EMBRACING DIVERSITY IN CO. MONAGHAN POST-PRIMARY SCHOOLS

A PRACTICAL RESOURCE FOR TRANSITION YEAR STUDENTS

PEACETOGETHER

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Embedding Tolerance in our Young People

Peace Together
Embracing Diversity in Co. Monaghan Post-Primary Schools
A Practical Resource for Transition Year Students

Foreword

- The future is in the future. It hasn't yet arrived.

- But it will be shaped by how we deal with the present.

- Our children and young people face present and future challenges in many ways more numerous and complex than those that their parents faced.

- How they are prepared, with the skills, values and attitudes, to nurture and manage their relationships with others, will very much give society its shape in the future.

The educator's task has always been to prepare young people for a social, political and economic reality as yet unknown. It is the very least that is owed to them. But we do not have to wait for the unknown to arrive to figure out what we can and need to do; there are sufficient indications in the challenges our young people are facing right now. These challenges, which are very much inter-related, include:

1. The increasingly diverse nature of our society.

2. The legacy of sectarianism which will persist if not properly addressed and the 'translation' of this into racism in the context of society's increased ethnic diversity.

3. The economic crisis which, with competition for employment and educational opportunities, and cuts in social and health care, increases the risk of intra-societal conflict.

4. The impending prospect of an era of migration.

The richness of our society can be gauged by the extent to which we embrace the mutual principles of diversity and inclusion. In seeking to achieve this, the challenge is to promote and secure recognition across society that anyone of a different background, (dis)ability, tradition, culture, language or belief has full and equal value with ourselves. Where people are separated according to their differences, relationships become rooted in open or hidden hostility. Separateness is never benign but always implies division, exclusion and the risk of violence.

Education is where the task must begin – with the proviso of course that education cannot compensate for society. What I find particularly exciting about this initiative is its ownership by teachers and student support workers across a range of post-primary schools, and their hands-on, creative involvement in producing this resource. It is such collaborative participation, located in the 'on-the-ground' realities of schools, the subject expertise of teachers, and students' lived experiences, which offers the real possibility of pilot projects such as these bringing the theme of diversity and inclusion from the periphery to the core of education systems in a meaningful and relevant way.

This initiative, beyond its local relevance, is a contribution to a global need. We are in an interdependent world; we belong to each other. A fundamental need of humanity, now more than ever, is to learn how to manage its diversity without recourse to violence. This work is important, in Monaghan and beyond.

May I congratulate everyone involved and express the hope that this venture becomes a precedent for further initiatives in the promotion of the diversity and inclusion agenda throughout schools, local communities and wider society.

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Coleraine
April 2011

Introduction

In 2009, Monaghan Education Centre made a successful application to the Monaghan County Development Board Peace III Peace & Reconciliation Partnership for funds to carry out this Peace III project. The EU Programme for Peace & Reconciliation in Northern Ireland and the Border region of Ireland (PEACE III Programme) is a distinctive European Structural Funds programme.

In October 2009, a group of post-primary teachers and students support workers from nine schools across the four corners of County Monaghan came together in Monaghan Education Centre to discuss issues of racism, sectarianism and bullying in their schools.

Over the coming months, experiences were shared, promising practice passed on and ideas for a practical teaching tool were thrashed out.

It is with great pride that we now hold this completed resource in our hands.

This resource provides teachers with a framework for dealing with issues of diversity in the classroom. It provides a range of cross-curricular activities designed to encourage critical thinking among Transition Year students.

The aim of this project is to support peacebuilding across Co. Monaghan communities. By encouraging students to think about their opinions, attitudes and stereotypes about others, we are moving beyond tolerance towards mutual respect and a shared society.

Throughout the pilot, the project team were continually amazed by the resourcefulness of the teachers and support workers who embraced the draft material; taking words on a printed page and turning them into exciting and challenging lessons and classroom activities. The resource provided a starting point. Teachers used their initiative, creativity, life experience and subject knowledge to link lessons to their own specialist area; music, languages, English, culture, history, social inclusion etc...

In addition to the commitment of the individual teachers and support workers involved in the project; a sincere thanks must be passed to the families, colleagues, students and parents who supported the members of this working group as they made this journey from a blank page in October 2009 to this exciting resource bursting with challenges, ideas and content.

The resource is set out in eight distinct units, each containing a variety of activities and discussion points. There are hundreds of different ways to approach this material. We encourage you to find your own route through.

The Embedding Tolerance in our Young People project was very fortunate to receive Peace III funding to develop primary resources for reconciliation for use within Co. Monaghan schools. We wish to acknowledge the funding provided by Peace III, without which this project could not have proceeded.

Finally, we wish to acknowledge the work of the staff at the Peace III Office in Monaghan County Council, who have supported the 'Embedding Tolerance in our Young People' project from the outset.

Post-Primary Schools' Working Group

Embedding Tolerance in our Young People

April 2011

Why not visit our website www.metc.ie for a PDF version of this resource, or use the accompanying CD to access the same materials direct from your PC?

Contents

Teachers' Corner

Eight Units

44+ Cross-Curricular activities supporting your school's drive to interculturalism and equality.

Linked to the Embedding Tolerance Peer Education Programme – Supplementary materials available from Monaghan Education Centre on request.

Introducing Diversity

Key Aims
Enable students to define diversity and provide examples.
Students will set their own learning aims for the module and lay down ground rules for participation.
Enable students to research key terms and present their findings in their own words.

The population of Co. Monaghan has changed a lot over the past decade. Schools have become multi-cultural environments with students from all over Europe and the world.

This module is designed to encourage transition year students in Co. Monaghan to think about the diversity in our schools and in our communities. Irish schools are striving to become *intercultural* environments which embrace the diversity of their students.

Throughout the Troubles, border counties, such as Monaghan witnessed at first hand the destructive impact of conflict. During a conflict or a time of political and social tension, differences are magnified and used to polarise communities; splitting them down the middle on the basis of their religion, ethnic background, gender, nationality or beliefs.

By examining our own attitudes, identities and beliefs, and looking more closely at our communities, we can begin to understand the role we each play in making sure that our schools, communities and county are safe, secure and welcoming places for everyone.

An **intercultural society** is a society which sees diversity as a positive asset.

People from different cultural backgrounds mix and interact together, sharing mutual respect for their individual and shared values and traditions.

Intercultural Learning T-Kit, (2000) Council of Europe and European Commission

Defining Diversity

'Diversity acknowledges the existence of differences within and between groups and individuals.'

These differences can include personality, age, gender, nationality, religion, ability or disability, culture, language, interests, social class, family background, address, appearance and many other characteristics, physical traits and beliefs.

Quotes about Diversity

"Difference is of the essence of humanity. Difference is an accident of birth and it should therefore never be the source of hatred or conflict. The answer to difference is to respect it. Therein lies a most fundamental principle of peace: respect for diversity."
John Hume

"We all live with the objective of being happy; our lives are different and yet the same."
Anne Frank

Worksheet 1.1: All schools are diverse communities

What forms of diversity exist within this school?
List the opportunities and benefits associated with a diverse community.
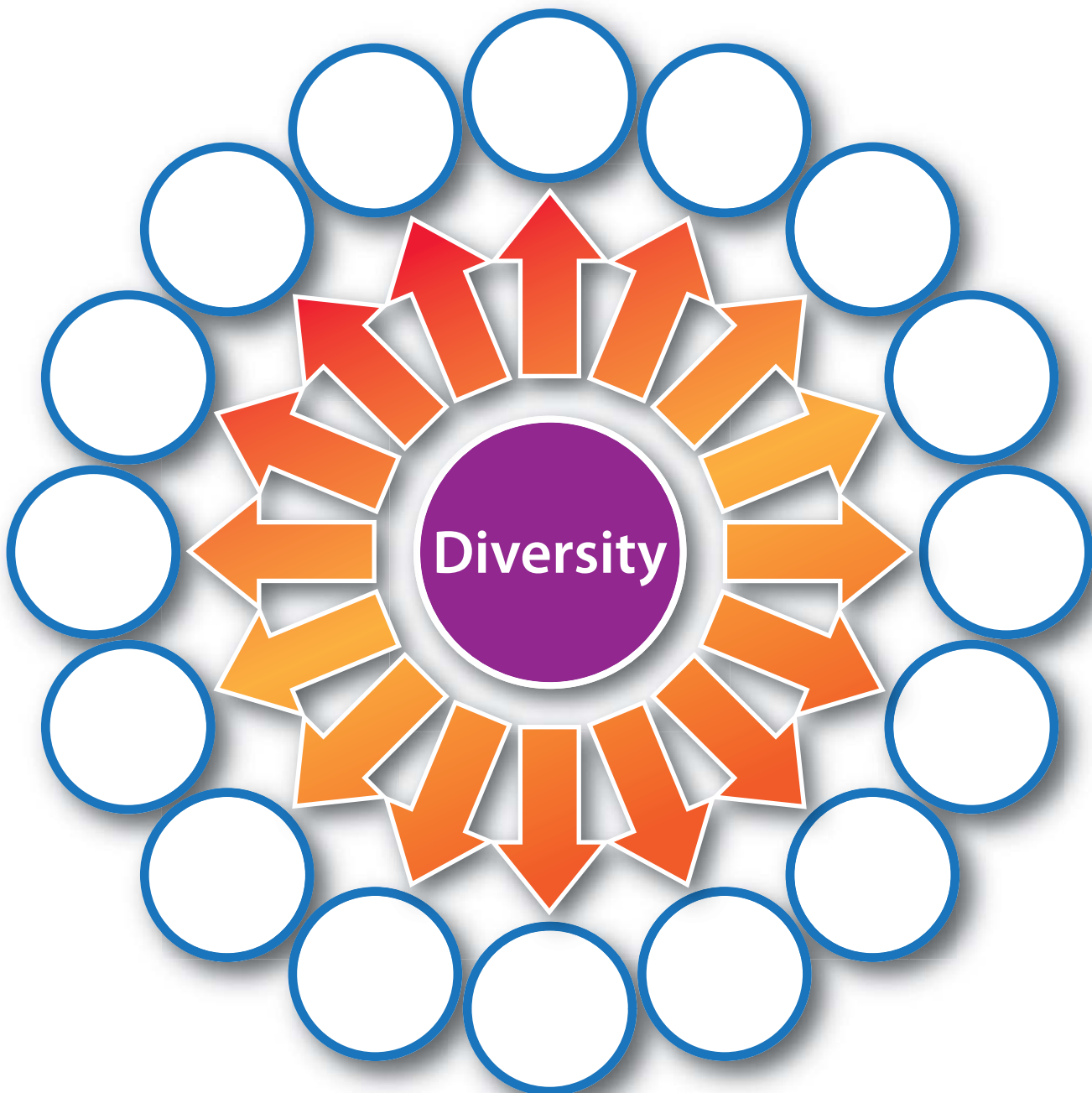
Teachers' Notes
Students should work individually before working together as a group to compile the answers. Taking a broad view of diversity (e.g. not limited to students from migrant backgrounds or students from minority ethnic or religious backgrounds), prompt students with examples they may have missed.
Encourage students to consider the benefits and opportunities associated with attending a diverse school and living in a diverse community.

Diversity

- Age
- Gender
- (Dis)ability
- Sexuality
- Family Background
- Race/ Nationality
- Religion
- Membership of the Travelling Community/ Ethnicity
- Marital Status
- Home Language
- Interests
- Political Views
- Wealth/Socio Economic Background
- Educational Needs
- Health
- Address
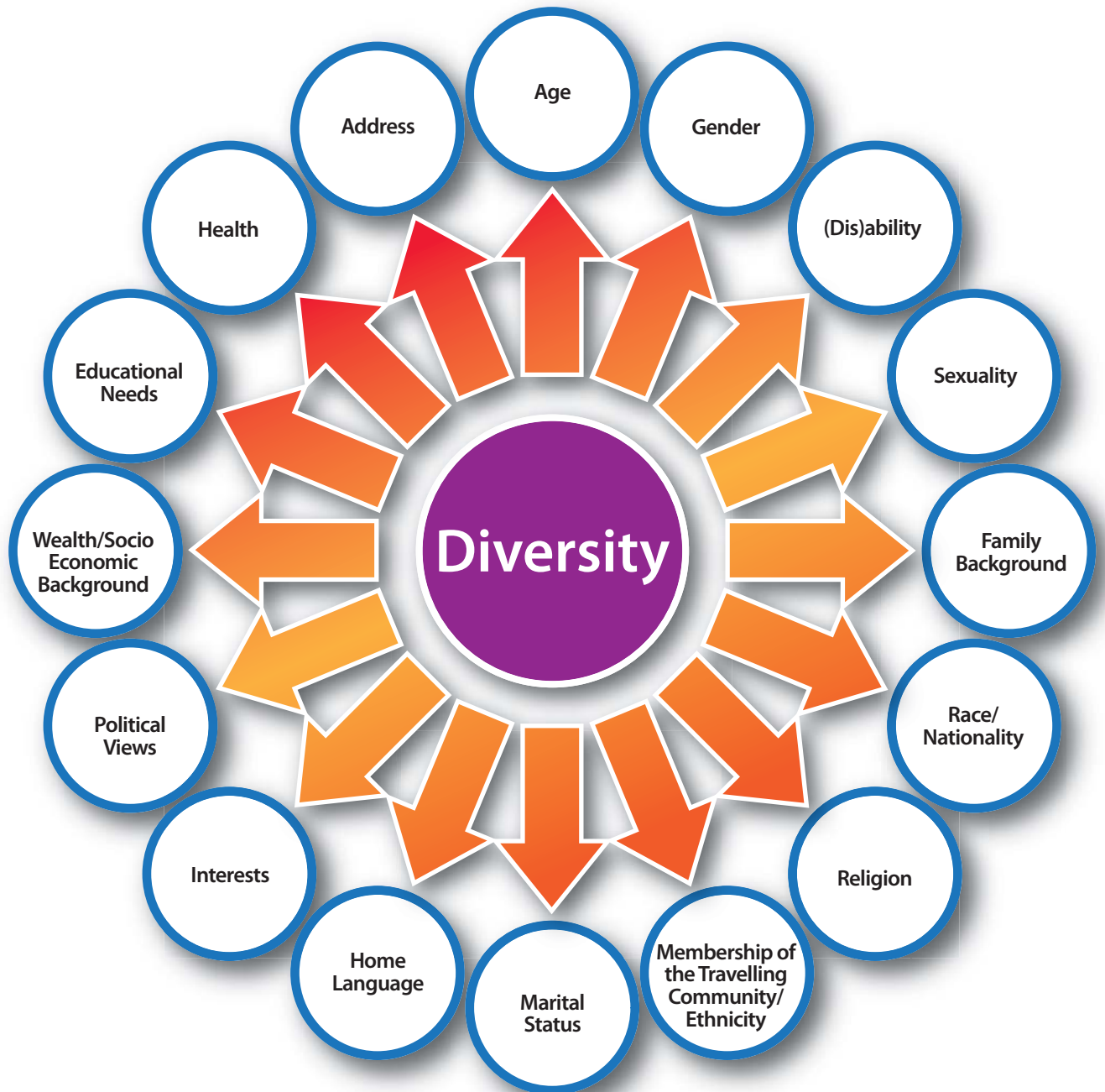
Activity 1.2: Setting Aims

Think about the definition and examples of diversity . Why is a module on diversity important to you as a Transition Year student in Co. Monaghan?

Work with your class teacher to draw up your aims for this module. What do you hope to explore, experience and achieve?

Teachers' Tips

Aims

- To learn more about myself; to question my opinions about myself and others
- To learn more about my community; to question our values and attitudes towards other communities
- To explore the diversity in my own life; my school, my community and my county
- Identify the barriers to inclusion and involvement in school and community life
- Identify ways of overcoming these barriers
- To challenge myself
- To listen to others; and respect their right to speak
- To make an impact; investigate ways of promoting respect for difference within my school.

Activity 1.3: Drafting your Group Contract

Over the course of the programme, we may explore sensitive and difficult issues. It is important that everybody in the room has an opportunity to speak and to express their opinions. Equally, everyone in the room has a responsibility to listen and to respect the different opinions in the room.

By drawing up a group contract at the start of the module, you will have an opportunity to set the ground rules which will apply.

Anyone can suggest a rule, but the whole group must agree before it is included in your contract.

Use this template to draft your group contract. Use a piece of flip chart paper to draw up your contract, everyone should sign the back of the contract and hang it up where everyone can see it.

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Activity 1.4

Rapid Research

Aim: Familiarise students with the key terms relating to diversity. Providing students with the vocabulary and concepts required for discussions. Encourage students to share their opinions by researching, preparing and presenting a topic to their peers.

Working in teams of two or three, you have 30 minutes to research one of the following topics. Prepare a four minute presentation to explain your topic to the class. Use flipchart paper and pictures to help you deliver your message.

Interculturalism

Define 'interculturalism' and explain why you think this term is important for this module and for students in your school. Give one example of how we can promote interculturalism in our schools and communities.

Racism

Define 'racism' and explain why you think this term is important for this module and for students in your school. Using your research, give one example of racism and one example of overcoming racism.

Sectarianism

Define 'sectarianism' and explain why you think this term is important for this module and for students in your school. Using your research, give one example of sectarianism and one example of overcoming sectarianism.

Cultural Diversity

Define 'cultural diversity' and explain why you think this term is important for this module and for students in your school. Using your research, give one example of the cultural diversity in your school or community. This could be a photograph, a "youtube" link or a piece of music.

Prejudice

Define 'prejudice' and explain why you think this term is important for this module and for students in your school. Using your research, give one example of prejudice and one example of overcoming prejudice.

Discrimination

Define 'discrimination' and explain why you think this term is important for this module and for students in your school. Using your research, give one example of discrimination and one example of overcoming discrimination.

The Irish Travelling Community

Research the culture of the Irish Travelling Community. Find out about the traditional customs and culture of the Travellers. Think about: how and why Travellers moved from place to place; the type of work and trades Travellers traditionally carried out; where the first Travellers came from; language and religion; and how the community has changed in recent years.

Asylum Seekers & Refugees

Research the meaning of these terms. Find out about the main difference between asylum seekers and refugees and give examples of the countries they might come from. Give examples of the reasons why refugees and asylum seekers come to Ireland and the challenges they face when they arrive in a new country; e.g. accommodation, employment, family life, education and money.

Economic Migrants

Find out about economic migrants living in Ireland. Which countries do they come from? What jobs do they have? Give an example of the challenges economic migrants face when they arrive in Ireland.

Find out about economic migrants leaving Ireland? What countries are they going to? What jobs do they have? Why are they leaving? Give an example of the challenges they face when they leave Ireland.

Find an example of how economic migrants in Ireland keep their culture and customs alive.

Bullying

Define bullying and explain why you think this term is important for this module and for students in your school. Give examples of the different types of bullying that exist. What can we do as individuals to prevent bullying? Using your research, find an example of a successful anti-bullying project.

Stereotype

Define 'stereotype' and explain why this term is important for this module and for students in your school. Give one example of a positive stereotype and a negative stereotype. Use your research to find out about the dangers of stereotyping.

Protestant Community

Research the culture of the Protestant community in your town. Locate and find out about the different churches in your town/village. Give examples of the traditional customs and culture of the Protestant community. Using your research, list some beliefs that are common to all Christians.

Catholic Community

Research the culture of the Catholic community in your town. Find out about the different churches in your town/village. Give examples of the traditional customs and culture of the Catholic community. Using your research, list some beliefs that are common to all Christians.

Muslim Community

Research the culture of the Muslim community living in Ireland. Find out about the typical forms of worship and prayer times. Give examples of the traditional customs and culture of the Muslim community e.g. language, clothes, foods, and pastimes. Using your research, find at least one belief that is common to Christians and Muslims.

This activity was adapted from an activity used by **green hat** during the Embedding Tolerance Peer Education Programme 2011.

Diversity and Me

Key Aims
Students will reflect constructively on their own approach to and feelings about diversity.
Enable students to explore the feelings and actions associated with discrimination.
Students will identify the key influences on their lives.

Activity 2.1: Approaching Diversity

Gather the students in an open space and ask each student to spend two minutes walking silently around the room.

Explain to the students that you, the teacher, represent a new and unfamiliar situation, facing the student e.g. meeting a stranger, working with a student from another country, attending a religious service from another faith, finding your way in a country where you don't know the language.

Students should find a place in the room which reflects their own approach to dealing with difference.

Students can stand as near or far from the teacher as is comfortable.

- Invite students to explain their position using open questions.
- How do you feel about the new situation?
- What do you expect to happen?
- What are these expectations founded upon (e.g. past experience, assumptions, stereotypes)?
- Are you surprised by the positions taken by other students?

Now, think about your neighbourhood

- Are there places in your neighbourhood that you have never visited or would feel apprehensive about visiting e.g. a different church; a particular estate or townland; a different school; a shop or restaurant; sports facilities or certain clubs?

> New and unfamiliar situations can make us anxious, uncomfortable, excited or intrigued. It is important that we recognise and acknowledge our feelings. We should also think about how a person from a different culture or background might feel, when faced with a situation that we find 'normal'. Think about these feelings when you consider the following question:
>
> How can we ensure that our school is a safe and welcoming place for all our students?

Teachers' Notes:
Schools also have a responsibility to think about their approach to dealing with diversity. In the SDPI Guidelines for Second Level Schools on Embedding Equality in School Development Planning (2010), seven common approaches are listed:
- *Assimilation: Students are expected to 'fit in'. Their right to their own identity is denied.*
- *Diversity Blindness: Differences are ignored. This is detrimental to self esteem, damages academic progress and fails to protect students from discrimination.*
- *Labelling: Students are only seen for their differences. Encourages a view of 'them' and 'us'.*
- *A Charity Approach: Feeling sorry for students. Can lead to resentment among staff and can be patronising for students.*
- *Negative Recognition. Diversity is seen as a problem.*
- *Limited Recognition: Diversity is celebrated on certain occasions but everyday practice remains unchanged and unaccommodating.*
- *Diversity and Equality. Diversity is normal and good. This approach provides a basis for schools to work towards an inclusive environment where everyone is recognised, respected and valued.*

Activity 2.2: Experiencing Discrimination

Needed: Selection of coloured sticky dots

Gather students together in an open space. Students should close their eyes while a random coloured dot is placed on each student's forehead. Provide each young person with the following instructions.

- Smile at anyone wearing a red dot
- Avoid anyone wearing a yellow dot
- Glare at anyone wearing a blue dot
- Hiss at anyone wearing a ……. dot
- Laugh at anyone wearing a …… dot
- Circle anyone wearing a …… dot

Reflection

Debrief the exercise with your students exploring the following issues:

How did you feel at the beginning of the exercise?

Explore what happened during the exercise.

Who influenced your behaviour and responses?

Compare the experience of those wearing a red dot with those wearing dots of every other colour.

Who were the students wearing red dots most likely to represent?

Who were students wearing other coloured dots most likely to represent?

How did it feel to treat others in a threatening way?

Did every student participate? Did you participate? Why, why not?

Did anyone decide not to participate?   What happened then?

(This activity is adapted from the 'Bad Behaviour' exercise contained in *Religion for Living*, Connie Duffy, 2005)

Activity 2.2: Extension

Encourage students to gain a better understanding of the reasons why we behave positively or negatively in situations of discrimination. Students may be reluctant to share their own stories. You can build trust by sharing an anecdote from your own life.

Think about your own life and discuss:

A time when you were discriminated against; was it a once-off or a repeated experience?
A time when you discriminated against someone else; was it a once-off or a repeated pattern of behaviour?
A time you witnessed discrimination and
a)   Did something about it?
b)   Did nothing?

Activity: 2.3: Who or what influences me?

Our idea of 'normality' and how we see the world is based on many factors. Some factors are internal and personal e.g. our temperament and personality; while others are external such as the influence of our families, friends and communities. To better understand our opinions and relationships with our classmates and communities, we need to be aware of the people and experiences that influence these opinions and relationships.

As young children our parents and teachers help us to navigate the world. As we become teenagers, our friends, peers and the media take on a bigger role. Take a few minutes to think about the external factors which have influenced your perspective on life e.g. friends, family, community, school, sporting heroes.

My Core Influences
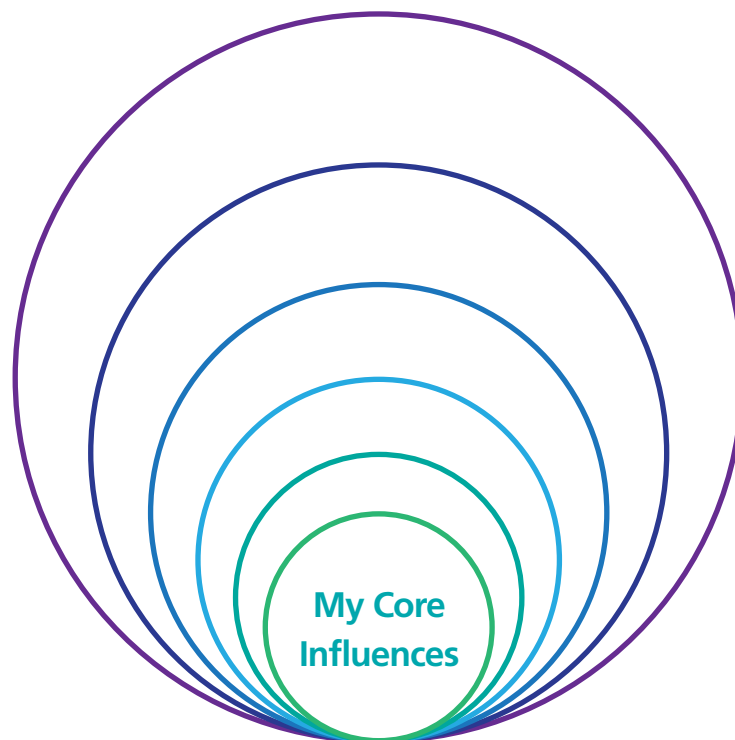
Tips

Think about the place you live; rural/urban, mixed religions/nationalities, employment opportunities, traditions (music/sports), celebrations, sense of community, community leaders and local heroes.

Think about your family; what talents, religious/political beliefs, hobbies and values have you inherited from them?

Consider your friends and peers; what role do they play in influencing your attitudes, actions and behaviour?

Think about the media you consume; newspapers and magazines you read, TV programmes or movies you watch and music you listen to. Do they challenge or strengthen your view of the world.

Identify your heroes and those you admire; how do they influence your outlook? Do they fit traditional stereotypes?

MOST IMPORTANTLY: Consider your own life experience. How does it feel to be part of your community? Does your identity and heritage make it easier or more difficult to feel included in school life?

Worksheet 2.4

You can learn a lot about your own attitude towards diversity by thinking about an intercultural encounter that you found interesting.

An intercultural encounter is an encounter with a person from a different cultural background; e.g. from a different country, or a different ethnic group in Ireland, or a different religious group in Ireland, from a different region of Ireland or someone who speaks a different language (including someone who speaks Irish as a first language).

Working with the person beside you, share your memories of and feelings about the experience.

1. Describing the encounter

a. Title: Give the encounter a name which says something about it

_____

b. Description: What happened when you met this person/these people?

_____

c. Location: Where did it happen? What were you doing there?

_____

d. Importance: Why have you chosen this experience?

_____

e. What reactions did you have and what do you think caused your reaction?

_____

2. The other person or people

a. Who else was involved?

_____

b. What was the first thing you noticed about them?

_____

3. Your feelings

a. Describe how you felt at the time

   i.   My feelings/emotions at the time were _____

   ii. My thoughts at the time were _____

   iii. What I did at the time was…(e.g. pretended I hadn't noticed anything strange / changed the subject because it had become embarrassing / asked questions about the things I found strange)

_____

4. The other person's feelings

a. How do you think they felt in this situation?

_____

b. What do you think they thought about the situation?

_____

c. Did they find it strange/interesting?

_____

d. They appeared to feel _____

   i.   Because they _____

Worksheet 2.4

5. Same and different

a. Were you aware at the time of any similarities, what were they?

_____

b. Were you aware at the time of any differences, what were they?

_____

c. Looking back now, are you aware of any similarities, what are they?

_____

d. Looking back now, are you aware of any differences, what are they?

_____

e. How do you see your thoughts, feelings and actions now?

_____

6. Talking to each other

a. When you think about how you spoke to or communicated with the other people, do you remember that you made adjustments in how you talked to or wrote to them?

_____

b. Did you have knowledge or previous experience which helped you to communicate better?

_____

7. Finding out more

a. Some things may have puzzled you at the time and you might have tried to find out more at the time. If so, how did you go about it?

_____

b. If you have found out an answer since, how did you do it?

_____

8. Using comparisons to understand

a. People often compare things in other groups and cultures with similar things in their own. Did you do this? Did it help you to understand what was happening?

_____

9. Thinking back and looking forward

a. What conclusions can you draw about the experience?

   i.   I liked it because _____

   ii.   I disliked it because _____

   iii. I approve of_____ because_____

   iv. I disapprove of_____ because_____

COUNCIL OF EUROPE   CONSEIL DE L'EUROPE

Understanding Myself

This module is designed to encourage you to explore your identities as individuals and as members of families, schools and wider communities.

We will look at the elements of our personalities, experiences and backgrounds which make us unique as well as the common characteristics which bind us together.

By looking first at ourselves and then at the community around us, we will identity the potential for conflict as well as the keys to promoting peace in our locality.

Activity 3.1 Developing Identities

Take three minutes on your own to think about yourself.

Jot down six key points about yourself e.g. name, gender, nationality, ethnicity, culture, taste in music, favourite sports/teams, sense of style, religion, political beliefs, interests, talents and anything else which is important to you.

Now, answer the following:

1. Which aspects of my identity was I born with?
2. Which aspects of my identity were chosen by others?
3. Which aspects of my identity have I chosen for myself?

Born with
Nationality
Ghanaian
Sex
Male

Chosen by others
Name
Jeff
Home
Knockatallon

Chosen by me
Member of GAA club
Kings of Leon fan

Activity 3.2 First Impressions

Above you have listed the aspects of your identity which are most important to you. Imagine you are meeting a stranger for the first time.

- Which markers of your identity will be most obvious to them?
- Will they notice any of the characteristics you have listed above?
- If yes, is it something you were born with, was chosen by others or was chosen by you?
- If no, why not?
- How do you feel when others make judgements about you based on your age, religion, nationality?

Teachers' Discussion Points

As human beings there are aspects of our identity which we are born with e.g. gender, skin colour or sexuality. Other aspects are chosen for us by others e.g. our names, religion, school or locality. As individuals, we also choose certain aspects of our identity ourselves e.g. taste in music, sense of style, hair colour, membership of clubs and societies.

As young children, we are influenced by the people closest to us; our parents and siblings. By the time we get to Transition Year (age 15/16), this has changed. We have started to develop our own set of morals and values. We might rebel against or adopt the values of our parents. We think more about who we are. We might experiment with fashion or trends. We learn to think for ourselves and make our own choices. We are also more tolerant and able to accept differences of opinion.

How have your likes and dislikes changed over time?

Our first impressions of others are often based on their appearance. We look at the clothes a person wears (a uniform, a fashion trend, a tracksuit), the colour of their skin, their facial expressions. We might also notice a person's accent or their name.

Think about your best friend. What was your first impression of him/her? Has your view of him/her changed over time?

Before we know a person, we often make assumptions about them based on their appearance. Our attitude towards someone might be positive or negative based on these assumptions.

In the same way, other people judge us by our appearance. Sometimes their attitude towards us is based on a positive or negative first impression.

Think about a time when someone judged you based on your appearance.

While some of our first impressions can be accurate, such as being able to tell where a person is from by listening to their accent, they tell us little about the person as a whole.

How can you avoid jumping to negative conclusions about someone you have just met?

Activity 3.3: Introducing Stereotypes

A **stereotype** is a **belief** and **false expectation** that all members of a group share the same fixed personality traits, characteristics or interests because they are a member of that group.

Stereotypes are used by some people to **generalise** about and label particular groups. Stereotypes can be positive or negative. *'Stereotyping of young people resource pack' (2008) The Equality Authority and NYCI*

How does stereotyping work?

Anna is a bad driver.

Anna is a woman.

All women are bad drivers.

How does stereotyping work?

Patrick is a shoplifter.

Patrick lives in Doohamlet.

All shoplifters live in Doohamlet.

List some common positive stereotypes.

Example: All young people are technology experts.

List some common negative stereotypes.

Example: All young people are reckless.

Activity 3.4 (a & b) – Teachers' Notes

This exercise is designed to give students an opportunity to reflect on their attitudes about their own community and about others from different backgrounds or with different beliefs. Students should be encouraged to be honest in their answers. Students may find that they have negative attitudes towards some groups, based on stereotypes or false assumptions.

Students may feel that young people are often subject to negative stereotypes and false assumptions.

The media is full of stories about 'hoodie culture', violence, promiscuity and disrespect among 'the youth of today'. Encourage students to draw parallels between their own experience of being stereotyped and the impact that negative stereotypes have on other groups.

This should help to build empathy and encourage students to challenge their own attitudes.

Worksheet 3.4.a: Symbols, Attitudes and Labels

We need to understand our own identities to fully understand our attitudes to others. We can also learn a lot about ourselves by thinking about the assumptions that we make about other people.

How often do you ask yourself; 'What stereotypes do I have?' or, 'What assumptions do I make about others?'

Look at the following symbols and listen to the labels that follow. What are your first thoughts and feelings when you see and hear the pictures and words? List the characteristics you associate with the people represented by these symbols and labels.

Write your answers anonymously on a plain piece of paper for collection at the end of the exercise.

Teenager	Knacker	Black	British
Slapper	Gay	Terrorist	Chav
Muslim	Farmer	Foreigner	Traveller
Protestant	Townie	Asylum seeker	Politician
Eastern European	Homophobic	Catholic	Irish
Bogger	Immigrant	Banker	Racist
	Orangeman		

Worksheet 3.4b - All About Me!

Before reviewing the answers to Activity 3.4a, consider:

Which of the symbols or labels in Activity 3.4a could be used to describe me?

- Which symbols or labels do I identify with?

- Which symbols / labels do other people identify with me?

- Am I comfortable with all of the symbols and labels used to describe me?
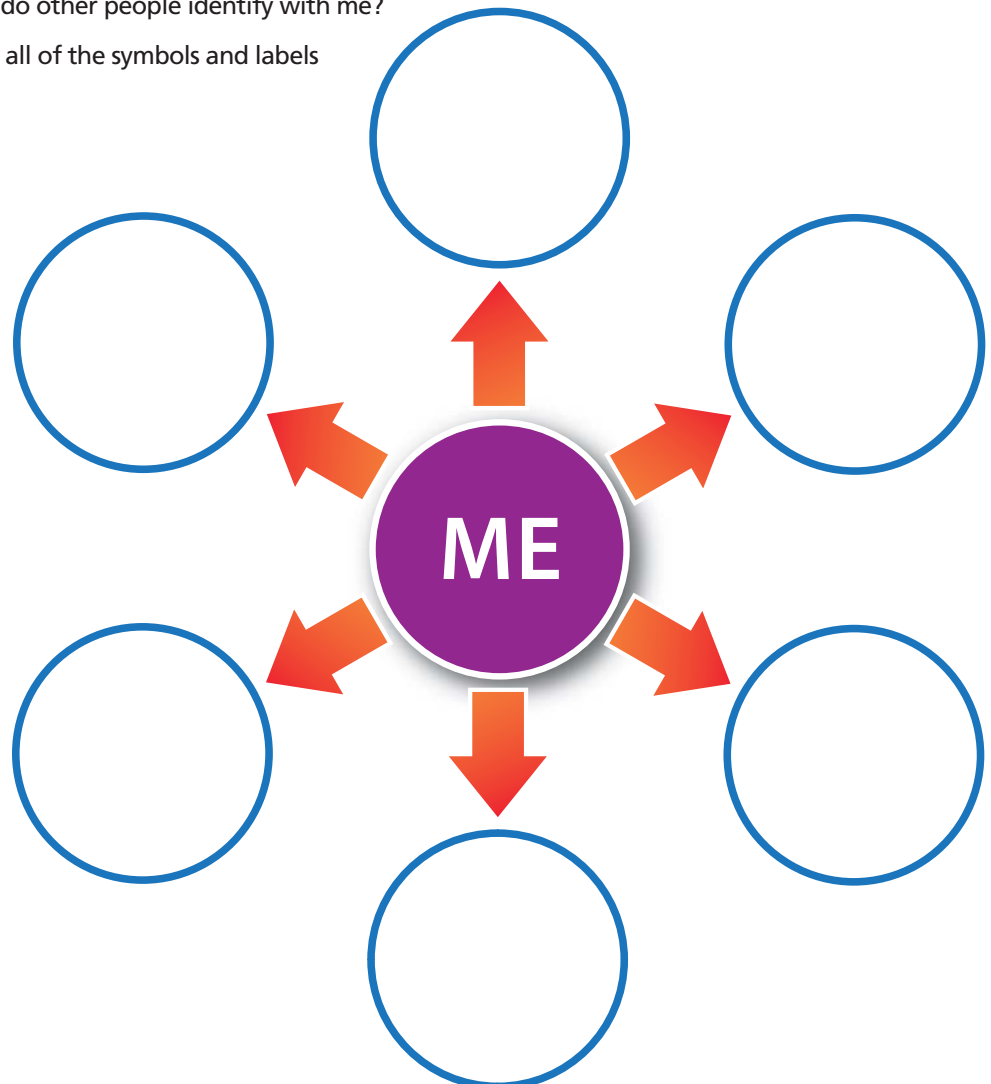
Activity 3.4b - Extension

The teacher/facilitator should now read a selection of the comments compiled during the first thoughts exercise.

• Make a list of the positive and negative comments.
• What surprises you most about the comments, if anything?
• Are your comments accurate; how can you find out?
• Which comments are offensive, to whom?
• Identify whether the negative comments are based on facts, assumptions, stereotypes or political beliefs?
• Identify whether the positive comments are based on facts, assumptions, stereotypes or political beliefs?
• List one characteristic that you have in common with the people/groups that you associate with each of the symbols / labels above.
• Think about the comments about symbols or labels which represent you.
• Do others see these symbols in the same way as you do?

Teachers' Discussion Points

Reflection: How do my attitudes towards others impact on those around me?

Reflection: How do my attitudes towards others impact positively and negatively on the diverse community within this school?

Everybody makes assumptions about others, whether they know it or not.

Are the stereotypes we have and assumptions we make, generally positive, negative or neutral?

Our identities are personal to us. It is important not to make assumptions about another student's identity. A migrant student who has grown up in Ireland may, or may not, feel closer to Irish culture than to culture in their country of origin. Identity is not a 'one-size fits all' concept.

We are not always comfortable with all aspects of our identity.

There can often be vast differences between how we see ourselves and how others see us.

There are some aspects of our identity that we can change quite easily. In our teenage years, our priorities, outlook and beliefs can change a lot. How has your identity changed since you were in first year?

Other aspects of our identity may be more difficult to change. We may feel under pressure from family or friends to remain the same.

Not all stereotypes are negative. We often have positive stereotypes about the groups that we belong to. While Irish people may get irritated at parodies of potato-eating Leprechauns, we still like to believe that we are all great craic!

Activity 3.5: Familiar Faces

Divide students into small groups and assign each group a picture.

Tell me about the person in the picture

What do you have in common with him/her?

Where might you meet this person in your community?

Can you think of any challenges that this person might face in your community?

Brainstorm some ideas for reducing barriers in your school and local community.

Getting to know our Community

In this lesson, we will begin to look at the diversity around us in our schools and communities.

Co. Monaghan has always been culturally diverse. It is home to one of the largest Protestant minorities in the Republic of Ireland. More recently, it has also seen an influx of immigrant workers from all over Europe and the world. The opening of St. Patrick's Accommodation Centre outside Monaghan Town has also brought a new dimension to our community as asylum seekers from all over the world wait for their applications for asylum to be processed.

The increase in minority groups from many different cultural and ethnic backgrounds means that our schools and communities are more diverse than ever before. Let's take a closer look at our community today.

Activity 4.1 Communities in our Classroom

Our school community is a jigsaw made up of students, parents, teachers and support staff from lots of different communities.

We live in different towns, townlands, villages and estates.

We are part of different clubs, churches, groups and teams.

We speak English, Lithuanian, Swahili, Gaeilge, German, French, Latvian, Russian and other languages.

Design your own piece of the jigsaw with colours, words and pictures which represent the people, clubs, places and activities that are important to you.

When we put all of the pieces of our jigsaw together, we see how many different communities, interests and personalities come together to make our school community.

The interlocking pieces of the jigsaw show that our individual experiences, opinions and interests are a necessary and important part of our school community. Our differences and our similarities enrich our communities and bond us together.

Activity 4.2: Exploring our Attitudes

This activity can be carried out as a survey or as a walking debate.

Walking debate: Gather students in an open space, one side of the room represents 'Agree' and the other 'Disagree'. As statements are read out, students move towards the part of the room which best reflects how strongly they agree or disagree with the statement.

Survey: Students should rate their reactions to the statements on a scale of 1-10 as follows.

1…..…2……..3…..…4…..…5…..…6…..…7…..…8…..…9…..…10

Disagree strongly……..Disagree…….Neither agree/nor disagree……Agree…….Agree strongly

Rate your Attitudes	Score
Monaghan's indigenous industry thrived in the past because of the Protestant work ethic, which encouraged hard work.	
Irish students have no interest in learning about other cultures.	
Muslim students should be banned from wearing headscarves.	
'The Twelfth' should be a national holiday all over Ireland.	
Students from other countries suffer a culture shock when they arrive in Ireland first.	
Teenagers north and south of the border have the same interests, priorities and opportunities.	
Lesbian, gay or bisexual and transgender (LGBT) students and staff are welcome in this school.	
British passports should be available to Irish citizens south of the border in the same way as Irish passports are available to British citizens in Northern Ireland.	
Ireland's immigration laws are too lax.	
Dissident activity across the border creates a sense of fear in my neighbourhood.	
Irish people are welcoming to people from other countries.	
Asylum seekers come to Ireland because we're a soft touch.	
All Roma people come from Romania	
Eastern European countries are happy that so many of their young people are emigrating to Ireland.	
Students from other countries are only bullied as much as their Irish classmates.	
Students from other countries don't try to fit in.	
Everyone living in Ireland has the same rights and is treated equally.	

Extremists in Northern Ireland give Catholics and Protestants in the border counties a bad name.	
Students from other countries are more motivated than Irish students.	
Students from other countries have no interest in learning about Ireland.	
Irish students and students from minority ethnic backgrounds have the same interests and priorities.	
Travellers in Ireland are not treated as full citizens.	
The recession has made Co. Monaghan a threatening place for newcomer families.	
We value the contribution that the Traveller culture has made to the social and cultural life of Co. Monaghan.	
Racism towards immigrants is the only thing that brings Catholics and Protestants together.	
If Queen Elizabeth were to visit Co. Monaghan, she would be welcomed by everyone here.	
Schools and communities in Co. Monaghan accept and celebrate the culture and heritage of minority ethnic groups living here.	

Teachers' Discussion Points

Revisit the concept of influences with students.

Which of my attitudes are shaped by family, peers, teachers, politicians, the media or others?

Are my opinions the same as those held by other students in my year group, students of the same sex, students from the same local area, or students of the same nationality?

Why might a new student experience culture shock? Do Irish students experience culture shock when students from different backgrounds join their school?

What might you feel, think and do if you were experiencing culture shock?

How might culture shock affect a student's attempts to get involved in the school community?

What can you do to help a newcomer student settle into your school?

List some practical steps that you can take.

Teachers' Discussion Points cont...

North/South Issues

In summer 2010, Former Tánaiste, Michael McDowell suggested that an all-island holiday should be introduced to mark **12th July**. He felt that this would show respect for the traditions and culture of the Protestant community in Ireland and recognise the orange panel on the green white and orange flag.

Catholics often believe that all Protestants are members of the **Orange Order**. This is not the case. While all members of the Orange Order are Protestant, not all Protestants are members of the Orange Order.

Reports of increased **dissident activity** in Northern Ireland has the potential to raise tensions and increase fear and insecurity on both sides of the border. What impact does such activity have on the lives and communities of Transition Year students in this county?

Immigration Issues

Discuss whether the history of **emigration** from Ireland has helped us to understand the challenges faced by immigrants today.

During a visit to Ireland in May 2010, the President of Lithuania said she was worried about '**brain drain**' as huge numbers of their best educated citizens from 25-40 continue to move westward to find work.

Ireland's immigration laws: Most EU citizens and their families have a right to travel to any other member state to work there. All EU citizens are entitled to work in Ireland. However, there is a restriction on citizens from Romania and Bulgaria (the last countries to join the EU). They need an employment permit for their first 12 months. We also have special arrangements with Norway, Lichtenstein, Iceland and Switzerland. Citizens of these countries are treated in the same way as EU citizens.

People sometimes assume that the **asylum process** in Ireland is not very strict. Did you know in 2009, Ireland rejected 75% of claims for asylum. This is 2% higher than the average rejection rate in the EU. Asylum seekers are banned from working in Ireland. Instead, they get food and board in centres like St. Patrick's Accommodation Centre in Monaghan and each week they receive a small cash payment of €19.10 per adult and €9.60 per child.

Rights/Equality Issues

Not all people living in Ireland are treated equally. While all **Irish citizens** enjoy broadly the same rights under the Irish Constitution, not everyone is treated equally.

Think of examples of situations where you feel unequal treatment or discrimination is justified.

Think of examples of situations where you feel unequal treatment or discrimination is not justified.

Tips: Age limits for voting, marriage, driving and purchasing alcohol; visa requirements for non-EU migrant workers; restrictions on voting rights for citizens of other countries; treatment of travellers; same sex marriage; working ban on asylum seekers etc.

Why are some people's rights restricted? Why are teenagers restricted from certain activities? What reasons might the government have for limiting work visas?

Think about the **Muslim student** wearing a headscarf. Arguments for and against banning the headscarf can be based on the woman's right to freedom. You might think that Muslim students should be allowed to wear the headscarf because everybody has the right to make up their own minds about what they wear and the right to practice their religion. On the other hand, you might think that Muslim students should be banned from wearing a headscarf because you feel that any religion which obliges a woman to wear a headscarf is violating her right to choose what she wears.

Activity 4.3: Pass the Bean Bag

Aim: This game demonstrates the importance of good communication and the interdependence within our school community.

Needed: Three/Four coloured beanbags.

Gather students in a large circle. Start the activity by calling a student's name and throwing a bean bag to him or her. That student calls another student's name throwing the beanbag onwards. Continue until each student has received the beanbag and it has been returned to the teacher. Memorise the pattern; who do you receive the beanbag from and who do you pass it to.

Start the pattern again. Once the group is comfortable with the pattern, introduce a second beanbag, and then a third etc.

Teachers' Discussion Points:

During this exercise, a system/pattern is established and every person has a role to play within it. Everyone is included and called by name. This mirrors our communities. We are all interconnected with one another. If one person stops listening or communicating the system will break down.

Conflict is a normal part of our lives. Within this system the beanbags will almost inevitably collide and the game will be disrupted. How did the group manage these challenges?

Can anyone list the entire sequence? In a complex system and in our daily lives, we focus on the people who are closest to us and the events that concern us most immediately.

Activity 4.4: Who lives in a county like Monaghan?

The population of County Monaghan has benefited from an influx of migrant workers and their families in recent years. The county is now home to people from all over Europe and the world. 10% of Ireland's population is international and a similar proportion of Co. Monaghan's population come from the wider world. It's not unusual to hear Lithuanian, Latvian, Polish, Russian or Portuguese spoken on our streets and in our schools.

49,951 Irish

Incl. 110 Irish Travellers

1,650 Lithuanians

1,126 UK

Who lives in a county like Monaghan?
Census 2006

680 Polish

890 Rest of World

593 Latvians

474 Not stated

227 Other EU

Perceptions

List the top five nationalities living in Monaghan and rank them according to size.

Watch out for the results of the latest Census.

How do the figures compare?

Find out

Which countries have the largest populations of Irish emigrants?

Which countries are Irish emigrants most like to travel to today?

Minority Nationalities by Percentage of Minority (Census 2006 figures)

Pie chart legend:
- UK
- Lithuania
- Poland
- Latvia
- Other EU
- Not Stated
- Rest of World

Chart labels: UK 20%, Lithuania 29%, Poland 12%, Latvia 11%, Other EU 4%, Not Stated 8%, Rest of World 16%
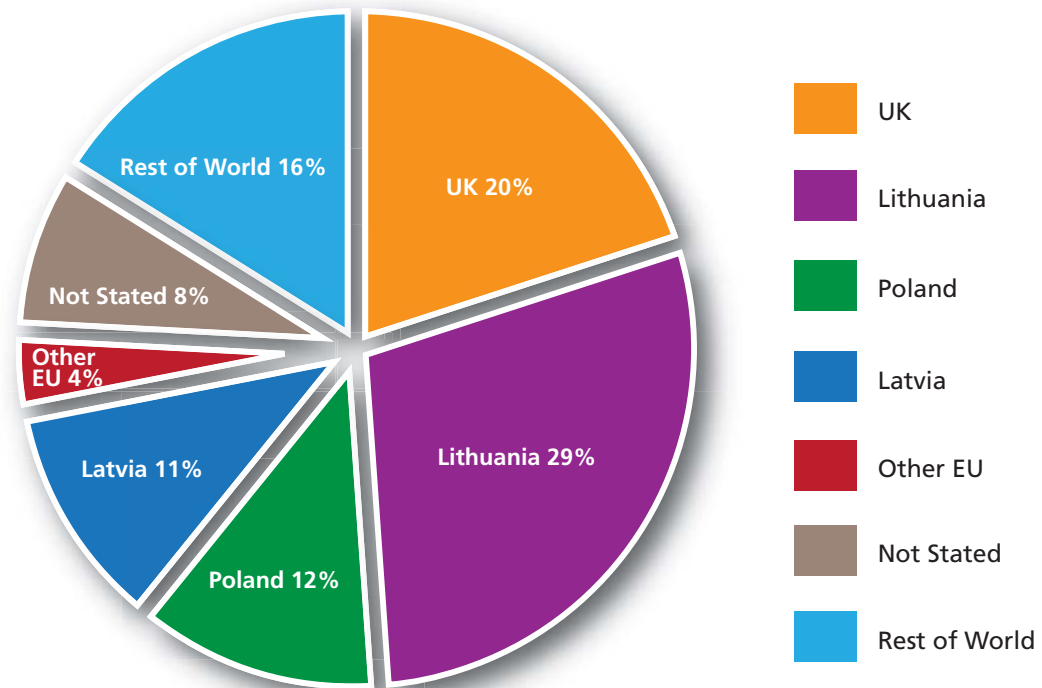
Activity 4.5a: RAPID RESEARCH

Aim: Familiarise students with the minority ethnic groups and nationalities living in Co. Monaghan. Encourage students to share their findings by researching, preparing and presenting a topic to their peers.

Working in teams of two or three, you have 30 minutes to research one nationality living in Co. Monaghan today.

Where is the country located? What languages are spoken there? What are the main religions? Find out about interesting customs and traditions.   How are these customs and traditions preserved by the community living in your town or village? What is the national sport? What is the country most famous for? What similarities can you find between this country and Ireland?

Prepare a four minute presentation to share your findings to the class. Use flipchart paper and pictures and maps to help you deliver your message.

> **Helpful websites: CIA World Factbook**
>
> https://www.cia.gov/library/publications/the-world-factbook/
>
> **BBC News Country Profiles**
>
> http://news.bbc.co.uk/1/hi/country_profiles/default.stm

Activity 4.5b RAPID RESEARCH

How much do you know about your community in Co. Monaghan?

Work in teams to find these countries on the map and then fill in the gaps below:

Can you say 'Hello, goodbye or thank you?'

Do you know what traditions or festivals are important in this country?

Country	Location	Language	Flag	Food	Culture
Lithuania					
Poland					
Latvia					
Estonia					
India					
Philippines					
Russia					
Ukraine					
Ireland					
United Kingdom					

Activity 4.6:
What it says in the papers...

Media Monitoring Exercise

In the previous, exercise we found out that 90% of the people living in Co. Monaghan in 2006 were Irish and 10% came from elsewhere in the world. Investigate how the local media portrays the cultural diversity within Co. Monaghan's local communities.

The main sources of local news in Co. Monaghan are The Northern Standard and Northern Sound.

To begin your research you will need to

A) Collect past editions of The Northern Standard, and

B) Go online at http://www.northernsound.ie/news.php

Before you begin to collate your stories, each student should estimate what proportion of the stories they expect to refer to migrant people living in Co. Monaghan.

Cut out or print off all stories and photographs which relate to/refer to people from a migrant background.

Estimate: What proportion of the stories in the newspaper referred to or related to people from a migrant background?

Discuss: How does this compare to your original estimates?

Next, examine each article or picture and categorise them as follows:

Articles/Photos which portray migrant residents in a positive light, neutral light or negative light?

What **questions** arise from your research?

What **conclusions** can you draw from your research?

Is the media coverage that you have examined **fair and balanced**? Why/why not?

Are particular migrant groups **over-represented** or **under-represented** in the media? For example: Compare coverage of asylum seekers to coverage of economic migrants from countries in Eastern Europe.

Are particular groups only referred to in a particularly **positive** or **negative manner?**

Activity 4.7: Which religions are worshipped here?

Religious diversity in the county is no longer a straightforward Catholic / Protestant issue. Catholics and Protestants from Eastern Europe and across the world have brought their own traditions and practices to Co. Monaghan. This adds variety to Christian festivals celebrated here. Islamic culture and traditions are also more evident in schools and communities across the county.

48,836 Roman Catholic

1,691 Church of Ireland

149 Muslim

2,432 Presbyterian

Which religions are worshipped here?
Census 2006

206 Other Christian

67 Methodist

425 Other Religions

19 Buddhist

1,501 None or None Stated
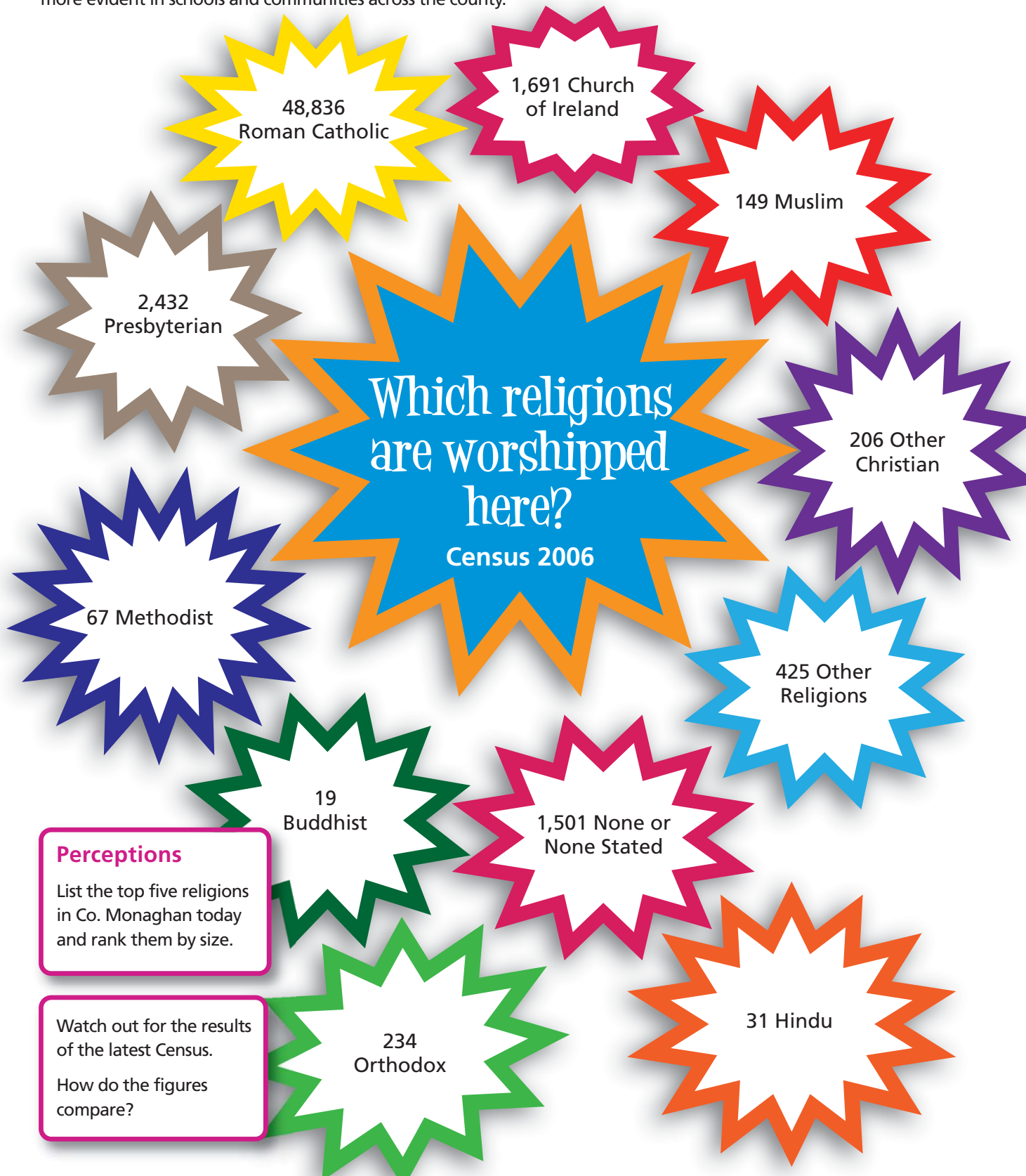
Perceptions

List the top five religions in Co. Monaghan today and rank them by size.

Watch out for the results of the latest Census.

How do the figures compare?

234 Orthodox

31 Hindu

Minority Religions by Percentage of Minority Census 2006

Pie chart legend:
- Church of Ireland
- Muslim
- Other Christian
- Other Religions
- None/None Stated
- Methodist
- Orthodox
- Presbyterian
- Hindu
- Buddhist

Chart labels:
- Hindu 1%
- Buddhist 0%
- Church of Ireland 25%
- Muslim 2%
- Other Christian 3%
- Other Religions 6%
- None/None Stated 22%
- Methodist 1%
- Orthodox 4%
- Presbyterian 36%
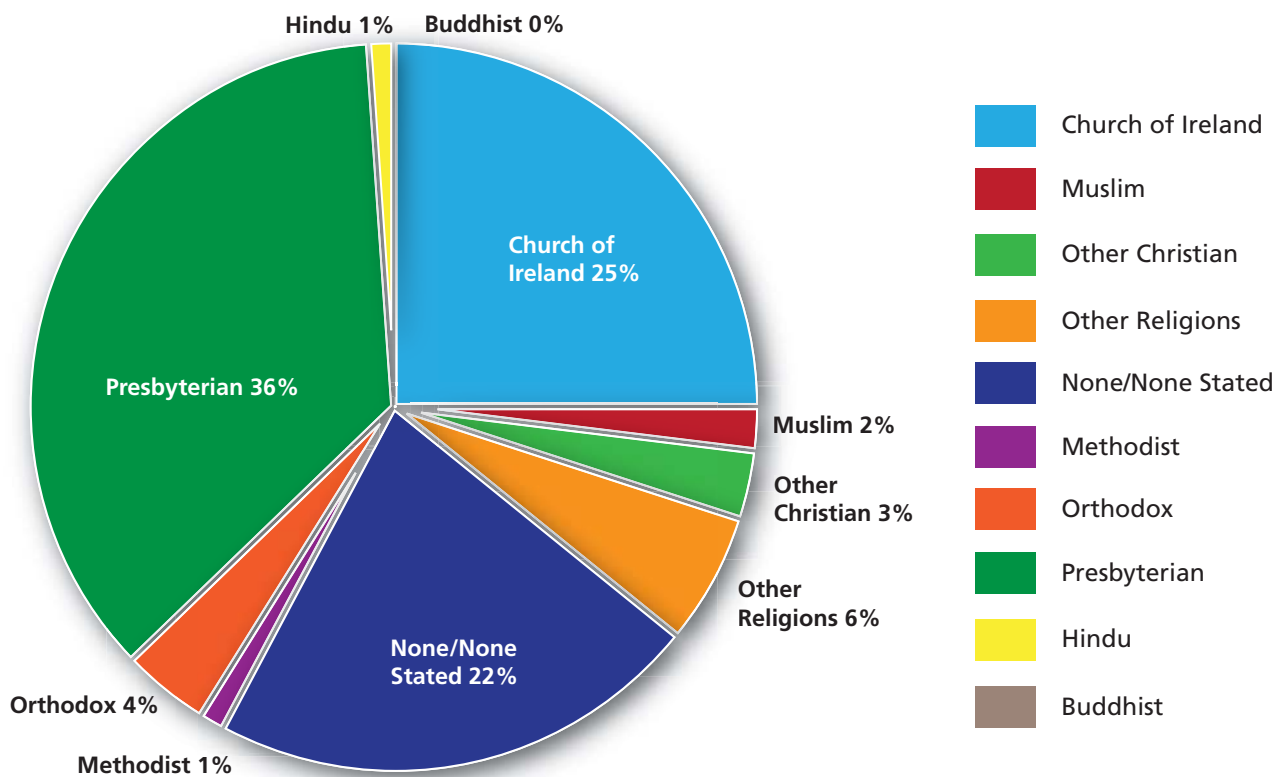
Activity 4.8a: RAPID RESEARCH

Aim: Familiarise students with religions worshipped in Co. Monaghan. Encourage students to share their findings by researching, preparing and presenting a topic to their peers.

Working in teams of two or three, you have 30 minutes to research one world religion or Christian denomination worshipped in Co. Monaghan today.

When was it founded? Key people and places associated with the religion. Place of worship, festivals, rituals, customs, traditions and prayers. Find out how customs and traditions of this religion are observed in this town/county. What else would I like to learn?

Prepare a four minute presentation to share your findings to the class. Use flipchart paper and pictures and maps to help you deliver your message.

Helpful websites: RE – online http://www.reonline.org.uk/ks3/topiclist.php

BBC Religion http://www.bbc.co.uk/religion/religions/ or BBC Schools Religion http://www.bbc.co.uk/schools/religion/

RE:Quest http://www.request.org.uk/main/churches/churches.htm

Worksheet 4.8b: Rapid Research

Religion	Denomination	Place of Worship	Important Figures	Beliefs	Practice in this county	Important Festivals	One similarity with your faith	One other fact
Christianity								
	Roman Catholic							
	Presbyterian							
	Church of Ireland							
	Methodist							
	Baptist							
	Elim Penticostal							
	Lutheran							
	Orthodox							
Islam								
Hinduism								
Buddhism								
Judaism								

Christians are usually categorised into three main groups; Roman Catholic, Protestant or Orthodox. Other world religions have similar divisions. You might also like to find out about the differences and similarities between Sunni and Shi'a Muslims; or between different groups of Jews, Buddhists or Hindus.

Worksheet 4.9: Test Yourself

How much do you know about Co. Monaghan's indigenous communities?

Community	Beliefs	Values	Similarities	Differences	Symbols
Travellers					
Catholics					
Protestants					
Rural / Farming					
Urban / Town					
North Monaghan					
South Monaghan					

A Sense of Belonging

In this section we will revisit the concept of identity and see how this is related to our need to feel that we belong.

Sectarianism is a system of attitudes, actions, beliefs and structures…which arises as a distorted expression of positive human needs especially for **belonging, identity and the free expression of difference.**

'Moving Beyond Sectarianism' (2001)

Racism is the belief that the members of one group ("race", religion, nation or ethnic group) are **naturally superior** to, and have a right to dominate those of other groups. This view can result in **discrimination or abusive behavior** towards members of another group.

Amnesty International

All people need to feel that they belong. When we feel that we belong, we feel secure, happy and safe. When our sense of belonging is threatened, we may feel fearful, anxious or vulnerable. Because of this, our need to belong can sometimes be exercised in a very negative way.

Bullying is one example of a negative expression of our need to feel as though we belong.

Sectarianism is another. According to the definition above, sectarianism occurs when we express our need for belonging, identity and diversity in a negative way.

We can also see racism in the same way. According to Amnesty International, racism arises when people who belong to one group see themselves as superior to people who they see as belonging to another group.

DID YOU KNOW?

THERE IS NO SUCH THING AS 'RACE'?

"*We may have different religions, different languages, different coloured skin, but we all belong to one human race.* "

Kofi Annan

Racism is founded on an old belief that people from different parts of the world, from different tribes, or with different skin colours had different genetic characteristics which determine their abilities and traits.

It suggested that some species of humans or **races** were superior to others.

This belief is completely UNFOUNDED. Humans are humans, there is only one species and only one race. When we want to discriminate against **others**, we convince ourselves that **they** are different to **us**, even when this is not the case.

Activity 5.1: Count me in

The aim of this activity is to warm-up the group, to encourage students to think about their interaction with others, and also to explore our need to feel as though we belong in a situation which simulates inclusion and exclusion.

Invite the students to wander around the room.

After a few seconds, call out a number (e.g. 2, 5, 7); students should then organise themselves in groups of that size.

Repeat a number of times.

Notice any patterns that emerge and then explore this with the students.

Teachers' Discussion Points

Did students pair-up and work together with friends or did they invite strangers into the groups?

How did it feel to be in a group?

How did it feel to be excluded from the group?

(Tips: Students might feel frustrated, rejected, left out, cheated, disappointed or powerless.)

How inclusive / exclusive were the groups?

What role did each student play; was he/she proactive / passive?

Where did the power lie?

This activity was adapted from an activity called 'Clumps' contained in 'Moving Beyond Sectarianism. A resource for Young Adults, Youth and Schools' (2001) Irish School of Ecumenics (TCD)

Activity 5.1 Extension

Use the activity above to divide the group into two unequal groups, one larger than the other. Instruct the larger group to form a tight circle. One at a time, members of the smaller group may use any verbal or reasonable physical means (not violent or dangerous) to enter the larger circle.

Teachers' Discussion Points

Discuss the methods used by students inside and outside the circle to gain and refuse entry.

Which methods were most successful and why?

Students should make a list of the people in this community who are 'included' and those who are 'excluded'.

> Now that the students have warmed up. We can move on to a more targeted activity, which looks in greater detail at the groups to which we belong.

Activity 5.2: Group Together

Encourage the students to walk around the room again. This time, invite students to form groups based on their response to the following statements:

1. Students who wear glasses / Students who do not

2. Students with the same colour hair

3. Students with the same number of siblings

4. Students who live in a town / Students who live in the countryside

5. Students with a traditional Irish/Polish/Lithuanian etc. first name (Áine from Ireland/ Lech from Poland etc.) / Students who do not (Peter from Ireland or Polly from Lithuania)

6. Students who belong to the same club

7. Students who are male / Students who are female

8. Students who are the same age

9. Students who speak the same number of languages

10. Students who play on the same sports team

11. Students who attend a church or place of worship regularly / Students who do not

12. Students who believe in God / Students who do not

13. Students who come from a farming background / Students who do not

14. Students who want to go to college or university / Students who do not

15. Students who support the same team, or none

16. Students who do volunteer work / Students who do not

17. Students who have part-time jobs / Students who do not

18. Students who support the same political party, or none

19. Students who belong to the same religion

20. Students who speak the same first language

This activity was adapted from an activity called 'Where do I belong?' contained in 'Moving Beyond Sectarianism. A resource for Young Adults, Youth and Schools' (2001) Irish School of Ecumenics (TCD)

Teachers' Discussion Points

As the students perform the above activity, they will find themselves in a variety of different groups. Students should be encouraged to discuss their feelings and membership of these groups as the activity progresses, rather than leaving discussion until the end of the exercise.

Ask the students to consider each group that they are a part of; which group is most important to each person?

Which groups have they chosen to belong to and which groups are they inherently/automatically a part of?

Were you surprised at the composition of your group or were you surprised that others had the same views as you?

Each community in Co. Monaghan is comprised of different groups.

- To which groups do you belong?

- How do these groups influence your life (e.g. your opinions, activities, world view, treatment of others?)

- To which groups do you not belong?

- Which groups are most inclusive?

- Are there any groups which are exclusive; from which you feel excluded?

- How does it feel to be within the group?

- Does membership of any of these groups make you uncomfortable / have you ever tried to leave?

- How do you feel when you exclude someone – more or less powerful?

- Were you aware of pressure to join any particular group?

- If you were stuck between two groups, how did you decide which group to join?

- How does your membership of these groups impact on your life in this school and membership of this school community?

> Racism, sectarianism and intolerance are illogical. They are single minded concepts which encourage people to focus on one element of their identity to the detriment of everything else. What they fail to notice is that we all have multiple identities and belong to multiple groups.
>
> We might be Catholic or Protestant but we are both Christians.
>
> We might be Irish or Lithuanian but we are both sports fans.
>
> We might be a native English speaker or a native Russian speaker but we are both from Clones.
>
> We might be an EU citizen or an asylum seeker but we are both involved in charity work.
>
> We might be a traveller or a settled person but the health and safety of our families is our priority.
>
> We might be LGBT or heterosexual but we enjoy the same pastimes.
>
> We might be a teacher or a student but we both want our school to be a warm and welcoming place for all.

Activity 5.3: Crossing Cultural Lines
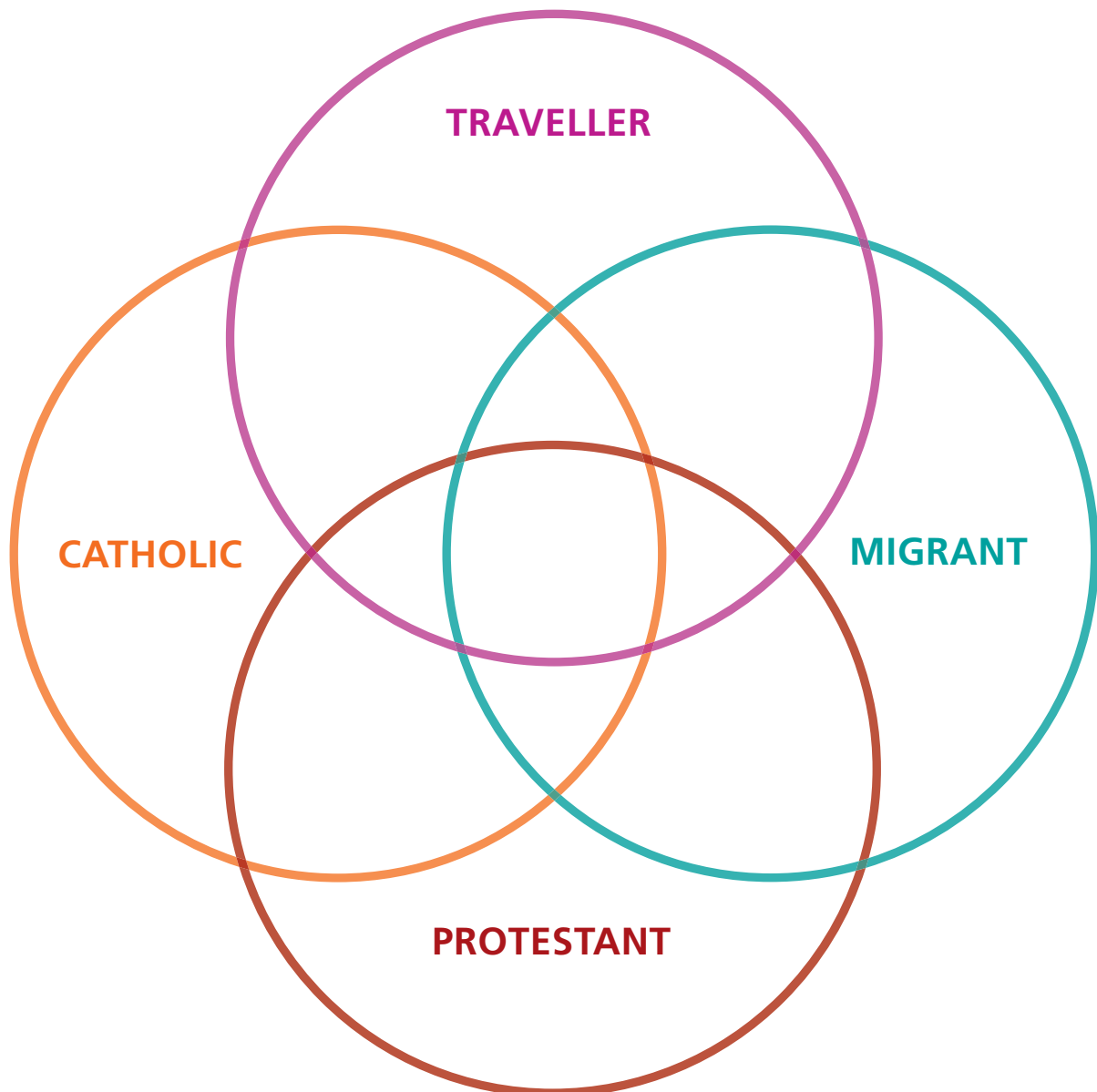
Think about your life here in Co. Monaghan and use the Venn Diagram to illustrate the following.

Where are you most likely to see people from different cultures and ethnic backgrounds mixing?

Are there places or events at which you are unlikely to mix with people from cultural or ethnic backgrounds different from your own?

List the issues (barriers) which might cause people to stay away from certain places or events.

Think about your school.

Where are you most likely to see students from different cultural and ethnic backgrounds mixing?

Are there classes, teams, clubs or groups where you are unlikely to mix with people from cultural or ethnic backgrounds different to your own?

List the issues (barriers) which might contribute to this.

Activity 5.4: Identifying Barriers to Inclusion

Visible Barriers to Inclusion

There are many visible barriers to inclusion. There might be an age restriction, or an entrance fee for a particular club or activity. A school might be all-girls or all-boys. The barrier may be physical, such as a cinema without wheelchair accessible ramps; or geographical such as a rural village with no public transport.

In groups, list some visible barriers to participation which might affect people living within your community.

Invisible Barriers to Inclusion

Many schools, organisations and clubs claim to be open to all members of the community but invisible barriers often help these groups to discriminate against certain people. These invisible barriers can prevent students from minority ethnic or religious backgrounds from participating fully in school and community life.

In groups, list some unseen barriers to participation which could affect students at your school.

Do you feel these barriers are fair or justified?

Are students from a minority ethnic or religious background the only students who are discriminated against?

Which other members of the school community may be open to discrimination?

Discuss one positive step that can be taken to overcome each barrier you have listed.

Activity 5.5: In or Out?

Divide students into small groups and provide each with one of the following profiles. Students work in teams to list the visible and invisible barriers that might make it difficult for these people to participate fully in school or community life.

Once students have listed the barriers, they should suggest one positive step they can take to reduce the barriers, promote inclusion and embrace diversity in their community.

Elderly couple living in a rural area five miles outside Ballybay.

Presbyterian child from Carrickmacross choosing a post-primary school.

Asylum seeker from Nigeria with three small children (7, 3 and 1 yrs) living in St. Patrick's Accommodation Centre, Monaghan.

Unaccompanied minor (14), trafficked to Ireland from Asia, living in HSE accommodation.

Gay teenager at an all-boys school.

Widowed carpenter (53) recently diagnosed with dyslexia.

Pregnant teenager (17) sitting the Leaving Certificate and living with parents in Co. Monaghan.

Muslim girl attending a mixed post-primary school.

Transition Year student from a rural area, whose parents' business has shut down because of the recession.

Young Catholic family living in a traditionally Protestant area.

Deaf student looking for a part-time job.

Young female traveller (12) applying for a place at post-primary school.

Third year student (14) with literacy problems.

Non-religious family who want to send their children to a non-religious school.

Examples

Historical Background:

Think about local sports or social clubs.

What / Who might prevent a Catholic or Protestant young person joining a local sports club?

Discussion Tips

Even in cases where a club wants to open its doors to people of all backgrounds and beliefs, there may be personal or social barriers which prevent people joining the club.

It may be seen as disloyal within a person's own family or religious community.

A person may be fearful of a backlash from other members of the club.

A person might not know that they are welcome at the club unless they are expressly invited.

Religious Ethos:

Who might be excluded by the religious ethos of a school or club?

What factors might prevent a young person attending a school or club with a particular ethos?

Schools or clubs may prefer to offer places to young people with the same religious beliefs.

They may use 'older brother/sister' enrolment/membership policies to keep out students from minority ethnic or different religious backgrounds.

Is it discrimination, if a school, club or organisation is just following its own rules and procedures?

Think about this situation: A family of committed atheists (people who do not believe in any gods) want their children to attend the local schools. The town has three schools, two Catholic primary schools (one for boys, one for girls) and one Church of Ireland primary school.

All three schools are happy to accept the children but the parents do not want them to attend a religious school. Instead, they send their children to a school in another town.

Location:

Who might be excluded from an event/meeting because of its location?

By holding a public meeting or event in a certain place, we may exclude certain members of the public.

If a venue is not wheelchair friendly, people with disabilities may not be able to access the event.

If a venue is remote, it may exclude people without access to a car.

If a venue serves alcohol, Muslims might not feel comfortable attending.

Language:

Explore: Who might be excluded from community life because of language?

Migrant families may find it difficult to participate in community life because they do not speak English fluently.

Migrant parents learning English might find it difficult to build a relationship with the local school because they might not understand the system and might need the assistance of a translator or interpreter.

Students who are learning English might be too shy to sign up for extra-curricular activities because they are self-conscious about their language abilities.

The same problems arise for English speakers who have difficulties with reading and writing. If everything is communicated in writing, people with dyslexia or those who cannot read might miss out interesting events.

Dress Code:

In what circumstances is a dress code likely to prevent a person from participating in the social life of the local community?

Many pubs and nightclubs operate a dress code.

A traveller was prevented from entering a charity event at a Dublin nightclub because the bouncer said her appearance did not meet the dress code. A District Court judge found that the woman had been discriminated against and threatened to close down the club.

Further reflection:

How can these barriers be overcome?

Who has responsibility for removing these barriers?

Does a sign saying 'Open to the Public' always mean what it says?

Diverse Dilemmas:

See the appendix for more case studies with discussion points.

Bad Language

Did you know the words and phrases we use can also be a barrier that makes it difficult for young people from diverse backgrounds getting involved in school life?

Sometimes, when we talk about students or other people from a minority ethnic or religious background, the language we use highlights the negatives rather than the positives.

This can give the impression that people from different cultural or religious backgrounds, people with different needs, or different first languages are a *burden*. The words we use can give out the message that diversity is a *problem to be solved* rather than a *valuable benefit* for the whole community.

Think about these common statements.

What is the speaker trying to say?

What are they actually saying?

How can he/she express him/herself better and in a more inclusive way?

Think about your own experiences.

Can you think of more examples you have heard or used yourself?

What about things that other people have said about you?

Elsevar can't speak English. He's at the bottom of most classes.

He **wants to say** that Elsevar is having difficulty in school because he does not speak English fluently.

It would be **better to say:**

Elsevar speaks Russian fluently and is learning English. He finds his classwork more challenging than his classmates because he does not speak English fluently yet.

The non-national students won't make friends or get involved. They just hang around with each other and speak their own language.

She **wants to say** that students who come from other countries also have responsibilities when it comes to inclusion and integration.

Why might the term '**non-national**' be offensive to a student from another country?

It would be **better to say:**

All students have a right to be included and have a responsibility to include others. Like their Irish peers, students from other countries can sometimes exclude others who do not come from the same country speak the same language. We all need to work together to make our school a welcoming place for everyone.

Paula is confined to a wheelchair so she needs more help than a normal student.

He **wants to say** Paula is a wheelchair user who sometimes requires assistance that a student without a disability does not need.

Discuss the terms '**confined to wheelchair**' versus '**wheelchair user**'.

Discuss the terms '**normal student**' versus '**healthy student**' versus '**student without a disability**'.

The original statement doesn't take account of the fact that Paula's school is badly designed with few ramps and no lift. If the school was more wheelchair friendly Paula could be more independent and would not need as much assistance.

That's so gay...he's so gay....you're so gay...Everything's gay gay gay gay gay gay gay....

It has become very common to hear young people using the word 'gay' as a negative put down.

Think about how this might affect a young LGBT (Lesbian, Gay, Bisexual or Transgender) student, coming to terms with their sexual orientation.

Find out where an LGBT young person could find advice about their sexual identity.

…But how do I know what to say?

People of all ages panic when they start to think about the words they use and realise the different and sometimes negative messages these words send out.

Most people will look behind the words you use. We usually weigh up the words we hear against the tone, the context and the intentions of the speaker.

Would you prefer to be referred to as 'those non-national students' or 'our students from Lithuania, India, Kenya etc…'

In an inclusive school, we talk less about 'US' and 'THEM' and more about 'All of us TOGETHER'.

Looking at Migration

Key Aims
Identify the push and pull factors for immigration and emigration to/from Co. Monaghan.
Compare migration patterns today with those in the past. Identify similarities and differences.
Enable students to understand perspective

The choice to move to or from County Monaghan is made for a variety of reasons. When we talk about migration we usually talk about 'push factors' and 'pull factors'.

Push factors tend to be **negative**. They send people away from their homes in search of peace, protection from violence and exploitation, work, education, a higher standard of living, equality and a better life.

PUSH

PULL

Pull factors tend to be **positive**. They draw people towards a new area which promises an escape from conflict, violence, persecution, discrimination, poverty, unemployment, uncertainty and political instability.

Activity 6.1 Push and Pull

Consider Co. Monaghan.

What push and pull factors influence people's decisions to immigrate to County Monaghan or to emigrate from County Monaghan.

Are push and pull factors the same for all migrants?

Economic migrants, refugees, asylum seekers, trafficked persons, unaccompanied minors, students, adventurers?

Worksheet 6.2: Past and Present

Looking back…In the 1980s, thousands of people emigrated from Ireland to find work abroad.

Do the Irish emigrants leaving Co. Monaghan today, have more in common with the Irish who emigrated in the 1980s or the immigrants moving to and living in Co. Monaghan today?
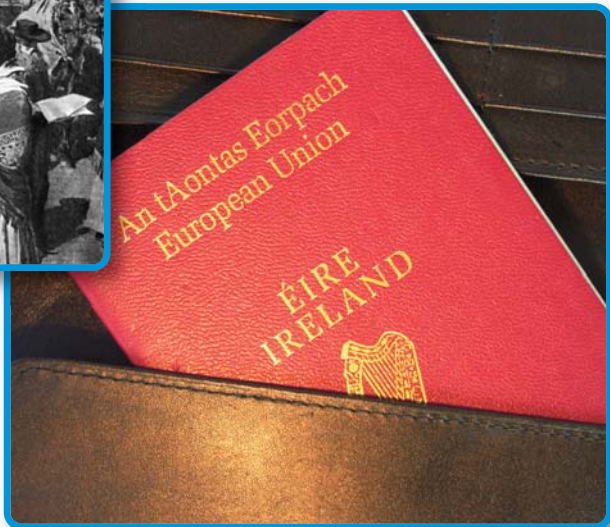
Tips: Consider their motivations and reasons for emigrating; choices; employment prospects; expectations; education/skills?

Make a list of the ways in which Irish emigrants today are more like Irish emigrants in the 1980s or migrant workers living in Co. Monaghan today.	
Migrant workers in Co. Monaghan today	**Irish emigrants in the 1980s**

**Make a list of the challenges and opportunities facing migrant workers today.
Are there differences between the difficulties faced by Irish emigrants leaving Co. Monaghan
and migrant workers living in Co. Monaghan**

Difficulties faced by migrant workers in Co. Monaghan today	Difficulties faced by Irish emigrants leaving Co. Monaghan today
Opportunities for migrant workers in Co. Monaghan today	Opportunities for Irish emigrants leaving Co. Monaghan today

Activity 6.3: …in his shoes

"…you never really know a man until you stand **in his shoes** and walk around in them."

Atticus Finch, *To Kill A Mockingbird* by Harpur Lee

Your mother is a successful architect. Your father is a carpenter. They have both lost their jobs as a result of the recession.

Your mother attended a jobs fair in Dublin last week and has been offered a job as a project manager for a large construction contract in Kazakhstan. It is unlikely that your father will find work as a carpenter there, but he has heard that there is a shortage of English language teachers. Your parents feel they have no option but to emigrate.   You have one older brother who is in 6th year, you are in transition year and your sister is in 3rd class.

Break into five small groups and take one character per group. Jot down the feelings, motivations and concerns that your character will have about the move.

Compare this to the experience of newcomer students at your school; or your own experience as a new student at this school.

Activity 6.4: …The world around me…

'Equiano'

(This exercise was taken from the SALTO-YOUTH 'ID Booklet, Ideas for Inclusion and Diversity' which is available to download at www.salto-youth.net)

Read the following extracts to the students. Pause after each line and ask students to visualise the person who is writing the book. They should try to build a mental picture of the author. Ask them to jot down their thoughts briefly between each line. To add to the challenge, we have left a few words blank – but all will be revealed at the end of the exercise!

1. 'I feared I should be put to death, the [….] people looked and acted, as I thought, in so savage a manner;'

2. 'were we to be eaten by these […] men with horrible looks, […] faces, and loose hair?'

3. 'I was amazed at their…eating with unwashed hands…'

4. 'I was amazed at their…touching the dead.'

5. '…we were totally unacquainted with swearing, and all those terms of abuse…which they use.'

6. 'I could not help remarking the particular slenderness of their women…and I thought they were not so modest as our women.'

Invite students to share their thoughts on the identity of the writer. Is there a consensus within the group? Make note of the key ideas put forward by the students.

Now, share this final extract with the students.

7. 'I was amazed at their not sacrificing, or making any offerings…;'

How does this new information sit with the previous guesses?

Revisit the previous question with the students:

How do you visualise this person?

What events is he/she describing?

Where do you think the author is from? What led you to this conclusion?

It is likely that at least some students will view the author as a European explorer or missionary, describing their feelings on meeting non-Europeans for the first time in a foreign land.

At this point, you can reveal that the extracts come from a book called 'The Life of Olaudah Equiano, or Gustavus Vassa the African'. The book was written by an African called Olaudah Equiano in 1789. It describes his first experiences of Western European culture.

'I feared I should be put to death, the white people looked and acted, as I thought, in so savage a manner; were we

to be eaten by these <u>white</u> men with horrible looks, <u>red</u> faces, and loose hair? I could not help remarking the particular slenderness of their women…and I thought they were not so modest as the <u>African</u> women.'

Reopen the discussion with the students.

How did you feel when told the writer's identity?

Think back to the extract, which character did you identify more with; the writer, or the people being described?

Is it surprising to see white Western Europeans described in this way?

What does this teach us about prejudice?

How is this relevant to your life in our school today?

Teachers' Discussion Points

This activity demonstrates the importance of **perception**.

We view the world around us from our own unique point of view, shaped of course by the influences which we spoke of in the previous lesson.

It's not by accident that we refer to 'the world around us'. Each one of us is at the centre of our own world. Our beliefs, our values, our experiences and our expectations are all normal to us. Everything else is different.

This concept is at the root of the confusion, suspicion and fear that we sometimes feel when faced with an unfamiliar situation or a different culture.

Think of a time when you were surprised by another person's actions or response to a situation. Identify how this differed from your own response. What values were you expressing? Was the other person expressing the same values but in a different way?

Example

A new student, Abdul, has come to live in Ireland from Sudan and has joined your school as a first year. To help him settle in, you have been assigned to be his buddy. You notice that whenever he speaks to his tutor, he keeps his head down and looks at the floor. You also notice that the tutor is getting frustrated with this. She is trying really hard to ensure Abdul settles in. She sees him looking at the floor and thinks that he is not paying attention.

You are concerned that your new friend is starting off on a bad foot. You take Abdul aside and ask him why he is always looking at the floor. You explain that his tutor thinks he is being disrespectful. Abdul looks confused…he explains that in his culture, making eye contact with a teacher is a sign of disrespect.

This example demonstrates how the same values can be expressed in very different ways in different cultures. What is seen as rude in one culture may be seen as respectful in another. When looking at new situations, or dealing with different cultures, it is important that we remember this.

If in doubt, why not ask…

'How is this usually done in your culture?'

or

'How do people deal with this situation in your home country?'

Activity 6.5: What it says in the papers...

Most young people in Co. Monaghan are in a very privileged position. Many schools provide safe places where local cultures and migrant cultures come together naturally every day. Because young people from diverse backgrounds are educated together, they have an opportunity to get to know each other as individuals.

Other groups of people do not encounter the same level of diversity in their everyday lives.

Make a list of the people, who you think, encounter a lot of cultural diversity on a daily basis, and those who encounter little or no diversity.

Hint: It might be a particular profession, age group, nationality, religion, gender etc.

Consider: If I do not encounter diversity in my home, workplace or social life, how are my attitudes about people from other backgrounds shaped? Where do I get my information, opinions and attitudes about people from different cultures?

Thinking back to your media monitoring research in Unit 4:

What impact does media coverage of different nationalities have on people's attitudes towards diversity?

Who is responsible for ensuring that media coverage is fair and balanced?

Draw **conclusions** based on your research.

Activity 6.5 (Optional Extension)

Media Monitoring Exercise

Use the internet to find articles about recent Irish emigrants or the Irish Diaspora abroad.

Tips: First searching for "Irish Emigrant" OR "Irish Immigrant" in www.google.com/news; BBC News (www.bbc.co.uk/news);

Guardian online (www.guardian.co.uk);

The Huffington Post (www.huffingtonpost.com);

New York Times (www.nytimes.com);

The Financial Times (www.ft.com);

Sydney Morning Herald (www.smh.com.au).

Compare your findings.

Activity 6.6: Other Voices

Building on the previous activity look at the selection of quotes below.

These quotes reflect the opinions and attitudes of individuals who are either members of minority communities or are commenting on minority communities.

The identity of some speakers is obvious, others less so. The identity of each speaker is revealed on the following page.

> Ireland gives everything for the people; if you have trouble Ireland helps you. In Poland, if you have trouble, you have worse trouble.

> The Irish are storing up trouble for themselves in the future. Look at what happened in France a few years back. They had riots in the suburbs.

> We really have no idea who they are or what they are, what they're up to or what they're like.

> I myself have been discriminated against all my life. I wasn't let into pubs, clubs or even into shops.

> They pick on you for anything really. If you're smart they'll pick on you, if you're quiet they'll pick on you, if you're mad or really sound, they'll pick on you. Just pick on her because she's black – just have a laugh and just pick on her.

> The difference between Northern Ireland Protestants and Protestants in the South is that we live in a community and they live in their community. They don't socialise together. They don't go to school together.

> They see us as immigrants. They don't understand that there are Germans who aren't from Germany who would like to defend Germany and cheer it on.

> You're damn right…I can be a racist any day of the week I feel like.

> As citizens of this country we should not be grateful that we have been given a select number of the rights of everybody else.

> There is always someone wanting to have a go at you. I got into a few fights in the past and I wish I hadn't…some of the verbal abuse I had to take was really out of order…people think they are entitled to say what they like and get away with it.

> I think we have maybe 10 nations, 10 communities working on this street. But black and white, they don't mix.

Other Voices cont…

"As citizens of this country we should not be grateful that we have been given a select number of the rights of everybody else."
Anna McCarthy, Gay Rights Activist (Irish Times, 23 August 2010) demonstrating against shortcomings in the civil partnership legislation.

"There is always someone wanting to have a go at you. I got into a few fights in the past and I wish I hadn't…some of the verbal abuse I had to take was really out of order…people think they are entitled to say what they like and get away with it."
Aiden McGeady, Republic of Ireland Footballer, speaking on his decision to leave Glasgow Celtic for Spartak Moscow (Irish Times, 17 August 2010)

"You're damn right…I can be a racist any day of the week I feel like."
Comments alleged to have been made by a Garda to Nigerian-born Irish citizen who was awarded €10,000 by a High Court jury in July 2010 who found that his arrest by Gardaí was unjustifiable. The Garda denied making the comments. (Irish Times, 9/14 July 2010)

"They see us as immigrants. They don't understand that there are Germans who aren't from Germany who would like to defend Germany and cheer it on."
Comments from a German citizen living in a multi-cultural neighbourhood, after groups of Germany's left wing extremists demanded he remove the giant German flag flying above his shop during the world cup. The group were protesting against flag waving and displays of German national identity. (Irish Times, 30 June 2010)

"The difference between Northern Ireland Protestants and Protestants in the South is that we live in a community and they live in their community. They don't socialise together. They don't go to school together."
Comments made by a Monaghan Presbyterian on the differences between Protestant life north and south of the border. (Irish Independent, 14 May 2005)

"They pick on you for anything really. If you're smart they'll pick on you, if you're quiet they'll pick on you, if you're mad or really sound, they'll pick on you. Just pick on her because she's black – just have a laugh and just pick on her".
Comments made by a teenager from sub-Saharan Africa to researchers from the Trinity Immigration Initiative. (Irish Examiner, 1 July 2010)

"I myself have been discriminated against all my life. I wasn't let into pubs, clubs or even into shops."
Unnamed traveller quoted on RTE's Frontline programme. (Frontline, RTE, 28 June 2010)
http://www.rte.ie/news/2010/0628/thefrontline.html

"We really have no idea who they are or what they are, what they're up to or what they're like."
Unnamed person speaking about travellers. (Frontline, RTE, 28 June 2010)
http://www.rte.ie/news/2010/0628/thefrontline.html

"Ireland gives everything for the people; if you have trouble Ireland helps you. In Poland, if you have trouble, you have worse trouble."
Polish immigrant talking about life in post-Celtic Tiger Ireland. (Irish Times, 9 January 2010)

"The Irish are storing up trouble for themselves in the future. Look at what happened in France a few years back. They had riots in the suburbs."
Comments made by an asylum seeker and father of an Irish citizen protesting against the deportation of fathers of Irish born children. (Irish Times, 3 April 2010)

"I think we have maybe 10 nations, 10 communities working on this street. But black and white, they don't mix."
Lithuanian trader talking about the diversity of cultures on Dublin's Moore Street. (Irish Times, 8 September 2009)

Peace-ing it all together

"All conflict is about difference; whether the difference is race, religion, or nationality…"

John Hume

We now turn our attention to peace and peace-building in our local communities.

The root causes of the conflict in Northern Ireland are complex. For ordinary people, the conflict was often seen as a conflict between Protestants, on one side, and Catholics on the other.

When we look at the quote from John Hume above and think about the changing face of our communities today, with their abundance of new cultures, faiths, nationalities and beliefs, we see how important it is to avoid the mistakes of the past.

County Monaghan was badly affected by the conflict in Northern Ireland. Roads were closed and people of all faiths became more isolated. Opportunities for young people were reduced. People had to travel long distances, to school, to work and to socialise. Fear became normal within communities and neighbours became suspicious of each other. Ordinary people of both faiths learned to keep their heads down and their mouths shut.

**"We know how to organize warfare, but do we know how to act when confronted with peace?"**

Jacques-Yves Cousteau (1910-1997)

When we look at this quote from Jacques Cousteau, it is clear that peace is not only about putting away our guns and deciding to live happily ever after. Building peaceful shared communities is a long and complicated task.

It is not only about building trust between Catholic and Protestant communities. Our communities today, are more diverse than ever before. To build a safe and peaceful future for our county, we must build trust between all people living in Co. Monaghan.

Over the course of this module, students have explored, experienced and discussed the increasing diversity within schools and communities in Co. Monaghan.

By acknowledging our differences, as well as our similarities; by sharing our cultures and beliefs, we will reduce the risk that our differences will drive us apart in the future as they did in the past.
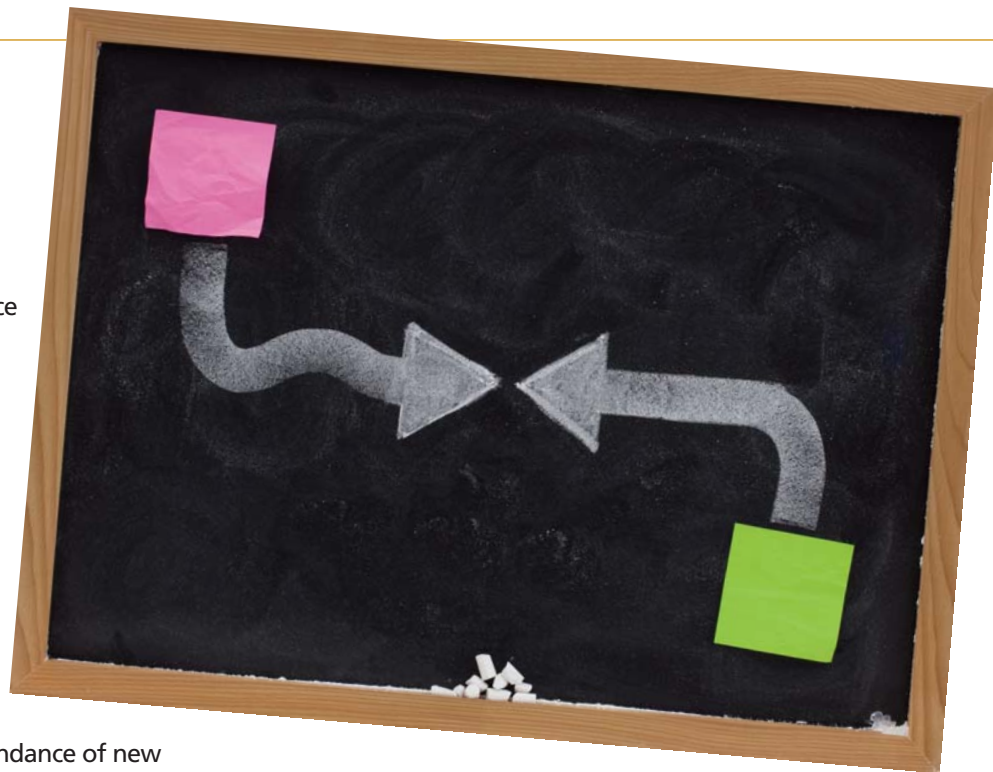
Activity 7.1: Understanding Peace & Conflict

Working in teams, take a few minutes to think about what the words "Peace" and "Conflict" mean to you.

Peace is...

Conflict is...

Highlight the positive words listed above.

- Are all of the positive words associated with peace?

Look now at the negative words listed above.

- Are all of the negative words associated with conflict?

Brainstorm in small groups:

- List three reasons why you think this module on peace & diversity has been included in your timetable.

- How has the conflict in Northern Ireland impacted on your community?

  - List three groups of people in Co. Monaghan who were negatively affected by the conflict in Northern Ireland.

  - List three groups of people in Co. Monaghan who were positively impacted by peace in Northern Ireland.

As a class:

- Each group should present their findings and discuss as a group.

- Discuss:

  - Where can you find out more about the legacy of the conflict in your locality?

  - How can you be sure that the information you are gathering is FACT not OPINION?

Conflict can arise when there is a clash of:

Needs	Interests
Understanding	Values
Opinions	

Conflict can escalate when:

We feel threatened

Others get involved

We lash out in anger, fear and frustration

We use bad language or make smart comments

We don't listen

Activity 7.2: Co-operative Squares

This exercise was supplied by Seamus Farrell, Education Consultant/Trainer: Relationships and Conflict. It was adapted from *Broken Squares in Structured Experiences for Human Relations Training.* Vol 1, edited by J. William Pfeiffer and John E. Jones. University Associates. P.O. Box 80637, San Diego, Ca. 92128. USA

This exercise helps a group to analyse some of the elements of co-operation and to look at their own behaviour when working in a group.

Procedure

1. The facilitator explains that we want to look at what is required for successful group co-operation.

2. Participants form groups of five sitting around a table. (It is good to also have observers – as many as one per table).

3. Each group is given its set of 5 envelopes and each participant receives an envelope.

4. Everyone is asked to
    *   remove the contents of his/her envelope,
    *   make sure that all envelopes are empty,
    *   remove the empty envelopes from the table.

5. The facilitator reads the **instructions**:
    *   The task for your group is to form **five squares of equal size.**
    *   The task will not be completed until each individual has before him/her a perfect square of the same size as those in front of the other group members.

6. The facilitator reads the **rules**.
*   No member may speak. The task must be done in silence.
*   You **may not take or ask** for a piece from any other person. You must wait until a piece you required is offered to you.

Points for Observation

The following are **points for observation** by the facilitators and other observers while the exercise is in progress

a) Is everyone involved?

b) Was there a critical turning point in the exercise.

c) Of those who completed a square early in the exercise did anyone:
    *   sit back and not engage any more?
    *   break up his/her square so as to help the group?

d) Of those who struggled for most of the exercise without achieving a completed square, did anyone:
    *   seem tense, frustrated etc?
    *   opt out?

e) Were the rules observed?

f) Anything else of interest?

Small Group Discussion Questions

It is suggested that, on completion of the task, each group discuss the following questions.

1. In what way do you think you helped or hindered the group in completing the task?

2. How you feel when someone holding a piece that was needed by someone else did not realise this?

3. How did you feel if/when one member of your group completed a square and then sat back and did not help the group any further, even though the square that he/she completed needed to be broken up and swopped around in order to complete the task?

4. What was that person thinking and feeling at the time?

5. Explain how what you have learnt from this exercise relates to real life and to the problems that you might have in your own relationships with friends, teachers and family members?

6. What have you learnt about co-operation?

Plenary Discussion.

Following input from **Observers** and feedback from the **Small Group Discussions,** it would be useful to focus on Questions 5 and 6 above:

Findings.

Some of the following points may arise – the list is not comprehensive.

*   In team-work there is a natural 'tension' between the **individual's** need for sense of fulfilment and achievement and the **group's** desire to complete the entire task.

*   When working cooperatively in groups, we need to recognise the difficulties faced by other people in order to help them to make their maximum contribution.

*   Each person needs to understand the total problem. Not all group members will come to this understanding at the same time.

*   Each person needs to be aware of the potential contribution of the other members in a group.

*   Groups that pay attention to helping each other work well are likely to be more effective than groups which ignore or compete with each other.

Directions for Making a Set of Broken Squares.

A set consists of five envelopes containing pieces of cardboard cut into different patterns which, when properly arranged, will form five squares of equal size.

1. To prepare a set, cut out five cardboard squares, each exactly 6" x 6". Place the squares in a row and mark them as below, penciling the letters lightly so they can be erased.

2. The lines should be so drawn that, when the pieces are cut out, those marked A will be exactly the same size, all pieces marked C the same size, etc.

3. Several combinations are possible that will form one or two squares, but only one combination will form all five squares, each 6"x 6".

4. After drawing the lines on the squares and labeling the sections with letters, cut each square along the lines into smaller pieces to make the parts of the puzzle.

5. Label the five envelopes 1, 2, 3, 4 and 5. Distribute the cardboard pieces into the five envelopes as follows: envelope 1 has pieces I, H, E; envelope 2 has A, A, A, C; 3 has A, J; 4 has D, F; and 5 has G, B, F, C.

6. Erase the penciled letter from each piece and write, instead, the number of the envelope it is in. This makes it easy to return the pieces to the proper envelope for subsequent use after a group has completed the task.
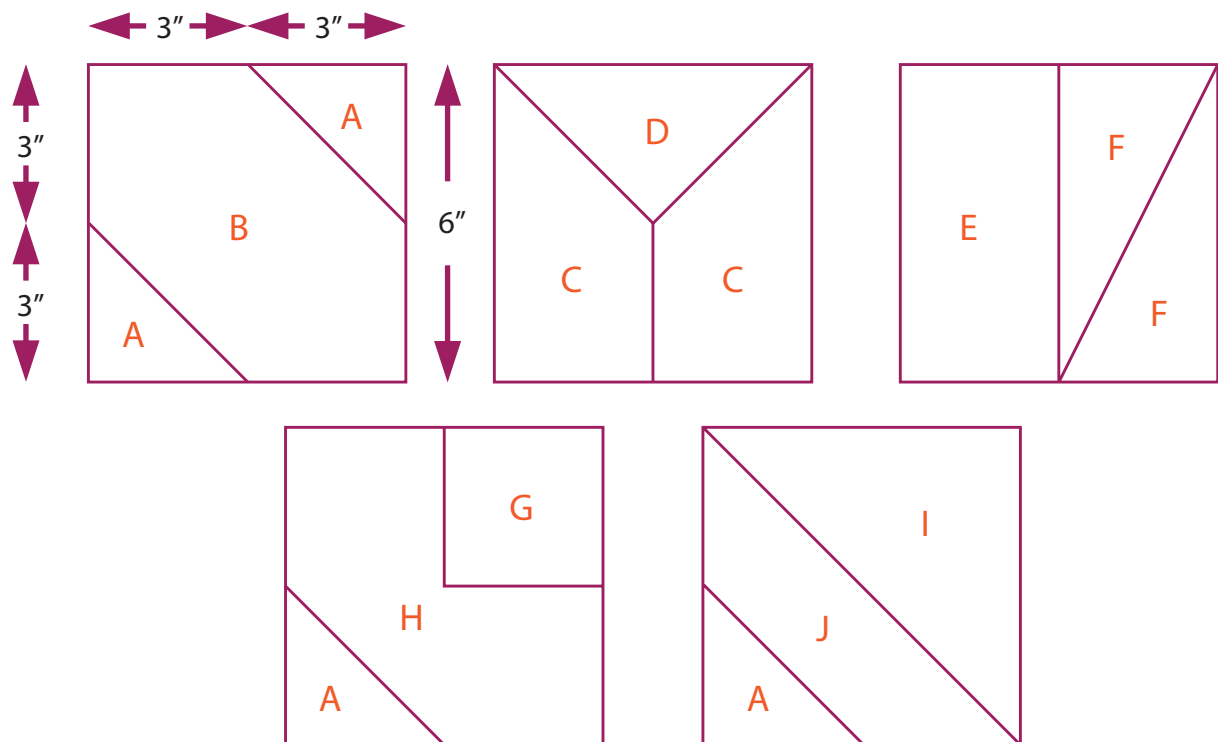
Worksheet 7.3: Analysing my Approach to Conflict

Think about your own experience of conflict and answer these questions.

When someone behaves negatively towards me (criticises my work, threatens me, slags me off or shouts at me from the sidelines etc...) on a good day, I tend to...

When someone behaves negatively towards me on a bad day, I tend to...

My friends and family say, that when I am in a tense situation (under pressure, having an argument, being told off), I tend to...

To be honest, I usually react to negative criticism by...

When things are not going well in a relationship with a good friend or a member of my family, I tend to react by...

Worksheet 7.4: Analysing a Conflict

Think about a conflict or disagreement you have been involved in and answer these questions, first from your own perspective and then from the perspective of the other person.

MY PERSPECTIVE

Before the conflict/incident, I felt...

What happened?

I entered the conflict because I wanted, needed or believed:

During the conflict...

I communicated facts and emotions by:

I showed that I was listening / not listening by:

My behaviour was influenced by:

The conflict got worse (escalated) when:

The conflict was resolved by:

After the conflict, I felt…

THE OTHER PERSPECTIVE

Before the conflict/incident, I felt...

What happened?

I entered the conflict because I wanted, needed or believed:

During the conflict...

I communicated facts and emotions by:

I showed that I was listening/not listening by:

My behaviour was influenced by:

The conflict got worse (escalated) when:

The conflict was resolved by...

After the conflict, I felt...

Reflection

Now that you have had time to consider the conflict:

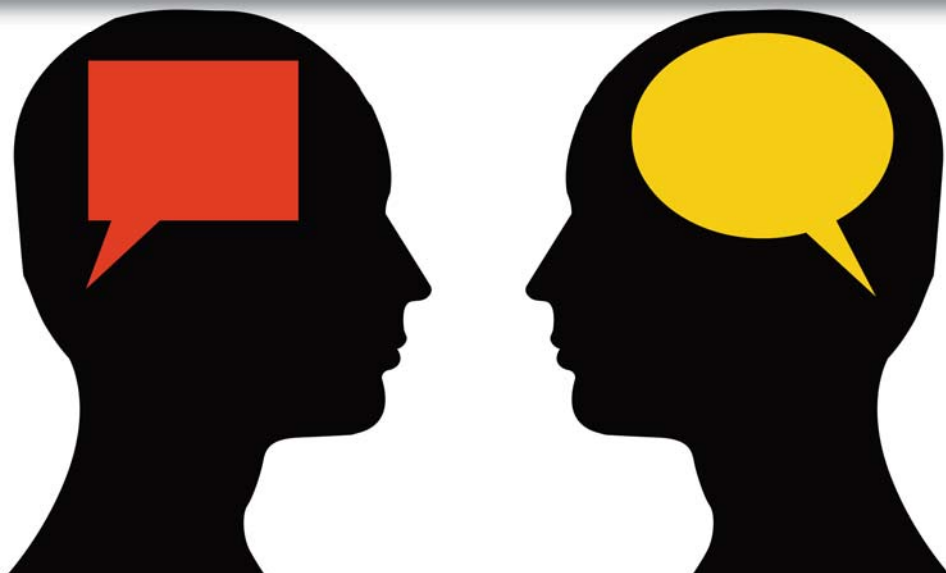Was it constructive (helpful) or destructive (unhelpful)?

Did it strengthen or damage your relationship with the other person?

Who else was affected by the conflict/incident?

Did you achieve your goal?

What did you learn from the experience?

What might you do differently next time to get a better outcome for yourself and the other person?

Activity 7.5: Walk the Line

A walking debate is a useful tool for starting discussion with a less vocal group.

Clear the room or congregate in an open space. As you read each statement, students should situate themselves in the part of the room which best reflects how much they agree or disagree with the statement.

1. The conflict in Northern Ireland had a very bad effect on my community.

2. Older people in this community don't like to talk about the past.

3. Sectarianism is a serious issue for young people in Co. Monaghan today.

4. Protestant and Catholic young people are welcome in this school/ our local youth or sports club.

5. Monaghan is peaceful and a safe place to live.

6. Conflict is always bad.

7. We should ignore people's differences and treat everyone exactly the same.

8. I can talk openly to my parents about the Troubles.

9. Sectarianism is a religious issue; it's about being Catholic or Protestant.

10. Discrimination is normal. Different people will always be treated differently.

11. Everyone living in Co. Monaghan is treated the same and has the same opportunities, e.g. Catholics, Protestants, Travellers, migrant workers, asylum seekers.

12. Sometimes, you have to use violence to bring about peace.

13. Immigration has made Co. Monaghan a more interesting place to live.

14. Peace is overrated. Our community is as divided as ever.

15. Older people are more likely to have racist and sectarian attitudes towards their neighbours.

Teachers' Discussion Points:

The absence of violence is known as negative peace. Negative peace is only useful as a temporary measure e.g. a ceasefire can give two warring parties time and space to negotiate. To ensure a lasting peace more is required. Positive peace includes social justice, equality, a fair and impartial legal system and power-sharing between groups. The aim of this project is to build positive peace. By encouraging students to think about their opinions, attitudes and stereotypes about others, we are moving beyond tolerance, towards mutual respect and a shared society.

Encourage students to consider the practical impact of the conflict on their local area. Consider the impact of road closures on local businesses, schools, sporting and social activities. Consider the impact of fear and suspicion on local communities. Think about the silence; what topics could be discussed and what topics were avoided. What is the legacy of the conflict for the community today? How can we rebuild trust between neighbours and neighbouring towns?

Consider the question of guilt and forgiveness.

Conflict is not always destructive, it is a natural part of life. Conflict is neutral. It is our response to it that causes it to be negative or positive. Conflict can be a catalyst for change and can dampen and resolve tensions before they escalate to an unhealthy and destructive level.

Ignoring differences can also be described as a failure to respect a persons' identity, heritage or cultural background. This can cause feelings of resentment, shame and anger among minority communities. It can cause communities to batten down the hatches to protect their identity and culture. This can make inclusion and/or integration more difficult to achieve. The French policy of assimilation of immigrants has led to rioting among minorities in parts of France in recent years.

Sectarianism is not simply a question of religious belief. "Sectarianism is a system of attitudes, actions, beliefs and structures…which arises as a distorted expression of positive human needs especially for belonging, identity and the free expression of difference." Moving Beyond Sectarianism (2001)

Reflection: Is treating people with different needs, expectations and values differently always discrimination? Or, is it only discrimination when unreasonable barriers to participation prevent minority groups from engaging fully in school/community life?

Think about safety and security. What makes a community feel safe? What or who could threaten the safety of the community?

Peace, conflict and diversity are tightly interlinked. By ignoring the diversity within our schools and communities, we fail to recognise minority ethnic/religious groups as a key part of our local community. As a result, minority cultures and identities may be devalued, which could raise tensions and lead to conflict within the community as a whole.

Activity 7.6: Looking at the Past

In an earlier section we looked at how our heritage has influenced our views and opinions as individuals. Our common heritage and shared history has also shaped the communities we live in today.

Indigenous Community

Have you ever wondered what it must have been like to live so close to Northern Ireland during 'The Troubles?' Or, what impact road closures and border checkpoints had on everyday life? What about the fear of attacks or the suspicion of neighbours and friends? What kind of changes has peace in the North brought to a border county like Monaghan?

The travelling community has also experienced great changes as traditional crafts and trades have died out and many families have moved out of their traditional caravans/trailers into houses. A life spent on the road is less common now than ever before but the traveller culture is still alive. What does it mean to be a traveller in Co. Monaghan today?

Speak to your grandparents or an older person about how their community/local area has changed since they were teenagers. Use the questions that follow as your starting point. Invite an older person to visit your class to discuss this as a group.

Write a short essay (1-1.5 A4) highlighting how their experiences in the past have influenced your life, opinions, identity today.

OR

Illustrate your shared story. Take photographs of key landmarks in your locality and gather pictures of your family's homeplace (in Ireland or elsewhere in the world). Make a presentation to your class about how the area has changed in the years since the older person was your age.

Migrant Communities

Students from other countries also live vastly different lives from their parents and grandparents.

Students from former Eastern-bloc countries may wonder what it was like to live behind the iron curtain. How did families cope under the communist regime? What impact did rationing have on everyday life? What about fear and suspicion within communities? What did your grandparents know about the western world? What kind of changes has the break-up of the USSR and joining the EU had on countries in Eastern Europe? Have all of the changes been positive?

Students from Africa, Asia or the Middle East may also find interesting differences between their lives today and the life led by elder relatives in other continents. Parents or grandparents who moved to Ireland before the Celtic Tiger might have a very different view of Ireland than that experienced by families who moved to Ireland during the boom years.

Home

Tell me about your home. Where did you live? Who lived at home with you?

What responsibilities/ jobs did you have to do to help out at home?

Tell me about the food you ate?

Did you get pocket money?

What treats did you get?

How many brothers and sisters did you have?

Where did your parents work?

Social Life

How much spare time did you have?

What did you do in your spare time?

Tell me about your friends.

Where did you go with them?

What hobbies did you have?

What clubs were you part of?

How often did you see your neighbours?

Did you have a girlfriend/boyfriend?

What did you do at weekends?

How often did you go out at night?

Travel

Did your family have a car?

How did you get around from place to place?

Were there places that you could not go to?

Do you remember when the border was closed?

Were any of the roads to your home blocked?

Describe what happened when you crossed the border?

When did you first leave home?

Where did you go on holidays?

What did you know about the world outside your home town/your home country?

What other counties or countries did you visit and how did you get there?

School Life

Where did you go to school?

When did you leave?

Was education important to your family?

What subjects did you like best?

What happened if you misbehaved?

Did you wear a uniform?

Tell me about your friends.

How did you choose a career?

Traditions

Think about traditions that are special in your family. Do you have any traditions that have been passed on from one generation to the next?

Example: How do your family celebrate special occasions? Do you play musical instruments, play games or sing songs that you learned from your parents or grandparents; are there special foods that your family like to eat?

What about religious traditions?

Ask your grandparents where these traditions began? Were they passed on from their parents or grandparents?

Research and Action Project

Key Aims
Develop research and observation skills.
Investigate, gather data, and conclusions.
Identify examples of good practice and areas requiring improvement.
Brainstorming and organising an activity/project to embrace the diversity within the school.

Fieldwork 8.1: Diversity Audit

Divide students into groups. Each group should spend 30 minutes filling out a section of this audit as it relates to the school.

Score your school on a scale of one to ten.

1 – No. Very poor ⇒ 10 – Yes. Excellent

Area	Statement	Score	TOTAL
Physical Environment	The school reception area is warm and inviting for staff, students and visitors.		
	When you walk into this school you know that you are in a diverse and intercultural environment.		
	Welcome notices are displayed in different languages.		
	Photographs in the reception area show the diversity of the school population.		
	Posters around the school reflect the identities of all students and staff.		
	Flags and maps in the school corridors highlight the range of nationalities attending our school.		
	Our school is easily accessible for students with physical disabilities e.g. ramps, lifts etc.		70

Area	Statement	Score	TOTAL
Population	Our school population is reflective of our community. Students from many different social, cultural, ethnic and economic backgrounds attend our school.		
	10% of the population of Co. Monaghan is not Irish. 10% of the students in our school are also international.		
	Students from all backgrounds are welcome to attend our school. If they don't come here it's because they choose not to.		30

Area	Statement	Score	TOTAL
Culture	This school benefits from the diversity of its staff and students.		
	Students in this school are encouraged to see diversity as a rich cultural resource rather than a burden.		
	Irish culture and traditions are celebrated in our school.		
	Catholic culture and traditions are celebrated in our school.		
	Protestant culture and traditions are celebrated in our school.		
	Traveller culture and traditions are celebrated in our school.		
	Eastern European cultures and traditions are celebrated in our school.		
	African cultures and traditions are celebrated in our school.		
	Asian cultures and traditions are celebrated in our school.		
	Islamic culture and festivals are celebrated in our school.		
	Food served in the canteen/shop meets the cultural and dietary requirements of all students.		110

Area	Statement	Score	TOTAL
Language	All students are encouraged to learn Irish.		
	A positive image of the Irish language is promoted in this school.		
	Students are encouraged to speak their mother tongue / native language in our school.		
	Students are encouraged to speak their mother tongue in class.		
	Students are encouraged to study their mother tongue in their own time.		
	The school provides facilities for students to study their mother tongue at school.		
	Students and staff are provided with opportunities and resources to learn basic phrases in languages other than English and Irish.		
	Books in our school library are available in a range of different languages.		80

Subjects	All subjects are available to all students.		
	Female students are well represented in typically male subjects.		
	Male students are well represented in typically female subjects.		
	The subjects offered at this school reflect the needs and interests of the whole community.		
	The textbooks used in this school reflect the diverse cultures and groups living in Ireland today e.g. pictures, photographs, examples and case studies provide positive images of different ethnic and minority groups.		50

Area	Statement	Score	TOTAL
Projects/Tours	Students at this school are encouraged to learn about our local community.		
	Students at this school are encouraged to participate in projects and become involved in activities with minority groups in our community.		
	Students at this school are provided with opportunities to mix with students from other schools in our town.		30

Area	Statement	Score	TOTAL
Extra-curricular Activities	A wide range of extra-curricular activities are offered at this school.		
	Extra-curricular activities are open to all students and all students are encouraged to participate regardless of gender, sexuality, financial status, nationality, language skills.		
	Students are encouraged to act as mentors / buddies to new students.		
	Students from minority groups participate in all extra-curricular activities.		
	The members of the Students' Council come from many different backgrounds.		50

Area	Statement	Score	TOTAL
Pastoral Care	This school celebrates the achievements of all its students.		
	Information and support is available for lesbian, gay and bisexual (LGB) students.		
	Students respect and support their LGB peers.		
	This school has a strong code of behaviour which discourages bullying, racism, homophobic behaviour, name-calling, discrimination, mistreatment of travellers etc.		
	This school provides opportunities for students and staff to participate in intercultural training.		50

Area	Statement	Score	TOTAL
New Students	This school has an induction plan for new students.		
	A buddy system operates for new students to help them integrate into their new environment.		
	New students are actively encouraged to participate in extracurricular activities and class projects.		
	English language support is provided for international students.		
	Students help each other to improve their English through paired reading or tandem learning programmes.		50

Find out

Which religions and nationalities are represented?

Which languages are spoken?

Which counties are represented?

Monitor your progress

Students should revisit the questionnaire at the end of the year.

Activity 8.2 Analysing your Results

Now that you have gathered your data you will need to analyse your results.

Identify examples of good practice in your school; what are you doing well?

Identify areas that needing improvement; what needs more some work?

Examples:

Let's take the section on 'New Students' as an example. In this section there are six statements. The highest score available for each statement is 10 points, so the top score available is 60 points.

Imagine you have given your school a score of 52 points for this section. That's 52/60 or 87%. That score looks quite good. How does it compare to scores in other areas?

Now let's look at 'Projects and Tours'. In this section, let's imagine your school has scored 15/30 or 50%. In comparison, this score is very poor.

> Need help with % Percentages.
>
> Multiply your fraction by 100 to find the equivalent %
>
> $$\frac{10}{30} * \frac{100}{1}$$
> $$=33\%$$

Activity: 8.3 Our School, Our Community, Our Responsibility

Over the past weeks, we have explored the diversity that exists in this school and in this community.

We have found some behaviour and attitudes that suggest that diversity is respected valued as an opportunity and something that benefits the entire school and community.   We have probably also found some examples of behaviour and attitudes that need more work.

Students are important stakeholders in the school community. While the Principal, Board of Management and staff hold ultimate responsibility for running the school; you have an important role to play by creating a welcoming environment and promoting respect for diversity among your peers.

Now that you have identified some areas needing improvement in your school, it's time to think about the following:

Is there something that YOU can do to increase understanding of different cultures at your school?

What about other students with special needs?

What can you do to embed respect for diversity within your whole school community?

Interculturalism is about more than one-off events and activities, but taking small steps, like organising an activity or event to promote greater respect for diversity within your school can be a really good place to start.

- Make a presentation of your results to your school principal, the Board of Management and the Student's Council.

- Link up with another local post-primary school on a community project.

- Hold an intercultural quiz or a multi-lingual treasure hunt to raise awareness of cultural diversity and promote co-operation.

- Design an international or interfaith calendar for your school.

- Gather stories from other students using the Autobiography of Intercultural Encounters with students from other year groups.

- Compile stories from older people about Co. Monaghan past and present. Display them in your school or on your school website.

- Tandem Learning: Polish up on your Swahili, Arabic, Latvian, English or Irish by starting a tandem learning initiative with students at your school.

- Pilot a paired reading programme for students learning English.

- Lobby your Students' Council to create a 'Diversity Officer' post.

- Create local and global diversity maps to show the diversity of students attending your school.

    Use pins and flags to show the nationalities, areas of Ireland and towns/villages in Co. Monaghan represented in your school/year group.

- Organise a poster competition to promote peace and embrace diversity.

- Make a photo-montage representing the intercultural aspects of school life.

- Organise a visit to a local church that you have never visited before.

- Organise an intercultural sporting event for all students. Try out popular sports from a variety of countries and traditions.

- Design a welcome wall that shows the languages and nationalities represented in your school (Don't forget about Ireland agus an Gaeilge!)

- Organise an intercultural celebration in your school. Invite parents and other members of the community to visit your school on the day.

- Organise a school tour to a place of worship that you have never visited e.g. a mosque, synagogue or temple in Dublin or Belfast.

- Research some well known peace and equality activists. Tips: John Hume, Jo Berry, Martin Luther King, John Hume, Nelson Mandela, Mahatma Gandhi.

- Link up with a local primary school and help it to organise an intercultural celebration.

- Create multi-lingual signs for your school.

- Work with your Students' Council to design an induction programme/welcome pack for new students.

- Participate in a peer-education programme.

Appendix

Diverse Dilemmas

Irina has recently moved to Carrickmacross with her mother. She is sixteen and originally from Latvia. Her father has been alone here for a number of years working in a local factory. Irina was quite happy in Riga, where they lived in a cosy apartment in the centre of the city. She had lots of friends was doing well at school.

She was only in Carrickmacross a few days when her father enrolled her in the local school. She doesn't know anyone and although she studied English at school, she isn't very confident speaking English here. She finds the local accent difficult to understand and is struggling to figure out what she is supposed to be doing and where she is supposed to be going.

There are a few other Latvian students in the school and they have helped her out. Her head is melting with English and she can't wait for break-time, when she can relax and chat in her own language.

A few of the Irish girls have been helpful too, but Irina finds it too difficult to keep up with their conversations. She'd like to spend more time with them, but she's self-conscious and just finds it easier to slot into the Latvian clique.

List the challenges facing Irina at her new school.

Are these challenges typical of students at your school?

Who / what would help Irina to settle in?

Find out what support your school offers new students?

Suggest one way that T/Y student can help new students to find their feet.

Evaldas has lived in Monaghan Town for the past five years. He came to Ireland with his family when he was eight years old. At first it was difficult to settle but his teacher encouraged him to get involved in sports, where he didn't need a lot of English to have fun. Soon he was playing soccer, Gaelic and basketball with the rest of his class.

Evaldas now speaks fluent English with a Monaghan accent and plays Gaelic and soccer with his local clubs. In primary school he never felt any different from the other lads.

This year he has started at post-primary and everything seems to have changed. His friends from primary school are still as great as ever, but there are a lot more students at this school. Some of the students from other primary schools have started to slag him off. He's heard them saying, 'Those Eastern Europeans would want to watch themselves – they think they're just like us now. Look at yer man playing Gaelic, a bit of an accent and all of a sudden he thinks he's all Monaghan'. His own friends tell him not to take it so seriously, they're only boggers anyway.

Evaldas thinks it wouldn't be so bad if he wasn't getting it from all sides. Some of the older Lithuanian students have started to pick on him too. 'What are you like speaking English all the time, you should be sticking with us and be proud of who you are.   You've only been here a few years and already you've forgotten where you come from. Serves you right that the Irish are turning on you now and don't think we'll be here to back you up when they do.'

Evaldas is totally stressed out. Why can't everyone just leave him alone?

List the difficulties Evaldas is experiencing at his new school.

Are these difficulties typical of first year students at your school?

Why do you think Evaldas is being bullied by the Irish boys?

Why do you think he is being bullied by the Lithuanian boys?

Where does Evaldas belong?

What should he do?

St. Columcille's, a mixed Catholic school and St Andrew's Grammar School, a mixed Protestant school have been asked to participate in a peace and reconciliation project in their local town. Students from each school will work together on a mural called "Peace by Piece".

Both schools have Catholic and Protestant pupils attending. Apart from the odd jibe everyone seems to get along quite well. In the run up to the project, both schools have reported an increase in sectarian comments. Word of the comments spread outside the school and tension on the school buses has been running high.

Ciara Byrne is a student at St. Columcille's. She thinks these projects are a waste of time. Students slag each other off all the time, there's nothing sectarian about it. The Protestants she knows just keep to themselves anyway.

Jeff Edmonds also attends St. Columcille's. The principal asked him to lead the project. Jeff doesn't want to participate; he chose this school because he wanted to do metalwork not because he wanted to be rolled out as the 'token Prod'. He's sick of getting stuck in the middle of rows on the bus every day too. Why can't everyone just mind their own business?

Discussion:

What characteristics would Jeff need to lead the project?

Why do you think he was chosen as leader?

If you were Jeff, how would you describe your feelings to the principal?

Imagine that you are a student at St. Andrew's. What are your thoughts about the project?

Sectarianism:

What has led to the heightened tensions on the bus?

Is Ciara right when she says there's nothing sectarian in the slagging?

Ciara feels that the project is a waste of time. What do you think students will learn from working together on the project?

In what circumstances, does sectarianism arise as a problem in schools today?

Last week, Louise's new friend Gina called over to help her with a project for their transition year history module. Gina moved to Carrickmacross last year and doesn't know too many people. She was relieved when Louise asked her to help.

When Louise arrived the news was on and Gina's Dad was watching some boring programme about politics in Northern Ireland. Just as the girls had settled down to start working, Gina's Dad jumped up from the sofa and said, "Those bloody Orangemen. You just can't trust those Prods. We should have run them out of the country when we had the chance".

Louise started laughing, "No surrender…no surrender! Did you ever hear them going on with that rubbish. Brits out! You'd think they'd have got the hint by now!"

Gina was shocked and didn't know what to say, but Louise and her Dad were waiting for her to say something. She giggled nervously and felt really uncomfortable.

Discussion:

How will the story continue?

Describe how you think Gina is feeling now.

Why do you think she got uncomfortable?

Is Gina Protestant or Catholic?

Sectarianism:

Why did Gina giggle at Louise's remarks?

Do you think Gina and Louise will stay friends?

How important is Gina's Dad in the scenario?

Is it easy for Catholics and Protestants in Co. Monaghan to be good friends today?

If a friend made remarks that you found offensive, what would you do?

Sharon is a transition year from Clontibret. Most of her close friends went straight into fifth year but Sharon is popular and wasn't worried about making friends. This years' transition years are a great group. They get along really well together and are having a lot of fun trying out new subjects. Most of last year's group received Gaisce awards from the President following a four day adventure in the Glens of Antrim.

Sharon would love to win a Gaisce award herself and feels that it would be a great goal to set for herself in transition year.

There has been an eerie silence around the Gaisce plans for this year. Sharon has tried to raise it a couple of times, but every time she does someone says something like, 'Ah, sure don't be worrying about that'. Last week, she heard a few of the other transition years planning this year's challenge in hushed tones, but when they realised she was within ear shot, they changed subject.

Sharon is hurt and confused, she thought she was getting along well with her classmates, but now she just feels excluded. Sharon never lets her wheelchair get in the way of her goals but her classmates have already decided that she won't be able to take part.

Why do you think Sharon is being excluded?

Sharon gets on well with her classmates, why won't they talk to her about this issue?

Sharon's friends might think they are protecting her; why is this hurtful?

What should Sharon do next?

What would you do differently if you were one of her friends?

Gearóid is fifteen and in third year. He is the school's star athlete and is first choice on the soccer and Gaelic football teams. He realised he was gay in first year but he has never told anyone.

The pressure of keeping his sexuality a secret is becoming more difficult every day. He's terrified of what might happen when he tells his friends, and he's sure that his Dad will disown him. He's not sleeping well and his school work is suffering. If it wasn't for sport, he thinks he'd have lost his mind already. The stress of his teammates finding out and kicking him off the team is also affecting his game.

Last week, in SPHE the class watched a video about sexuality. A gay man called Tom talked about coming out. As soon as he appeared on the screen, there were murmurings from the back of the class. "Miss, get that gay off the screen. Do you want us all to turn into faggots or what?" shouted Johnny, Gearóid best friend. The rest of the class started cheering and chanting "Turn it off…Turn it off…". Gearóid didn't say anything, until Johnny gave him a dig in the ribs, "Do you want everyone to think your gay, come on – turn it off…turn it off".

"Right" shouted Ms Murphy over the clamour of chanting and fists banging on desks, "if that's how you want it, that's the last video we'll ever watch. Instead, I'll have a four page essay from each of you on combating homophobia in schools."

Discussion:

How is Gearóid feeling now?

What you think will happen next?

Gearóid's school work and hobbies are suffering; what can he do to get back on track?

If you were in Gearóid's shoes, what would you do?

Homophobia:

Why is Gearóid keeping his sexuality a secret?

Will Gearóid's sexuality impact on his friendship with Johnny?

How will Johnny's actions impact on his friendship with Gearóid?

How effective is Ms Murphy's response?

Is homophobia a problem in all schools?

Mohammed is seventeen and attends his local school in Co. Monaghan. This will be his third year to fully observe Ramadan, fasting from sunrise to sunset. It's always difficult, but as his Principal Mr. McKenna always says, "If it isn't difficult it isn't worth doing".

Yesterday, Ms McManus asked Mohammed to stay back after class. Some of his classmates reported that he had been acting funny; not eating and getting really serious about religion. Some of his teachers had also said that he looked tired in class. 'You really need to look after yourself this year Mohammed, you can't study for the Leaving on an empty stomach.'

Mohammed tried explaining that he was fasting for Ramadan but Ms McManus wouldn't listen. 'We had all of that fasting years ago and where did it get us? Look, your priority is your Leaving, Allah can wait until that's over.'

Mohammed couldn't believe what he was hearing. Ramadan is one of the biggest events in the Muslim calendar and it's hard enough to practice Islam in a Christian country without people telling you not to. He's also really annoyed with his classmates. He's heard them whispering about him recently. They've been really suspicious and keep asking him whether he knows anyone in the Taliban.

Imagine you are Mohammed's best friend. Advise him what to do next.

Imagine the conversation in Mohammed's home that night. Discuss how the family might feel about the incident.

Imagine you are the Principal of the school. You hear about the incident, what would you do next.

Does your school acknowledge festivals that are important to students of other faiths?

Mary turned sixteen last week and decided to look for a part-time job for a bit of extra cash. Her classmate Fiona works in the local hotel and organised an interview for Mary.

Mary was really nervous but excited too. Fiona said the interview was just a formality, so Mary couldn't stop thinking about what to spend her wages on. She bought a new outfit to look her best and Fiona gave her loads of tips on how to deal with customers.

Mary arrived early for the interview, but knew straight away that something was amiss. The receptionist barely looked at her and gruffly told her to wait for the manager. After a few minutes and a few hushed phonecalls, the receptionist told Mary there had been a mistake, the job had already been filled.

Mary left feeling really dejected. When she got home her friend Teresa was waiting for her. "Sure what did you expect. They won't even let travellers in the door".

Describe how you think Mary is feeling now.

Discuss discrimination against travellers.

What evidence is there that Mary was discriminated against?

List some other groups that are discriminated against in this county.

Describe how you think Fiona will feel when she hears about the interview. What would you do if you were Fiona?

What should Mary do next?

Glossary of Terms

Assimilation	Assimilation is a type of integration which involves absorbing minority cultures into the culture of the majority living in the host country.
	The aim of assimilation was to make differences disappear. The policy of assimilation was unsuccessful and has been discredited.
	Example: The Irish government's approach to Travellers in the past.
	Useful terminology for Service Providers, (2007) NCCRI
Asylum Seeker	An asylum seeker is a person seeking to be recognised as a refugee under the 1951 United Nations Convention Relating to the Status of Refugees.
	He/She is waiting for their claim for refugee status to be accepted or rejected.
	Asylum seekers are not illegal immigrants but are not entitled to work. In Ireland, they receive direct provision of €19.10 per week (adult) or €9.60 per week (child).
	An Educational Toolkit for the European Year of Intercultural Dialogue 2008, NCCRI
Coloured	Coloured is a derogatory term in Ireland and many other countries. In Ireland, Black is not a derogatory term. In Ireland, many people of African origin describe themselves as Black.
	Useful terminology for Service Providers, (2007) NCCRI
Culture	Culture includes traditions, values, customs, food, sport, music and language. It describes a lifestyle or a way of life. It is constantly evolving.
	Intercultural Learning T-Kit, (2000) Council of Europe and European Commission
Discrimination	In Ireland, discrimination occurs when a person is treated less favourably than another because of his/her gender, marital status, family status, sexual orientation, religion, age, disability, race and membership of the Travelling community.
	Equality Authority…
Economic Migrant	An economic migrant is a person who has moved from their country of origin to another country in order to improve their quality of life both economically and socially.
	Not just numbers (2009) IOM and UNHCR

Ethnic Group	An ethnic group regards itself or is regarded by others as a distinct community because it has certain characteristics that distinguish it from the surrounding community.
	Useful terminology for Service Providers, (2007) NCCRI

Ethnicity	Ethnicity describes a belief by a social group that they are culturally different to others.
	The group believes that these differences are significant and that its identity is shaped by its distinctive culture, language, religion and traditions.
	Useful terminology for Service Providers, (2007) NCCRI

Illegal Immigrant	This term describes a migrant who does not hold a valid work permit or visa.
	The term illegal can be derogatory. Based on this definition, a trafficked person could be described as an illegal immigrant. It suggests that the migrant is at fault.
	A better term is undocumented. This term has been adopted by Irish citizens working in the US without a visa.
	An Educational Toolkit for the European Year of Intercultural Dialogue 2008, NCCRI

Institutional Racism	This term describes the failure of an organisation to provide an appropriate service to certain people because of their colour, culture or ethnic background.
	It does not only relate to the policies and systems in place (e.g. an enrolment policy in a school) but it also relates to the behaviour and attitudes of the people involved in the organisation (e.g. the staff, students, parents' council or board of management).
	Useful terminology for Service Providers, (2007) NCCRI

Integration	Integration is a complicated term. Irish schools should take an intercultural approach to integration.
	This means that schools, teachers, parents and students of all backgrounds work together to accommodate and respect diversity while challenging racist and sectarian attitudes.
	Useful terminology for Service Providers, (2007) NCCRI

Intercultural Education	Intercultural education respects, celebrates and recognises diversity as normal in all parts of human life.

It promotes equality and human rights, challenges unfair discrimination and promotes the values upon which equality is built.

Intercultural Education in the Post-Primary School (2006) NCCA |
| Interculturalism | An intercultural society is a society which sees diversity as a positive asset and promotes interaction between groups. People from different cultural backgrounds mix and interact together, sharing mutual respect for their individual and shared values and traditions.

Intercultural Learning T-Kit, (2000) Council of Europe and European Commission |
| Minority | A minority is a smaller group of people who share a unique identity and culture which is different from the rest of society.

Intercultural Learning T-Kit, (2000) Council of Europe and European Commission |
| Migrant | A migrant is a person who has left their country of origin freely so that they can improve their prospects or the quality of life. |
| Migrant Worker | A migrant worker is a person who is working in a country which is not his or her country of origin.

An Educational Toolkit for the European Year of Intercultural Dialogue 2008, NCCRI |
| Multi-culturalism | A multi-cultural society is a society made up of different cultures which exist side by side but don't necessarily mix.

Multiculturalism acknowledges the need to recognise and celebrate the different cultures in our society.

Multiculturalism has been criticised for encouraging communities to remain separate and for not dealing fully with problems such as racism. Interculturalism on the other hand, encourages the community to recognise that it is made up of lots of different cultures.

An Educational Toolkit for the European Year of Intercultural Dialogue 2008, NCCRI |

Prejudice

Describes the negative attitudes that people have towards certain groups based on religion, gender, age, sexual orientation, ethnic group, family structure, home etc.

We prejudge people we don't know or groups we are not familiar with, when we make assumptions about them before getting to know them or finding out more about them.

An Educational Toolkit for the European Year of Intercultural Dialogue 2008, NCCRI

Intercultural Learning T-Kit, (2000) Council of Europe and European Commission

Racism

Racism is the belief that the members of one group ("race", religion, national or ethnic group) are **naturally superior** to, and have a right to dominate those of other groups. This view can result in **discrimination or abusive behaviour** towards members of another group.

Amnesty International

This definition focuses on the motivation of the perpetrator.

Another broader definition of racism focuses not on the motivation but on the consequences of a person's behaviour.

It defines racism as any unwanted action or behaviour related to race or ethnicity which violates a person's dignity and creates an intimidating, hostile, degrading, humiliating or offensive environment.

European Union, Council Directive 2000/78/EC of 27 November 2000 establishing a general framework for equal treatment in employment and occupation

Refugee

A refugee is a person who has been granted refugee status under the *1951 United Nations Convention Relating to the Status of Refugees.* He/she cannot return to his/her country of origin because he/she has a well-founded fear of persecution on the basis of his/her race, religion, nationality, membership of a particular social group or political opinion.

In Ireland, membership of a particular social group includes, membership of a trade union, gender or sexual orientation.

An Educational Toolkit for the European Year of Intercultural Dialogue 2008, NCCRI

Resettlement

Resettlement is one long term solution for refugees. Where a refugee is unable to return home and unable to remain in the country where they have been given asylum the United Nations High Commission for Refugees (UNHCR) will resettle them in a safe third country.

Governments, including Ireland, agree to receive such refugees, called programme refugees, on a case-by-case basis. They grant legal protection to the resettled refugees, including residency and eventually citizenship.

Ireland has accepted programme refugees since 1956. In 2010, a group of Congolese refugees were resettled in Monaghan and Carrickmacross under a UNHCR resettlement programme.

Not just numbers (2009) IOM and UNHCR

Sectarianism

Sectarianism is a system of attitudes, actions, beliefs and structures…which arises as a distorted expression of positive human needs especially for **belonging, identity and the free expression of difference.**

Moving beyond Sectarianism (2001)

Stereotype

A stereotype is a belief and false expectation that all members of a group share the same fixed personality traits, characteristics or interests because they are a member of that group.

Stereotypes are used by some people to generalise about and label particular groups. Stereotypes can be positive or negative.

'Stereotyping of young people resource pack' (2008) The Equality Authority and NYCI

Tolerance

Tolerance was once a popular standard for promoting respect between people from diverse backgrounds.

It was used to describe the practice of accepting other cultures openly and non-judgementally.

It is now seen as an inadequate term because it is usually used to describe how we sometimes 'put up with' situations or people we don't like. This can be seen as having a superior view of ourselves over others.

Trafficking

Trafficking is the recruitment, transportation, transfer, harbouring or receipt of people by use of force or other forms of coercion, including abduction, deception, fraud or abuse.

It violates human rights.

Trafficking of children, trafficking for sexual exploitation and trafficking for labour exploitation are the most common forms of trafficking.

Not just numbers (2009) IOM and UNHCR

Unaccompanied Minor	An unaccompanied minor is any person under 18, in a country other than their country of origin, who has been separated from their parents or guardians.
	An unaccompanied minor can be a migrant, an asylum seeker or a refugee.
	Unaccompanied minors are extremely vulnerable to exploitation. Their rights are protected under the United Nations Convention on the Rights of the Child.
	Not just numbers (2009) IOM and UNHCR
Xenophobia	Fear or hatred of foreigners or people perceived to be from a different country or region.
	An Educational Toolkit for the European Year of Intercultural Dialogue 2008, NCCRI

Useful Resources

Resources for School Management and Staff

ASTI, TUI and GLEN, *Teachers Supporting Diversity: Lesbian Gay and Bisexual Students* (2009)

Department of Education and Science and GLEN, *Lesbian, Gay and Bisexual Student in Post-Primary Schools: Guidance for Principals and School Leaders* (2009)

Inclusion and Diversity Service, *Together Towards Inclusion, Toolkit for Diversity in the Post-Primary School* (2010) http://www.education-support.org.uk/teachers/ids/toolkit-for-diversity-post-primary/

Integrate Ireland Language and Training. *Integrating Non-English Speaking Students into the School and Curriculum: Handbook for Schools* (2003)
http://www.ncca.ie/en/Curriculum_and_Assessment/Inclusion/English_as_an_Additional_Language/IILT_Materials/Post-primary/

Integrate Ireland Language and Training, *English Language Proficiency Benchmarks for Non-English Speaking Pupils at Post-Primary Level* (2002)
http://www.ncca.ie/en/Curriculum_and_Assessment/Inclusion/English_as_an_Additional_Language/IILT_Materials/Post-primary/

Integrate Ireland Language and Training, *Creating an Intercultural Environment: Experiences and Ideas Provided by Teachers* (2002)

Integration and Social Inclusion Centre of Ireland Ltd and Integrating Ireland, *At Home in Ireland, An Integration Guide for Immigrant Youth and Parents* (2009)

National Council for Curriculum and Assessment, *Intercultural Education in the Post-Primary School Guidelines for Schools.* (2006)

Pobal, More Than a Phase: *A Resource for the Inclusion of Lesbian, Gay and Bisexual and Transgender Learners* (2006)

School Development Planning Initiative and The Equality Authority, *Guidelines for Second Level Schools on Embedding Equality in School Development Planning* (2010)

Titley, Aoife, *The Irish Traveller Movement Yellow Flag Programme* (2009)

Resource Packs and Lesson Plans

CDVEC, *Changing Perspectives* (2002) http://www.reconciliation.ie/downloads/ChangingPerspectives.pdf

CDVEC, Log onto Dialogue (2008) http://www.reconciliation.ie/downloads/logontodialogue.pdf

CDVEC, On Track (2005) http://www.reconciliation.ie/downloads/On%20Track.pdf

CDVEC, *Policing Matters* (2008) http://www.reconciliation.ie/downloads/policingmatters.pdf

Council of Europe, Autobiography of Intercultural Encounters
http://www.coe.int/t/dg4/autobiography/autobiographytool_EN.asp?

Council of Europe, *Intercultural Learning T-Kit* (2000)
http://youth-partnership-eu.coe.int/youth-partnership/documents/Publications/T_kits/4/content.pdf

Council of Europe, Social Inclusion T-Kit (2003)
http://youth-partnership-eu.coe.int/youth-partnership/publications/T-kits/8/Tkit_8_EN

Irish School of Ecumenics, Trinity College Dublin, *Moving Beyond Sectarianism, A resource for young adults, youth and schools* (2001)
http://puppetwoman.org/index.php?option=com_docman&Itemid=26

National Youth Council of Ireland and The Equality Authority, *Stereotyping of Young People: Resource Pack* (2008) http://www.equality.ie/index.asp?locID=106&docID=746

NCCRI, *An Education Toolkit for the European Year of Intercultural Dialogue* (2008)
http://www.nccri.ie/pdf/NCCRI_IARW_2008_Toolkit.pdf

IOM and UNHCR, Not Just Numbers (2009) http://www.unhcr.org/pages/4b7409436.html

The Corrymeela Community and NICIE, *Joined Up, Developing Good Relations in the School Community* (2005)
http://www.corrymeela.org/uploads/docs/Joined%20Up%20Good%20Relations%20in%20the%20School%20Community.pdf

NYCI, *All Different, All Equal, Ireland* (2006)

SALTO-YOUTH, *ID Booklet, Ideas for Inclusion and Diversity* (2008)
http://www.salto-youth.net/downloads/4-17-1050/IDbooklet.pdf

YARD and NYCI, *Life Stories*

English Language Support Linked to Irish Curricular Subjects, Trinity Immigration Initiative www.elsp.ie