



Good Relations

Resource Pack

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Introduction



This resource has been prepared to support those who plan to deliver a **Together: Building United Communities** (T:BUC) programme.

The Camp programme's strategic aim relating to young people is:

'To continue to improve attitudes amongst our young people and to build a community where they can play a full and active role in building good relations'

And since the ultimate goal of the programme is to build positive relationships amongst young people, **intentional** Good Relations learning must be at the heart of every Camp.

The resource follows a sequence from the initial thinking and planning of camps through to implementation, and it also follows the three phases T: BUC Camps are required to provide: Pre-camp, Camp and Post-camp.

It is designed so that the reader can dip in and out to reflect on basic principles, consider programme and activity ideas and scan for resources. The resource is not a blueprint or model for how to deliver a T:BUC funded Camp, precisely because of the diversity of groups and approaches that are possible. Instead, it is hoped the resource supports and supplements the thinking and preparation of groups and provides impetus to the incorporation of effective Good Relations activities and learning.

Practical training is offered alongside the pack to help build skills and confidence of programmes staff teams.

Camps can be extremely rewarding and beneficial experiences for young people. They can provide immersive experiential learning opportunities that change the way they see themselves, their relationships with peers and other groups, and ultimately their future. The experience of being in a new or different environment, especially if there is a significant outdoor element, is often a sharp contrast from 'normal' day-to-day routines - and can be life-changing.

Before Getting Started

Before getting started there are some fundamental considerations and key decisions to consider:

1. WHAT IS DRIVING THE DESIRE FOR AND DESIGN OF THE CAMP?

Beware of the temptation to go for funding, just because it's there. Consider the 'Why?' questions.

Why do we want to do Camps in the first place? Is the driving force behind the camps, the group/young people, the funding, or you/the organisation? If it's the lure of funding or pressure from the organisation to gain additional income, you should at least take time to re-think. Are there alternatives? Is it worth the effort and investment of time, or might there be other – potentially more suitable – ways to generate income, possibly even providing even greater scope for the design and implementation of a camp?

Why are we seeking T:BUC funding? Have we considered all other options and determined T: BUC funding to be 'best fit?' Or are we simply responding to a funding opportunity?

Ultimately, the Programme (T: BUC & EA) need to be confident that young people are at the heart of any proposed Camps and that their well-being, learning, development and enjoyment is prioritised and assured. Additionally, there are quite specific requirements that must be met and accountability arrangements that must be adhered to, and any groups seeking funding should, before applying, think these matters through and be sure that the potential funding is worth the commitment required to both make the application and then follow-through, if successful.

2. DO PROJECT INTENTIONS ALIGN WITH T: BUC'S BASIC REQUIREMENTS?

Participation - Can we realistically and genuinely involve young people in the design and delivery of the Camps? Are we able and willing to try to engage and involve parents, families, guardians and the wider community?

Age profile and numbers - Can we realistically and confidently engage and 'contract' with young people in the specified age range (11 to 19 years) and in the numbers we predict and state?

Dates and phases - Are we confident that we can deliver on all three phases – Pre-camp engagement; Camp (Main) and Post-camp (follow-up, evaluation and 'what next' – within the designated period.

Child protection - Are we totally confident that young people will be safe at all times; are all our Child Protection Policies and procedures up-to-date and rigorously

adhered, and do we have full confidence in all our personnel and operating practices?

Match funding - Are we confident that we can provide match funding to the equivalent of £10 per participant?

Monitoring and Evaluation - Are we able and prepared to comply with and contribute to the evaluation requirements for the Programme, including facilitating monitoring visits, monitoring and reporting on participants learning outcomes by gathering baseline and end of project data, completing an Evaluation Report, providing Statement of Accounts and all other requested financial information, including original receipts?

3. IS ACHIEVING THE CNR/PUL BALANCE BOTH REALISTIC AND DESIRABLE?

It is of central importance to the Programme that camps are run on a cross community basis between young people from Catholic/Nationalist/Republican (CNR) and Protestant/Unionist/Loyalist (PUL) community backgrounds.

The maximum allowed variance is 20%, which equates to a ratio of 5:4. In other words, for every 5 participants from one community, camps must have at least 4 from the other.

Is this both realistic and desirable for you/your project? If it's not realistic and fairly easily achievable, then you have a significant challenge to address before putting 'pen to paper.' If it's not desirable, i.e. if you don't really want nor need your camp to be about such explicit community/good relations and/or if you are not motivated to make such intentional work a key focus of your camp, then T: BUC Camp funding is probably not for you! It's much better to be honest and clear about this at the beginning, and save yourself (and others) wasted time and effort.

4. IS THE CAMP LIKELY TO RESULT IN THE ACHIEVEMENT OF THE REQUIRED OUTCOMES?

The required outcomes are largely based around participants' positive attitudinal change, learning and appreciation of cultural difference and diversity, and the development of new friendships between young people from different backgrounds. So the question follows: Is the camp intended and designed to achieve these outcomes for participants, and will monitoring and evaluation processes support and enable the reporting and evidencing of such outcomes?

5. IS T: BUC FUNDING NECESSARY AND 'BEST FIT?'

Ultimately, and before pen is put to paper, the wise project will honestly examine intentions and aspirations, involving and consulting young people, colleagues and partners, to review the benefits against the investment required and the potential risks.

IF YOU ANSWERED 'YES' TO ALL THESE QUESTIONS, THEN READ ON!

Getting Started

Fundamentally, Camps should be about fun and learning for young people. Regardless of who is providing them and who may be contributing financially to them, Camps should provide opportunities and experiences for young people, which support them in their learning and development, and enable them to explore their own and others sense of identity and matters that are mutually interesting and important to them. Learning about and building new relationships, playing a part with others in group activities and association, and simply having fun outside and beyond the routines of school, family and local community, are some of the key ingredients of a great camp.

KEY INGREDIENTS

- Ensure that it's all about the young people

Good youth work practice places primary emphasis on the active and voluntary participation of young people, in all aspects of youth services and settings. The focus is on young people, voluntary participation and relationship building. Two themes are consistent: education for relationship and education through relationship. By paying attention to the nature and quality of the relationship between youth workers and learners, we will work in ways more appropriate to young people's needs. It's also about association, joining together in companionship to undertake some task, and the educative power of playing one's part in a group.

Are young people driving the agenda?

Are they involved in all aspects of the planning and organization?

Is the emphasis firmly on learning through relationships and association?

- Ensure that Good Relations are fundamental

Equality and inclusion should be fundamental to planning and implementation and the values of equity, diversity and interdependence should be at the heart of youth work. The bottom line is that this is 'Northern Ireland/the North of Ireland' – a contested place – and while we may be a generation on from the 1998 Belfast Agreement and the beginning of the 'peace process', there remains a very high level of separation between the two 'main communities' – often referred to as PUL (Protestant, Unionist, Loyalist) and CNR (Catholic, Nationalist, Republican). So whilst the T:BUC Camp Programme welcomes the intentional inclusion and involvement of young people from 'other communities' including ethnic minority communities and those of different racial backgrounds, it is a straight-forward and non-negotiable requirement of the Programme that camps are run on a cross community basis

between young people from CNR and PUL community backgrounds, with a variance between the two not exceeding 20% - i.e. a ratio of 5:4. Thus, the intentional building and fostering of Good Relations, at all levels, is core.

Are you prepared and equipped to recruit and engage young people from CNR and PUL backgrounds in the required ratio, and then deliberately and appropriately explore and develop Good Relations themes and learning?

- Ensure the safety and well-being of young people is paramount

Young people should expect high quality services, which follow best practice including the highest standards of child protection. Voluntary and informal does not mean amateur. Youth workers and organisations delivering youth work must act with complete professionalism and integrity at all times. In other words, the person, character and capabilities of the worker – and the ethos of the organization – are of fundamental importance. Whilst youth work is mediated through conversation and informal association, it must also ensure the highest standards of training, supervision, transparency and safety.

Are all practices and standards up-to-date?

Are all staff and volunteers Access NI checked and CP trained?

Are all practice protocols and insurances in place?

CAPTURING THE EVIDENCE

It's very important as the process of the programme begins that you plan to capture as much evidence from the programme as possible. There are a number of useful techniques and processes that can facilitate youth workers in recognising and recording the impact of their work. Through ongoing evaluation of the effectiveness of your TBUC project, it will ensure you are making a positive impact on young people's lives and meeting your agreed outcomes.

It's important that young people's thoughts, comments, evaluations and reflections are recorded as it's the best way to assess how much distance they have travelled over the course of the programme. Baselines must be completed by pre-camp and many of the activities in this resource pack have suggested "capturing the evidence" recording sheets.

Try and keep evidence of all young people's work from flip chart sheets, to art pieces, evaluations, digital and video recordings, to photos and worksheets, as these will all help build up a record of evidence of your programme.

THE STAFF TEAM

Don't feel like you have to do it all! Staff teams work best when everyone has agreed roles and responsibilities in all sessions throughout the programme.

Share planning and facilitation duties. It will help build up the skills and confidence of camp assistants. It will also allow camp leaders to observe the group in action and pick up on any issues such as potential conflict or hostility.

Share recording duties. It will give everyone the chance to be fully involved and ensures the raw data of the project is recorded which will help influence your overall evaluation of programmes impact.

Share support to subgroups. Ask camp assistants to support young people when they are working on tasks in smaller groups, if needed. This will ensure young people are kept on task, can ask for help or support when needed and group dynamics can be observed and issues addressed.

PARTNERSHIPS

Working in partnership is beneficial for many reasons.

Firstly, having another group to recruit young people from and to share the task of recruitment ensures that variance levels from both PUL and CNR communities can be achieved.

Secondly, sharing the planning, administration and evaluation of the programme from beginning to end lightens the burden of workload on one member of staff.

Thirdly, co-delivery of sessions ensures that the young people hear different perspectives on any particular issue being discussed.

NUMBERS

TBUC guidelines requires a minimum of 20 young people (40 or 60) to be engaged in all three phases of the programme, the pre-camp, camp and post-camp. We encourage leaders to recruit well above these minimum numbers to allow for absence or drop out on any given day.

If too few young people attend, then this can adversely affect the depth of discussions, the range of opinions and the ultimate learning for the group.

Low numbers at any stage of the camp can affect the variance and cause one group to become the majority while the other becomes the minority. This can reinforce feelings of injustice or restrict the young people's ability to open up and express their beliefs and values.

All three stages of the programme are equally important as they perform different roles in the stages of group development. Relationships grow, level out and move on. Activities in the pack support this process and enable a complete cycle to occur and demonstrate the value in beginnings and endings.

Bruce Tuckman's work on group development illustrates the following stages from; Forming, Storming, Norming, Performing, Adjourning, transforming and Mourning.

How to establish and use a baseline to monitor, evaluate and report on progress against T: BUC Camps Programme Outcomes.

Introduction

The purpose of this section is to help make the process of establishing and using a baseline as clear and straightforward as possible for projects involved in the T: BUC Camps Programme.

A baseline is the initial state against which improvement, objectives or outcomes will be measured, i.e. how things were before the project was delivered.

Other information critical to programme evaluation is required such as postcodes of all participants and some initial feedback on participants impressions and understanding of the programme.

As there are a wide diversity of projects involved and a range of staff and volunteers delivering them, this resource whilst not wishing to be prescriptive will offer a simple step-by-step guide to establishing a suitable baseline by ensuring that adequate baseline data is successfully captured. To be helpful we have also included an exemplar baseline which can be used by all projects. Projects are however encouraged to use their own creativity, imagination and resourcefulness as there are many ways to capture and use baseline information, and new and effective ideas and methodologies are always welcome.

This resource will address the following:

- 1. Baseline – what is it and why is it important?**
- 2. Outcomes – what are they and why are they important?**
- 3. What is the connection between the Programme Outcomes and a Baseline?**
- 4. When should a Baseline activity/exercise be carried out?**
- 5. How to carry out an effective Baseline exercise/activity.**

1. Baseline - what is it, and why is it important?

In the context of the T:BUC Camps Programme, a baseline is quite simply a self-assessment by young people, in conjunction with their camp leaders, of their own attitudes, behaviours, views and positions - at the start of the project - in relation to the identified programme outcomes.

It is the starting point. It is 'where the young people are at?' at the beginning of the project; and later provides the basis from which to be able to capture and demonstrate the distanced travelled by young people as a result of their engagement in your project. A baseline is therefore the starting point against which you can show that the project has delivered a tangible improvement and demonstrate that important changes and differences have been made.

The exemplar baseline provided links directly to the 4 T: BUC Priorities and 6 Programme Outcomes against which you applied for funding. It is provided as a common template for data collection which will allow all T: BUC Camp projects to report on the outcomes of the project for young people.

2. Outcomes - what are they and why do they matter?

Outcomes essentially describe the difference that has been made for young people, as a direct result of the project, in terms of their personal learning and development, their attitudes, behaviour or skills.

Therefore, the outcomes that happen as a result of your work have a positive impact on the young people involved, the organisations they are connected with and probably/hopefully the communities in which they live.

Outcomes then are the answer to the "So what?" question: "So what difference does it all make?" or "So what is different now, in a positive way, for young people/ participants – as a result of the project?"

The targeted outcomes for the T: BUC Camps Programme are set out clearly in the programme application form and guidance notes, and groups were asked to describe in their applications how their projects would deliver these outcomes. These are provided in the table below – Table 1 – with the left hand column containing the 4 key priorities of the T:BUC Strategy, linking to the 6 targeted outcomes for the T: BUC Camp Programme in the right hand column.

Table 1 – T: BUC Priorities and T: BUC Camps Outcomes

T:BUC Priority	T:BUC Camps Programme Outcomes
<p>1. Our Children & Young People: Improving attitudes & building a community where young people can play a full and active role in building good relations.</p>	<p>1.1 Positive attitudinal change towards people from different backgrounds. 1.2 Sustained contact & friendships developed between young people from different backgrounds.</p>
<p>2. Our Shared Community: A community where division doesn't restrict life opportunities & all areas are open and accessible to everyone.</p>	<p>2.1 Young people are more positive about shared activities (e.g. education, leisure). 2.2 Better recognition of the role young people play in peace building.</p>
<p>3. Our Safe Community: A community where everyone feels safe to move around & not inhibited by fears.</p>	<p>3.1 Young people feel that a safe environment has been created, in which facilities are shared and which enables them to share experiences and learning.</p>
<p>4. Our Cultural Expression: A community which promotes mutual respect and understanding. Diversity is perceived as a strength & cultural expression is positively celebrated and non-threatening.</p>	<p>4.1 Young people have a better understanding and respect for cultural differences.</p>

In order to help assess the extent to which projects/camps have managed to achieve against each of the 6 targeted outcomes, each outcome has been further broken down into a number of **Project Level Indicators (Good Relations) – 12 in total**. These are detailed in – Table 2.

Table 2 – T: BUC Camps Project Level Indicators

Camp Outcomes	Project Level Indicator
1.1	a. % who feel more favourable towards people from Protestant/Catholic/minority ethnic communities
1.2	a. % who made new friends with people from a different religious background or ethnic group b. % who feel they will stay in contact with new friends they have made after the project ends
2.1	a. % that had fun. b. % that benefited from the camp experience gaining skills, confidence, etc. c. % who joined new (shared) groups and/or activities
2.2	a. % who felt able to talk openly with others about their sense of identity, culture and aspirations b. % feel they would like to be more involved in peace building activities with young people from other backgrounds
3.1	a. % who felt that all phases of the camp experience were safe and that young people were supported to share and learn b. % who feel safer attending events, activities or facilities in areas associated with another culture or religious tradition
4.1	a. % who think that the culture and traditions of Protestant/Catholic and minority ethnic communities add to the richness and diversity of NI. b. % who feel they have a better understanding of other cultural traditions and backgrounds

* See –Table 1 – on the previous page for reference to ‘Camp Outcomes’.

3. What is the connection between Programme Outcomes and a Baseline?

The T: BUC Camp Outcomes have been set by the programme and describe the desired positive changes for young people as a result of their involvement in the T: BUC Camps and they are therefore both the fundamental reason behind the T: BUC Camps Programme and also the fundamental **'measure of success'** by which all camps are assessed.

All camps must describe and report how they have performed against the outcomes, using the defined project level indicators which are in effect the **'measuring stick'** that projects should use at the very beginning of the project to establish an accurate baseline. It is therefore both feasible and appropriate to simply draw on and use the programme outcomes and project level indicators as the basic raw material and **'measuring instruments'** to enable a baseline to be established.

As previously stated, the 6 T: BUC Camps Outcomes have been further broken down into 12 Project Level Indicators, and these – where possible – have been drawn on to create **Section 2 – Your Starting Position** – of the Project Evaluation Report, which all projects are required to complete, and which is specifically designed to help projects to capture their baseline or starting position.

As some of the Project Level Indicators relate to matters that can only be assessed at the end of the camp/project e.g. % (of young people) who had fun...or % feel that all phases of the camp experience were safe and that young people were supported to share and learn, the questions posed in **Section 2 – Your Starting Position** – of the Project Evaluation Report relate only to the Indicators that it is thought reasonable and desirable to assess and establish at the beginning of the project as a Baseline.

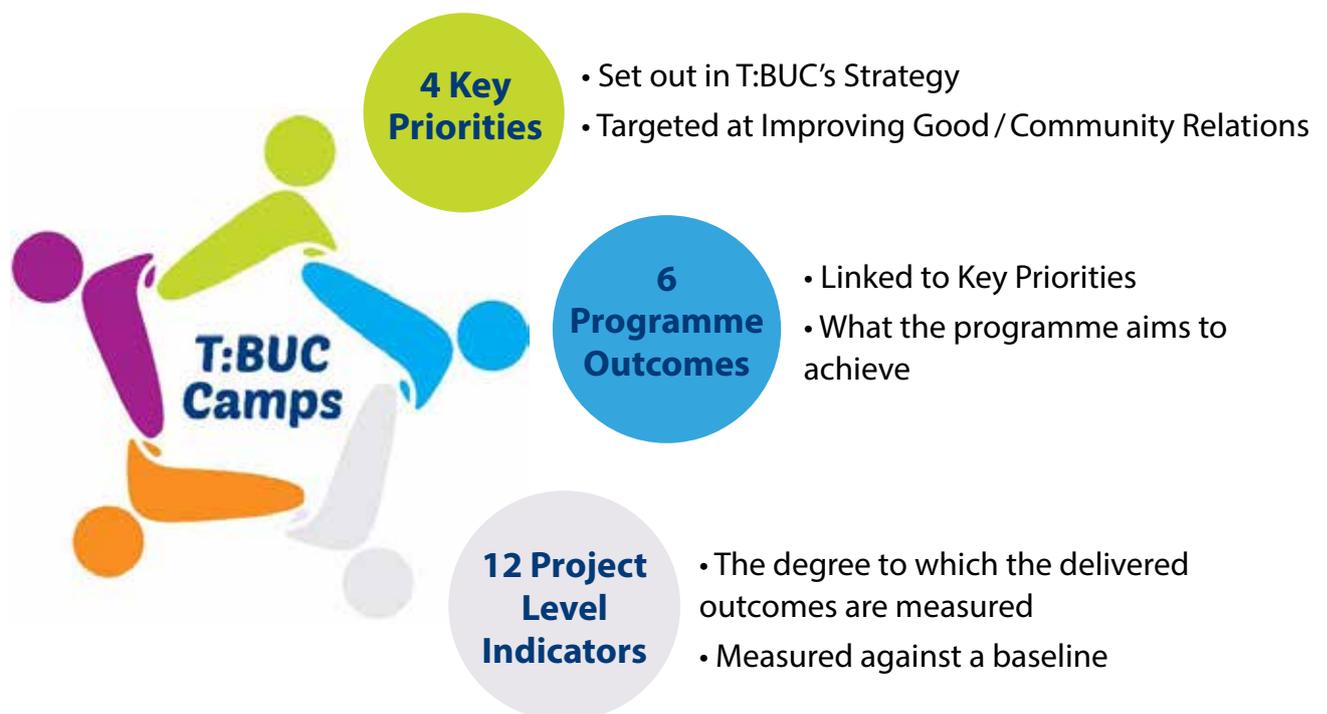


Table 3 – Section 2 – Your Starting Position
(exert from Project Evaluation Report)

Section 2 – Your Starting Position	
<p>In this section we want to know the <u>baseline</u> position of the young people i.e. <u>What is their starting point in relation to key Project (Good Relations) Indicators?</u></p> <p>Please refer to the T: BUC Camps Programme guidance document on how to establish and use a baseline to monitor, evaluate and report on progress against T: BUC Camps Programme Outcomes, which was issued with this form.</p> <p>As some of the Project Indicators are about how young people may experience and benefit from the camp project in its entirety, the baseline questions below relate only to the Indicators that it is reasonable and possible to assess at the pre camp phase.</p> <p>It is important that this information is captured at the pre camp stage of your project, as doing so will then enable the completion of Sections 3, 4 and 5 of the Project Evaluation Report later, or at the end of the project. A series of prompt questions and ideas are provided in the guidance paper to help/support you to capture this important baseline information.</p> <p>Please provide details on each of the following indicators. You must provide a percentage for each indicator and may include a supporting narrative if appropriate.</p>	
<ul style="list-style-type: none"> • No. of participants and % who of feel favourable towards people from other communities: <li style="padding-left: 20px;">i. Protestant, <li style="padding-left: 20px;">ii. Catholic, <li style="padding-left: 20px;">iii. Minority ethnic/ other communities 	
<ul style="list-style-type: none"> • No. of participants and % who currently have friends from a different religious tradition/background. 	
<ul style="list-style-type: none"> • No. of participants and % who currently take part in shared groups and/or activities with other young people from a different religious tradition/background. 	
<ul style="list-style-type: none"> • No. of participants and % feel they would like to be more involved in peace building activities with young people from other backgrounds. 	
<ul style="list-style-type: none"> • No. of participants and % feel able to talk openly with others about their sense of identity, culture and aspirations. 	
<ul style="list-style-type: none"> • No. of participants and % who are currently involved in peace building activities with young people from other backgrounds. 	
<ul style="list-style-type: none"> • No. of participants and % feel safe attending events, activities or facilities in areas associated with another culture or religious tradition. 	
<ul style="list-style-type: none"> • No. of participants and % think that the culture and traditions of <li style="padding-left: 20px;">i. Protestant community <li style="padding-left: 20px;">ii. Catholic community <li style="padding-left: 20px;">iii. minority ethnic/ other communities, add to the richness and diversity of NI. 	
<ul style="list-style-type: none"> • No. of participants and % who feel they have a good understanding of other cultural traditions and backgrounds. 	

Simply addressing and answering the questions posed in **Section 2** of the project evaluation report will enable a project to establish a baseline that will satisfy the programme and allow progress to be measured. The T: BUC Camps Programme Project Evaluation Report, Section 4: How well did you do it, and Section 5: Is anyone better off? – will then provide the structure to enable a project to report and describe progress made during/across and at the end of the camp project, in relation to the baseline recorded in Section 2.

How this survey with young people is conducted and facilitated is very much in the hands of the project and the leaders in charge, and a wide array of possible approaches and methodologies are available, from simple questionnaires or group discussions, through to creative and artistic work. The key is that the enquiry with young people around their starting point - their baseline - is managed in such a way as to maximize the participation and 'buy-in' of young people, to help them understand the purpose and intentions of the project and, ideally, to actively involve them in genuine creative design considerations around the shape of the project and how it develops.

In other words, the capturing of a baseline at the very beginning of the project should be approached in as planned, intentional and professional a manner as any other developmental youth work activity. Getting this right at the beginning is about establishing clear and strong foundations for the project and will reap benefits for all involved.

4. When should a Baseline be carried out

A baseline should be captured as early as possible in the life of the project - and no later than the Pre-Camp phase.

It shouldn't be a 'forced' exercise and will probably give you best results if it is carried out when the worker has built a rapport with the young people, and a degree of trust and mutual respect has been established.

5. How to carry out an effective Baseline exercise/activity

Adequate time should be set aside, in a safe environment, to enable participants to consider fully their thoughts, feelings or attitudes to each area of the baseline.

Whatever method or data collection tool you use to establish your baseline and demonstrate progress it should be as clear and straightforward as possible and applied consistently with all the young people taking part in your project.

Carrying out a baseline early helps you to be clear with the young people about the purpose and meaning of the project, how it's connected to and part of something bigger and creates the space for young people to identify their goals and aspirations.

Practical ideas and options

There is no set or prescribed way of capturing a baseline or starting point for a T: BUC Camp project, however, we believe the exemplar baseline that we have provided is appropriate for all projects.

Each project is encouraged to consider and select the approach and methodology that best fits their way of working, their 'style' and/or their intentions. You will know the young people you are working with best.

Below, in no particular order, are just some of the approaches that could be used. The key is to use an approach that both maximizes the engagement and enjoyment of young people and provides the relevant information in a form that can be used by the project and the over-all T: BUC Camps Programme.

- Baseline and follow-on questionnaires, using paper/handouts, flip chart or walls
- Focus/feedback or review groups – large numbers may be difficult and small numbers may require multiple groups
- Use of computer/ipad and/or social media based mechanisms – e.g. Survey Monkey or Quizdom
- Rickter Scale assessment tool, or similar mechanisms
- Graffiti walls or creative art based work - translated back to a measurement scale
- Video/TV, vox pop booths – e.g. capture attitudes, values and positions of young people within a piece of drama or a TV style documentary or journalistic piece
- Blob trees, postcards or other such image-based evaluation tools

Pre Camp

FAST FACTS

1. Pre-Camps must include a minimum of 10 hours face-to-face contact for all the young people involved
2. All Camps must operate on a cross community basis between the traditional PUL and CNR communities
3. Pre-Camps must include a demonstrable and meaningful good relations element
4. Participants must be in the 11-19 age range, or in suitable age bands within this age range
5. Consideration should be given to including participants from various social/ethnic/gender/disability backgrounds
6. As much as possible, young people should have real and meaningful opportunity to be involved in the design of the project/camps, as peer leaders and in the implementation and delivery phases

KEY PRINCIPLES

• RECRUIT AND ENGAGE

Recruit and engage young people/groups as early as possible in the process to ensure they are well informed, involved and able to actively prepare for all the phases of Camp. Match young people and groups carefully to give them the best chance to form and sustain relationships and benefit from the experience. Beware too wide an age gap and/or gender imbalances that may prove difficult to reconcile or work with. Well-matched young people with a readiness and willingness to engage with each other and work together will be conducive to the whole experience.

Consideration should be given to the inclusion of young people who aren't attached to youth groups or who are excluded from school and consideration should also be given to including participants from diverse and various backgrounds.

• BUILD AWARENESS AND GET 'BUY-IN'

Camps can be a vehicle to progressing existing relationships as well as developing new ones. Information and early engagement sessions for participants, and perhaps their families, may both build awareness and encourage participation. Single-identity diversity awareness work may be a worthwhile and helpful precursor to joint gatherings where the emphasis is on informal social engagement, fun and

perhaps joint programme design.

The good relations element in the Pre-Camp phase should demonstrate/model the good relations learning that will follow and should enable informed 'but-in', perhaps even semi-formal 'contracting', that ensure that everyone is clear about the purpose of the Camp(s), the processes and the learning intentions and expectations.

- **BUILD RELATIONSHIPS AND TRUST**

All phases of the Camps must provide a safe, inclusive and welcoming environment, with a clear emphasis on building and nurturing positive and trusting relationships. Activities, processes and in particular the skills and capabilities of youth workers and facilitators should be orientated towards this central purpose.

- **PARTICIPATION IN PROGRAMME DESIGN AND DELIVERY**

Camps should seek, from the outset, to provide maximum possible opportunity for young people to be involved in shaping, planning for and then delivery of the programme. Activities and processes should be age appropriate and as diverse, interesting and relevant as possible. Young people themselves are best placed to guide and direct consideration around these matters, and in doing so their learning is optimised.

Programme Considerations:

The focus and priorities of Pre-Camp are to:

- Recruit, engage and raise awareness
- Build relationships within the group and on a cross community basis
- Involve young people in programme design and building momentum

The activities and processes used must be age-appropriate and designed to support these priorities.

The activities and ideas that follow are merely a small selection chosen from the vast array of youth work and educational games and lessons that exist. In choosing which games and/or activities to use, projects are strongly advised to ensure that they are well-facilitated by experienced and skilled persons who are, first and foremost, able to use the activities as a vehicle for reflection, exploration and learning, and who are able, if necessary, to be flexible to change tack and/or deal with whatever issues may arise.

Furthermore, the activities and ideas presented can all be changed, adapted and developed to better suit the particularities of the group. Language, presentation/style and methodology should always be suitable for the group and the context, in order to be accessible and relevant and to best support group learning.

Why Go?

Theme: Breaking Down Barriers

Overview: This activity invites the group to describe the benefits of a camp experience and their hopes and ideas about what it could involve, both in practical activity terms and in learning terms.

Learning outcomes:

The young people will develop their communication skills as they offer their opinions and listen to other people's suggestions.

They will develop a sense of ownership and feel that they have a role to play in the design and delivery of the programme.

Duration: 20-30 minutes

Materials: Flipchart & markers

Instructions:

Divide the group into smaller groups and write the words 'Why Go?' in the centre, and ask small groups to come up with as many words/reasons as possible.

Discuss each of these in turn whilst keeping in mind practical realities and a realistic perspective.

Once all the ideas have been generated, written up and discussed, the material is there to identify common/agreed aims and begin shaping, planning and initial organisation.

Debrief and evaluation:

What was difficult/easy about doing this exercise? Why?

What feelings did I experience doing this activity?

Tips: The challenge for the group worker is to balance the raising of interest, ideas and ambition, alongside keeping a hold on what's possible and realistic.

Further Suggestions:

The more creativity involved the better. Use paper, coloured pens, paint, magazines or explore the idea outdoors in a forest or park setting.

The alphabet cluster works well by asking the young people to vote with their feet as they answer the question.

Resources: Handout 1

Why Go?

Who Are We?

Theme: Identity

Overview: A creative activity that invites the young people to visualise aspects of their identity, share them with others and get to know more about other members of their group.

Learning outcomes:

The young people will develop a better awareness of each other through being creative.

They will reflect on their understanding of their own identity and decide what's important to them.

They will learn about how much more they have in common with each other and learn to accept other people's differences and experiences.

Duration: 30 minutes

Materials: Paper, markers, creative art materials, identity sheets.
(shield, jigsaw, kite, bunting, tessellations)

Instructions:

The Identity Shield Activity can be completed on individual basis. Each person should be given an A4 size life shield. On the numbered sections of the shield young people need to write/draw:

1. How you see yourself
2. How others see you
3. How you see your future
4. Your hope and fears
5. Design a logo that represents you
6. Write a motto that sums up your life

In pairs, each partner could briefly describe their own shield to the other.

Debrief and evaluation:

What was difficult/easy about doing this exercise?

Why?

What feelings did I experience doing this activity?

Tips: Encourage the young people to be creative. Kites, flags, buntings, identity shield, jigsaw and different patterns or tessellations are great visual ways for young people to reflect and present on their identity as well as create an art piece for the group.

You can use paper, card, fabric or any other materials which you have access to as the core piece.

Further Suggestions:

The JIGSAW Activity is a great opportunity to allow young people to work creatively individually before bringing their individual pieces of the jigsaw together to complete a collective piece. Encourage young people to think about different aspects that make up their identity including the following:

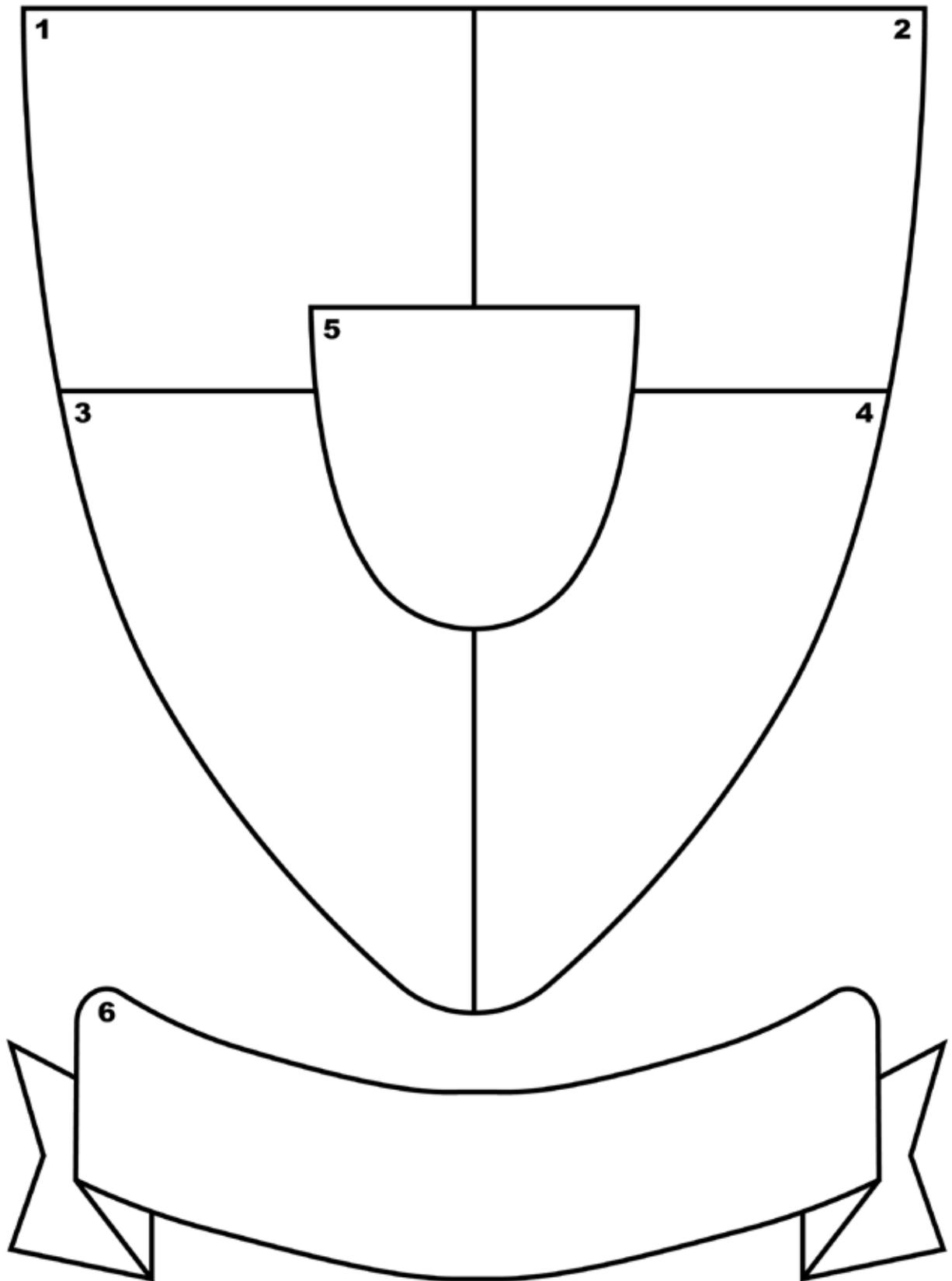
- Interests
- Hobbies
- Traditions
- Culture
- Family
- Friends
- Community

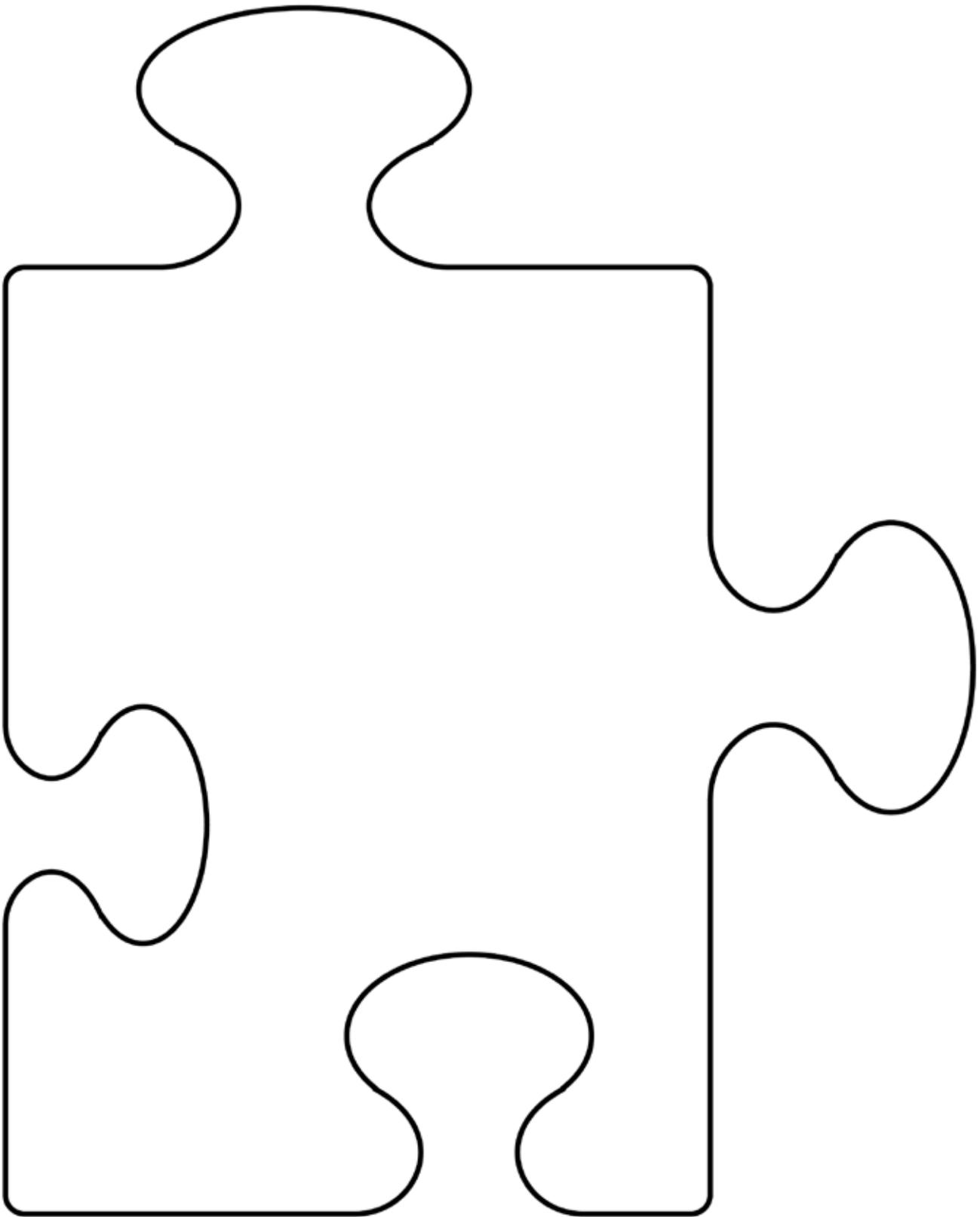
Each young person can present their piece to the group and connect them to the other group member's jigsaw pieces. Ensure all your pieces go together before young people complete them. Number the pieces of jigsaw to help you build them together again.

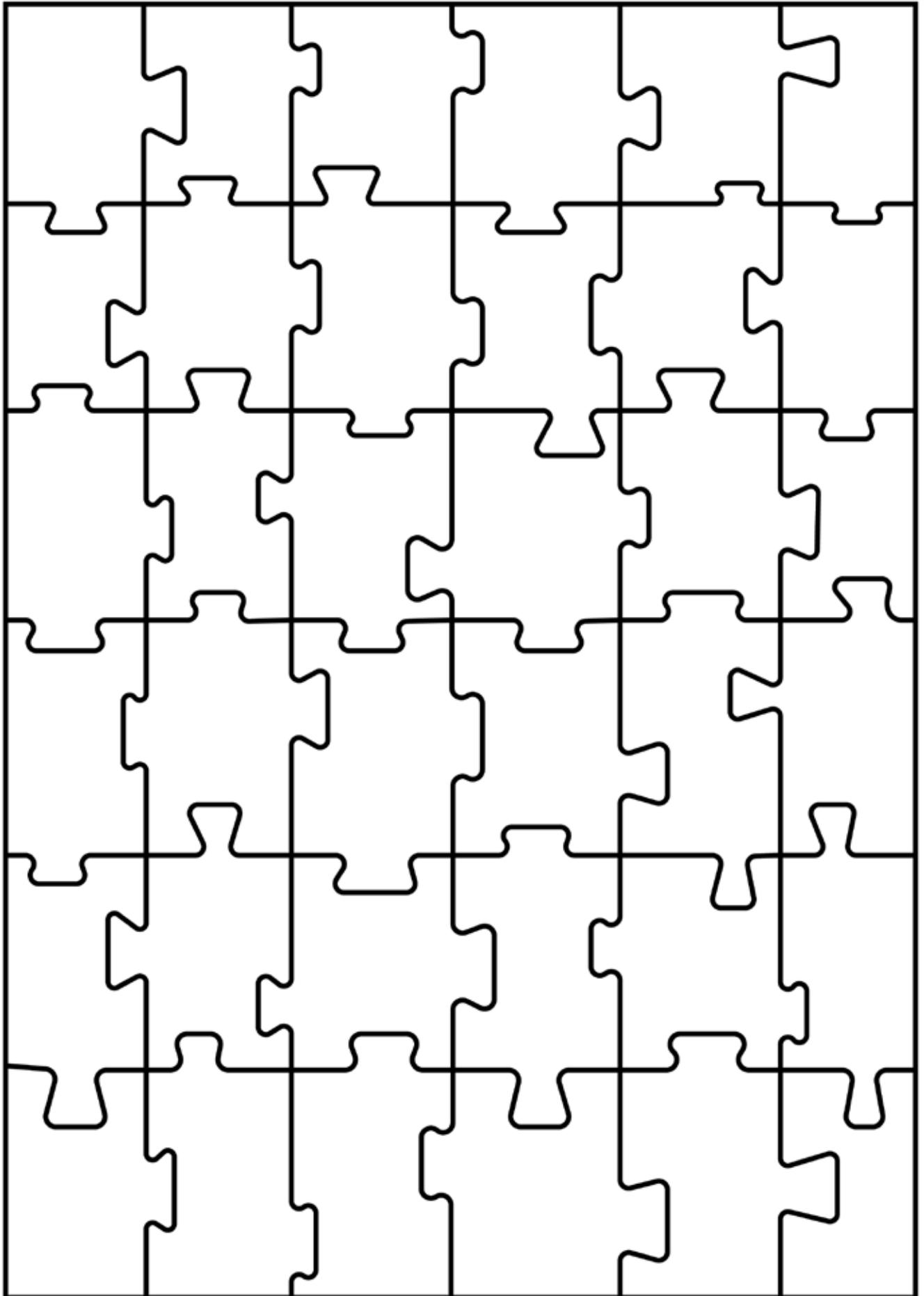
As a facilitator it will be your role to reflect on the overall collective art piece, its creativity and how all the individual pieces together make one very positive reflection of everyone's identity. You can draw out similarities between members and any other observations of note

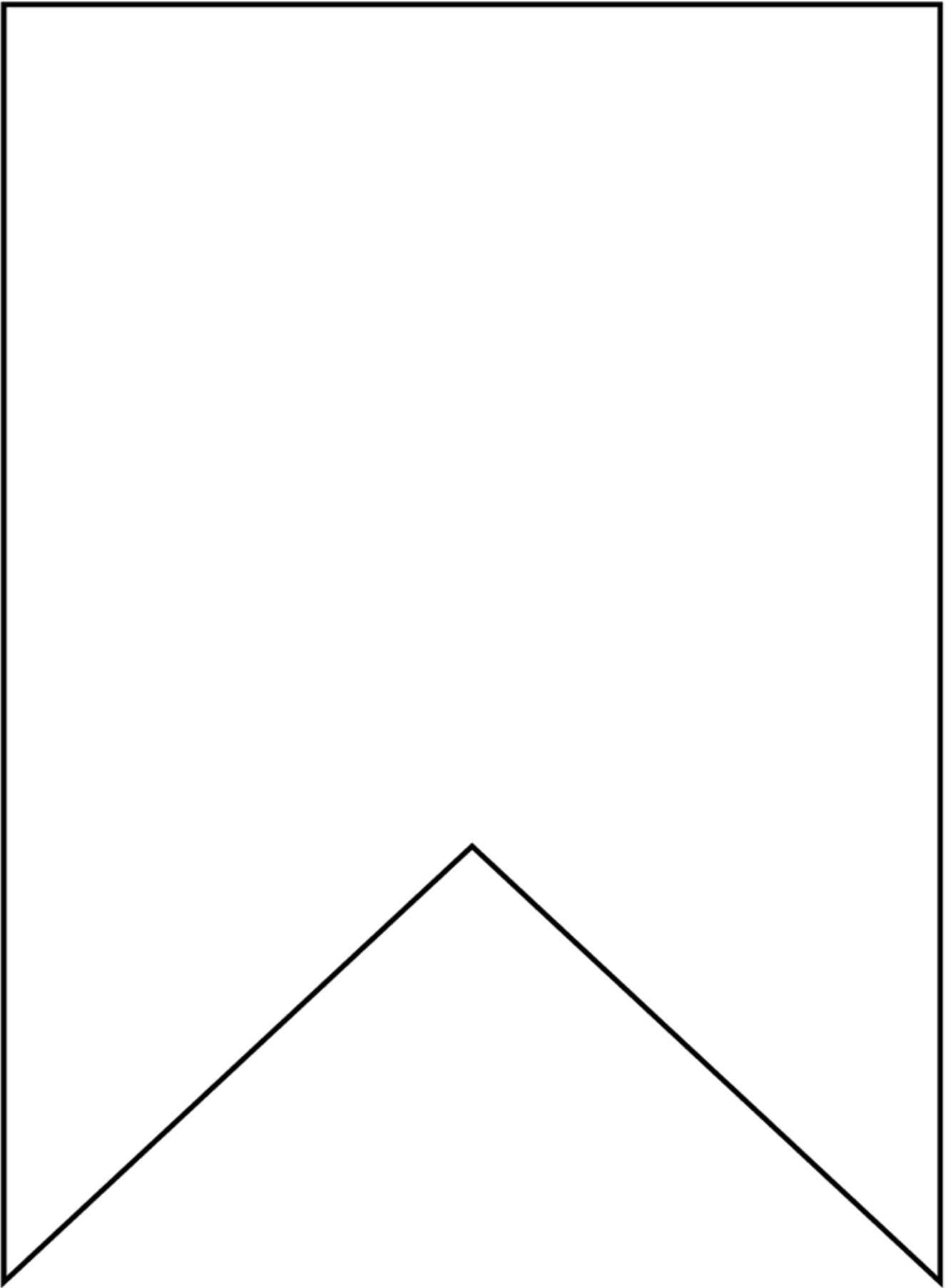
Resources: Handout 2 – 6

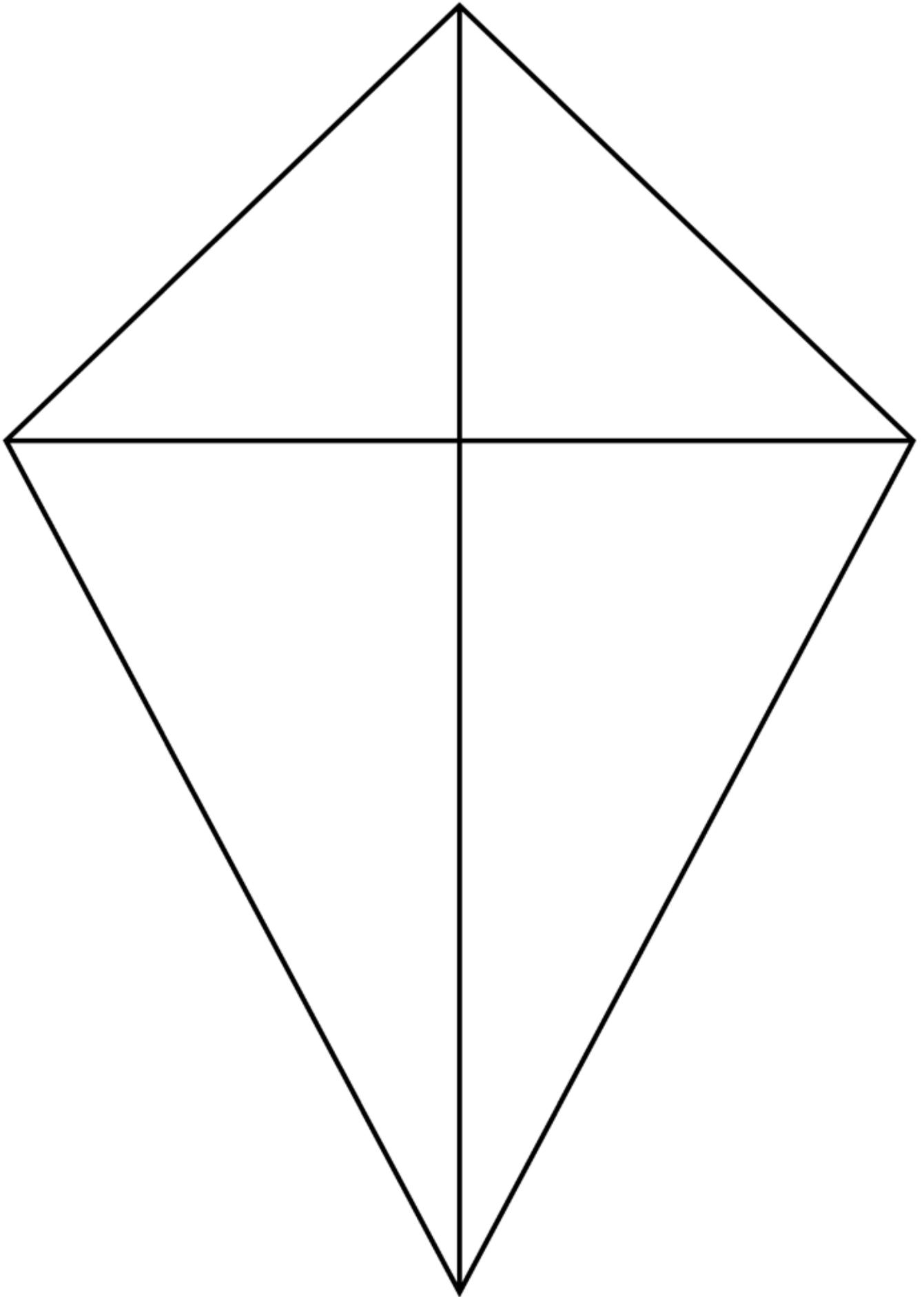
Who Are We?











Team Crest

Theme: Identity

Overview: A creative activity that invites the young people to visualise aspects of their identity and combine them into one motif illustrating aspects of everyone in their group.

Learning outcomes:

The young people will learn that symbols mean different things to different people.

They will develop a better awareness of each other through being creative.

They will understand the need for collaboration and compromise as they negotiate which symbols to include, representing the whole team.

Duration: 30 minutes

Materials: Paper, markers, colour printer and PC (if searching online), magazines, newspapers.

Instructions:

Invite the group to come up with a team name, design a crest and explore their sense of identity and be inclusive of everyone.

Who are we, and what makes us special/different?

Debrief and evaluation:

What was difficult/easy about doing this exercise? Why?

What feelings did I experience doing this activity?

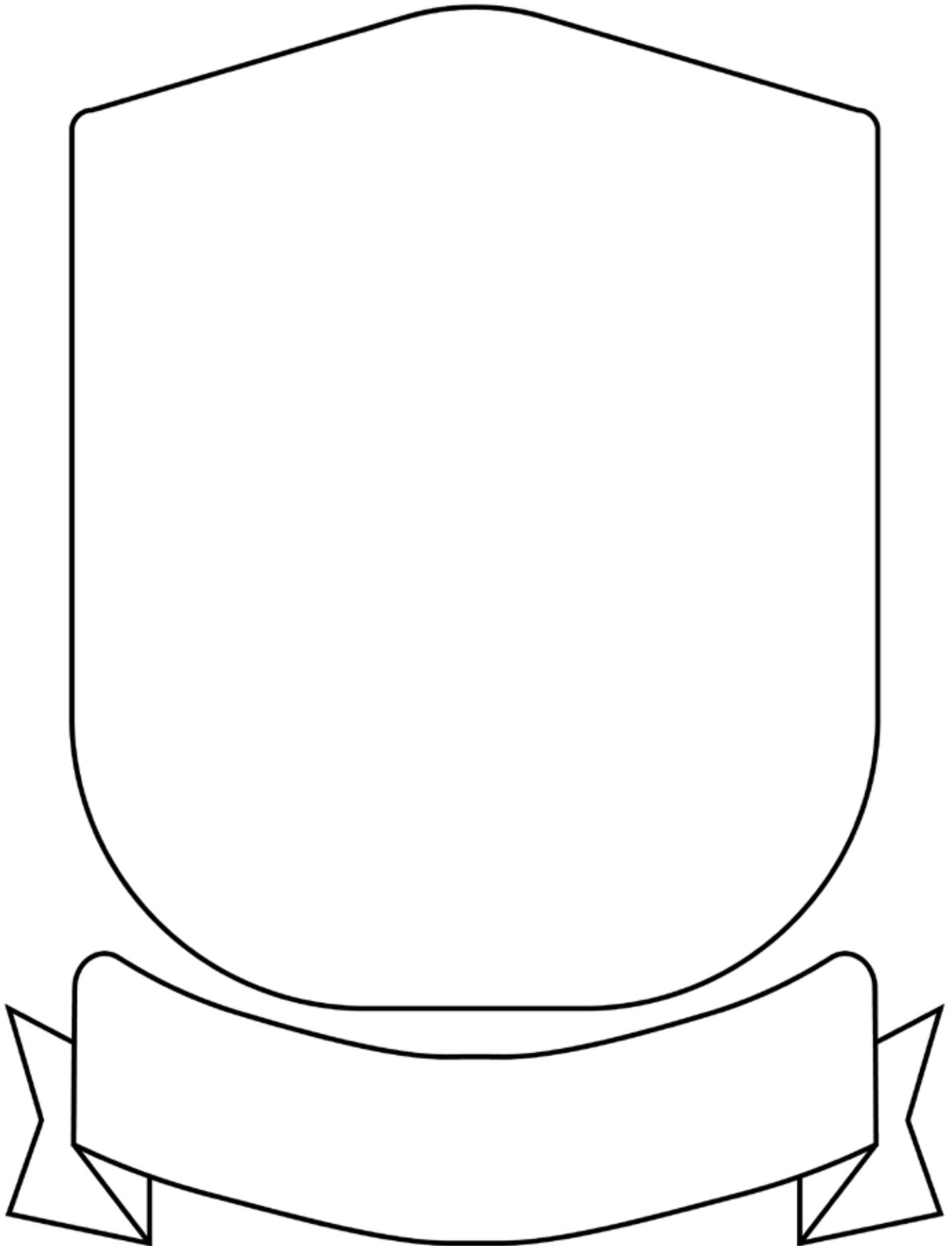
Tips: Have a collection of symbols or pictures of them to inspire the young people's art work. This can work well as an individual exercise or as a single identity exercise in preparation for the contact sessions.

Further Suggestions:

The more creativity involved the better. If you are near the beach, try this as an art attack using only the items found on the beach to make the crest.

Resources: Handout 7

Team Crest



Magic Carpet

Theme: Team building & problem solving

Overview: A practical activity that invites the young people to work together to solve a problem. The aim is to get everyone onto the other side of without anyone stepping off the mat.

Learning outcomes:

The young people will develop a team work skills

They will learn how to think laterally and devise various ways to complete the task

They will understand the need for co-operation, leadership and active listening.

Duration: 30 minutes

Materials: Three or four different size carpets or mats to share between the whole group.

Instructions:

Divide the group into smaller groups and give each group a piece of carpet or mat.

Group members stand on each mat.

Ask them to get everyone onto the other side of the mat without anyone stepping off the mat on to the floor.

This works well as a competitive game between two or more teams.

Debrief and evaluation:

What was difficult/easy about doing this exercise? Why?

What feelings did I experience doing this activity?

What did I learn?

Tips: The facilitator needs to remain vigilant and make sure that they are in a good position to spot people throughout and keep people safe.

How the teams are selected is obviously an important issue to be aware of as there has to be physical contact (size, gender, age).

This activity produces great photographs for evidence and generates high levels of fun and laughter.

Further Suggestions:

The smaller the surface area the more creative the group has to become. Start with the largest mat with fewer numbers and increase the number in the group or reduce the size of the mat.

What's In A Name?

Theme: Relationship Building

Overview: This activity is about gently exploring identity and difference and simply encouraging sharing and curiosity.

Learning outcomes:

They will develop increased confidence as they speak in front of the rest of the group.

The young people will learn more about each other and whether they have effective communication skills.

They will understand how difficult it can be for some people to talk about themselves.

Duration: 20 – 30 minutes

Materials: Circle of chairs

Instructions:

Organise the group into a seated circle and lead by introducing your name and explaining the origins of it using the questions below.

- What does it mean?
- Why were they called it?
- Where is it from?
- What do they like or dislike about it?
- Do they have a nickname?
- Do they have a middle name?

Further questions could be asked that include:

- Where were you born?
- Where do you live and what's it like?
- What's your school like...how are our schools similar and how are they different?
- Do you go to church...is it important to you and what do you like about it?
- What are your favourite sports and why?

Debrief and evaluation:

What was difficult/easy about doing this exercise? Why?

What feelings did I experience doing this activity?

What did I learn?

Tips: Digitally record the young people's comments for use in presentations.

Support nervous participants or offer them the chance to draw or write their name on a sticker.

If you know the young people's names in advance, you can complete some research of their origins.

Further Suggestions:

Alternatively the young people can chat with the person beside them about their name and how they got it. Then you could ask the pairs to sit with another pair and share the same information with them. Continue to double the groups until you return to one large group.

Resources: Handout 8

What's In A Name

**Do you have a
nickname or
middle name?**

**Why were
you called it?**

**What do you
like / dislike
about it?**

**What does
your name
mean?**

Additional Questions:

Where were you born?

Where do you live and what's it like?

What's your school like...how are our schools similar and how are they different?

Do you go to church...is it important to you and what do you like about it?

What are your favourite sports and why?

Balloon Quiz

Theme: Relationship building

Overview: This activity is about getting to know each other in an energetic way.

Learning outcomes:

The young people will increase their knowledge of each other.

They will learn how to speak out in groups and see the value of sharing information about themselves.

They will understand that relationships deepen layer by layer as people open up to each other.

Duration: 30 minutes

Materials: Large room free from furniture, Balloons, string, scissors, cut up questions, markers and flip chart.

Instructions:

Have the questions already cut up and inserted inside each balloon.

Give each person one balloon to blow up and secure.

Give each person string to tie the balloon to their ankle.

Invite the group to burst other people's balloons while safeguarding their own.

The group must freeze when a balloon bursts to allow its owner to read out the question.

That person answers first followed by as other people in the group.

Debrief and evaluation:

What was difficult/easy about doing this exercise? Why?

What feelings did I experience doing this activity?

What did I learn?

Tips: This will generate competitive fun and laughter. Warn them not to use violence or put anyone in danger.

Ensure all young people are happy to participate and there are no sensory issues or fears.

Make sure everyone gets a chance to speak and have their voice heard.

Allocate a colleague to record the responses on paper or digitally.

Further Suggestions:

If the group have additional needs have the balloons blew up with string attached before the group arrive.

Add additional questions that are relevant to the particular group's location or interest.

These questions can be used in a carousel activity with two circles, one facing in and one facing out. Ask the young people to find out 3 interesting facts about the person opposite them. Then move one circle by asking them to move three seats to their right or left and so on.

Resources: Handout 9

Balloon Quiz

1. What street do you live in and how many live in the house with you?
2. What are you missing to be here today?
3. What is your favourite colour and why?
4. Give 3 words to describe yourself?
5. How many people in this room did you know before today?
6. Who would you most like to meet and why?
7. What do you expect to get out of being on this programme?
8. Who inspires you?
9. What is your favourite film of all time?
10. How far did you travel to be here today?
11. What music would you turn on first on your phone?
12. What would you like to be remembered for?
13. What has been an embarrassing moment for you?
14. What could go wrong, that would ruin this programme for you?
15. Do you play any sports? If so what?
16. What do you think is gross?
17. If you were an animal, what would you be and why?
18. What do you love to eat when you go out for a meal?
19. If you had a magic wand what would you change about anything?
20. What really winds you up?
21. What do you love to watch on the TV?
22. What could you not do without?
23. What do you want to work at when you are older?
24. If you could pass on one piece of advice, what would it be?
25. What are you looking forward to during this programme?

Alphabet Game

Theme: Relationship Building

Overview: This activity is about exploring differences and similarities as well as encouraging sharing information about each other in an energetic way.

Learning outcomes:

The young people will learn interesting facts about each other

They will understand that it is possible to share similar characteristics while at the same be very different

Duration: 20 – 30 minutes

Materials: Laminated alphabet letters, list of questions, markers & flipchart.

Instructions:

Lay the 26 laminated letters of the alphabet over the floor of the room

Explain that each person will go to and stand by the letter, which starts the word that answers the question asked.

Call out a question from the list in the handout and wait for the participants to vote with their feet.

Once there, they can introduce themselves to anyone else standing on the same letter, or standing at a letter close by, and share the answers with each other

Get feedback from the group ensuring a colleague records the answers.

Debrief and evaluation:

What was difficult/easy about doing this exercise? Why?

What feelings did I experience doing this activity?

What did I learn?

Tips: How this is facilitated is important so that everyone feels safe to talk

Try to include some questions/statements that will begin to bring out some of the diversity within the group and that will encourage reflection and learning from each other.

Further Suggestions:

Add additional questions that are relevant to the particular group's location or interests.

Resources: Handout 10 + Alphabet Print-outs

Alphabet Game

What is your name and what do you know about how you got it? (Has any special meaning or significance)

What is your favourite food?

What is your favourite music?

Where is your favourite place?

Who is your favourite person?

What's the best book you've ever read?

What's the best film you've ever watched?

What's the best concert/sports match/event you've ever been to?

Where would your ideal holiday destination be?

What school did/do you go to and what is your favourite thing about school?

What is your favourite thing about your community or where you live?

Who do you admire or look up to – a 'hero' or role model – and why?

What's the best thing about Northern Ireland?

What's the worst thing about Northern Ireland?

What is culture? (How would you know if you were blindfolded and dropped into a foreign country? smells, weather, music, food, dance, language, architecture, fashion)

What is cultural heritage in general?

What is the cultural heritage here in Northern Ireland?

Which cultural practice is most important to Unionists?

Which cultural practice is most important to Nationalists?

What cultural practices cause offense to others?

How do you avoid being offended?

Is there anything you don't understand about the PUL culture or religion?

Is there anything you don't understand about the CNR culture or religion?

Is there anything you don't understand about BME culture or religion?



















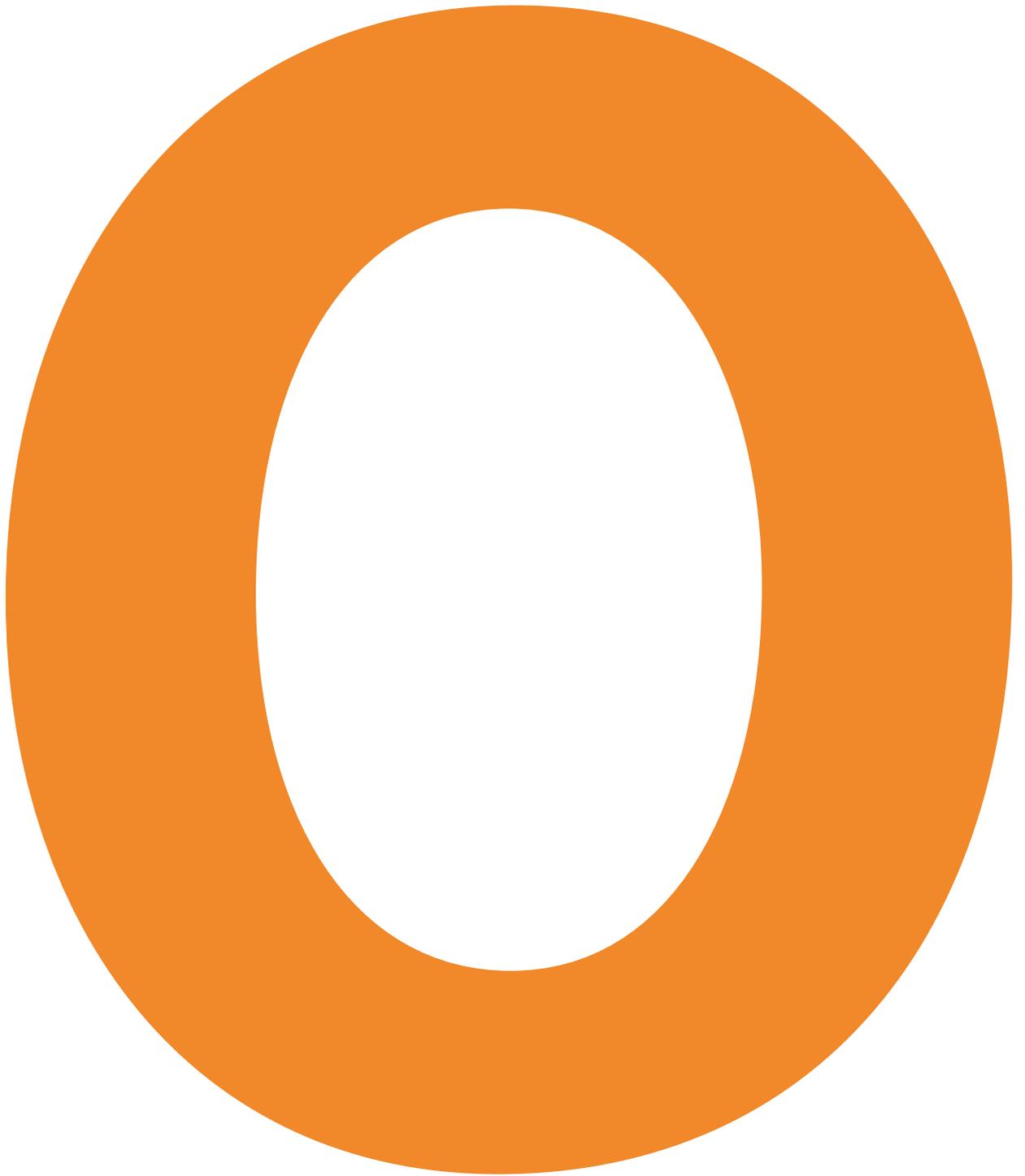


































All Change

Theme: Breaking down barriers

Overview: This activity is about exploring differences and similarities as well as encouraging sharing information about each other in an active way.

Learning outcomes:

The young people will learn interesting facts about each other

They will understand that it is possible to share similar characteristics, whilst at the same be very different.

Duration: 20 – 30 minutes

Materials: Circle of chairs (one less than the total number in the group)

Instructions:

The whole group sits in a circle with one person standing in the middle.

The person in the middle tries to think of **something, which is part of their identity** (e.g. is from County Antrim) and says “All Change if you are from County Antrim”.

All those who fit this description change seats quickly. The person who asked the question tries to claim a seat.

Participants cannot swap seats with someone sitting next to them, or return to their own seat.

The last person standing then has to introduce something that is part of his or her own identity (something that is true for them).

Debrief and evaluation:

What was difficult/easy about doing this exercise? Why?

What feelings did I experience doing this activity?

What did I learn?

Tips: As with all/any activities that involve physical movement, care should be taken and the particular needs of young people with physical or other disabilities should be carefully considered.

Ensure young people know not to single out other young people and the goal is to try and get as many people moving as possible.

Ensure there are no sharp corners of tables or furniture that could cause injury to participants racing for the chairs.

Leaders may probe when the group are seated to find out a little more detail or

why the group love/hate something, depending on the stage of development of the group.

Further Suggestions:

Add additional questions that are relevant to the particular group's location or interest.

Resources: Questions below

All Change Idea Questions

All change if who hate getting up in the morning.

All change if you hate school.

All change if you have more than one sibling.

All change if you were born outside Northern Ireland.

All change if you know what you want to work at when you get older.

All change if you can speak French/Spanish/Irish/Ulster Scots.

All change if you like soccer/ gaelic/ rugby/ netball /basketball /ice-hockey/ mountain biking/ boxing...

All change if you can play a musical instrument.

All change if you are in a band.

All change if you have been on holiday to Donegal.

All change if you have been on holiday to Portrush.

All change if you have a British passport.

All change if you have a Irish passport.

All change if you go to church/don't go to church.

All change if you celebrate 12th July.

All change if you celebrate St Patricks Day.

All change if you don't like politics.

All change if you love Northern Ireland.

All change if you hate Northern Ireland.

All Change

Theme: Identity

Overview: Human Bingo (also known as the Autograph Game or Did You Know? Bingo) is an icebreaker that helps people learn interesting facts about each other. People walk around the room and mingle until they find people that match the facts listed on a bingo-style sheet.

Learning outcomes:

Young people get to know each other better as they learn more information about others in a fun, interactive way.

Learn that it is possible to share similar characteristics as well as differences.

Duration: 15 – 20 minutes

Materials: Bingo sheets, pens

Instructions:

Pass out a sheet to each person, along with a pen. Explain the objective of the game and the following rules: (1) each person you talk to may only sign your sheet once, and (2) to win, you must get signatures to form 5 in a row horizontally, vertically, or diagonally. Say “Go!” and ask your participants to begin.

Once someone shouts “Bingo!” everyone returns to their seats and the person must introduce the people who signed his or her sheet. If desired, you can ask each person to explain their fact. This icebreaker game is fun way to get to know humorous or unique facts about people.

Debrief and evaluation:

What was difficult/easy about doing this exercise? Why?

What feelings did I experience doing this activity?

What did I learn?

Tips: The recommended group size is: large or extra-large. The game works best with a group of about 20-25 people. It can be played indoors or outdoors

With a large group, you may ask them to try and get a full house!

Have small prizes ready as incentives for the group.

Further Suggestions:

The bingo sheets can be edited with different facts that are relevant to the group’s location or interests.

Resources: Handout 11

HUMAN BINGO

Has an Irish Passport	Has been to Belfast Giants Match	Has been to Spain	Plays an instrument	Has Blue Eyes
Loves Chocolate	Plays FIFA	Has been to the Cinema this month	Has been to a concert	Can Bake
Can speak another language	Plays Gaelic Sports	Was born in another country	Has met a Celebrity	Loves Shopping
Goes to an integrated school	Is in a Band	Has never been on a TBUC project before	Goes to Church	Has a British Passport
Has Brown Eyes	Celebrates St. Patricks Day	Is wearing Blue	Has a Pet	Celebrates the 12 th of July

Group Contract

Theme: Relationship Building

Overview: This activity involves working with a group to agree a set of guidelines, a 'contract' or an agreement about hopes, fear and expectations and can be a good way to explore important themes, establish a safe environment and way of being together that allows everyone to be clear and feel safe.

Learning outcomes:

The young people will develop an awareness of expectations of the leaders and the level of participation involved.

They will learn the limits to certain behaviours that may disrupt the effectiveness of the sessions.

They will understand the need to negotiate and the value of compromise and consensus decision making.

Duration: 30 minutes

Materials: Flip chart & markers, alphabet, camera, post-it notes, arts materials.

Instructions:

The basic process is:

Gather ideas from the group about 'ground rules'/ways of being together that will enable everyone to participate, learn and enjoy the experience. These can be prepared using

- 'Post-it' notes
- flipchart
- artistic means

The words and ideas are collated, by the facilitator

Check for understanding: check that there is a shared understanding within the group as to what the suggested words, ideas and statements mean or look like in action

Check for agreement: using a 'negative poll', ask the group, "Is there anyone here who can't agree with anything that is written in the contract?"

The contract can be then be displayed and used throughout the session and referred back to if/when appropriate.

It's important to remember and regularly remind the group, that what is drawn

up is a 'starting point' and that as a group works and stays together over time the 'contract'/agreement should be revisited and developed as necessary.

Its purpose is to support and enhance the way the group works together and enable the group to explore and learn in a safe and conducive atmosphere.

Debrief and evaluation:

What was difficult/easy about doing this exercise? Why?

What feelings did I experience doing this activity?

What did I learn?

Tips: It is important to make sure that whatever is agreed is clear (free of jargon), uncomplicated and makes sense to everyone.

The 'negative poll' allows people to answer for themselves, and gives permission to say, "No" and raise a question at this early stage, rather than it becoming an issue later on

It is key that activities and processes are age appropriate and well facilitated.

The priority and focus of this stage is:

- the development of relationships
- the 'buy-in' and trust
- the involvement of young people in:
 - the design,
 - planning
 - development of the camps.

Ensure the contract is on display for all further sessions so you can refer to the young people's agreement and commitment.

Further Suggestions:

Be as creative as possible. Ask the artists to draw scrolls or use the alphabet cluster to ask key questions. Invite participants to draw, make a human sculpture or enact a role play to illustrate when things could go wrong.

Ask the young people to sign the agreement so they feel more ownership and commitment to it.

Resources: Handout 12

Group Contract

How will you ensure mobile phone use does not disrupt the sessions?

Do you expect participants to be on time?

What are the non-negotiable rules of the centre or organisation (drugs / alcohol)

If going on residential what is an acceptable bed time?

Should it be enjoyable, educational, safe?

How will people's privacy and property be safeguarded?

How should equipment, staff or centres be treated?

What kind of language is acceptable?

When is it okay for participants to be excused from taking part in activities?

What if someone gets hurt, breaks something, or loses their property?

What limits are there to confidentiality?

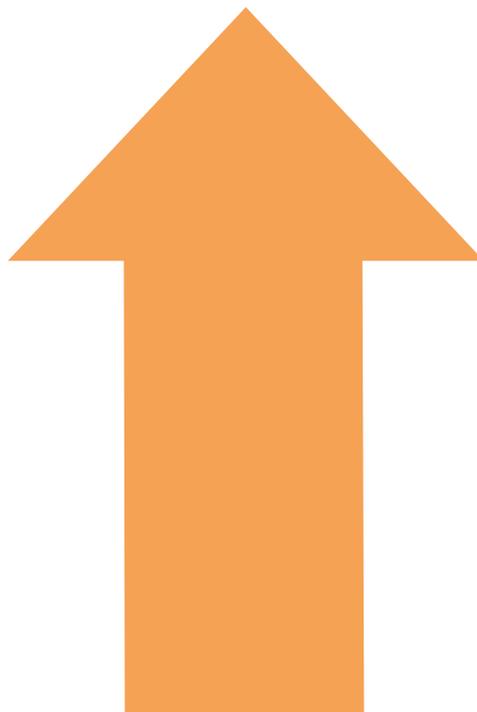
What is the purpose of this programme?

How can you reduce the possibility of people being offended?

How can you help participants understand each other?

If conflict occurs, how will you resolve it?

Ensure you cover child protection and confidentiality, as per your own policies.



50 / 50 Game

Theme: Identity

Overview: The goal of the game is to initiate conversations across the group and for participants to discover things they have in common that might not be obvious otherwise.

Learning outcomes:

Young people will improve their listening and decision making skills.

The will learn more about each other in the group and how to engage in discussions together.

Duration: 20 – 30 minutes

Materials: List of choices, pen and paper to record

Instructions:

Ask the group to stand in a row in the middle of the room and explain that you will call out two options of a topic/subject and they must move to a new row either to the left or right depending on the choice they make. They can interpret the words any way they want; there will be no explanation or clarification.

Debrief and evaluation:

What was difficult/easy about doing this exercise? Why?

What feelings did I experience doing this activity?

What did I learn?

Tips: The choices can be edited to suit your group and their needs and interests and can range from the fun and silly to the controversial and thought provoking

This is a good icebreaker for large or small groups and is most effective in 10 to 40 minutes sessions. This highly adaptable activity can easily be made age appropriate for young children, teenagers and even adults. Small groups could use this activity in more of a debate style, while bigger groups might call out reasons for choosing one or the other.

Further Suggestions:

You may ask groups to justify their choice. Ask the two divided groups to persuade for others to join their group. The leader can facilitate a debate between the both to see if anyone wants to move places. This works particularly well when the groups are evenly divided.

Version 2:

You can also create an imaginary bus by laying two ropes on the ground and in a parallel formation. The ropes should be about 10 –15 feet apart. Ask the group to stand between the ropes and face you. As the facilitator, you will be the bus driver for this task and standing at the front of the bus facing the group (your passengers).

Word pairs are read out by the bus driver and as the driver reads them, points to one side and the other. The passengers get off the bus on the side they most associate with at that time. For example; the bus driver says, “talk” (pointing to the left side) and “listen” (points to the right side). Group members walk to the side of the bus (rope) they associate with or even a statement they agree on.

Pause and allow the two groups to see who chose what. This is a perfect time to discuss the choices with the team.

Then the bus driver says “Back on the bus!” and everyone steps back on – standing in between the ropes again.

The next word pair is given and the passengers make their selections. The process is repeated several times.

Resources: Handout 13–14

50 / 50 Game

Celtic

Northern Ireland

Green

Android

Liverpool

Crisps

Brown Sauce

Soccer

Tricolour

Black

Tea

School

Track

Tattoo

North

Cat

Pizza

Trump

Parade

Derry

Chips

Pen

Irish

Read

Rangers

Republic of Ireland

Blue

iPhone

Manchester United

Chocolate

Red Sauce

Gaelic

Union Flag

White

Coffee

Work

Field

Piercing

South

Dog

Chinese

Obama

Festival

Londonderry

Wedges

Pencil

English

TV

Capturing The Evidence

Option 1	Number	Option 1	Number	Comments

WHAT DO YOU SEE?

Theme: Perceptions

Overview: The aim of this activity is to encourage young people to see that there can be a variety of ways of looking at something and even when we look at things a second time we mightn't judge things correctly or see what everyone else can see.

Learning outcomes:

The young people will be more aware that perceptions can be formed in a number of ways and be influenced for many different reasons.

They will think more about how they receive information and how they interpret it.

Duration: 30 minutes

Materials: Perception pictures, PowerPoint, Laptop and Projector

Instructions:

Using PowerPoint show young people each of the perception pictures one at a time. With each one ask them to write down or call out what they see i.e. what does this picture look like to you? Make sure you make enough time to hear all the ideas that have been written down or called out.

Debrief and evaluation:

Why were their differences in what people saw?

How can two people look at the same picture and see different things?

Who was right/was everyone right? (recognise personal perceptions are ok)

What things might influence the way we see things /did we see things in another light when we listened to others speaking?

How is this useful/how does it relate to Northern Ireland?

Tips: Facilitators should highlight the importance of listening to how others see things in order to try to understand their opinions

If you do not have access to PowerPoint print pictures off and place around room and let young people move freely around room to see all pictures and then discuss in a larger group.

You can add to these perceptions pictures as needed.

Further Suggestions:

This activity can be developed to include not just perception pictures but sentences.

See example below:

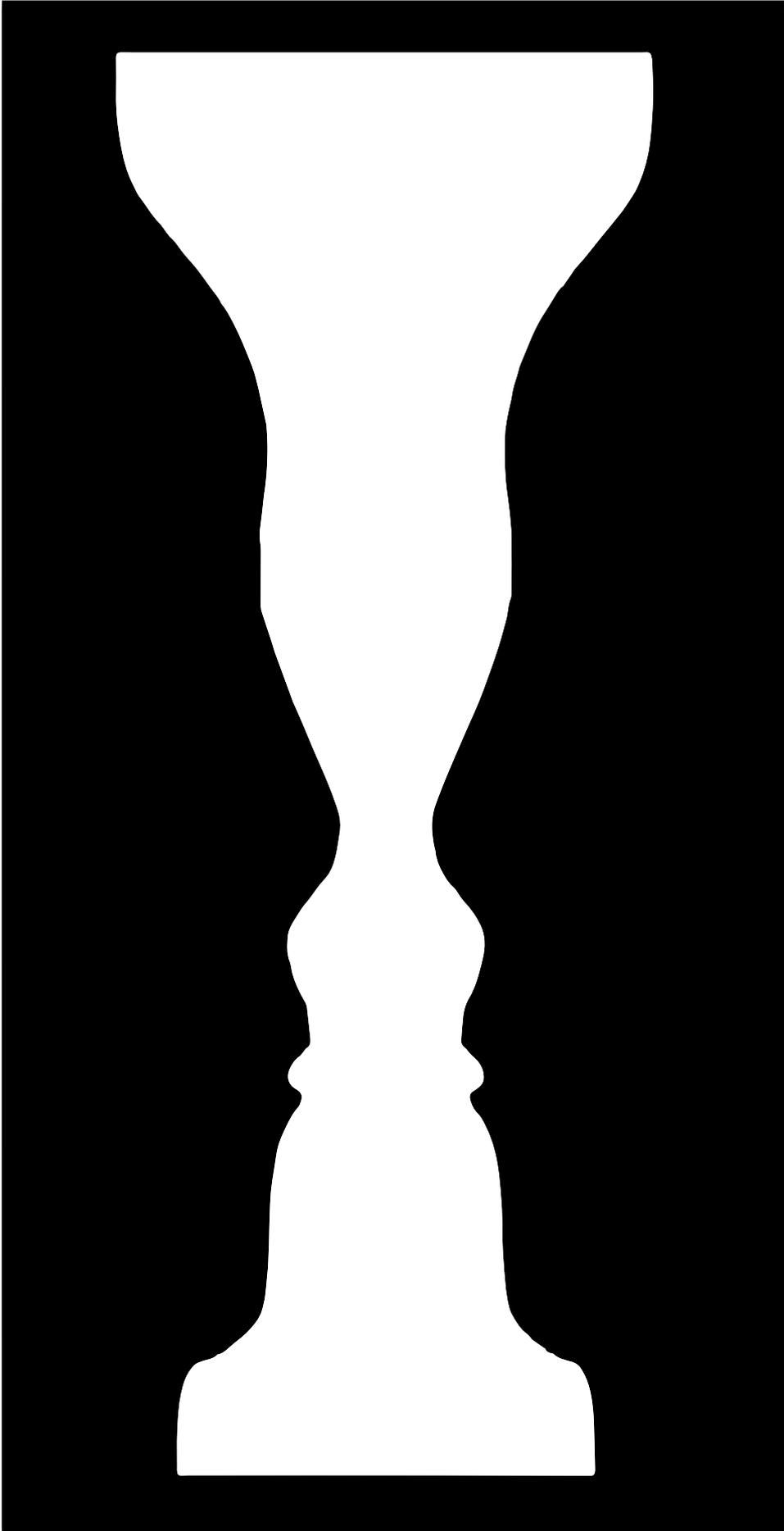
The following sentence written on a large page or on a PowerPoint slide:

FINISHED FILES ARE THE RESULT OF YEARS OF SCIENTIFIC STUDY COMBINED WITH THE EXPERIENCE OF YEARS.

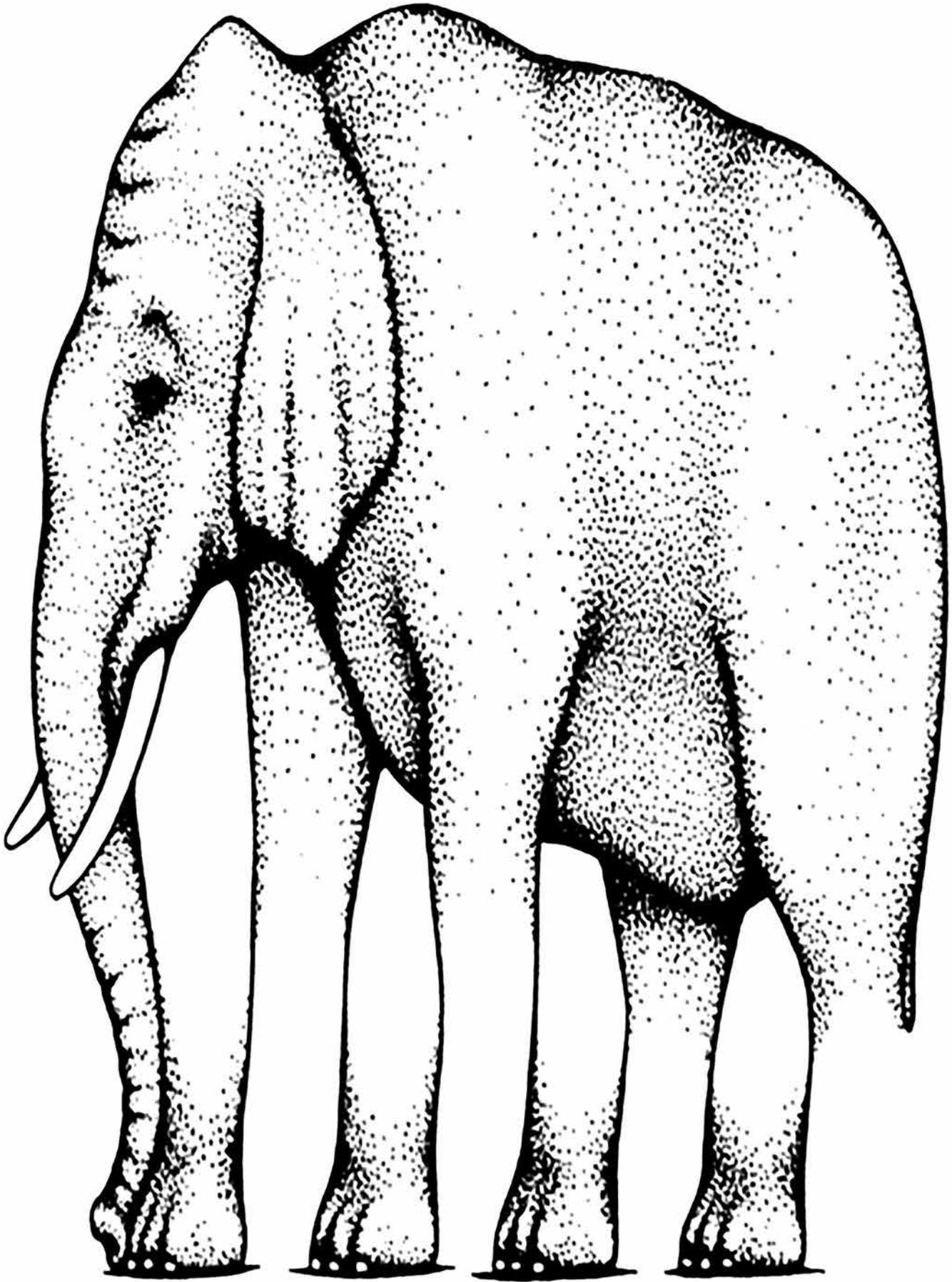
Show the sentence for 10/15 seconds and ask the group to count the f's they see, move to a number in the room, 3,4,5,6, more than 6 etc. Then show the slide again for the same time and ask them to move if their answer has changed. There are 6 f's, though the brain tends not to see the f in "of".

In debrief ask the young people if sometimes we see things in a certain way and even on reflection if we don't always get the right answer. Also discuss if they felt influenced to follow the majority and stand at a certain number.

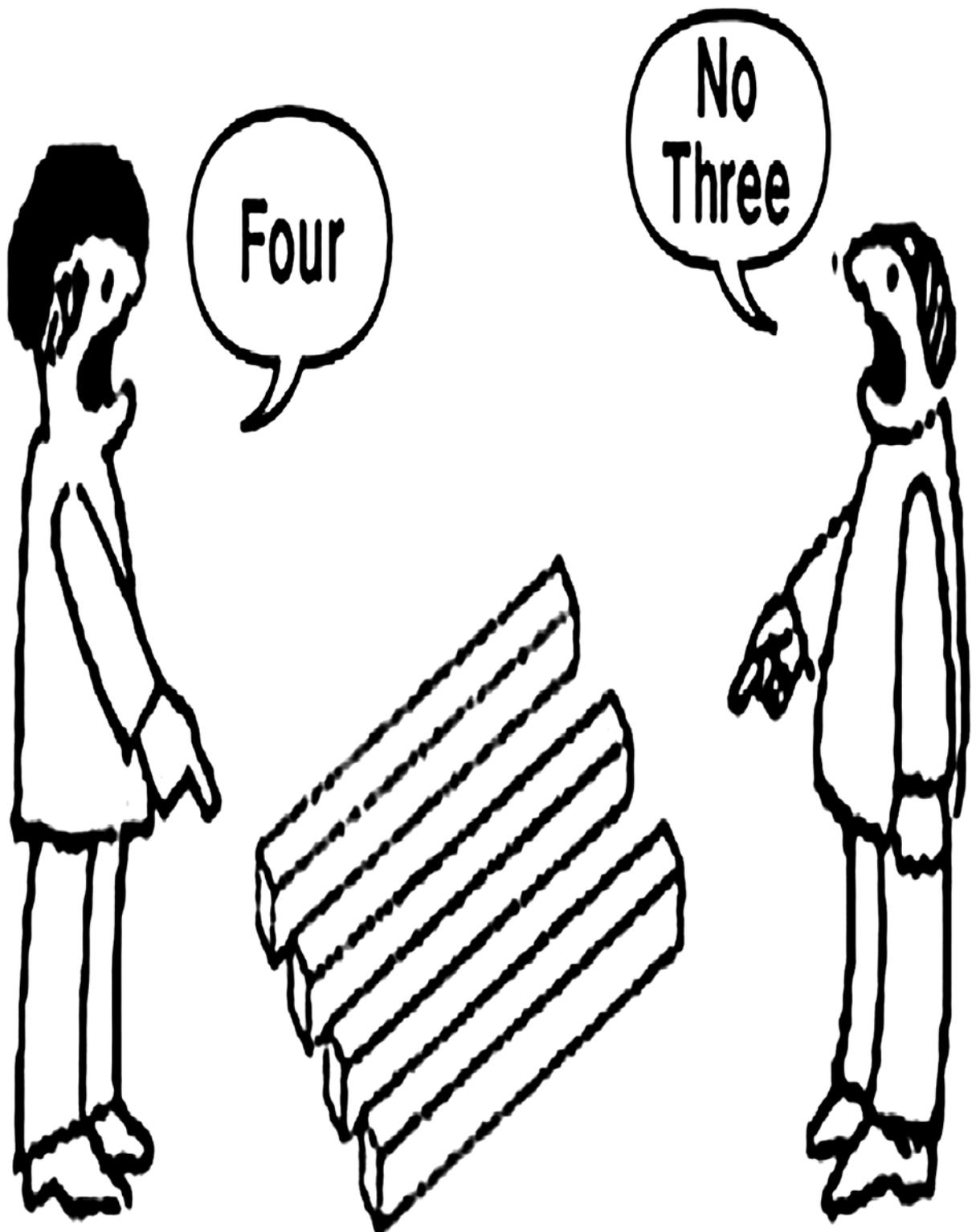
Resources: Perception Pictures







It is really confusing!!!





ORANGE

RED

BLACK

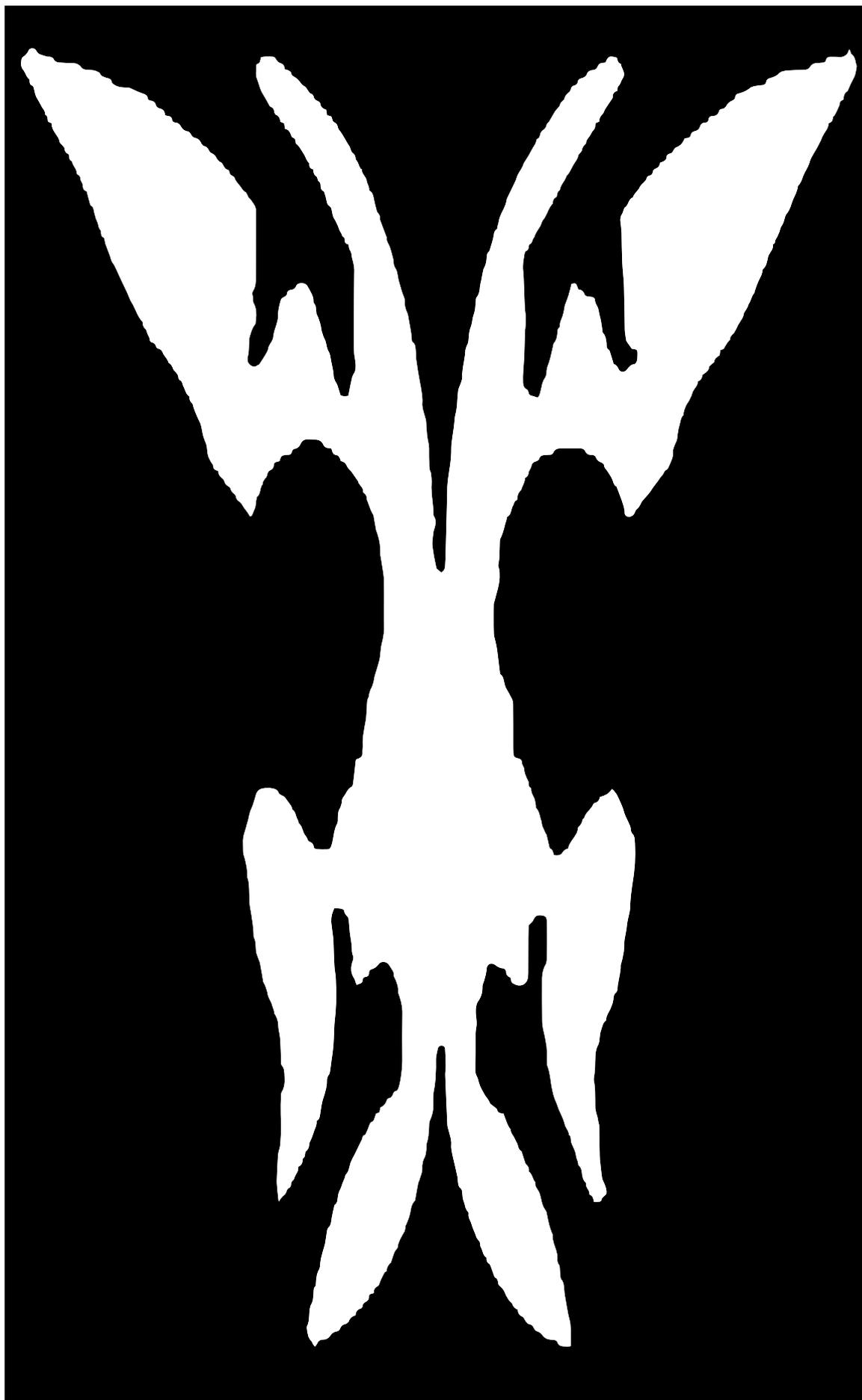
YELLOW

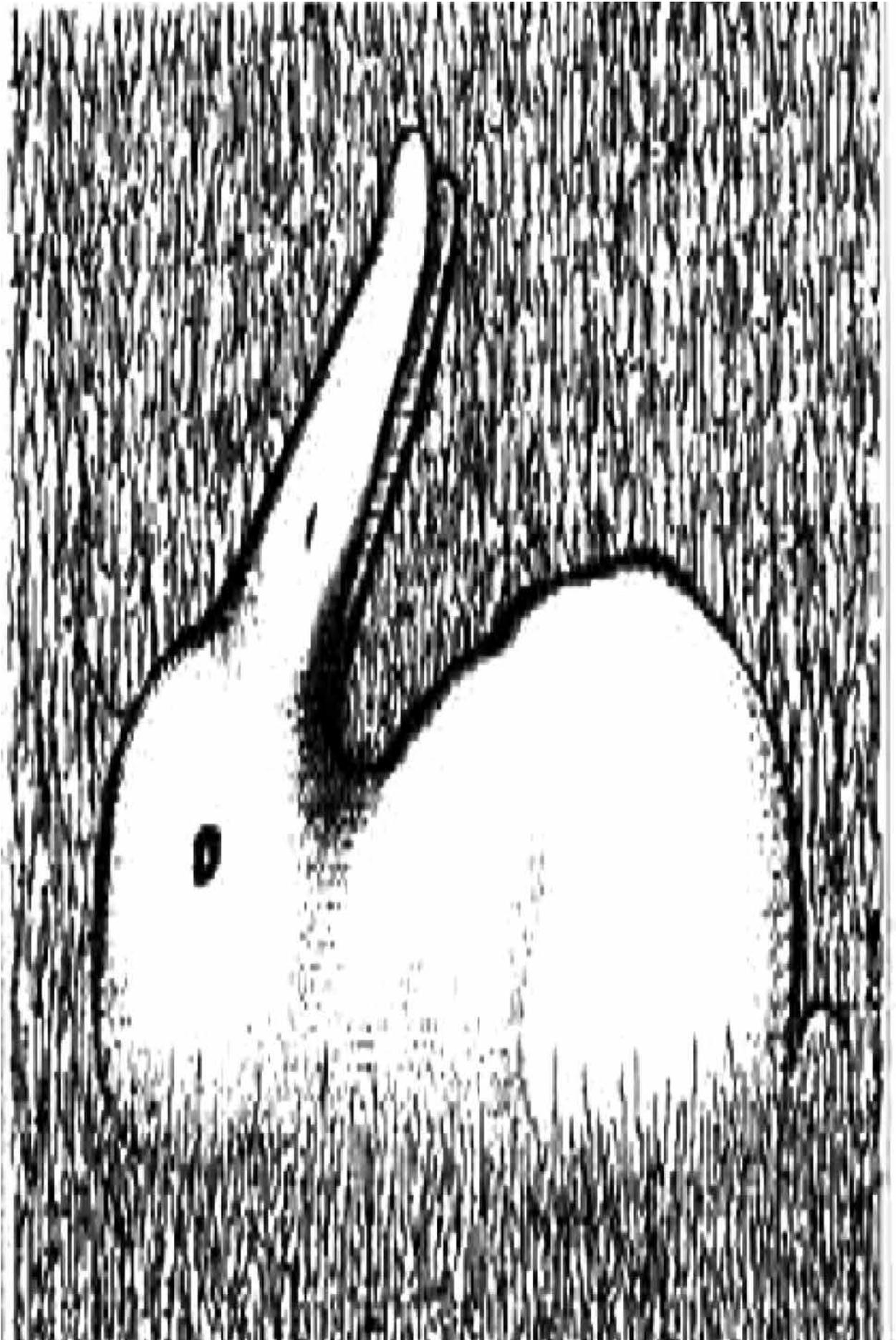
BLUE

GREEN

RED

PURPLE





FIRST THOUGHTS

Theme: Stereotyping and Prejudice

Overview: This exercise is designed to raise awareness amongst young people that no one is immune to prejudice.

Learning outcomes:

Young people will explore their first thoughts with various groups and reflect on their reactions.

They will think more about how we are influenced by families, peers, friends and the media and how this often effects our judgements.

Duration: 20 – 30 minutes

Materials: Pens and paper

Instructions:

The facilitator will call out names from the list below and group members are required to write down the first thing that comes into their head. Everyone must write down their immediate thoughts and not censor them.

Debrief and evaluation:

Who found themselves censoring?

Were people surprised by what they wrote down?

Were there as many positive feelings as well as negative?

Was there anyone who failed to make any negative responses?

How do people feel about doing this exercise?

Does anyone feel they are prejudiced?

Tips: It's important that the list provided is reviewed and the groups suggested are edited to suit the needs and interests of the group.

Further Suggestions:

Depending on young people's responses, you may want to focus on any particular negative reactions. You can build in guest speakers or visits to historical/political/religious places to challenge their views and dispel myths/misconceptions.

Resources: Handout 15

FIRST THOUGHTS

1. PSNI Officer
2. Priest/Nun
3. Female Driver
4. Loyalist/Republican paramilitary
5. American man
6. Gay man
7. Orange Order
8. Politician
9. Vegetarian/Vegan
10. Teacher
11. Pensioner
12. Polish worker
13. Obese woman
14. Pregnant teenager
15. Social worker
16. Member of flute band
17. Female football coach
18. Smoker
19. Irish Traveller
20. Muslim Man
21. Homeless person
22. Farmer
23. Refugee
24. Monarchy/Queen
25. Irish language speaker

THE APPRENTICE

Theme: Stereotyping and Prejudice

Overview: This activity allows young people to work in teams and decide who is best placed/more skilled to carry out the job and be awarded the role of the apprentice. It allows them to explore their own prejudices and perceptions of others.

Learning outcomes:

Young people will have a greater awareness of how everyone can have negative attitudes and will be more aware of what is meant by prejudice and stereotypes.

They will be better able recognise their own and others stereotypical and prejudicial attitudes.

Duration: 45 minutes

Materials: PowerPoint presentation, paper, pens and Apprentice cards

Instructions:

Split the group into smaller teams and give each of them a set of Apprentice cards. Follow through each of the Apprentice slides giving young people enough time to discuss their opinions and make decisions. Present the task as described on the PowerPoint and tell them they must eliminate one apprentice in each round until they eventually arrive the final and winning apprentice.

Debrief and evaluation:

What choice did you make?

Are you pleased with your hired apprentice?

Would you have made a different decision if you had the qualifications information first?

What is wrong with judging people with such little information?

What do you think influenced your decisions?

Do you think people often judge people like this in our everyday life?

What could be the consequences of pre-judging people?

Tips: These slides provide all the information you need to deliver the session. However, you may choose to edit them and remove some of the detail to make them appropriate for your young people.

Further Suggestions:

You may want to develop this into a role play activity or create your own apprentice

scenarios where young people make decisions based on the information you present.

Resources: Handout 16 + Apprentice Cards

THE APPRENTICE

Ali

Patrick

Jamie

David

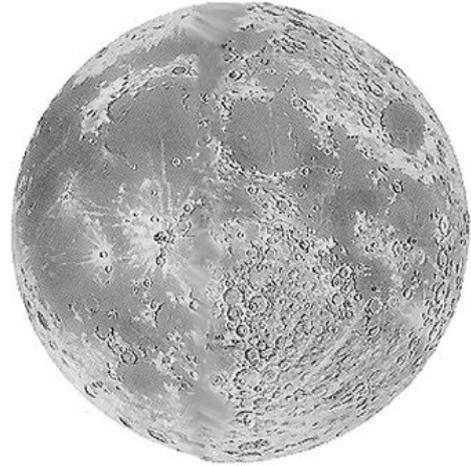
Adrian

Hannah

Delroy

Choose your apprentice

- You are an entrepreneur, like Alan Sugar on The Apprentice.
- You need to 'hire' an engineer to set up life on the moon!
- It's a big, challenging job that will make history.
- It needs the right apprentice - someone with resilience, determination, engineering expertise and great people skills!



Equal Rights, Equal Respect



Choose your apprentice

- Line up the cards in front of you - that is your apprentice line up.
- Each time I reveal a layer of information about each apprentice, you need to 'fire' one person by removing them from your line up.

- **Who will you 'fire' and 'hire'?**

Equal Rights, Equal Respect



Choose your apprentice

The apprentices...

Fire one now so you have six remaining

Ali	Patrick	Jamie	David	Adriana	Hannah	Delroy
-----	---------	-------	-------	---------	--------	--------

Equal Rights, Equal Respect



Choose your apprentice

Fire one now so you have five remaining

Ali Abdul	Patrick Murphy	Jamie Small	David Campbell	Adriana Carboni	Hannah Mann	Delroy Bailey
-----------	-------------------	----------------	-------------------	--------------------	----------------	------------------

Equal Rights, Equal Respect



Choose your apprentice

Fire one now so you have four remaining

Ali Abdul	Patrick Murphy	Jamie Small	David Campbell	Adriana Carboni	Hannah Mann	Delroy Bailey
						

Equal Rights, Equal Respect



Choose your apprentice

Fire one now so you have three remaining

Ali Abdul	Patrick Murphy	Jamie Small	David Campbell	Adriana Carboni	Hannah Mann	Delroy Bailey
						
Hetero-sexual	Gay	Lesbian	Hetero-sexual	Hetero-sexual	Hetero-sexual	Hetero-sexual

Equal Rights, Equal Respect



Choose your apprentice

Fire one now so you have two remaining

Ali Abdul	Patrick Murphy	Jamie Small	David Campbell	Adriana Carboni	Hannah Mann	Delroy Bailey
						
Physically fit but wears glasses	Physically and mentally fit	Physically fit and mentally fit	Physically disabled, mentally fit	Physically and mentally fit	Pregnant, physically & mentally fit	Physically fit but suffers anxiety

Equal Rights, Equal Respect



Choose your apprentice

Fire one now so you have one remaining

Ali Abdul	Patrick Murphy	Jamie Small	David Campbell	Adriana Carboni	Hannah Mann	Delroy Bailey
						
Ex-Army	Entrepreneur / business man	Firewoman	Doctor of engineering	Engineer and project manager	Army engineering officer	Engineer graduate

Equal Rights, Equal Respect



SECTARIANISM - SILENT CONVERSATION

Theme: Dealing with Difference & Identity

Overview: The purpose of this activity is to inform the young people about the definition of sectarianism and the impact it has on people and communities.

Learning outcomes:

The young people will be more aware about the elements that combine to create conflict and mistrust between people within one religious group.

They will understand that relationships can be helped or hindered on three different levels.

They will learn that negatively mixing religion and politics can lead to a wide range of destructive patterns of relating.

Duration: 30 minutes

Materials: Flip chart paper and markers, laptop and projector

Instructions:

Facilitator uses the information in the handout to present the definition of sectarianism to the group using power point, posters or handouts.

Display 4 sheets around the room with attitudes, actions, beliefs and structures wrote on them.

Divide the group into 4 groups and ask them to spend 5 minutes at each page listing examples of sectarianism from their experience in each category.

Rotate the groups until they have all responded to each category.

Invite feedback from the groups at their final stations.

Ask the group to reflect on the input and ask any questions if they don't understand.

Debrief and evaluation:

What was difficult/easy about doing this exercise? Why?

What feelings did I experience doing this activity?

What did I learn?

Tips: Give each group one coloured felt tip so that you can easily see what they add to each page.

Someone with a negative identity needs a threatening "other" to maintain a sense of who they are. They describe themselves by saying what they are not?

Further Suggestions:

Invite individuals in the group to describe their strong positive identity in the form of a self-portrait or collage using newspaper or magazine clippings.

Resources: Handout 17

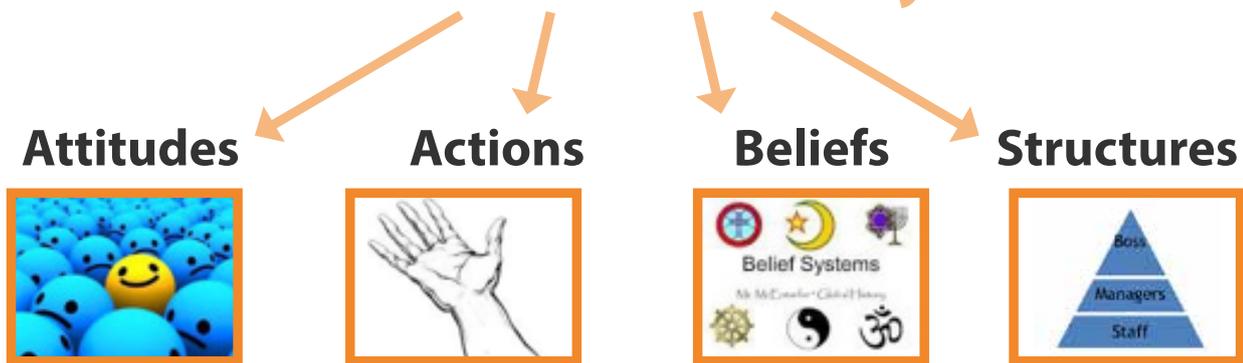
Moving beyond Sectarianism (ISE) for more detailed explanation.

Some Definitions:

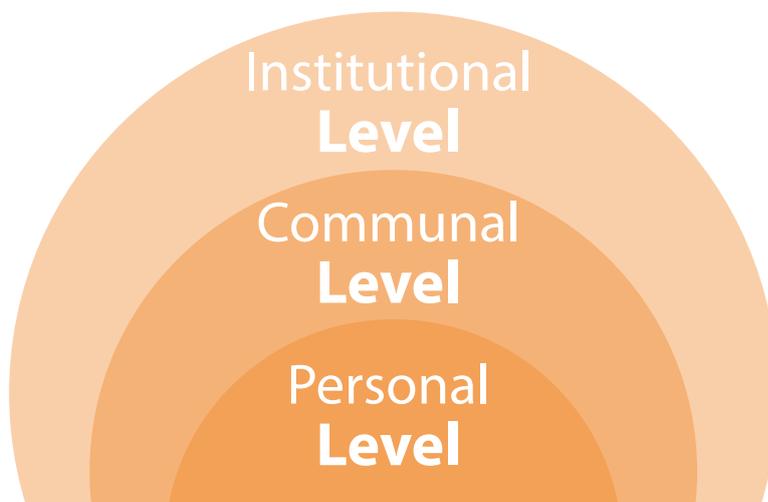
- **Someone who strongly supports a particular religious group and not willing to accept other beliefs.**
- **Excessive attachment to a particular sect or party, especially in religion.**
- **Strong support for the religious or political group you belong to, and often involves conflict with other groups.**



Sectarianism... is a system of



At



Which always involves religion and typically involves a negative mixing of religion and politics.



This arises as a distorted expression...



Antipathy



Rage

of positive human needs especially for:

Belonging **Identity** **& Free expression of difference**



And is expressed in destructive patterns of relating:

- **Hardening the boundaries between groups**



- **Overlooking others**



- **Belittling; dehumanising or demonising others**



- **Justifying or collaborating in the domination of others**



- **Physically or verbally intimidating or attacking others.**



CULTURE, TRADITIONS AND HERITAGE

Theme: Identity

Overview: Sport, Music and/or Popular Culture and traditions can all be used to explore identity, difference and diversity.

Learning outcomes:

Young people will explore what is important to them and seek to find something which represents their identity.

They will develop respect for each other's identity and traditions as they learn about what's important to other group members.

Duration: 30 minutes

Materials: Paper, pens, symbols / cultural items

Instructions:

Invite participants to either bring a significant item with them from home, or draw/represent such a significant item on a piece of paper. The idea is that everyone then – in two's and/or in small groups and/or in one large group – shares the item they have with them or they have in mind, which represents something particular and personal about them and their sense of identity. These items could include medals/trophies from specific sporting activities, sports equipment such as hockey sticks, rugby balls or religious emblems such as medals and so on.

Other participants are invited to ask questions to learn more

Debrief and evaluation:

What do symbols mean?

How are they used/what is the intention of the symbol?

What community would like or dislike this symbol and why?

Does this symbol cause conflict with others in the community?

Is your symbol respected by everyone in the community?

Tips: It is important that young people respect the symbols that their peers bring in and that you ensure everyone knows/understands the meaning.

Further Suggestions:

From simple sharing of information about what participants enjoy doing, through to actual engagement together in each other's Sports or Music traditions can be a very hands on and enjoyable experience for young people. The key is to know the groups and young people and invite them in real practical terms to 'bring their interests,

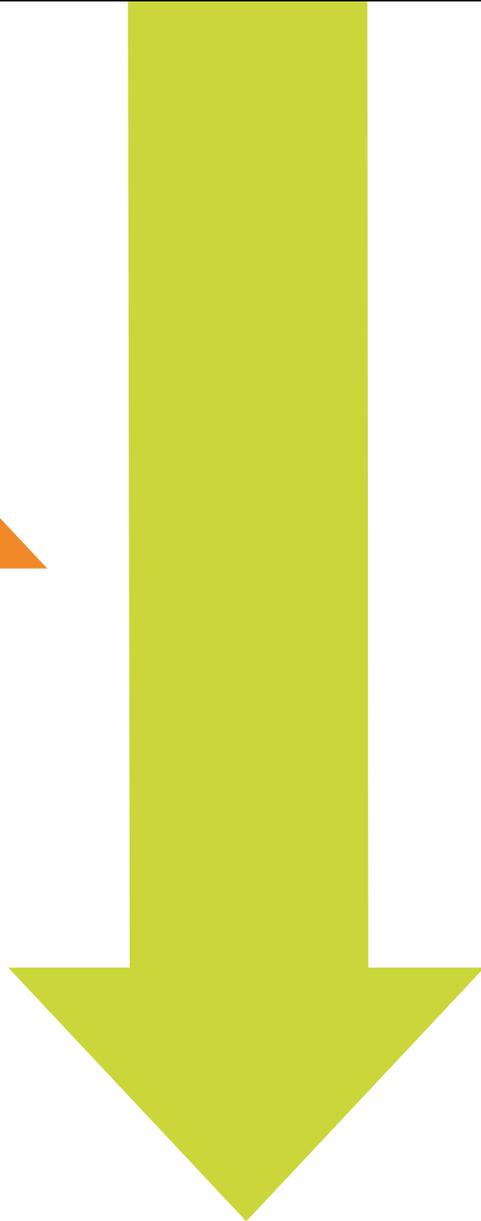
hobbies and activities' to share. Such preparation should be done at the Pre Camp stage to maximize the opportunities of the time available to explore such activities during main Camp. Popular Culture – music, fashion, social media, personalities, etc. – also provide significant scope for young people to connect, share and explore themes of identity, diversity and meaning.

By finding out more about your group you can develop the programme to allow them to showcase some of their talents or skills and knowledge in the camp. Ideas might also be raised for further workshops on.

Resources: Handout 18

Young Person & Item	Connection to Identity

Camp



FAST FACTS

1. Camps must include a minimum of 15 hours face-to-face engagement with all the young people involved, over at least 3 days
2. Camps can be residential or day camps
3. Camps must include a demonstrable and substantive good relations focus, with activities and opportunities to explore and learn about each other and from each other, across the traditional PUL and CNR communities
4. Camps should provide young people with opportunities to try new things, challenge boundaries or accepted norms and feel part of something positive. The focus should be on relationship building among the participants.

KEY PRINCIPLES

• MAXIMIZE THE LEARNING AND SHARING

Make the most of the 15+ hours of engagement and activity across the 3+ days. Camps should be different from other youth programmes and activities and should provide young people with more time and new ways of really getting to know one another and expanding their learning. Camp can and should be about the creation of a new 'temporary community' where learning and exploration of each other's culture and beliefs is natural and enjoyable.

Continuous frenetic activity should be guarded against and there should be 'space' or 'down-time' to let the experience sink in, to allow stories to be told, people to connect and friendships to be developed.

• PRIORITISE GOOD RELATIONS

This is the main time and opportunity for substantive good relations learning to occur. It should not be aggressive nor in anyway overpowering, but neither should/ can it be avoided. The Good Relations learning needs to be

- Intentional
- Appropriately pitched
(age, level of engagement, themes and issues addressed, etc.)
- Well facilitated.

If the experience, skill and confidence does not exist within the organisation to deliver this, such capabilities may be brought/bought in, by agreement, and within the terms of the Programme.

• BUILD SUSTAINABLE RELATIONSHIPS

Building sustainable relationships is also key. The more this is considered and factored into the initial design of the programme – in particular the recruitment of the children/young people – the better. Ultimately relationships stand a better chance of being sustainable if there is real opportunity for people to keep in contact and build upon the camp experience when it is over. Therefore, selecting and involving young people who live in close proximity to one another, who go to schools that are twinned or in a shared education partnership or who can utilise public or other transport links to retain contact, is preferable and may contribute to relationships being more sustainable.

Whilst social media is of course a present reality that allows people to be in contact across many obstacles and barriers, the emphasis of youth work and of this Programme is on face-to-face and person-to-person contact.

Involving parents/families and the youth clubs and community groups that the young people come from can also positively contribute to more sustainable contact.

• HAVE FUN

Or, as someone else reportedly said; 'We didn't realise we were making memories, we just knew we were having fun.'

If the emphasis and the energy of the youth work/facilitation team is on having fun and enjoyment, the young people are more likely to have fun too, learn and benefit, and leave with great memories and the desire to do more of the same.

• PROGRAMME CONSIDERATIONS AND ACTIVITY IDEAS

As the focus and priorities of the main Camp phase are to:

- Maximize the sharing, learning and development of relationships for young people
- Promote positive Good Relations among young people from across the traditional PUL and CNR communities
- Have Fun!

The activities and process used must be age-appropriate, designed to support these priorities and facilitated/delivered to ensure forward momentum and progress from the Pre-Camp phase.

The key, as always, is that the activities are carefully chosen to match 'where the groups is at', pitched to ensure the language and ideas are accessible and, above all, well facilitated so that the children and young people are engaged in real thinking and learning that stretches and develops their sense of self, others and the world around them.

Camp is not school and should not involve a series of lessons and/or projects, interspersed with activity to 'burn off energy'. That said, there is nothing wrong with indoor group activity and, depending on the venue and also the weather, a range of different types of activity should be available, scheduled and used – including, probably, a Plan B!

Again, the following selection of ideas and activities are just that, a small selection that may or may not be useful or relevant to you, and that can and should be adapted or amended to ensure best 'fit' and suitability for the group you are working with and the prevailing context.

IDENTITY SPECTRUM/WALKING DEBATE

Theme: Exploring Identity and Diversity

Overview: This type of activity, sometimes also referred to as a 'Walking Debate' can be facilitated in a number of ways. It provides an opportunity to explore and develop discussions around individual identity, themes of diversity and commonalities.

Learning outcomes:

Young people will become more self-aware and reflect on how they feel about themselves.

Young people will begin to think about the similarities and differences they have with others in the group.

Duration: 30 minutes

Materials: Open space (large room or outdoors), chairs, thermometer cards

Instructions:

One way of doing it is to set 11 chairs, slightly spaced out, in a line the length of the room, and explain that the chairs represent a 'thermometer' divided into tens from 0 - 100°. Then invite participants to stand along the thermometer according to how strongly (warm or cold) they feel in relation to the identities listed on the handout.

Generally, to help people feel safe, they are told that they do not have to give an explanation if they don't want to. The key, as always, is the skill of the facilitator in encouraging people to share, to listen, and perhaps be open to move along the spectrum as we listen to one another, illustrating the idea that we are influenced by new experience, ideas and insights and change is always possible.

Debrief and evaluation:

What was difficult/easy about doing this exercise? Why?

What feelings did I experience doing this activity?

Tips: The lists of identities are only a sample, edit and add to the list as best suits the needs and interests of your group.

Further Suggestions:

This is a good activity to begin with in exploring identity and can be used with all age groups.

Resources: Handout 19, 20 + Temperature Cards

IDENTITY SPECTRUM/WALKING DEBATE

British

Irish

Northern Irish

European

Catholic

Protestant

Religious

Political

Sporty

Musical

Creative

Dramatic

Artistic

Outdoorsy

Adventurous

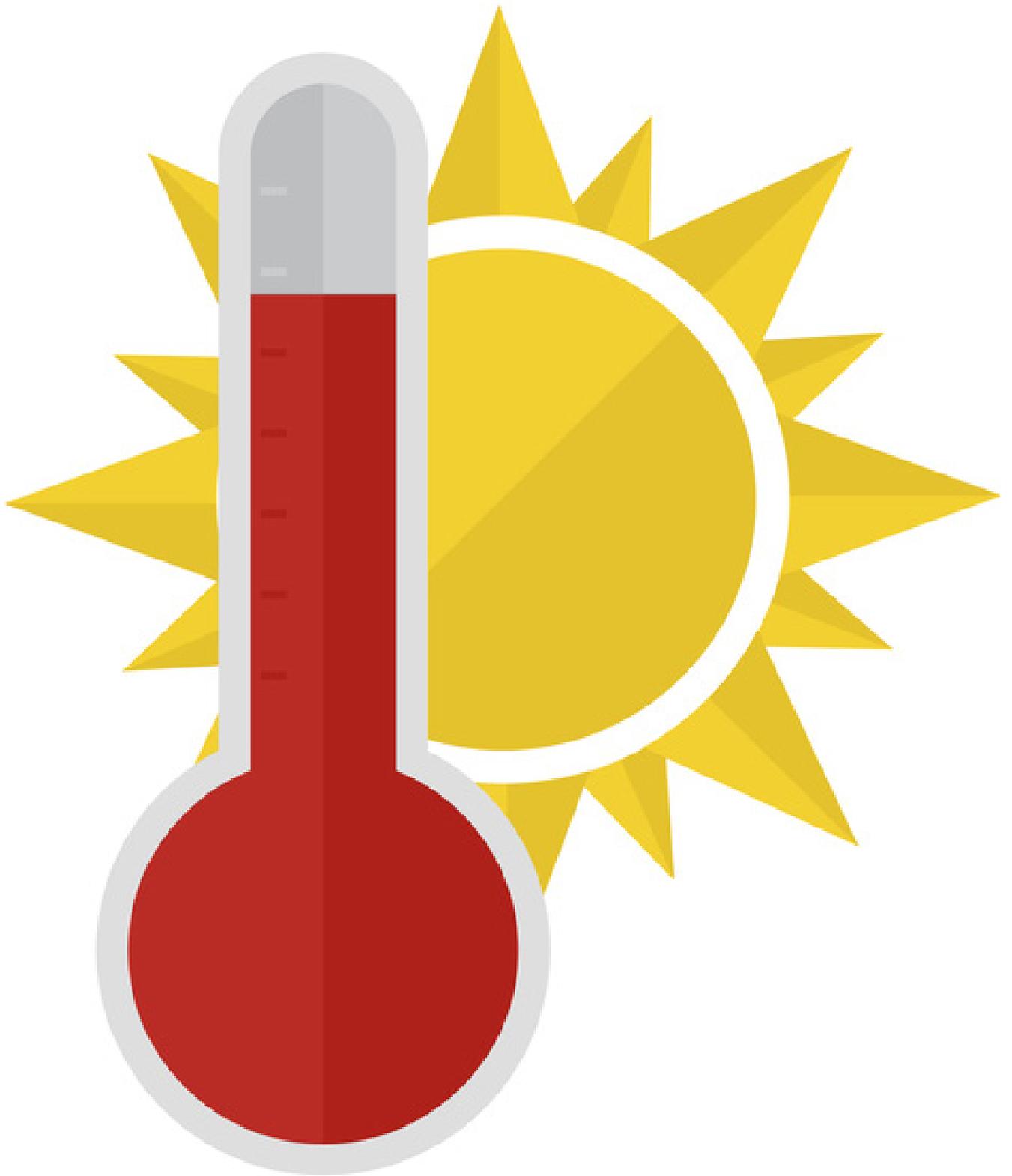
Environmental

Introvert / Extrovert

Friendly

Loud / Quiet

Helpful / Caring



90°C

80°C

70°C

60°C

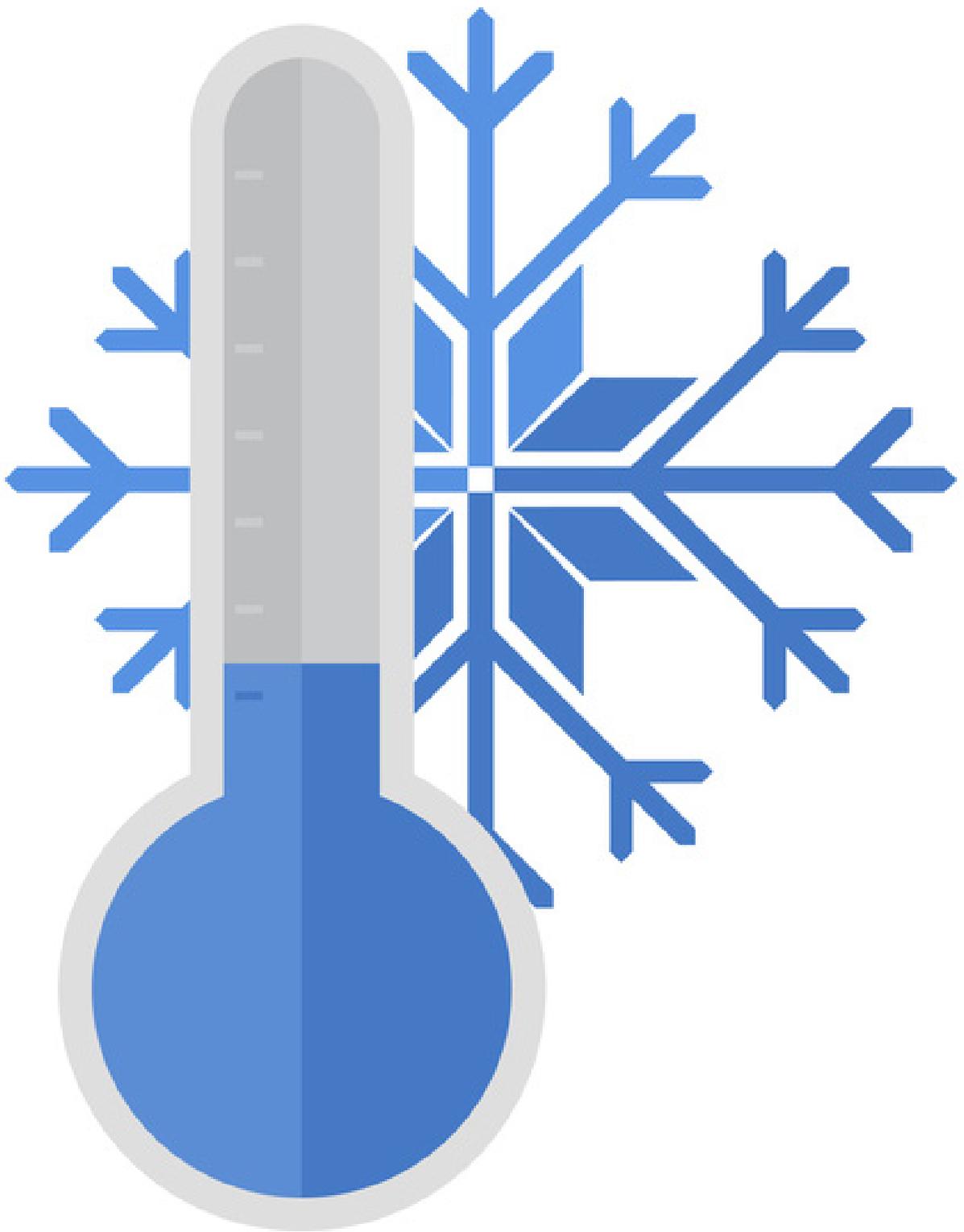
50°C

40°C

30°C

20°C

10°C



IDENTITY SPECTRUM

Identity Title	Young People's Comments
	<p>HOT</p> <p>MID</p> <p>COLD</p>
	<p>HOT</p> <p>MID</p> <p>COLD</p>

I AM!

Theme: Values and Attitudes

Overview: The purpose of this activity is to encourage reflection on personal values, attitudes, prejudice/bias and discrimination.

Learning outcomes:

The young people will be more aware of their own feelings and attitudes towards others.

They begin will begin to explore own personal prejudices and impact this has on others.

Duration: 30 minutes

Materials: Chair, space for movement around chair, character Cards

Instructions:

As a group come up with several stereotypical characters, personalities and/or categories of person or identity. The list in the activity – Identity Spectrum – may be a useful starting place. Handout 4 has some examples.

Be as specific and/or controversial as the group allows.

Place a chair in the middle of the room or group circle, and begin by choosing one of the characters the group has listed and ask each person to stand in the room where they feel they are (the extent to which they feel they associate with, empathise with and/or understand the circumstances of the person) in relation to that person, i.e. at or close to the chair in the centre of the circle, further away on the outskirts of the circle or somewhere in-between.

Encourage the group not to just give the 'right' response but an honest one.

Debrief and evaluation:

The key, as always, is how this is facilitated to encourage and enable young people, in an age-appropriate manner, to explore their own (and others) prejudices and biases as well as the potential implications thereof. The facilitator may use questions such as:

- Why did you choose to stand where you did?
- Was it difficult to decide where to stand? Why was that/Why not?
- How honest did you feel able to be?
- What feelings did the exercise raise for you?
- What feelings do you think the character represented might have about where

people are standing?

- What does this tell us about the biases and prejudices we all carry?

Tips: The lists of identities are only a sample, edit and add to the list as best suits the needs and interests of your group.

Further Suggestions:

The Identity spectrum activity can be used as a lead in exercise to this.

You might want to invite guest speakers or representatives from advocacy groups to talk to the group. This could be an opportunity to address or review some of the prejudices or stereotyping that came out during the discussion.

Resources: Handout 21 – 22

I AM!

A refugee

An Irish Traveller

A PSNI Officer

A Priest

A Politician (could name specific parties / people)

Someone with Downs Syndrome

A Lesbian

An Alcoholic

An Atheist

A member of a Loyalist marching band

A teacher

An older person

A person with a lot of tattoos and piercings

A person with a criminal record

Identity Title CHARACTER	Key comments from young people. Why stand there? How they felt?

Assumptions

Theme: Exploring assumptions

Overview: The purpose of this activity is to encourage the group members to challenge themselves to make assumptions about someone they don't know very well and reflect on how they came to this conclusion.

Learning outcomes:

The young people will learn more about their own value base and how and why they make assumptions about others.

They will learn more about the impact of making assumptions about others.

Duration: 30 minutes

Materials: Pens, Assumptions Sheets

Instructions:

Divide the group into pairs. Each person is given a copy of the Assumptions Exercise – sheet face down, and asked to keep it like that until the group is ready to start. You must ask the pairs to look at their partner and guess (make assumptions) the answers to the questions on the sheet, without speaking with each other or communicating in any way.

The challenge is to work in silence and to make judgements based only on what they can see/sense/deduce.

Participants should be encouraged to 'Go for it' and not over think. Once everyone has completed the sheet, they return it to the face down positions and usually there is a short initial review conversation that invites everyone to speak out their feelings and initial reactions to the activity.

Then they can check out their guesses with their partner and see how many they got right.

Once everyone has finished doing this, do a quick, light-hearted poll of how people did, and debrief and evaluate

Debrief and evaluation:

- How easy / difficult did you find this? Why was that?
- Were some questions easier to guess at than others? Why was that?
- What clues/cues did you use to guess the answers? [Take time over this question - You might want to gather these on flipchart.]
- Are there times in day-to-day life when we use clues / cues like this, and where do we get these cues / clues from?

- How likely is it that we will sometimes get it wrong? [You may want to have some discussion about the normalcy of assumptions/judgements, the importance of not relying on these, and how we are influenced by our 'biases']

Tips: Try and pair young people together from different schools or youth groups/communities as its more of a challenge when they don't know each other very well.

Assumptions sheets can be edited as suits the needs and interests of the group.

This exercise can be really fun and young people should feel comfortable in making mistakes and not judged by another if they get it wrong. Support staff should also get involved.

Further Suggestions:

This is a good activity to lead into workshops on diversity, prejudice and discrimination as themes.

Resources: Handout 23

Assumptions

What is their favourite City or Country? _____

What is his/her favourite food? _____

Does he/she play a musical instrument? _____

Where does he/she come in their family (Sibling order)? _____

Is he/she more interested in politics, religion or sport? _____

Name a 'personality' they admire? (Political, TV/film, sport) _____

Which does your partner prefer – Facebook, Magazines or Books? _____

What type of post-primary school did they go to? _____
(Secondary, Grammar, Integrated, Catholic, State, etc)

Would they consider themselves Catholic, Protestant or Other? _____

Would they consider themselves British, Irish or Other? _____

Do they believe in God and/or are they religious? _____

Which of these do they prefer: shopping, cooking or clubbing? _____

HERITAGE & IDENTITY INTERVIEW

Theme: Heritage & Identity

Overview: This exercise will deepen the participants' knowledge of each other's every-day life and their family history. It can be delivered in the format of an interview or like a large scale games of snakes and ladders.

Learning outcomes:

The young people will develop an awareness of each other's cultural backgrounds.

They will learn that relationships develop as we disclose more of ourselves in a safe environment.

They will understand that each participant's life experience is a complex mix of habits, values and beliefs.

Duration: 30 minutes

Materials: Worksheets & pens or board game 8 flash cards, sponge dice, chalk or tape, materials for forfeits.

Instructions:

Give each student a handout and allow time to complete it. Then form pairs or small groups and discuss their answers/thoughts.

OR

Alternatively split the group into pairs and distribute worksheets. Invite them to find out the information about each other based on the questions.

The participants can feedback generally about what they learnt.

OR

If using the board game approach:

- Mark out a grid using chalk, string or tape on the floor.
- Lay the questions and forfeits face down on a grid on the floor.
- Ask participants to throw a dice and move that number of spaces on the grid.
- If they land on a question they can answer it and open it to the floor.
- If they land on a forfeit they should attempt to do it.

Debrief and evaluation:

How did you find answering these questions?

What memories / feelings did they raise?

Did the other person talk about things you had little experience of?

Did you learn about something new or unfamiliar to you?

Are you defined by the place you live, the family you were born in?

What determines identity and who you are?

Does it change or is it always the same?

Tips: Emphasise that when it comes to sharing with a partner or in a small group, they only have to share what they choose to.

It will be important during this exercise to be sensitive to the personal and/or family experiences and memories that the questions on the sheet may raise for people.

Further Suggestions:

The questions and language on the sheet provided are not fixed and should be age appropriate.

They may also be presented on flipchart paper on walls or tables as in a silent conversation technique.

Be as creative as possible. Use and add to the materials of the board game approach.

Resources: Handout 24, 25, Question Cards + Forfeit Cards

HERITAGE & IDENTITY INTERVIEW

What are Sundays like in my home?

What newspapers does my family buy?

What do I like / dislike about belonging to my community of origin?

What are the big occasions in the year for my family?

Who are my heroes / respected figures in politics, the media, religious settings... etc?

What is my earliest memory of my religious identity and community background?

What were the big issues for me growing up in Northern Ireland?

What, if any, are my memory of the 'Troubles' / the conflict?

Make a grid with chalk, tape or string or use existing flag stones.

Lay out the questions and forfeit cards, face down on the grid. Throw a dice and ask players to answer the question they land on.

	F	Q			Q	Finish
Q			Q	F		Q
Q		F	Q	Q		
	Q		F		Q	
	F	Q				Q
Q			Q	F	Q	
Start		F	Q			Q

**Where
did I live
when I was
growing
up?**

**What are
Sundays
like in my
home?**

**What
newspapers
does my
family
buy?**

**What
musical
traditions
run through
my family?**

**What
sporting
traditions
run through
my family?**

**What
trades &
professions
run through
my family?**

**What
political
allegiances
run through
my family?**

**What
religious
traditions
run through
my family?**

**What do I
like about
belonging
to my
community
of origin?**

**What do I
dislike about
belonging
to my
community
of origin?**

**What are
the big
occasions in
the year for
my family?**

**What is my
earliest
memory of
my religious
identity and
community
background?**

**Who
are my
heroes or
respected
figures in
politics?**

**Who are my
heroes or
respected
figures in
the media?**

**Who are my
heroes or
respected
figures in
religious
settings?**

**What were
the big
issues for me
growing up
in Northern
Ireland?**

**What, if
any, are my
memory
of the
'Troubles' or
the conflict?**

Debrief:

1. How did you find answering these questions?

2. What memories / feelings did they raise?

3. Did the other person talk about things you had little experience of?

4. Did you learn about something new or unfamiliar to you?

5. Who are you? Are you defined by the place you live, the family you were born in, etc.?

6. What determines identity and who you are?

Forfeit:

**Say your
favourite chat-up
line!**

Forfeit:

**Sing 'Twinkle
Twinkle Little
Star..'**

Forfeit:

**Hop on one leg
for 10 seconds.**

Forfeit:

**Move back 10
squares!**

Forfeit:

**Lift wrapped
sweets with teeth
from a plate of
flour...**

Forfeit:

Create your own!

Line Debate

Theme: Diversity

Overview: The activity is about exploring differences and similarities in peoples' opinions and attitudes about a range on issues.

Learning outcomes:

The young people will learn how to stand up for their beliefs and values and express personal opinions

They will learn how to express their views and be able to challenge those of others whom they disagree with.

They will understand that it is possible for everyone to disagree about issues that matter and remain friends.

Duration: 30 minutes

Materials: Laminated signs, list of questions, capture the evidence table

Instructions:

Display Agree and Disagree posters at opposite sides of the room. Not sure sign is in the middle.

Explain that each person will go to and stand by the poster in response to a statement called out.

Call out a statement from the list in the handout and wait for the participants to vote with their feet.

There is no obligation to speak but members of groups will be invited to explain why they have moved to any side of the room.

Give both sides a chance to state their opinion and an opportunity for individuals to changes places if they have been persuaded by good argument.

The middle ground may offer a third opinion and adds to the richness of discussions.

Record key arguments from the group by asking a colleague to capture the comments.

Debrief and evaluation:

What was difficult / easy about doing this exercise? Why?

What feelings did I experience doing this activity?

What did I learn?

Tips: How this is facilitated is very important so that everyone feels safe to talk.

Begin with non-controversial statements and gradually raise the level as the young people become more vocal.

It is vital to take opinions and redirect them back to the floor in a safe and non-aggressive way.

Further Suggestions:

Add additional questions that are relevant to the particular group's location or interests.

Resources: Handout 29



Line Debate Statements

1. Young people can get advice & support when they need it
2. Starting off smoking marijuana will lead onto other drugs
3. Body image is more of an issue for young women than it is for young men
4. Getting a job is the biggest issues facing young people today
5. E-Cigarettes are just as dangerous as smoking regular cigarettes
6. Under-age drinking has become such a big issue now; no one seems to be able to tackle it
7. Social media has a negative impact on young people's social skills
8. It's good to see Northern Ireland becoming culturally diverse
9. Schools need to do more to teach young people life skills
10. Everyone has been a victim of bullying at some point in their life
11. The voting age should be lowered to 16
12. The average young person does not care about politicians or politics
13. Sectarianism isn't an issue for young people today
14. The troubles are over in NI
15. We need one flag to unite us all
16. We should have no flags flying anywhere in NI
17. Flags are good because it lets you know what kind of area you are in
18. Bonfires are unsightly in communities
19. Young people are not interested in the past anymore
20. It is safe for Catholics to walk through Protestant areas
21. It is safe for Protestants to walk through Catholic areas
22. There will never be real peace in NI
23. Problems only start up in the summer time
24. Richer people are less sectarian than those in working class areas
25. Riots and violence only really happen in the cities
26. Politicians are the cause of the conflict
27. If we had more integrated schools, things would get better
28. The Peace Bridge is not one bit peaceful
29. The river is more of a divide than religion in Derry/Londonderry

Agree

Disagree

Not sure

Line Debate Record

Statement:		
Agree	Not Sure	Disagree

Not On My Street / Flat Mate

Theme: Exploring prejudice and stereotyping

Overview: There are many variations on this theme, essentially inviting small groups to consider who they would be 'comfortable' sharing their street/flat/apartment.

Learning outcomes:

Young people will be more aware of the diversity within their own community.

They are encouraged to think more about their own prejudices and misconceptions.

They will learn that it is wrong to dismiss another person solely on account of their race, gender, religion, sexual orientation or physical ability / disability.

Duration: 30 – 40 minutes

Materials: Character cards, Post-its or coloured stickers, Blue tack, paper

Instructions:

Participants are invited to imagine that they live together in a shared flat. Someone has just moved out and they each, individually, have to decide on a new flatmate. Out of the list of potential flatmates they are asked to rank them in the order they would feel most comfortable living/sharing with, based on the limited information they have.

They should rank order them 1-10, from most comfortable to least. This is to be done individually at this stage and participants should be reassured that no one has to reveal their list at any point if they don't want to. (5 mins)

After 5 minutes, groups of 4-6 people should be formed, and each group given a piece of flipchart paper and a markers. Explain that "these are your other flatmates" and you now need to agree as a group who out of the list is to fill the empty room in the flat. Ask them to try to find agreement and/or consensus and record their results on the flipchart paper. (15 mins)

Debrief and evaluation:

How did they decide the order that they did?

Did they find it hard to discuss this as a group?

Were some people on the list harder to discuss than others?

How did they reach agreement? (5 mins)

Tips: Important to debrief and evaluate at each stage of the activity before progressing.

Each of the character cards sets can be adapted and edited to suit the needs and interests of the group. They can be personalised to reflect more the area/community the young people are from and issues/people more relevant added.

This activity can and should be tailored to make sense for the group – age, social status, community context, etc. – and needs to be handled sensitively as it is designed to draw out bias and prejudice and invite people to explain to one another why they would favour one person or type over another.

Further Suggestions:

This activity can be carried out in either one step - all information on potential flatmates is given up front - or two, where limited information is given initially and, only after a first sift has been made and discussed, the rest of the available information is revealed to enable a more complete consideration and ranking of potential flatmates. Two important determining factors in deciding whether to use a one or two step approach to the activity are: (i) the time available, and (ii) the priority the facilitator wishes to give within the session to the exploration of personal and societal prejudice and group stereotypes.

If the activity is being facilitated in two steps/stages, give each group the additional information about the flatmates and ask them to decide as a group if they think their list needs to be revised. (10 mins)

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

- Did they change their mind at any point...and what influenced such changes?
- Was any of the follow-up information a surprise?
- What information or factors influenced initial perceptions...and where do we get these stereotypes/generalised pictures from?
- Personal reflections on prejudice and 'triggers' and the influence of family, community, media, etc. (15 mins)

Resources: Handout 27

Not On My Street / Flat Mate

ROMANIAN –

GEORGINA IS A 23 YEAR OLD SINGLE MUM OF A 2 YEAR OLD BOY.

SON OF UDA LEADER –

BILLY IS 21 AND GREW UP ON AN ESTATE IN NORTH BELFAST.

TEENAGE PARENT –

JENNA IS 19, IS FROM STRABANE, AND HAS A THREE-YEAR OLD DAUGHTER.

GAY NURSE –

JIM IS 22 AND HAS LIVED WITH HIS PARENTS UNTIL RECENTLY.

TEACHER –

TREVOR IS 28 AND HAS BEEN A CHEMISTRY TEACHER IN DERRY/LONDONDERRY FOR 6 YEARS AT THE SAME SCHOOL.

SYRIAN REFUGEE –

MOHAMMED, IS 35 YEARS OLD AND A SHIA MUSLIM FROM SYRIA.

REPUBLICAN EX-PRISONER –

GERRY IS 33. HE WAS RELEASED FROM PRISON A NUMBER OF YEARS AGO UNDER THE EARLY RELEASE SCHEME.

EVANGELICAL CHRISTIAN –

WILLIAM IS 19 YRS OLD AND A STUDENT.

ROMANIAN –

Georgina is a 23 year old 'mature' student and a single mum of a 2 year old boy. Her family arrived in Northern Ireland 4 years ago as her father lost his job at a construction firm in Romania, and her mother lost her SEN teaching job. She is working in a local bar in the evenings and is keen to get an education – she wants to be a teacher - to help earn money for herself and her wider family. She is friendly and motherly in her manner. She misses Romania, but is hard working, finding bar and cleaning jobs wherever she can. Her mum, dad and wider family live nearby and will help look after her 2 year old when she is in class and/or working.

SON OF UDA LEADER –

Billy is 21 and grew up on an estate in North Belfast. His father has been a prominent leader in the Ulster Defence Association and a respected member of that particular community. Billy hates everything about the paramilitaries and has caused a considerable headache for his father. His 6-month relationship with Theresa from the New Lodge, who is 18, has just been found out and this is the last straw for his father and the family. His father says he can no longer offer him protection in the area and Billy has reluctantly decided it is time to leave. Billy and Theresa hope to get a flat together in about one year's time and in the meantime Billy plans to work hard and save. Billy is a carpet fitter and Theresa got 4 A's in her A levels and plans to do Law at Queens.

TEENAGE PARENT –

Jenna is 19, is from Strabane, and has a three-year old daughter. She is a medical student at Queens University and is looking for somewhere nearby where she and her daughter can share a room. Her daughter goes to a nursery during her study and medical attachments. She is a straight 'A' student and is a committed mother. Her daughter is relatively well behaved and is used to sharing a house with others.

GAY NURSE –

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

TEACHER –

Trevor is 28 and has been a chemistry teacher for 6 years at the same school. He has just resigned from his job, due to allegations and investigations of inappropriate conduct between himself and another (female) teacher, and his marriage has been under strain. This has been made worse by comments which have appeared on Facebook and other social media platforms. A number of vacant teaching posts have been advertised in the area and, now separated from his wife, Trevor is trying to make a fresh start. 40

SYRIAN REFUGEE –

Mohammed is 35 years old and a Shia Muslim from Syria. He says he fled his country recently, although some of his family are still in Syria and he is currently seeking asylum in Northern Ireland so that his family can join him. After constant racial intimidation in his previous occupancy (he only stayed for 6 weeks) he has decided to move into this area. He has been advised that this would be safer as there is a larger population of ethnic minorities in the area. He is interested in doing a PGCE, as he has a primary degree in Chemistry and 12 years' experience of working as a Chemist in a hospital in Damascus.

REPUBLICAN EX-PRISONER –

Gerry is 33. He was released from prison a number of years ago under the early release scheme implemented as a result of the Good Friday Agreement. He has been working for 5 years at a community project based at a troubled interface. The project looks to discourage young males from getting involved in sectarian violence and involvement with the paramilitaries. Due to funding cuts the project had to close, and Gerry is now working part-time on a similar project in your area. As a result of the time he now has available, he wishes to pursue a degree in conflict transformation at university.

EVANGELICAL CHRISTIAN –

William is 19 years old and a student. He is a committed Christian and frequently spends his evenings in Belfast city centre, doing street work with a Christian youth group. He also volunteers at the local homeless mission. He plays guitar, fronts a 'Christian rock group,' is outgoing, enjoys travelling, meeting new people and spending time with his friends. He doesn't drink alcohol. He has a keen interest in local and international politics and is an active member of a UK based international relief and development organization. Having completed one year at University doing accountancy, he now wants to take a theology degree and he is interested in the flat as it is near the Theology College.

Bus Stop

Theme: Exploring prejudice

Overview: This activity encourages young people to become more aware of their own prejudices and of discrimination.

Learning outcomes:

Young people will be encouraged to think more about their own prejudices and misconceptions.

They will learn that it is wrong to dismiss another person solely on account of their race, gender, religion, sexual orientation or physical ability/disability

Duration: 30–40 minutes

Materials: Flip chart sheets, markers, pens, resource cards

Instructions:

Tape each set of sheets to the walls around the room, set on floor or set out a row of chairs like paired seats.

Begin the exercise by explaining that you want participants to imagine they must choose a seat on a bus. Explain to the group that you have places sheets with very brief details of different characters. Make sure only the anonymous version is visible at this stage.

Ask each young person to choose one person they would not want to sit beside on the bus. This must be marked with a secret ballot. Once their choices have been made, the guest with the most votes is eliminated (if there is a tie- eliminate both/all of the tied candidates. Discuss with group why they have chosen to eliminate them.

Reveal the flip side of the sheet to show the person/people who has been excluded. When all but one of the guests has been eliminated, reveal the name of the group's ideal companion on bus.

Debrief and evaluation:

Ask the group to justify selecting that person ahead of the rest.

Ask them what the decision tells them about their own prejudices.

Tips: Before the workshop, on the front of each sheet write out the person character cards provided. It's an anonymous, brief description of a well-known person. On the reverse side of the sheet write the name and details of that person. They can be printed and laminated and kept for further workshops.

Each of the characters can be edited to suit the needs and interests of the group and different celebrities/famous people more known to the group.

Further Suggestions:

This activity is also known as guess who's coming to dinner and with the same character cards a dinner scene can be re-created.

Resources: Handout 28

Person A

Migrant Worker with 6 brothers
Suspended twice from his job for assault
Accused of racial Abuse

Person B

Asian Man
Educated in Switzerland
Basketball Fan
Obsessed with computer games

Person C

Muslim Man
Spent time in prison
Changed his name

Person D

Young Christian man
History of violence & run ins with the law
History of drug use

Person E

Arsenal fan with ginger hair
Believed to have smoked cannabis
Reputation for being rebellious

Person F

Older man
Paralysed and uses a wheelchair
Talks through a computer voice system

Person G

White woman with 4 sisters & a brother
Arrested for driving under the influence
of alcohol
Married husband one month after they
met

Person H

White male billionaire
Plays golf
Heritage is Scottish and German

Person I

Young woman
History of eating disorders, self-harm,
drug and alcohol abuse
Recently diagnosed with bipolar disorder

Person J

Gold medal Olympian
Famous Republican
6 children from 3 marriages

Person A

LUIS SUAREZ

Professional footballer with Barcelona FC
Uruguayan International

Person B

KIM JONG-UN

Leader of North Korea
Suspected by UN of committing "crimes
against humanity"

Person C

MUHAMMED ALI

One of greatest boxers of all time
Stood up against racism and Vietnam
war as part of his career

Person D

JUSTIN BIEBER

One of the biggest selling artists of all
time
91 million followers on Instagram and
102 million followers on twitter

Person E

PRINCE HARRY

Member of Royal Family
Military career
Heavily involved in Charity work

Person F

PROFESSOR STEPHEN HAWKING

Theoretical physicist
Has motor neuron disease
Recognised as one of the most
intelligent people in the world

Person G

KHLOE KARDASHIAN

Member of Kardashian family
Business woman
Fitness enthusiast

Person H

DONALD TRUMP

President of USA
Before politics was business man and TV
personality

Person I

DEMI LOVATO

One of the world's major recording artists
Leading campaigner on mental health
issues

Person J

CAITLYN JENNER

One of most famous transgender
women in world
Broke world record in decathlon several
times

Community Maps

Theme: Identity and Community

Overview: The idea of any community mapping activity is to encourage reflection on what comprises community, on shared and segregated spaces and on opportunities for positive encounters with diversity and difference.

Learning outcomes:

The young people will reflect on their perception of their own neighbourhood and learn about shared and safe places.

They will learn more about other group member's communities and key markers for them.

Duration: 30 minutes

Materials: Flip chart paper, coloured pens, blue tack and creative art materials

Instructions:

Give everyone a sheet of A4 paper or Flipchart, and ask them to think about a community/local area that they know well. You could ask them to focus on the area where their own primary school was when they were a child, or the street that they lived in.

Ask them to imagine a map of that area and to mark on it:

- Places/spaces/buildings where there are opportunities for meeting people who had different identities to their own, and places which were generally only used by people from one particular background/community identity
- Significant memories, events, symbols, flags, murals
- Places where they feel safe/unsafe
- Where young people hang out/socialise

This is a conceptual map, so it doesn't have to be to scale, and maybe won't even look like a map – that's OK!

Once everyone has had time to do this, encourage them to share their maps in pairs/small groups.

Debrief and evaluation:

What generated feelings of belonging and pride, and what stimulated feeling of disappointment or frustration?

Where and what were/are the opportunities for encountering/sharing/ enjoying/ learning from diversity?

Why were/are certain places/spaces segregated, or generally only used by people from one particular background/community identity?

What might be opportunities for exploring diversity and developing new and positive relationships?

Tips: Take feedback in the large group, if you feel this is useful. It might also be appropriate to display all the work and invite everyone to review it and comment on 'what they notice' and would like to know more about. If this activity is working well, a walking debate/spectrum format could be used to enable further discussion on relevant themes.

Let the young people be as creative as possible and their maps can be 3D!

Further Suggestions:

This activity can reflect differences and similarities- urban and rural, cultural diversity and so on. As a facilitator you can draw out relevant issues- is the community mixed, is there much interaction, do we all use the same shops, go to same churches, use same facilities, what happens in trouble spots/when?

If time permits, perhaps a walking tour can be given to each group.

A photographic exhibition can be developed at single identity stage with each group capturing their own community's identity/diversity through images.

Our Own Diversity

Theme: Identity and Diversity

Overview: The idea behind this activity and the opportunity it provides is to explore and develop awareness of the extent of diversity – often ‘hidden’ – within the group. It can also easily lead on to discussion about bias, prejudice and the hurtful and harmful outcomes of the escalation of prejudice and hate.

Learning outcomes:

Young people will be more aware of the diverse nature of their own and everyone’s connections in the group.

They will begin to realise the impact of prejudice and discrimination against people who are in the group and connected to group members.

Duration: 30 minutes

Materials: Flip chart sheets, markers, pens, resource cards

Instructions:

Take four sheets of flipchart paper. Write the heading “Race, Ethnicity & Nationality” on Sheet 1; “Religion & Faith” on Sheet 2; “Gender and Sexual Orientation/Identity” on Sheet 3; and “Health, ill-health and Disability” on Sheet 4.

Stick each sheet up around the room where the young people can easily access and place markers by each sheet. You may want to keep the sheets folded over so the headings are not distracting before you are ready to start.

Explain that you want participants to think about their extended family (not just the people who live in their home – also cousins, uncles, aunts, in-laws, etc.) close friends, and anyone whom they care about/who matters to them.

Explain that the sheets around the room with headings on them represent the major categories protected by hate crime law (and often school pastoral care/anti-bullying policies). Ask the young people to think of all the groups that are represented among their extended family and close friends and, when asked, go to the sheets and write these groups under the appropriate heading. For example, under the “Religion & Faith” heading, someone might write “Catholic, Muslim, Methodist” (Just write the group name once, even if it applies to e.g. 5 members of your family and friendship group.) It is probably helpful for the facilitator to demonstrate this by putting a couple of words on one or two of the sheets to give participants examples and also ‘permission’ to think broadly.

Explain that if someone else has already written a group name that you were going to add, just put a tick beside it. Medical conditions, etc. can be included under the “Disability” heading.

Debrief and evaluation:

Ask people not to comment as they observe what other people are writing – there will be time for questions and discussion afterwards. Provide plenty of time and encourage everyone to think broadly and deeply about everyone that matters to them and represent them under the relevant headings.

Once everyone has written what they want, and depending upon the space available, it may be good to put all the sheets on the floor in the middle of the room or gather them on a wall at the front so they can be viewed together. Discussion can follow, with questions such as:

- What do you notice?
- Is the group more or less diverse than you expected? In what ways?
- When we think about all the diversity within our family/friendship groups (some of which we might call “hidden diversity”), what might be some of the implications of this?

Tips: Depending on the size of the group, it is quite possible to require a 2nd Flipchart sheet under some or all of the headings as people get into the activity and start to really get a sense of how the activity invites them to acknowledge and represent the extent of the diversity within their family and friendship groups.

Further Suggestions:

This is a good lead in activity to explore further issues of diversity and identity in the group.

Resources: Handout 29

Religion & Faith

Examples:
Catholic,
Methodist,
Christian,
Muslim.

Gender & Sexual Orientation / Identity

Examples:
Male,
Female,
LGB & T

RACE, ETHNICITY, NATIONALITY

Examples:

**Irish,
British,
Polish,
Afro-Caribbean**

HEALTH, ILL HEALTH AND DISABILITY

Examples:
Wheelchair user,
Depression,
Athlete

What's In The News

Theme: Exploring politics and the media

Overview: "The News" can be approached in many different forms as a springboard for discussion and consideration of different views/perspectives, political opinions/aspirations and world-views.

Learning outcomes:

The young people will learn more about current affairs and how media portrays events, looking for possible bias and prejudice.

They will explore how media influences others, both positively and negatively.

Duration: 30 minutes

Materials: Paper, pens, card, glue, newspaper headlines or clippings, photos from magazines or archives, film or news clips

Instructions:

Divide the larger group into mixed small groups of 4-6, providing each group with selected materials (a set of photographs, recent newspapers or newspaper headlines, etc.)

Ask the group to discuss 'what they see' and agree on key themes or questions, such as:

- Where is there evidence of bias or prejudice?
- Is there the potential for hurt or harm?
- Who is best placed/able to intervene to prevent hurt or harm?
- What would you do if you were there/involved?
- Does Government/Politicians have a role to play/responsibility?

When the group have had time to review and discuss the materials, they could be asked to display or present their findings; or to create a 'Tableau/Still Image' of the main theme or their strongest feelings.

Debrief and evaluation:

What was difficult/easy about doing this exercise? Why?

What feelings did I experience doing this activity?

What did I learn?

Tips: It is good to use a range of resources from a range of providers to help the group find any bias. Use of local as well as national press is recommended.

Further Suggestions:

The group could also develop and perform a short 'Role Play' to explore a point of view or their findings/feelings, etc.

Take A Step Forward / One Small Step

Theme: Exploring Discrimination/Encouraging Empathy

Overview: This is an exercise to highlight that social inequalities exist and to help participants to explore how it feels to be someone else in Northern Ireland.

Learning outcomes:

The young people will become more aware of the obstacles facing others in their community.

They will have the opportunity to explore their own views towards others.

They will learn how to empathise with people who experience discrimination.

Duration: 30 minutes

Materials: Strips of paper containing character profiles, open space

Instructions:

Explain that in this activity everyone will imagine being someone else.

In silence give everyone a piece of paper containing a character profile (from the sample profiles provided). Everyone should read their profile **SILENTLY**, without letting the others know who they are. If they don't understand something they should ask the facilitator.

Ask the participants to imagine their character in their heads.

Now all participants should line up beside each other, against a wall. Explain that you are going to describe some situations (from the sample list provided) If the statement is true for their role, they should take one step forward. Otherwise they should stand still.

Read out the situations one at a time, pausing between each statement so everyone has time to think.

At the end, invite everyone to look around to see where the others stand. Ask everyone to read out their character profile to the others.

Debrief and evaluation:

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

How did people feel stepping forward- or not?

For those who stepped forward often, at what point did they begin to notice that others were not moving as fast as they were?

Did anyone feel that there were moments when their human rights were being ignored?

Can people guess each other's role? (Let people reveal their roles during this part of the discussion)

How easy or difficult was it to play the different roles? How did they imagine what the person was like they were playing like?

Did you feel that something was unfair?

Do you know anyone who is similar to your character profile? Has it made you think more about the obstacles people face?

Is this activity anything like the real world? How? What gives some people in our community more opportunities than others? Fewer opportunities?

What do you think about the people who were left trailing behind?

What first steps could be taken to address the inequalities in society?

Tips: It is possible that some young people may say they know little of the life of their character they must role play. Tell them, to use their imagination, or perhaps work in pairs on the activity.

The power of this activity lies in the impact of actually seeing the distance increasing between the participants, especially at the end there should be a big distance between those that stepped forward often and those who did not. To enhance the impact it is important that you adapt the character profiles, or make your own, so they best fit to the reality of your community/area. Be sure to adapt the roles to allow only a minimum of people can take steps forward.

Further Suggestions:

You might want to invite guest speakers or representatives from advocacy groups to talk to the group. This could be an opportunity to address or review some of the prejudices or stereotyping that came out during the discussion.

Resources: Handout 30

Simple Situations & Events

You have never encountered any serious financial difficulty.	You feel you can study and follow the profession of your choice.
You have decent housing with a phone line and TV.	You are not afraid of being harassed or attached in the streets, or by the media.
You feel your language, religion and culture are respected in the society in which you live.	You can vote in national and local elections.
You feel that your opinion on social and political issues matters and your views are listened to .	You can celebrate the most important religions festivals with your relatives and close friends.
Other people consult you about different issues.	You can go to the cinema or theatre at least once a week.
You are not afraid to be stopped by the police.	You are not afraid for the future for your children.
You know where to turn for help and advice if you need it.	You can buy new clothes at least once every three months.
You have never felt discriminated against before.	You can fall in love with the person of your choice.
You can go away on holiday once a year.	You can use and benefit from the Internet.
You have adequate social and medical protection for your needs.	You have a warm safe bed every night.
You can invite your friends for dinner at home.	No one is afraid of you.

Simple Character Profiles

You are an unemployed single person living in a large housing estate.	You are a 25 year old man who speaks Irish / Ulster Scots.
You are the son / daughter of a local bank manager. You study economics at university.	You are a Loyalist/Republic who spent several years in prison.
You are a 19 year old son/daughter of a farming family living in the countryside.	You are a young woman who is homeless and sofa surfing with friends.
You are a 20 year old migrant worker from Poland- you don't speak English very well.	You are a young man who has a history of depression and self-harm.
You are a 16 year old Muslim boy / girl – the son/daughter of a consultant in the local hospital.	You are a young woman with a learning disability.
You are a 15 year old Irish Traveller boy / girl.	You are a young white professional man / woman.
You are a 20 year old gay man / lesbian.	You are a young mother aged 21 with 3 young children.
You are a 50 year old homeless person, with alcohol addiction problems.	You are a young man aged 15 who lives in a rural area and is fostered.
You are an 18 year old young man / woman and you play in your local flute band.	You are a 12 year old boy from Syria living in small town with your family.

Ideal Island

Theme: Identity and Community

Overview: This challenging activity allows young people to be creative and use their imaginations to create an ideal island for everyone to live on, effectively creating their own society.

Learning outcomes:

Young people will learn how to create an inclusive, welcoming space.

They will reflect on what are the key ingredients to make an ideal society.

They will learn how to respond to challenges and scenarios designed to make them work together, think critically and make decisions.

Duration: 1 hour

Materials: Creative arts materials, flip chart paper, pen, markers and glue

Instructions:

Break the group into smaller subgroups and send them away for 15 minutes to think about all the things they would choose to have on an ideal island if they were able to design the world that they would live in.

You may have to give the group some examples such as hospitals, education, housing, law and order, religion, cultural activities and expression etc.

They should think about all the things they would choose not to have on their island and discard these into the surrounding seas.

Once they have completed this they should make a 3D model of their ideal place and present this ideal island to the other groups.

Debrief and evaluation:

What was difficult/easy about doing this exercise? Why?

What feelings did I experience doing this activity?

What did I learn?

Is your island a shared, welcoming inclusive space? How?

Tips: If you have limited materials or time the group can simply draw an island on the flipchart paper and map out its key characteristics.

Further Suggestions:

You can ask the group to name their island, have slogans, logos or design their own flags.

From this ideal island, you could progress the workshop further by drawing a peace wall through the centre of their island, creating two groups and two communities and asking the group to:

Reflect on how their island has changed.

Think about how they can now live and survive alongside each other.

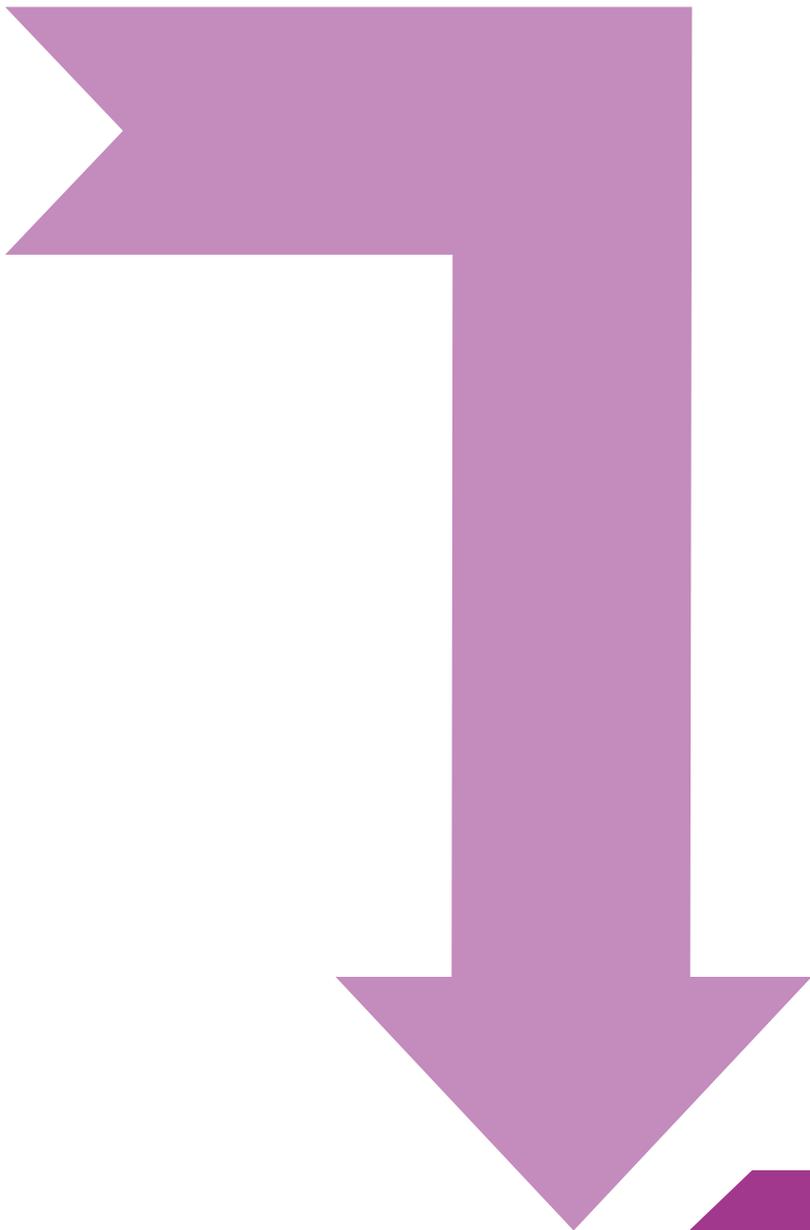
You could introduce other new scenarios into the island and ask the young to respond to the challenge/new scenario. Some examples could include:

Hate crimes have risen in the past year by 50%, what can you do to address this?

Due to a storm 5000 refugees have fled from a neighbouring island, how can you help support them on your island?



Post Camp



FAST FACTS

1. The Post Camp phase must involve a minimum of 10 hours face-to-face engagement with all the young people involved.
2. Post Camps must continue to include a substantive good relations element.
3. The focus should be consolidation of relationships and consideration of legacy and next steps.

KEY PRINCIPLES

• VALUE AND CELEBRATE ACHIEVEMENT

If the Pre Camp and Camp phases have been a success, it is highly likely that young people will be 'buzzing' to get back together again to relive the good times they have shared and to build upon them. This phase should involve appropriate recognition of what has been achieved – perhaps in the form of celebration events, awards and/or performances – and a sharing of this with key others, such as family, friends, local community and other supporters.

• CONSOLIDATE GOOD RELATIONS LEARNING AND RELATIONSHIPS

The Good Relations learning that has been engaged in up to this point and the positive development of relationship between young people from different communities should continue to be built upon. Hopefully a sound platform has been developed from which further learning and joint work can grow.

Whilst this may be the final phase of this particular programme, the hope is that the positive developments that have been achieved will spur everyone on to continue with the further development of meaningful contact, relationships and cooperation between the young people and the partners involved.

• CONSIDER LEGACY AND WIDER IMPACT

If the legacy is what's left and what endures, and if what's left is positive new relationships between young people – and those who work with them – that otherwise may not have happened, then it is precisely those young people who should be shaping the conversations around 'What Next?'

• PROGRAMME CONSIDERATIONS AND ACTIVITY IDEAS

The focus and priorities of the Post Camp phase are to:

- Value and celebrate achievement so far.
- Consolidate Good Relations learning and relationships between young people.
- Consider legacy and wider impact.

The programme of engagement and activities chosen should clearly support these priorities and create both time and space for young people to 'imagine' Next Steps and to map-out how they would like the group/project to proceed.

In this context it is also important to acknowledge that projects/groups and their youth/group workers and facilitators don't always need to keep coming up with new and different learning activities and games, 'just for the sake of it.' The key is that activities are matched to learning intentions and the particularities of the group and context, and it is quite possible to use the same activities on a number of occasions over a period of time to develop, extend and even track learning.

This is particularly true when thinking about the Post Camp phase, as many of the activities and games used during the main Camp may be very suitable for use again during the Post Camp phase. Therefore, the ideas and activities that follow should be considered alongside those already outlined.

• CONSOLIDATING GOOD RELATIONS

Keep and/or return to the momentum generated during the main Camp phase by either:

- (i) Going back to an activity that worked really well and revisiting it, or
- (ii) Trying some of the activities identified in this resource that were not used during main Camp

Another idea might be for the whole group of young people to make a visit or series of visits to each other's communities/youth clubs/centres and/or places of interest such as: Churches / Museums / Historical buildings or monuments / Places of Political or Historical interest.

It is very important that that the group are prepared for the visit beforehand and ALL educational visits to places of interest are followed up with a debriefing session where learning and impact are explored.

Inviting in guest speakers can be a very positive way to explore issues together and include prepared and facilitated question and answer sessions.

Learning about each other and exploring our own ideas, beliefs and practices can be done in a myriad of ways and can/should be interesting and enjoyable.

Multi-Media

Theme: Various

Overview: This activity aims to provide a fun and engaging stimulus for group engagement, discussion and learning relevant to identity, difference, diversity and good relations.

Learning outcomes:

The young people will discuss ideas around how we all see things slightly differently from others.

They will learn how to engage in debates and discussions on various topics covered in the media clips.

They will develop confidence in speaking in front of others as well as giving their opinions and listening to the opinions of others.

Duration: 30 minutes

Materials: Screen/TV & Data projector, speakers, debrief questions

Instructions:

Carefully review any material to ensure it is age appropriate and suitable for your group and of course, fits into your programme.

Have a clear educationally informed plan for how to best use the material with the group.

Show the group various clips to help spark debate, discussion and enlighten and challenge viewpoints.

These clips should be used as fits into your themes and session plans in pre-camp, camp or post camps stages.

Debrief and evaluation:

What was difficult/easy about doing this exercise? Why?

What feelings did I experience doing this activity?

What did I learn?

Tips: The key is that the facilitator is clear on how and when to introduce clips and how best to use them to promote conversation, sharing, working together and relationship building. Ensure you have watched the clips beforehand and have prepared your own questions depending on the learning outcome you want to achieve.

Further Suggestions:

This resource covers some very well-known clips. There are various contemporary programmes/films that address themes of cultural diversity specific to Northern Ireland. New media is created every day which can be used as resources and its worth spending time researching new ideas.

TV Show – Resources:

Give My Head Peace

Give My Head Peace is a satirical television comedy series on BBC Northern Ireland that pokes fun at political parties, paramilitary groups and the sectarian divide in Northern Ireland.

Hole in the Wall Gang

The Hole in the Wall Gang is the name of a comedy group from Northern Ireland, who came to prominence in the mid-1990s with the extremely popular satirical comedy Give My Head Peace.

The Blame Game

The Blame Game is a comedy panel game broadcast on BBC Radio Ulster and BBC One Northern Ireland. Started in 2005, it is hosted by Tim McGarry (Give My Head Peace). Regular panelists include comedians Colin Murphy, Neil Delamere, and Jake O’Kane. There are numerous clips which can be used to reflect on the comedic side of NI history and politics. An example on flags/ flegs:

<https://www.youtube.com/watch?v=o8JqKxrloQQ>

BBC

Some of the BBC resources from their NI schools section (KS3, KS4 Citizenship) have been archived and are no longer updated. However some lesson plans and resources remain

http://www.bbc.co.uk/northernireland/schools/11_16/citizenship

BBC Bitesize remains active and has numerous guides and clips in the KS3 section on NI.

<https://www.bbc.co.uk/education/topics/zvyfr82>

Film – Resources:

Examples include 1971, Hunger, In the Name of the Father, 5 minutes of Heaven, Bloody Sunday

Again, there are many media based resources that may be useful to support and further develop group learning, taking things on to the next natural level.

THEME – Conflict Transformation:

'Upstanding – Stories of courage from Northern Ireland' - the 'Upstanding' series, developed by 'Facing our History, Shaping the Future' a Corrymeela Community Project, is made up of three products –

A film featuring 10 diverse accounts of people who 'stood up' to violence, discrimination or prejudice.

A storybook featuring transcripts from the film and 6 additional stories and an educator's guide. Their web address is:

<http://www.storiesofcourage.net/>

THEME – Diversity:

A Class Divided or 'Brown eyes, Blues eyes' – A famous educational experiment exploring issues of racism and discrimination.

<http://www.pbs.org/wgbh/frontline/film/class-divided/>

If 100 people lived on earth includes handout 35:

This famous resource helps young people reflect on diversity and their understanding and perceptions of the world

<https://www.youtube.com/watch?v=OQwHNqMapiE>

THEME – Perceptions:

The Invisible Gorilla:

This is a famous awareness test focusing on our selective attention. This link also includes several other well know perception videos.

<https://www.theinvisiblegorilla.com/videos.html>

Resources: Handout 31

100 People Lived On Earth

The following is a detailed version of our 100 People statistics, updated in 2016 to reflect the world population having reached almost 7.5 billion people.

If the World were 100 PEOPLE:

Gender 50 would be female
50 would be male

Age 25 would be 0 – 14
66 would be 15 – 64
9 would be 65 +

Geography 60 would be from Asia
16 would be from Africa
10 would be from Europe
9 would be from Latin America and the Caribbean
5 would be from North America

Religion 31 would be Christian
23 would be Muslim
15 would be Hindu
7 would be Buddhist
8 would believe in other religions
16 would not be religious / identify with a particular faith

First Language 12 would speak Chinese
6 would speak Spanish
5 would speak English
4 would speak Hindi
3 would speak Arabic
3 would speak Bengali
3 would speak Portuguese
2 would speak Russian
2 would speak Japanese
60 would speak other languages

Overall Literacy 86 would be able to read and write
14 would not

Literacy	90% of males would be able to read and write
by Gender	10% of males would not be able to read and write
	82% of females would be able to read and write
	18% of females would not be able to read and write
Education	78% of eligible males would have a primary school education
	76% of eligible females would have a primary school education
	66% of eligible males would have a secondary school education
	63% of eligible females would have a secondary school education
	7% would have a college degree
Urban / Rural	54 would be urban dwellers
	46 would be rural dwellers
Drinking Water	91 would have access to safe drinking water
	9 would use unimproved water
Food	11 would be undernourished
Infectious Disease	1 would have HIV / AIDS
	1 would have tuberculosis
Poverty	11 would live on less than \$1.90 USD per day
Electricity	82 would have electricity
	18 would not
Technology	65 would be cell phone users
	47 would be active internet users
	95 live in an area with a mobile cellular network
Sanitation	68 would have improved sanitation
	14 would have no toilets
	18 would have unimproved toilets

Flags Workshop

Theme: Cultural Expression

Overview: This session will offer the young people an opportunity to see and learn about a range of common flags that are found/used and debated in NI.

Learning outcomes:

The young people will develop skills in communication and listening as they share their knowledge with others.

They will learn about the symbolism of colours and images used by a variety of groups in our community.

They will understand why flags are important to some people and why it is important to develop tolerance and respect.

Duration: 1 hour

Materials: Flags or posters, pens & post it notes, agree / disagree signs

Instructions:

Ask the group what do they think when the word flag is mentioned (is it symbols, use, colour, purpose, ceremony?)

Ask the group to go and stand beside a flag that they can relate to.

(Use the pens and paper to note down what you know and understand about this flag)

Ask the group to go to a flag that you cannot relate to or one that makes them feel uncomfortable.

(Use the pens and paper to note down what you know and understand about this flag)

What are the flags official names?

What is the role of a national flag?

(Unite people, symbolic image, inspire national pride, show sporting allegiance, show political or national identity to others)

What flags are controversial? Why?

If flags are meant to unite us why are they so divisive?

Debrief and evaluation:

What was difficult/easy about doing this exercise? Why?

What feelings did I experience doing this activity? What did I learn?

Tips: Revisit the code of conduct to remind the group about the basic rules of engagement. Highlight that everyone is entitled to their opinion & a chance to speak, discourage personal attacks.

Share factual information on flags.

Further Suggestions: Be as creative as possible with the way you lay the flags out.

Invite the young people to design a flag for NI by combining symbols that do not cause offense and represent a common identity. The goal is to create an inclusive flag for all. This can be a very creative workshop so bring art materials along. You may choose to have the flag made.

Add more flags and their explanation as desired.

Resources: Questions below + Flag Info Cards

If a discussion develops use the statements below to incorporate a line debate to probe further with the group.

1. Government offices are for both sides of the community & should be neutral
2. Flags are not treated with dignity here in Northern Ireland
3. The problem is not the flag it's how it's used
4. If one community is for something the other has to be against it
5. Both communities' rights have to be balanced
6. Flags should be flown all year round
7. Flags should be flown on special occasions
8. Flags should not be flown on lamp posts
9. Flags should not be burned on bonfires
10. Flags should not be flown in tatters
11. Flags should not be painted in murals
12. Flags should not be taken too seriously



Name: St Patrick's Saltire or The Cross of St Patrick

Description: A red saltire (also described as a diagonal cross) on a white field.

The St Patrick's Saltire is named after St Patrick, the patron saint of Ireland.

The red saltire from this flag appears as part of the Union Flag and is used to represent the island of Ireland or Saint Patrick the patron saint of Ireland. In heraldic language, it may be blazoned Argent, a saltire gules. Saint Patrick's Flag (Bratach Naomh Padraig) is a flag composed of Saint Patrick's Saltire.

The red saltire's association with Saint Patrick dates from the 1780s, when the Order of Saint Patrick adopted it as an emblem. This was a British chivalric order established in 1783 by George III. There is some evidence that a similar saltire was occasionally used to represent Ireland before this. It is often suggested that it derives from the arms of the powerful Geraldine or FitzGerald dynasty. Most Irish nationalists reject its use to represent Ireland as a "British invention".

After its adoption by the Order of Saint Patrick, it began to be used by other institutions. When the 1800 Act of Union joined the Kingdom of Ireland with the Kingdom of Great Britain, the saltire was added to the British flag to form the Union Flag still used by the United Kingdom. The saltire has occasionally served unofficially to represent Northern Ireland and been considered less contentious than other flags flown there.

The Order of Saint Patrick, an Anglo-Irish chivalric order, was created in 1783. The order was a means of rewarding those in high office who supported the Anglo-Irish government of Ireland.[4] On its badge was a red saltire on a white background, which it called the "Cross of St Patrick"

The Cross generally used on St Patrick's day, by Irishmen, is the Cross pattée, which is small in the centre, and so goes on widening to the ends, which are very broad; this is not recorded as the Irish Cross, but has custom for time immemorial for its support, which is generally allowed as sufficient authority for any similar institution ... As bearing the arms of another person is reckoned very disgraceful by the laws of honour.

The all-island bodies for men's and ladies' bowls compete internationally under the Saint Patrick's flag.

flags allowed on English, Scottish, and Welsh plates



Name: St Andrews Cross / Saltire

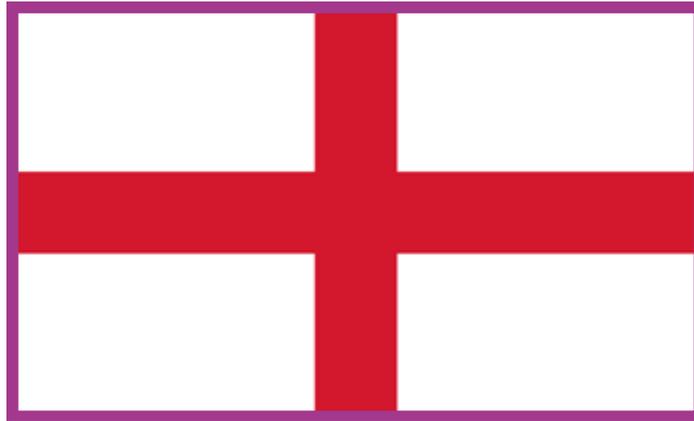
Description: The Flag of Scotland (Scottish Gaelic: bratach na h-Alba; [1] Scots: Banner o Scotland), also known as St Andrew's Cross or the Saltire, is the Flag of Scotland. As the national flag, the Saltire, rather than the Royal Standard of Scotland, is the correct flag for all individuals and corporate bodies to fly. It is also, where possible, flown from Scottish Government buildings every day from 8am until sunset, with certain exceptions.

According to legend, the Christian apostle and martyr Saint Andrew, the patron saint of Scotland, was crucified on an X-shaped cross. Use of the familiar iconography of his martyrdom, showing the apostle bound to an X-shaped cross, first appears in the Kingdom of Scotland in 1180 during the reign of William I. It was again depicted on seals used during the late 13th century, including on one used by the Guardians of Scotland, dated 1286.

Using a simplified symbol which does not depict St. Andrew's image, the saltire or crux decussata, (from the Latin crux, 'cross', and decussis, 'having the shape of the Roman numeral X'), began in the late 14th century. In June 1385, the Parliament of Scotland decreed that Scottish soldiers serving in France would wear a white Saint Andrew's Cross, both in front and behind, for identification.

The earliest reference to the Saint Andrew's Cross as a flag is found in the Vienna Book of Hours, circa 1503, in which a white saltire is depicted with a red background. In the case of Scotland, use of a blue background for the Saint Andrew's Cross is said to date from at least the 15th century, with the first certain illustration of a flag depicting such appearing in Sir David Lyndsay of the Mount's Register of Scottish Arms, circa 1542.

The legend surrounding Scotland's association with the Saint Andrew's Cross was related by Walter Bower and George Buchanan, who claimed that the flag originated in a 9th-century battle, where Óengus II led a combined force of Picts and Scots to victory over the Angles, led by Æthelstan. Supposedly, a miraculous white saltire appeared in the blue sky and Óengus' troops were roused to victory by the omen. Consisting of a blue background over which is placed a white representation of an X-shaped cross, the Saltire is one of Scotland's most recognisable symbols.



Name: St George's Cross

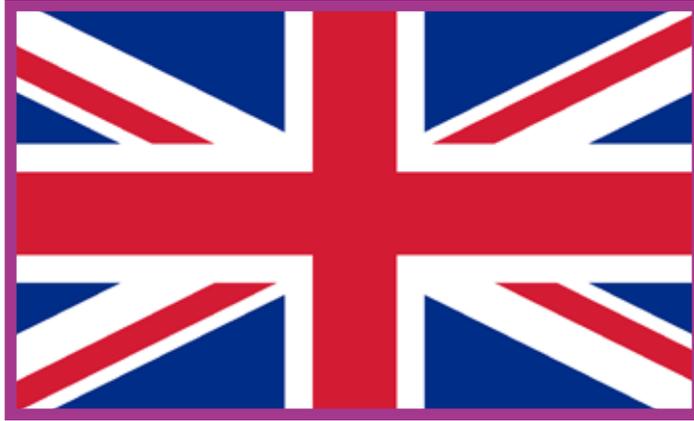
Description: The flag of England is derived from St George's Cross (heraldic blazon: Argent, a cross gules). The association of the red cross as an emblem of England can be traced back to the Middle Ages, and it was used as a component in the design of the Union Flag in 1606. Since the 1990s it has been widely used at national sporting events. Sometimes associated with Saint George, the military saint, often depicted as a crusader from the Late Middle Ages, the cross has appeared on many flags, emblems, standards, and coats of arms.

Its first documented use was as the ensign of the Republic of Genoa, where after it was used successively by crusaders. The symbol has since been adopted by the Swabian League in the pre-Reformation Holy Roman Empire, and it was introduced as the emblem of several countries and cities which have or had Saint George as a patron saint, notably the Republic of Genoa, the Duchy of Milan, England, Wales, and Georgia in the Caucasus Mountains of Eastern Europe.

The cross is also found, for various reasons, on the provincial flags of Huesca, Zaragoza, and Teruel (the three provinces of Aragón in Spain) and Barcelona. It is used extensively across Northern Italy and is the symbol of Bologna, Padua, Genoa, Reggio Emilia, Mantua, Vercelli, Alessandria, and most notably of Milan, where it is often called the "Cross of Saint Ambrose". It is also the main feature of the Ulster Banner, formerly the Flag of Northern Ireland, and thus appears on the badges and flags of some Ulster loyalist groups, such as the Ulster Volunteer Force.

Early representations of Saint George as a crusader knight with bearing a red-on-white cross still date to the late 13th century, and become widespread as the saint's attributed arms in the 14th and 15th centuries. Edward III of England chose Saint George as the patron saint of his Order of the Garter in 1348, and also took to using a red-on-white cross in the hoist of his Royal Standard.

Saint George became widely venerated as a warrior saint during the Third Crusade. The red cross in particular was associated with the Knights Templar, from the time of the Second Crusade (1145), but in 1188 red and white crosses were chosen to identify the French and English troops in the "Kings' Crusade" of Philip II of France and Henry II of England, respectively. Together with the Jerusalem Cross, the plain red-on-white became a recognizable symbol of the crusader from about 1190, and in the 13th century it came to be used as a standard or emblem by numerous leaders or polities who wanted to associate themselves with the crusades.



Name: The Union Flag. The first one had only the England and Scotland ones combined.

Description: The Union Flag brings together three flags:

1. The Flag of England, also known as St George's Cross: A red cross on a white background.
2. The Flag of Scotland, also known as St Andrew's Cross: A white diagonal cross on a blue background.
3. The St Patrick's Cross, representing Ireland: A red diagonal cross on a white background.

It uses the red cross of St George, the red saltire of St Patrick and the flag of Scotland to make the Union Flag. The design of the flag was made in 1801.

The Union Flag, is used to represent the United Kingdom of Great Britain and Northern Ireland.

This is the royal standard and is flown when the Queen is present.

The union flag is only called the 'Union Jack' when flown at sea.



Name: The Tricolour

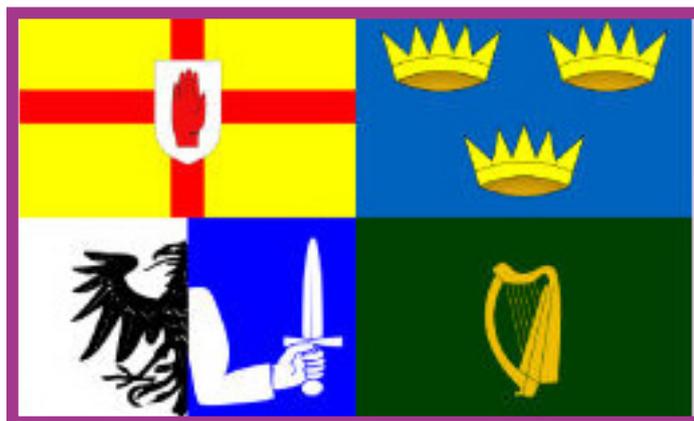
Description: The Tricolour has three vertical bands of green, white and orange. The green band is where the flag is flown from. The colours in the flag are there for representation; green for the Catholic population and orange for the Protestant population of the island of Ireland. The white band in the middle represents the hope of lasting peace.

This was first used in 1922. Tricolours are the flags of all republics who used to be a monarchy. Ireland became a republic in 1939.

The Tricolour was originally designed to represent the whole of Ireland, but is currently used as the flag for the Republic of Ireland.

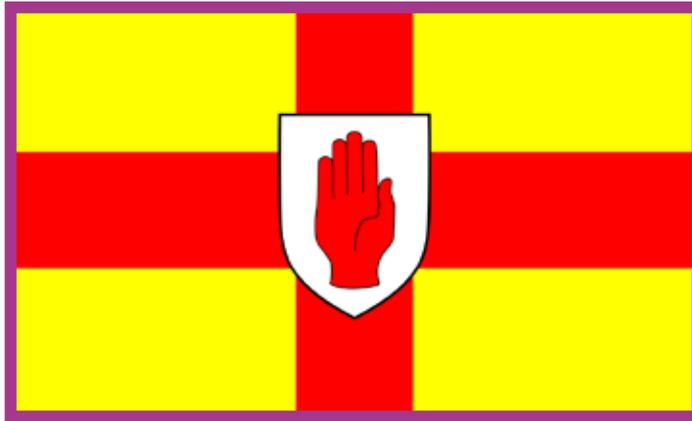
This flag was gifted to Thomas Francis Maher from a group of French Ladies in 1848 to support the self determination of the nation.

If it is flown back to front it is the Flag of the Ivory Coast.



Name: The Four Provinces of Ireland

Description: Each flag from the four provinces of Ireland are brought together to form one flag. The four provinces are known as Ulster, Munster, Leinster and Connacht. Top left is Ulster, top right is Munster, bottom left is Connacht and bottom right is Leinster.



Name: The Flag of Ulster

Description: The Flag of Ulster has a gold background featuring a red cross with the symbol of the Red Hand of Ulster. The flag is composed of two symbols which represent two ancient families from Ulster. The gold background and red cross came from the coat of arms of the Burkes and the Red Hand from the O'Neill family.

Legend has it that the symbol of the Red Hand comes from a race to conquer Ireland thousands of years ago. Heremon O'Neill racing a rival chieftain for possession of Ireland became the first man to touch its soil by cutting off his own hand and hurling it ashore! His sacrifice made Heremon the first king of Ulster in 1015 B.C.

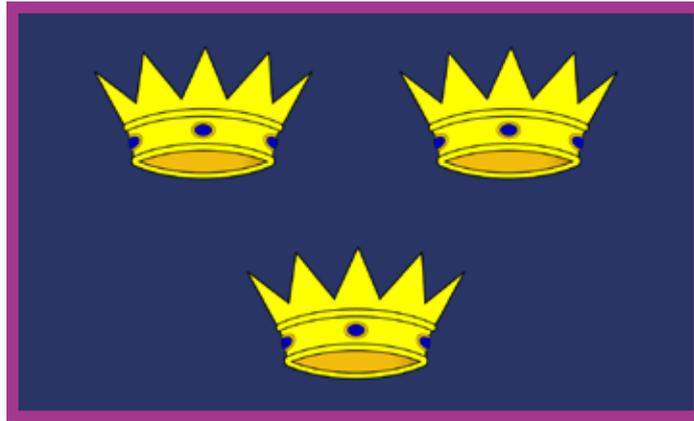
The Flag of Ulster is a historic banner used to represent Ulster, one of the four provinces of Ireland. The Red Hand of Ulster is a symbol that is either derived from the O'Neill dynasty, then the most prominent Irish clan in Ulster, or the Dextra Dei of early Christian iconography. The gold background featuring a red cross comes from the coat of arms of the Burkes, a Hiberno-Norman noble family.

Flag of Ulster is used to represent the province of Ulster, which is one of the four provinces of Ireland. The arms of the historic province of Ulster is a composite achievement, combining the heraldic symbols of two of that province's best known families, namely the cross of de Burgh and the red hand motif adopted by the O'Neill (Ua Néill, later Ó Néill) Kings of Ailech and Tír Eoghán.

The 'Red Hand' badge of O'Neill was probably grounded on a theme in Gaelic culture. An early heraldic use in Ireland of the open right hand can be seen in the seal of Aodh Ó Néill, King of the Irish of Ulster, 1344-1364.[2]

When Walter de Burgh, Lord of Connacht, became Earl of Ulster in 1243 the de Burgh cross became inseparably linked with the Hiberno-Norman Earldom of Ulster, which spanned over a third of the province. The seal of his son Richard, for example, appended to a deed dated 1282, shows the heraldic cross in triplicate together with what may well be a portrait head of the Earl himself. At some point the Red Hand motif was appended to the de Burgh cross, the result eventually coming to represent the entire province.

The flag of Ulster is usually displayed alongside the flags of Leinster, Munster, Connacht, or as part of the combined flag of the Provinces of Ireland. The flag is the official flag of the Ulster Gaelic Athletic Association and the Ulster rugby team, and is part of the IRFU four provinces flag and the Ireland hockey team flag



Name: The Flag of Munster

Description: The flag of Munster consists of three gold crowns on a blue field. Similar crowns were included on the arms of Ireland before being superseded by the golden harp in the 16th century. The meaning of the crowns on the flag is not certain, but one possibility is that they may represent three of the medieval Hiberno-Norman lordships in Munster; the O'Briens (Thomond), the Butlers (Ormond) and the Fitzgeralds (Desmond).

For more than four hundred years, the Province of Munster has been heraldically symbolised by three golden antique crowns on a deep blue shield. The crowns may represent Thomond (Tuamhain, North Munster), Desmond (Deasumhain, South Munster), and Ormond (Urumhain, East Munster). While these arms are on record as relating to Munster as early as the sixteenth century, the motif, namely the antique Irish crown which inspired them, is considerably older. For example, a crown of the type now known as antique Irish, crafted in burnished metal and resting on a blue enamel surface, forms part of a thirteenth-century crozier head found near Cormac's Chapel on the Rock of Cashel. This Gaelic Irish artifact is now in the National Museum of Ireland, Kildare Street, Dublin. Cashel was the seat of the Kings of Munster, from early Christian times through to the fifteenth century. In the case of the 'king-bishops' of Cashel, the placing of the antique crown on their crozier, could be interpreted as a symbolic assertion of their right to the political sovereignty of Munster. It is suggested therefore that the sovereignty of Munster, as expressed in heraldic format, uses the antique crown in triplicate. (Tripling of symbols in heraldic art is a convention used to achieve balance on the triangular surface of a shield.)

As to the tincture (colour) of the Munster shield, in Gaelic mythology the sovereignty of Munster was personified in Mór Muman – a lady or goddess dressed in deep blue robes.



Name: The Flag of Leinster

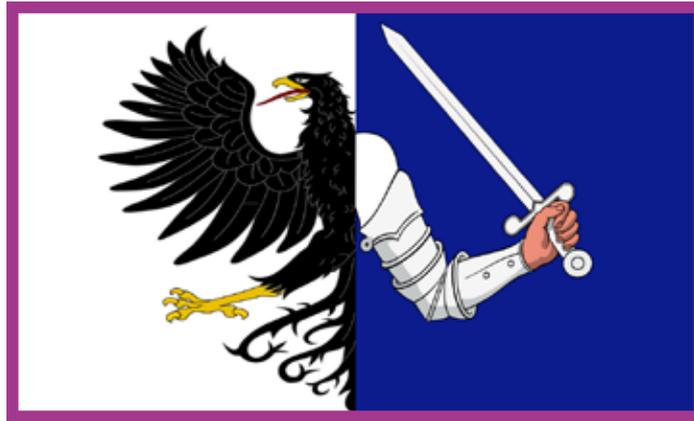
Description: The flag of the Irish province of Leinster is a banner with the provincial coat of arms: a gold Irish harp with silver strings on a green field (blazon: vert a harp or stringed argent). These arms are similar to the arms of Ireland, which have the same device on a field of blue rather than green.

Possibly the oldest Irish instance of the use of the harp device on a green field was the flag of Eoghan Ruadh Ó Néill (Owen Roe O'Neill). Owen Roe, nephew of Aodh (Hugh O'Neill), had entered the Spanish service after his uncle's defeat at Kinsale in 1601. Owen rose to prominence in the Spanish army, and in 1642 returned to Ireland to assist the Irish Confederation in the war that broke out the previous year. It is recorded that his ship, the *St Francis*, as she lay at anchor at Dunkirk, flew from her mast top "the Irish harp in a green field, in a flag". Because the confederation's headquarters were located in Kilkenny – the principal city of Leinster "without the pale" – his flag may have had a special significance for that province. The Confederation seal also incorporated, among a number of other motifs, a representation of the Irish harp. When Eoghan Ruadh died in 1649 the hopes of the Irish Confederation died with him.



Name: The Flag of Europe

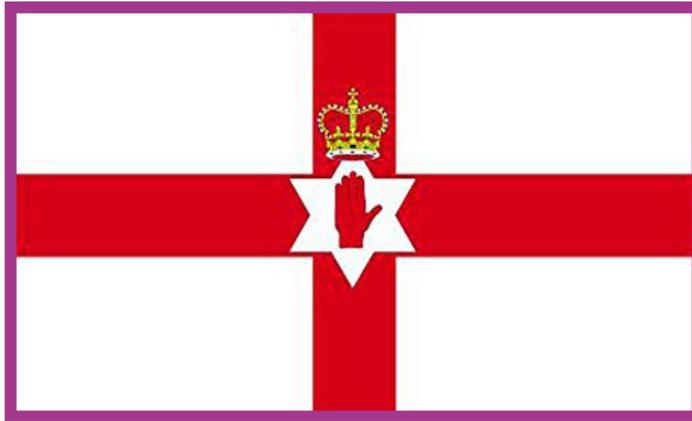
Description: The European flag has a background of Azure blue with twelve, five pointed golden stars formed into a circle. It is used to represent the council of Europe and the European Union. The number of stars is based on the fact that twelve is seen as a symbol of perfection and completeness, and does not represent the number of countries in the European Union.



Name: The Flag of Connacht

Description: The flag of Connacht is a heraldic banner of the arms of Connacht, a dimidiated (divided in half from top to bottom) eagle and armed hand. The arms are recorded as such on a map of Galway dated 1651 now in the library of Trinity College, Dublin. These arms approximate rather closely to those of the Schottenkloster or Irish monastery founded in Regensburg, Bavaria in the 11th century.

The question is how the arms of that Schottenkloster located deep in the heart of the Holy Roman Empire come to be associated with the province of Connacht in Ireland. A somewhat unsatisfactory answer to this question can be found in Vatican Ms 11000 which contains a necrology of prominent Irish ecclesiastics and political rulers – with floruits mainly in the twelfth and thirteenth centuries – whose obituaries were recorded locally, apparently on the basis of their being substantial benefactors of the Schottenkloster at Regensburg. In the section of the aforementioned necrology headed "Kings", the initial entry relates to Donnchadh and Domhnall Mac Carthaigh, rulers of Desmond, to whom the arms of the Schottenkloster were apparently conceded, presumably as arms of affection. If it is assumed that the arms of the Schottenkloster were similarly conceded to the other royal benefactors noted in the necrology, then an explanation of the origins of the arms of the province of Connacht begins to emerge because the final entry in the necrology refers to Ruaidhrí Ó Conchobhair, King of Connacht and last High King of Ireland.

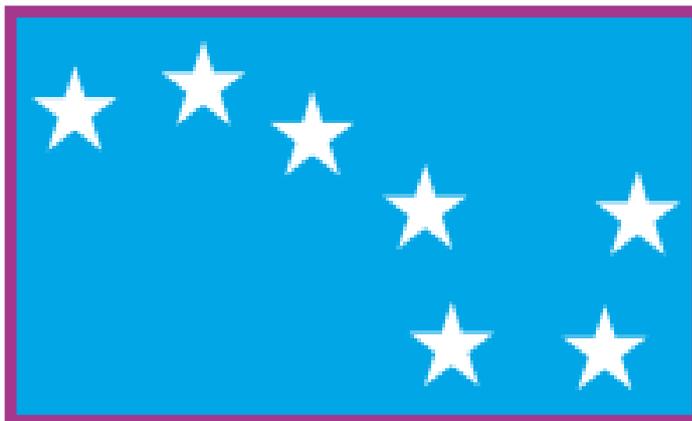


Name: The Ulster Banner – Government of Northern Ireland Flag 1921

Description: The Ulster Banner is composed of a red cross on a white field, the Red Hand of Ulster on a six pointed star and a crown at the top of the star.

It is based on the English Flag and the Flag of Ulster with the addition of the six pointed star to represent the six counties of Northern Ireland and the crown on top for the British Monarchy.

It was formerly the flag for the Government of Northern Ireland, but it no longer has any status. It is sometimes used at sporting events to represent Northern Ireland.



Name: The Starry Plough

Description: The Starry Plough banner (Irish: An Camchéachta) was originally used by the Irish Citizen Army, a socialist, Irish republican movement. James Connolly, co-founder of the Irish Citizen Army with Jack White, said the significance of the banner was that a free Ireland would control its own destiny from the plough to the stars.

The flag depicts an asterism (an identified part) of the constellation Ursa Major, called The Plough (or "Starry Plough") in Ireland and Britain, the Big Dipper in North America, and various other names worldwide. Two of the Plough's seven stars align (point) on the North Pole Star.

The original Starry Plough was unveiled in 1914 and flown over the Imperial Hotel by the Irish Citizen Army during the 1916 Easter Rising. Throughout the year the Plough prominently features in the night sky over the Northern Hemisphere.

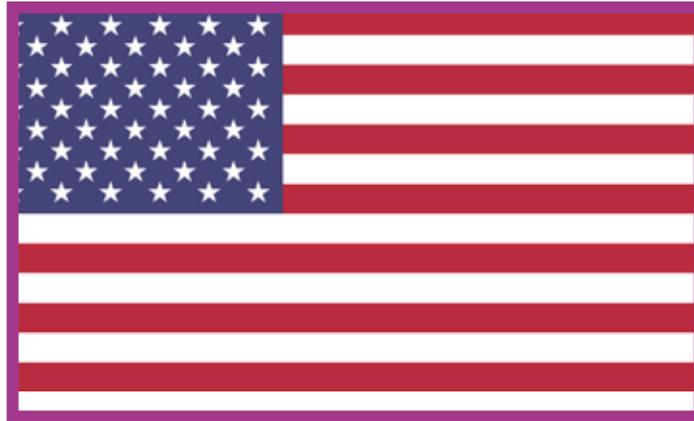


Name: The Welsh Flag

Description: The flag of Wales (Welsh: Baner Cymru or Y Ddraig Goch, meaning the red dragon) consists of a red dragon passant on a green and white field. As with many heraldic charges, the exact representation of the dragon is not standardised and many renderings exist.

The flag incorporates the red dragon of Cadwaladr, King of Gwynedd, along with the Tudor colours of green and white. It was used by Henry VII at the Battle of Bosworth in 1485, after which it was carried in state to St Paul's Cathedral. The red dragon was then included as a supporter of the Tudor royal arms to signify their Welsh descent. It was officially recognised as the Welsh national flag in 1959.

The dragon as a major flag design element is shared with the flag of Bhutan. A dragon also appears on the badge of the George Cross on the flag of Malta. The Chinese flag also featured a dragon during the Qing Dynasty. Several cities include a dragon in their flag design, including Cardiff, the capital city of Wales, Ljubljana, the capital city of Slovenia, and Puerto Madryn in Argentina.



Name: The American Flag

Description: The flag of the United States of America, often referred to as the American flag, is the national flag of the United States. It consists of thirteen equal horizontal stripes of red (top and bottom) alternating with white, with a blue rectangle in the canton (referred to specifically as the "union") bearing fifty small, white, five-pointed stars arranged in nine offset horizontal rows, where rows of six stars (top and bottom) alternate with rows of five stars. The 50 stars on the flag represent the 50 states of the United States of America, and the 13 stripes represent the thirteen British colonies that declared independence from the Kingdom of Great Britain, and became the first states in the U.S. Nicknames for the flag include The Stars and Stripes, Old Glory, and The Star-Spangled Banner.



Name: The Rainbow Flag

Description: The rainbow flag, commonly known as the gay pride flag or LGBT pride flag, is a symbol of lesbian, gay, bisexual and transgender (LGBT) pride and LGBT social movements. Other uses of rainbow flags include a symbol of peace and the colors reflect the diversity of the LGBT community, as the flag is often used as a symbol of gay pride during LGBT rights marches. While it originated in Northern California, the flag is now used worldwide.

Originally devised by San Francisco artist Gilbert Baker, the design has undergone several revisions since its debut in 1978, first to remove colors then restore them based on availability of fabrics. The most common variant consists of six stripes: red, orange, yellow, green, blue, and violet. The flag is typically flown horizontally, with the red stripe on top, as it would be in a natural rainbow.

Gilbert Baker, an openly gay activist born in 1951, grew up in Parsons, Kansas, and went on to serve in the US army for about two years in 1970. After an honorable discharge, Gilbert taught himself to sew. In 1974, Baker met Harvey Milk, an influential gay leader, who three years later challenged Baker to come up with a symbol of pride for the gay community. The original gay pride flag flew in the San Francisco Gay Freedom Day Parade on June 25, 1978. It has also been suggested that Baker may have been inspired by Judy Garland's singing "Over the Rainbow" and the Stonewall riots that happened a few days after Garland's death (she was one of the first gay icons). Another suggestion for how the rainbow flag originated is that at college campuses during the 1960s, some people demonstrated for world peace by carrying a Flag of the Races (also called the Flag of the Human Race) with five horizontal stripes (from top to bottom they were red, white, brown, yellow, and black). Gilbert Baker is said to have gotten the idea for the rainbow flag from this flag in borrowing it from the Hippie movement of that time largely influenced by pioneering gay activist Allen Ginsberg. The flag originally comprised eight stripes; Baker assigned specific meaning to each of the colors: Hot pink (Sex) / Red (Life) / Orange (Healing) / Yellow (Sunlight) / Green (Nature) / Turquoise (Magic/Art) / Indigo (Serenity) Violet (Spirit)

Thirty volunteers hand-dyed and stitched the first two flags for the parade.[12] After the assassination of gay San Francisco City Supervisor Harvey Milk on November 27, 1978, demand for the rainbow flag greatly increased. To meet demand, the Paramount Flag Company began selling a version of the flag using stock rainbow fabric with seven stripes: red, orange, yellow, green, turquoise, blue, and violet. As Baker ramped up production of his version of the flag, he too dropped the hot pink stripe because of the unavailability of hot-pink fabric. Also, San Francisco-based Paramount Flag Co. began selling a surplus stock of Rainbow Girls flags from its retail store on the southwest corner of Polk and Post, at which Gilbert Baker was an employee.

In 1979 the flag was modified again. When hung vertically from the lamp posts of San Francisco's Market Street, the center stripe was obscured by the post itself. Changing the flag design to one with an even number of stripes was the easiest way to rectify this, so the turquoise stripe was dropped, which resulted in a six stripe version of the flag — red, orange, yellow, green, blue, and violet.[13]

In 1989, the rainbow flag came to nationwide attention in the United States after John Stout sued his landlords and won when they attempted to prohibit him from displaying the flag from his West Hollywood, California, apartment balcony.

Symbols

Theme: Identity and Community

Overview: This session will offer the young people an opportunity learn about a range of symbols that are used in Northern Ireland; their purpose and origins.

Learning outcomes:

The young people will develop skills in communication and listening as they share their knowledge with others.

They will learn about symbols and images used by a variety of groups in our community and how they are linked to identity.

They will understand why symbols are important to some people and why it is important to develop tolerance and respect.

Duration: 1 hour

Materials: Creative arts materials, flip chart paper, pen, markers and glue

Instructions:

Explain to the group that symbols can take many forms- murals, graffiti, badges, emblems, flags and so on.

Place a set of symbols around the room. Ask the young people to select a symbol and feedback anything they know about it. Alternatively present this information in a quiz style and challenge young people to name the symbols and any information they know about it.

Debrief and evaluation:

What symbols are shared by Protestants and Catholics?

What symbols are non-controversial?

Do you ever display any of these symbols? Where? When?

Do you see any of these signs in your area?

What do you feel when you see cultural symbols being displayed?

Do you understand how symbols can be linked to identity?

Tips: You should add other symbols to the workshop that suits the needs and interests of your group.

The symbols should be either passed around the group or prominently displayed so the young people can see/touch/feel these symbols.

It is important to emphasize to the group the importance of treating the symbols with respect and that the purpose of the activity is for them to understand more about symbols that they may never hold/see close up and may be unclear about what the symbols are for.

In the group discussion the young people should be encouraged to ask questions about the origin, history and meanings of these symbols. As a facilitator you should ensure you have the correct answers to give to the group and check that the group remembers understand these symbols/their meaning.

It's important to explore with the group intention versus meaning in relation to symbols, the range of identities associated with symbols and how they can cause conflict.

You should print off the symbols and laminate them to keep them for workshops, perhaps with info on them on the reverse.

You may also use 3 hula hoops and with each representing identities, CNR, PUL and Shared. Ask the group to place the symbols where they feel they belong in terms of more closely associated with one or another community background. Explore together, providing information to the group on how accepted they symbols are in NI.

Further Suggestions: You may ask the group to design their own symbol which is inclusive of all and bring a range of art materials to encourage them to think creatively.

This session can be led with group members bringing in their own symbol from home and discussing its significance to them or a member of their family.

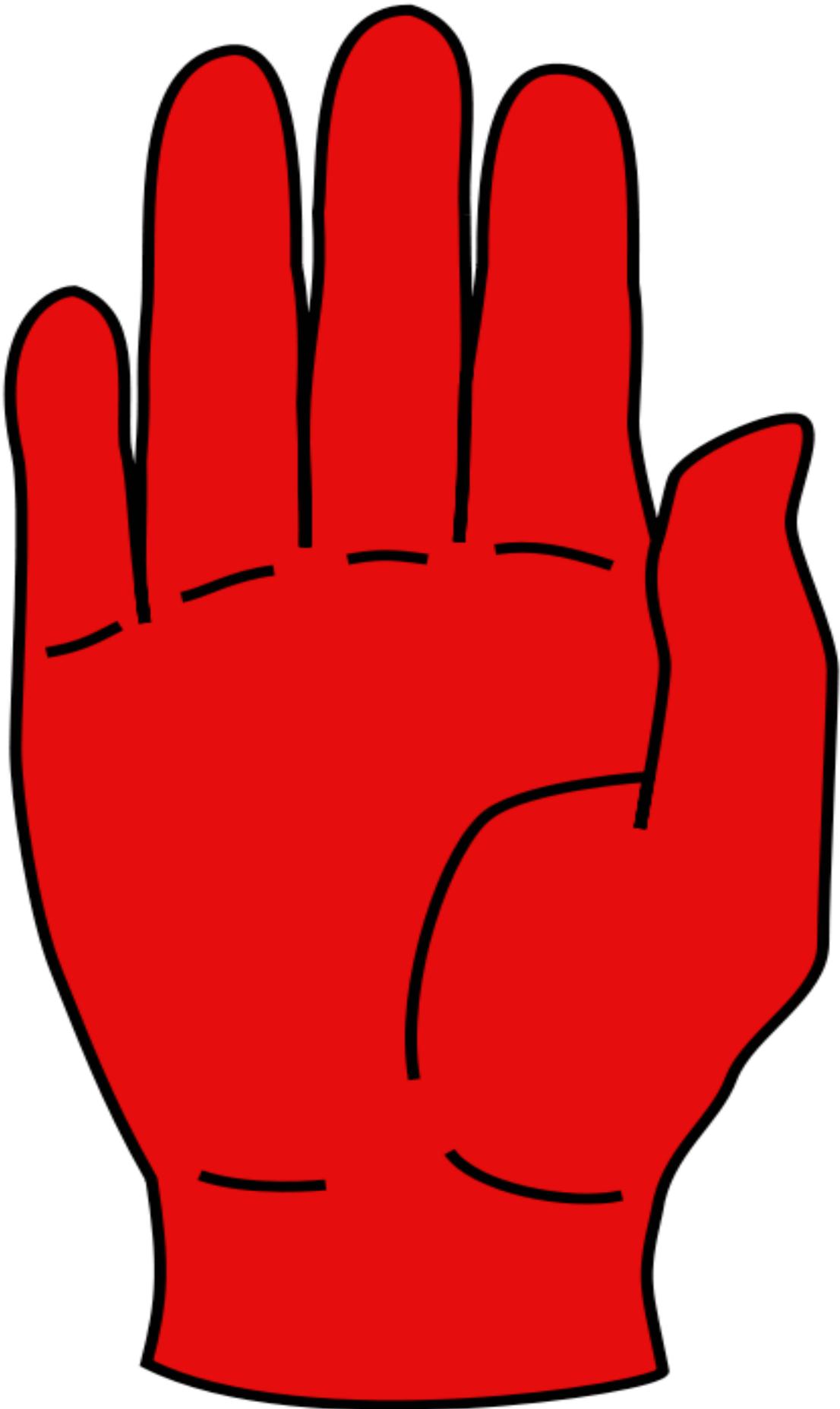
Resources: Picture Cards + Handout 32



















S I N C E



1 7 9 5

The
Orange
Order







ULSTER

Rugby





The Celtic cross is a form of Christian cross featuring a nimbus or ring that emerged in Ireland and Britain in the Early Middle Ages. There are hundreds of examples still in existence. Sometimes known as a Celtic sun cross, there are also thousands of memorials in the form of a Celtic cross headstone to be seen in many cemeteries around the world.



The Crown symbolises the British monarchy in Ireland. It is seen on many Loyalist murals and Orange Order banners. It is seen as the ultimate symbol of Protestantism, and allegiance is pledged to it by all who are loyal to Britain and the Protestant ascendancy in Ireland.



This ancient instrument has long symbolised the island of Ireland. Its Nationalist origins come from when Owen Roe O'Neill, a Gaelic Chieftain, adopted a green flag incorporating the harp. Being seen as a threat to the English invaders, playing the harp was banned, despite remaining on the royal insignia as representing Ireland in the growing British Empire. It was revived in Belfast in 1792, and was the prime symbol of the United Irishmen. The symbol of the harp also represents Loyalist Irishmen when it is surmounted by a crown and it is used in this form on, for example, the cap badges of the Royal Ulster Constabulary.



The Remembrance Day Poppy was initially used to commemorate the dead of World War I, in which many Irishmen, both Protestant and Catholic, died fighting. The symbol has long been the preserve of the Unionist community as it is seen as unequivocally British. While it can still be the cause of controversy it is slowly growing in popularity with Irish Nationalists who also wish to pay tribute to those who died in the two World Wars.



The Red Hand of Ulster is the official seal of the O'Neill family. It is believed to originate from a mythical tale wherein two chieftains were racing across a stretch of water in a bid to be the first to reach the land and claim it as his own. Realising his foe would touch the land first; one chieftain cut off his hand and threw it onto the shore, thereby claiming the land before his adversary reached it. The Red Hand is one of the only emblems in Northern Ireland used by both communities in Northern Ireland although it is more associated with the Protestant community. Catholics see it as representing the nine counties of Ulster while Protestants see it as representing the six counties of Northern Ireland. The Red Hand of Ulster appears on many murals and flags.



Legend has it that St Patrick used the shamrock to explain the trinity to the Irish and convert them to Christianity. It is recognised around the world as a symbol of Ireland. People wear shamrocks on St Patrick's Day to commemorate the saint. It is also used within Unionist tradition – for example the Royal Irish Rangers wear shamrocks on St Patrick's day. It is one of Ireland's national emblems, and is used by mainly by the Nationalist tradition, but is also evident within the Unionist tradition, with bodies such as the Royal Irish Rangers wearing the Shamrock every St. Patrick's day.



The Football Association of Ireland is the governing body for association football in the Republic of Ireland.

Often regarded as the Catholic counterpart to the Orange Order, the Ancient Order of Hibernians (AOH) was founded in the USA in 1838. The word 'Hibernia' comes from the old Roman name for Ireland. AOH members parade with banners depicting their Catholic, Nationalist and Celtic heritage. The traditional AOH parade days each year are 15 August, the Feast of the Assumption, and St. Patrick's day on 17 March.

IFA is the Irish Football Association and the governing body for the Northern Ireland Football Team.

The Orange Order was founded prior to the 1798 Rebellion, after the battle of the Diamond, to defend and uphold Protestantism and the English Monarchy. The Order commemorates the Battle of the Boyne every 12 July.



Six symbols which reflected both nationalist and unionist identities were chosen by Northern Ireland's Policing Board as the design for a badge which is worn by the Police Service of Northern Ireland. The PSNI badge features the St. Patrick's saltire, and six symbols representing different and shared traditions:



- The Scales of Justice (representing equality and justice)
- A crown (a traditional symbol of royalty but not the St Edward's Crown worn by or representing the British Sovereign)
- The harp (a traditional Irish symbol but not the Brian Boru harp used as an official emblem in the Republic)
- A torch (representing enlightenment and a new beginning)
- An olive branch (a peace symbol from Ancient Greece)
- A shamrock (a traditional Irish symbol, used by St Patrick, patron saint of all Ireland, to explain the Christian Trinity)



Although commonly known as the 'sash' this item is more properly termed a collarette. The 'sash' is the most distinctive item worn by members of the Orange Order when taking part in parades.



Ulster Rugby is one of the four professional provincial rugby teams from the island of Ireland. They compete in the Pro14 and the European Rugby Champions Cup. The team represents the Irish Rugby Football Union (IRFU) Ulster Branch, which is one of the four primary branches of the IRFU and is responsible for rugby union throughout the geographical Irish province of Ulster, comprising six counties in Northern Ireland and three counties in the Republic of Ireland.



The Easter Lily commemorates the Easter Rising of 1916. Easter 1916 is a controversial event in the history of Ireland, but there is no doubt it altered the course of history on the island. Irish Republicans celebrate Easter 1916 as a struggle for independence from imperial England. Northern Irish Protestants are overwhelmingly Unionist in their politics - so in their eyes Easter 1916 was a violent attempt to force them into an independent Ireland against their wishes.

Who's Job Is It?

Theme: Responsibility

Overview: The purpose of this activity is to enable group members to reflect on who's responsibility it is for peace building in Northern Ireland.

Learning outcomes:

The young people will know that there are people who talk, and people that do things in society.

They will learn that everyone has a role in making NI a peaceful place to live in.

They will understand how easy it is to leave important jobs to other people.

Duration: 30 minutes

Materials: 4 chairs

Instructions:

Invite 4 volunteers to sit in a row of 4 seats at the front of the group.

Give each volunteer one of the 4 names from handout 6. Ask each one to stand up and sit down every time they hear their name mentioned in the story.

Read out the following statement slowly:

This is a story about 4 people named somebody, everybody, anybody and nobody. There was an important job to be done and everybody was sure that somebody would do it. Anybody could have done it but did it. Somebody got angry because it was everybody's job. Everybody thought that anybody could do it but nobody realised that everybody wouldn't do it. It ended up that everybody blamed somebody when nobody did what anybody could have done.

Debrief and evaluation:

Who is the hero of our story?

Has anyone ever experienced something like this? Explain?

How easy/difficult did you find this? Why was that?

If we think about the job of peace-building in NI what has it taught you?

Tips: Assure the volunteers that the name does not reflect on them personally. They are all special.

This exercise can be really fun and will generate laughter among the group.

Further Suggestions: You can enlist the whole group by dividing them into 4 groups and naming each group. If they are sitting on the floor it will be more of a challenge for them to stand and sit quickly.

Resources: Words below

Who's Job Is It?

Somebody

Everybody

Anybody

Nobody

Who's To Blame?

Theme: Conflict Transformation

Overview: The activity is about delving deeper into young peoples' opinions and attitudes on a range of issues.

Learning outcomes:

The young people will learn that friendship deepens when people share more about themselves and how they think and feel about controversial issues.

They will learn how to express their views and be able to challenge those of others whom they disagree with.

They will understand each other's deeply held beliefs and values and reflect on their own position.

Duration: 30 minutes

Materials: Laminated list of flash cards

Instructions:

Divide the group into smaller groups of 4.

Display the flash cards around the room.

It is vital to remind the young people about the code of conduct they have signed up to, particularly the points about speaking for yourself and listening to opinions that are different from your own.

Explain that each group can select 5 words that cause the most problems here in NI.

Ask them to rank order them with the most controversial at the top.

Each group share the reasons for their choices with the rest of the group.

Invite each group to agree 2 solutions to each problem on their lists.

Each group feedback to the larger group.

Debrief and evaluation:

What was difficult/easy about doing this exercise? Why?

What feelings did I experience doing this activity?

What did I learn?

Did some comments undermine my belief system or my values.

As we go through life often our beliefs change. We all need time to reflect on our

attitudes and consider that they might have been untrue/wrong.

Tips: How this is facilitated is very important so that everyone feels safe to talk.

Remind the group that mutual understanding takes time. It's a process that involves hearing different perspectives for the first time to being challenged to think differently.

By allowing ourselves to engage with difference we gradually begin to see other sides and become perspectives and more open to break down barriers between groups in our community.

This exercise can be really fun and will generate laughter among the group.

Further Suggestions:

- Ask the young people to select one word that jumps out at them. Invite them to share why?
- The leader can limit the choice of words to 10 or 20 to focus the conversation.
- Hide the words around the room or building and begin the exercise like a treasure hunt.
- Incorporate the words into an orienteering circuit with each marker.
- Ask the young people to enact a role play or make up a story using a selection of 5 – 10 words.

Resources: Handout 33

History

Religion

Politics

Culture

Language

Sport

Music

Traditions

Murals

Identity

Education

Geography

Jobs

Money

Power

Bitterness

Poverty

Prejudice

Discrimination

Fear

Painted

kerbs

Flags

Symbols

Inequality

Lack of

Tolerance

Lack of

Understanding

Parades

The future

The past

The Present
Media

Government

The Duplication of
Services

Stereotyping

Pain

Conflicting
Rights

Bonfires

Propaganda

Loss

Hurt

Memories

Violence

Injustice

**Lack of
Trust**

Hatred

Difference

Ignorance

Separation

Misinformation

Ownership

Privilege

Opportunities

Concessions

**Segregation in
Schools**

Stormont

Land

Troubles

Plantation

Parents

Paramilitaries

Police

Politicians

Protestants

Catholics

GAA

Flute bands

Football clubs

Orange Order

The Media

Teachers

Young People

Older People

People Stuck in the
Past

Priests & Ministers

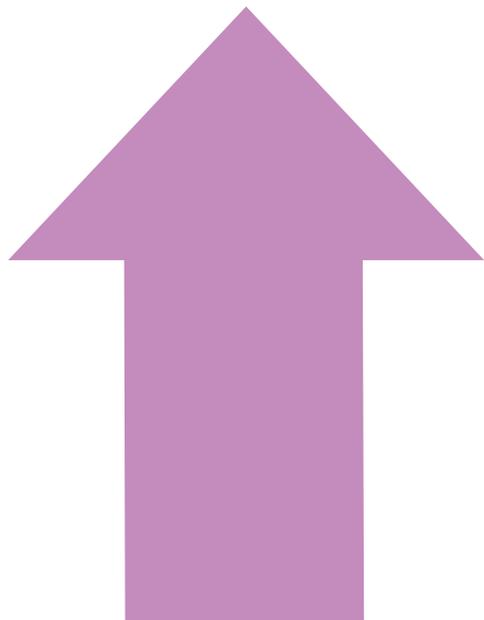
The Churches

People Who Don't Want to
Share

People Who Don't Want to
Mix Rights

People Who Think Their
View is Right

Funders from
Outside
All of Us
Prejudice
Discrimination



Starting Today, Give Up...

Theme: Personal Reflection

Overview: The activity involves the young people in taking stock of where they are in their lives and making a commitment to change for the better.

Learning outcomes:

The young people will know the importance of having a positive attitude and outlook on life.

They will learn about each other's regrets and aspirations.

They will understand the value of reflection and to acknowledge how far they have already come in their personal and social development.

Duration: 30 minutes

Materials: List of comments, flip chart & markers, balloons & string (optional)

Instructions:

Ask the group to sit in a circle and give everyone a number.

Cut up each comment and roll them up into balls. Put into a lucky dip bag to be selected.

Roll the dice to randomly select one young person to read out the comment.

Open the comment to the group for discussion. Have a colleague record the comments in written or digital format.

After each you could ask the young people:

1. How can this be used within their own life or their community
2. Give an example on how each tip may be used in everyday life to help open communication
3. Explain that some choices people make can fail but that's ok as it is a part of learning and growing.
4. Ask the young people do they feel there are barriers stopping them doing something they would enjoy and what they might be

Debrief and evaluation:

If you want to fly and move on to better things, you have to give up the things that weigh you down – which is not always as obvious and easy as it sounds.

What was difficult/easy about doing this exercise? Why?

What feelings did I experience doing this activity?

What did I learn?

Tips: The material from this session will be great for your celebration event and as qualitative evidence for your evaluation. Capture it carefully.

Further Suggestions: To be more creative why not put the phrases inside balloons and blow them up. Select 10 volunteers who will try to protect their balloon. Tie one balloon to a piece of string and attach to the ankle of each. Invite the others to burst the balloons by stamping on them. Each time one is burst, ask the group to freeze and discuss the question.

Resources: Handout 34

1. Letting the opinions of others control your life.

People know your name, not your story. They've heard what you've done, but not what you've been through. So take their opinions of you with a grain of salt. In the end, it's not what others think, it's what you think about yourself that counts. Sometimes you have to do exactly what's best for you and your life, not what's best for everyone else.

2. The shame of past failures.

You will fail sometimes, and that's okay. The faster you accept this, the faster you can get on with being brilliant. Your past does not equal your future. Just because you failed yesterday; or all day today; or a moment ago; or for the last six months; or for the last sixteen years, doesn't have any impact on the current moment. All that matters is what you do right now.

3. Being indecisive about what you want.

You will never leave where you are until you decide where you would rather be. It's all about finding and pursuing your passion. Neglecting passion blocks creative flow. When you're passionate, you're energized. Likewise, when you lack passion, your energy is low and unproductive. Energy is everything when it comes to being successful. Make a decision to figure out what you want, and then pursue it passionately.

4. Procrastinating on the goals that matter to you.

There are two primary choices in life: to accept conditions as they exist, or accept the responsibility for changing them. Follow your intuition. Don't give up trying to do what you really want to do. And whatever it is you want to do, do it now. There are only so many tomorrows.

5. Choosing to do nothing.

You don't get to choose how you are going to die, or when. You can only decide how you are going to live, right now. Every day is a new chance to choose. Choose to change your perspective. Choose to flip the switch in your mind from negative to positive. Choose to turn on the light and stop fretting about with insecurity and doubt. Choose to do work that you are proud of. Choose to see the best in others, and to show your best to others. Choose to truly LIVE, right now.

5. Your need to be right.

If you keep on saying you're right, even if you are right now, eventually you will be wrong. Aim for success, but never give up your right to be wrong. Because when you do, you will also lose your ability to learn new things and move forward with your life.

7. Running from problems that should be fixed.

We make life harder than it has to be. The difficulties started when... conversations became texting, feelings became subliminal, trust faded as honesty waned, insecurities became a way of living, jealousy became a habit, being hurt started to feel natural, and running away from it all became our solution. Stop running! Face these issues, fix the problems, communicate, appreciate, forgive and LOVE the people in your life who deserve it.

8. Making excuses rather than decisions.

Life is a continuous exercise in creative problem solving. A mistake doesn't become a failure until you refuse to correct it. Thus, most long-term failures are the outcome of people who make excuses instead of decisions.

9. Overlooking the positive points in your life.

What you see often depends entirely on what you're looking for. Do your best and surrender the rest. When you stay stuck in regret of the life you think you should have had, you end up missing the beauty of what you do have. You will have a hard time ever being happy if you aren't thankful for the good things in your life right now.

10. Not appreciating the present moment.

We do not remember days, we remember moments. Too often we try to accomplish something big without realizing that the greatest part of life is made up of the little things. Live authentically and cherish each precious moment of your journey. Because when you finally arrive at your desired destination, I guarantee you, another journey will begin.

Celebration & Demonstration of Achievement

Invite the young people to design, plan and then deliver an event or series of events and activities that showcase their learning and achievements to their family, friends and wider community. This may include:

- display of artwork
- use of masks
- creative writing/poetry
- music
- dance
- drama or other forms of performance.

Ultimately, if young people are supported to showcase their learning and achievements, it is pretty much guaranteed that their family and friends, and many in the wider community, will be proud of/for them and will be happy to celebrate with them.

Planning 'Next Steps'

Ensure you come full circle on the programme and task the young people with completing the baselines again. These were completed at the beginning of the programme. This is paramount to ensuring you have successfully measured how much the young people have travelled through the process of the programme.

Simply involve young people as fully as possible in the review and evaluation processes – important in terms of feedback to EA and TEO/T:BUC Programme administration – and in the natural question(s) that a review raises, such as: 'What's next?'

If the project has been a success, if young people have learnt and benefited and enjoyed the experience, they will want more and will have lots of ideas about what 'more' might involve or look like.

Monitoring & Evaluation



Context

Evaluation is part and parcel of education, both formal and non-formal – yet it can be experienced as a burden and an unnecessary intrusion. Youth workers and youth projects may be suspicious of evaluation because it feels imposed from outside. Indeed, from its Latin origin meaning ‘to strengthen’ or to empower, the term evaluation appears to have taken a numerical turn – largely focused on the measurement of things or outcomes – and in the process it can easily seem to be an end rather than a means.

If monitoring and evaluation is to have meaning, they must look at the people involved, the processes and the broader and often difficult to define outcomes. To achieve this involves meaningful engagement and dialogue with all the people involved, with the focus being on enquiry, meaning and understanding rather than simple measurement.

That said, the preferred evaluation model being used in this Programme is Outcomes Based Accountability (OBA). OBA is derived from protocols of financial accountability as a means to strengthen government’s capacity to manage service provision, to ensure the efficiency and effectiveness of spending, and to increase accountability and transparency of public and community sector organisations. Regardless of the model used or the particular requirements of the Programme, the challenge to projects and youth workers remains the same, it is to effectively ‘capture’ and demonstrate the positive difference made for and by young people – the ‘Distance Travelled’ – as a direct result of the Camp experience/youth work intervention, helping the young people to understand, value and celebrate their own learning, achievements and personal development.

Programme Outcomes

The desired outcomes against which projects will be evaluated are set out clearly in the programme documentation and are represented in the table overleaf.

In terms of advice to groups/projects considering applying to the T: BUC Camp programme, the most direct and useful advice may simply be: **‘Look carefully at the required outcomes, and be sure that what you are proposing will be able to demonstrate achievement of the outcomes’**

In essence, this (table overleaf) is what is being measured, and is therefore what you need to be:

- a) Establishing a baseline for, and
- b) Assessing ‘distance travelled’ or progress against

Table 1 – T: BUC Priorities and T: BUC Camps Outcomes

T:BUC Priority	T:BUC Camps Programme Outcomes
<p>Our Children & Young People: Improving attitudes & building a community where young people can play a full and active role in building good relations.</p>	<ul style="list-style-type: none"> ✓ Positive attitudinal change towards people from different backgrounds. ✓ Sustained contact & friendships developed between young people from different backgrounds.
<p>Our Shared Community: A community where division doesn't restrict life opportunities & all areas are open and accessible to everyone.</p>	<ul style="list-style-type: none"> ✓ Young people are more positive about shared activities (e.g. education, leisure). ✓ Better recognition of the role young people play in peace building.
<p>Our Safe Community: A community where everyone feels safe to move around & not inhibited by fears.</p>	<ul style="list-style-type: none"> ✓ Young people feel that a safe environment has been created, in which facilities are shared and which enables them to share experiences and learning.
<p>Our Cultural Expression: A community which promotes mutual respect and understanding. Diversity is perceived as a strength & cultural expression is positively celebrated and non-threatening.</p>	<ul style="list-style-type: none"> ✓ Young people have a better understanding and respect for cultural differences.

In other words, what you (the project) need to be able to demonstrate is:

Positive attitudinal change towards people from different backgrounds

- How has the view/attitude of young people towards other young people from different backgrounds changed as a result of the Camps? Is it different at the end of the Camps, than it was at the beginning of the Camps, and in what ways?

Sustained contact & friendships developed between young people from different backgrounds

- Has new contact and friendship been developed between young people from different backgrounds? If so, describe the nature and extent of this.

Young people are more positive about shared activities (e.g. education, leisure)

- How has the attitude of young people towards shared activities with 'the others' changed? If they were against it, reluctant, hesitant or unsure beforehand, has this changed and in what way?

Better recognition of the role young people play in peace building

- Did young people feel they had a part/role to play in 'peace building' at the beginning of the project? How has their attitudes or thoughts about this changed as a result of the project/camps?

Young people feel that a safe environment has been created, in which facilities are shared and which enables them to share experiences and learning

- How safe, or otherwise, did young people feel at the beginning of the project about engaging with other young people from different backgrounds and how, if at all, do they feel differently at the end of the project?

Young people have a better understanding and respect for cultural differences

- How has young people's understanding of and respect for cultural differences been developed, if at all, through and by the project?

If the approach is to establish a 'Baseline' and then track progress, it is the questions and themes above that need to be taken account of and integrated into the activities and processes used.

Key Principles

- Be sure that the project and activities will be able to both achieve and demonstrate the achievement of the Programme outcomes.
- Involve young people from the start – Baseline, and beyond.
- Keep the mechanisms of monitoring and recording of progress clear and straightforward, there's no need to over complicate.

In keeping with the principles above, it makes sense to build in participatory monitoring and evaluation from the start. Make it an unobtrusive and natural part of the way of working. Young people are simply involved, naturally and routinely, throughout the project in commenting and evaluating on 'What is working,' 'What we are learning' and 'How we are changing.' Young people are encouraged to think about the processes they have been participating in, the way in which they have changed and so on. This can/should be done in ways that fit in with the general run of things, and requires youth workers/facilitators to be intentional, sensitive and skilful in their management of activities, group and time.

Practical Ideas

There is no set or prescribed way to either consult with young people or gather information about progress against project or programme outcomes. A range of methods are possible, and groups should select methods they are familiar with and confident to use.

These could include:

- Baseline and follow-on questionnaires
- Focus/feedback or review groups
- Blob Trees
- Use of computer/on-line or social media based mechanisms e.g. Survey Monkey or Quizdom
- 'Richter Scale' type mechanisms
- Graffiti walls and/or suggestion boxes
- Creative approaches, such as: Video/Vox Pop booths; Use of photography/ audio/visual or other Artwork to describe and 'capture' learning and meaning.

Using a number of approaches and methods may be helpful in capturing a wider range of viewpoints and materials.

Good practice and a dose of common sense will ensure that:

1. Young people understand why they are being consulted, how their feedback is relevant to their own learning and the project, what they are being invited to do and how any information that's gathered will be used

2. Youth workers/facilitators are skilled in working with young people, showing them respect and sensitivity, but also giving clear direction to the review and evaluation process and activities

3. Feedback, review and consultation activities make it easy for young people to participate, i.e. timing, location and process are all conducive and easy to engage with

4. Young people receive meaningful feedback on the impact of their involvement soon after their participation, i.e. highlighting changes that will be made to the project (if appropriate) and how feedback is passed to and used by the Programme

Overleaf are brief thoughts and guidance are offered on the commonly used approaches of Questionnaires, Focus Groups, and other more Creative Methods.

Questionnaires

Keep the number of questions limited and focused.

Do not expect young people to spend more than 10 minutes completing a questionnaire.

Closed questions (tick-boxes) may be easier to answer, but the options given may hide subtle differences or be 'leading'. Think about what you want/need to know carefully and ideally pilot the questions before they are used for real.

Keep the language simple and accessible for all and be aware of literacy levels and language levels.

Think about the overall look and layout of the questionnaire, ensuring that it is bright, accessible, without being patronizing.

Perhaps incentives can be offered – such as a prize draw or gift vouchers – but the ethics and cost of this needs to be carefully considered.

Focus Groups

Several smaller focus groups may provide a more conducive environment and better feedback, than one larger group.

Identify the questions or themes to be explored – no more than four/five – and present them clearly, both verbally and visually (flipchart, handouts or perhaps PowerPoint slides).

Make sure participants know why they are being asked for feedback/being consulted, and understand their participation to be voluntary.

If necessary, ensure prior consent form parents/adult carers has been sought i.e. vulnerable young people/young adults.

Keep it light/snappy/fun...and not too long!

Creative Methods

Consider involving the young people in creating and performing a dance and/or drama piece to illustrate the 'before' and 'after' and the learning and development journey between these.

Use group work activities to review and evaluate how a session has gone and/or the learning achieved across the project e.g. Use the Spectrum/Walking Debate activity, Alphabet cluster or the 'I Am' activity.

Use photographs or other Artwork to demonstrate or represent the journey of learning i.e. put on an exhibition.

Provide young people with a video camera and microphone and have them create a news story, a documentary or a Report (TV style) where they interview their peers and capture the life and times of the camp and the responses and feedback of participants.

Use links to the web and social media platforms to help record their experiences and share information.

The development of a Camp and or Project Magazine – with features, photos, interviews, stories, facts, sports, 'politics,' gossip, lifestyle, fashion, etc.

Monitoring and evaluating the Camp project can be done in a myriad of ways, and the more the young people themselves are involved and the more creative and engaging the methods used, the better. That said, it is important to not lose sight of the clear and direct requirements of the Programme as set out in the table above, which should inform the questions that are asked and the engagement with young people at the beginning, the middle and the end.

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Equality & Human Rights Commission

Hands off My Friend: Stop Hate Crime Now: A training resource to be used with the "Hands off My Friend" DVD

Investing In Our Future: A Community Relations Resource Pack, The Boys Brigade NI Region

Moving Beyond Sectarianism, Irish School Ecumenics (ISE)

Support:

Please contact Education Authority Youth Office in Dundonald for information on training and support with TBUC programmes:

Youth Service, Education Authority, Grahamsbridge Road, Dundonald, Belfast, BT16 2HS

www.eani.org.uk/tbuc

tbuc@eani.org.uk

Tel: 02890 566 429/952

