



B.Ed 2

Understanding Prejudice

Session 1 – Understanding and Countering Prejudice 1

Session 2 – Understanding and Countering Prejudice 2

DMU and the NI Curriculum

The DMU (Diversity and Mutual Understanding) programme aims to touch on specific elements of the Northern Ireland Curriculum at the same time as engaging students from the two separate teaching colleges in healthy discussion and debate about how to live and learn in a shared society. Due to the length of the programme it is not possible to cover significant components of the curriculum or indeed to establish meaningful relationships across the college. Nonetheless, it is hoped that it will act as a catalyst for both; inspiring students to explore in greater detail the 'PDMU' & 'Local and Global citizenship' components of the curriculum and to develop sustainable relationships with students from a different college.

The DMU programme relates to the following aspects of the NI revised curriculum:

KEY STAGE 1 & 2

Personal Development & Mutual Understanding

More than any other institution, with the exception of the family, school has the potential to shape and nurture the skills, wellbeing and potential of our young people in Northern Ireland. Personal Development and Mutual Understanding provides essential opportunities in today's increasingly complex, challenging and rapidly changing world for children to develop:

- Knowledge and understanding of the challenges and opportunities they may encounter in an increasingly diverse contemporary society;
- The skills, attitudes and values necessary for independent living, informed decision-making and responsible action throughout their lives; and
- An understanding of their role in working for a more inclusive, just and democratic society

(Material taken from NI Curriculum website)

http://www.nicurriculum.org.uk/personal_development_and_mutual_understanding/index.asp

This aspect to the curriculum can be delivered using the 'Living. Learning. Together' resource available from

http://www.nicurriculum.org.uk/key_stages_1_and_2/areas_of_learning/personal_development/living_learning_together/home.asp

The most relevant aspect to this resource (currently available for Years 1, 2, 5 & 6 only) is Strand 2 - *MUTUAL UNDERSTANDING IN THE LOCAL AND WIDER COMMUNITY*

Through this strand of the resource pupils should be enabled to explore:

- their relationships with family and friends;
- their responsibilities for self and others;
- how to respond appropriately in conflict situations;
- similarities and differences between groups of people;
- learning to live as a member of a community.

KEY STAGE 3

Key Elements that relate to DMU programme are:

The curriculum rationale relating to developing individuals that explores both 'Personal Understanding' and 'Mutual Understanding'. Further, the curriculum rationale relating to developing contributors to society is also relevant, particularly the aspects of 'Citizenship' and 'Cultural Understanding'.

Personal Understanding aspect of the curriculum aims to enable pupils to:

- respect themselves, understand their rights and responsibilities;
- understand and manage their emotions;
- learn how to learn and be committed to learning;
- be aware of their creative potential; and become self reliant.

Mutual Understanding aspect of the curriculum aims to enable pupils to:

- respect and co-operate with others;
- manage and resolve conflict; and
- develop and sustain safe, caring relationships

Citizenship aspect of the curriculum aims to enable pupils to:

- respect the equal rights of others;
- recognise the interdependence of people, communities and the environment;
- be willing to negotiate and compromise;
- use democratic means to influence change; and
- contribute to the welfare of school, the community and the environment

Cultural Understanding aspect of the curriculum aims to enable pupils:

- recognise the richness and diversity of cultural influences in contemporary society; and
- engage with human cultural achievement in a range of forms and contexts

KEY STAGE 4

Key element of the curriculum that relate to DMU is 'Local and Global Citizenship'

Pupils should be enabled to:

- respond to the specific challenges and opportunities which diversity and inclusion present in Northern Ireland and the wider world;
- identify and exercise their rights and social responsibilities in relation to local, national and global issues;
- develop their understanding of the role of society and government in safeguarding individual and collective rights in order to promote equality and to ensure that everyone is treated fairly;
- develop their understanding of how to participate in a range of democratic processes;
- develop awareness of key democratic institutions and their role in promoting inclusion, justice and democracy;

B. Ed 2 Understanding and Countering Prejudice

Day One - Understanding Prejudice Sessions

Exercises

1. Energisers (15 mins)

Aim: To share info about ourselves within the group, and make people feel more relaxed and to introduce the theme of identity.

Pick from DMU Energisers for new groups (see attached DMU Energisers sheet) or use your own

Ensure the group introduce their name and find out something about each other.

- Avoid 'All Change', 'What's in a name?', 'Juggling Identities' or 'Human Bingo' as these have been used in B.Ed 1!

2. Hopes and Concerns/Group Contract (10 mins)

Aim: To help create a safe space for people to engage in dialogue, both at the session today and at the inter-college sessions.

Students are asked to write down a hope and concern (if they have any) that they may have regarding the session today and Tuesday's sessions (stress that this will be anonymous). You may want to give different coloured post-its for the hopes and concerns so it is easier to distinguish between them when feeding back.

Ask everyone to scrunch up their post-its once they have finish writing and throw them in the middle of the floor. Mix them up, and then ask each person to take out one hope and one fear, and read them out one at a time. To group similar answers, you could encourage those with similar answers to read them out at the same time. Write up the key points on a flipchart, or group the post-its onto the flipchart page under similar themes.

As discussion unfolds, students should be encouraged to come up with suggestions as to how to reduce the chances of the concerns becoming reality and ensure that the expectations are met (as far as is possible within the programme remit). These suggestions should be noted on the flipchart and start to form the basis of a contract.

When the fears/concerns are all read out, check with the group that they think that this contract covers all the guidelines required – are there any others that they would include?

A contract gives the opportunity for concepts such as 'respect' and 'honesty' to be discussed and made verbally explicit rather than assumed. It is a mutually negotiated agreement about how the group wishes to 'be' with one another.

A contract can be a useful classroom management tool!

This contract will be kept and used for tomorrow's sessions and the group will have an opportunity to re-visit and amend it at the beginning of Day Two's sessions. It is therefore necessary to keep the contract from your group at the end of the session for the next day or give to Donna to bring in for Day Two session (marking group number on it).

3. Group-building & Communication Exercise (20 mins)

Use either silent Island or Spider & Action line

Silent Island (Teambuilding/ communication)

Time: 15 – 20 minutes

Materials: Clay (non-drying)/ plastercine, twigs, leaves, toothpicks or sticks

Purpose: To promote the process of team building and introduce the topic of communication

Instruction: Split the group in two (4 or 5 participants). Provide the group with materials. Ask them to spend 3 minutes discussion how they would like to produce their island. Together the group should then begin to form the island, adding castles, caves, mountains, rivers, etc. This part must be done without verbal communication. Still without talking, each person should mark a boundary on the island and build a shelter or home. Following this, the group should hold an island council meeting, elect a leader, and make whatever decisions are needed for survival or interaction on the island. These directions should be given by the trainer one step at a time.

After the group has had the opportunity to implement the rules and interact with one another, stop the exercise and debrief. Ask the group how they felt they worked as a team. Find out from them the difficulties they encountered, and how they overcame the fact that they could not communicate verbally. Go on to describe important aspects of team work.

OR

Spider – (energiser teambuilding)

Time: 10 minutes

Purpose: Energise the group, allowing them a chance to move about. Good Team-building exercise

Instruction: Ask the group to make a circle. Everyone should place their hands in the centre of the circle and take hold of another participant's hand. Every person should join both hands with other random hands. Once this is done, the group must figure out how to untangle themselves without letting go of each other's hands. Ultimately the circle will be reformed once they have completely untangled themselves.

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Action line – (energiser, non-verbal communication)

Time: 5 minutes

Purpose: Introduces the topic of communication and highlights the issue of mis-communication

Instruction: Ask the group to stand at in a line, all facing one direction, looking at the person's back in front of them. Explain that you will begin the game by going to the back of the line and tapping the person on the shoulder. Only that person should turn around to watch you perform an action. Once they have witnessed the action, they must tap the next person on the shoulder who will watch them performing the action as exactly as possible. This procedure should continue up the line. The final person should demonstrate what s/he saw to the entire group, as well as what they believe the action actually is. It is always interesting to note how the final action differs from the first. The person who began the action should re-enact the initial action to show what has changed. Ideas for miming actions are:

- Washing a car, Cleaning an elephant, throwing a ball, chopping vegetables

De-brief:

- How did you find that task?
- How did the group complete the task?
- What made the task more easy/difficult?
- What roles did you take?
- Did anyone take the lead?
- When you are communicating with a classroom of children as teachers, what types of skills/issues do you think are important?
- What barriers to communication might there be?

4. Facilitating Discussion on Contentious Issues –

Aim: To encourage facilitated discussion on contentious community relations and diversity issues, and to enable participants to develop their skills and confidence in facilitating contentious discussion in a supported environment.

100 Degrees

Set the room out in a line of chairs (10 if possible). The chairs aren't necessary and with larger groups it may be easier to have marked spots at each end of the room. This forms the degree scale from 0 degrees – 100 degrees (as in the heat scale). The group are given a statement/ topic or come up with something as a group. Each person is then required to take their position on the scale dependent on how much they agree with the statement. For example for the statement: "how much do you love football?" people would take up their position where 0 is the least and 100 is the most.

Silent Debate

Split the group into three or four and ask them to write down a contentious statement/ issue in the centre of a piece of flip chart paper. Then spread these sheets across the room on the floor or stuck up on the wall. Place pencils, pens, markers by each flip chart page. Then encourage the group to silently move from one topic the next writing their response to the statement on the flip chart page. Encourage them to respond to other responses on the page also.

Feedback the results at the end and use this as a platform for further discussion.

Suggested statements

- Religion has no place in government (*Following Iris Robinson's comments or Sarah Palin's appointment in the Presidential Campaign*)
- Mental Health is still a taboo issue
- Conservative values are damaging to society
- Northern Ireland is a good place to live and teach in.
- We should have one unified teaching education facility.
- I can't be friends with someone I strongly disagree with
- Landlords have a right to stipulate 'No foreign Nationals please' (Gum Tree website Sept 2008)
- It is not the responsibility of schools to tackle sectarianism

- Everyone should have the right to fly the flag of their choice above their door
- Gay couples should have the same rights as heterosexual couples.

(FYI: The Civil Partnership Act came into force on 5th December 2005. It enables same-sex couples to obtain legal recognition of their relationship by forming a civil partnership. This permits them to enjoy some rights and responsibilities which married people enjoy e.g. rights to a survivor's pension, rights under inheritance laws, but also comes with the responsibility e.g. obligation to maintain the other civil partner and any children of the family).

- Immigrants from other European countries should be entitled to live and work here freely
- Islamic extremists should be banned from speaking publicly in Britain and Ireland
- Truth is what I decide it to be
- Political violence is sometimes necessary

De-brief

- How did you find that exercise?
- Were there any uncomfortable moments?
- Did the discussion vary a lot when you moved from one person to another?
- Would you use this exercise in the classroom?
- Would you need to adapt it for different age-groups?
- What issues would you need to consider?

5. De-brief (10 minutes)

You may also want to have a discussion as a whole group to get a sense of how people found today. You may want to include an exercise to reflect and end the day on a high note. Evaluation forms will be given out at the end of tomorrow.

B. Ed 2 Understanding and Countering Prejudice
Day Two - Countering Prejudice Sessions

Exercises

Contract Revisited

It would be a good idea to remind people about the contract from yesterday, check they are still happy the group are sticking to the guidelines, no changes are needed etc.

1. Energisers (30 mins)

Use one of your own, one from the day before day you didn't have time to do. Again, if possible try to avoid 'All Change', 'What's in a name?', 'Juggling Identities' or 'Human Bingo' as these have been used in B.Ed 1.

This might also be a good time to do an additional **de-brief on the day before** to give students a chance to air any questions/concerns/thoughts they have. You can either do this as a whole group, or give people a chance to spend a few minutes reflecting on their learning from the day before, and how they feel about the session, then feed back to the whole group.

2. Prejudice Awareness Exercise – (1 hour)

Flatmate (adapted from Not in My Street and Ideal Islands)

AIM: To highlight and encourage exploration of our own attitudes and preconceptions towards other groups.

Ask the group to imagine that they live together in a shared flat. Someone has just moved out and you have to decide on a new flatmate. Give out the list of potential flatmates and ask them to decide individually who they would feel most comfortable living with based on the limited information they have and to number this from 1-10, from most comfortable to least. Reassure that this is to be done individually at this stage and that no one has to reveal their list at any point if they don't want to. (5 mins)

Form groups of 4-6 people and give each group a piece of flipchart paper and a marker. Explain that these are your other flatmates and that you need to agree as a group who out of the list is to fill the empty room in the flat. Ask them to discuss this and write it on a piece of flipchart paper. **(15 mins)**

Ask the groups to feedback their lists explaining why they decided the order that they did. Did they find it hard to discuss this as a group? Were some people on the list harder to discuss than others? How did you reach agreement? Did everyone keep their individual list private? **(5 mins)**

Then, give each group the additional information about the flatmates and ask them decide as a group if they think their list needs to be revised. **(10 mins)**

Once each group has revised their list (or decided to leave it the same) ask them to feedback again **(10 mins)**:

De-brief (15 mins)

- Did they change their mind at any point?
- What influenced such changes?
- Was any of the follow up info about each potential flatmate a surprise?
- Where were the initial perceptions based on? Where do we get these stereotypes/generalised pictures from?

- This exercise is also good for developing an awareness of our own triggers about particular groups. (i.e. what engenders a strong gut reaction, positive or negative)
- How might these gut reactions or stereotypes influence how we relate to others in the school environment (and wider community), and also how others relate to you?
- What kinds of factors influence your choice e.g. did you feel more comfortable with someone who seemed more or less similar to you?
- What are the implications if this for the relationship between different groups and our understanding of people who are different?

Prejudice awareness circle

AIM: to encourage the group to consider their prejudice and why.

As a group or beforehand come up with several stereotypical characters, e.g. a recovering alcoholic, a traveller. Be as specific or controversial as the group allows. You may eventually pick specific politicians or celebrities if it suits the discussion. Write the characters on an A4 sheet and place them in the centre of the circle. Hand out post-it's and as the group to write their initials on the post-it. The group are then asked to place their initials where they feel they are in relation to the person i.e. at the centre of the circle (close) or further away on the outskirts of the circle. Encourage the group not to just give the right response but an honest one. Open the floor for discussion asking why people placed themselves where they did. If the group are comfortable it may be good to ditch the post-its and ask each person to physically position themselves in relation to the page in the centre of the room. You may even use a volunteer to take on the character, asking them how they felt in terms of where individuals positioned themselves.

3. Personal Experiences of Prejudice (30 mins)

Form groups of 2-3 people. Give each group a piece of flipchart paper and a marker. Ask the groups to try to come up with a definition of what they think prejudice is and to write this down. Also, ask each person to try to think of a time when they felt discriminated against, or when they discriminated against others. They don't have to write this down, but encourage them to share these stories with their small group if they feel comfortable to do so. Ask the group to consider how they would feel or have reacted in that situation.

After a few minutes, encourage the groups to feedback their definitions to the whole group. Also, encourage each group to feedback their stories if the person who told it is happy for them to do so.

De-brief:

- Was it easier to think of a situation where you had been the victim of prejudice or the perpetrator?
- What types of factors were people prejudiced about?
- What might you be susceptible to as a teacher in terms of prejudice? How might this impact on your teaching?
- Give out the hand-outs on Section 75 – the Equality and Good Relations Duty.

4. Community Relations/ Diversity project proposal (1 hour)

This relates to the Small Grant Application but also to potential projects they may design as a teacher.

Split group in two or work as part of a large group if it suits. Hand out the following brief to group(s):

Brief

Design a proposal (to put to the rest of the group acting as a board/ panel) for an innovative project that will result in cross-community contact, be purposeful and require genuine collaborative effort to achieve its aims. The designed project should aim to support personal/professional development in PDMU (Personal Development & Mutual Understanding) or Local & Global Citizenship. You should consider how the project could be sustainable over time.

Things to consider:

- *Aim of the project (what is the overall purpose)*
- *Objectives of project (How are you going to achieve your purpose)*
- *Costs/ Budget*
- *Funding Sources*

This will be a challenging task for the group but is specifically related to the criteria for the Small Grants Scheme. The groups should aim to take **10 – 15 minutes** to Brainstorm ideas, **30-35 minutes** to develop the idea and prepare a 2-3 minute pitch, **10 minutes** to deliver both pitches and feedback.

Towards the end of the main section of preparation you may hand them the Small Grants Application form and encourage them to fill it out as their written proposal to hand to the panel.

5. Tackling Prejudice in the Classroom (REACTIVE) - Scenarios (1 hour)

Aim: To explore some ways in which prejudice might impact on the school environment and explore approaches to dealing with it.

The aim of this part of the day is to explore a range of school-based scenarios in which a teacher may have to tackle prejudice. Following are some tools to explore these depending on the dynamic within your group.

Warm-up Exercises (20 – 25 mins)

These warm-ups are important to build confidence within the group and to move them gently towards the 'forum scenarios' exercise.

- ***Bottle Banana (5 mins)***

Place an object into the centre of the room (e.g. plastic bottle) and ask the group to sit in a circle round it. Explain that the object is to use the object as a mime object, pretending it is something other than a bottle. If anyone thinks of one, they should go into the middle, and act a mime using the bottle. The rest of the group have to guess what the bottle represents in that mime (e.g. peeling the bottle as if it is a banana, using it as a cricket back, a giant toothbrush, a microphone etc.). No one should be forced to do it.

- ***Frozen Pictures (10 mins)***

Form groups of 3-6 people. Ask each group to think of a scene or an important moment in a film, and not to share it with the other groups. They should then form a frozen picture or freeze frame of this scene involving all members of the group (even if some are only trees!).

Once the groups are ready, they form the pictures for the rest of the groups. The wider group tries to work out what is going on in the picture. If people can't guess the film after a few guesses, the facilitator taps each character on the head one at a time and asks them to speak a line indicating what their character might be saying or thinking at that moment.

▪ **Freeze-frame (10 mins)**

In a circle ask for a volunteer assuring them that they won't be asked to do anything that would make them feel uncomfortable. Identify a fictional character that is likely to have experienced prejudice of some kind (e.g. 15 yr old girl who has just found out she is pregnant OR 17 yr old boy struggling with his sexuality or make up your own). Ask the volunteer to stand in the middle of the circle. Then invite the other members of the group to take up a frozen position in relation to him or her. This may be another character in the story e.g. father, teacher, boyfriend or it may be an emotion e.g. anger, fear, despair, condemnation. Then one-by-one people should enter the frame, building up a picture. It is important to emphasise that there is no wrong or right answer to this – the first thing that comes into your head is fine – and acting ability isn't important. Once the picture is complete bring individual participants outside of the picture to get a view on all the pressures and issues impacting this one individual.

Forum scenarios to promote debate and discussion (35- 40 mins)

(If the group are struggling to come up with their own scenarios then you can refer to DMU CLASSROOM SCENARIOS RESOURCE for reference)

Split the group into two and ask them to come up with a classroom scenario (real or imagined) that has involved prejudice (e.g. religion, sexual orientation, social class, etc). The groups then discuss the scenario and develop a reconstruction/ sketch that they can deliver to the other group (*stress that this is nothing to do with acting ability or how 'good' the sketch is, it is simply a visual tool to help facilitate positive discussion within the group*). When the groups are ready select one of the groups to act out/ demonstrate their scenario. The other group are to watch carefully (*not to assess the standard but because they will be involved later*). After the scenario has been played out the group comment on what they thought had taken place and discuss as an entire group the issues that were involved.

Ask the group to re-play the scenario allowing the on looking participants the power to freeze the re-play by shouting 'Freeze!' in a place they feel a simple change of action could have had a significant affect on the outcome. The participant who stopped the re-play explains why they chose to stop it in that particular place and what suggestions they had in mind to change the outcome of the scenario. A debate/ discussion should then be had between the whole group as to whether they agree or whether the suggestions would only escalate the situation further. A consensus must be reached and the scenario played out accordingly (*the group may feel changes at several stages are required, if this is the case then make one change at a time freezing the scenario at each point that the group/individual feels a change of approach is needed*).

Swap the groups round and repeat the exercise.

De-brief (of exercise 5)

- How easy was it to imagine how each character might react?
- Do you have any concerns?
- How do you feel about dealing with situations like these?
- Could you imagine using any of the exercises and skills you've learned through the inter-college Programme to deal with prejudice in the classroom?

6. Tackling Prejudice in the Classroom (PROACTIVE) – (40 mins)

In groups of 4-5 discuss proactive strategies for tackling different types and manifestations of prejudice. You could either group together people from similar subjects or with similar interests to develop an example of a lesson plan to tackle an issue relating to sectarianism, racism etc, or ask them to design a school-based project.

Again, stress this is not a test, but just a chance to think creatively on some difficult issues. Also, these are ideas which could be developed with more time once the workshop is finished. Perhaps, people might want to take exchange contact details with other participants so that you can share ideas and develop joint projects in the future. Also remind the group that the colleges have a small grants scheme for student projects jointly run between the colleges, which they could apply for funding to develop an idea if it required further resources. Give each participant a copy of the handout on steps to creating a project. Some examples of lesson plans and programmes for different age groups will also be available to give people ideas if they are really stuck.

Ask the groups to present their ideas to the rest of the group, and encourage feedback and questions.

To help guide the discussion in groups, a handout will be provided asking questions, such as:

- What do you hope to achieve through your project? What issue do you want to tackle?
- What would your project look like? (e.g. activities)
- Who would be involved? Who are your key stakeholders?
- What would your timeframe be?
- What resources would you need?
- What further info or support would you need to implement it?
- How would you measure its success?

6. De-brief and evaluation (10 minutes)

Evaluation sheets will be provided in the facilitators packs, but the following exercise can be a nice exercise can be a nice way of finishing a session and bringing the group back together after difficult discussions. Here is a suggested exercise which may be used before handing out evaluation sheets:

The Web

Ask the whole group to stand in a circle. The facilitator (or someone else in the group) starts by saying something some thing they did or didn't like about today before throwing a ball of wool to someone else in the group (keeping hold of the end). The next person does the same and so on until everyone has had a chance to speak. You can keep on going until everyone has said all they want to. You can also highlight that this represents the network of support we all have in developing approaches to dealing with some of the issues we've been discussing today.

Written evaluations sheets will be provided which students should be given time to fill out and returned to the facilitator. You may also want to have a discussion as a whole group (before completing written evaluations) to get a sense of how people found today.

FLAT MATE

Romanian Worker

Teenage Parent

Gay Nurse

Teacher

Iraqi Refugee

Republican Ex-Prisoner

Evangelical Christian

Son of UDA Leader

Romanian Worker

Georgina is a 43 year old mum. She has recently lost her job at a construction firm in Romania. She has arrived in Northern Ireland to try and support her eldest daughter through her last year of University. She is friendly and motherly in her manner. She misses home but is hard working, finding cleaning jobs wherever she can.

Teenage Parent

Jenna is 18, and has a three year old daughter. She is a medical student at Queens University and is looking for somewhere nearby she and her daughter can share a room. Her daughter goes to a nursery during her study and medical attachments. She is a straight 'A' student and is a committed mother. Her daughter is relatively well behaved and is used to sharing a house with others.

Gay Nurse

Jim is 22 and has lived with his parents until recently. He told them that he was gay and while his parents did not ask him to leave, he felt he couldn't live there anymore. Jim works in Belfast City Hospital on the Respiratory ward. He loves his job and is in a relationship with another nurse who is 30.

Teacher

Trevor is 28 and has been a chemistry teacher for 6 years at the same school. He has resigned from his previous job and his marriage is under strain. A 16 year pupil has been making inappropriate remarks and advances towards him for some time and although from the beginning Trevor has been open with the School and has taken precautions to ensure he isn't placed in a difficult position, another pupil has discovered a letter that has been written to him. This has been blown out of proportion by parents and pupils and forced Trevor to resign. A number of vacant teaching posts have been advertised in the area.

Iraqi Refugee

Mohammed, is 35 years old and a Muslim from Iraq. He says he fled his country recently, having been under threat as a Shia Muslim in the volatile state of his country post war. His family are still at home in Iraq and he is currently seeking asylum in Northern Ireland so that his family can join him. After constant racial intimidation in his previous occupancy he has decided to move into this area. He has been advised that this would be safer as there is a larger population of ethnic minorities.

Republican Ex-Prisoner

Gerri O'Connor is 36. He was released from prison a number of years ago under the early release scheme implemented as a result of the Good Friday Agreement. His position as a husband and father, coupled with his time in prison has initiated an obvious transformation in his demeanour. He has been working for a community project based at a troubled interface. The project looks to discourage young males from getting involved in sectarian violence and involvement with the paramilitaries. Due to funding cuts the project had to close, Gerry has starting working on a similar project in your area.

Evangelical Christian

Julie is 19 yrs old and a student. She is a committed Christian and frequently spends her evenings in Belfast city centre, doing street work with a Christian Youth Group. She also volunteers at the local homeless mission. She is outgoing, enjoys travelling, meeting new people and spending time with her friends. Due to

her religious beliefs she doesn't drink alcohol. She is interested in your flat which is near her college.

Son of UDA Leader

Billy is 21 and grew up on an estate in North Belfast. His father is a key leader in the Ulster Defence Army and a respected member of that particular community. Billy hates everything about the paramilitaries and has caused a considerable headache for his father. His 6 month relationship with Theresa from St Dominic's, who is 18, has just been found out and this is the last straw. His father says he can no longer offer him protection for his antics and that he has brought shame on the family. It is time to leave.

CLASSROOM SCENARIOS

1. Among a group of boys who play football together, one of them is from a Black African background. The other boys, who all come from White Northern Irish backgrounds, use racist language which they describe as "a bit of a laugh" between mates, claiming, "Sure, he knows it's just a joke".
How do you respond?
2. You work in a controlled school which has no Catholic pupils or staff as far as you are aware. / You work in a maintained school which has no Protestant pupils or staff as far as you are aware. You overhear a group of Year 9 girls in the corridor using sectarian language.
How do you respond?
3. You are running a Schools Community Relations Programme (cross-community) event with your partner school. Some of the boys turn up wearing Rangers and Celtic tops. No one had told them not to, but you are aware of tensions within the group, and this comes to a head when you find two of the boys shouting sectarian abuse at each other while some of the others egg them on.
How do you respond?
4. You work in an integrated school. One of the lunchtime supervisors informs you that a group of girls in your Year 11 class has been calling another girl from the class sectarian names. This has been going on for several days, and they have not responded to her requests to them to stop.
How do you respond?
5. You work in a maintained/controlled school in a perceived "middle class" area. There do not seem to be any problems with sectarianism in the school, but you become aware of some subtle sectarianism in the questions some of your Year 9 class are asking - "Why do they make such a fuss over . . . ?", "Why do they have to fly those flags down there?", etc.
How do you respond?
6. You work in a rural area which is fairly affluent and is perceived to be a mixed community. You have noticed that one of your pupils has missed the last two cross-community events due to a dental appointment and sickness, both times with a note

from her parents. In conversation with her mother, you raise this issue and she politely responds that since her daughter is not sectarian there is really no need for her to waste school time on cross-community trips.

How do you respond?

7. You recently led a sex education session in school. Following the session, you were contacted by a gay parent, complaining that the issue of sexual orientation had not been covered and asking you to deal with this issue. As a class, you begin to explore this issue at a later session. Soon after, another parent complains that you are promoting homosexuality to her child.

How do you respond?

8. A pupil has recently joined your class. She is the daughter of a Portuguese migrant worker. She speaks only a little English and finds it hard to keep up with the class as a result. She doesn't seem to have made friends with any of the other children.

How do you respond?

9. It is Mother's Day tomorrow. Some of the pupils have asked for time to be set aside for the class to make Mother's Day cards. You are aware that a pupil in the class has not got a mother figure and his main guardian is his father.

How do you respond?

10. You are teaching in an integrated school. Some of the pupils have started wearing poppies for Remembrance Day later in the week (11th November). Many people recognise a minute's silence on the eleventh hour of the eleventh day of the eleventh month to mark the signing of the Armistice on 11th November 1918, to signal the end of World War One.

Last year, the school decided not to recognise the minute's silence due to fears that it might offend some of the Catholic pupils and/or stir up trouble between nationalist and unionist students. However, some of the Protestant pupils in your class were angry about this, complaining that this was insensitive to all those who fought and died in the two World Wars.

How do you respond?

11. It is November and your school are planning a Christmas Show. A Jewish child recently joined your class. She tells you that her family don't celebrate Christmas.

How do you respond?

12. Your annual sports day is coming up, and you have a pupil in your class who has become a wheelchair user since being paralysed from the waist down in a serious car accident late last year.

How do you respond?

13. You are going on a residential with another school as part of the school's Community Relations programme. The theme of the residential is exploring culture and identity. Some of the pupils have asked to wear football shirts, but you are concerned this may cause tensions with the other group on the residential.

How do you respond?