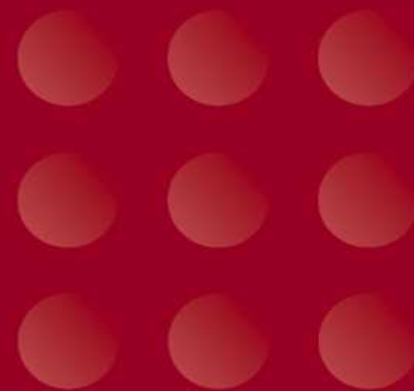


Community Relations Education Northern Ireland



Schools Community Relations Programme A Guide to Effective Practice



2006



Foreword

The overall aim of the Government's Good Relations policy, as set out in A Shared Future (OFMDFM 2005), is to establish, over time, a shared society where there is equity, respect for diversity and recognition of our interdependence. The Department of Education has a key role to play in this and, through its community relations policy and strategy, aims to ensure that pupils are consciously prepared for life in a diverse and intercultural society and world. It also recognises the essential contribution of education in addressing these issues and highlights the need to actively prepare teachers and lecturers to educate children and young people for a shared future.

One of the main vehicles for driving this forward is the Schools' Community Relations Programme.

The 2002 Review of this Programme identified that, while many teachers were promoting good community relations programmes within their schools, there was a need for a more progressive and whole school approach. With this in mind the Schools' Community Relations Inter-board Support Panel, which includes Department of Education representatives, Education and Library Board Officers and Advisory Teachers, has developed this Guide to Effective Practice to facilitate the work of schools involved in the Programme. The guide is also intended to assist voluntary organisations that are directly involved with teachers and other adults working with the young people in the development of community relations' strategies.

I would like to congratulate the Inter-board Support Panel for producing this accessible and comprehensive guide. It sets out clearly what progression looks like through a pupil's school life. The guide, and all of the suggested learning experiences it contains, is an important resource for those working to give our children positive opportunities to prepare them for a life in a diverse society.

Louise Warde Hunter

Chair of Schools' Community Relations Review Implementation Panel

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INTRODUCTION

This guide is intended to facilitate the work of schools involved in the Schools' Community Relations Programme and hopefully will ensure that community relations work takes place in and between schools in an ongoing and progressive manner. The guide coincides with the implementation of the revised curriculum which focuses on the development of skills, values and attitudes.

Within this revised curriculum schools will address issues around diversity and how people of differing political and cultural traditions can live together in a climate of mutual respect and a shared understanding of interdependence.

It is therefore very important that schools give children and young people learning experiences which allow them to become familiar with the nature of the society in which they live. The Schools' Community Relations Programme provides structured opportunities to meet these requirements.

We believe that schools who participate in a Schools' Community Relations Programme can contribute to the development of a society where;

- Equity is valued
- Diversity is respected
- Interdependence is both recognised and built on.

Contained within the document is a model of progression for primary, including foundation, and post primary schools, and a cycle for continuous improvement.

The **Primary** element takes its lead from the Personal Development section of the Revised Curriculum. **Strand 1 - Personal Understanding and Health** looks at personal understanding and whilst this is a crucial element of any introduction into the Schools' Community Relations Programme it is within **Strand 2 Mutual Understanding in the Local and Global Community** where the majority of the programme should focus. Strand 2 progresses from becoming aware of the relationships children have with their family and friends and others in their school and community to an appreciation and understanding of other traditions and cultures in the local and global community.

At Post Primary level, Key Stages 3 and 4, this is further developed in the area of Local and Global Citizenship which provides excellent opportunities for focused Community Relations work.

However, other subject areas could potentially offer a vehicle for meaningful community relations' experiences for example through History, Drama, English, Music, Physical Education and Religious Education.

To place this work in a broader educational context, it is suggested that schools adapt the same rigour and models of excellence which are applied to other learning areas. As referred to in the 'Together Toward Improvement' document (DE / ETI, 2003), planned community relations work should feature in the School Development Plan and be subject to the same processes of planning, monitoring, implementation and self evaluation as are applied to all areas of the curriculum.

Further information can be found on: www.creni.org

COMMUNITY RELATIONS LEARNING

A MODEL OF PROGRESSION

PRIMARY

Introduction

Strand 1 of the personal development section of the revised curriculum looks at personal understanding. This is a crucial aspect of any introduction into the Schools' Community Relations Programme. However, strand 2 should be the main focus of participation in a programme involving young people, as it explores how each young person fits into the local and global community and can comprehend the idea of mutual understanding.

These strands comprise of:

- 1 Relationships with family and friends.
- 2 Relationships at school.
- 3 Relationships in the community.
- 4 Relationships with the wider world.

Foundation

Suggested Community Relations Learning Experiences	Curriculum Aspects	Suggested Methodologies	Resources Referenced on www.creni.org
<ul style="list-style-type: none"> • Personal identity – who I am • Recognise and describe their identities • Know that they belong to different groups and communities, including family and schools • Layers of identity – groups we belong to 	<p>Strand 1 Personal Understanding Developing understanding of themselves Feeling positive about themselves and developing understanding of their self- esteem and confidence</p>	<ul style="list-style-type: none"> • Circle Time • Hopes and fears • Storytelling • Puppets 	<ul style="list-style-type: none"> • Circle Time For The Very Young • Co-operative games • I Am Special
<ul style="list-style-type: none"> • Relationship building • Friendship building • What makes a good friend • People who matter • Responding appropriately in conflict situations • Conflict resolution • Managing feelings/emotions • To identify things they have in common and differences between them e.g. gender, disability, colour, physical appearance, religion and culture 	<p>Strand 2 Mutual Understanding Knowing how to be a good friend Being aware of who and what influences their views</p> <p>Identify ways in which conflict may arise in school</p> <p>Appreciate ways in which we are similar and different</p> <p>Being aware of diversity of people locally and globally</p>	<ul style="list-style-type: none"> • Circle Time • Drama • Storytelling • Small group games • Collaborative games • Ground rules • Drama • Puppets • Working in pairs • Circle Time • Role Play • Wordstorm • Collage 	<ul style="list-style-type: none"> • Dotty and Buzz • Little Pathways (Part 1, Getting to Know Me) • Sarah and the Whammi (video) • Winners All
<p>Skills and Capabilities Listening, taking turns, express opinions, empathy, affirmation, co-operation, negotiation, teamwork, and speaking and responding to others appropriately.</p>			

Key Stage 1

Suggested Community Relations Learning Experiences	Curriculum Aspects	Suggested Methodologies	Resources Referenced on www.creni.org
<ul style="list-style-type: none"> • Personal identity – I am special • Respecting and valuing difference • Group identity • Respecting others • Awareness of human rights and the rights of the child 	<p>Strand 1 Personal Understanding</p> <p>Being aware of their own strengths, qualities, their achievements personal preferences and goals</p> <p>Knowing that each of us has similarities and differences, but recognise we are all of equal value</p>	<ul style="list-style-type: none"> • Circle time • Role play • Storytelling • Collaborative games 	<ul style="list-style-type: none"> • Circle Time for the very Young • EMU Games book • Winners All • Co-Operative Games
<ul style="list-style-type: none"> • Applying hobbies, gender, customs, traditions, religion, culture • Looking at anti-social behaviour • Consequences of this lack of respect for others e.g. vandalism, graffiti etc • Appreciating and valuing their own customs, beliefs etc and acknowledge and respect the cultural identity of one of their group 	<p>Strand 2 Mutual Understanding</p> <p>Knowing what is fair and what is unfair and what they believe to be right and wrong.</p> <p>Appreciate ways we are similar and different</p> <p>Awareness of the causes of conflict</p> <p>Being aware of their own cultural heritage, is traditions and celebrations and recognizing and valuing the culture and traditions of one other group who shares their community</p>	<ul style="list-style-type: none"> • Discussion • Drama activities • Simple scenarios • Puppetry • Masks 	<ul style="list-style-type: none"> • Count Me In • Gamesters Handbook • I am Special • Citizenship for Primary Schools Years 1-2 • Little Pathways Part 2 • Little Pathways Part 3 Friendship Skills • Sarah and the Whammi • You, Me, Us

Suggested Community Relations Learning Experiences	Curriculum Aspects	Suggested Methodologies	Resources Referenced on www.creni.org
<ul style="list-style-type: none"> • Roles within friendship group • Team building • Inclusion/exclusion • Scapegoating • Participation • To see the school as part of the wider community and be aware of other groups and communities e.g. class, school, family, suburb, town and village • Inter-dependence- contribution that each person makes to his/her own school community • Identifying the roles and responsibilities children have within their own school community. 	<p>Strand 2 Mutual Understanding Understanding that they can take on some responsibility in their friendship groups</p> <p>Recognising the inter-dependence of members of the school community</p> <p>Being aware of how the school community interacts, how they listen and respond to each other and how they trust each other</p> <p>Appreciate ways we are similar and different</p> <p>Awareness of the causes of conflict</p> <p>Being aware of their own cultural heritage, its traditions and celebrations and recognising and valuing the culture and traditions of one other group who shares their community</p>	<ul style="list-style-type: none"> • Collages • Art work • Team work • Role Play • Storytelling • Circletime • Practical art and music activities 	<ul style="list-style-type: none"> • Jump Starters • Primary Values • Quality Circle Time in the Primary Classroom

Skills and Capabilities:

Listening, taking turns, discussion, co-operation, negotiation, expressing opinions, decision making, mediation skills, self-awareness and self-confidence.

Key Stage 2

Strand 1 work at Key Stage 2 is appropriate for first contact work only.

Suggested Community Relations Learning Experiences	Curriculum Aspects	Suggested Methodologies	Resources Referenced on www.creni.org
<ul style="list-style-type: none"> • Personal identity – developing self-awareness, self-respect and developing self-esteem • Awareness of human rights and equality, particularly those relevant to expressions of identity • Safe space 	<p>Strand 1 Personal Understanding The person I am Examining and exploring their own and others feelings and emotions</p> <p>Knowing how to confidently express their own opinions in unfamiliar circumstances</p>	<ul style="list-style-type: none"> • Circle time • Moving debate • Small group work • Paired group work • Reportage • Ground rules • Drawing up contracts • Hopes and fears • Safe space 	<ul style="list-style-type: none"> • Primary Values • You, Me, Us • Parachute Games • Teacher They Called Me A..... • Energizers and Icebreakers • EMU games book
<ul style="list-style-type: none"> • Symbols • Positive expression of identity • Conflicts of identity • Explore how the expression of cultural identity can be expressed through flags, emblems, symbols and graffiti • Explore strategies for expressing identities in ways that respect the rights of others. 	<p>Strand 2 Mutual Understanding Examine ways in which conflict can be caused by words, gestures, symbols or actions</p> <p>Appreciating the inter-dependence of people in the community</p>	<ul style="list-style-type: none"> • Creative and expressive • Artwork • Group work • Music • Dance • Sport • Community mapping 	<ul style="list-style-type: none"> • Dealing with Difference • Joined Up • Citizenship for Primary Schools Years 5-6 • Ulster Weans A-Z • Children in Crossfire

Key Stage 2 continued

Suggested Community Relations Learning Experiences	Curriculum Aspects Strand 2 Contd	Methodologies	Resources Referenced on www.creni.org
<ul style="list-style-type: none"> • Explore the differences between groups and different communities within Northern Ireland. • Begin to challenge the stereotyping and prejudice we hold about others • Two main traditions and other significant cultures who contribute to life in Northern Ireland • Exploring differences and similarities • Respecting difference • Symbols • Celebration • Develop empathy and commonality with children in other places • Awareness of sectarianism and racism and associated language • Consequences of sectarianism and racism • Exploring strategies for addressing the negative impact of sectarianism at individual and community levels 	<p>Knowing about aspects of culture heritage including the diversity of cultures which contribute to life in Northern Ireland</p> <p>Recognising the similarities and differences between cultures in Northern Ireland</p> <p>Raising awareness of the effects of sectarianism and racism</p> <p>Understanding that differences and similarities between people arise from a number of factors including cultural, ethnic/racial and religious diversity</p> <p>Knowing about the importance of democratic decision making and involvement and the institutions that support it at a local level</p>	<ul style="list-style-type: none"> • Develop strategies to support others who may encounter prejudice or discrimination • Paired work Small group work. • Moving Debate • Four corners debate • Role play • Case studies • Reflect on spiritual, moral, social and cultural issues • Discuss and express feelings using appropriate language • Symbol workshops • Word association exercises • Moving debates 	<ul style="list-style-type: none"> • Dealing with Difference • Teaching Values Reaching Kids • Appreciating Differences • Inter-links • What's the Story? (Video) • Primary Values • Seeing Sense • Sarah Moves On • The Prejudice Book

Suggested Community Relations Learning Experiences	Curriculum Aspects Strand 2 Contd	Methodologies	Resources Referenced on www.creni.org
<ul style="list-style-type: none"> • Involvement in a democratic process • Encouraging children to explore how it feels not to participate • Human rights • Rights of the child 		<ul style="list-style-type: none"> • Ground rules • Voting • Group games • Drama activities around exclusion • Role play 	<ul style="list-style-type: none"> • Lift Off • United Nations Convention on the Rights of the Child
<p>Skills and Capabilities</p> <p>Listening, taking turns, negotiating, conflict awareness, reflection, mediation, decision making , express opinions in a confident manner, empathy, affirmation, compromise, self-awareness, act as a spokesperson, co-operation and leading a discussion.</p>			

COMMUNITY RELATIONS LEARNING A MODEL OF PROGRESSION POST PRIMARY

The Schools Community Relations Programme creates opportunities for children and young people of all age groups. However it should be recognised that there will be considerations which are particular to the Post Primary sector when undertaking work of this kind.

On a curricular level, it should be evident that Community Relations work is not the preserve of one 'subject' or 'area of study'. Rather it is desirable that being involved in the SCRCP is something, which should be viewed as a **whole school issue** and as such **may involve teachers from a range of learning areas at Post Primary level**. Schools may wish to consider how a community relations programme can be used by a range of learning areas to promote the curriculum objective "Developing pupils as contributors to society".

At a practical level, the nature of Post Primary schools means that young people engaging in the community relations programmes will often be released from their usual timetable which of course creates issues around organisation, teacher cover etc. Schools should endeavour to be flexible and demonstrate their commitment by creating a context where pupils have the opportunities for high quality community relations learning.

Community relations work may provide opportunities from learning areas across the curriculum.

Key Stage 3 & 4

Suggested Community Relations Learning Experiences	Curriculum Aspects	Suggested Methodologies	Resources Referenced on www.creni.org
<ul style="list-style-type: none"> • Explore religious, political and social difference(s) and how this shapes personal/group identity which is multi-faceted and awareness that identity can change/develop. Shared heritage • Group Identity- Religious, ethnic, political etc • Exploration of how historical developments have shaped identity and the N Irish situation – <i>e.g. plantation, 1916, 1921</i> • Mixed/segregated aspects of society • Employed/unemployed, rich/poor, urban/rural, traveller • Peer Influences/Youth Culture – pop music, fashion, dress code, sport, TV 	<p>Investigate factors including religious and political that influence individual and group identity (Local & Global Citizenship)</p> <p>Explore how history has affected their personal identity, culture and lifestyle (History)</p> <p>Investigate the long and short term consequences of the partition of Ireland and how it influences N. Ireland today including key events and turning points (History)</p>	<ul style="list-style-type: none"> • Circle Time • Walking Debate • Community/Diversity Maps • People Bingo • Visits from local community representatives • Use of creative arts <i>e.g. music/art/drama</i> 	<ul style="list-style-type: none"> • Think of Me, Think of You an anti-discrimination training resource for young people by young people Save the Children (2004) • Count Me In – Exploring cultural diversity amongst children and young people Save the Children/NICEM (2004) • Community Conflict Skills Mari Fitzduff (1988) ▪ Newspapers
<ul style="list-style-type: none"> • Explore how different groups express identity both culturally and politically • Use of symbols • Flags/emblems • Cultural celebrations • Influence of other elected community representatives/institutions • Festivals/community events/rituals • Exploring territorial issues – painted kerbstones, murals • Explore how different groups use language to express identity <i>e.g. Irish/Ulster Scots, languages of other foreign national</i> 	<p>Investigate ways in which individuals and groups express their identity (L&GC)</p> <p>Use literature, drama, poetry or the moving image to explore others' needs and rights (English)</p> <p>Explore the diversity of various cultures that are expressed through Art and Design (Art & Design)</p>	<ul style="list-style-type: none"> • Circle Time • A workshop using local NI political/religious images • Using digital photography to explore these issues in a local context 	<ul style="list-style-type: none"> • Drawing Support (1,2,3) Murals and Transition in the North of Ireland: Bill Rolston: 2003

Suggested Community Relations Learning Experiences	Curriculum Aspects	Suggested Methodologies	Resources Referenced on www.creni.org
<ul style="list-style-type: none"> • Challenges of expressing identity Is it a cause for celebration or a cause of conflict? • Consider attitudes – negative effects of labelling, stereotyping, prejudice • Ability to challenge stereotypical, biased or distorted viewpoints with appropriately sensitive, informed and balanced responses • Investigate the power of the media with regard to community relations issues. 	<p>Investigate how and why conflict, including prejudice, stereotyping, sectarianism, racism may arise in the community (L& GC)</p> <p>Investigate how history has been selectively interpreted to create stereotypical perceptions and to justify views and action (History)</p> <p>Critically investigate and evaluate the power of the media in their representation of a significant historical event or individual figure</p> <p>Explore the use of language and imagery in conveying and evoking a variety of powerful feelings (English)</p>	<ul style="list-style-type: none"> • Hot seating • Four corners debate • Spectrum • Giant Steps • Role play • Debates 	<ul style="list-style-type: none"> • Seeing Sense CD ROM • BBC Eyewitness www.bbc/eyewitnes • Speak Your Piece (University of Ulster) • Newspapers
<ul style="list-style-type: none"> • Explore role of democratic decision-making in conflict resolution and develop skills of listening, negotiation, consensus, and compromise. • Explore the role of young people in the community in managing conflict. Following exploration of conflict resolution you should move to consider conflict resolution in the NI context • Investigate how the rights of individuals and/or groups are balanced with the rights of other individuals and/or groups. Need to consider individual responsibility in managing personal conflict • Using a human rights based approach to explore contentious issues in Northern Ireland e.g. Marching • Reconciliation/mediation 	<p>Investigate ways of managing conflict and promoting community relations, reconciliation</p> <p>Explore how drama is used to educate about and resolve issues of social concern</p>	<ul style="list-style-type: none"> • Problem solving • Role play • Conscience Alley • Peer mediation • Simulations 	<ul style="list-style-type: none"> • BORIS (Bill of Rights in Schools) – Northern Human Rights Commission (2004) • Lift Off –Amnesty International (2003)

Suggested Community Relations Learning Experiences	Curriculum Aspects	Suggested Methodologies	Resources Referenced on www.creni.org
<ul style="list-style-type: none"> • Appreciate that society is enriched as a result of diversity • Communities enriched through promoting understanding • In a period of sustained peace NI has an opportunity for greater economic investment and prosperity • Coexistence/accommodation/tolerance/shared space 	Investigate the opportunities arising from diversity and multiculturalism (L&GC)	<ul style="list-style-type: none"> • Team building • Trust exercises • Interviews 	<ul style="list-style-type: none"> • Ways out of Conflict, Future Ways Centre for the Study of Conflict (1996)
<ul style="list-style-type: none"> • Promoting sharing in all aspects of life – festivals, sporting events, recreational/leisure facilities • Recognizing the contribution that different faiths make to our society 	Investigate possible ways of promoting inclusion (L&GC)	<ul style="list-style-type: none"> • Simulation on inclusion/exclusion 	

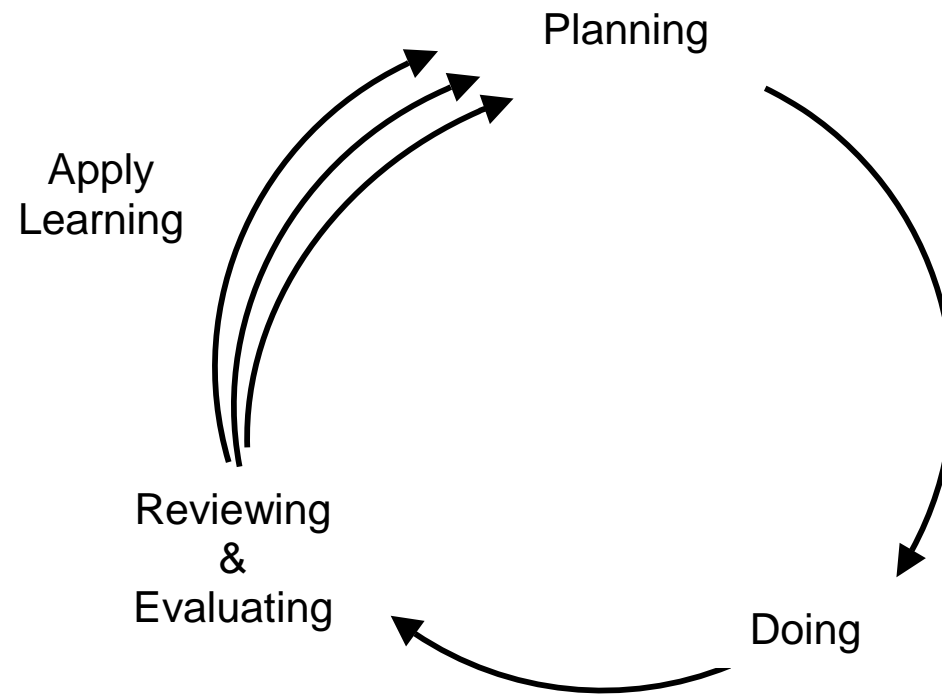
Skills and Capabilities

Empathy Trust building Critical thinking Work effectively within teams Express opinions Active Listening – awareness of audience
Take differing points of view

Cycle For Continuous Improvement.

When developing a community relations programme teachers should engage in a plan, do, review cycle as is appropriate when planning other school-base learning experiences.

Plan, Do, Review Cycle



Preparatory Checklist

Whole School Awareness/Approach

- Is there a policy in both schools that determines community relations practice?
- Has the Board of Governors been made aware of the schools plans to develop community relations work with a partner school?
- Is community relations work a priority on the school development plan or can it be linked to any other issue referred to in the plan?
- Have you consulted and sought support from the leadership team regarding the development of community relations work with a partner school?
- Is there a whole school plan in place to ensure progression and development of community relations learning?
- What is the state of readiness within the school?
- Has an effective working relationship been developed at both senior and teacher levels prior to starting programmes?

ELB Support

- Have you sought support for planning from your ELB officer (if required)?
- For Board personnel see www.creni.org
- Are you familiar with the guidelines for the Schools Community Relations Programme and the implications of these for your plans? These are available on www.creni.org

Parents

- Have parents been made fully aware and been consulted regarding the planned programme with their views being taken into account before beginning work?

Planning

Prior Learning

- You need to baseline the pupils' prior learning experiences in community relations including the outcomes of previous programmes and community learning
- Having considered prior learning and the age of the pupils establish specific and measurable learning intentions for community relations in terms of the knowledge, skills, understanding and attitudes you want the pupils to develop through the programme
- You will need to take into account the evaluation of previous programmes including any priorities identified and/or feedback provided by the local ELB

Learning Intentions

- Ensure that the learning intentions provide for progression from previous community relations learning

Learning Experiences

- Choose learning experiences/activities that are designed in terms of both content and methodology to best meet these learning intentions
- Inform and consult with parents/young people about the programme and amend accordingly
- Undertake as required a risk assessment of planned activities taking into account child protection, health and safety issues

Success Criteria

- Interaction, development of community relations language, questionnaires and evidence of changing attitudes towards the other group

Planning for Monitoring and Evaluation

- Put in place strategies for the ongoing monitoring of the programme and collecting of appropriate evidence.

Doing

1. Pupils require adequate preparation in advance of each joint activity to ensure they are fully aware of the purposes and learning intentions
2. Each joint session should be reviewed back in school shortly afterwards through group discussion of the learning using this an opportunity to gather evidence
3. During programmes teachers and young people should engage in ongoing discussion about the progress of the programme addressing any issues that arise.
4. Encourage ongoing contact between pupils using e-mail, letters particularly in cases where there is considerable time between joint activities

Reviewing and Evaluating

- Jointly consider the evidence you have which indicates that you have met your learning intentions. Through this process assess the extent to which the learning outcomes have been achieved
- If your learning intentions were not fully achieved explore the appropriateness of the objectives you established at the planning stage.
- You should also consider the learning intentions in terms of both content and methodology and determine how effective these were.
- What opportunities has the programme provided to increase the capacity of teachers to facilitate CR work themselves
- Consider what aspects of the programme can be improved?
- Can you identify how you achieve this identifying the support you need to improve?
- Consider the implications of the evaluation in terms of teacher and school development issues including whole school planning and progression.