diya and Advent Wreath - Introduce and 'light' the Diya and a candle on the Advent wreath.

Tara - Both an Indian word for 'star' and an Irish place name. Talk about lights we know in darkness - stars; moon; electric light; torch; lighthouse; candles and about how light makes us feel when we are frightened in the dark - safe; secure; less afraid.

**Closure - All Change,**
Try using specific statements about customs & traditions around celebration e.g. whether they ever visited India; sent cards to people for celebrations other than their own; went to church on Christmas day; celebrated Diwali; have a name beginning with ‘T}; are afraid of the dark; etc.

**DETAIL OF WHAT TO DO**
This column lists resources needed and gives sources for background information for each lesson

**SESSION 1**
Opening and Closing activities - Choose appropriate activities for opening and closing each session from ‘Games' in the Resources section

Events Calendar - Print out your own copy from the ‘Resources' section. Use this group activity as an opportunity to construct a baseline.

Religious Calendars - www.support4learning.org.uk for religious Calendars - see also www.shap.org

Map of the world - Invest in an inflatable globe to pass around the circle as an opening or closing activity, inviting people to find the country - where they live now; have lived before; have visited or know someone

Flashcards - These will be helpful for new words/names – Diwali; Tara; Diya etc.

Diya and Advent Wreath - Print copies of these from the ‘Non-Flame Light Holders' file. The non-flame candles and flame to accompany them are easily made

Tara Puppet - print out the 'Knitted Puppet' pattern in the ‘Resources' section. As a whole school activity why not make a few of these (for a whole school resource) inviting staff, governors, parents and extended family members to participate? Make and give her a sari using the pictures in 'Tara gets ready for Diwali' in this section to help.

All Change Game - read the instructions for playing this game in ‘Games’ in the Resources section. Think about how you will use it.
**SESSION 2**

**Opening activity - Gate game** - Talk about the word ‘minority’ and what it means to be in the smaller ‘minority’ group re gender; eye colour; whether or not you wear glasses/a brace etc. Express preferences for a particular group over the other - e.g. boys are stronger than girls; people who wear glasses are more intelligent etc. Talk about discrimination against people according to gender; eye/hair colour; age; skin colour; or religion and introduce the terms racism; sectarianism if appropriate.

**Christmas Story** - Talk about the characters in the story. Think about where Jesus and his family were from and why they had to travel to Bethlehem - Roman census; taxes. Do we know anything about their social background from this or any of the other Christmas stories? Talk about where we come from and where the wise men came from in relation to Israel - East; West; North or South. Talk about the reasons people leave one place for another - introduce the term ‘refugee’ - Jesus’ family escaping to Egypt from Herod. Talk about the term ‘messiah’ and relate to the discussion last week about light/hope in darkness.

**Advent Calendar** and related activities - use whatever aspects of it would be appropriate for your class/group in connection with this section

**Closure** - ‘Light’ the Diya and two candles on the Advent Wreath

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**SESSION 3**

**Opening Activity** - Share what we have learnt so far.

**Diwali story** - Relate what we have learnt about refugees in the Christmas story to this one. Any comparisons? Talk about the characters in the story - Think about Rama and Sita’s family and why they had to go to Lanka - family jealousy/rivalry. What do we know about their social background? Where is India/Sri Lanka in relation to Israel - East; West; North or South. Talk about the reasons people leave one place for another - introduce the term ‘refugee’ - Rama’s family escaping to Lanka from Herod. Talk about the term ‘minority’ and relate to the discussion last week about light/hope in darkness.

**Hindus and the Hindu Temple in Clifton Street** - What is it like; how many statues there are; what are the names of the various gods and goddesses; how big is the Temple etc, perhaps in anticipation of a future visit; some information about Diwali - when and how it is celebrated; for how long etc.

**Talk about** - India in general; Indian food - mostly vegetarian; Dress - the visitor may demonstrate putting on a sari or use the picture set provided. Share stories about how Christmas is celebrated - opening presents; getting dressed up; visiting family members; going to church; lighting candles; sharing a meal - any comparisons?

**Closure** - Light the Diya and three candles on the Advent Wreath

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**SESSION 2**

**Gate Game** - read the instructions for playing this game in ‘Games’ in the Resources section. Think about how you will use it. This game, which ‘sorts’ people into categories according to gender; appearance; clothes worn etc. helps us experience what it’s like to be ‘grouped’ together.

**Save the Children** have produced a booklet, ‘Think of me, Think of you’ and another with Barnardo’s entitled, ‘Fair Play’ either of which you will find very useful for this session.

**Christmas Story** - print out the story from Matthew 1 with the picture set from this section

**Flashcards** - for new terms - minority; majority; discrimination as well as census; refugee; Messiah; etc.

**Advent Calendar** - Print out and make an advent calendar using as many of the associated activities as appropriate.

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**SESSION 3**

**A visitor from the Indian Community Centre** - This would be a good session to have a member of the Indian Community present so if there isn’t one in the class, invite someone through the Indian Community Centre. Alternatively, arrange a visit. Contact the Indian Community centre and see if you can arrange a visit for the class/group during one of the sessions - See ‘Contacts’ in the Resources section

**Diwali Story** - print out the Diwali story and accompanying picture set from this section

**Background information** - about Hinduism. Try [www.bbc.co.uk/northernireland/schools/11_16/citizenship](http://www.bbc.co.uk/northernireland/schools/11_16/citizenship)

**Hindu Temple in Clifton Street** - Print out the picture set ‘Diwali in Belfast’ onto OHP slides or use a data projector to project pictures of a Diwali celebration at the Indian Community Centre in Belfast in 2004. Or get a copy of James Nelson and Norman Richardson’s, *Local People, Global Faiths: Sikhs, Jews and Hindus in Northern Ireland, 2005* available from Colourpoint Educational, price £7.99 (028) 91820505 and project some of those pictures. These would probably mean more to them after a visit to the Temple.

**Flashcards** - for new names - Rama; Sita; Hanuman; etc.
SESSION 4

Opening Activity

Discussion - Using the images of Christmas and cards if available, discuss the celebration of Christmas in parts of the world where it is hot - Australia, India; overspending on lights; food; presents etc; the importance of giving... How does what we do to celebrate Christmas relate to the Christmas story? Is it celebrated as a festival of light? How does it differ from the way Diwali is celebrated? Many of the activities accompanying the Advent calendar also raise these questions.

Spaghetti Quiz - Share and discuss what we have learnt so far. Use this as an opportunity to talk about what we have learnt, the importance of connections and interdependence.

Closure activity - Light the Diya and four candles on the Advent Wreath.

SESSION 4

'Images of Christmas' - print out your own copy of the cartoons from this section. Collect some foreign Christmas and Diwali cards.

Spaghetti Quiz - You can use up to 5 quiz rounds using 2 general knowledge rounds; 1 picture; 1 drawing and 1 puzzle round in whatever combination most suitable for you. An evaluation can be made of the learning from this and the baseline after the first session.
FESTIVALS OF LIGHT LEARNING ACTIVITIES
CHRISTMAS AND HANUKKAH

- Teachers and leaders can adapt the following to suit their own needs.
- The methodology that worked best on the pilots was ‘circle time’. For more information about methodologies that build a positive learning environment please see the chapter on group work and facilitation in Lynagh N and M Potter, Joined Up (Belfast: NICIE, Corrymeela) 2005, pp 43 - 86. There is a hyperlink to this resource in the 'Getting Started' page in the Introduction.
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- It is important that parents are aware of the issues in this unit. Write a letter to let them know what you will be covering and why.
- There are three festivals of light in this section – Diwali; Christmas and Hanukkah. They can be studied separately or comparatively. During the pilots they were studied comparatively - Christmas and Diwali and Christmas and Hanukkah over 6 sessions. In what follows the learning activities have been reduced to 5 sessions but these can be extended and other materials used in between or following the sessions.
## STEPPING OUT LEARNING ACTIVITY

**CHRISTMAS & HANUKKAH**
A programme for 5 sessions of 30 - 40 minutes

**LEARNING INTENTION:**
In sharing our stories of the celebrations of events throughout the year and focusing on Christmas and Hanukkah, we recognise the similarities and differences amongst us as citizens of different ethnic/cultural background in the local and wider community.

**SUGGESTED SUCCESS CRITERIA:**
- We will learn more about the Jewish community in Belfast: Hanukkah
- We will learn more about the celebrations and links between Christmas and Hanukkah and encourage comparison; similarity and difference
- We will continue to build trust and learn more about one another
- We will encourage active listening, empathy and interactive storytelling
- We will share what we have learnt about Hanukkah and Christmas
- We will share our knowledge and understanding of similarities and differences amongst people of different ethnic/cultural background in the wider community
- We will evaluate what we have learnt from a baseline

### CHRISTMAS AND HANUKKAH

This column gives suggestions for a lesson outline

### SESSION 1

**Opening activity**

**Events Calendar** - Use this group activity as an opportunity to construct a baseline. Invite members of the class/group to share information on events. Focus on Christmas & Hanukkah as ‘Festivals of Light’ and the ways they are celebrated throughout the world. Can any of the children say why they might be known as Festivals of Light? Talk about lights we know in darkness - stars; moon; electric light; torch; lighthouse; candles and about how light makes us feel when we are frightened in the dark - safe; secure; less afraid. Talk about light in darkness as a symbol of hope. What do the children understand about light and hope?

**Advent wreath** and the **Hanukkiah** - introduce and light a candle on each.

**Samuel** - Introduce Samuel and if possible, talk about his name. He is named after the prophet Samuel whose birth, one of hope, is recorded in the Bible - 1 Samuel v 1. Introduce and name Samuel’s Tsitsit, Kippah and dreidel.

**Closure** - All Change - Try using specific statements about customs & traditions around celebration e.g. whether they ever:- visited Israel or a synagogue; sent cards to people for celebrations other than their own; went to church on Christmas day; celebrated Hanukkah; have a name beginning with ‘S’; are afraid of the dark; etc.

### DETAIL OF WHAT TO DO

This column lists resources needed and gives sources for background information for each lesson

### SESSION 1

**Opening and Closing activities** - Choose appropriate activities for opening and closing each session from ‘Games’ in the Resources section

**Events Calendar** - Print out your own copy from the ‘Resources’ section.

**Map of the world** - Invest in an inflatable globe to pass around the circle as an opening or closing activity, inviting people to find the country – where they live now; have lived before; have visited or know someone

**Religious Calendars**

- **www.support4learning.org.uk** for religious Calendars - see also **www.shap.org**

**Christmas Resources** - You might like to introduce the Advent Calendar and related activities (Christmas Resources) and use whatever aspects of it would be appropriate for your class/group

**Flashcards** - These will be helpful for new words/names –Hanukkah; Tsitsit, Kippah; dreidel etc.

**Samuel Puppet** - print out the ‘Knitted Puppet’ pattern in the ‘Resources’ section. As a ‘whole school’ activity why not make a few of these (for a whole school resource) inviting staff, governors, parents and extended family members to participate? Make and give him a Tsitsit, Kippah and dreidel using the pictures in ‘Jewish Dress’ in this section to help. You can alternatively print out a picture of Samuel from this section

**Christmas and Hanukkah calendars and non-flame light holders** - print out and make these from this section.

**All Change Game** - read the instructions for playing this game in ‘Games’ in the Resources section. Think about how you will use it.
<table>
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<tr>
<th>SESSION 2</th>
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<tr>
<td><strong>Opening activity</strong> Christmas Story Matthew 1 - Talk about the characters in the story. Think about Jesus and his family - Jews from Nazareth; and why they had to travel to Bethlehem - Roman census; taxes. Do we know anything more about their social background from this or any of the other Christmas stories? Talk about where we come from and where the wise men came from in relation to Israel - East; West; North or South. Talk about the reasons people leave one place for another - introduce the term 'refugee' - Jesus' family escaping to Egypt from King Herod. Talk about the term 'messiah' and relate to the discussion about light/hope in darkness. Story - Stories of hope from the First World War - Read extracts of stories from the First World War from 'The Hope of Christmas' or Michael Morpurgo's book about the Christmas truce - a time of light/hope at a dark time for Christians in both the Allied and German forces during the First World War. Compare the stories of hope. What have they in common? What can we learn?</td>
<td><strong>Opening activity</strong> Christmas Story - Print out both the Matthew 1 story and accompanying picture set; also the short stories about the Christmas truce during World War 1 in 'Christmas Hope'. <strong>Bibliography</strong> - see this section. You might want to borrow and read to the class Michael Morpurgo's <em>The Best Christmas Present in the World.</em> (London: Egmont Books), 2004. <strong>Flashcards</strong> - for new terms - census; refugee; Messiah; etc. <strong>Advent Calendar</strong> - Print out and make an advent calendar using as many of the associated activities as appropriate</td>
</tr>
<tr>
<td><strong>Advent Calendar</strong> - Introduce the Calendar and any of the associated activities you may wish to use. <strong>Closure</strong> - 'Light' the Diya and two candles on the Advent Wreath</td>
<td><strong>SESSION 3</strong></td>
</tr>
<tr>
<td><strong>SESSION 3</strong></td>
<td><strong>Gate game</strong></td>
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*SESSION 2*

**Opening activity** Christmas Story Matthew 1 - Talk about the characters in the story. Think about Jesus and his family - Jews from Nazareth; and why they had to travel to Bethlehem - Roman census; taxes. Do we know anything more about their social background from this or any of the other Christmas stories? Talk about where we come from and where the wise men came from in relation to Israel - East; West; North or South. Talk about the reasons people leave one place for another - introduce the term 'refugee' - Jesus' family escaping to Egypt from King Herod. Talk about the term 'messiah' and relate to the discussion about light/hope in darkness. Story - Stories of hope from the First World War - Read extracts of stories from the First World War from 'The Hope of Christmas' or Michael Morpurgo's book about the Christmas truce - a time of light/hope at a dark time for Christians in both the Allied and German forces during the First World War. Compare the stories of hope. What have they in common? What can we learn? **Advent Calendar** - Introduce the Calendar and any of the associated activities you may wish to use. **Closure** - 'Light' the Diya and two candles on the Advent Wreath.

**SESSION 2**

Christmas Story - Print out both the Matthew 1 story and accompanying picture set; also the short stories about the Christmas truce during World War 1 in 'Christmas Hope'.

**Bibliography** - see this section. You might want to borrow and read to the class Michael Morpurgo's *The Best Christmas Present in the World.* (London: Egmont Books), 2004.

**Flashcards** - for new terms - census; refugee; Messiah; etc.

**Advent Calendar** - Print out and make an advent calendar using as many of the associated activities as appropriate.

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*SESSION 3*

**Opening activity** - Gate game

**Discussion** - Talk about the word 'minority' and what it means to be in the smaller 'minority' group re gender; eye colour; whether or not you wear glasses/a brace etc. Express preferences for a particular group over the other - e.g. boys are stronger than girls; people who wear glasses are more intelligent etc. Talk about 'discrimination' against people according to gender; eye/hair colour; age; skin colour; or religion and introduce the terms racism; sectarianism if appropriate.

**Sharing** - Talk about the different ways we in the group are different from each other. What we remember from last week

**Hanukkah Story** - Talk about the characters in the story. You might find it useful to make flashcards to help the children remember the names! Talk again about the reasons people leave one place for another - 'refugees'. This time the Macabbees fleeing from King Antiochus and the Greeks.

**Images of hope in the Hanukkah story** - Share the stories by Rabbi Hugo Gryn and Ellie Friedman, about celebrating Hanukkah in the Nazi labour camps during the war. Relate these stories to the opening activity and any learning about discrimination. Talk about the miracle of the light burning for 8 days in the temple assuring the people of God's presence with them and the importance of light in darkness.

**Closure** - Let the children take turns to 'light' a few more candles on the Hanukkah and a second candle on the Advent wreath.

**SESSION 3**

**Gate Game** - read the instructions for playing this game in ‘Games’ in the Resources section. Think about how you will use it. This game, which ‘sorts’ people into categories according to gender; appearance; clothes worn etc. helps us experience what it’s like to be ‘grouped’ together.

**Save the Children** have produced a booklet, ‘Think of me, Think of you’ and another with Barnardo’s entitled, ‘Fair Play’ either of which you will find very useful for this session.

**Flashcards** for new terms - minority; majority; discrimination etc.

**Background information on Judaism** - Try www.bbc.co.uk/northernireland/schools/11_16/citizenship

**Hanukkah Story** - Print out both the Hanukkah story and accompanying picture set; also the short stories about Hanukkah being celebrated in the Nazi labour camps during World War 2 in 'The Hope of Hanukkah'.

**Flashcards** - for new names - Antiochus; Macabbees; etc.

**Bibliography** section - You might want to read Livia Bitton-Jackson's, *I have lived a thousand years* (London: Pocket books), 1999. The 'Class Library' in the Resources section has several books about World War Two at an appropriate key stage level that children might like to read to extend their knowledge. Marilyn Taylor's, *Faraway Home* is a particularly useful story for background information about the Jewish community in Belfast.
SESSION 4
Opening Activity - Welcome and remembering what we did on previous weeks with the help of the flashcards. Hanukkah celebrations at the Synagogue and Wolfson Centre in Somerton Road - Either visit the synagogue or hear about Hanukkah from a member of BJC. If neither of these is possible, look at some pictures of the celebrations from 'Local People, Global Faiths'. Share stories about how Christmas is celebrated - opening presents; getting dressed up; visiting family members; going to church; lighting candles; sharing a meal - any comparisons?
Samuel - talk about how Samuel keeps Hanukkah, using the background information in this section.
Make dreidels together in class. Talk about the Hebrew letters, what words they represent and what those words mean. Explain the rules of the game and the important role the game played in helping people remember the miracle without their enemies knowing what they were doing. Play a game of Dreidel.
Christmas celebrations. Look at the Christmas cartoons (available from this section). Describe what is happening in them. Are there any lessons to be learnt about the celebration of Christmas in comparison with those in other parts of the (less affluent) world or at times in the past? Any comparisons with the celebration of Hanukkah, another festival of light?
Closure - 'Light' the Advent and Hanukkah candles - The children can take turns at doing this.

SESSION 4
A visitor from the Belfast Jewish Community - This would be a good session to have a member of the Belfast Jewish Community (BJC) present so if there isn't one in the class, invite someone through the BJC. Alternatively, arrange a visit. See 'Contacts' in the Resources section.
The Synagogue and Wolfson Centre in Somerton Road Get a copy of James Nelson and Norman Richardson's, Local People, Global Faiths: Sikhs, Jews and Hindus in Northern Ireland, 2005 available from Colourpoint Educational, price £7.99 and project some of the pictures of a Hanukkah celebration at the Wolfson Centre in Belfast. These would probably mean more to them after a visit to the Synagogue.
Making Dreidels - Use the instructions in this section to prepare and make dreidels in class.
'Images of Christmas' - print out your own copy of the cartoons from this section.
Christmas and Hanukkah Cards - collect a number of different types of Christmas (and if available Hanukkah) cards; with different languages on, different aspects of the festivals; if possible from different parts of the world. Talk about the global nature of both the Jewish and Christian faiths. Why not make some Hanukkah cards to send to some Jewish friends?

SESSION 5
Opening Activity - Share and discuss what we have learnt so far
Spaghetti Quiz
Wool Web - Pass the ball of wool around the group until everyone has received it and passed it on once. Web pattern connects everyone up. Talk about connections with one another; similarities and differences in how we celebrate events; what we have learnt from Festivals of Light - Christmas and Hanukkah.
Closure activity - Light the Diya and four candles on the Advent Wreath

SESSION 5
Quiz - You can use up to 5 quiz rounds from the 2 general knowledge; 1 picture; 1 drawing and 1 puzzle rounds.
Wool Web - An affirmation exercise as well as a closure, we have an opportunity to talk about what we have learnt, the importance of connections and interdependence. An evaluation can be made of the learning from this and the baseline after the first session.
Wool Web in 'Games' in the Resources section is good for closure and highlighting connections and interdependence.
The Story of Christmas (Matthew chapter 2 V 1-23)

1. When Jesus was born, a special star appeared in the sky. Some wise men that lived in the East saw the star and knew it was a sign that a new king had been born. Following the star they arrived in Jerusalem and went to see King Herod.

2. ‘We know a baby king has been born,’ they said, ‘can you tell us where he is?’ Now this worried King Herod because he did not want anyone else to be called a king only him. He gathered together all his wise priests and scribes to find out where this king should be born. They told him that the prophet Micah\(^1\) had said that Bethlehem was to be the place. ‘Go to Bethlehem and find him,’ he said to the wise men, ‘and then tell me where he is so I can go too.’

3. The wise men followed the star right to the place where Jesus was. They were very happy and offered gifts of gold, frankincense and myrrh to the child.

4. God knew that king Herod did not want anyone else to be king so he warned the wise men in a dream not to return to Herod but to go back home a different way. King Herod was in a rage. He wanted to find the baby king and kill him.

5. God knew what Herod was thinking and sent an angel to warn Joseph to escape into Egypt. So Joseph, Mary and baby Jesus went to Egypt. When Herod died and it was safe to go home again, Joseph, Mary and Jesus returned to Nazareth.

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\(^1\) Micah 5v 1
The Christmas Story
THE HOPE OF CHRISTMAS

Kurt Zehmisch of the 134th Saxons recorded in his diary: 'The English brought a soccer ball from the trenches, and pretty soon a lively game ensued. How marvelously wonderful, yet how strange it was. The English officers felt the same way about it. Thus Christmas, the celebration of Love, managed to bring mortal enemies together as friends for a time.'

www.firstworldwar.com/features/christmastruce

Second Lieutenant Dougan Chater's letter to his mother, 25th December, 1914 - I think I have seen one of the most extraordinary sights today that anyone has ever seen. About 10 o’clock this morning I was peeping over the parapet when I saw a German, waving his arms, and presently two of them got out of their trenches and some came towards ours. We were just going to fire on them when we saw they had no rifles so one of our men went out to meet them and in about two minutes the ground between the two lines of trenches was swarming with men and officers of both sides, shaking hands and wishing each other a happy Christmas.

Lieutenant Kurt Zehmisch’s diary entry December 1914 - Möckel from my company, who had lived in England for many years, called to the British in English, and soon a lively conversation developed between us...Afterwards, we placed even more candles than before on our kilometre-long trench, as well as Christmas trees. It was the purest illumination - the British expressed their joy through whistles and clapping. Like most people, I spent the whole night awake. It was a wonderful, if somewhat cold, night.

www.spartacus.schoolnet.co.uk/FWWchristmas

The Christmas Truce story goes against most of what we have been taught about people. It gives us a glimpse of the world as we wish it could be and says, "This really happened once." It reminds us of those thoughts we keep hidden away, out of range of the TV and newspaper stories that tell us how trivial and mean human life is. It is like hearing that our deepest wishes really are true: the world really could be different.

www.quaker.org/chestnuthill/xmastrench
Non-Flame Advent Wreath
Diya
Hanukkiah

Make your own candles/flame
SPAGHETTI QUIZ

A Spaghetti quiz brings a bit more equity into the competition between each small group. It introduces chance and takes the focus off the score. The important aim is to have fun learning from one another.

SUGGESTED SUCCESS CRITERIA:

- We will have fun finding out how much we do and do not know/remember about Christmas, Diwali and Hanukkah
- We will affirm/be affirmed and encourage co-operation within each small group
- We will share what we have learnt about Diwali Christmas and Hanukkah
- We will work together as a team

TIME: 1 hour

EQUIPMENT:
Large saucepan; ball of wool cut into different lengths for the ‘spaghetti’; scraps of paper; pens; pictures for picture round; puzzles for puzzle round and prizes

METHOD:
- You will need a large saucepan and a ball of wool cut up into different lengths of ‘spaghetti’ - from 3” to 23” and any length in between.
- Arrange the pieces in the pot with the ends hanging over the side, so that when you put the lid on, they all look the same length.
- When a team gets an answer right, someone is appointed to choose a piece of ‘spaghetti’ for their team.
- The pieces are all joined together, and at the end all the teams compare their lengths of wool.
- The team with the longest piece of wool ‘wins’ - The chance element keeps the suspense going and everyone interested.
ROUND

- Start with getting the large group into smaller teams of 6-8
- Ask the teams to choose a name by which they will be known
- Take turns to ask each team a question. If they get it right, one of them chooses a piece of 'spaghetti'. If they get it wrong offer a bonus to the next team
- Let the teams complete the answers on a piece of paper
- With the Drama round, award a piece of spaghetti for the effort of each team member ‘taking the stage’
- With the Puzzle round award a piece of spaghetti for the first team to finish
- Try to mix the rounds. The following is a possible order:-
  
  General Knowledge round 1
  Picture round
  Drama round
  Drawing round
  Puzzle round
  General Knowledge round 2

- Finish by asking the teams to join up all their pieces of 'spaghetti' and compare the lengths to find the winning team
- Award prizes as appropriate
1. GENERAL KNOWLEDGE ROUND (Christmas/Diwali)

1. What is the Christian Festival of Light called?
   Christmas; Diwali; Hanukkah
   (Christmas)

2. What is the Hindu Festival of Light called?
   Christmas; Diwali; Hanukkah
   (Diwali)

3. Where were Rama and Sita sent to live when they got married?
   Ayodhya
   Forest
   Lanka
   (Forest)

4. Where was Jesus born?
   Bethlehem
   Jerusalem
   Egypt
   (Bethlehem)

7. What was the name of the king who wanted to kill Jesus?
   (Herod)

8. What was the name of the ten-headed demon who captured Sita?
   (Ravana)
1. **GENERAL KNOWLEDGE ROUND (Christmas/Hanukkah)**

1. What is the Christian Festival of Light called?
   - Christmas; Diwali; Hanukkah
   - (Christmas)

2. What is the Jewish Festival of Light called?
   - Christmas; Diwali; Hanukkah
   - (Hanukkah)

4. In what religion was Jesus brought up?
   - Catholic; Protestant; Jewish;
   - (Jewish)

5. Where was Jesus born?
   - Bethlehem
   - Jerusalem
   - Egypt
   - (Bethlehem)

7. What was the name of the king who wanted to kill Jesus?
   - Caesar
   - Herod
   - Pharaoh
   - (Herod)

8. What was the name of the Greek King who drove the Jews out of the temple?
   - Alexander
   - Augustus
   - Antiochus
   - (Antiochus)
2. PICTURE ROUND - See picture cards

- CHRISTMAS AND DIWALI - Put a 'C' beside the pictures that have something to do with Christmas and a 'D' beside those that have something to do with Diwali

- CHRISTMAS AND HANUKKAH - Put a 'C' beside the pictures that have something to do with Christmas and a 'H' beside those that have something to do with Hanukkah

3. DRAMA ROUND - Cut the following into strips and let a member of each group choose one:

- Mime Rama with his bow

- Mime lighting the candles on the last day of Hanukkah or playing the dreidel game

- Mime the wise men following the star

Own team is allowed to guess first. If they get it wrong, offer a guess to the other team.

4 DRAWING ROUND - Cut the following into strips and let a member of each group choose one:

- Draw a symbol for Diwali

- Draw a symbol for Christmas

- Draw a symbol for Hanukkah

5. PUZZLE ROUND - Print out a Christmas, Diwali and Hanukkah picture. Cut the picture into eight jigsaw pieces. Offer a set of pieces to each team and the first to finish wins.
6. GENERAL KNOWLEDGE ROUND 2 (Christmas/Diwali)
1. What was the name of the monkey king?
   Hanuman
   Laksman
   Ravana
   (Hanuman)

2. What helped the wise men find baby Jesus?
   A compass
   A star
   A map
   (A star)

3. Where did the battle between Rama and Ravana take place?
   Lanka
   Ayodhya
   Forest
   (Lanka)

4. Who warned the wise man to go back home a different way?
   Herod
   Angel
   Joseph
   (Angel)

5. What do people light during Diwali?
   Diya
   Candle
   Torch
   (Diya)
   For an extra bonus why?

6. What do people light in the time leading up to Christmas?
   Hanukkiah
   Advent Candle
   Torch
   (Advent Candle)
   For an extra bonus why?
6. GENERAL KNOWLEDGE ROUND 2 (Christmas/Hanukkah)
1. What was the name of the leader of the Macabbees?
   John
   Judah
   Jonah
   (Judah)

2. What helped the wise men find baby Jesus?
   A compass
   A star
   A map
   (A star)

3. What game do Jewish children play at Hanukkah?
   Driedel
   Snap
   Draughts
   (Driedel)

4. Who warned the wise man to go back home a different way?
   Herod
   Angel
   Joseph
   (Angel)

5. What do people light during Hanukkah?
   Hanukkiah
   Candle
   Torch
   (Hanukkiah)
   For an extra bonus why?

6. What do people light in the time leading up to Christmas?
   Hanukkiah
   Advent Candle
   Torch
   (Advent Candle)
   For an extra bonus why?
Festivals of Light
Picture Round - Christmas and Diwali
Festivals of Light
Picture Round - Christmas and Hanukkah

1. [Image of Christmas nativity scene]
2. [Image of child in a white dress]
3. [Image of elderly people with presents]
4. [Image of manger]
5. [Image of three Wise Men in a cave]
6. [Image of a menorah]
7. [Image of pyramids and camels]
8. [Image of a menorah on a table]
9. [Image of a family with a menorah and children]
10. [Image of a boy with a menorah]
11. [Image of a yellow star]
12. [Image of a man painting]
ESSENTIAL BIBLIOGRAPHY


This book has information on Judaism and Hinduism, Jews and Hindus in Northern Ireland and has photographs of the Synagogue, the Temple and local people keeping Hanukkah, Diwali and other events. It also has a number of activities and personal accounts from children and young people about living in Northern Ireland.


Maurice Ryan, *Another Ireland - Ethnic and Religious minorities* (Belfast: Stranmillis College), 1986. This is a good reference book about ethnic and religious minorities living in Ireland.


Norman Richardson, *People Who Need People* (Belfast: CPEP and Stranmillis), 2005. The new edition of this excellent resource is particularly useful for RE teachers working with key stage 2 students.

Save the Children, *Think of me, Think of you* (Belfast: Save the Children), 2003. Freely available from Save the Children, this booklet has a helpful glossary, facts about minority communities and terminologies and young peoples’ stories.

Connolly, Paul, *Fair Play* (Belfast: Save the Children and Barnardo’s), 2002.
Freely available from Barnardos or Save the Children, this booklet produced for parents and guardians of children in N.I. has very useful definitions, questions and stories relating to prejudice and discrimination.

CLASS LIBRARY

FIRST WORLD WAR

This is a very moving story of two brothers and their experiences in the trenches during the First World War - *key stage 3*

This is an account in a forgotten letter of one night during the Christmas truce in 1914 - *key stage 2*

This is the story of Joey a young farm horse thrust into war on the western front. It is a tribute to the 2 million horses lost - *key stage 2*.

This is a bit of a sequel to War Horse, as a shortened version of that story is retold by Joey's master's son to his grandson - lovely illustrations - *key stage 2*.

This is the story of Roy a young farmer from County Antrim and events leading up to the Battle of the Somme - *key stage 1*.

SECOND WORLD WAR AND AFTER


This is a trilogy - the memoir of Elli Friedmann, 13 years old in March 1944, when the Nazis invaded Hungary and her journey to Auschwitz,; her life under the Communists after the war; and her life in New York in the 1950's - *key stage 4*.


A very moving true-life story, recorded in a diary from 1942 by a thirteen year old Dutch girl in hiding from the horrors of Nazi occupation which comes to an abrupt end when she is arrested in 1944 - *key stage 3*.
Set in Germany and England in 1938, this is a story about two children escaping from Nazi Germany on the Kindertransports. It reflects the feelings of the older child - issues of loss; identity; and comparisons of Christmas and Hanukkah both festivals of light - key stage 2.

Gibbons, Alan, Street of Tall People (London: Dolphin), 1996.
A story about the friendship of two boys, a gentile and a Jew, against all the odds in the Jewish East end of London, amidst the upsurge of fascist violence in 1936 - key stage 3/4.

This very moving story is told by a young Jewish boy in Poland in 1942. It highlights the children's' stories and some of the situations they found themselves in; and the importance of storytelling and its value as a tool in the healing process - key stage 2.

Judith Kerr was born in Berlin of German Jewish parents and left Germany in 1933 to escape the Nazis. This story about nine year old Anna is based on Judith's own experiences - key stage 2.

This is a true story about how Fumiko Ishioka, curator of the Holocaust museum in Tokyo, traced the story of a little girl called Hana from her suitcase which came to them from Auschwitz in 2000 - key stage 2.

This story about three schoolgirls and their ‘file’ on a German schoolteacher is set in Belfast in 1944 and highlights the damage that assumptions and prejudice can do to relationships for both the victims and the perpetrators - issues of persecution; racism & sectarianism; guilt and closure - key stage 3.

This is a very moving story about a Chelsea footballer who gets caught up in the Second World War - ambulance corps; prisoner of war; refugee; rescuing and burying victims of Belsen - issues of loss; post traumatic stress; war - key stage 2/3.

This story, set in South West France, is about Jo, a young French boy who stumbles on a dangerous secret about Jewish children being smuggled over the border into Spain close to his mountain village - key stage 2.
This story is one of a series in 'Survivors,' a collection of fictional stories about young people caught up in real-life conflicts. This moving story is based on the memories of Andor (Bandi) Guttmann, a 14 year old Jew in Budapest in 1944 - issues of racism, loss, hope and survival - *key stage 3*.

This is a survivor’s story of life in Vienna and Amsterdam in the 1930’s, and Auschwitz Birkenau from 1944 by the posthumous step-sister of Anne Frank - *key stage 3*.

This story, set in Warsaw, is based on fact, tells the story of a family torn apart by war - *key stage 2*.

This story, based on true events, describes the experiences of young refugees who came to Northern Ireland during World War Two. Set in Millisle, County Down - *key stage 2*.

**INDIA**

The issues of urbanisation in India, family life and survival are highlighted in this lovely story - *key stage 2*.

A story of friendship and the benefits of that in the longer term to the community - *key stage 1*.

There is a lesson in this story about being willing to learn from others - trusting another’s judgement and accepting that we don’t know everything - *key stage 1 up*.

A Panchatandra story about the value of friendship, in this case between elephants and mice - raising issues of solidarity; non-violence and conflict resolution - *key stage 1 up*.

This is a great story for raising discussion about conflict styles and conflict resolution - *key stage 1 up*. 
*This story raises the issues of arranged marriages and family conflict - key stage 3.*

*This story raises issues of unresolved conflict amidst a history of revenge between two families - key stage 3.*

*This book has a collection of short stories from India - Key stage 1 up.*

**WEBSITES**
www.bbc.co.uk/religion/religions
www.multifaithnet.org
www.faithinschools.org
www.support4learning.org.uk for religious Calendars - see also
www.shap.org
Festivals of Light
Hanukkah
FESTIVALS OF LIGHT LEARNING ACTIVITIES
CHRISTMAS AND HANUKKAH

• Teachers and leaders can adapt the following to suit their own needs.
• The methodology that worked best on the pilots was ‘circle time’. For more information about methodologies that build a positive learning environment please see the chapter on group work and facilitation in Lynagh N and M Potter, Joined Up (Belfast: NICIE, Corrymeela) 2005, pp 43 – 86. There is a hyperlink to this resource in the ‘Getting Started’ page in the Introduction.
• Teachers/leaders need to explore and be comfortable with their own identity before discussing identity with the class/group. It is important for us to accept others both for the ways in which we are different and also for the ways in which we are similar and to express our identity in ways that do not harden boundaries with others. You can find out more about sectarianism and approaches to difference in the trunk and branches sections of the downloadable ‘Moving Beyond Sectarianism’(young adults) at: www.tcd.ie/ise/projects/seed.php#mbspacks
• It is important that parents are aware of the issues in this unit. Write a letter to let them know what you will be covering and why.
• There are three festivals of light in this section – Diwali; Christmas and Hanukkah. They can be studied separately or comparatively. During the pilots they were studied comparatively - Christmas and Diwali and Christmas and Hanukkah over 6 sessions. In what follows the learning activities have been reduced to 5 sessions but these can be extended and other materials used in between or following the sessions.
### STEPPING OUT LEARNING ACTIVITY

**CHRISTMAS & HANUKKAH**

A programme for 5 sessions of 30 - 40 minutes

**LEARNING INTENTION:**
In sharing our stories of the celebrations of events throughout the year and focusing on Christmas and Hanukkah, we recognise the similarities and differences amongst us as citizens of different ethnic/cultural background in the local and wider community.

**SUGGESTED SUCCESS CRITERIA:**
- We will learn more about the Jewish community in Belfast; Hanukkah
- We will learn more about the celebrations and links between Christmas and Hanukkah and encourage comparison; similarity and difference
- We will continue to build trust and learn more about one another
- We will encourage active listening, empathy and interactive storytelling
- We will share what we have learnt about Hanukkah and Christmas
- We will share our knowledge and understanding of similarities and differences amongst people of different ethnic/cultural background in the wider community
- We will evaluate what we have learnt from a baseline

### CHRISTMAS AND HANUKKAH

This column gives suggestions for a lesson outline

**SESSION 1**

**Opening activity**

Events Calendar - Use this group activity as an opportunity to construct a baseline. Invite members of the class/group to share information on events. Focus on Christmas & Hanukkah as 'Festivals of Light' and the ways they are celebrated throughout the world. Can any of the children say why they might be known as Festivals of Light? Talk about lights we know in darkness - stars; moon; electric light; torch; lighthouse; candles and about how light makes us feel when we are frightened in the dark - safe; secure; less afraid. Talk about light in darkness as a symbol of hope. What do the children understand about light and hope?

Advent wreath and the Hanukkiah - introduce and light a candle on each.

Samuel - Introduce Samuel and if possible, talk about his name. He is named after the prophet Samuel whose birth, one of hope, is recorded in the Bible - 1 Samuel v 1. Introduce and name Samuel's Tsitsit, Kippah and dreidel.

**Closure** - All Change - Try using specific statements about customs & traditions around celebration e.g. whether they ever:- visited Israel or a synagogue; sent cards to people for celebrations other than their own; went to church on Christmas day; celebrated Hanukkah; have a name beginning with 'S'; are afraid of the dark; etc.

### DETAIL OF WHAT TO DO

This column lists resources needed and gives sources for background information for each lesson

**SESSION 1**

Opening and Closing activities - Choose appropriate activities for opening and closing each session from ‘Games’ in the Resources section

Events Calendar - Print out your own copy from the ‘Resources’ section.

Map of the world – Invest in an inflatable globe to pass around the circle as an opening or closing activity, inviting people to find the country - where they live now; have lived before; have visited or know someone

Religious Calendars [www.support4learning.org.uk](http://www.support4learning.org.uk) for religious Calendars - see also [www.shap.org](http://www.shap.org)

Christmas Resources - You might like to introduce the Advent Calendar and related activities (Christmas Resources) and use whatever aspects of it would be appropriate for your class/group

Flashcards - These will be helpful for new words/names –Hanukkah; Tsitsit, Kippah; dreidel etc.

Samuel Puppet - print out the 'Knitted Puppet' pattern in the ‘Resources’ section. As a ‘whole school’ activity why not make a few of these (for a whole school resource) inviting staff, governors, parents and extended family members to participate? Make and give him a Tsitsit, Kippah and dreidel using the pictures in ‘Jewish Dress’ in this section to help. You can alternatively print out a picture of Samuel from this section

Christmas and Hanukkah calendars and non-flame light holders - print out and make these from this section.

All Change Game - read the instructions for playing this game in ‘Games’ in the Resources section. Think about how you will use it.
### SESSION 2

**Opening activity**

**Christmas Story** Matthew 1 - Talk about the characters in the story. Think about Jesus and his family - Jews from Nazareth, and why they had to travel to Bethlehem - Roman census; taxes. Do we know anything more about their social background from this or any of the other Christmas stories? Talk about where we come from and where the wise men came from in relation to Israel - East; West; North or South. Talk about the reasons people leave one place for another - introduce the term 'refugee' - Jesus' family escaping to Egypt from King Herod. Talk about the term 'messiah' and relate to the discussion about light/hope in darkness. **Story** - Stories of hope from the First World War - Read extracts of stories from the First World War from 'The Hope of Christmas' or Michael Morpurgo's book about the Christmas truce - a time of light/hope at a dark time for Christians in both the Allied and German forces during the First World War. Compare the stories of hope. What have they in common? What can we learn?  

**Advent Calendar** - Introduce the Calendar and any of the associated activities you may wish to use.  

**Closure** - 'Light' the Diya and two candles on the Advent Wreath

### SESSION 3

**Opening activity** - Gate game  

**Discussion** - Talk about the word 'minority' and what it means to be in the smaller 'minority' group re gender; eye colour; whether or not you wear glasses/brace etc. Express preferences for a particular group over the other - e.g. boys are stronger than girls; people who wear glasses are more intelligent etc. Talk about 'discrimination' against people according to gender; eye/hair colour; age; skin colour; or religion and introduce the terms racism; sectarianism if appropriate.  

**Sharing** - Talk about the different ways we in the group are different from each other. what we remember from last week  

**Hanukkah Story** - Talk about the characters in the story. You might find it useful to make flashcards to help the children remember the names! Talk again about the reasons people leave one place for another - 'refugees' This time the Macabbees fleeing from King Antiochus and the Greeks.  

**Images of hope in the Hanukkah story** - Share the stories by Rabbi Hugo Gryn and Ellie Friedman, about celebrating Hanukkah in the Nazi labour camps during the war. Relate these stories to the opening activity and any learning about discrimination. Talk about the miracle of the light burning for 8 days in the temple assuring the people of God's presence with them and the importance of light in darkness.  

**Closure** - Let the children take turns to 'light' a few more candles on the Hanukkah and a second candle on the Advent wreath

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### SESSION 2

**Christmas Story** - Print out both the Matthew 1 story and accompanying picture set; also the short stories about the Christmas truce during World War 1 in 'Christmas Hope'.  


**Flashcards** - for new terms - census; refugee; Messiah; etc.  

**Advent Calendar** - Print out and make an advent calendar using as many of the associated activities as appropriate

### SESSION 3

**Gate Game** - read the instructions for playing this game in 'Games' in the Resources section. Think about how you will use it. This game, which 'sorts' people into categories according to gender; appearance; clothes worn etc. helps us experience what it's like to be 'grouped' together.  

**Save the Children** have produced a booklet, 'Think of me, Think of you' and another with Barnardo's entitled, 'Fair Play' either of which you will find very useful for this session.  

**Flashcards** for new terms - minority; majority; discrimination etc.  

**Background information on Judaism** - Try www.bbc.co.uk/northernireland/schools/11_16/citizenship

**Hanukkah Story** - Print out both the Hanukkah story and accompanying picture set; also the short stories about Hanukkah being celebrated in the Nazi labour camps during World War 2 in 'The Hope of Hanukkah'.  

**Flashcards** - for new names - Antiochus; Macabbees; etc.  

**Bibliography** section - You might want to read Livia Bitton-Jackson's, 'I have lived a thousand years' (London: Pocket books), 1999. The 'Class Library' in the Resources section has several books about World War Two at an appropriate key stage level that children might like to read to extend their knowledge.  

*Marilyn Taylor's, Faraway Home* is a particularly useful story for background information about the Jewish community in Belfast.
**SESSION 4**

**Opening Activity** - Welcome and remembering what we did on previous weeks with the help of the flashcards **Hanukkah celebrations** at the Synagogue and Wolfson Centre in Somerton Road. Either visit the synagogue or hear about Hanukkah from a member of BJC. If neither of these is possible, look at some pictures of the celebrations from 'Local People, Global Faiths'. Share stories about how Christmas is celebrated - opening presents; getting dressed up; visiting family members; going to church; lighting candles; sharing a meal - any comparisons?

**Samuel** - talk about how Samuel keeps Hanukkah, using the background information in this section.

**Make dreidels** together in class. Talk about the Hebrew letters, what words they represent and what those words mean. Explain the rules of the game and the important role the game played in helping people remember the miracle without their enemies knowing what they were doing. Play a game of Dreidel.

**Christmas celebrations**. Look at the Christmas cartoons (available from this section). Describe what is happening in them. Are there any lessons to be learnt about the celebration of Christmas in comparison with those in other parts of the (less affluent) world or at times in the past? Any comparisons with the celebration of Hanukkah, another festival of light?

**Closure** - 'Light' the Advent and Hanukkiah candles - The children can take turns at doing this.

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**SESSION 4**

**A visitor from the Belfast Jewish Community** - This would be a good session to have a member of the Belfast Jewish Community (BJC) present so if there isn't one in the class, invite someone through the BJC. Alternatively, arrange a visit. See 'Contacts' in the Resources section.

**The Synagogue and Wolfson Centre in Somerton Road** Get a copy of James Nelson and Norman Richardson's, **Local People, Global Faiths: Sikhs, Jews and Hindus in Northern Ireland, 2005** available from Colourpoint Educational, price £7.99 and project some of the pictures of a Hanukkah celebration at the Wolfson Centre in Belfast. These would probably mean more to them after a visit to the Synagogue.

**Making Dreidels** - Use the instructions in this section to prepare and make dreidels in class.

**Images of Christmas** - print out your own copy of the cartoons from this section.

**Christmas and Hanukkah Cards** - collect a number of different types of Christmas (and if available Hanukkah) cards; with different languages on, different aspects of the festivals; if possible from different parts of the world. Talk about the global nature of both the Jewish and Christian faiths. Why not make some Hanukkah cards to send to some Jewish friends?

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**SESSION 5**

**Opening Activity** - Share and discuss what we have learnt so far.

**Spaghetti Quiz**

**Wool Web** - Pass the ball of wool around the group until everyone has received it and passed it on once. Web pattern connects everyone up. Talk about connections with one another; similarities and differences in how we celebrate events; what we have learnt from Festivals of Light - Christmas and Hanukkah.

**Closure activity** - Light the Diya and four candles on the Advent Wreath

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**SESSION 5**

**Quiz** - You can use up to 5 quiz rounds from the 2 general knowledge; 1 picture; 1 drawing and 1 puzzle rounds.

**Wool Web** - An affirmation exercise as well as a closure, we have an opportunity to talk about what we have learnt, the importance of connections and interdependence. An evaluation can be made of the learning from this and the baseline after the first session.

**Wool Web** in 'Games' in the Resources section is good for closure and highlighting connections and interdependence.
HANUKKAH

STORY

1. Until King Antiochus' rule, the Syrian rulers of Israel had allowed the Jews to follow their own religion, but Antiochus forbade them to keep the laws of the Torah, such as observing the Sabbath. He put Greek idols in the Temple and put out the menorah, the special light that burned in the Temple symbolizing for the Jews, the presence of God.

2. Anyone who refused to obey was killed but a man called Mattathias and his sons rebelled against the Syrians and fled to the hills to be joined by other Jews who wished to keep their faith.

3. When Mattathias died, his son, Judah and his four brothers formed an army. After three years of fighting, although the Jews were greatly outnumbered, they won the battle and were successful in driving the Syrians out of Israel and reclaiming the Temple in Jerusalem.

4. The Temple had to be rededicated and according to legend, only one jar of sacramental oil was found, enough for one day.

5. Miraculously, the oil burned for eight days, thus the eight days of Hanukkah. Hanukkah, which means "dedication" and is also referred to as "The Festival of Lights", is a Jewish festival which begins on the Hebrew date of the 25th of Kislev and lasts eight days, through the 2nd of Tevet.
THE HOPE OF HANUKKAH

The light that burned in the Temple is still an important symbol for Jews and Hanukkah is a festival of light and hope. Here are two stories from the Second World War.

Rabbi Hugo Gryn, a leader of the Jewish community in Britain wrote this in his memories of the concentration camp during the Second World War as a boy of 14:

'It was the cold winter of 1944 and although we had nothing like calendars, my father, who was a fellow prisoner there, took me and some of my friends to the corner of the barrack. He announced that it was the eve of Hanukkah, produced a curious shaped bowl, and began to light a wick immersed in his precious, now melted margarine ration. Before he could recite the blessing, I protested at the waste of food. He looked at me, then at the lamp, and finally said, ‘You and I have seen that it is possible to live up to three weeks without food. We once lived almost three days without water, but you cannot live properly for three minutes without hope.’

Livia Bitton-Jackson, then a girl of 14 tells this story during her time in a forced labour camp in Augsburg in 1944.

‘Mummy kindles her … lights in carved-out potato halves using oil smuggled from the factory and threads from our blanket for wicks… Before lighting them… we post look-outs at each entrance and develop a system of warning signals. A miracle comes to pass. For eight days we delight in kindling lights and singing Hanukkah songs without being caught.’

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HANUKKAH CELEBRATIONS

The most important Hanukkah ritual is the candle lighting. Jews light candles in a special candleholder called a "menorah" or a "hanukkiah". Each night, one more candle is added. The middle candle, called the "shamash", is used to light each of the other candles and it is lit every night. Therefore, on the first night of Hanukkah, two candles are lit (the shamash and the candle for the first night) and on the last night, there are nine lit candles.

It is traditional to eat foods fried in oil during Hanukkah. Some common foods are potato latkes and "sufganiot" (jelly doughnuts).

Another tradition is to play the "dreidel" game. A dreidel (or "sivivon") is a four-sided top. On each side is a different Hebrew letter: (nun), (gimel), (heh) and (peh), corresponding to the words in the sentence "nes gadol haya po" ("A great miracle happened here"). Of course, the miracle happened in Israel, so outside of Israel, the letter (peh) is replaced by (shin) for "nes gadol haya sham" ("A great miracle happened there"). The dreidel is used for a game in which each letter represents a different amount of money (or whatever...) won or lost.

Another common Hanukkah practice is giving gifts or "gelt" (money) to children. In Hebrew, "gelt" is called "d'mei Hanukkah".

In Israel, Hanukkah is a very festive time. Schools are out for a week and there are lots of parties and special events around the country. People sing Hanukkah songs, eat lots of food and have lots of fun!
Non-Flame Advent Wreath and Hanukkiah

Make your own candles/flame
Hey (the first letter of Hayah) meaning 'was'

Gimmel (the first letter of Gadol) meaning 'great'

Nun (the first letter of Nes) meaning 'miracle'

You take half

You grab everything in the middle

You take nothing
DREIDEL

Rules for playing Dreidel and how to make one

All the players start with the same number of pennies, counters or raisins. Jewish children often get a bag of chocolate money as a Hanukkah present and use these to play the game.

RULES

- Each player puts one coin/counter in the middle
- Everyone takes it in turn to spin the dreidel
- If it lands on:
  - Nun you take Nothing
  - Gimmel you Grab everything in the middle
  - Hey you take Half
  - Shin you Shove one counter in
- It’s the side of the dreidel facing upwards when it lands that counts
- If the dreidel lands on hey and there are an odd number of counters in the middle, the player takes half of the total plus one
- Before the next person spins, everyone puts in another piece
- When someone has won everything the game is over. Alternatively the winner can be the person with the most pennies/counters at the end of a set time

TO MAKE THE DREIDEL

- Cut out the dreidel shape
- Score and fold along the dotted lines
- Make a hole in the top where marked
- Put the stick through the hole
- Glue the flaps to the base and sides of the square around the stick
- Glue the flaps at the top around the stick
The Knitted Puppet

See instructions for the basic puppet in the Resources section
**JEWISH DRESS AND RELIGIOUS ARTICLES**

These pictures are from [www.judaicaworldwide.com](http://www.judaicaworldwide.com) where the actual articles can also be purchased.

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<td>7-branched Menorah</td>
<td>9-branched Menorah or Hanukkah</td>
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SPAGHETTI QUIZ

A Spaghetti quiz brings a bit more equity into the competition between each small group. It introduces chance and takes the focus off the score. The important aim is to have fun learning from one another.

SUGGESTED SUCCESS CRITERIA:
- We will have fun finding out how much we do and do not know/remember about Christmas and Hanukkah
- We will affirm/be affirmed and encourage co-operation within each small group
- We will share what we have learnt about Christmas and Hanukkah
- We will work together as a team

TIME: 1 hour

EQUIPMENT:
Large saucepan; ball of wool cut into different lengths for the 'spaghetti'; scraps of paper; pens; pictures for picture round; puzzles for puzzle round and prizes

METHOD:
- You will need a large saucepan and a ball of wool cut up into different lengths of 'spaghetti' – from 3” to 23” and any length in between.
- Arrange the pieces in the pot with the ends hanging over the side, so that when you put the lid on, they all look the same length.
- When a team gets an answer right, someone is appointed to choose a piece of 'spaghetti' for their team.
- The pieces are all joined together, and at the end all the teams compare their lengths of wool.
- The team with the longest piece of wool 'wins' - The chance element keeps the suspense going and everyone interested.
ROUNDS

- Start with getting the large group into smaller teams of 6-8

- Ask the teams to choose a name by which they will be known

- Take turns to ask each team a question. If they get it right, one of them chooses a piece of 'spaghetti'. If they get it wrong offer a bonus to the next team

- Let the teams complete the answers on a piece of paper

- With the Drama round, award a piece of spaghetti for the effort of each team member ‘taking the stage’

- With the Puzzle round award a piece of spaghetti for the first team to finish

- Try to mix the rounds. The following is a possible order:-

  General Knowledge round 1
  Picture round
  Drama round
  Drawing round
  Puzzle round
  General Knowledge round 2

- Finish by asking the teams to join up all their pieces of 'spaghetti' and compare the lengths to find the winning team

- Award prizes as appropriate
1. GENERAL KNOWLEDGE ROUND (Christmas/Hanukkah)

1. What is the Christian Festival of Light called?
   Christmas; Diwali; Hanukkah
   (Christmas)

2. What is the Jewish Festival of Light called?
   Christmas; Diwali; Hanukkah
   (Hanukkah)

4. In what religion was Jesus brought up?
   Catholic; Protestant; Jewish;
   (Jewish)

5. Where was Jesus born?
   Bethlehem
   Jerusalem
   Egypt
   (Bethlehem)

7. What was the name of the king who wanted to kill Jesus?
   Caesar
   Herod
   Pharaoh
   (Herod)

8. What was the name of the Greek King who drove the Jews out of the temple?
   Alexander
   Augustus
   Antiochus
   (Antiochus)
2. PICTURE ROUND - CHRISTMAS AND HANUKKAH
See picture card. Put a 'C' beside the pictures that have something to do with Christmas and a 'H' beside those that have something to do with Hanukkah.

3. DRAMA ROUND - Cut the following into strips and let a member of each group choose one:
   - Mime lighting the candles on the last day of Hanukkah or playing the driedel game
   - Mime the wise men following the star

Own team is allowed to guess first. If they get it wrong, offer a guess to the other team.

4. DRAWING ROUND - Cut the following into strips and let a member of each group choose one:
   - Draw a symbol for Christmas
   - Draw a symbol for Hanukkah

5. PUZZLE ROUND - Print out a Christmas and Hanukkah picture. Cut the picture into eight jigsaw pieces. Offer a set of pieces to each team and the first to finish wins.
6. GENERAL KNOWLEDGE ROUND 2 (Christmas/Hanukkah)

1. What was the name of the leader of the Macabbees?
   John
   Judah
   Jonah
   (Judah)

2. What helped the wise men find baby Jesus?
   A compass
   A star
   A map
   (A star)

3. What game do Jewish children play at Hanukkah?
   Driedel
   Snap
   Draughts
   (Driedel)

4. Who warned the wise man to go back home a different way?
   Herod
   Angel
   Joseph
   (Angel)

5. What do people light during Hanukkah?
   Hanukkiah
   Candle
   Torch
   (Hanukkiah)
   For an extra bonus why?

6. What do people light in the time leading up to Christmas?
   Hanukkiah
   Advent Candle
   Torch
   (Advent Candle)
   For an extra bonus why?
Christmas and Hanukkah Picture Round

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12
Puzzle Picture 1
Puzzle Picture 2
ESSENTIAL BIBLIOGRAPHY

Nelson, James and Norman Richardson, Local People, Global Faiths: Sikhs, Jews and Hindus in Northern Ireland (Newtownards: Colourpoint Educational), 2005 price £7.99 from Colourpoint Educational (028) 9182 0505 www.colourpoint.co.uk

This book has information on Judaism and Hinduism, Jews and Hindus in Northern Ireland and has photographs of the Synagogue, the Temple and local people keeping Hanukkah, Diwali and other events. It also has a number of activities and personal accounts from children and young people about living in Northern Ireland.


This book has good background information about Hanukkah and lots of pictures and activities.


This is a good reference book about ethnic and religious minorities living in Ireland.


A useful resource for primary school teachers

Norman Richardson (Ed), A Handbook of Faiths (Belfast: N.I. Inter-Faith Forum), 2002.

This booklet contains useful information and contacts for the Faith communities in N. Ireland available from the N.I. Inter-Faith Forum.

Norman Richardson, People Who Need People (Belfast: CPEP and Stranmillis), 2005.

The new edition of this excellent resource is particularly useful for RE teachers working with key stage 2 students.

Save the Children, Think of me, Think of you (Belfast: Save the Children), 2003.

Freely available from Save the Children, this booklet has a helpful glossary, facts about minority communities and terminologies and young peoples’ stories.

Connolly, Paul, Fair Play (Belfast: Save the Children and Barnardo’s), 2002.
Freely available from Barnardos or Save the Children, this booklet produced for parents and guardians of children in N.I. has very useful definitions, questions and stories relating to prejudice and discrimination

CLASS LIBRARY

FIRST WORLD WAR
This is a very moving story of two brothers and their experiences in the trenches during the First World War - key stage 3
This is an account in a forgotten letter of one night during the Christmas truce in 1914 - key stage 2
This is the story of Joey a young farm horse thrust into war on the western front. It is a tribute to the 2 million horses lost - key stage 2.
This is a bit of a sequel to War Horse, as a shortened version of that story is retold by Joey's master's son to his grandson - lovely illustrations - key stage 2.

This is the story of Roy a young farmer from County Antrim and events leading up to the Battle of the Somme - key stage 1.

SECOND WORLD WAR AND AFTER

This is a trilogy - the memoir of Elli Friedmann, 13 years old in March 1944, when the Nazis invaded Hungary and her journey to Auschwitz, her life under the Communists after the war, and her life in New York in the 1950's - key stage 4.

A very moving true-life story, recorded in a diary from 1942 by a thirteen year old Dutch girl in hiding from the horrors of Nazi occupation which comes to an abrupt end when she is arrested in 1944 - key stage 3.
Set in Germany and England in 1938, this is a story about two children escaping from Nazi Germany on the Kindertransports. It reflects the feelings of the older child - issues of loss; identity; and comparisons of Christmas and Hanukkah both festivals of light - key stage 2.

A story about the friendship of two boys, a gentile and a Jew, against all the odds in the Jewish East end of London, amidst the upsurge of fascist violence in 1936 - key stage 3/4.

This very moving story is told by a young Jewish boy in Poland in 1942. It highlights the children’s’ stories and some of the situations they found themselves in; and the importance of storytelling and its value as a tool in the healing process - key stage 2.

Judith Kerr was born in Berlin of German Jewish parents and left Germany in 1933 to escape the Nazis. This story about nine year old Anna is based on Judith’s own experiences - key stage 2.

This is a true story about how Fumiko Ishioka, curator of the Holocaust museum in Tokyo, traced the story of a little girl called Hana from her suitcase which came to them from Auschwitz in 2000 - key stage 2.

This story about three schoolgirls and their ‘file’ on a German schoolteacher is set in Belfast in 1944 and highlights the damage that assumptions and prejudice can do to relationships for both the victims and the perpetrators - issues of persecution; racism & sectarianism; guilt and closure - key stage 3.

This is a very moving story about a Chelsea footballer who gets caught up in the Second World War - ambulance corps; prisoner of war; refugee; rescuing and burying victims of Belsen - issues of loss; post traumatic stress; war - key stage 2/3.

This story, set in South West France, is about Jo, a young French boy who stumbles on a dangerous secret about Jewish children being smuggled over the border into Spain close to his mountain village - key stage 2.
This story is one of a series in 'Survivors,' a collection of fictional stories about young people caught up in real-life conflicts. This moving story is based on the memories of Andor (Bandi) Guttmann, a 14 year old Jew in Budapest in 1944 - issues of racism, loss, hope and survival - key stage 3.

This is a survivor's story of life in Vienna and Amsterdam in the 1930's, and Auschwitz Birkenau from 1944 by the posthumous step-sister of Anne Frank - key stage 3.

This story, set in Warsaw, is based on fact, tells the story of a family torn apart by war - key stage 2.

This story, based on true events, describes the experiences of young refugees who came to Northern Ireland during World War Two. Set in Millisle, County Down - key stage 2.

INDIA

The issues of urbanisation in India, family life and survival are highlighted in this lovely story - key stage 2.

A story of friendship and the benefits of that in the longer term to the community - key stage 1.

There is a lesson in this story about being willing to learn from others - trusting another's judgement and accepting that we don't know everything - key stage 1 up.

A Panchatandra story about the value of friendship, in this case between elephants and mice - raising issues of solidarity; non-violence and conflict resolution - key stage 1 up.

This is a great story for raising discussion about conflict styles and conflict resolution - key stage 1 up.
*This story raises the issues of arranged marriages and family conflict - key stage 3.*

*This story raises issues of unresolved conflict amidst a history of revenge between two families - key stage 3.*

*This book has a collection of short stories from India - Key stage 1 up.*

WEBSITES  
[www.bbc.co.uk/religion/religions](http://www.bbc.co.uk/religion/religions)  
[www.multifaithnet.org](http://www.multifaithnet.org)  
[www.faithinschools.org](http://www.faithinschools.org)  
[www.support4learning.org.uk](http://www.support4learning.org.uk) for religious Calendars - see also [www.shap.org](http://www.shap.org)
William's Stories
WILLIAM'S STORIES LEARNING ACTIVITIES

There are four sets of materials and accompanying learning activities in this section. During the pilots they were studied separately but they can be adapted and interwoven. Some of the learning activities require 5-6 sessions others 2 - 3 but they can be extended adapted and interwoven according to individual needs.

- *William's Family* is a series of stories with learning activities raising issues of identity and its expression; diversity and inclusion/exclusion; stereotypes; assumptions and sectarianism
- *William and Treetops* and the accompanying learning activities explore the theme of loss
- *William and Lindsay* and the accompanying learning activities explore being differently-abled
- *William and Patrick* introduces 4 stories with learning activities raising issues of identity and its expression; diversity and inclusion/exclusion; stereotypes; assumptions and racism for the Settled and Traveller communities.

William is a large puppet as the illustration shows. Puppets like him are commercially available. You could also send the ‘knitted puppet’ pattern (available in Resources section) home with the children to see if any of the parents/extended family would contribute a few. You could also adapt and dress up a cuddly toy/doll or just use the pictures although the puppets were a real asset during the pilots.

- Teachers and leaders can adapt the following to suit their own needs.
- The methodology that worked best on the pilots was ‘circle time’. For more information about methodologies that build a positive learning environment please see the chapter on group work and facilitation in Lynagh N and M Potter, *Joined Up* (Belfast: NICIE, Corrymeela) 2005, pp 43 - 86. There is a hyperlink to this resource in the 'Getting Started' page in the Introduction.
- Teachers/leaders need to explore and be comfortable with their own identity before discussing identity with the class/group. It is important for us to accept others both for the ways in which we are different and also for the ways in which we are similar and to express
our identity in ways that do not harden boundaries with others. You can find out more about sectarianism and approaches to difference in the trunk and branches sections of the downloadable ‘Moving Beyond Sectarianism’ (young adults) at:  
www.tcd.ie/ise/projects/seed.php#mbspacks
• It is important that parents are aware of the issues in this unit so you will need to send a letter home explaining the content of the resource you are using and why.

WILLIAM’S FAMILY

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<td>A programme for 4/5 sessions of 40 minutes</td>
<td>• We will learn more about and share stories of our families</td>
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<tr>
<td>LEARNING INTENTION:</td>
<td>• We will share stories about identity and difference using puppets</td>
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<td>In sharing William's stories, we will earn more about and share feelings associated with conflict and sectarianism loss</td>
<td>• We will build co-operation and trust</td>
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<td>CORE CONCEPT:</td>
<td>• We will encourage active listening &amp; empathy</td>
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<td>Our identity is our personal and cultural history</td>
<td>• We will have an opportunity to write/draw about our own identity; our connections (bridges) and our separations (walls)</td>
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<td>• We will learn more about the effect of hardened boundaries (walls) and how to challenge them if we wish (build bridges) in making and playing a game</td>
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<td>• We will learn more about discrimination; stereotypes; prejudice; negative ‘isms’ in particular, sectarianism</td>
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<td>• We will learn more about identity and its expression</td>
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<td>• We will share and evaluate what we have learnt from a baseline</td>
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WILLIAM’S FAMILY - exploring identity

SESSION 1 ALBERT AND ROSIE

Opening activity
Events Calendar Invite members of the class/group to share information on events throughout the year, focusing particularly on Saint Patrick’s Day and the Twelfth
Ulster Wean’s A-Z wall frieze; or a weave - share what we know about events, badges of identity, places and spaces in the local and wider community in Northern Ireland. Talk about how we feel about the ‘green, white and orange’ and the ‘red, white and blue’. Introduce some symbols that belong to/are used in either/both divided communities e.g. St Brigid’s cross; shamrock; harp; daffodil; scout badge; Corrymeela badge etc. - see William’s rucksack

DETAIL OF WHAT TO DO

SESSION 1 ALBERT AND ROSIE

Opening and Closing activities Choose appropriate activities for opening and closing each session from ‘games’ in the Resources section
Events Calendar Print out your own Events Calendar from the ‘Resources’ section
Ulster Wean’s A-Z frieze - the frieze, or the book, may still be available from the Community Relations Resource Centre on College Square East. It is another useful way of constructing a baseline - what the children can recognise; name or share information about.
Weave All you need is a white sheet/cloth and strips of green, blue, orange and red cloth or ribbons
SESSION 2 WILLIAM’S FAMILY

Opening activity - Gate game

Discussion: Go over together what we did last week (weave etc). Add the flags and introduce the word ‘sectarianism’ and what we understand about it. It is important to point out that sectarianism does not only happen in N.I! The definition might be useful - also some comparison with the related ‘isms’ - racism, sexism, ageism etc. Use flashcards with the words discrimination; stereotypes: sectarianism; racism; sexism; ageism etc. Identity is complicated - ‘isms’ generalize and try to simplify it; separate us; build walls between us.

Sharing what we remember of last week’s story? Mixed identity; belonging; family; celebrating difference.

Introduce William if you have a William puppet or use the pictures supplied. Tell the story of William’s Family. Introduce the term ‘integrated school’ - you will find more information about these at www.nicie.org

Why did Albert and Rosie choose an integrated school for William? Would you agree/disagree with that choice and why? What does his friend David say to help him understand about identity?

Puppets Introduce the use of puppetry as a tool in story telling. This activity works best in smaller groups of 5-8 so divide a larger class/group into smaller ones. The puppets worked very well on the pilots - they

Flags and symbols Flags and symbols are essential for this session. You can print off pictures of flags from the Quiz folder in the St Patrick’s Day and The Twelth section or buy small ones and symbols from various shops particularly at times near these events. Other flags and symbols and information about them can be found on this very useful website www.coin.ulst.ac.uk

Paper Cuttings If you have them, it is useful to share newspaper headlines, cartoons and pictures of coverage of different cultural events particularly from William’s parents, Albert and Rosie’s communities.

Story of Albert and Rosie Print out the story and accompanying picture. More information about Corrymeela is available on their website www.corrymeela.org If you or some members of the class/group have visited Corrymeela, it may be good to share some experiences.

Puppets Print out the ‘Knitted Puppet’ pattern in the ‘Resources’ section and the picture of Lindsay. As a ‘whole school’ activity why not make a few of these (for a whole school resource) inviting staff, governors, parents and extended family members to participate? Give them different coloured skin and dress them differently - wearing a Celtic/Rangers top & scarf; badges from Protestant/Catholic/other traditions; a Kippa etc.

All Change Game Read the instructions for playing this game in ‘Games’ in the Resources section. Think about how you will use it.
provide safety in sharing about identity. Give each person in the group a puppet. Invite them to introduce their puppet - name and where they come from e.g. 'I am/This is Brian and I/he come/s from Ballysillan.' In a second round let the puppets say a bit more about themselves - why they are here; how they feel about living here; any difficulty they have living here; an interest; a hope etc. In a third encourage interaction between the different puppets. Some small groups may like to share a story that comes out of their work presenting a play to the others.

**Closure**

### SESSION 3 WILLIAM'S VISIT TO GRANNY QUINN'S

**Opening activity - All Change** Use the 'all change' game to move people around the room according to various family facts - if they have a sister; brother; never argued with them (yet); have a pet dog/cat; cousins; grandparents. Talk about grandparents William is going to visit his grandparents in West Belfast at the weekend. Share stories about our various grandparents - where they live (For the pilot group locations like Dromore; London; Birmingham; Berlin; Newcastle; Dungannon; Philippines!). Talk about the differences/similarities we observe when we visit our grandparents - voices; accent; language.

**William’s visit to Granny Quinn’s** Using the William puppet again, or the pictures supplied, tell the story of William’s visit to his Granny Quinn’s. What do we like/not like about this story? Talk about feeling ‘left out’ - when does William feel left-out? Have we ever felt like that? What’s a ‘proper’ Protestant/Catholic? Have we ever heard that term? Do we like/dislike it? Why?

**Walls and Bridges Game** Talk about ‘walls’ and ‘bridges’ and discuss examples of what we consider a ‘wall’ or a ‘bridge.’ When small group members have completed their walls and bridges, get back into the bigger group to talk about them. Is there sometimes a thin line between the two? Is there a struggle for us all in the whole area of diversity and inclusion? (There is a definite tension between the expression and maintenance/protection of ‘own’ identity and the welcome and inclusion of ‘other’ identity particularly when the ‘other’ identity is accompanied with a history of rivalry, sectarianism, violence etc.) It’s good to acknowledge tension - to talk, to listen to one another and to learn more about ourselves and our relationships with others. Share stories of the ways we can open a ‘hole in the wall’; life events that bring us ‘over our walls'; challenges that help us build bridges or make our walls more welcoming; less threatening to others. Share any feelings/learning playing the game. What helps/doesn’t help people come together?

**Closure** Affirmation Chairs might be good

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**SESSION 3 WILLIAM'S VISIT TO GRANNY QUINN'S**

William’s visit to Granny Quinn’s Print out the story from this section. You may want/need to read William and his Dad first although there is a two-session programme on ‘Loss’ following this one which focuses on ‘Identity’.

**Opening activity - all change**

**Walls and Bridges Game** This game is similar to Snakes and Ladders - see instructions and photos of the game made on one of the pilots in this section. Divide the group into small groups of 4-5. You will need squares of paper and pens, fabric and fabric crayons, a dice and counters. You might want to show some pictures of walls and bridges to the class – e.g. the ‘peace’ wall etc. Choose some of the badges of identity as counters. Playing the game during the pilots, there was a definite wish that there might have been fewer walls (snakes) and more bridges (ladders)! It worked better with a smaller group – so if the group is large think about keeping them in the 4 small groups and using four boards. It is particularly good with a cross community group.
### SESSION 4 WILLIAM’S T-SHIRT

**Opening activity** - Passing William around the group and sharing what we remember of his story so far.

**William’s rucksack** - William might like to show the class the various items he keeps in his rucksack including a T-shirt that he printed himself.

**William’s T-shirt** - Using the William puppet again, or the pictures supplied, tell the story of William’s T-shirt

**Designing and making a T-shirt**

Each group takes turns to describe and model their T-shirt and talk about identity; similarity and difference. In describing the T-shirts we have an opportunity to talk about symbols and badges; identity; similarity and difference; connections and interdependence.

### WILLIAM AND TREETOPS

#### STEPPING OUT

**WILLIAM AND TREETOPS**

A programme for 2 sessions of 40 minutes

**LEARNING INTENTION:**

We will think about someone or something very important to us that we have lost

**CORE CONCEPT:**

Loss - children often experience feelings of loss when a pet dies or a favourite toy is lost. Loss of a close relative is even more significant and it is very difficult for a child to have these feelings recognised when they are never discussed

**POINTS TO NOTE:** Teachers may feel these activities are of a sensitive nature and should adapt them according to their needs and those of the class. Teachers will need to consider their own feelings about death and the particular needs and sensitivities of the class in using this material

#### SUGGESTED SUCCESS CRITERIA

**WILLIAM AND TREETOPS**

**AIMS**

- We will continue to build trust and share stories with one another
- We will learn more about William’s family and share stories of our own
- We will encourage active listening: empathy
- We will share feelings associated with loss
- We will share and talk about objects associated with the loss
- We will draw/write about the person/object we have lost
- We will learn more about loss

#### DETAIL OF WHAT TO DO

This column gives suggestions for a lesson outline

**SESSION 1 WILLIAM AND HIS DAD**

**Opening activity**

Story - read William and his Dad

Community of enquiry – with the use of a Feelings Cube

What feelings does William describe? Have we ever felt like that? What helped William deal with his anger? His guilt? What can we learn from William’s story?

**Closure – All Change** - Try using specific statements

**SESSION 1 WILLIAM AND HIS DAD**

Opening and Closing activities - Choose appropriate activities for opening and closing each session from 'Games' in the Resources section

Prepare - get some information. Contact Cruse Bereavement Care, Knockbracken Healthcare 9079 2419; or the websites

This column lists resources needed and gives sources for background information for each lesson
amongst the general ones e.g. whether they ever:- went to a football match/cinema... with their dad, mum, grandparent; ever felt angry/guilty; ever lost a special toy etc.

www.childhoodbereavementnetwork.org.uk and www.winstonswish.org.uk For more specific advice contact Elaine Roub at elaine.roub@cruse.org.uk

Feelings pictures or a feelings cube will be useful to have (Grace and Tracey section).

A William puppet/doll would be very useful. Otherwise print out the pictures of William; William and his rucksack; and William at Treetops as well as the story. Story - William and his Dad.

William’s rucksack - design and make our own memory container - bag; box; quilt etc

William and his Dad Story - Print out your own copy of the story from this section

All Change Game - read the instructions for playing this game in ‘Games’ in the Resources section. Think about how you will use it.

Session 2
Opening activity
William’s rucksack picture - share the objects in William’s rucksack - the photo of his Dad that he framed at Treetops; his Corrymeela badge; his treetops teddy.

Community of enquiry - What objects do you think William might have in his teddy’s rucksack? Maybe a list of his fears/worries? More stories/photos of his Dad?

Memory container What objects do we have/would we put into our memory container that would remind us of the special person or pet or toy that has been lost? How do the memories help?

William at Treetops picture - the children in William’s group shared various objects that helped them deal with loss. Which of these would help you?

Closure

Session 2
Memory container If we already keep a ‘Memory Box’ of items that are important or have significance for us then we will have a supply of memorabilia that we might be able to use for a special person or pet or toy that has been lost or was valued at one time. The type or size of the container does not matter. Each child might design and make their own container

William at Treetops picture - print out the picture from this section

Closure You might like to try this one. In the circle hold out your hands, the right palm up and the left one down. Hold hands, explaining that the person on your right is holding you while you hold the person on your left.

WILLIAM AND LINDSAY

A programme for 3 sessions of 40 - 60 minutes

LEARNING INTENTION:

In sharing William’s stories, we learn more about and share feelings associated with being differently-abled

CORE CONCEPT:

Our identity is our personal and cultural history.

SUGGESTED SUCCESS CRITERIA

SESSION 1

• We will build co-operation and trust
• We will encourage active listening; empathy
• We will experience being differently abled
• We will carry out various activities/games using a wheelchair; being differently abled
• We will share feelings
• We will learn more about what excludes us
• We will tell/share stories about difference and inclusion
• We will have a chance to help/be helped in a blind-lead exercise and talk about it
• The group will have a chance to share something they have learnt
### WILLIAM AND LINDSAY - exploring being differently-abled

This column gives suggestions for a lesson outline.

**SESSION 1**

**Circle activity - Gate game** Divide the class/group according to gender; eye colour and whether or not we wear glasses. Talk about the word 'discrimination' what it means and how it feels to be discriminated against.

**Discussion** - how did we feel? Division; exclusion.

**Puppet Stories.** Give everyone a puppet with different abilities; skin colour etc. Share some storytelling in three rounds. First we give our puppets names and say where we/they are from and why we/they are here; second round we/the puppets say how they feel being here. Examples on the pilot - sad because people call me names (wearing glasses); exciting because it's different; going home because people called me names because of my colour; angry when people shout because I wear hearing aids.

Third round offer advice to each other - examples ignoring them; asking them not to... shout etc; finding friends who understand; inviting people/family to your home or to stay etc.

**Introduce Lindsay** - Talk about the different ways we can experience disability and the various tools available to help - wheelchairs; glasses; hearing aids; sign language; symbols; Braille; ... using our other senses, less frequently used and tell the stories 'Use Your Head' and 'Overcoming Barriers'. A good follow up to William's T-shirt.

**Closure** - All Change - Try using specific statements about customs & traditions around being differently abled e.g. whether they ever:- were sick; wore glasses; spent time in hospital; had an accident; couldn't take part in something because of an injury etc.

### SESSION 2

**Opening and Closing activities** - Choose appropriate opening and closure activities from the 'Games' in the Resources section.

**Gate Game** - read the instructions for playing this game in 'Games' in the Resources section. Think about how you will use it. This game, which 'sorts' people into categories according to gender; appearance; clothes worn etc. helps us experience what it's like to be 'grouped' together.

**Puppets stories** - Using a collection of puppets and props (glasses; hearing aids etc) to gauge how much we know about ability and different ability and what disables us. Make a wheelchair for one of them to go into/through.

**Lindsay** - Print out your own copy of the stories and pictures from this section.

**All Change Game** - read the instructions for playing this game in 'Games' in the Resources section. Think about how you will use it.

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<th>WILLIAM AND LINDSAY</th>
<th>DETAIL OF WHAT TO DO</th>
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<tr>
<td>exploring being differently-abled</td>
<td>This column lists resources needed and gives sources for background information for each lesson.</td>
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**SESSION 1 - WILLIAM AND LINDSAY**

Choose appropriate opening and closure activities from the 'Games' in the Resources section.

**Gate Game** - read the instructions for playing this game in 'Games' in the Resources section. Think about how you will use it. This game, which 'sorts' people into categories according to gender; appearance; clothes worn etc. helps us experience what it's like to be 'grouped' together.

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**Lindsay** - Print out your own copy of the stories and pictures from this section.

**All Change Game** - read the instructions for playing this game in 'Games' in the Resources section. Think about how you will use it.

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**SESSION 2**

**Opening and Closing activities** - Choose appropriate activities for opening and closing each session from 'Games' in the Resources section. Make sure the activities are inclusive of all ability.

**Opening activity - The marked card**

**Wheelchairs** - You will need to borrow a couple of wheelchairs for this session. Depending on the size of the group and the space available, two is a good number. These will not be easy to get especially child-sized ones. Try contacting your local special school. If you have a Schools Community Relations Programme (SCR) link try doing these exercises together. Find out more about the SCR scheme at [www.creni.org](http://www.creni.org).

**Blindfolds** - You will need materials for the games /activities in the wheelchairs. You will need a set of blindfolds - half the number of the group. Sometimes you can also get spectacles that help you to experience what it's like to have tunnel vision etc.

**Activities in a wheelchair** - In order to let everyone in...
a higher table facilitating the wheelchair user inconveniencing those sitting in ordinary chairs - how to stay together with different needs?

**Closure**

the group have a turn in the wheelchair, it will be necessary to have a number of quick games like the following, changing the wheelchair users in each game...

**Building a Tower**

Separate the group into smaller groups of 6-8 in number with one of the wheelchair users in a group and others with a tie restricting their dominant user hand. The task for each group is to make a tower using newspapers and tape. The team that builds the tallest tower 'wins'.

Observe use of mouths; one hand; etc; if they work together in a team e.g. two one-handed members co-operating or one member concentrating on cutting the tape. Are any of them are 'left out' or not choosing to join in?

**Line up - age; birthday; hair colour etc** Give different children a turn in the chairs. The children have to get in line according to age - oldest to youngest. Observe the children showing annoyance with the wheelchair users or trying to operate the chairs for the user to their annoyance; or the wheelchair users getting in the other children's way, backing the chair into them, feeling cramped, impatient etc. It will be important to reflect on all of this at the end of the activities.

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<tr>
<td><strong>Opening activity - Blind Lead</strong></td>
<td><strong>Circle activity - Blind lead - You will need Blindfolds</strong></td>
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<tr>
<td><strong>Discussion</strong> - Helping/being helped by others; Accepting ourselves and others/being accepted. After each round, ask those being led how they feel - 'scared' because their helper will let them trip, fall or bump into things; 'shy' about taking a hand, holding an arm or reassuring the blindfolded partner; 'laughed at' when they trip or bump into another blindfolded partner? Talk about how it must feel to be blind and what would make a good carer!</td>
<td>for this activity - half the number of the group,. Members of the group get into pairs and take it in turns to wear the blindfold and be led or lead the partner with the blindfold to a part of the room where they can explore an object. After being led to a different part of the room they take the blindfold off and then find the object they have just explored.</td>
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<td><strong>Jigsaw closure</strong></td>
<td><strong>Jigsaw Puzzle closure</strong> - Read the instructions for playing this game in 'Games' in the Resources section. Give out the pieces. Let each member of the class draw or write about some of the activities we did together on their piece of card - Colour each piece and stick the pieces together.</td>
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<td>Give each group member a blank jigsaw card piece and ask them to draw or write about some of the activities we did together by way of evaluation.</td>
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ALBERT AND ROSIE

William’s parents, Albert and Rosie met during a training weekend at the Corrymeela centre in Ballycastle, county Antrim. The picture shows them standing outside a building called the Croi. ‘Croi’ is an Irish word for ‘heart’ and the Croi is where people staying in any of the residential units meet for worship, group work, a concert, a drums workshop - even mask making.

The centre is owned by Corrymeela, a Christian community working for peace and reconciliation in Northern Ireland and throughout the world\(^1\). Albert and Rosie were both voluntary youth workers. Albert came from East Belfast, Rosie from West Belfast and they and were doing a bit of group work training as they had started to get more involved in cross-community work. They kept in touch after the course and brought their clubs together for a week at Corrymeela during the Summer Programme.

Rosie worked as a classroom assistant in a nursery school in West Belfast and Albert was a plumber. They decided to marry, worked hard and managed to buy a wee house off Tate’s avenue in South Belfast. They got married in Rosie’s church. Albert’s family was not happy with their decision to marry although they liked Rosie very much. It was just her 'religion' they had problems with.
‘You’ll have nothing but trouble son,’ his mother told him. ‘You’re far better staying with your own.’
They didn’t go to the wedding but wanted to keep in touch and said their home would always be open to them.

When William came along everyone loved him but... wondered what identity he would have.
‘We’ll bring our son up knowing about both sides an’ he’ll choose his own.’ His mum said.
‘It won’t be easy in Northern Ireland, to escape a system (sectarianism) that would trip a saint,’ agreed his dad, ‘but really, its something we all have to do and we have plenty of love and that will help.’

\(^{1}\) See www.corrymeela.org
WILLIAM’S FAMILY

William Beattie is 8 years old. He lives off the Lisburn Road in Belfast with his mum, Rosie. William’s dad Albert is a Protestant. His mum is a Catholic.

Rosie and Albert met at Corrymeela in their teens when they were both voluntary youth workers. It was love at first sight, Albert used to say. When they got married in Rosie’s church in West Belfast, Albert’s parents chose not to go. Albert and Rosie kept in touch with both of their families because they wanted any children they might have, to learn about all the different faiths and cultures living in Northern Ireland.

When William went to visit his mother’s family, the Quinns, he was called ‘Liam’; he went to mass with his mum and passed lampposts and pavement kerbs painted green, white and orange. When he went to visit his father’s family, the Beatties, he was called ‘Billy’; he went to play football in the park with his cousins and passed lampposts and pavement kerbs painted red, white and blue. He didn’t know if he ‘belonged’ in either of these families especially when his cousins on his father’s side told him he wasn’t a ‘proper’ Protestant and his cousins on his mother’s side told him he wasn’t a ‘proper’ Catholic.

‘Mum’, he said one day, ‘am I a Protestant or a Catholic?’ Rosie told William that she had been brought up a Catholic and that Albert had been brought up a Protestant. They had decided that William would go to an integrated primary school and learn about all the denominations and faiths and make up his own mind what he wanted to be. David, his best friend at school was Jewish. Like William, he enjoyed football, and playing games on the computer.

‘David, do you mind being different from everyone else in your street?’ William asked him. David told him he didn’t mind that much. It was just a bit embarrassing when he was asked to a birthday party and couldn’t eat some of the food he was offered, like pork sausages. William told David he didn’t like pork sausages either. Then David explained to William that it was a religious thing for him and his family. ‘Anyway,’ said David, ‘we’re all different from everyone else in our street. We’re all individuals – no two alike. There are also many ways in which we are similar. We’re both lads, we
like football, we support Linfield, we go to the same school, we're in the same class, we like the same music... I could go on. We also look different and belong to different families who worship God in different ways in different buildings on different days.

'Identity is very complicated,' said William.
WILLIAM AND HIS DAD

William Beattie is 9 years old. He lives off the Lisburn Road in Belfast with his mum, Rosie. When he was 8 his father died. William has very happy memories of his dad and also some sad ones. He remembers the day his dad died. William's dad, Albert, was a lorry driver and a keen football supporter. He had been taking William with him to various matches to support his team, Linfield in the nearby Windsor Park and William really looked forward to them. One week, however, his Dad told him that he would not be taking William this time because he had been very cheeky to his granny Quinn. William was angry.

'Dad, please, it's not fair.'
'You have to learn to respect your elders, William. Calling your Granny names is just not on! Granny Quinn and your mother were very upset. I had to do something. You're not going to the match this week and that's final. There'll be other matches, son.'
'I hate you and I won't go to another match with you ever again.'

William sat in his room that Saturday afternoon watching television and wondering how the match was going. He so wanted to be there. He was also feeling bad because he knew that he had been wrong to call his granny a 'Fenian'\(^2\) just because he didn't like her calling him 'Liam'. He decided to make a card for Granny saying he was sorry and he would apologize to his Mum and Dad as well. He felt a bit better after he made the card and went downstairs to wait for his Dad. But his dad never came home.

There had been an accident and his dad had been hit by a car on a pedestrian crossing. The young man driving the car had been travelling too fast and didn't stop in time. His dad never regained consciousness and died in hospital. William felt terrible. He couldn't talk about the awful day. He couldn't talk to either his Mum's family or his Dad's. How could he tell his mum about the last words he ever said to his Dad? He felt guilty and wondered if it had been his fault his Dad had died. After all what he had said had come true - he would never go to another football match with his

\(^2\) Fenian - Originally 'Fenians' were members of an Irish Republican Brotherhood active in 19th century fighting British rule in Ireland. It has become a derogatory label that William has heard some Protestant friends attach to Catholics.
dad ever again. Why did I say that? I didn’t mean it Daddy, he would say to himself over and over again. He didn’t go to the funeral, and didn’t think he would be able to go to a football match ever again. He couldn’t concentrate in class and his schoolwork was very poor. His teacher had been speaking to his mum about it. His mum was worried about him.

‘William do you remember going to Corrymeela last summer on the family week?
‘Yes... why?’
‘Well they have a group called Treetops\(^3\) that works with children, and families like ours, that have lost someone very dear to them. Would you come with me to the meetings? There is one meeting a week for six weeks, and they last for about an hour and a half. You would be meeting with other children who had lost someone very special, like your Daddy and I would meet the other grown-ups. Look here’s one of the magazines they produce with pictures and stories and poems written by the children.’

William went with his mum. There were eight in his group, the leaders - three grown-ups, and four other children. Like ‘circle time’ in school, they sat in a circle, only on big floor cushions, and made ground rules. William loved the session about anger. He and the others tore up old newspapers, scrunched the paper pieces into a ball and threw them at the wall - it was great. He wasn’t so happy with the session about guilt and the horrible memory of the last thing he ever said to his dad came back to him. One of the tasks they had that week was to draw a picture of themselves doing something they used to enjoy with the person who had died and write a message telling that person something they wanted them to hear. William drew a picture of himself and his dad at a football match and wrote, ‘Dear Dad, I love you very much and going with you to watch Linfield was very special.’ That helped him tell his story to the other children between his tears. He was very brave and everyone gave him a smile or a hug, and told

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\(^3\) Treetops finished its work in 2005 after 10 pioneering years in this area - other groups exist however to support children, families, schools etc. See [www.childhoodbereavementnetwork.org.uk](http://www.childhoodbereavementnetwork.org.uk) or [www.winstonswish.org.uk](http://www.winstonswish.org.uk) or contact Cruse Bereavement Care, Knockbracken Healthcare Park, Saintfield Road, Belfast BT8 8BH. Tel (028) 90-792419. E-mail address for Cruse (NI) Children's & Young People's Services Co-ordinator is: [Elaine.roub@cruse.org.uk](mailto:Elaine.roub@cruse.org.uk) The Cruse website can be found at [www.crusebereavementcare.org.uk](http://www.crusebereavementcare.org.uk), with a link to the youth bereavement support website: [www.rd4u.org.uk](http://www.rd4u.org.uk)
him that it wasn't his fault that his daddy died. Seamus told William that his Dad would want him to continue to support Linfield, even though Seamus supported Cliftonville! That made William smile. Lisa, one of the leaders, thanked him for being brave and telling his story for it had helped her to tell hers. Although it was a hard session, it really helped William and he left the group that week feeling a lot less worried. At the last meeting, he announced to everyone that he was going to support Linfield at a football match the following week with his uncle David and his cousin Thomas. They all cheered!
WILLIAM'S VISIT TO GRANNY QUINN'S

Rosie, William's mum, sometimes took him to visit his grandparents off the Falls Road in West Belfast. Granny and Granda Quinn were not very happy about their daughter Rosie, a Catholic, marrying Albert Beattie, a Protestant. Albert, William's dad, had died in a road traffic accident and now Rosie's parents were wondering if Rosie and William might consider moving house to be nearer them in West Belfast.

'Sure all the family lives here Rosie - you'd have everybody 'round you. You'd like that wouldn't you Liam?'

William was not sure. 'All the family' didn't include the Beatties and he still wasn't sure he liked being called 'Liam'.

He just said, 'No, Granny I wouldn't. I like living where I am.'

William was sulking and feeling sorry for himself because he had wanted to stay at home that afternoon.

'Well Liam, I have asked your cousins Kevin and Aidan over this afternoon and you can play with them out in the park. I got your favourite ice cream in too. What do you think of that?'

Granny had gone to a lot of trouble to make everything welcoming for William. He knew well enough that she was a very kind woman and a generous neighbour.

'Thanks Granny.' He decided that he would make an effort to be more grateful.

He was taking his football outside just as his cousins were arriving. They said hello and then rushed past him to talk to Grandpa about the Gaelic match that they were hoping to watch that afternoon on TV. William didn't know anything about Gaelic and felt left out.

He felt the same when he went to the Beattie's, his Dad's family. He was very fond of Granda Beattie and loved to go for a walk with him and the dog and talk to him about when his dad was a wee boy. But one day his cousins Britney and Curtis were over visiting and collecting wood for the bonie (bonfire) and William wanted to help.

'No way,' Curtis had told him, 'You're not a proper Protestant. An' you're not even a proper Catholic - in fact you're nothing.'

7
'That’s not true’, thought William, ‘I’m something. I’m William. I go to church with my mum and to the Sunday school that dad used to take me to as well. After dad died, Mum arranged for my friends to call for me. I go to the cubs and have loads of badges. Akela says I’m clever and she made me a Sixer. I have lots of friends at school too.’

He remembered his conversation with his friend David in school about identity.

‘My cousins Britney and Curtis are not the same and neither are Kevin and Aidan. We all have different identities and we all belong to one another.’

Suddenly William didn’t feel ‘left out’ anymore. He decided he was going to find out all about Gaelic and share his favourite ice-cream that Granny got in for him with his cousins.
WILLIAM'S T-SHIRT

William was very happy. The teacher had been talking to them in circle time about identity and all the ways they were both alike and different from one another.

'Identity is very complicated, Miss,' he had been saying, 'Take me and my friend David - we're both lads, we both like football and go to the same school but we're different too, Miss.' Sarah talked about how everyone in her family was different and how she sometimes felt like the odd one out. The teacher asked if anyone else in the circle ever felt like that. William was amazed to see all the heads nodding and he joined in. The teacher read them a story about someone who was 'different' and always felt like the odd one out, but it had a happy ending and he realized he wasn't as 'different' as he thought he was.

Then the teacher asked them to get into four small groups. She asked them all to make a list of all the things about them that were different and all the things about them that were similar. They had to design a T-shirt that represented their group - that said something about the things they had in common - and also about the range of different interests.

William thought it was great fun. Of course they had the school crest and a map of Northern Ireland because they were all either born or living there or both. But he also discovered that everyone in his group had a pet and liked reading. There were also differences - there were boys and girls; Farah was Muslim, the rest were Christian; Andrew was Chinese; Lindsay used a wheelchair, some liked taking part in sports, some liked watching and some were more interested in drawing and painting or practicing on their drum kit.

It was a very interesting picture! The best fun came when they took turns to transfer their design from the paper to the T-shirt using the fabric crayons. The group decided that Collette would wear and show off the T-shirt and William could read out the special design features. The group decided what he would say and he wrote it out. When everyone had finished, the teacher played some music and encouraged the T-shirt models from each group to walk around the class whilst the commentator talked about the various features. It was a real celebration of diversity and William was delighted.

4 See class library suggestions
WILLIAM AND HIS DAD

William Beattie is 9 years old. He lives off the Lisburn Road in Belfast with his mum, Rosie. When he was 8 his father died. William has very happy memories of his dad and also some sad ones. He remembers the day his dad died. William's dad, Albert, was a lorry driver and a keen football supporter. He had been taking William with him to various matches to support his team, Linfield in the nearby Windsor Park and William really looked forward to them. One week, however, his Dad told him that he would not be taking William this time because he had been very cheeky to his granny Quinn. William was angry.

'Dad, please, it's not fair.'
'You have to learn to respect your elders, William. Calling your Granny names is just not on! Granny Quinn and your mother were very upset. I had to do something. You're not going to the match this week and that's final. There'll be other matches, son.'
'I hate you and I won't go to another match with you ever again.'

William sat in his room that Saturday afternoon watching television and wondering how the match was going. He so wanted to be there. He was also feeling bad because he knew that he had been wrong to call his granny a 'Fenian' just because he didn't like her calling him 'Liam'. He decided to make a card for Granny saying he was sorry and he would apologize to his Mum and Dad as well. He felt a bit better after he made the card and went downstairs to wait for his Dad. But his dad never came home.

There had been an accident and his dad had been hit by a car on a pedestrian crossing. The young man driving the car had been travelling too fast and didn't stop in time. His dad never regained consciousness and died in hospital. William felt terrible. He couldn't talk about the awful day. He couldn't talk to either his Mum's family or his Dad's. How could he tell his mum about the last words he ever said to his Dad? He felt guilty and wondered if it had been his fault his Dad had died. After all what he had said had come true - he would never go to another football match with his dad ever again. Why did I say that? I didn't mean it Daddy, he would say to himself over and over again. He didn't go to the

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1 Fenian - Originally 'Fenians' were members of an Irish Republican Brotherhood active in 19th century fighting British rule in Ireland. It has become a derogatory label that William has heard some Protestant friends attach to Catholics.
funeral, and didn't think he would be able to go to a football match ever again. He couldn't concentrate in class and his schoolwork was very poor. His teacher had been speaking to his mum about it. His mum was worried about him.

'William do you remember going to Corrymeela last summer on the family week?
'Yes... why?'
'Well they have a group called Treetops\(^2\) that works with children, and families like ours, that have lost someone very dear to them. Would you come with me to the meetings? There is one meeting a week for six weeks, and they last for about an hour and a half. You would be meeting with other children who had lost someone very special, like your Daddy and I would meet the other grown-ups. Look here's one of the magazines they produce with pictures and stories and poems written by the children.'

William went with his mum. There were eight in his group, the leaders - three grown-ups, and four other children. Like 'circle time' in school, they sat in a circle, only on big floor cushions, and made ground rules. William loved the session about anger. He and the others tore up old newspapers, scrunched the paper pieces into a ball and threw them at the wall - it was great. He wasn't so happy with the session about guilt and the horrible memory of the last thing he ever said to his dad came back to him. One of the tasks they had that week was to draw a picture of themselves doing something they used to enjoy with the person who had died and write a message telling that person something they wanted them to hear. William drew a picture of himself and his dad at a football match and wrote, 'Dear Dad, I love you very much and going with you to watch Linfield was very special.' That helped him tell his story to the other children between his tears. He was very brave and everyone gave him a smile or a hug, and told him that it wasn't his fault that his daddy died. Seamus told William that his Dad would want him to continue to support Linfield, even though Seamus supported Cliftonville! That made William smile. Lisa, one of the

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\(^2\) Treetops finished its work in 2005 after 10 pioneering years in this area - other groups exist however to support children, families, schools etc. See [www.childhoodbereavementnetwork.org.uk](http://www.childhoodbereavementnetwork.org.uk) or [www.winstonswish.org.uk](http://www.winstonswish.org.uk) or contact Cruse Bereavement Care, Knockbracken Healthcare Park, Saintfield Road, Belfast BT8 8BH. Tel (028) 90-792419. E-mail address for Cruse (NI) Children's & Young People's Services Co-ordinator is: [Elaine.roub@cruse.org.uk](mailto:Elaine.roub@cruse.org.uk) The Cruse website can be found at [www.crusebereavementcare.org.uk](http://www.crusebereavementcare.org.uk), with a link to the youth bereavement support website: [www.rd4u.org.uk](http://www.rd4u.org.uk)
leaders, thanked him for being brave and telling his story for it had helped her to tell hers. Although it was a hard session, it really helped William and he left the group that week feeling a lot less worried. At the last meeting, he announced to everyone that he was going to support Linfield at a football match the following week with his uncle David and his cousin Thomas. They all cheered!

DEALING WITH LOSS
Use with the picture - William at Treetops

The members of William’s group had various ways of helping them deal with loss. William liked his rucksack with some of his favourite things inside including his Treetops Teddy, which also had a rucksack for even smaller things.

One of the girls had a teddy; others had a worry box, worry dolls, a computer, a feelings box or a story quilt to help them deal with the various feelings that went with loss.

The Teddy was good for a cuddle anytime you needed one; the computer was good for writing stories to and keeping them safe; a worry box was a good way to store and share worries with others in the group and the objects in the feelings box helped you describe how you were feeling. The worry dolls came from Guatemala in Central America - they would take any worries you were ready to let go of.

William remembers the story quilt he made with some other children and ‘grown ups’ one weekend at Corrymeela. It was a quilt about all the things that made the centre at Ballycastle in Northern Ireland home for them. He was with a group using fabric pens on their piece...

The leader sewed them all together at the end. All the pieces together in a big quilt tell a story about our home in Northern Ireland.

William keeps special objects in his Treetops teddy’s rucksack relating to his identity. This Teddy lives in his own bigger rucksack along with other special things that he talks about in his stories.
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1 See class library suggestions
DIFFERENTLY ABLED - LINDSAY

Lindsay has cerebral palsy which means that she doesn’t have the same control of her body as the other members of her class. She uses a wheelchair to move about. Her favourite subjects in school are English and history. She also enjoys painting. Her occupational therapist fitted her with a unicorn head pointer because her head is the best controlled part of her body. She uses this when typing on the computer and also fits her paintbrush to it.

One day there was a visiting artist in school and he was showing the children how he painted his landscapes. He was using oil paint and was talking about how messy his hands could get sometimes.

‘Why don’t you use your head,’ Lindsay suggested helpfully.
At first the visitor thought she was being cheeky.
‘And how exactly would that help?’ he asked.
Lindsay looked over towards her head pointer.
‘Ah,’ he said, ‘that’s clever. I don’t suppose you ever have to worry about getting paint on your hands!’

- Can you think of ways in which the children in your class/group are differently-abled?
- Are there some skills you could learn to ‘enable’ you to break down some of the walls that separate ‘differently-abled’ people, e.g. learning a sign language, communication symbols or Braille.
INCLUSION AND DIFFERENCE

Lindsay is a very kind girl. She often observes other people while sitting in her wheelchair, imagining how they are feeling from their actions and expressions. For example she noticed that Susie often stayed inside while the other girls were playing ring games outside. She found her pretending to read a library book one day.

'Hi Susie,' she said, 'is that a good book?'

'I don't know. I'm not really reading it. I just don't want to be outside. The others never let me join in because they won't hold my hands - you see they're covered in warts!'

'Well sometimes it's difficult for me to join in things because I use a wheelchair, but I have to adapt and think of ways round it. Have you ever thought of gloves?'

'What?'

'Gloves - that way people can hold your hands without touching your warts!' You're brilliant Lindsay,' said Susie, 'why didn't I think of that!'

'Your physical difficulties don't have to 'disable' you. You have to think of different ways of doing things - that's all. There are lots of ways in which all of us are 'differently abled'.

• What are some of the bodily physical barriers that can separate people? (E.g. warts; physical differences; smells.)

• What are some of the ways we could overcome these?

• What ground rules could we make to be more inclusive of different people?
WHAT DISABLES US?

- Age
- Temperature - extremes heat/cold - heat exhaustion
- Altitude - lack of oxygen
- Fashion - high heels; tight skirt
- Illness - various
- Injuries - sport; burns etc
- Accidents - Road Traffic Accidents etc
- Equipment/Tools - wrong chair/wheelchair/paint brush etc
- Body language - someone who can't smile etc

WHAT MAKES YOU AWKWARD/LEFT OUT?

- Warts - something that prevents someone wanting contact
- Infectious illness - don't want to catch it
- Host to - fleas; lice that can hop onto someone else
- Smell - offensive
- Ill - not able to join in
- Physically incapacitated - broken arm etc
- Appearance - different gender; religion; dress; skin colour; language; accent; sexual orientation; interest.
LINDSAY - questions

- What footwear/clothes does Lindsay wear? What clothes do you think she would like to wear? Fashion - how might she feel at a disco or on a school outing/residential with her friends?

- What tools/aids does she use? How might these restrict her mobility? Her access to shops you are familiar with; your school; your church; your cinema/leisure centre or youth/community centre?

- How might she eat her food? How does she feel going out with her friends for a meal?

- How might she feel in your local church/place of worship? Are people around her standing up to sing hymns? Can she turn the pages to follow the words? Does she need Braille? If so is it available? Can she hear or understand the sermon? Does she require sign language? Is it available? If speech impaired, does she feel free to 'sing' - hum/make sounds? How do people around her react? Is she allowed to read the lesson/prayers? How does she feel when everyone starts to clap with the singing if she can't? Is she uncomfortable/hot/cold?

- How might this situation in an 'average' church service transfer into other areas of life - guide/scout camp; school residential or day trip; friend's birthday party; a sponsored walk; trip to the cinema/bowling alley/swimmers?

- How might Lindsay communicate how she is feeling if unable to speak? Facial expression; eye/body language; symbols; sign language. Are we sensitive to or aware of these alternative methods of communication?

- Have you ever experienced a temporary disability - broken arm etc? How did you feel?

- What makes you feel awkward; left out; excluded?

- With the aging process - what changes? Are all the changes for the worse? What's better/improves?
William
Albert and Rosie at Corrymeela
William’s cousins
William’s cousins
William’s Photo of his Dad
William at Treetops
William's friend, Lindsay
Puppets for the section on disability
Sectarianism is a system of attitudes which always involves religion and typically involves a mixing of religion and politics. Beliefs and structures at personal, communal, and institutional levels.
which arises as a distorted expression of positive, human needs especially for .......

belonging, identity and free expression of difference

and is expressed in destructive patterns of relating....
* hardening the boundaries between groups
* overlooking others
* belittling; dehumanising; or demonising others
* justifying or collaborating in the domination of others
* physically or verbally intimidating or attacking others.
GAME – WALLS AND BRIDGES (an adaptation of Snakes and Ladders)

- Use a square sheet of fabric with a checker board design and ten X ten 8-10 inches squares (100 squares altogether) or use heavy card and draw and colour 100 squares in a checker board pattern.
- If using fabric, sew together with a plain backing and finish off the sides to look like a large game board.
- Make or use four counters and a large dice.
- Make at least 100 individual squares in card or fabric to fit over the squares on the game board.
- Give two squares to each of the members of the group, along with some marker pens or fabric pens. Ask them to draw, or write about one thing that would help people come together (Bridge) and one thing that keeps people apart (Wall) in Northern Ireland.
- Ask the members of the group to arrange their squares onto the game board.
- Divide the large group into 4 smaller groups of about 6-8 in number.
- Give each group a counter and tell them to take turns throwing the dice. If their counter lands on a bridge they can take their counter forwards 5 spaces; if on a wall they go back 5 spaces and so on until the first group reaches HOME.
- Talk about the progress of each group, what helps and what doesn’t help people come together.
- Talk about the feelings - excitement; disappointment; winning; losing; frustration etc.
The Walls and Bridges Game
STORIES - There are a number of other stories in the Introduction section - in Conflict (General) - class library
Carville, D & Roisin Matthews, Sarah's Story (Belfast: Discovery Pub.), 2002.
A book based on the Channel Video resource - Sarah and the Whammi - Key stage 1.
Various, Do you see what I see? (Derry/Londonderry: INCORE) 1998
This is a book of young people’s experiences of ‘the Troubles' in their own words and photographs - key stage 2/3.

RESOURCE PACKS and PRACTICE MANUALS
Bennett S, The Batzwa Files and Granny Meg’s 100th Birthday Bash, (Belfast: Churches Peace Education Programme) 1996.
Resource materials for Key stage 2.
Connolly, Paul, Fair Play (Belfast: Barnardo’s and Save the Children), 2003.
A booklet for parents and guardians of children in N. Ireland to increase our understanding of prejudice and discrimination, give practical advice and guidance and increase our confidence and skills to talk about it.
Hall, E - Little Pathways Getting to Know Me, and accompanying storybooks
Happy Hannah; Frightened Fred; Sad Sarah; and Angry Arthur for year 1;
The Zig Zag Carpet for year 2; Let's Be Friends, Friendship Skills in year 3;
Excellent resource materials for emotional literacy - Key stage 1
Indian Community Centre, Information pack
The Indian Community Centre has produced this lovely illustrated pack outlining culture, music, religions, festivals, and customs - key stage 2. They also produce booklets annually on the mela festival for all including recipes etc.
This is a very useful book giving an A-Z of places and cultural traditions from both of the main communities in N. Ireland - Key stage 1/2.
*This is a brief illustrated history of Northern Ireland’s cultural diversity including our minority ethnic communities – key stage 1–4. The Ulster museum has also produced booklets to accompany various exhibits – ’Icons of Identity’ and ’Conflict – The Irish at war.’*

*A lovely resource with a music CD exploring and celebrating difference – key stage 1/2.*

*An anti-discrimination training resource for young people by young people – key stages 1–4*

*A resource containing many creative activities exploring rights and citizenship for 7–11 year olds – key stage 2.*

The EMU Promoting School Project, *The Games Book & Peer Mediation Manual*  
*This is a very useful manual for peer mediations training in the primary school – key stage 2 – Teachers and leaders.*

*This is a manual giving some historical and political background – Teachers and Leaders*

*This is a practical resource guide for creative approaches to Community Relations work including adventure learning; art and puppets/drama; and environmental activities – Teachers and Leaders.*

REFERENCE BOOKS for *Leaders and Teachers*  
Connolly, Paul, *Community Relations work with Pre School children* (Belfast: Community Relations Council), 1999 – *Defining and understanding sectarianism and challenging pre-school children’s existing sectarian attitudes.*  

The Community Relations Information Centre in College Square East has a number of resources in addition to those listed here and is worth a regular visit. One of their booklets, ’A young person’s Guide to Cultural Diversity in Northern Ireland,’ is particularly good.


Lenane B, *The State we’re in, How can we change it?* (Belfast: The Churches Peace Education Programme) - *Resources for history & politics at Key Stage 3.*

Liechty J & Cecelia Clegg, *Moving Beyond Sectarianism,* (Dublin: Columba Press), 2001 - *the findings of a 6-year research project on sectarianism in N. Ireland.*


National Union of Journalists, *Forced to Flee,* (Belfast: Refugee Action Group)

*A booklet with photographs and personal stories answering 20 of the most frequently asked questions about refugees and asylum seekers in Northern Ireland.*

Smyth M and Marie-Therese Fay (ed.) *Personal Accounts from Northern Ireland’s Troubles* (London: Pluto Press), 2000. - *moving personal accounts by people who were greatly affected by the ‘Troubles’.*


**CARTOONS, BANNERS AND MURALS** for *Leaders and Teachers*


Hall, Stephen, It's the label that makes all the difference (Belfast: Hall), 1998.

This little booklet is full of cartoons, poems and posters that could be very useful to encourage class debate/discussion on 'difference'.


VIDEOS
Corrymeela Community, Creating Community Video resource (available from Corrymeela Tel. 9050 8080)

This is a training video resource for leaders and teachers

Flipsides (Derry: The Nerve Centre)

There are a number of cartoons in this lovely video, featuring characters from outside N. Ireland coming to terms with the sectarianism; mural characters coming off walls etc... key stage 2/3.
4learning, *Sarah and the Whammi* and *Sarah Movers on* - Videos and Teacher’s Guides, Contact 4learning.info@channel4.co.uk 2001-4.

*A good resource pack with accompanying video film about a little girl from Derry/Londonderry with a Catholic Mum and Protestant Dad coming to terms with her own identity. Sarah and the Whammi is for Key stage 1, and Sarah Moves on Key Stage 2.*

UUC, *Off the Walls - Speak your Piece* (Coleraine: UUC), 1996.

*Speak your Piece* is an accompanying booklet to *Off the Walls* video resource for key stage 3 introducing a number of issues around sectarianism.

**CD-ROMS**

1798 - *Myth and Memory* (Derry: The Nerve Centre).

*This interactive CD-ROM traces the journey of the United Irishmen from secular revolutionaries to nationalist martyrs, venerated by church and state - Key stage 3.*

1916 - *The Battle of the Somme; The Easter Rising* (Derry: The Nerve Centre).

*This CD-ROM looks at the history and continuing significance of both events and highlights common themes - Key stage 3.*

A State Apart (N. Ireland: BBC).

*This CD-ROM is an interactive chronicle of the N. Ireland conflict through which you can construct your own presentations - Teachers/Leaders and Key Stages 3/4.*


*Based on the book by P. McIvor, this is a lovely interactive CD-ROM for children - the places are located in the six counties in N. Ireland; the spaces (events) in the four seasons, extending them to include those of the minority ethnic communities - Key stage 2.*


*This is an interactive CD-ROM for children looking at citizenship and human rights education - Key stage 2.*


*This CD-ROM contains the scrapbook of eight children who all live in N. Ireland and have links with other people and other places - interactive and great for children to explore - Key stages 1/2.*
Together in the Park (Belfast: NIPPA), 2005.
Also featuring on TV ads and part of the Media Initiative for Children (MIC) the characters in this CD-ROM highlight issues around Community Relations; Citizenship; diversity and inclusion particularly Racism; sectarianism and differently-abled. Contact NIPPA for further resources and ways to use this resource - Foundation and Key stage 1.
This is a useful CD-ROM for teachers/leaders wanting images/pictures or photographs of murals; posters; emblems; banners; flags etc from Northern Ireland’s ‘Troubles’ to use in group work - Teachers/Leaders.

WEBSITES
www.cain.ulst.ac.uk
Good background information on events issues, conflict and politics in N. Ireland. You can download and print out symbols; murals; flags etc.
www.luckyduck.co.uk
This website is a good source for ordering books on subjects from bullying and emotional literacy to circle time etc.
www.bbc.co.uk/ni/education/history  William 111; Plantation; Easter Rising; The Troubles: Eyewitness to history
www.incore.ulst.ac.uk Initiative on Conflict Resolution and Ethnicity (INCORE)
www.jedini.com  Joined in Equity Diversity and Interdependence (JEDI)
www.wimps.org.uk Who Is My Public Servant? This is a citizenship site for young people, raising awareness about their political representation in local government and their participation in the democratic process and gathering views on various issues.
William’s friend Patrick and family
WILLIAM’S STORIES LEARNING ACTIVITIES
WILLIAM AND PATRICK

William and Patrick introduces 4 stories with learning activities raising issues of identity and its expression; diversity and inclusion/exclusion; stereotypes; assumptions and racism for the Settled and Traveller communities.

- Teachers and leaders can adapt the following to suit their own needs.
- The methodology that worked best on the pilots was ‘circle time’. For more information about methodologies that build a positive learning environment please see the chapter on group work and facilitation in Lynagh N and M Potter, *Joined Up* (Belfast: NICIE, Corrymeela) 2005, pp 43 - 86. There is a hyperlink to this resource in the 'Getting Started' page in the Introduction.
- Teachers/leaders need to explore and be comfortable with their own identity before discussing identity with the class/group. It is important for us to accept others both for the ways in which we are different and also for the ways in which we are similar and to express our identity in ways that do not harden boundaries with others. You can find out more about sectarianism and approaches to difference in the trunk and branches sections of the downloadable ‘Moving Beyond Sectarianism’(young adults) at: [www.tcd.ie/ise/projects/seed.php#mbspacks](http://www.tcd.ie/ise/projects/seed.php#mbspacks)
- It is important that parents are aware of the issues in this unit so you will need to send a letter home explaining the content of the resource you are using and why.
WILLIAM AND PATRICK

WILLIAM AND PATRICK – exploring identity - settled and Traveller
A programme for 5 sessions of 30 – 40 minutes
LEARNING INTENTION:
In sharing William and Patrick's stories, we will learn more about inclusion and exclusion and associated feelings, stereotypes and assumptions; diversity and interdependence
CORE CONCEPT:
To recognise and value the differences within and between us as well as the similarities; and to value interdependence

SUGGESTED SUCCESS CRITERIA
WILLIAM AND PATRICK
- We will share the story of William's friend Patrick and Patrick's family
- We will learn more about each other's/own families, talents and skills
- We will learn more about the seasons and change
- We will learn more about the Irish Traveller Community
- We will have an opportunity to think about family and identity; settled and traveller
- We will learn more about our connection with each other and the environment
- We will encourage active listening; empathy
- We will learn more about magic tricks and how they work; how they can inform us about bullying
- We will share what we have learnt about identity; Settled/Traveller

WILLIAM AND PATRICK - exploring identity
This column gives suggestions for a lesson outline
SESSION 1
William and Patrick
Opening activity
Events Calendar - Share the events we recognise at different times of the year in the local and wider community and focus on going back to school and the Ballinasloe Fair.
Community of Enquiry - Talk about homes - caravans and horses Introduce the puppets if you have them or the pictures of Jim; Margaret Rose; Patrick and Biddy.
Story of William and Patrick - Patrick is missing the Ballinasloe Fair because his parents don't want him to miss school. Talk about the challenges of going to school for a Traveller - settling into different schools; making new friends every time the family moves on.
Closure - All change - Try using specific statements along with the general e.g. whether they ever: - know any Travellers; visited a Traveller family in their home; ridden/owned a horse; visited a horse fair.

SESSION 2 JIM’S STORY
Community of Enquiry - remembering what we learnt last week.
Flashcards - find out what the group knows about fairs and different types - funfair; fundraising fair; horse fair as opposed to market. Find out if anyone had ever been to a Fair - Old L lammas Fair perhaps?
Jim’s Story - The Ballinasloe Fair - Collect pictures

SESSION 2 JIM’S STORY
Pictures of Traditional wagons - Collect these from http://community.webshots.com/album/51069382taH
Horses and Fairs - This is a good site for pictures of horses and fairs www.gypsyvanner.net
Pictures of a Fair - Collect some from www.ballinasloe.com/content/view/67/87

DETAIL OF WHAT TO DO
This column lists resources needed and gives sources for background information for each lesson
WILLIAM AND PATRICK – exploring identity
SESSION 1
Opening and Closing activities - Choose appropriate activities for opening and closing each session from ‘Games’ in the Resources section.
Events Calendar - print out your own copy from the Resources section
William and Patrick - print out your own copy of these from this section.
Puppets - Print out the 'Knitted Puppet' pattern in the 'Resources' section and the picture of Puppet Patrick's family on the cover sheet. As a 'whole school' activity why not make a few of these (for a whole school resource) inviting staff, governors, parents and extended family members to participate? Consider making a set of puppets to represent Patrick's family
Irish Travellers - Find out more about them and their relationships with the settled community at www.itmtrav.com and www.paveepoint.ie
Emotional literacy - This website is a good source for books on subjects from bullying and emotional literacy to circle time etc: www.luckyduck.co.uk
Patrick's family - All Change Game - read the instructions for playing this game in 'Games' in the Resources section. Think about how you will use it.
SESSION 3 MARGARET ROSE’S STORY
Circle activity: Clumps Game. Talk about our behaviour – do we choose to be near our ‘friends’ or find the person nearest in order to play the game. Talk about feelings – being ‘in’ or ‘out’ of a clump. Acknowledge difference.
Sharing session – Talk about Patrick and the members of his family we have met so far. Talk about wagons and horses and Fairs. What do we remember? What stories can Patrick tell about being ‘in’ and ‘out’?
Family Tree – Revisit Patrick’s family tree. Talk about the ones we have met so far. Add new family members.
Margaret Rose’s story – Use the Margaret Rose puppet and/or picture to tell her story. Show the picture of her ‘hawking’. Have we ever met a Traveller woman like Margaret Rose? Have we ever talked to her or bought anything from her? Talk about change and how it has affected and affects Patrick’s family. How has it affected our own families? Talk about the importance of stories and family history as part of our identity.
Puppets – If you have them, try a puppet presentation with Jim and Margaret Rose exchanging information about horse trading and hawking.
Closure

SESSION 4 PATRICK’S STORY
Circle activity: Gate game
Sharing session – Share feelings about being in a minority; experiences of discrimination, etc. during the gate game. How might Patrick and his family feel sometimes as a minority? What do we remember about Jim, and Margaret Rose; fairs and storytelling. How are settled and traveller people similar and different?
Family Tree – Revisit Patrick’s family tree. Talk about the ones we have met so far. Add new family members.
Patrick’s Story – Read Patrick’s Story. Talk about nature. Does your school/group have access to a nature trail? Do you have a WATCH club or a Young Ornithologists’ club? Can you go on a nature trail like Patrick and his Granny did? Keep a notebook to record all that you see and maybe send some of your findings to Spring watch or autumn watch depending on the time of year – see:

SESSION 3 MARGARET ROSE’S STORY
Clumps game – read the instructions for playing this game in ‘Games’ in the Resources section. This game breaks people into clumps.
Margaret Rose’s story and picture – print out a copy of each of these from this section.
Family tree – you will need this every week with new names to add.
Puppets – If you have managed to make some puppets you can use them in every session in this section to revise the ongoing story; learn the names of Patrick’s family and how they are related etc.
Flashcards – Add Hawking

SESSION 4 PATRICK’S STORY
Gate Game – read the instructions for playing this game in ‘Games’ in the Resources section. Think about how you will use it. This game, which ‘sorts’ people into categories according to gender; appearance; clothes worn etc. help us experience what it’s like to be ‘grouped’ together. It will raise the issues of minority/majority; discrimination, and possibly sectarianism; racism.
Save the Children have produced a booklet, ‘Think of me, Think of you’ and another with Barnardo’s entitled, ‘Fair Play’ either of which you will find very useful for this session.
The definition of sectarianism – is available in this section. More information on the research and packs from www.tcd.ie/ise/projects/seed.php#mbspacks.
The hardening of boundaries that Settled/Traveller communities experience is racism which can be defined as a system very similar to sectarianism – only it is about ethnicity rather than religion.
**SESSION 5 BIDDY’S STORY**

**Opening Activity**

**Family Tree** - Revisit Patrick’s family tree. Talk about the ones we have met so far. Add the new family members.

**Biddy’s Story** - Read the first part of Biddy’s story about her love of story telling and arts and crafts. Use some folded paper from Biddy’s basket. Introduce the word ‘origami’ and make a few origami things - Good for maths!

**Biddy’s boyfriend Joe** - Share stories about the summer; outdoor life; weddings and Fairs. Bring out each of the puppets in turn asking the name and anything the children remember about their story. Finally introduce Joe, Biddy’s fiancé and talk about summer fun fairs and magic tricks.

**Magic Tricks** - Perform the trick/s and learn about how they work; what they can teach us about our relationships with others. Talk about bullying - name calling and allowing other people to persuade/manipulate you to do something you know isn’t right. What can we do to be mindful of it and address it?

**Wool Web** - Pass the ball of wool around the group until everyone has received it and passed it on once. Web pattern connects everyone up. Talk about connections with one another; similarities and differences.

**SESSION 5 BIDDY’S STORY - JOE**

**Opening Activity**

**Biddy’s Story** - Print out this story and the two accompanying pictures.

**Family Tree** - you will need this every week with new names to add.

**Origami** - You can get some free designs at [http://dev.origami.com/diagram.cfm](http://dev.origami.com/diagram.cfm). The Hiroshima Day resources in the events section also feature a story about origami cranes.

**The Magic Tricks** - You will need to assess which one/s your group will be able to understand. The mind reader is the easiest. The others are at a more advanced stage in both literacy and numeracy. Collect the resources to perform the various tricks described in this section.

**Wool Web** - read the instructions for playing this game in ‘Games’ in the Resources section. We have an opportunity to talk about what we have learnt as well as the importance of connections and interdependence. An evaluation can be made of the learning from this and the baseline after the first session.
TRAVELLER STORIES

William introduces his friend Patrick in this first story. It is followed by four others following the seasons and starting with autumn like the school year. You will find Patrick’s own story in the spring because all of these stories are about particular members of Patrick’s family who are all members of the Irish Traveller community.

His father Jim’s is an autumn story; his granny, Margaret Rose’s story is a winter one; Patrick’s is a spring story and his older sister Biddy’s is a summer one. Hence the seasons match the age/maturity of the characters and reflect the changes that have taken place in the Traveller, as in all of our communities.

These stories are fictitious and based on information from books (see bibliography) and a couple of websites referred to in the stories.

WILLIAM AND PATRICK

A new boy called Patrick joined William’s class. His accent was different, he looked sad and he seemed to be avoiding mixing with the other boys during the break. While they were all playing football, William noticed that Patrick chose to sit on the log pile in the nature area where the school WATCH\(^1\) club had done some tree planting, and wildlife gardening. The teacher had asked everyone in the class to make Patrick welcome when she had introduced him, so David had asked him if he wanted to join them in the game but Patrick said he didn’t know how to play and wasn’t really interested in football. William couldn’t understand how a boy couldn’t be interested in football.

During circle time, the teacher used some animal finger puppets. Everyone had to give the puppet a name and say how they were feeling and they could either speak as the puppet or speak for them. William chose a dog and introduced him as Patch, the dog he was hoping to persuade his mum to get him! Patrick chose a whale and said his name was Willy and that he wanted to be free, out in the open sea and away from the horrible ‘tank’ he was living in. Everyone thought his ‘whale’ voice was brilliant and the teacher, Miss Holmes said Patrick could tell a great story!

\(^{1}\) WATCH is the junior branch of the Ulster Wildlife Trust.
William remembered seeing Patrick sitting on the log pile, looking sad – as if he didn’t want to be there. He wondered if he had been speaking through the whale he had introduced to the class the way William sometimes did to let others know how he was feeling. He sat beside Patrick during the lunch break.

‘Do you want to be free like Willy?’ William asked.

‘Yes. I’m a Traveller and I want to be with the rest of my family who have gone to the Ballinasloe fair, but Mam says I’ve missed too much school already and I have to stay behind with my oul mammy – that’s my granny. She lives in a housing estate and I feel as if I’m in a box. I miss the trailer and the open road.’

William wanted to know about Ballinasloe Fair and asked Patrick to tell him more about Travelling. Patrick was so happy talking to William he forgot to be sad. William agreed with Miss Holmes – Patrick was a great storyteller.

William asked Patrick what his trailer looked like for in his mind he pictured a beautiful painted wagon pulled by horses. Patrick said he lived in a modern trailer for the old wagons were mostly gone now and told him about all the towns his family had visited and all the schools they had been to so far, for short stretches of time. Patrick didn’t like school very much because he always seemed to be behind the others with reading and writing and found it hard always getting to know new people and make new friends – as soon as you got to know someone you were moving on again. Patrick knew a lot about horses and many of the wild animals and plants. He really liked the nature trail. He talked to William about all the plants and trees he’d seen there and about the ones he’d like to add.

‘But our teacher runs the WATCH club after school on Wednesdays - why don’t you talk to her about it?’ William thought that might help him like school a bit better.

‘Do you belong to the WATCH club?’ Patrick asked him. William didn’t but said he’d go along too if it helped.
Patrick’s dad, Jim was smiling from ear to ear with his arm around a lovely Bay pony. Patrick’s cousins, Charley and the twins, Mary and Martin ran to meet their uncle.

‘Look what I’ve got for you to meet - a lovely new pony. Bess, meet Charley and Mary and Martin.’

The children loved all the horses and were really enjoying the fair. They looked forward to going to Ballinasloe every autumn. It lasted about 10 days and you could buy just about any kind of a horse from a racehorse to a carthorse. But that wasn’t all - there were loads of other stalls too selling curtains and carpets, stoves and ironmongery, clothes, toys and firecrackers. The children looked forward to the big carnival, to family reunions and dressing up; to meeting old friends and making new ones.

Ballinasloe is in County Galway in the west of Ireland. Patrick’s parents, Jim and Kathleen are staying in a caravan with Jim’s mother, Margaret Rose enjoying the holiday. They miss Patrick but they also want him to do well at the new school he has just started. He is staying in Belfast with his sister Biddy and their Granny Nora who lives in a housing estate.

‘He’ll be missing all the fun,’ reflected Margaret Rose.

‘Sure, didn’t he have a great long holiday in the summer and won’t he be back to stay with you in the spring?’ Kathleen reminded her. ’And my Mam loves him to bits and he’ll have chance to meet new friends at school. His sister Biddy is doing very well and he will too.’

What Jim did not know about horses was not worth knowing. He had a few of his own for breeding and selling.

‘No wagons to pull now.’ His mother still had her parent’s old wagon behind the caravan in which she slept when the weather was warm enough, but its axles were rusted and it had been off the road many years now. Biddy liked painting it. Jim did a number of odd jobs as well as his work with the horses - gardening and tree services; conservation and recycling. He liked to think he was providing a good service to the community and he and Kathleen still enjoyed Travelling.
Margaret Rose was pleased with her work. She had two baskets filled with lovely handmade Christmas wreaths, table decorations and a few charms and was preparing to go around the doors and do a bit of hawking. ‘I still enjoy hawking although I’m getting a bit old for it now. In my youth I did a lot of it but life has changed a lot since then,’ she reflected. Margaret Rose thought that people had too much nowadays. ‘It’s a throwaway world – what call have the folk now for hand made tin buckets when they can buy plastic at the supermarket, and what call have they for pegs when they have tumble driers. They’re not at home anyway to hang their washing out – too busy out working. No time now to exchange some kindly words and pass the time of day with an old Traveller.’

Margaret Rose had plenty of time to talk to folk who cared to stop and listen to her stories, and she had tons of them. Her granddaughter Biddy was trying to write them all down. ‘Is the story telling dying out too that everything has to be written down?’ she asked Biddy. ‘Well,’ said Biddy, ‘better to do that than to lose the stores altogether.’ ‘We used to have great sessions around the fire in the evening exchanging tales. Settled people didn’t travel so much then and appreciated hearing about friends and relations in other parts of the country from the Travelling folk. They looked forward to seeing us when we returned, anxious for news, needing farm implements mending and outhouses thatched or extra labour for the harvest. It was nice to be needed.’ ‘People have computers and mobile phones now Granny and fast cheap travel,’ Biddy reminded her, ‘and more time on their hands to do it!’ ‘Ah, what’s going to become of us?’ thought Granny Rose. ‘We have to adapt, Granny, like the birds – remember that family of kestrels setting up home in the ledge of a motorway bridge?’ ‘Well, you’re young. Maybe you and Joe will be able to make a go of it. Adapt like you say. I’m off to sell me wreaths. People still need those.’ ‘Of course they do Granny. And you know what they say- the home-made ones are the best.’
Patrick was watching the birds. It was a lovely spring morning during the Easter holidays and he was with his Granny Rose in County Galway. She lived in a caravan on a site with other members of the family, but sometimes slept in her old wagon even though it was no longer able to travel. The old wagon was parked by a wall behind her caravan and Patrick was sitting on its steps waiting for Oul Mammy\textsuperscript{2} to wake up. He was thinking about his friend William from his school in Belfast and the fun they had had in the WATCH\textsuperscript{3} club. Patrick knew a lot about nature – the birds and wild flowers and had been organising some tree planting in their nature trail with help from his Dad. He and William had also enjoyed making some bird boxes and a bird table with their teacher, Miss Holmes. Patrick could hear some movement inside the wagon.

‘Is that you, Oul Mammy... are you getting up?’

Patrick was excited. Granny Rose was going to tell him about all the different wild plants and herbs waking up from their winter sleep in the ditches and hedgerows – the ones you could eat and the ones you couldn’t for they were poisonous - and what they were used for. The trees and grasses and flowers of the field; indeed all living things, were Rose and Patrick’s friends and companions so they always had plenty near at hand.

‘Your love of nature gives you a sympathetic heart,’ Rose often said.

‘Hello there, young Patrick. Are we doing a bit of wild herb collecting today?’

There was plenty to see - Chickweed and Celandine, Dog Violet and Primrose, Coltsfoot and Gorse. She had all sorts of baths, cures and recipes – salads and soups; vinegars and teas - for them\textsuperscript{4}.

‘I’ll have to write all these down or I’ll forget,’ thought Patrick. He wrote down all that his oul mammy did as she worked and they had nettle soup and primrose tea for lunch.

\textsuperscript{2} Oul Mammy - a Traveller term for Granny
\textsuperscript{3} WATCH - the junior branch of the Ulster Wildlife Trust
\textsuperscript{4} For more background information and recipes see McBride, Doreen, \textit{What they did with Plants} (Banbridge: Adare Press), 1991.
Biddy was standing beside Joe outside the fairground deciding where they would have their lunch. Patrick’s big sister Biddy is a great storyteller. Everyone says she takes after her Granny Rose. Biddy is nearly 17 and already engaged to be married to Joe. He is another Traveller and they met at the Ballinasloe fair when they were children. Both Biddy and Joe enjoy the fairs in the summer. Biddy has just finished GCSE’s at school and enjoys minding the children, telling and reading them stories and sometimes using her puppets. She would like to be a writer. She is writing down some of her Granny’s stories at present, ‘to preserve them for posterity,’ she tells her.

Joe is doing a training course in horticulture and garden maintenance. He enjoys performing too and is a great magician. The children all enjoy his magic tricks. He thinks the tricks can help children understand how bullying operates. Lots of the Traveller children have experienced name-calling and exclusion and often feel misunderstood. Joe knows only too well what it feels like to be bullied and has also experienced being the bully himself to someone else.

‘Everyone can experience bullying – not just Travellers. People everywhere will try to cheat or boss other people about if they can get away with it. They might not even know they’re doing it. Magic tricks work in much the same way. The trick is a secret. Only the magician knows the rules or the secret knowledge. The magician may require the use of a secret partner. The magician is in charge of the outcome no matter what choices a volunteer from the audience may make. The volunteer from the audience never wins. You can learn a lot about human behaviour from a magic trick.’

Biddy and Joe are involved in Pavee Point, a partnership of Irish Travellers and settled people working together to improve life for all, for whilst their Traveller identity is very important for them, they are also keen to integrate with the settled community. Joe has lots of friends in the Garden centre where he works on a placement with college just as Biddy has friends in her creative writing class. They hope some of them will make it to the big wedding they are saving up for next year. They love bringing people together and the wedding will provide a great opportunity for that.

5 See their website www.paveepoint.ie
Bullying persists when wrong relationships that have developed between people or children/young people continue unchecked:

- Power games are played in which the bully is trying to dominate the victim so they feel they can’t win.

- Manipulation occurs when the victim feels the dice is loaded, the rules are fixed and they are unable to change them. Resignation to the situation and the wrong relationship results in secretive behaviour.

- Fear of the bully results in the victim’s silence, depression and collusion.

Bullying and wrong relationship do not like to be named. They like silence and collusion. The manipulation doesn’t work if it is exposed. It needs to be secret. All games have rules and domination only works when these rules are not shared.

Magic tricks work in much the same way. The trick is a secret. Only the magician knows the rules or the secret knowledge. The magician may require the use of an accomplice or secret partner. The magician is in charge of the outcome no matter what choices a volunteer from the audience may make. The volunteer from the audience never wins.

The following three activities are fun to play and may result in some very useful class discussion about our relationships with one another:

- **THE MIND READER** may help us understand more about collusion.

- **GUESS THE NUMBER** may help us understand more about the use/abuse of knowledge.

- **YOU WILL CHOOSE** may help us understand more about manipulation.
THE MIND READER

AIM:
To understand how collusion works in our relationships. The effect of this trick is that the audience will think the performer can see what someone has written inside a closed envelope without opening it.

ACT:
- Before the act the performer agrees with a SECRET partner the word they will put down on the paper e.g. Dublin

- The performer explains to the audience their powers of mind reading. To test this s/he needs 10 volunteers to write down the name of a city and place it in a sealed envelope. Among the volunteers s/he chooses of course is the secret partner

- The performer collects the sealed envelopes, making sure that their partner's envelope goes to the bottom. The performer's first guess is 'Dublin' the pre-agreed word

- The performer reads the name of the city written on the piece of paper in the first envelope - this will be his/her 'prediction' of what is written in the second envelope. The second will provide the answer for the third and so on

- The performer is right every time

FOLLOW UP
- Ask the performer how s/he felt
- Ask the secret partner how s/he felt
- Ask the volunteers from the class/group how they felt
- Collect opinions from the class/group. What was learnt about collusion? Secrets? Power in relationships?
- Are there any stories about relationships where collusion has led to destructive patterns of relating?
GUESS THE NUMBER

AIM:
To understand how both knowledge and the lack of it can be used/abused to dominate others in our relationships. The effect of this trick is that the audience will think that the performer can read minds.

FACT:
The numbers on opposite faces of a dice add up to 7. Therefore the total for three dice is 21.

ACT:
• The performer asks a volunteer from the class/group to roll and stack three dice

• Without looking the performer asks the volunteer to add up and remember the numbers on the 5 hidden faces of the dice

• The performer asks the volunteer if they have the number in their head at the same time glancing at the number on the top dice and subtracting it from 21.

• The performer gives the volunteer the same number as the one in his/her head - magic!

FOLLOW UP
• Ask the volunteer from the class/group how s/he felt
• Ask the performer how s/he felt
• Collect opinions from the class/group. Did they learn anything about winning/losing? Secrets? Power in relationships?
• Are there any stories about relationships where knowledge known to one and unknown to another has led to domination and other destructive patterns of relating?
YOU WILL CHOOSE

AIM:
To understand how manipulation can operate in our relationships with one another. The effect of this trick is that the performer makes the volunteer from the audience choose the object s/he wants him/her to by limiting his/her options

ACT:
- The performer arranges three objects on a table e.g. a pencil; a book and a coin, deciding beforehand which object s/he wants the volunteer from the class/group to choose e.g. the coin
- The performer asks the volunteer to look at the three objects very carefully. After a moment the performer writes down on some paper ‘You will choose the coin’ and places the paper in an envelope, which is sealed, informing the class/group that this is his/her prediction of the volunteer’s choice.
- The performer asks the volunteer to pick up any two of the objects. If s/he picks up the pencil and book, the performer can say, ‘the object you’ve chosen to leave on the table is the coin.’ The volunteer can then open the envelope and read out the prediction. If the volunteer picks up the pen and coin, the performer can ask her/him to hand him/her one. If s/he hands over the pen the performer can say, ‘The object you’ve chosen to keep is the coin,’ and have her/him open the envelope. If s/he hands over the coin the performer can say, ‘So, the object you choose to give me is the coin,’ and direct her/him to the envelope
- Whichever way. The performer always has the right answer

FOLLOW UP
- Ask the volunteer from the class/group how s/he felt
- Ask the performer how s/he felt
- Collect opinions from the class/group. What was learnt about manipulation? Power in relationships?
- Are there any stories about relationships where manipulation has led to destructive patterns of relating?
Jim’s Story 1
Jim's Story 2
Margaret Rose's Story
Patrick’s Story
Biddy's Story
Biddy and Joe
TRAVELLERS
BACKGROUND INFORMATION AND CLASS LIBRARY

STORIES
A courageous story about a young girl who learns a lot about herself in her need for acceptance and highlighting the conflict between settled and travelling communities – **key stage 2**.

A moving and action-packed story of a little girl – a Diddakoi (half gypsy) – who struggles to maintain her identity in both settled and traveller worlds. Set in Sussex, England – issues of acceptance/rejection; bullying; loss; racism – **key stage 2**.

These thrilling stories, set in Dublin, highlight relationships within and between settled and Irish traveller communities and tell of a young boy’s adventures, learning to trust as he learns more about his identity – **key stage 2**.

Jacob, *My Life* (Cheshire: Halton, Warrington & Stockport Traveller Education Service),
This is a true story about a young traveller boy – **key stage 1**.

*Melissa, a traveller comes to the rescue of a young foal in this true adventure story – with flaps and moving parts – key stage 1**.

McDonagh, Winnie, *Clotty Malotty and all her Friends*, (Dublin: Kid’s Own Publishing Partnership) 2003.
This is a collection of rhymes and artwork by children from Finglass, Co Dublin – **key stage 1**.

Norfolk Travellers Education Service, *One to Ten Counting Book*  
This is a counting book with pictures from traveller life – **key stage 1**.

Orchard, Louise, *Looking back on my Gypsy Childhood*, Devon Traveller Education Service,
The life of a Romany family travelling in Devon and Cornwall from before the Second World War recording changes – in family life, employment and distances travelled – **key stage 3**.
Orchard, Dorothy, *The Life and Story of May Orchard*, Devon Traveller Education Service

*This book was written by Dorothy Orchard to remember the life of her mother May, born in Wiltshire in 1935 and died in 1990, again tracing the changes that Travellers have had to adapt to - key stage 3 up.*


*This is a story about a traveller child looking for her home - key stage 1.*


*A story about Shaun, a young Traveller child, looking everywhere in the campsite for his wellies - with flaps - key stage 1.*

Various, *Fishing for Food and Mushrooms* (Sligo: Kid’s Own Publishing Partnership) 2005.

*This is a lovely collection of stories, poems and pen pictures written and illustrated by Traveller children in Belfast. This book is intended to make Traveller culture available to schools and to provide fun reading for any child. Key stages 1/2.*

Webster, Charlotte, *Time to Go Travelling* (Bolton: Traveller’s Education Service), 2003.

*A story of a traveller family getting ready to travel over the summer holiday - key stage 1/2*


*This story about two children in a Traveller family highlights the tensions for the children of preserving relationships whilst also wanting to change their way of life - key stage 2.*

**BACKGROUND INFORMATION FOR TEACHERS/LEADERS**


*Useful pictures for story telling.*


*The stories of an Irish Traveller and Old Welsh Romany Traveller families, one Catholic and one Protestant: their marriage, children and various stories from their lives - from key stage 3.*

Leicestershire Traveller Education Service, *A Visit to Stow on the Wold Fair,*

*A picture book with some good colour photos of a horse fair.*

This is a good book to have in connection with the spring story of Patrick and his Granny Rose and what she teaches him about the plants. There are recipes to use with wild plants/herbs – from key stage 2.


*More up-to-date stories of Irish Travellers today*

**WEBSITES**

[www.itmtrav.com](http://www.itmtrav.com)

*This is the website of the Irish Traveller Movement (ITM) a national network of organisations and individuals working within the Traveller community. Good for background information – issues; publications etc.*

[www.paveepoint.ie](http://www.paveepoint.ie)

*Pavee Point is a partnership of Irish Travellers and settled people working together to improve the lives of Irish Travellers through social justice, solidarity, socio-economic development and human rights. There are plenty of references in this site for further reading.*

[www.gypsyvanner.net](http://www.gypsyvanner.net)

*Good for pictures of horses*


*This is a great site for pictures of fairs; wagons and horses*
Grace and Tracey
GRACE AND TRACEY LEARNING ACTIVITIES

- Teachers and leaders can adapt the following to suit their own needs.
- The methodology that worked best on the pilots was ‘circle time’. For more information about methodologies that build a positive learning environment please see the chapter on group work and facilitation in Lynagh N and M Potter, *Joined Up* (Belfast: NICIE, Corrymeela) 2005, pp 43 - 86. There is a hyperlink to this resource in the 'Getting Started' page in the Introduction.
- Teachers/leaders need to explore and be comfortable with their own identity before discussing identity with the class/group. It is important for us to accept others both for the ways in which we are different and also for the ways in which we are similar and to express our identity in ways that do not harden boundaries with others. You can find out more about sectarianism and approaches to difference in the trunk and branches sections of the downloadable ‘Moving Beyond Sectarianism’(young adults) at: [www.tcd.ie/ise/projects/seed.php#mbspacks](http://www.tcd.ie/ise/projects/seed.php#mbspacks)
- It is important that parents are aware of the issues in this unit. Write a letter to let them know what you will be covering and why.
- There follows two sets of learning activities for 4 sessions and also for 1 session for either the formal or informal education sectors, based on the pilots. Forty five minutes was a very short time for this work on the pilot however, and it would be better if a group’s own leaders/teachers could find opportunities to follow up with some of their own work or try some of the other resources on the activity sheets that we didn’t have time for on the pilots.
STEPPING OUT
GRACE AND TRACEY A programme for 4 sessions of 30 - 40 minutes
LEARNING INTENTION:
In sharing the Grace and Tracey story, we will consider inclusion and exclusion and associated feelings, stereotypes and assumptions; diversity and interdependence
CORE CONCEPT:
To recognise and value the differences within and between us as well as the similarities; and to value interdependence

SUGGESTED SUCCESS CRITERIA
GRACE AND TRACEY SESSION 1
• We will encourage active listening; empathy
• We will encourage discussion about assumptions and the feelings associated with friendly and unfriendly behaviour, inclusion and exclusion
• We will consider feelings associated with isolation
• We will learn more about conflict and different conflict styles
• We will consider ‘safe’ and ‘unsafe’ space and the difference between ‘comfortable’ and ‘safe’;
• We will consider the value of ground rules and how best to keep them
• We will learn more about relationships and changes in relationships
• We will share and evaluate what we have learnt from a baseline

GRACE AND TRACEY
This column gives suggestions for a lesson outline
SESSION 1
Opening activity
Talk about feelings – four in particular – sad; happy; angry; and worried/upset/frightened.
Introduce the toys and invite the children to describe the characteristics; colour of skin, hair etc.
Picture 1, look at the picture and talk about the characters; their feelings from facial expressions; body language and their relationships with one another.
Picture 2, look at the picture and talk ‘assumptions’. Share some of the ‘assumptions’ we make about people and why. Talk about the toy’s ‘behaviour’ and the different ways that might be interpreted. Talk about the ‘personalities’ of different people in the class e.g. Who the leader is.
Closure - All Change - Try using specific statements amongst the usual ones about feelings, assumptions & attitudes e.g. whether they have ever:- been angry with their friend; bored or happy in school; felt excluded; worried about tests; etc.

SESSION 2
Circle activity - Clumps game
Discussion reflecting on the game - how it feels to be left out. Talk about our behaviour - do we choose to be near our ‘friends’ or find the person nearest in order to play the game. Talk about feelings - being ‘in’ or ‘out’ of

DETAIL OF WHAT TO DO
This column lists resources needed and gives sources for background information for each lesson
SESSION 1
Opening activity - Choose appropriate opening and closure activities from the 'Games' in the 'Resources' section
The Grace and Tracey Story - Print out your own copy of the story, the accompanying pictures & activities from this section
Toys - collect some of the toys - the rag dolls, and a Russian doll in particular and any others in the story if available - a teddy or clown, wooden toy soldiers, puppet etc. Invite parents and other colleagues/members of the school community to help.
Feelings Cube - make a feelings cube - activity 3 in the activity sheets supplied in this section.
Flashcards - to help us remember - names of characters in the story; feelings and words such as assumptions; behaviour and personality.
All Change Game - read the instructions for playing this game in 'Games' in the Resources section. Think about how you will use it. Use this group activity as an opportunity to construct a baseline

SESSION 2
Clumps game - This game breaks people into clumps.
The story and pictures; toys - The class on one of the pilots had a calendar with the picture set and dates of the sessions, to help them remember and anticipate each bit of the story. It also helped them with the
SESSION 3

**Circle activity - Gate game**

**Discussion** - Difference and similarity; identity and inclusion/exclusion. This game, which 'sorts' people into categories according to gender; appearance; clothes worn etc. helps us experience what it's like to be 'grouped' together. It will raise the issues of minority/majority; discrimination, and possibly racism; sectarianism.

**Picture 5** - Talk about the picture and what we think is happening. How Tracey might be feeling behind the wall; how the other toys are responding to her actions.

**Puppet Activity - Tiger and Turtle** - Introduce the puppets Terence the turtle and Tanya the tiger; read/explain the conflict scenarios. Talk about own conflict styles and those of Grace and Tracey. Some reflection on the styles people in the group most readily adopt and the ones they would associate with Grace/Tracey. Also some reflection on what's good/not so good about each style. Discuss dealing with conflict/difference.

**Picture 6** - Take Ray, the Russian doll apart, and pass the pieces around. Talk about change/aging; place, in the family, school, community, country, world! Share memories of ourselves when we were younger and how we have changed or are changing. Talk about opening up and talking about who we are. Ray had lots of different parts in the one body.

**Closure**

SESSION 3

**Gate Game** - read the instructions for playing this game in ‘Games’ in the Resources section. Think about how you will use it.

**Save the Children** have produced a booklet, 'Think of me, Think of you' and another with Barnardo’s entitled, 'Fair Play' either of which you will find very useful for this session.

**Grace and Tracey toys and pictures** and talk about their different ways of dealing with conflict.

**Tiger and Turtle puppets** - See activity 4 in this section and how to make and use the puppets and the conflict scenarios to open a discussion about conflict styles. As a ‘whole school’ activity why not make a few of these (for a whole school resource) inviting staff, governors, parents and extended family members to participate.

**Russian Doll** - you will need a Russian doll for this session

SESSION 4

**Opening activity** - Talk about the story so far. Share what we think might happen next.

**Pictures 7, 8 and 9** - Talk about facial expression; body language and feelings communicated by the pictures. Share rules to help build mutual respect and inclusivity - e.g. ‘take turns/share'; ‘include everyone’. Talk about the need to listen in order to learn something new. Listening is something that Grace and Tracey do in the circle thanks to the ground rules.

**Picture 10** - Talk about signs of friendship in the picture. Write Grace and Tracey’s names on the whiteboard and make the word sounds as you spell them out to find out what they discovered about their names.

**Skills of sequencing and prediction**

**Flashcards** - to help us remember the names of the characters; feelings and new words.

**Jigsaw Puzzle closure** - Read the instructions for playing this game in ‘Games’ in the Resources section. Give out the pieces. Let each member of the class draw some feedback on their piece of card - the character they liked best; learnt most from. Colour each piece. While a couple of adults stick the pieces together, do some sorting with the toys and sequencing with the pictures.

**Wool Web** - Read the instructions for playing this game in ‘Games’ in the Resources section. You will need a ball.
- Grace and Tracey - race is common to them both. Talk about the human race and list similar as well as different characteristics in Grace and Tracey.

Jigsaw puzzle closure - Talk about changes in the relationships - friends/enemies and enemies/friends differences and similarities. Put all of the pictures in the correct sequence and share what we all remember about the story.

or Wool Web - Pass the ball of wool around the group until everyone has received it and passed it on once. Talk about connections with one another; similarities and differences; different and similar skills, personalities, characteristics, conflict styles and interdependence.

**GRACE AND TRACEY - A ONE SESSION PROGRAMME**

**STEPPING OUT**

**GRACE AND TRACEY** A programme for 1 session of 45 - 60 minutes

**LEARNING INTENTION:**
In sharing the Grace and Tracey story, we will consider inclusion and exclusion and associated feelings, stereotypes and assumptions; diversity and interdependence

**CORE CONCEPT:**
To recognise and value the differences within and between us as well as the similarities; and to value interdependence

**WHAT YOU NEED:**

**SUGGESTED SUCCESS CRITERIA**

**GRACE AND TRACEY SESSION 1**
- We will encourage active listening: empathy
- We will encourage discussion about assumptions and the feelings associated with friendly behaviour/inclusion and unfriendly behaviour/exclusion
- We will consider feelings associated with isolation
- We will learn more about conflict and different conflict styles
- We will consider ‘safe’ and ‘unsafe’ space and the difference between ’comfortable’ and ‘safe’.
- We will consider the value of ground rules and how best to keep them
- We will learn more about relationships and changes in relationships
- We will share and evaluate what we have learnt

**GRACE AND TRACEY - exploring identity**
This column gives suggestions for a lesson outline

**Opening Circle activity - All Change** - Try using specific statements amongst the usual ones about feelings, assumptions & attitudes e.g. whether they have ever: - been angry with their friend; bored or happy in school; felt excluded; worried about tests; etc.

**Name Game** - Pattern bean bags or Affirmation Spaces

**Pictures 1-2** Look at the pictures/dolls and talk about the characters - physical differences; personality; interests; the assumptions they make and the feelings they might have - feelings cube. Ask questions e.g.... How do you think ... is feeling? Have you ever felt like this? What do you think will happen next?

**DETAIL OF WHAT TO DO**
This column lists resources needed and gives sources for background information for each lesson

**All Change Game** - read the instructions for playing this game in ‘Games’ in the Resources section. Think about how you will use it.

**Other games** - Choose appropriate, intermittent and closure activities too. Games in between the story telling sessions help as some groups need space to run/move about in between listening; reflecting and discussing. I have listed the games we used on the pilot which were appropriate and worked well with the story.

**Gather games materials if needed** - bean bags etc.

**Gracie and Tracey** - Print out the story and Picture set
**Circle Activity - Clumps game**

**Discussion** - reflecting on the game, how it feels to be left out, and also to be 'happy enough - only for a short time.' How many seek 'friends' or reach out to whoever is nearest when forming a clump. Good to reflect on how we behave when in a bigger group with people we know and also don’t know so well.

**Pictures 3–4** - look at the pictures and talk about the situation that is developing that the characters together are creating. Talk about 'walls' - safe places to hide behind; hide your feelings; but also separators from fun; other people; greater understanding and knowledge; relationship. Prediction about what will happen next

**Gate Game Discussion.** A good game for examining how it feels to be in a group you don't choose, in a minority, are discriminated against or are 'outside' the structure/rules.

**Pictures 5–6** - Look at the pictures and talk about Tracey and how she might be feeling. Talk about Ray and how she is dealing with the situation.

**Discussion** about 'opening up' and how Tracey is feeling now.

**Conflict scenarios using Tiger and Turtle puppets.** Talk about own conflict styles and those of Grace and Tracey. Compare conflict styles - 'confrontation' and 'avoidance'. Some reflection on the styles people in the group most readily adopt and the ones they would associate with Grace/Tracey. Also some reflection on what's good/not so good about each style. Discuss dealing with conflict/difference.

**Pictures 7–10,** look at the pictures and talk about circle time and ground rules and what is good about them - no-one is left-out, we can see everyone, etc. Share the play scheme's ground rules

**Closure** - Rainstorm; Group yell; Affirmation chairs; Human Knots; Line ups; Skin the snake... or

**Wool web** - We have an opportunity to talk about what we have learnt as well as the importance of connections and interdependence.

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and the Activity sheets to accompany the various pictures, available from this section.

Collect two rag dolls, one Russian doll and any others in the story if available - a teddy or clown, wooden toy soldiers, puppet etc.

**Feelings cube** - make a feeling cube - activity 3 in the activity sheets supplied in this section.

**Clumps game** - This game breaks people into clumps. Talk about our behaviour - do we choose to be near our 'friends' or find the person nearest in order to play the game. Talk about feelings - being 'in' or 'out' of a clump. Acknowledge difference.

**Gate Game** - read the instructions for playing this game in 'Games' in the Resources section. Think about how you will use it. This game, which 'sorts' people into categories according to gender; appearance; clothes worn etc. helps us experience what it's like to be 'grouped' together. It will raise the issues of minority/majority; discrimination, and possibly racism; sectarianism. Save the Children have produced a booklet, 'Think of me, Think of you' and another with Barnardo's entitled, 'Fair Play' either of which you will find very useful for this session.

**Flashcards** - You will need these to help you remember names of toys, feelings and terms like minority etc.

**Tiger and Turtle puppets** - Make or purchase the Tiger and Turtle puppets or adapt/use toys. See activities in this section and how to use the puppets and the conflict scenarios to open a discussion about conflict styles. As a 'whole school/community' activity, why not invite staff, parents and extended family members to participate?

**Ball of wool** - read the instructions for playing this game in 'Games' in the Resources section. You will need a ball of wool. This is an affirmation exercise as well as a closure.
GRACE AND TRACEY

1. Grace is a rag doll who lives in a nursery with lots of other toys. She gets on well with all of them except Tracey. Grace doesn’t like her. ‘I don’t like her because she’s different. She’s a different colour and she thinks she’s better than the rest of us. She doesn’t join in any of our games. I don’t trust her. She really doesn’t belong here.’

2. Tracey is a rag doll like Grace who lives in the same nursery. She doesn’t have much time for Grace. ‘She is very loud and she scares me a bit. She has a gang of friends who always leave me out of their games. I can’t think why.’ The two dolls continue to avoid one another and then the insults start. ‘You don’t belong here,’ Grace says to Tracey one day. ‘I wish you’d just go back to wherever you came from.’

3. Tracey is very sad. She has a big lump in her throat but she tries hard not to cry. She finds a corner of the nursery and sits down, amongst some toy bricks. She thinks, ‘If I build a wall out of these bricks no one will see me, and then maybe I’ll be safe.’ So she builds a wall.

4. Of course everyone can see the wall and they know that Tracey is behind it. ‘I wonder what she’s up to in there,’ thinks Grace. ‘Do you know something,’ she says to the other toys, ‘I don’t think Tracey wants to mix with us. ‘She’s thinks she’s too good for us,’ says the clown, ‘she never laughs at my jokes.’ ‘Maybe she’s a spy?’ says a hand puppet, ‘I don’t trust her.’ Tracey curls up very small behind her wall but the smaller she is feeling, the bigger the lump in her throat is getting. ‘Why don’t they leave me alone?’ ‘A spy!’ says one of the toy soldiers, ‘We can’t have that. She’ll have to go but how will we get her out?’ ‘It shouldn’t be too hard to knock down that wall,’ the other toy soldier replies. Tracey isn’t just sad and hurt now. She is very frightened.
5. Ray, a Russian doll, has noticed what is happening in the nursery and decides it’s time to do something.
'Okay, Grace,' she says, 'you may not like Tracey but her place, like yours is here... with all of us,' she adds looking at the other toys.
'But she thinks she’s better than the rest of us,' Grace protests. The others nod.
'How do you know? Have you ever asked her what she thinks?
'She has built a big wall around her? How are we supposed to be able to talk?'
'Knock it down, that’s what I say,' suggests the toy soldier.

6. 'I have a better idea,' says Ray, and she opens up and arranges her five parts in a row from the largest to the very smallest.
'I'm a different person now to all of these people I have been throughout my life, but all of them are part of me - we’re different and we also belong together.
'But Tracey and I are very different,' says Grace.
'Of course you are. You're very different in lots of ways. You are also different in many ways from your friends here. And in many ways you are all the same. The only way we can really learn about one another is to open up as I have just done, listen to one another and respect what we hear. Are you willing to do that?
'Okay. I will if she will...' says Grace.

7. Tracey is listening and can’t resist peeping over the wall when Ray is 'opening up'. She isn’t very happy about doing the same.
'But I don’t feel very safe,' she cries. Everyone turns to see where the voice is coming from, and they see Tracey peering over the wall.
'And what would make you feel safe?’ asks Ray.
'I don't know,' she answers in a very small voice hardly bigger than a whisper.
'I have an idea,’ says the toy soldier. ‘What about some ground rules?’
"That's a very good idea, Terence,' says Ray. ‘Could you join us if we all agree on some ground rules Tracey?’
'O - kay,' says Tracey, emerging slowly from behind the wall.

8. Ray pulls the toy bricks that formed the wall into a circle and invites everyone to sit down on the bricks facing one another. She plays a 'moving about' game first to break up all the gangs of friends. It makes them laugh and relax. Tracey is feeling a bit better.
'This is fun,' thinks Grace. Then Ray plays a name game to help them find out more about each other.

9. 'Ground rules now,' says Ray.
'Respect one another,' says Grace
'Listen to one another,' offers Terence.
'And speak for yourself,' adds Tracey with a smile. She is finding her place.
Eventually they have a number of ground rules that everybody agrees on and every day they have circle time, talking and listening, and sharing stories.
'Do you know' says Grace one day, 'Tracey and I have the same four letters in our names – RACE.
'That's right Grace,' said Ray, 'You are both part of the same human race.'

10. 'Grace and I are alike in many ways as well as being different. I'm glad we live in the same place and that we can both call the nursery home,' says Tracey.
'Here, here,' says Grace, 'and I'm glad I have a new friend called Tracey.'
Ground Rules

Respect one another.

Listen to one another.

Speak up
ACTIVITY SHEETS to accompany the story of Grace and Tracey

1. FIRST THOUGHTS Exercise to find assumptions/stereotypes

MATERIALS:
Paper
Pencils
The list of words
A comment box (This can be a shoe box, or smaller, with a slot in the top, decorated with paper and the label 'Comment Box')

METHOD:
• Give everyone a pencil and a piece of paper

• Tell them that as you call out 12 words, fairly quickly

• Tell them to write down the first thing that comes into their heads when they hear that word called out. The words are:
  1. Orange
  2. Girl
  3. Teacher
  4. Muslim
  5. Flag
  6. Green
  7. Sunday
  8. Boy
  9. Stranger
  10. Chinese
  11. Wheelchair-user
  12. Nurse

• When you have finished, read them again. If some of the children haven't been able to think of anything to write for some of the words, that's okay. Tell them the pieces of paper are anonymous.

• Ask the children to post their pieces of paper into the Comment Box in the middle of the circle.

• As you lift them out, look for common assumptions/stereotypes in the first thoughts.

• Talk about these.
2. PENNIES EXERCISE to provide a 'community of enquiry'
   (Picture 3)
   MATERIALS:
   A box of pennies
   An old cap

   METHOD:
   • Give each person in the circle three pennies.

   • Explain that each person may only speak (a sentence) when they put
     a penny into the cap in the centre of the circle. Once they have
     spent their pennies they may not speak again until the end of the
     exercise. Everyone in the circle needs to encourage one another by
     being prepared to wait for quieter members of the group, take
     turns etc.

   • The group leader calls out a sentence. This can be a question or a
     statement presenting a problem or opening a topic for the
     community of enquiry. This might be:
     Walls are necessary to keep the peace
     Boys are stronger than girls

   • This exercise has a number of benefits.
     It gives every individual the right and responsibility to speak
     It emphasizes the value of listening
     It provides a wide range of views in a very short time
     It provides discipline for those who like to talk/speak out a lot
     It encourages quieter members of the group to speak
     It provides equity
3. FEELINGS EXERCISE to encourage an understanding of feelings
(Picture 4)

MATERIALS:
A Feelings Cube
A cube like this can be made from fabric (felt with pom-pom noses). Alternatively, a card one can be made with the feelings faces (included) stuck on. To fit the activity for picture 4 of Grace and Tracey, you will need the following feelings – angry; sad; happy; bored; worried and guilty

METHOD:
• Look at Grace’s face and find one that matches it on the cube. Talk about guilt. Can anyone tell a story about guilt?

• Look at the clown and puppet’s faces. Can you find a similar one on the cube? Talk about worry. What do we worry about? What other feeling can worry lead to? Talk about fear.

• Look at Tracey’s face. Can you find a similar one on the cube? When have you been sad? What other feelings does sadness lead to? Talk again about worry and fear. In what ways are Tracey’s and the clown and puppet’s fears different?

• We can’t see the soldier’s faces very well, but from the story, what face might they have? Talk about anger. What other feeling feeds anger? Have the clown and puppet’s fears fed the soldier’s anger? How does anger make us act?

• What feelings on the cube have not appeared on any of the faces in this bit of the story? What can we say about happy and bored feelings?
4. CONFLICT STYLES – What’s your style?

(Picture 5)

THE TIGER AND TURTLE PUPPETS

MATERIALS:
Tanya and Terry can be made quite easily using old socks. A stripy sock is good for Tanya, a plain one for Terry. Eyes can be buttons or sewn on pieces of felt. Likewise ears/noses. Two pieces of padded fabric sewn on either side of the sock form the turtle’s shell. Sew the sides of the sock into the shell and make sure the head can move easily in and out of it.

METHOD:

- Introduce Tanya the Tiger. Explain that when trouble appears Tanya springs into action to sort it out. Her way of dealing with conflict is to confront troublemakers and drive them out! Which of the toys in the story are like Tanya? Are any of you like Tanya? What is good about Tanya’s conflict style? What is not so good about it?

- Introduce Terry the Turtle. Explain that whenever trouble appears Terry goes inside his shell. His way of dealing with conflict is to hide and hope that nobody notices him. Which of the toys in the story is like Terry? Are any of you like Terry? What is good about Terry’s conflict style? What is not so good about it?

- Can you think of any other conflict styles? How is Ray dealing with the conflict? What is good about her style? Is there anything that is not so good about it?

- We can adopt different conflict styles at different times to suit different situations. Use the puppets to act out different conflict scenarios and see which one might work best in each case.
TANYA AND TERRY CONFLICT SCENARIOS

TANYA
Tanya loved painting and was just admiring her efforts during the art class, when Melissa looked over and said, 'that's the stupidest picture I've ever seen - what exactly is it?!
Tanya was very angry with Melissa. 'How dare she insult my work!' she thought. Her heart beat fast, her hair stood on end, and her face went red...

'I'll tell you what it is', roared Tanya lifting her brush which had red paint on it, 'it's better than yours!' as she splurged the brush of red paint right in the middle of Melissa's masterpiece!
'Tanya!' Shouted the teacher, 'what have you just done?
'She said my painting was stupid!'
'And what have I said to you about that temper of yours?' said teacher. 'Go into the library corner for 5 minutes until you cool down and then we can talk about it'

TERRY
Terry had been working hard all morning in school and was looking forward to going out into the playground for a few games during the lunch hour. Terry moved very slowly however, and the others just pushed past him.
'Get out of my way, slow coach', shouted Trevor
Terry was sad and started to sulk, but when he got out into the playground everyone was playing a ring game.
'Yippee,' thought Terry, 'can I join in?'
'Och you're too slow Terry,' said Angela, 'You'll only spoil it for the rest of us'
'Well that's it,' thought Terry, 'see if I care!' And he went into his shell again.
'Terry,' said the teacher, 'What have I said to you about opting out? Stand up to them - speak for yourself. You're different and you matter too.'
5. RUSSIAN DOLL
(Picture 6)
MATERIALS:
A Russian Doll

METHOD:
• Separate the group/class into five smaller groups

• Take the Russian doll apart and give one of the dolls to each group

• Ask the group with the smallest doll to think of and share their first memories; the next group to think of and share a memory from playgroup; the next to think of and share stories about their first day at school; the next to think of and share a memory from last year; the final group to think of and share their most recent memory

• In the large group share some of the stories

• Do the stories have anything in common? Feelings; likes/dislikes; attitudes?

• Although we're different now - different size; age; length of hair etc., - we still carry these memories, attitudes, feelings. What can we learn from this?
6. VISUALISATION
(Picture 7)
AIMS:
- To have relaxation and quiet time together as a group.
- To encourage children to use their imagination
- To explore feelings

MATERIALS:
Visualisation story – Feeling Different

METHOD:
- Prepare the children for this exercise. Ask them to close their eyes, as that will help them to concentrate. Ask them to take a deep breath in and to let it out slowly. Do this a few times until everyone is relaxed including the teacher/leader
- Read the story, 'Feeling Different'
- Ask the children if they have ever been in a strange place, with people they have never met before. How did they feel?
- Ask the children if they have ever been in a familiar place with people they know and a stranger arrives. How do they feel?
- Did they think of these times during the telling of the story (the visualization)?
- What did they decide to do at the end of the story? (i.e. to welcome the stranger or not?)
- How can we welcome/include those we don't always want to welcome or include?
I want you to imagine that it’s Saturday morning. You have just woken up. It’s a lovely day outside. The sun is shining. You get out of bed and put on your favourite clothes. Downstairs, after breakfast, you collect your lunchbox from the fridge. Inside it are all the things you love to eat. You have arranged to meet your friends. You had all agreed that you would go to a favourite place for a picnic. You go to the place where you have agreed to meet. It is not far from where you live. It is a park. Your friends haven’t arrived yet and it’s very hot standing in the heat of the sun so you decide to shelter under a tree. You sit down on the grass under a big oak tree. The leaves’ shadows make patterns on the grass. Suddenly the shadows take on the form of strange people walking towards you. They are staring at you. One of them points at you and starts to laugh at the clothes you are wearing. Some of the others join in. They remind you of times when you have felt different – not like the rest of the gang – of times when you didn’t fit in. One of them looks down at you with its arms folded and says, ‘you don’t belong here. This is our tree. Go away.’ You don’t like these shadows. You think it’s time you moved off somewhere else. As you get up, and walk away, you notice another shadow quite apart from the others holding out a hand… or is it a paw to welcome you. You don’t want to take it. ‘Look,’ it says, ‘I’m different, and so are you. Let’s shake hands.’ You stare at this strange thing. The last thing you want to do is shake its hand… paw… whatever. It’s completely different from you. You are just about to turn your back on it when you think this shadow reminds you of something. Is it that sad look of disappointment on its face? You remember again the times you have felt different. You turn around. There are your friends and there is someone with them. Someone you haven’t met before.
Your friends tell you that s/he has just moved into your street.
You are a bit disappointed.
This was to be a special day with your friends and now you have to share it with a stranger.
You look at her/him. S/he is very different.
S/he holds out her/his hand.
You don’t want to take it. Then you remember the shadows.
What will you do?
As you are thinking about it, the picture begins to fade.
You are away from the park, now.
You are back in school.
Open your eyes.
7. **MAGIC TRICKS - 'Guess the Number' (Pictures 8-9).** The effect of this trick is that the audience will think that the performer can read minds.

**AIM:**
- To understand how both knowledge and the lack of it can be used/abused to dominate others in our relationships.

**FACT:**
- The numbers on opposite faces of a die add up to 7. Therefore the total for three dice is 21.

**MATERIALS:**
Three dice

**ACT:**
- The performer asks a volunteer from the class/group to roll and stack three dice
- Without looking the performer asks the volunteer to add up and remember the numbers on the 5 hidden faces of the dice
- The performer asks the volunteer if they have the number in their head at the same time glancing at the number on the top dice and subtracting it from 21.
- The performer gives the volunteer the same number as the one in his/her head - magic!

**FOLLOW UP**
- Ask the volunteer from the class/group how s/he felt
- Ask the performer how s/he felt
- Collect opinions from the class/group. Did they learn anything about winning/losing? Secrets? Power in relationships?
- Are there any stories about relationships where knowledge known to one and unknown to another has led to domination and other destructive patterns of relating?
- Ask the class if anyone can remember how Tracey found her place? (Contributing to the ground rules)
- What would happen if everyone, and not just the performer, knew the rule about the numbers on the dice? (The trick wouldn't work)
- When everyone is involved in making and keeping the rules it is harder for one person to dominate. Everyone has a place.
8. TREASURE BOX  
(Picture 10)  
MATERIALS:  
A treasure box – a large cardboard box painted and decorated with pictures etc.  

METHOD:  
• Ask each member of the class to draw a picture of him/her self. Ask them to think about the features that characterize them, that make them special – hair; eyes, facial expression etc.  

• Ask them to put their drawings into the treasure box  

• Put the treasure box down in the centre of the circle  

• Ask the members of the class to take turns to lift a drawing out of the box and guess who it is. (Tell them that if they lift out their own, they must put it back again.)  

• Would the class like it if everyone was the same? Talk about what is good/not so good about being different  

• What characteristics do we all have in common? Talk about what is good/not so good about being the same
FURTHER READING


*Hall, E, Let’s Talk*, Personal Development at key stage 1, Belfast: Churches Peace Education Programme, 2003.


The Tools
THE TOOLS LEARNING ACTIVITIES

- Teachers and leaders can adapt the following to suit their own needs.
- The methodology that worked best on the pilots was ‘circle time’. For more information about methodologies that build a positive learning environment please see the chapter on group work and facilitation in Lynagh N and M Potter, *Joined Up* (Belfast: NICIE, Corrymeela) 2005, pp 43 – 86. There is a hyperlink to this resource in the 'Getting Started' page in the Introduction.
- Teachers/leaders need to explore and be comfortable with their own identity before discussing identity with the class/group. It is important for us to accept others both for the ways in which we are different and also for the ways in which we are similar and to express our identity in ways that do not harden boundaries with others. You can find out more about sectarianism and approaches to difference in the trunk and branches sections of the downloadable ‘Moving Beyond Sectarianism’(young adults) at: www.tcd.ie/ise/projects/seed.php#mbspacks
- It is important that parents are aware of the issues in this unit. Write a letter to let them know what you will be covering and why.

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<td>THE TOOLS SESSION 1</td>
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<td>LEARNING INTENTION:</td>
<td>AIMS:</td>
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<tr>
<td>In sharing The Tools story, we will consider inclusion and exclusion and associated feelings, stereotypes and assumptions; diversity and interdependence</td>
<td>- We will continue to build trust</td>
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<td>CORE CONCEPT:</td>
<td>- We will learn more about ourselves</td>
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<td>To recognise and value the differences within and between us as well as the similarities; and to value interdependence</td>
<td>- We will think about the differences within and between us as well as the similarities</td>
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<td>- We will encourage empathy and active listening</td>
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<td>- We will share and evaluate what we have learnt from a baseline</td>
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### THE TOOLS
This column gives suggestions for a lesson outline

#### SESSION 1

**Opening activity**

*The Tools Story* Introduce the tools and invite the class/group to name and/or talk about them. Have they ever seen or used one? What is it used for? etc.

*Tools for Solidarity (TFS)* Think about supporting this project as a practical application of the theme of interdependence in this story.

**Feelings Pictures** - Talk about feelings. Look at the feelings pictures. Invite the children to describe them? Ask the children to make a face to match the feeling - angry; happy; sad; frightened; bored…

**Closure** - All change - Try using specific statements about using tools or feelings & attitudes e.g. whether they have ever:- used a hammer etc; been angry with their friend; bored in school; happy in class; worried about tests; etc.

### DETAIL OF WHAT TO DO
This column lists resources needed and gives sources for background information for each lesson

#### SESSION 1

**Opening activity** - Choose appropriate opening and closure activities from the 'Games' in the 'Resources' section

*The Tools Story* - Print out your own copy of the story and accompanying pictures from this section. If possible collect a set of real tools. This works even better than the pictures especially for not so well known tools like the plane

*Tools for Solidarity (TFS)* - There are lots of pictures of tools on this website http://www.toolsforsolidarity.org.uk/help.html

There are also some really useful suggestions about ways you can support TFS by collecting and donating tools you no longer use.

**Feelings pictures** - Print these out from this section or make/use your own

**All Change Game** - read the instructions for playing this game in 'Games' in the Resources section. Think about how you will use it.

#### SESSION 2

**Circle activity - Clumps game**

**Discussion** - Share how it feels to be left out as you, reflect on the game. Talk about our behaviour - do we choose to be near our 'friends' or find the person nearest in order to play the game. Talk about feelings - being 'in' or 'out' of a clump. Acknowledge difference.

**Read Part 1 of the story** to the class/group. Put the relevant pictures onto a story board in order as they come into the story. Invite some sharing about the characteristics of each tool. In the story they are each 'blamed' in turn for the trouble in the workshop. Is this fair? How does the group think each tool feels when they are blamed/singled out/set apart/excluded?

**See feeling faces.** Have we ever felt like this? Were we the excluded or the excluding?

**Picture 1 (Hammer)** - look at the picture and talk about the character. Use feelings pictures. Can the hammer e.g. help being noisy? Is he not just doing his job - being a hammer? What does this teach us about assumptions? Refer to the 'Clumps' game - sometimes we exclude without intending to hurt and hurt feelings are still the consequence. Introduce the word ‘assumption.’ Talk about some of the ‘assumptions’ we might make about people and why - e.g. how someone is dressed or their age - refer to different people in the community - people who wear a turban or hijab etc.

**Picture 2 (Saw)** - look at the picture and talk about the character/feelings. Talk about whether or not it was 'fair' that he was being 'blamed' or 'set apart' for being a 'troublemaker'.

**Picture 3 (Plane)** - look at the picture and talk about the character/personality and whether or not it was
*fair* that he was being ‘blamed’. Introduce the words ‘behaviour’ and ‘personality’ e.g. of a leader; follower; joker; thinker; ‘ideas’ person; peacemaker etc and ask, ‘What makes a troublemaker?’

**Closure** - Passing the clap or group yell

<table>
<thead>
<tr>
<th>SESSION 3</th>
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<tr>
<td><strong>Opening activity</strong> – Gate game</td>
<td><strong>Gate Game</strong> – see ‘Games’ in the Resources section. Think about how you will use it. This game, which ‘sorts’ people into categories according to gender; appearance; clothes worn etc. helps us experience what it’s like to be ‘grouped’ together.</td>
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<tr>
<td><strong>Discussion</strong> Talk about majorities and minorities and how it feels to be in either group; also ‘unfair’ attitudes to either group reflecting on the game</td>
<td><strong>Tools story part 2 and pictures</strong></td>
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<tr>
<td><strong>Share</strong> what we remember about the story so far. Put the pictures of the hammer, saw and plane onto the story board in order as they come into the story.</td>
<td><strong>Feelings pictures</strong></td>
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<tr>
<td><strong>Read part 2 of the story</strong> to the group.</td>
<td><strong>Flashcards</strong></td>
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<tr>
<td><strong>Introduce Sandpaper; Ruler; screwdriver and Drill.</strong> Add their pictures on to the story board in the order they come in to the story.</td>
<td><strong>Puppets</strong> - print out the ‘Knitted Puppet’ pattern in the ‘Resources’ section. As a ‘whole school’ activity why not make a few of these (for a whole school resource) inviting staff, governors, parents and extended family members to participate? Give them different coloured skin and dress them differently - wearing a turban; a Hijab; a Kippah; sari; etc.</td>
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**SESSION 4**

**Circle activity.**

**Share** what we remember about the story.

**Sequence** - Put the pictures of the tools onto the story board in order as they come into the story.

**The nest box** - Finish the story with the group/carpenter making a nest box. Show the picture of four of the tools and four of the stages in making a bird box. Invite members of the group to match them up. Consider making or purchasing a real nest box.

**The Carpenter and the Bird box** - tell the story of how the bird-box was made.

**Wool web closure.** - We have an opportunity to talk about what we have learnt as well as the importance of connections and interdependence. Talk about what we have learnt about interdependence from the story.
THE TOOLS STORY

I first heard this story at Corrymeela and the author is unfortunately unknown. It has been adapted, extended and illustrated for this resource.

PART 1

There was trouble in the workshop. The tools were unhappy and were having a row about who was the best. They argued about who was needed most. They talked about how peaceful the workshop would be without the troublemakers!

Some of the tools blamed the hammer for starting all the trouble. He was far too noisy. He must go. But the hammer blamed the saw.

He reckoned that she couldn’t make up her mind what direction she was going and was driving everyone mad constantly going backwards and forwards, backwards and forwards...

No, the saw would not be blamed. She was accusing the plane. The plane’s work was much too shallow. He was always skimming the surface and never doing any meaningful work.

The plane was sure that the screwdriver was at fault because she was constantly going round and round in circles and making everyone dizzy.

The screwdriver insisted that the ruler was the most troublesome tool in the whole workshop because he was a bully, always measuring the others by his own standards.

The ruler reported that after long and careful study, he had no doubt that the sandpaper was at fault for the difficulties in the workshop. Sandpaper was always rubbing the others the wrong way and making them cross.

The sandpaper protested loudly and said there could be no doubt in her mind that the drill was the culprit, as everybody knew he was so boring!

Then the carpenter arrived. He knew that each of the tools had equally important jobs to do and all of them were needed to complete the task...
PART 2
The carpenter was making a bird box for the garden. First the wood would need to be measured. What tool would be needed for this task I wonder?

Ah...Ruler of course. Now the wood was measured and the different sections marked, the carpenter needed a tool with which to cut the wood and only...

Saw could do this. But the wood was a bit bumpy and needed leveling...

It was Plane’s turn to complete this task. The carpenter was very pleased with his work but the wood was a bit rough and needed smoothing. That was when...

Sandpaper came into the story. Now there was a big hole to be drilled on one of the pieces to allow the birds to get in and out of the box and smaller holes were needed for the screws...

Drill was ready for that task but what about a tool to screw all those bits together?

Screwdriver was ready to take her turn.

When the box was finished the carpenter searched for one last tool to nail it to the tree...

Of course, last but not least, Hammer was there - ready and willing like the others had been.

And so the work was completed with all of the tools involved at different stages of the task.
Feeling Faces

1
Name the Feelings

Happy

Sad

Angry

Worried

Guilty

Bored

3
Making the Nest Box
What tool is needed for what?
Match the letter (tool) to the correct number.

1 Measuring
A Ruler

2 Cutting
B Saw

3 Drilling a hole

4 Screwing the pieces together
C Screwdriver
D Drill
Stories from Different Countries
Faiths and Times
STORIES LEARNING ACTIVITIES

- Teachers and leaders can adapt the following to suit their own needs.
- The methodology that worked best on the pilots was 'circle time'. For more information about methodologies that build a positive learning environment please see the chapter on group work and facilitation in Lynagh N and M Potter, *Joined Up* (Belfast: NICIE, Corrymeela) 2005, pp 43 - 86. There is a hyperlink to this resource in the 'Getting Started' page in the Introduction.
- Teachers/leaders need to explore and be comfortable with their own identity before discussing identity with the class/group. It is important for us to accept others both for the ways in which we are different and also for the ways in which we are similar and to express our identity in ways that do not harden boundaries with others. You can find out more about sectarianism and approaches to difference in the trunk and branches sections of the downloadable 'Moving Beyond Sectarianism'(young adults) at: [www.tcd.ie/ise/projects/seed.php#mbspacks](http://www.tcd.ie/ise/projects/seed.php#mbspacks)
- It is important that parents are aware of the issues in this unit. Write a letter to let them know what you will be covering and why.
- There follows a set of learning activities for 4 sessions using stories from different countries and cultural/faith traditions. The stories are traditional and all carry a lesson on skills for dealing with conflict and difficulties. Two of them were written by members of the steering group for this project. They also accompanied me during the pilots. Having someone from a minority ethnic community visit and tell a story from their country is very helpful. Use 'contacts' in the resources section and find out if anyone would be available. Evaluation of the stories is comparative and accumulative over the 4 sessions.
- As the pilot for three of these stories was carried out in a special school, songs were chosen for closure. If you prefer, use some of the closures in 'Games' in the Resources section. The Kites story was used on a residential with families from different cultural and faith backgrounds and adapted, the pictures used representing family and community and flying/holding up the things that were important to them.
### STORIES

A programme for 5 sessions of 30 - 40 minutes

**LEARNING INTENTION:**
In sharing stories from different cultural and faith traditions from around the world, we will consider identity, diversity and respect; co-operation and interdependence

**CORE CONCEPTS:**
- To recognise and value the differences within and between us as well as the similarities;
- To have respect and value for ourselves and others;
- To appreciate the value of co-operation and interdependence;
- To acknowledge family/community hopes; prayers; and blessings.

### THE STORIES

This column gives suggestions for a lesson outline

#### SESSION 1
#### STORY FROM INDIA

**CORE CONCEPT:**
To recognise and respect the differences within and between us as well as the similarities;

**Opening activity** - pass the globe. Introduce the countries we will be hearing stories from. Has anyone ever been to any of them? What do we know about the countries? Whilst many of the children won’t relate to countries on a globe, it’s fun to point to different parts of a big ball and name the countries we are hearing stories from. Use any feedback from this session in any baseline evaluation

**All change** - Try using specific statements about using tools or feelings & attitudes e.g. whether they have ever:- been angry with their friend; bullied by someone bigger than themselves; worried about being small etc.

**Story from India** written by Sharada Bhat - Use a large model for the elephant and finger puppets for the other smaller creatures; and the ant. The story can be interactive with lots of children taking part in acting it out with the puppets.

**Feelings Pictures** Talk about feelings. Look at the feelings pictures. Invite the children to describe them? Ask the children to make a face to match the feeling - angry; happy; sad; frightened; bored.

**Sharing** - what do we learn from the story?

**Closure** - Song

#### SESSION 2
#### STORY FROM THAILAND

**CORE CONCEPT:**
To have respect and value for ourselves and others

**Opening activity** Pass the globe. Share what we remember about last week’s story.

### SUGGESTED SUCCESS CRITERIA

**THE STORIES**

- We will extend our knowledge of stories and different faith traditions from different countries in the world - India; Thailand; Africa; and China
- We will make use puppets; kites (reflecting different cultural traditions)
- We will encourage remembering; active listening; respect and empathy
- We will learn more about attitudes to own and other peoples’ faults
- We will learn more about wisdom and judgment
- We will think about the differences within and between us as well as the similarities
- We will learn more about diversity and interdependence
- We will share, compare and evaluate what we learn

### DETAIL OF WHAT TO DO

This column lists resources needed and gives sources for background information for each lesson

#### SESSION 1

**Choose** appropriate opening and closure activities from the ‘Games’ in the ‘Resources’ section

Print out the **stories and Pictures** available from this section

**Map of the world** Invest in an inflatable globe Passing it around the circle as an opening or closing activity, inviting people to find the country - where they live now; have lived before; have visited or know someone.

**All Change Game** Read the instructions for playing this game in ‘Games’ in the Resources section. Think about how you will use it.

**Story and puppet activity** Print out from this section

**Finger puppets** - consider making more in addition to the ones on page 1 of the activities in this section - there are more available in the Chinese New Year section.

**Feelings pictures** Print these out from this section or make/use your own

**Flashcards** You will need these to help everyone remember the names of different countries - India; etc

**Song** Pick one song that has an association with the story e.g. Nellie the elephant; If I were an elephant (a line in ‘If I were a butterfly’); or He’s got the whole world in his hands...

#### SESSION 2

**Clumps** - read the instructions for playing this game in ‘Games’ in the Resources section. This game breaks people into clumps. Think about how you will use it.

**Make some shadow puppets** - see page 2 of the
**Clumps game** - Talk about being 'in' or 'out' of a clump. Acknowledge difference.

**Discussion** - Share/reflect on the game. Talk about feelings - being 'in' and 'out'. Talk about our behaviour - if we looked for our 'friends' to form the clump or joined the ones nearest to us.

**Story from Thailand** - Phikul Thong (Traditional)
Using an overhead projector and six shadow puppets, tell this traditional story from Thailand.

**Closure** Sing last week's song and then another for this one. On the pilot we sang the school song which was about growing up respecting difference.

**SESSION 3 STORIES FROM AFRICA (NIGERIA)**

**CORE CONCEPT:**
To appreciate the value of co-operation and interdependence

**Opening activity** - pass the globe. Find the countries we have heard stories from so far - India and Thailand and look for Africa.

**Share** what we remember about the lessons learned from the last two weeks' stories

**Gate game**

**Discussion** Talk about majorities and minorities and how it feels to be in either group; also 'unfair' attitudes to either group reflecting on the stories we have heard so far.

**Stories from Africa**
The Cat and the dog and The Broom (Traditional) written by Rose Ozo. Use finger puppets for the cat and the dog and make a broom. The stories can be interactive with children taking part in acting them out with the puppets; or passing the broom and seeing if any of them can bend or break the sticks. What do we notice about the sticks - alone and together? What did the dog and cat discover? What can we learn from the two stories?

**Closure** Songs to remind us of the stories we have heard so far and the one for this story and what it teaches us about standing/working together.

**SESSION 4 - STORY FROM CHINA**

**CORE CONCEPT:**
To acknowledge family/community hopes; prayers; and blessings.

**Opening activity** - Find the countries we have heard stories from so far - India; Thailand, Africa and Sri Lanka and look for China.

**Songs** - Sing a song and see if the children can match it with a puppet/character or country of origin of the stories of the last 4 weeks.

**Story and Kite making** - Tell the story; make the kites and don’t forget to fly them.

**Closure** - Wool web. We have an opportunity to talk about what we have learnt as well as the importance of connections and interdependence.

**SESSION 3**

**Gate Game** - see 'Games' in the Resources section. Think about how you will use it. This game, which 'sorts' people into categories according to gender; appearance; clothes worn etc. helps us experience what it’s like to be 'grouped' together.

**Knitted puppets?** Print out the instructions for making the knitted puppet from the 'Resources' section and think of sending them home with the children - perhaps parents/extended family would make some for you? Give them different coloured skin (wool) and dress them in different clothes to represent people from the different countries in the stories.

**Flashcards** - for the different terms - minority; majority; discrimination etc. as well as the names and countries.

**Puppets and broom** - Make the finger puppets on page 3 of the activities in this section. Gather some Hazel or Willow sticks and make a broom.

**Song** - Pick a song about standing together; helping one another - e.g. The more we are together; or try the Rainbow Song MP3 available in this section. This song is written by Norman Richardson and sung by children from Howard and Edendork Primary schools Dungannon with Norman.

**Visits from members of various ethnic communities**
As the aim is to acknowledge difference and to respect one another, a series of visits from representatives of the different ethnic communities works well with these resources.

**Story and Kite making**
Print out the story; and print the pictures you might like to copy onto the kites on page 6 of the activities in this section.

**Making a kite** See the following websites

**Wool web** - see 'Games' in the Resources section. This is an affirmation exercise as well as a closure. An evaluation can be made of the learning from this and the baseline after the first session.
STORY FROM INDIA
(A Traditional Indian story from Sharada Bhat)

Once upon a time, there lived a proud elephant who neither cared about nor respected anyone else. Because he was big and strong, he thought there was nobody able to defeat him. When he walked, he would stamp on small creatures like ants and other insects. Even animals like rabbits and tortoises would be crushed under his feet.

The animals tried to make the elephant understand that he was doing wrong, but he did not listen, so after some time, they met together to come up with a plan to stop him by teaching him a lesson. A clever ant had an idea. He would bite the trunk of the bigheaded elephant.

The next day when the elephant was walking as usual stamping on the plants and flowers and the small living creatures, the ant climbed unto his trunk and bit him. It was very painful. The elephant waved and shook his trunk, thinking that the ant would fall, but the ant bit even harder into his trunk. Now the elephant realized that he could not get rid of this small creature and begged the ant to stop. The ant told him how much he made the others cry so the elephant promised that he would not hurt anyone again. He would respect them and care for them. They became friends and lived happily ever after.

Lesson to learn - even the smallest of creatures can teach the mightiest a lesson in respect. We are not powerless.
This shadow puppet play is written from the story of the same name in *Fascinating Folktales of Thailand* - available at www.thailandlife.com/folktales_phikulthong.htm

**Narrator** Phikul was beautiful and kind. Her mother died when she was very young so her father married again and she was looked after by her step-mother who also had a daughter of her own named Mali. Both the mother and her daughter forced Phikul to work hard every day.

**Mali** Phikul! Phikul! Where is that girl - never here when I need her!

**Mother** I sent Phikul off to get some water after pounding the rice. Isn't she back yet?

**Mali** No, Mother! And she should have been back ages ago. The stream is not that far away. She is such a lazy girl. Father spoils her!

**Mother** I know dear - I'll speak to her

**Narrator** Meanwhile on the way back from the stream, Phikul saw an old woman who asked her if she might have some of her water to drink.

**Old Woman** Excuse me my dear, I am so thirsty. Might I have some of your water?

**Phikul** Of course you may. Would you like some water to wash your face and your poor feet as well to refresh yourself?

**Old Woman** You are so very kind my dear. But will there be enough?

**Phikul** Don't worry. I can go and bring some more.

**Old Woman** You are beautiful and kind of heart. Even though I am a poor shabby old woman, you treat me like a queen. I would like to bless you with the golden flowers after which you are named. They will come out of your mouth whenever you feel sympathy for anyone or anything.
As soon as she had granted this wish to Phikul, the old woman disappeared. Phikul fetched more water and hurried home, where her stepmother was waiting for her.

What time is this to be getting back? I sent you away for that water ages ago, you lazy girl. I suppose you were avoiding the work as usual.

I'm sorry, Stepmother. I met a poor old woman who was so thirsty and tired. She was so much in need; I shared some of the water with her and then had to go back for more.

As she talked of her sympathy for the old woman, many golden flowers came out of Phikul's mouth. The greedy stepmother grabbed them all while Phikul was speaking.

Mali, come quickly. Look at these golden flowers! I will sell these at the market and we will be rich!

How wonderful mother!

Now Phikul was forced to speak all day so that there might be an endless supply of golden flowers. Exhausted, Phikul got a sore throat and could not speak.

Speak girl! Speak! You are not trying!

The step-mother and her daughter started beating Phikul, to force her to speak but poor Phikul could not say even a single word.

Mali, you go and see this old woman.

Mali went to the stream to fetch water but instead of meeting an old woman, she met a lovely young woman in a beautiful dress.

I am so thirsty. Can you give me some water to drink?

Mali was jealous and got angry.

What do you think I am? You are perfectly able to get your own water! Don't waste my time!
Narrator: So instead of a blessing, Mali was given a curse that whenever she got angry, worms would come out of her mouth. She went home and told the whole story to her mother.

Mali: I told her what she could do!

Mother: Oh no Mali! Say no more! The whole house may fill with the worms that are coming out of your mouth! Where is that worthless Phikul! You lied to us! Now see what you’ve done! Take that, get out, and never come back!”

Narrator: The stepmother beat Phikul and drove her out. She was very sad and wandered alone in the forest. A young Prince saw her crying and asked her what had happened. As she told her story the whole place filled with golden flowers.

Prince: Phikul you are well named. I have long waited to find someone so beautiful and kind as you. Will you marry me?

Narrator: After marrying, the couple ascended the throne and ruled the city happily ever after.
STORIES FROM AFRICA
(Traditional - Nigeria from Rose Ozo)

WHO IS MORE IMPORTANT?
Once upon a time there was an argument between the cat and the dog each claiming to be more important than the other. It was then decided that to settle this dispute they would each keep watch over a bag of beans at different times. The cat started and was able to ward off rats from getting to the bag of beans but when a human thief came, the cat took to its heels and the thief carried the bag away.

The dog then started its own watch as the cat had failed. The dog successfully kept the thief away from the bag with its barks but did not notice when the rats slipped past and started feasting on the beans.

It was then decided that both should keep watch over the bag of beans. Together they did a wonderful job because the cat was able to keep the rats away from the beans whilst the dog kept the thieves away. So they needed each other and none was more important than the other.

UNITED WE STAND, DIVIDED WE FALL
A couple had five boys. They grew up together as a family fighting and quarrelling among themselves and this made their father very sad.

When their father was on his death bed he called his sons together and gave each a broom to break, which they did easily. He then handed them a bunch of broom to break and none of them could break it. All they were able to do was bend it.

So the father explained to them that if they are united, nobody can defeat them but alone each one of them can be. They understood and promised their father that they would be united and this made him a happy man.
THE FESTIVAL OF KITES

The Chinese used silk and bamboo to make kites and were the first people to write about kites. When paper was invented the making of kites became a pastime in which most people could partake. Originally a simple flat rectangle, the kite developed into complex 3-D shapes elaborately decorated and flown on religious and ceremonial occasions offering fertility, happiness, victory etc. The designs on most Chinese kites have a symbolic meaning or illustration from Chinese folklore or history. Tortoises, cranes and peaches signify long life, bats are a sign of good luck, butterflies and flowers represent harmony and a dragon design represents power and prosperity. The kites can feature:

- Cranes signifying long life for nobility and honesty
- Bee for industry and thrift
- Goldfish for wealth
- Frog for long life and joy
- Monkey for cleverness
- Mouse for laughter
- Pine for endurance
- Panda for happiness
- Lotus for purity
- T’ai Chi for creativity and harmony

(See illustration in activities in this section)

For over 1000 years the Chinese thought that by flying kites they would avoid bad luck and the higher the kite was flown the more prosperous they would become. The kite is still used in China today to ward off bad luck and to bring good luck and is also regarded to be a good and healthy pastime for people of all ages. Some kites have whistles that sing in the sky; some have gongs and drums attached, others have blinking eyes. Decorations help bring luck and happiness so many streamers and ribbons are added.

The class/group might like to make their own kites, expressing their hopes and wishes and fly them with those made by partner schools on a day out together.
The Elephant and the Ant
A story from India

The elephant rod puppet can be made using thick card (reuse a cardboard box); big paper fasteners; string and a number of rods as illustrated...

These finger puppets can be printed out and used as they are
Phikul Thong
A story from Thailand

* Shadow puppets can be made with black card
* Cut out the body part shapes
* Attach with a paper fastener
* Attach a wire rod to the back of the puppet
* Attach rods to the body parts to operate

In the photo you can see how cutting out the skirt and sticking coloured cellophane to the back makes it more colourful
The Cat and the Dog
and the Broom
Stories from Nigeria

Cut out and use these finger puppets

Gather some Hazel or Willow sticks and tie them together to make a broom. Keep a few separate for the story.
Kite Pictures

Frog for long life and joy

Goldfish for wealth

Mouse for laughter

Bee for industry and thrift

Crane for nobility and honesty

Lotus for purity

Pine for endurance

Tai Chi for creativity and harmony in the universe

Panda for happiness
THE RAINBOW SONG
The words and music of The Rainbow Song are by Norman Richardson
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Chorus:
Together we can make a rainbow:
Let the bright colours show!
We need each other like the different colours that make the rainbow glow.

1. Wouldn’t the world be an ugly place
   If everyone looked the same
   If everyone had an identical face
   Or even the very same name?
Chorus: Together we can make a rainbow...

2. Just seven different colours,
   And each one alone is fine.
   Yet put them together up there in the sky
   And a rainbow starts to shine!
Chorus: Together we can make a rainbow...

3. If all the world were just one colour
   It would be a cheerless place.
   But with shades and hues from which to choose
   We can paint a smile on each face.
Chorus: Together we can make a rainbow...

4. So we’ll colour the world together.
   And we’ll shout so all can hear
   That in our exciting rainbow world
   There’ll be no room for hatred or fear!
Chorus: Together we can make a rainbow...
The Rainbow Song
A Song to Celebrate Differences
by Norman Richardson

REFRAIN
Together we can make a

rainbow - Let the bright colours show - We need each other like the
different colours that make the rainbow glow -!

1
VERSE

1. Wouldn't the world be an ugly place if every one looked the same

If every one had an identical face, or

To Refrain

even the very same name! Together we can make a rainbow. Let the bright colours show. We need each other like the
Music reproduced with permission
Songs mentioned in the resource are available online as follows:

We are drops (Ridvan)
http://www.creni.org/filestore/documents/stepping_out/We_are_drops.mp3

The Rainbow Song (Other Stories)
http://www.creni.org/filestore/documents/stepping_out/The_Rainbow_Song.mp3