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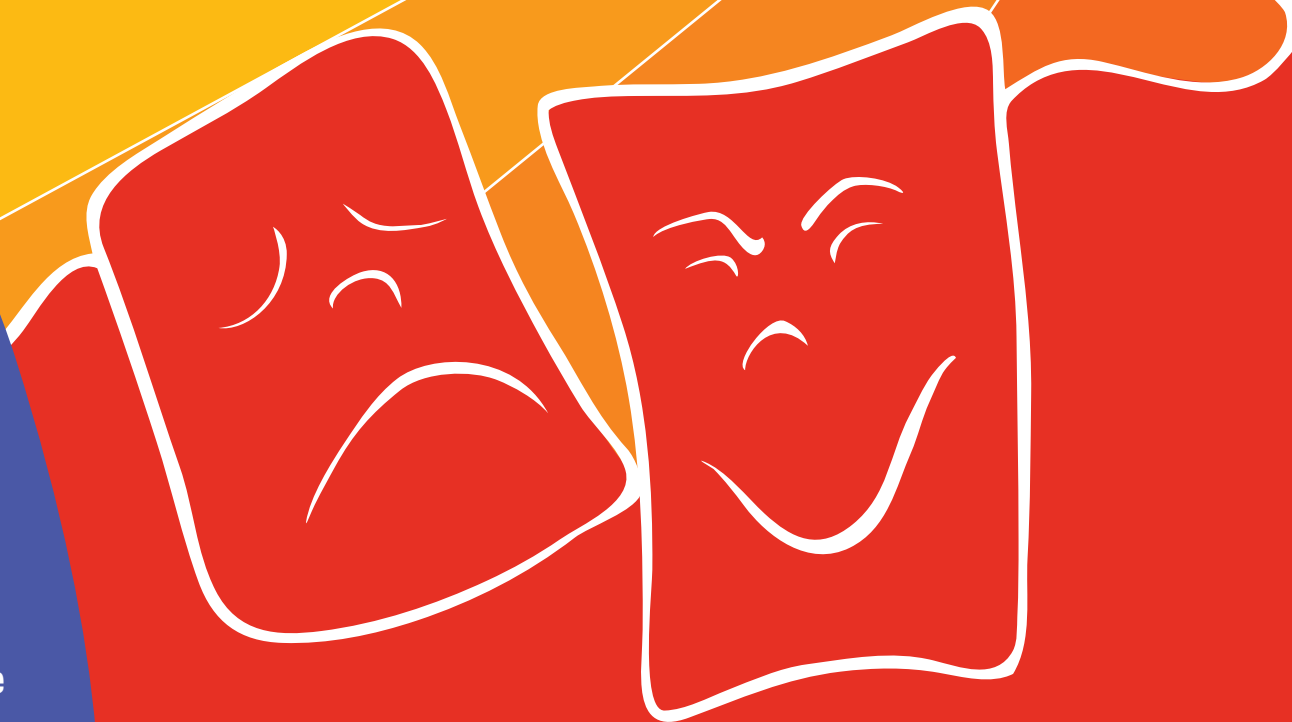
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Supporting a Curriculum for Excellence

# *Sense over Sectarianism*

Expressive Arts: Drama: Second/Third Level



# Introduction

FROM MAUREEN MCKENNA, SERVICE DIRECTOR: EDUCATION

Glasgow City Council is very proud of **Sense Over Sectarianism**. All our educational establishments are committed to challenging sectarianism in every aspect of their work.

Across the city, there are many examples of exciting and innovative practice. Curriculum for Excellence aims to develop responsible citizens with respect for others who are able to make informed decisions and choices. It also aims to develop confident individuals with secure values and beliefs who are able to relate to others and manage themselves. Learning to tackle anti-sectarian issues through drama fits ideally with the principles of Curriculum for Excellence. Through this resource children are asked to reflect on their own views but ultimately to begin to consider other people's views and beliefs and to respect these. The children from St Mirin's and Croftfoot Primary Schools performed part of this drama very successfully for the First Minister and Ministers visiting from Northern Ireland.

I would like to thank all those who have contributed to the making of this very effective resource. I am confident that schools across the city and across Scotland will find it valuable to use either as a series of lessons or independently as mini drama lessons.

I am sure that children will enjoy participating in the activities but more importantly they will learn values which will allow them to become active and responsible citizens in our modern society.

**Maureen McKenna**, Service Director: Education



FROM FERGUS EWING, MSP, MINISTER FOR COMMUNITY SAFETY

I am delighted to introduce this new drama resource which has been developed by Sense over Sectarianism for use in Scottish schools. Building a Scotland where all people, regardless of background, can live in harmony and fulfil their potential without fear of prejudice or discrimination is something to which we all aspire, and breaking down barriers through tried and tested education initiatives is something which I am happy to endorse.

The lessons featured in this unit were originally developed as part of a Sense over Sectarianism project with two schools, Croftfoot Primary School and St. Mirin's Primary School. I was fortunate enough to see some of these activities acted out by pupils from the two schools at an event at Murrayfield Stadium in February 2008. The First Minister also attended the event and we were both greatly impressed by the high standard of the performance and by the powerful message that the children conveyed. It was a clear demonstration to me that Scotland's young people enthusiastically embrace equality and the basic values of mutual trust, respect and understanding.

I believe that drama is an extremely effective tool for exploring difficult issues such as sectarianism, and I am sure that schools will find these excellent lessons to be a highly valuable addition to the curriculum. I hope that this resource will be widely used by teachers and that it will help pupils to reflect on their own attitudes and behaviours and to challenge sectarianism wherever they find it.

The Scottish Government believes that religious bigotry has no place in a modern multi-faith and multi-cultural country like Scotland. Through resources like this we can work together to overcome the barriers which have kept communities apart in the past and build a brighter future for all of Scotland's people.

**Fergus Ewing** MSP  
Minister for Community Safety

## Acknowledgement

THERESA BRESLIN is the critically acclaimed author of over 30 books for children and young adults whose work has been filmed for television and broadcast on radio. Her books are read extensively in schools and world-wide in more than twenty languages. They range from first readers to young adult titles, with some being especially suitable for challenged readers and E.A.L. students. She was awarded the Carnegie Medal, the UK's most prestigious award in children's literature for **Whispers in the Graveyard**, her story of a dyslexic boy. She is a respected contributor to professional journals on the subject of children's literature and literacy and co-ordinated a BAFTA nominated CD promoting fiction to 14-16 year olds. **Divided City** which explores themes of prejudice and deals with conflict resolution was shortlisted for ten book awards, winning the Catalyst Book Award and the RED Book Award outright. More information at website: [theresabreslin.com](http://theresabreslin.com)

All source material from **Divided City** by Theresa Breslin, including but not limited to, characters, extracts, scenes and locations © Theresa Breslin 2005, published by Corgi, Random House Children's Books. Permission granted by Theresa Breslin. This material is for use solely in educational establishments and not for public performance.

ALAN PENMAN is a composer/musician based in Edinburgh. He has 20 years experience of writing for television and theatre, and a strong history of writing music and songs for children.

**Whose side are you on?** was originally written for Scottish Opera Education, for whom he has written many musicals for children and young people.

For more information go to [www.alanpenman.co.uk](http://www.alanpenman.co.uk) or contact Alan at [www.alanpenman.co.uk](http://www.alanpenman.co.uk)

# Supporting A Curriculum for Excellence

In this pack, the aspirations of A Curriculum for Excellence are to the fore, prioritising effective learning skills whilst retaining the enthusiasm and enjoyment of all children and young people, thus supporting the development of the four capacities. The expressive arts experiences and outcomes will support staff in planning challenging, inspirational and enjoyable learning and teaching activities. The initial statements are closely linked to the four capacities and can be used to help to plan a wide range of learning activities, which will enable our young people to become:

## Successful Learners

- who can express themselves, think innovatively, meet challenges positively and find imaginative solutions to problems and who have developed knowledge and skills related to the different arts and broader skills such as the use of technologies.<sup>1</sup>

These units will enrich children's learning experiences in an interactive and lively way. Children will participate in activities where they will enjoy success which can be built upon as they progress and learn through the drama, using skills in new ways of thinking.

## Confident Individuals

- who have developed self-awareness, self-discipline, determination, commitment and confidence through drawing on their own ideas, experiences and feelings, and through successful participation.<sup>1</sup>

These units will encourage children to experiment through their interactions and communications with others. By developing their confidences through the drama experiences, they will become self aware and secure in their values and beliefs and able to make informed decisions on the issues being raised in the drama.

## Responsible Citizens

- who can explore ethical questions, respond to personal and social issues, and develop stances and views, who have deepened their insight and experiences of cultural identities and who have come to recognise the importance of the arts to the culture and identities of Scotland and other societies.<sup>1</sup>

These units will encourage children to participate responsibly while considering the issues raised through the drama. Some of the lessons challenge children's preconceptions but support them in a way that will ensure they develop informed attitudes of the world they live in.

## Effective Contributors

- who can develop and express their creativity, work cooperatively and communicate with others, and, in so doing, show initiative, dependability, leadership and enterprise.<sup>1</sup>

These units ensure all children work cooperatively and collaboratively to contribute to the drama. The lessons foster children's individuality and creativity which allows them to develop skills in communication and team work to ensure they become effective contributors.

Learning in, through and about the expressive arts enables children and young people to:

- be creative and express themselves in different ways
- experience enjoyment and contribute to other people's enjoyment through creative and expressive performance and presentation
- develop important skills both those specific to the expressive arts and those which are transferable
- develop an appreciation of aesthetic and cultural values, identities and ideas and, for some,
- prepare for advanced learning and future careers by building foundations for excellence in the expressive arts.

**Building the Curriculum 1 [amended]<sup>1</sup>**

The units generally link with Glasgow's Environmental Studies topics in order that connections between different areas of learning can be made. These interdisciplinary studies from within and across curriculum areas will provide relevant, challenging and enjoyable learning experiences and contexts to meet the varied needs of children and young people.

<sup>1</sup>Curriculum for Excellence: Expressive Arts. Principles and practice (HMIE 2009)

## Sense Over Sectarianism

This series of six lessons has been written as part of a **Sense Over Sectarianism** project between two local schools (denominational and non-denominational) but can be taught as drama lessons for individual schools.

The lessons are aimed at tackling the issue of sectarianism by asking children to consider their views but ultimately to begin to consider other people's views and beliefs and to respect these. A variety of resources has been pooled to create this unit, in particular the novel **Divided City** by Theresa Breslin. The unit culminates with a script for a performance, which is of course optional, but an effective way to celebrate the success of the unit.

### Organisation

The teaching of these lessons is not affected by space restrictions. They can be taught in a classroom just as effectively as in an assembly or gym hall. Each lesson indicates the appropriate use of space but this is recognised as being the ideal way to organise the children and alternatives are as effective.

Although the lessons are organised into **six separate sessions** lasting approximately 45 minutes each, they can be broken down into shorter 10–15 minute lessons developed over a longer period of time. The **introductory and closing activities (warm ups and cool downs)** can be repeated and used in any order. Suggestions are also given as to how to develop these warm ups as a means to extend the children's skills. These introductory and closing activities can be used independently of the lessons as **mini** drama lessons.

### Planning

Every lesson has a detailed lesson plan with an outline of **Teacher's Role** and **Pupil's Role**.

The experiences and outcomes of each level are listed and highlighted as appropriate

In addition to lesson plans, there are separate planners for **Introductory and Closing Activities**. As mentioned, these may be taught in isolation and it is for this reason that they have been extracted from the lesson plans to ease teacher planning.

There are also suggested additional activities to accompany some lessons but all lessons have the scope to be adapted and developed to suit individual teacher's and children's needs.

### Resources

All resources have been provided for each lesson. A resource which is useful to use alongside this unit is, as mentioned, **Divided City** by Theresa Breslin. Songs, written by Allan Parker of Scottish Opera, have been included to accompany Lessons 1 and 6. These can be seen being performed by Croftfoot Primary School and St. Mirin's Primary School on Learning and Teaching Scotland's (LTS) website. The website also demonstrates the script which has been included as a 'final production' option to be celebrated at the end of the unit.





### Assessment

The Learning Intentions and Success Criteria indicated at the start of each lesson provide the basis for formative assessment to take place in the format of evaluative discussion with the children at the end of each lesson.

Activities	Lesson 1	<p><b>Whose side are you on?</b></p> <p><b>Introductory Activity</b> – Icebreakers</p> <p><b>Closing Activity</b> – ‘Whose side are you on?’ song</p>	<p>As most children’s perception of sectarianism is related to football, this is the first area to be addressed.</p>
	Lesson 2	<p><b>The Ripple Effect</b></p> <p><b>Introductory Activity</b> – Cross the circle</p> <p><b>Closing Activity</b> – Pass the squeeze</p>	<p>Children explore how football violence is often accepted as part of everyday life. This lesson highlights that it has serious consequences and affects many people other than football fans.</p>
	Lesson 3	<p><b>It’s all ancient history!</b></p> <p><b>Introductory Activity</b> – Sculpting statues</p> <p><b>Closing Activity</b> – Musical statues</p>	<p>This lesson looks at the history behind some of the ‘myths’ of sectarianism and uncovers the true facts, providing children with a clearer understanding of our religious heritage.</p>
	Lesson 4	<p><b>Role on the wall</b></p> <p><b>Introductory Activity</b> – Odd one out</p> <p><b>Closing Activity</b> – Hot-seating</p>	<p>Characters from <b>Divided City</b> are used to explore how people’s views and opinions on sectarianism are often formed by many outside influences.</p>
	Lesson 5	<p><b>Forum Theatre – Have your say?</b></p> <p><b>Introductory Activity</b> – Blocking</p> <p><b>Closing Activity</b> – Chinese Whispers</p>	<p>It is accepted that we cannot always directly change other people’s behaviour, but by changing our own, we can only hope to influence others in this indirect way.</p>
	Lesson 6	<p><b>A Divided City</b></p> <p><b>Introductory Activity</b> – ‘What d’ye say?’ song</p> <p><b>Closing Activity</b> – Glasgow United</p>	<p>To build on the previous lesson of standing up against anti-sectarian behaviour and considering alternative scenarios that appeared in the novel <b>Divided City</b>. Also, children are involved in an activity to write lyrics that offers advice to others.</p>

### Formative Assessment

Throughout this unit there will be opportunities to use formative assessment strategies within the drama. The areas of formative assessment that will be covered are outlined below. Symbols are used in each lesson to indicate where these strategies are most appropriately used. These are of course only recommendations, as it is understood that schools may be working on different strategies at different times and may wish to develop the strategies in other ways in this unit.

Formative Assessment Strategy	Brief Definition	Symbol
<b>Sharing the Success Criteria</b> <ul style="list-style-type: none"> <li>• WALT</li> <li>• WILF</li> </ul>	Outline the lesson intention in a clear, unambiguous way giving examples of learning goals, outlining prior knowledge or skills for engaging in the task and the nature of expectations. Share this with the children in appropriate language using <b>We Are Learning To</b> and <b>What I'm Looking For</b> , displaying these for children to refer back to.	
<b>Quality Questioning</b>	Ask both open and closed questions, which allow a range of responses. <b>Thinking time</b> and <b>No hands up</b> maximize pupils' responses and encourage all children to participate. Prepare some questions in advance but be flexible to respond to pupils' answers in activities such as <b>Think, Pair and Share</b> , which allow for pupils' comments and reflections.	
<b>Peer/Self Assessment</b>	Give pupils regular opportunities to reflect and talk about their learning, progress and goals by referring them back to the Learning Intention of the lesson. Through the teacher modelling appropriate comments, pupils can engage in self and peer assessment activities.	
<b>Quality Feedback</b> <ul style="list-style-type: none"> <li>• Two stars and a wish</li> <li>• Praise sandwich</li> </ul>	Ensure feedback is in appropriate language and focuses on the Learning Intentions, outlining what the pupil has achieved and what they need to do to improve. Give honest feedback but keep it positive by engaging in activities such as <b>Two stars and a wish</b> and <b>Praise sandwich</b> .	



Pupil Name	Mime & Movement			Language		Working with Others		Sustains Character		Sustains Role		Offers Suggestions	
	Gesture	Facial Expression	Body Language	Listens & Recalls	Acts Out	Pairs	Group	In Movement	Using Language	Simple	Complex	Simple	Imaginative

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## **Second/Third Level Drama**

# **Lesson 1**



# Lesson 1: Whose side are you on?

## Focus

Problems arise in football when you hate the opposition more than you support your team. Supporting a specific team is not an excuse to abuse someone for their religious beliefs.

## Learning Intention

To create a tableau (still picture) of various photographs.

## Success Criteria

Work as a group to create a representation of photographs.

## Resources

Five flashcards of football violence.  
Whose side are you on? songsheet.

### Teacher's Role

#### Introductory Activity

#### Icebreakers

The initial activities are ones that will encourage children to get to know each other. Warm up activities that involve children's names are ideal.

**For example: Clap your name** – Children stand in a circle facing each other. They break their name down into syllables, e.g. Kir/sty, Chris/to/pher. The child puts an action to each syllable as they call out their name, e.g. Kir (clap) sty (hop), Chris (jump) to (kick) pher (clap) and so on around the circle.

#### OR

**Two truths and a lie** – Children sit in a large circle and work in pairs. Each pair tell each other their name as well as 'two truths and a lie'. The partner then reports back to the rest of the circle what they have found out (including the lie) and the rest of the children have to decide which is the lie that has been told.

**Note:** Please see lesson overview for additional icebreaker activities.

### Pupil's Role

Children sit in the conventional drama circle so all are equal and all have an unrestricted view of each other and the teacher.

Children shout their name out while adding an accompanying action.

Children have time together to chat and tell each other three things about themselves. Initially the pairs try to guess which is the lie and then report all three pieces of information to the whole class. It is then up to the class to guess which piece of information is the lie. For example, John supports Rangers, is going to Florida for his holidays and once met McFly. The lie could be the very feasible 'holiday in Florida'. Children should not be too outlandish in their lie!

Teacher's Role	Pupil's Role
<p><b>Lesson 1: Whose side are you on?</b></p> <p><b>Organisation:</b> Initially children are in a circle for the discussion.</p> <p><b>Introduction:</b> As most children's initial understanding of sectarianism is connected to football, this will be the first issue tackled through drama.</p> <p>Children sit in circle and, using the collection of photographs, begin the discussion on football violence and why this happens, what instigates this behaviour. Discuss each photograph in turn and describe what is happening.</p> <p>After a sufficient amount of discussion ask children to work in five groups, take a different photograph each and create a <b>tableau</b> (still representation) of what is going on in each photograph. There will be five groups of approximately six children and each child will take on a role within the <b>tableau</b>.</p> <p><b>For example:</b> illustration 1 could be made up of three or four police officers and two or three fans.</p> <p>Allow children some time to discuss what their roles are and to rehearse their positions within the still picture. Teacher should go around the groups to offer support and guidance.</p> <p>Allow each group to present their <b>tableau</b> to the rest of the group.</p> <p><b>Development</b></p> <p>The teacher could ask the children to <b>thought track</b> their <b>tableau</b>. This means that when a child is tapped on the head by the teacher they add a line of dialogue that suggests what they are thinking in that scenario.</p> <p>If <b>thought tracking</b> is not used then the children return to the circle to discuss what individuals in each photograph may be thinking. Discussion continues on the <b>other</b> individuals that are involved in the scenario.</p>	<p>Children examine the photographs and participate in the discussion.</p> <p>Children work in groups of five or six and begin to examine a particular photograph in order to make a <b>frozen</b> still image of their particular photograph.</p> <p>Children take on roles and practise the <b>tableau</b>.</p> <p>Children present their still representation of the photograph to the rest of the class.</p> <p>Children <b>unfreeze</b> and give a very short piece of dialogue to indicate their thoughts.</p> <p><b>For example:</b> 'I hate those Celtic fans'; 'I am gonna get them and kick their heads in'; <b>or</b> 'I hate working these Old Firm shifts, it's terrifying'. And so on.</p>

<b>Teacher's Role</b>	<b>Pupil's Role</b>
<p><b>For example:</b> Illustration 1 the police officers who have to work in threatening situations; Illustration 2 innocent bystanders; Illustration 3 the stewards working in the stadium, and so on.</p> <p>The discussion should conclude that there are innocent people caught up in acts of violence that are meaningless and for no real reason.</p> <p><b>Closing Activity</b> <b>'Whose side are you on?'</b></p> <p>Introduce the song <i>Whose side are you on?</i> to the children. This song is a challenge to commit to either one team or another, that is, Celtic or Rangers. It is a very threatening song that implies that you have to belong to one team or another and that you must know your place.</p> <p>Distribute the words to the song and encourage children to discuss these. Relate to the lesson and to the fact that this kind of attitude is what encourages violence and fighting.</p> <p>Conclude lesson by highlighting that it is okay to support your team but it is important to respect the opposition and their difference of opinions.</p> <p><b>End of Lesson Discussion</b></p> <p>Review Learning Intentions and Success Criteria with the class. Read aloud to the class. Get children to use Traffic Light Cards to identify their self assessment in response to success criteria.</p> <p>Identify level of success and next steps in drama work.</p>	<p>Children sit in circle and contribute to discussion.</p> <p>Children listen to the song.</p> <p>Children discuss the lyrics of the song and offer an opinion.</p>

## **Second/Third Level Drama**

# **Lesson 2**



## Lesson 2: The Ripple Effect

### Focus

Football and violence should not be regarded as going hand-in-hand. The consequences of football-related violence have sadly been all too tragic.

### Learning Intention

To dramatise the newspaper article using movement and mime.

### Success Criteria

To portray each of the characters from the newspaper article in an emotive way.

### Resources

Newspaper article: 'Murder that told of battle to save life.'

Teacher's Role	Pupil's Role
<p><b>Introductory Activity</b> <b>Cross the circle</b></p> <p>The initial activities will encourage children to get to know each other or fun activities to begin the drama if appropriate. Warm up activities that involve children's names are ideal.</p> <p><b>For example:</b> Cross the circle – The children are in a standing position in a circle. If children are wearing badges or labels with their names on, this will make this <b>icebreaker</b> easier. Partner children with the person opposite. Invite only a small group of children initially to work together. When instructed they will call out each other's names as they cross the circle and swap places. Children selected may initially be embarrassed so the teacher may take part to add to the volume and give the small group some confidence.</p> <p><b>OR</b></p> <p><b>For example:</b> One child keeps his eye on his/her partner, crosses the circle to swap places, all the time calling their name <b>Jack, Jack, Jack, Jack</b>, until they get to their place; their partner [Jack] does the same <b>Paul, Paul, Paul</b>, at the same time, until they reach their spaces in the circle.</p>	<p>Children stand in a circle and are aware of their 'partner' opposite.</p> <p>Children walk across the circle while shouting their <b>partner's</b> name and swap places.</p>



Teacher's Role	Pupil's Role
<p>Development of this is to add emotions. Move across the room in an angry, sad, happy way. Call your partner's name in an angry, sad, happy way. If thought suitable with the particular class, the teacher can build up the number of children crossing the room at the same time.</p>	<p>Children then move across the circle by stomping and clenching fists if angry; skipping and laughing if happy, and so on.</p>
<p>If all children involved it is important to state the <b>no touch</b> rule. No child should push or shove another to get past them but should avoid and walk around them.</p> <p>To reinforce the previous week's lesson the entire focus of the <b>warm up</b> can be on anger both in movement and voice, where the children are the football supporters who often find themselves in large angry crowds. This can be extended when only half of the children are <b>angry</b> and the other half are <b>scared</b>. Return the children to the circle and discuss how they felt as either the angry football fan or the intimidated football fan/innocent bystander. as they tried to manoeuvre around the circle in the angry crowd.</p>	<p>Children follow the <b>no touch rule</b> or sit out of the activity.</p> <p>Children are split into <b>angry mobs</b> or <b>innocent fans</b> and make their way across the circle accordingly.</p>
<p><b>Lesson 2: The Ripple Effect</b>  <b>Organisation: The children are seated in a circle for discussion and then working in groups.</b>  <b>Introduction: Begin the lesson by discussing the Learning Intention.</b></p> <p>This lesson explores the unfortunate reality of paying the ultimate price for supporting the <b>wrong</b> team and the several cases of fans, both Celtic and Rangers, who have lost their lives through sectarian violence. The teacher introduces this topic for discussion with the children, who are seated in a circle. It is not uncommon for children to accept of this as part of football violence. Some children may even say that <b>'they deserve it', 'they must have been as bad as each other'</b>, and so on.</p> <p>Children remain sitting in circle and now continue the discussion on what is meant by a <b>ripple effect</b>. They may offer several explanations but to ensure all children have grasped the meaning of this phrase, ask children to close their eyes and imagine either a pond or large puddle and throwing a stone into the middle of that water. What happens after the initial splash? Discussion can follow on from this. Teacher then leads discussion to this initial <b>splash</b> as being the single act of violence by one individual upon another, which results in the second individual losing their life. What happens thereafter is the ripple effect. The consequences affect many far and wide and implications become greater and greater.</p>	<p>Children participate in the <b>ripple effect</b> discussion.</p> <p>Children visualise the water and stone.</p> <p>Children indicate their understanding of this phrase <b>ripple effect</b>.</p>

<b>Teacher's Role</b>	<b>Pupil's Role</b>
<p>Teacher reads the newspaper article <b>Murder trial told of battle to save life</b>.</p> <p>Teacher reads the article that documents the murder of a 16-year-old Celtic fan. Children should be invited to comment on this incident and in particular, the graphic details that have been given. The teacher can then move discussion on to the <b>ripple effect</b> asking for children to offer suggestions of all those that may be affected in this situation. Some children will need prompting but a suggested list of those directly affected in this incidents are:</p> <ul style="list-style-type: none"><li>● victim's mother/father</li><li>● victim's brothers/sisters</li><li>● accused's mother/father</li><li>● accused's brothers/sisters</li><li>● extended family</li><li>● friends</li><li>● police officers</li><li>● paramedics</li><li>● surgeon</li><li>● nurses</li><li>● witnesses to attack</li><li>● Celtic Football Club/Rangers Football Club</li><li>● general public</li></ul> <p>Split children into groups of 4-6 depending on class size. Allow an opportunity to discuss in their <b>working groups</b> the effects this incident would have on all of the above. Now inform them that they are going to take on the role of one of the listed people. Each group should have a good balance of 4-6 children. For example: victim's parent, brother, police officer, surgeon and innocent bystander, etc. The children at this stage are only asked to present a <b>tableau</b> or frozen picture of these individuals.</p>	<p>Children offer opinions or thoughts on this report.</p> <p>Children can suggest those who would be affected by this act.</p> <p>Children then work in smaller groups of 4-6 and discuss with each other the impact this incident has had on the lives of each of those mentioned.</p> <p>Children decide between themselves who will take on which roles.</p>

<p><b>Teacher's Role</b></p>	<p><b>Pupil's Role</b></p>
<p>The teacher should offer suggestions of positions for this frozen picture.</p> <p><b>For example:</b> a mother on her knees, an angry pose for a friend, a surgeon hanging his head, a police officer looking 'official' or having a look of disgust. The children will need a great deal of direction with this as each member of the group [of 4–6] has to 'tell their own story' just by their body posture and facial expression.</p> <p>When children have had sufficient time to work on their <b>tableaux</b> they can present them to the class.</p>	<p>Children work together and use a space on the floor to present their <b>tableau</b> to the rest of the class. Their objective is to over-exaggerate positions and facial expressions so as to clearly demonstrate to their class mates who they are in the frozen picture.</p>
<p>The teacher may wish to open up the identification of each member to the class to see if children can guess who is who in the frozen picture. The teacher should not tolerate any giggling, inappropriate positions or facial expressions when children present their 'tableau', to emphasise the seriousness of this subject.</p>	
<p><b>Development (Recommended)</b></p> <p>Yet again the teacher could ask the children to <b>thought track</b> their <b>tableau</b>. If adopting this then allow the children sufficient time to think of a word, phrase or sentence that would be appropriate for their character.</p> <p><b>For example:</b> a mother may shout 'WHY?!'; an angry friend shout 'I'm gonna get them scumbags!'; the surgeon saying 'If only we had got him on my table sooner!'; a paramedic saying 'I really did all that I could'. Again, by going around the 'frozen picture' and tapping a child on the head they can add a line of dialogue that suggests what they are thinking in that scenario.</p> <p>If <b>thought tracking</b> is not used then the children return to the circle to discuss what individuals may be thinking in each case.</p> <p>The discussion should conclude with the teacher reiterating that violence being part and parcel of football is unacceptable. If we continue to see it as that, then these incidents will happen again and again. We cannot just accept them and turn to the next page in our newspaper, we have to stop, think and play our part in stamping out sectarianism. We have to use our voices to be heard, saying <b>No, this is wrong. What can we do about this?</b></p>	<p>Children are aware of and accept the rule of <b>no giggling</b> as a mark of respect for this very sensitive and serious issue.</p> <p>Children are allowed sufficient time to decide upon a phrase to <b>thought track</b>.</p>

<b>Teacher's Role</b>	<b>Pupil's Role</b>
<p><b>Further development</b></p> <p>A court scene could be set up with a judge/jury included. This will take some degree of planning and organisation to direct over at least two weeks' drama but is a powerful activity.</p> <p><b>Closing Activity</b> <b>Pass the squeeze</b></p> <p>This is a <b>cool down</b> that requires the children to concentrate. They are seated in the circle and should all hold hands. As the title suggests, the teacher will start off <b>passing the squeeze</b> by gently (and this should be reinforced with the children!) squeezing the next person's hand. This then is passed on around the circle. This is relatively straightforward as the children will <b>watch</b> the squeeze go around the circle but to make it more difficult, the teacher then asks the children to close their eyes when doing this. The teacher can also develop this by shouting 'change' as the squeeze passes round, meaning that the child who has just been <b>squeezed</b> has to then send the squeeze back the other way. This of course ends in lots of confusion and giggles but the children must concentrate and wait for the squeeze to come their way!</p> <p>Conclude lesson by suggesting that <b>pass the squeeze</b> is rather like the <b>domino effect</b> where the <b>cause and effect</b> of everyone falling takes over. Remind children also of the <b>ripple effect</b> and that we do not want to be part of that scenario and find ourselves in the <b>fall out</b> of these needless acts of violence.</p> <p><b>End of Lesson Discussion</b></p> <p>Review Learning Intentions and Success Criteria with the class. Read aloud to the class. Get children to use Traffic Light Cards to identify their self assessment in response to success criteria.</p> <p>Identify level of success and next steps in drama work.</p>	<p>Children return to sit in a circle.</p> <p>Children participate in the <b>squeeze</b> and pass it on to the next person.</p> <p>Children repeat the activity but must now keep their eyes closed.</p> <p>Children follow teacher's instructions and when asked to must change the direction they send the squeeze!</p>

## **Second/Third Level Drama**

# **Lesson 3**



## Lesson 3: It's all ancient history!

### Focus

This lesson explores the myths and legends of the symbols that are familiar in our everyday lives.

### Learning Intention

To dramatise the information from the Fact Sheets as a TV report

### Success Criteria

To work as a group and share the information with an audience.

### Resources

SOS Fact sheets. Illustrations of: King Billy, Tricolour, Red Hand of Ulster, Celtic/Rangers flags, Cross.

Statement Cards.

### Teacher's Role

#### Introductory Activity

#### Sculpting statues

Begin the lesson in the conventional drama circle. Discuss with the children that today's lesson is about learning the history of sectarianism in Scotland. Events have happened in history that have evoked emotions in people, so much so that they have become divided and isolated, believing that they are right and their **enemy** is wrong. This **warm up** focuses on emotions and develops the body language and facial expressions needed to express different emotions.

This is a very **hands on** activity where the children work in groups of three (or four if an even number) and have to **sculpt** one of their group to represent a particular emotion. Label the children A, B and C and then instructs them as follows.

**For example:** A to be the statue with B and C being the sculptors. Very carefully the sculptors position 'A' into an appropriate position in response to the emotion or scenario.

**OR**

**For example:** the teacher calls out for an **angry** statue. The sculptors will position arms, legs, hands, head and also manipulate (cont'd.)

### Pupil's Role

Children begin activity by sitting in the conventional drama circle while the teacher explains the focus of the lesson **It's all ancient history**.

Children work in groups of three (or four if an even number of children) and are labelled A, B, C (and D). One member of the group acts as the statue and the others act as the sculptor.

Children listen to the teacher's instructions and begin sculpting their statue (if sculptors).

## Teacher's Role

(or instruct if thought more suitable) facial expressions such as eyebrows, eyes, mouth, etc. The statue should then be 'exhibited' for the rest of the class to see. The children can then swap roles so that all three have an opportunity to be the **statue**.

### Development

There are several ways to develop this activity but perhaps the most relevant would be to add scenarios to be sculpted and perhaps bring two statues together.

**For example:** One statue has caught someone writing some offensive sectarian slogan on the wall outside their house – sculpt the statues accordingly. Or if two statues come together they may be two opposing football fans arguing over a referee's decision, and so on.

## Lesson 3: It's all ancient history

**Organisation:** Children sit in circle for discussion and then work in groups.

**Introduction:** Teacher discusses Learning Intention. **WW**

Using well-known religious artefacts and symbols associated with football and/or religion children begin to explore some of the reasons behind sectarian issues and explore how misinformed people can be regarding these. If artefacts are not available, illustrations have been provided. Information Sheets are also provided for:

- Christian religion
- The Red Hand of Ulster
- The Loyal Orange Institution
- Catholic and Protestant Religions
- Celtic Football Club
- Rangers Football Club
- Tricolour

## Pupil's Role

The children will follow the rule of **being careful** and will interact with each other in a mature and sensible fashion or be excluded from the activity.

Children can view the **exhibits** and look at each other's work.

Children sit in the drama circle.

Children are introduced to the familiar artefacts and items associated with religion, football, bigotry or sectarianism. They can offer comments and opinions if appropriate.

Children listen to the information as read by the teacher.

## Teacher's Role

Each artefact has an information sheet on each of the listed topics and the teacher reads these out to the class. The teacher informs the children that they are to take on the roles of investigative journalists who have to produce a broadcast or interview based on the information they have been given and produce findings. The children work in their groups of 3–4 taking on roles as journalist, persons being interviewed, church leader, football fan/representative, etc. The focus of their interview is to educate the people watching at home or if interviewing out in the street, then the general public.

The children present their information in whichever way they wish, perhaps as a TV interview, outside broadcast interviewing passers-by, documentary, news report, etc. Discussions on which format they wish to use can take place in the large circle. The teacher then organises the children into groups of 3–4 and each group receives only one of the information cards along with a relevant artefact (or illustrations) that can be used in their report.

For example: **The Red Hand of Ulster** information sheet will be accompanied by an actual flag (if not available illustration provided) which may be used as a backdrop.

The children may need support with their initial ideas and the putting together of their report so the teacher should be on hand to work closely with the groups.

The main focus of this activity is to highlight to the children the pieces of information of which most people are ignorant; for example, that the white on the tricolour actually represents peace between the green and the orange; or that Catholics and Protestants have more similarities than differences in their religions (see resource sheets for further information).

Encourage the children to report these facts and figures. This can be a rather lengthy activity as the children do need some time to experiment and put together their role-play 'report'. They also require time to present to each other. It may therefore be appropriate to work on this lesson over two weeks. However, when the children do present their reports to each other it may be a consideration to video the children so that their reports can be used again to inform even more people, as part of a school assembly, for example.

## Pupil's Role

Children adopt the roles of **investigative journalists**.

Children work in their groups of 3–4 adopting various roles. The children can choose these themselves or be guided by the teacher.

Children decide if their broadcast is an outside interview (on the street), a documentary, an adult's or children's news bulletin, an advertisement, a football programme, etc.

The group receives their **report** information on only one topic, such as **Celtic FC** which may have an accompanying artefact or illustration.

Children participate in the discussion to discover information that is often unknown even by those who claim to be knowledgeable about their religion or team.

Children identify the important facts from the information they have been given.

Children present their **reports** to each other.



<b>Teacher's Role</b>	<b>Pupil's Role</b>
<p><b>Closing Activity</b> <b>Musical statues</b></p> <p>This activity builds on the introduction activity <a href="#">sculpting statues</a> and reinforces that with a little knowledge about the history of religion and sectarianism we can show understanding and tolerance towards each other. The children work in pairs, A and B, and respond to the statements given by the teacher and change from being <b>enemies</b> to being <b>friends</b>.</p> <p><b>For example:</b> children stand side by side frozen as 'statues' as the teacher gives her statement, <b>Statement 1:</b> 'Catholics and Protestants are totally different in every way. They should keep their lives separate at all times and not be allowed to mix.'</p> <p>Teacher then either plays music for the statues to move and <b>form</b>, uses a tambour or counts to ten to allow children to get into positions. The children will adopt aggressive poses such as fists raised to each other, standing back to back or with their faces very close in an argument. By the end of the short piece of music or count they remain frozen in this position as statues again. The teacher will then read a contrary statement which will see the statues change positions and become <b>friends</b>.</p> <p><b>Statement 2:</b> Both Catholics and Protestants believe in Jesus Christ, that He died on the Cross to save us and that He rose from the dead to sit at the right hand of the Father to welcome us to eternal life in heaven.</p> <p>Teacher again uses either a short piece of music or a count of ten for the statues to change positions and adopt a totally different stance such as shaking hands, hugging or just smiling at each other. (There are statements provided for all the topics that were covered in the main lesson.)</p> <p>The lesson concludes with the teacher encouraging children to use this new-found knowledge to educate others and to prohibit ignorance from being part of sectarianism.</p> <p><b>End of Lesson Discussion</b></p> <p>Review Learning Intentions and Success Criteria with the class. Read aloud to the class. Get children to use Traffic Light Cards to identify their self assessment in response to success criteria.</p> <p>Identify level of success and next steps in drama work.</p>	<p>Children work in pairs and are labelled A and B.</p> <p>Children remain frozen as statues while listening to the teacher's statement.</p> <p>Children use the time given (either by music or by count) to get into their <b>friend or foe</b> positions.</p> <p>Children react spontaneously to each other in this activity.</p> <p>Children use the time given to change their statue and react to the statement, again spontaneously.</p> <p>Children return to the circle to participate in the final discussion.</p>

## Statements for Sculptures

### Christian religions

1. In the 16th Century there was a disagreement amongst the Christian people regarding religion. Many groups split away from the then most common religion, the Roman Catholic Church and this split destroyed the unity of Christianity in Western Europe. This was called the Protestant Reformation and ended in division of Christians and the establishment of new religions.
2. As well as the differences, there remains many similarities between the Catholic and Protestant religions. They believe in Jesus Christ and His sinless life on earth. They both believe He was crucified and rose from the dead. They believe that Jesus will come again in glory.

### Tricolour

1. 'That flag is a Celtic flag and is flown just to wind everyone up.'
2. 'The tricolour traditionally represents the wish for Catholics (green) live peacefully (white) with Protestants (orange). It's about peace – not football.'

### The Red Hand of Ulster

1. 'That flag is a Rangers' flag and it's just flown to wind people up.'
2. 'The Red Hand of Ulster flag has not been an official government flag since 1972. It's about history – not football.'

### The Loyal Orange Institution

1. 'The Orange Order march to upset Catholics.'
2. 'The Orange Order march to celebrate their history.'

### Celtic Football Club

1. 'I hate Celtic. They're a rubbish Catholic team.'
2. 'Celtic Football Club are a successful European team that has both Catholic and Protestant players and supporters.'

### Rangers Football Club

1. 'I hate Rangers. They're a rubbish Protestant team.'
2. 'Rangers Football Club are a successful European team that has both Catholic and Protestant players and supporters.'

## **Second/Third Level Drama**

# **Lesson 4**



## Lesson 4: Role on the wall

### Focus

To examine how we are influenced by our families and friends and how they can influence our opinions and actions, not always for the best. By examining the characters from **Divided City** we can recognize this in them and ourselves.

### Learning Intention

To use 'props' as a means to bring a character to life.

### Success Criteria

To participate in role-play and use props in an appropriate manner.

### Resources

Role on the wall outline. Role on the wall outline of Desmond.

<b>Teacher's Role</b> <b>Introductory Activity</b>	<b>Pupil's Role</b>
<p><b>Odd one out</b></p> <p>Teacher addresses children as they are seated in the circle explaining that this lesson deals with our outside influences. The introductory activity demonstrates how these can have a detrimental effect on others.</p> <p>Children sit in circle as the teacher explains that we are about to some play some fun games, but not everyone can join in because they don't belong. [Games are at teacher's discretion.] The teacher then announces that the first game, e.g. Pass the parcel, Musical statues or any other 'simple' game is <b>only</b> open to children who have brown hair. Children get to have fun. Continue this two or three times. Other suggested groups to be excluded: glasses/no glasses, blue/green eyes, polo shirts/shirt and tie, etc. That is, things about ourselves over which we have no control.</p> <p>The emphasis is on how children felt when they were excluded and not allowed to to join in because of something outwith their controls or for very trivial reasons.</p>	<p>Children sit in the circle and follow teacher's directions.</p> <p>Children participate in discussion on how they felt when they were excluded. They relate this in the following lesson.</p> <p>Children begin activity by sitting in the conventional drama circle while the teacher explains the focus of the lesson <b>It's all ancient history</b>.</p> <p>Children sit in the circle and listen as the teacher reads out the quotes and try to identify which characters made these statements.</p>

Teacher's Role	Pupil's Role
<p><b>Lesson 4 – Role on the wall</b></p> <p>Children look at six characters from <b>Divided City</b> – <b>Joe, Graham, Uncle Desmond, Grandad Reid, Joe's dad Joseph</b> and <b>Graham's mum</b>. Quotes for each have been extracted from the novel to provide stimuli for discussion and some insight into the characters' personalities and opinions.</p> <p><b>For example:</b> Grandad Reid – 'Nobody mentions how the Catholics murdered men, and today, we've still to defend ourselves.'</p> <p>This quote from the book offers insight into Grandad Reid's thoughts and opinions, and the nature of this character.</p> <p>The children have then to use <b>Role on the wall</b> to examine these characters. This is a drama technique which examines characters to gain further insight into personalities, but also examines outside influences that form and inform their personalities.</p> <p>Children work together in <b>groups of 4–5</b> and should be provided with a large piece of paper with an outline of a person <b>(as provided)</b>, quotes <b>(as provided)</b>, pens and a prop <b>(optional)</b>.</p> <p>Providing props may help the children to relate to the character they are discussing and provide another aspect of their personality. Examples of props that may be provided are:</p> <ul style="list-style-type: none"> <li>● Joe – Celtic scarf (or illustration or flag)</li> <li>● Graham – Rangers scarf (or illustration or flag)</li> <li>● Uncle Desmond – tricolour (or illustration or flag)</li> <li>● Grandad Reid – Orange Order artefact such as illustration of King William of Orange <b>(provided)</b></li> <li>● Joseph – newspaper/book <b>(as he's a well-read man)</b></li> <li>● Graham's mum – laptop case, diary, mobile phone, etc. <b>(or other 'business-like' prop)</b>.</li> </ul>	

<p><b>Teacher's Role</b></p>	<p><b>Pupil's Role</b></p>
<p>The teacher asks the children to discuss the statement, how the statement is said, what it means, and what it tells us about the character. The teacher asks the children to then write adjectives and character traits on the <b>inside</b> of the outline. When they have done this the teacher then asks them to go on to consider what has influenced the character to be like this. They record this on the <b>outside</b> of the outline. <b>(See the examples provided.)</b></p> <p>The teacher then asks the children to display their <b>Role on the wall</b> characters and provide feedback to the rest of the class. This feedback will take quite a bit of time as there follows interesting and worthwhile discussion which may have to be continued back in the class or as part of the next drama lesson.</p>	<p>Children work in groups of 4–5 and initially discuss the quote that they have been given and the nature of the personality of this character.</p> <p>If used, the children discuss the prop and what significance this has and what it tells us about this character.</p> <p>They then use the figure outline and begin to record the adjectives and statements about the character on the inside of the outline. Children discuss and record the outside influences and factors influencing the characters. Children display their <b>Role on the wall</b> and participate in the discussion.</p>

<p><b>Teacher's Role</b></p>	<p><b>Pupil's Role</b></p>
<p><b>Closing Activity</b>  <b>Hot seating</b></p> <p>Hot seating is another drama technique, and asks the children to take the <b>hot seat</b> as a particular character and answer questions in role from the children in their class who act as the <b>audience</b>. This is a particularly effective follow up activity to <b>Role on the wall</b> as the children at this stage have considered in depth the characters' opinions and influences.</p> <p>The teacher can either place seats (<b>six in total</b>) for each character in the <b>performance area</b> or have only one <b>hot seat</b>. The teacher will ask for one person from each group to take on the role of the character, e.g. Joe, Uncle Desmond and take the <b>hot seat</b>. The rest of the <b>audience</b> will participate in the activity by asking relevant questions and offering opinions on what the characters say.</p> <p>To involve more children, the teacher can rotate the characters and offer other children to take on the same roles. This is where the props used in the lesson help. These can clearly indicate to the <b>audience</b> which character is in the <b>hot seat</b>.</p>	<p>Children volunteer to take on the roles that have been explored in the lesson. They take the <b>hot seat</b> and answer in role any questions put to them.</p> <p>More children can participate in the <b>hot seat</b> by allowing several children to take on the role of the same character.</p>
<p>The teacher must remind the children to answer any questions in role and not be tempted to give their own opinions or the politically correct answer, especially if the character being explored is an obvious bigot such as Uncle Desmond or Grandad Reid.</p>	
<p>The teacher draws the lesson to a close by discussing the activities. Teacher and pupils, having looked beyond the facts of the origins of sectarianism, explore the reasons why differing opinions are found. This can be an entire drama lesson in itself and teachers may wish to extract this closing activity and give more time to it as a 'main lesson'.</p> <p><b>End of Lesson Discussion</b></p> <p>Review Learning Intentions and Success Criteria with the class. Read aloud to the class. Get children to use Traffic Light Cards to identify their self assessment in response to success criteria.</p> <p>Identify level of success and next steps in drama work.</p>	<p>Children participate in the concluding discussion.</p>

## **Second/Third Level Drama**

# **Lesson 5**





## Lesson 5: Forum Theatre – Have your say

### Focus

To explore situations and scenarios where we may face bigots and sectarian behaviour. We may not always be able to change bigots' behaviour but we can consider how to conduct ourselves in an attempt to challenge and change others' sectarian attitudes and opinions.

### Learning Intention

To use Forum Theatre to extend situations and scenarios in drama.

### Success Criteria

To participate in Forum Theatre to extend the drama role-play.

Teacher's Role	Pupil's Role
<p><b>Introductory Activity</b></p> <p><b>Blocking</b></p> <p>The teacher labels the children <b>A</b> and <b>B</b>. The teacher then 'passes' controversial statements around the circle. <b>A</b> has to go along with the statement but <b>B</b> will 'block' it.</p> <p><b>For example:</b> the teacher will make the statement, 'Two Rangers fans say to each other "Let's nick that guy's Rangers scarf."' All <b>As</b> will respond in a negative way and say 'Yes, that'll be a laugh!' and all <b>Bs</b> will block it by saying 'No, that's immature.' or 'No, that'll just cause aggro.', etc. This goes around the circle until teacher changes statement.</p> <p>Other example of statements may be:</p> <ul style="list-style-type: none"> <li>• Let's sing a sectarian song</li> <li>• Tell a sectarian joke 'Did you here about the Fenian.../Hun...?'</li> <li>• I'm gonna write 'IRA/UDA' on this wall.</li> <li>• Don't hang around with him/her's/he's a Catholic/Protestant, Celtic/Rangers fan.</li> <li>• Catholics have got weird habits and are Bible bashers.</li> <li>• Why don't we throw stones at the Chapel/Orange Lodge/Orange Walk.</li> </ul> <p>And so on.</p>	<p>Children begin activity by sitting in the conventional drama circle while the teacher explains the focus of the lesson <a href="#">Forum Theatre</a>.</p> <p>Children are either <b>A</b> or <b>B</b>. <b>A</b> has to agree with whatever statement the teacher says. <b>B</b> has to block the statement.</p> <p>Children listen to the various statements given by the teacher and respond according to instructions.</p>

Teacher's Role	Pupil's Role
<p>Change the statement every five children or so to ensure that the children don't <b>dry up</b> or begin repeating what has already been said. Also, rotate <b>A</b> and <b>B</b> so that <b>A</b> gets an opportunity to <b>block</b>. Teacher encourages children to discuss how they felt being the person who agreed or who <b>blocked</b>.</p> <p><b>Lesson 5 – Forum Theatre</b></p> <p><b>Forum Theatre</b> is a drama technique that allows audience participation in role-play scenarios. The children work in groups of <b>four or five</b> on a role-play situation. In this case, all the scenarios are situations where bigoted and sectarian behaviour and opinions are being displayed and left unchallenged by others in the scenario. <b>(Role-play cards are included.)</b></p> <p>The children work in their groups on the short role-play scenarios and then present them to the rest of the class who act as the <b>audience</b>.</p> <p><b>For example:</b> The scene is set outside a local Catholic school. A group of four (or five) children have gathered and have climbed the fence into the playground. These children attend the local non-denominational school. There is a 'ringleader' who suggests smashing the windows of the school; there are two children who just 'follow on' and another two who really don't want to be involved but feel pressurised into taking part.'</p> <p>Forum theatre requires that there is one character whose behaviour can be changed – the <b>protagonist</b>. In this scenario it is to be one of the children who really don't want to do it that will be discussed.</p>	<p>Children discuss how they felt agreeing with the statements and <b>blocking</b> the statements. Offer opinion on which was easier and why.</p> <p>Children work in groups of 4-5 and each have a <b>role-play</b> scenario card.</p> <p>Children read over scenario and assign roles to each other.</p> <p>Children rehearse what their character will say to develop the role play.</p> <p>Children are aware of how the <b>Forum Theatre</b> works and the main character is aware that they will interact with the audience, take their advice and act upon it as their role play resumes.</p>

Teacher's Role	Pupil's Role
<p>[An alternative might be the <b>ringleader</b> and children may want to influence and suggest changes in behaviour for this character OR; if thought that the class could consider more than one character then both the <b>ringleader</b> and the behaviour of the character not wanting to be involved behaviour can be discussed and changed by the 'audience'.]</p> <p>The teacher will allow the role play to go on for long enough for the scene to be set and then will ask all characters to <b>freeze</b>. It is now that the <b>audience</b> will discuss what is going on and offer advice to the chosen <b>protagonist</b> or main character. The suggested character is the child who really doesn't want to throw stones and smash the windows of the school. The teacher can <b>unfreeze</b> this character and allow the interaction to take place between the audience and the character. Advice can be passed on to the character as to what to do next. Alternatively, if the teacher considers this to be an option, another child takes over the role and assumes the character to conclude the scenario.</p> <p>It is anticipated that the other children in the scene will respond to the <b>new, bold</b> character and react accordingly. It is anticipated that the character will not participate in the stone-throwing and will have the courage to walk away or stand up to the <b>ringleader</b> with the ultimate message being that <b>you may not be able to change others' behaviour but it doesn't mean you have to go along with it.</b></p> <p>Teacher brings all groups back together in the circle and leads discussion which highlights that by standing up for yourself and challenging this type of behaviour it is hoped that the bigots will stop and think and change their behaviour. As this is a rather lengthy activity it may have to be continued in the classroom or as part of another drama lesson.</p>	<p>Children will present their role play to the rest of the class.</p> <p>Follow teachers instructions and <b>freeze</b> when instructed.</p> <p>Main character <b>unfreezes</b> and participates in the discussion.</p> <p>Main character can either take on this advice and adapt their role accordingly or alternatively can pass the role on to another child in the class.</p> <p>As the scenario resumes the children will react accordingly to the <b>new</b> character, and in role decide how they will react to this.</p> <p>Children return to the drama circle and participate in the concluding discussion.</p>

Teacher's Role	Pupil's Role
<p><b>Closing Activity</b> <b>Chinese whispers</b></p> <p>A light-hearted <b>cool down</b> is required after this rather intense lesson. The teacher explains that there are many myths surrounding Catholics and Protestants, which are totally untrue. Here in a game of <b>Chinese Whispers</b> the children can have a bit of fun passing these myths around the circle.</p> <ul style="list-style-type: none"> <li>• Catholics must eat fish on a Friday.</li> <li>• Catholics are not allowed to support Rangers.</li> <li>• Protestants are not allowed to support Celtic.</li> <li>• 'King Billy' is King William of Orange. <b>(‘King Billy’ also refers to a Glasgow gangster from Bridgeton who operated an anti-Catholic gang many years ago.)</b> Therefore King Billy is <b>not</b> King William of Orange.</li> <li>• Fenian is another word for a Celtic fan. <b>(Fenians were a group from Ireland who in 1850 were fighting for independence from Britain. Their founder, a man called Wolfe Tone, was not a Catholic, and in actual fact the Catholic Church wanted nothing to do with this movement.)</b></li> <li>• All Rangers fans have pictures of the Queen in their homes.</li> <li>• The Orange Walk march is just to wind Catholics up.</li> <li>• Catholics can't marry Protestants <b>(and vice versa)</b>.</li> </ul> <p>And so on.</p> <p>Teacher informs the group what the statement should have been.</p> <p>Conclude the lesson by reiterating the message that we may not always be able to change sectarian behaviour and attitudes but by tolerating them we are in a way accepting them. By standing up for ourselves and not accepting sectarian jokes, behaviour, opinions and so on, we will begin to educate the bigots and eventually force them to change their behaviour.</p>	<p>Children remain in the circle to participate in the closing activity.</p> <p>Children pass on to the next person in a hushed whisper the statement they <b>THINK</b> they have heard.</p> <p>Children participate in the final discussion.</p>

<b>Teacher's Role</b>	<b>Pupil's Role</b>
<p><b>End of Lesson Discussion</b></p> <p>Review Learning Intentions and Success Criteria with the class. Read aloud to the class. Get children to use Traffic Light Cards to identify their self assessment in response to success criteria.</p> <p>Identify level of success and next steps in drama work.</p>	

## **Second/Third Level Drama**

# **Lesson 6**



## Lesson 6: Divided City

### Focus

To build on the previous lesson of standing up against anti-sectarian behaviour and considering alternative scenarios that appeared in the novel **Divided City**. Also, children are involved in an activity to write lyrics that offers advice to others.

### Learning Intention

To use mime, movement and language in role-play scenarios.

### Success Criteria

To work as a group and effectively develop 'negative' scenarios into 'positive' scenarios.

### Resources

Role-play cards.

### Teacher's Role

#### Introductory Activity

#### What d'ye say?

Children are given partial lyrics to a song entitled 'What d'ye say?'. Working in small groups of two or three, they consider the lyric and write a response.

**For example:** 'What d'ye say when your faith gets slagged?' ... 'What do you say when you meet a bigot?' ... **(Children write response – see example lyrics given.)**

These lyrics can be shared with each other and the best chosen to make the final lyrics to the song 'What d'ye say?'

#### Lesson 6: Divided City – five scenes

Scenes from the book have been developed from how they actually appear in the book to how the situations **could** have turned out. The scenes, which are included as a resource, are as follows **(role-play cards are included):**

### Pupil's Role

Children sit in a circle to begin the day's lesson.

Children work in groups of two or three to work on the lyrics of the song. The children should consider the appropriate response to each statement and bear in mind that these lyrics can offer advice to others through the contents of the lyrics. **For example:** the response to 'What d'ye say when your faith gets slagged?' could be 'You've got your faith and I've got mine' or 'We've all got our own beliefs' and so on.

Children come back to the circle to share their responses. This can be continued back in the class to decide on final lyrics.

<p><b>Teacher's Role</b></p>	<p><b>Pupil's Role</b></p>
<ul style="list-style-type: none"> <li>● <b>The Garngath, outside St. Veronica's school:</b> Graham meets a group of local youths who instantly recognise that he is not from that area and challenge him.</li> <li>● <b>Aunt Kathleen's kitchen:</b> Graham has been invited to stay for dinner at Joe's Aunt Kathleen's. Dinner is just over and they begin to discuss the previous day's Old Firm match and how unfair the referee was to Celtic.</li> <li>● <b>Grandad Reid's living room:</b> Graham's Grandad is trying to persuade him to take part in the Orange Walk the following Saturday. Graham really doesn't want to but doesn't know how to tell his Grandad.</li> <li>● <b>Celtic Park stadium 'Old Firm' match:</b> The final whistle has blown and both sets of fans begin chanting. The chanting becomes hateful and both sets of fans begin to hurl insults at each other.</li> <li>● <b>Fight after the Old Firm match:</b> Uncle Desmond is extremely angry after the Old Firm match and becomes involved in a fight.</li> </ul> <p>The teacher organises the children into groups of five or six and gives each group one of the five scenes. Each scene has Scenario 1 (this involves conflict and bigoted behaviour) and Scenario 2 (this is an alternative scenario showing how things could be resolved).</p> <p>Children work on their role play on both the 'positive' and 'negative' scenes. Teacher should go around the groups and offer support.</p> <p>This is another lesson that may take some time to rehearse and present and may have to be part of two or more drama lessons.</p> <p>Teacher organises the children to present the scenes to the rest of the class.</p> <p>Alternatively, these scenes could make up part of a presentation or performance for the rest of the school.</p>	<p>Children work in groups of five or six and each have a scene to 'role play'.</p> <p>Children read over scenes and assign roles to each other.</p> <p>Children rehearse their parts in each of the scenes.</p> <p>Children will present their role play to the rest of the class.</p>



Teacher's Role	Pupil's Role				
<p><b>Closing Activity</b>  <b>Glasgow United</b></p> <p>The focus is now on the positive aspects of our city (of Scotland).</p> <p>Children work in pairs A and B with 'A' being negative about our city (sectarianism) and 'B' being positive about our city, for example</p> <table border="0"> <thead> <tr> <th data-bbox="398 632 517 655">Negative</th> <th data-bbox="566 632 674 655">Positive</th> </tr> </thead> <tbody> <tr> <td data-bbox="197 695 517 946">                     football violence                      Rangers (in a negative voice)                      Celtic (in a negative voice)                      Orange marches                      alcohol which starts fights                      sectarian graffiti                      Huns                      Fenians                 </td> <td data-bbox="566 695 965 1074">                     successful teams in Europe                      Rangers (in a jubilant voice)                      Celtic (in a jubilant voice)                      celebration of our heritage                      'Irn Bru – Made from Girders'                      Kelvingrove Art Gallery and Museum                      Christians                      Christians                        Sense over Sectarianism                      Ibrox Stadium                      Celtic Stadium                 </td> </tr> </tbody> </table> <p><b>End of Lesson Discussion</b></p> <p>Review Learning Intentions and Success Criteria with the class. Read aloud to the class. Get children to use Traffic Light Cards to identify their self assessment in response to success criteria.</p> <p>Identify level of success and next steps in drama work.</p>	Negative	Positive	football violence Rangers (in a negative voice) Celtic (in a negative voice) Orange marches alcohol which starts fights sectarian graffiti Huns Fenians	successful teams in Europe Rangers (in a jubilant voice) Celtic (in a jubilant voice) celebration of our heritage 'Irn Bru – Made from Girders' Kelvingrove Art Gallery and Museum Christians Christians  Sense over Sectarianism Ibrox Stadium Celtic Stadium	
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**Second/Third Level Drama**

**Resources**



## **Whose Side Are You On?**

**You over there, here's a question, tell us  
Whose side are you on?**

**Do you kick with the right or the left foot, tell us  
Whose side are you on?**

**There are rules you have to play by  
And a team you have to stay by**

**Stray out of place and you'll pay the price pal,  
Whose side are you on?**

**Live on the North or the South side, tell us  
Whose side are you on?**

**Yell for the blue or the green side, tell us  
Whose side are you on?**

**If you share our point of view here  
We'll be glad to welcome you here**

**Stray out of place and you'll pay the price pal,  
Whose side are you on?**

**We can take you, we will break you  
Wimpos, Ridges, crazy gadgees**

**Watch them shaking, see them quaking,  
Face them, chase them, give them pelters  
Choose where to stand and then stay forever  
Stray out of place and you'll pay the price pal,  
Whose side are you on?**

**continued...**

**Cos we're joined by a bond that no one can sever  
Whose side are you on?**

**There are rules you have to play by  
And a team you have to stay by  
Stray out of place and you'll pay the price pal,**

**Whose side are you on ... WHOSE SIDE!?**

# Murder trial told of battle to save life

**A Celtic fan had stab wounds like ‘button holes’ when he was rushed to hospital, a court has heard. The battle to save Thomas Devine's life was described to the court by Dr. Richard Brooker.**

Mr. Devine, 16, who is alleged to have been stabbed by two Rangers supporters after the Old Firm Scottish Cup Final, had three injuries to his chest and one in his groin.

Two 21-year-old men, Peter Cross and David Campbell, deny murdering him by stabbing him near his home in Govanhill.

Dr. Brooker, who works in the Victoria Infirmary's accident and emergency department, told the High Court in Glasgow an ambulance crew had radioed ahead to get a resuscitation unit ready for the injured fan.

## **CHEST FULL OF BLOOD**

Mr. Devine was treated with oxygen and given a blood transfusion because of his low

blood pressure. But shortly after arriving at hospital two of his wounds started to bleed, one of them pumping out blood.

Dr. Brooker said that as soon as Mr. Devine was taken into the operating theatre his heart stopped.

When his chest was opened up there was so much blood inside, his heart could not be seen. Two litres were removed before medical staff could attempt a resuscitation.

‘Eventually, said Dr. Brooker, two wounds to the heart – which stopped a total of six times – were spotted.’

## **HUGE BLOOD LOSS**

He added: “We were fighting against a huge blood loss and our

efforts were unsuccessful.’

Earlier in the trial a young woman sobbed as she described how her boyfriend's friend confessed to the stabbing.

Rangers supporter Emma Johnstone, 20, said she saw 21-year-old David Campbell sucking blood on his finger and asked him: ‘You didn't plug him, did you?’

Ms. Johnstone said: ‘He said twice. I was horrified. He said something about it went in right up to the end of the blade.’

She told Edgar Dingwall QC, who is defending her boyfriend Peter Cross, that Mr. Campbell's remark was made in a matter-of-fact way.

## **HARMLESS BANTER**

She said: ‘I shot a glance at Peter as if to say ‘did you know about that?’ and he put up his hands with his palms up and was shaking his head.’

Ms. Johnstone, from Bearsden,

said she had watched the match on TV with the two accused in a flat she and Mr. Cross had just moved to.

After the final whistle they went out to find an off-sales and the accused had a bit of ‘harmless banter’ with Celtic fans, she said. She left the boys to go to a nearby shop, and as she returned with a bottle of vodka, she met the accused.

Mr. Cross complained of a bump on his head and had a red lip. She said he claimed to have been hit by someone.

## **KITCHEN KNIFE**

Ms. Johnstone said that at Mr. Campbell's suggestion the boys left again, not wanting to let the matter rest. Minutes later they ran past her and upstairs back to the flat. She claimed Mr. Campbell was sucking blood from his finger and that a kitchen knife was on the coffee table. The trial continues.

### 1. Child 1

Good Evening and Welcome to the 6 o'clock news.

Today saw the beginning of the murder trial at the High Court in Glasgow on what is being described as a sectarian attack.

The court heard that 16-year-old Celtic Fan, Thomas Devine, was stabbed to death by two Rangers fans after an Old Firm match.

AT THE END OF THE REPORT THE NEWSREADER SHOUTS:

**WHAT A WASTE OF A LIFE!**



### 2. Child 2

The packed courtroom heard that the young man had 3 injuries to his chest and one in his groin. The battle to save his life was told by Dr. Richard Brookes of Glasgow's Victoria Infirmary.

Dr. Brookes said that as soon as Mr. Devine was taken into the operating theatre his heart stopped. When his chest was opened up there was so much blood inside that his heart could not be seen.

AT THE END OF THE REPORT THE NEWSREADER SHOUTS:

**IT'S JUST NOT WORTH IT!**

### 3. Presenter 3

Eventually, two wounds to the heart were spotted. Dr. Brookes said 'The young man's heart stopped a total of six times and we were fighting against a huge blood loss. I and my staff did all we could to try and save the young man's life but our efforts were unsuccessful.'

AT THE END OF THE REPORT THE NEWSREADER SHOUTS:

**THAT POOR MOTHER!**



### 4. Presenter 4

The two 21-year-old men accused of the murder are Peter Cross and David Campbell both from Govanhill, Glasgow. The court was told that the two men had been celebrating their team's victory and had gone to a local off-sales when they became involved in some 'banter' with Celtic Fans. This quickly got out of hand and resulted in the fatal stabbing of Mr. Devine. Both men are facing lengthy jail sentences.

The trial continues. That's all for tonight. Tune in again tomorrow. Goodnight.

AT THE END OF THE REPORT THE NEWSREADER SHOUTS:

**IT'S ONLY A GAME OF FOOTBALL!**

Children in six groups of five (depending on class size)

**The Truth behind the symbols. The Truth Group enter and take places in clusters of three. Group A hold Rangers flag, Group B hold Celtic flag, Group C hold Ireland flag, Group D hold Cross, Group E hold King William and Group F hold Red Hand.**

**All flags lowered except King William.**

**Child 1:** King William defeated the Catholic king and gave rights to Protestants. That's how I see it.

**Child 2:** Fights regularly break out at the Orange Walk.

**Child 3:** I can't help it if people take offence. It's our right to march.

**Child 4:** Why do you have so much respect for the Orange Order?

**Child 5:** I was brought up that way.

**All step back. Rangers flag up.**

**Child 1:** The Gers.

**Child 2:** The Teddy Bears.

**Child 3:** Rangers! My favourite football team.

**Child 4:** Some people say it's the Protestant team.

**Child 5:** Nonsense! Anybody can support the Gers. And the players come from all sorts of religions.

**Child 1:** So what about the people who confuse religion with football?

**continued...**



**Child 2:** Idiots! They should concentrate on the game.

### **Celtic flag up**

**Child 1:** The Bhoys.

**Child 2:** The Hoops.

**Child 3:** Celtic! Celtic was created in 1888 to give work to poor Irish immigrants and now it's one of the biggest teams in Europe.

**Child 4:** Celtic's biggest rival is Rangers. And sometimes the fans get into sectarian fights.

**Child 5:** But both teams are trying to put an end to that.

**Child 1:** I wish they would! I don't want any of that garbage to put my team off!

### **Ireland flag up**

**Child 1:** That's the Celtic flag.

**All:** What?!

**Child 1:** Is it not?

**Child 2:** A common mistake. This is the tricolour of the Republic of Ireland.

**Child 1:** A Catholic flag.

**Child 3:** Wrong again! This is a flag for all the Christians in Ireland. The green represents the Catholic part. The orange is for the Protestant part.

**Child 4:** And the white symbolises peace between them. Sadly this peace is not quite the reality.

**continued...**

### Red Hand up.

- Child 1:** The Red Hand of Ulster. Sometimes seen at football matches.
- Child 2:** But it's got nothing to do with football! It's an old flag for Northern Ireland.
- Child 3:** But why the red hand?
- Child 4:** Nobody knows for sure. Some say it was a race where the first hand to touch Ulster soil would win the land, and so one of the runners chopped off his hand and threw it across to win.
- Child 5:** The flag hasn't been an official government flag since 1972.
- Child 2:** But it's still sometimes used by individuals to celebrate Northern Ireland's separation from the Republic.

### The Cross up.

- Child 1:** The Cross. A symbol of Christianity.
- Child 2:** It reminds us that all Christians believe mostly in the same things.
- Child 3:** Catholics and Protestants both believe in the same God.
- Child 4:** They both believe that Jesus was His son, and that He died on the Cross.
- Child 5:** And they both believe in treating their fellow-man with respect and love.
- Child 1:** These symbols represent our religion and the football teams we support but it is important we understand their background to have...
- All:** ...Sense Over Sectarianism!



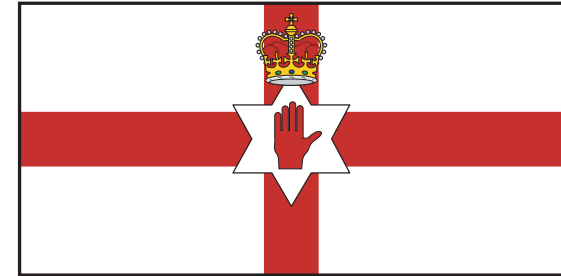
## Television Research Department Christian Religions

In the 16th Century there was a disagreement amongst the Christian people regarding religion. Many groups split away from the then most common religion, the Roman Catholic Church, and this split destroyed the unity of Christianity in Western Europe. This was called the Protestant Reformation and ended in division of Christians and the establishment of new religions.

As well as the differences, there remain many similarities between the Catholic and Protestant religions. They believe in Jesus Christ and His sinless life on earth. They both believe He was crucified and rose from the dead. They believe that Jesus will come again in glory.



## Television Research Department Red Hand of Ulster



The 'Ulster Banner' was the official name given to the old Northern Ireland flag.

This flag is sometimes called the 'Red Hand Flag', or the 'Ulster Flag'.

It has not been an official government flag since the Parliament of Northern Ireland was closed in 1972.

The story of the Red Hand of Ulster allegedly dates from the arrival of the sons of King Milesius of Spain who were trying to conquer Ireland in 504 BC. One of them

supposedly cut off his hand and tossed it ashore, so that the land would be his.

There is no proof that this is how the flag came about and many people believe that the red hand comes from the Bible.

This flag has nothing to do with Scotland, or football.

However, it is flown by some supporters of Rangers Football Club.



## Television Research Department The Loyal Orange Institution

The Loyal Orange Institution or The Orange Order is based in **Ireland** and in western **Scotland** and was founded in **County Armagh**, Ireland, in **1795**.

It is a Protestant group whose name honours William III, Prince of Orange, who came to Britain from Holland to defeat the Catholic King James. The Protestants were unhappy with King James and how he ruled the country and welcomed King William to battle for and take over the throne. The most celebrated battle is the Battle of the Boyne in 1690.

The Orange Order is most well known for holding parades, mainly in **Ulster** and

**Scotland**, which take part throughout the summer 'marching season], climaxing on the **12th of July**. In recent times it has been the subject of much controversy in **Northern Ireland** where the **Orange Order** parades have passed through or near certain areas. This has sometimes sparked violence and riots.

Its critics accuse it of **sectarianism** and **anti-Catholicism**, however, the Orange Order regard it as a celebration of their freedom and civil rights.



## Television Research Department Celtic Football Club



**Celtic Football Club** is based in Glasgow and nicknamed the Bhoys, or the Hoops.

Together with their city rivals Rangers, they are part of the Old Firm, forming one of the most famous and fiercest rivalries in sport.

The club plays its home matches at Celtic Park in the east end of Glasgow, one of the largest football stadia in Europe.

Celtic Football Club was founded in 1887 to get rid of poverty in Glasgow's east end.

Over the following years, Celtic has achieved a great deal. Many famous players and managers have come and gone. The club has grown and has fans in all corners of the world.

Celtic accepts that there is a problem with sectarianism.

Celtic has tried to combat sectarianism. The Old Firm has clamped down on sectarian songs, flag-waving, and troublesome supporters, using increased levels of policing.



## Television Research Department Rangers Football Club



**Rangers Football Club** is a football club from Glasgow, which plays in the Scottish Premier League.

Rangers have won 107 trophies in total, making them one of the most successful football clubs in world football.

The club has traditionally been identified with the Protestant community and has had a fierce rivalry with Celtic.

The club's correct name is simply 'Rangers' although it is sometimes incorrectly called 'Glasgow Rangers'.

The club is nicknamed 'The Teddy Bears' (from the rhyming slang for Gers – short for Rangers) and the fans are known to each other as 'Bluenoses' or 'Bears'.

Rangers accepts that there is a problem with sectarianism. Both sides of the Old Firm admit that a proportion of their supporters have been 'guilty of sectarian beliefs and cultural intolerance'.

Rangers has tried to combat sectarianism. The Old Firm has clamped down on sectarian songs, flag-waving, and troublesome supporters, using increased levels of policing.



## Television Research Department Tricolour



This tricolour is the Irish national flag. It was first used by Irish nationalists in 1848. It was designed to represent the Nationalist (mainly Catholic) majority (represented by green) and the Unionist (mainly Protestant) minority (represented by orange due to William of Orange) living together in peace (symbolised by the white band).

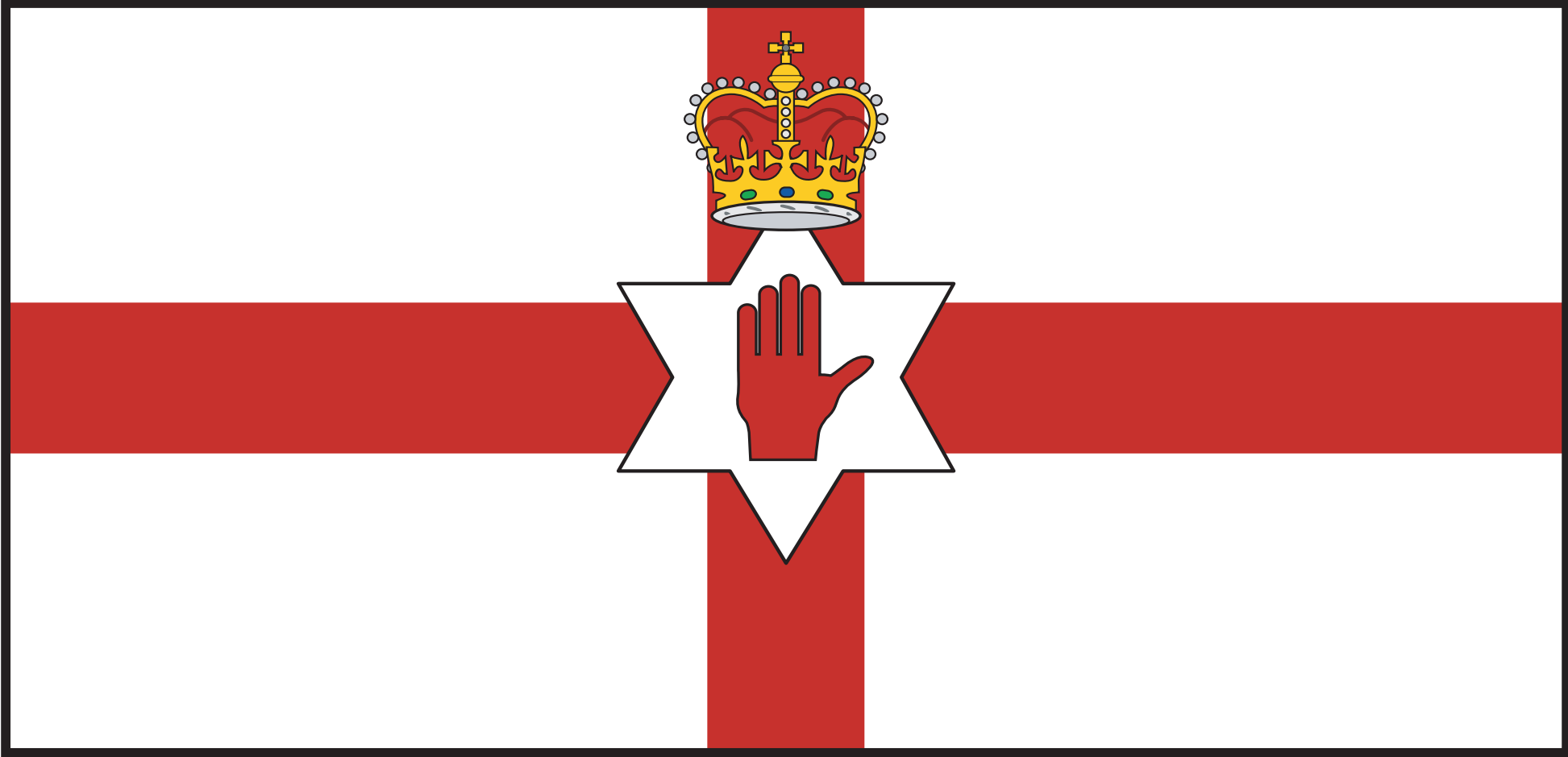
The symbolism of the flag (peace between Catholics and Protestants) has not become a reality. In 1920, Ireland was divided, with the north-east becoming Northern Ireland.

This flag has nothing to do with Scotland, or football. However, it is flown by some supporters of Celtic Football Club, and as a statement of support for their historic roots.



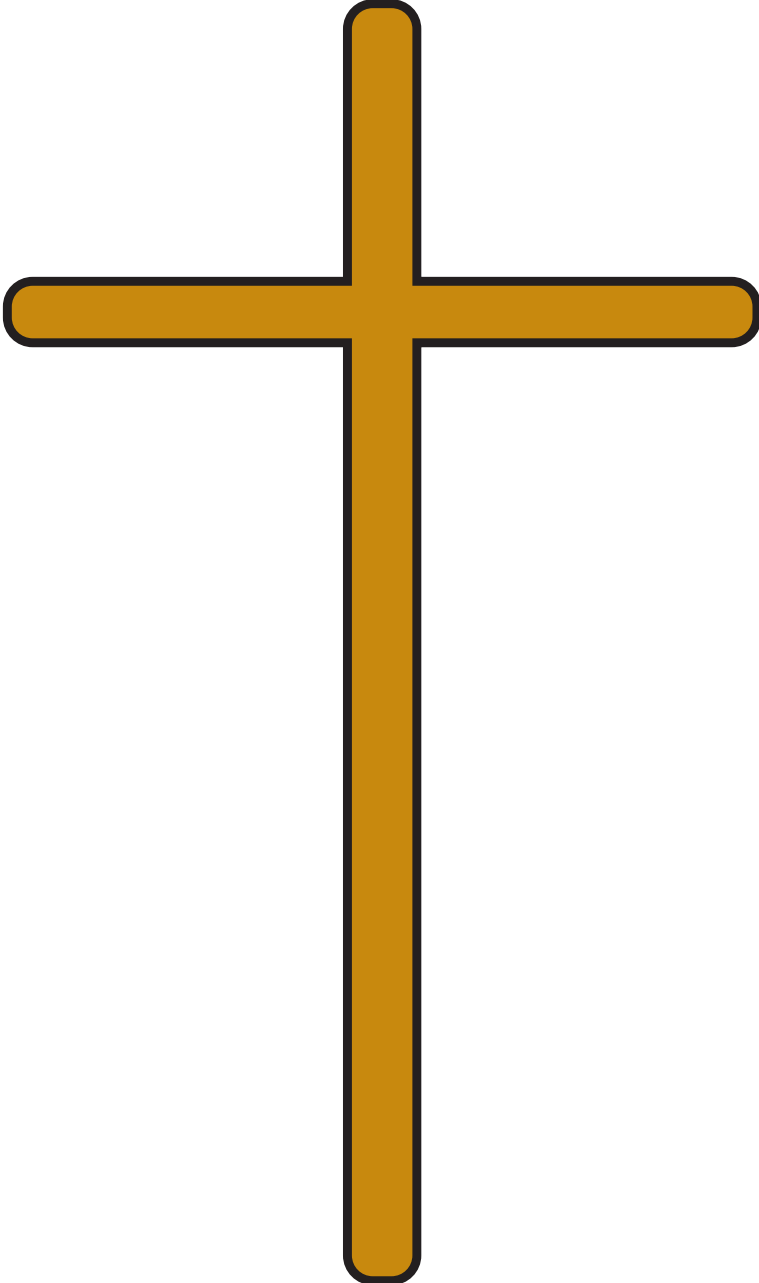


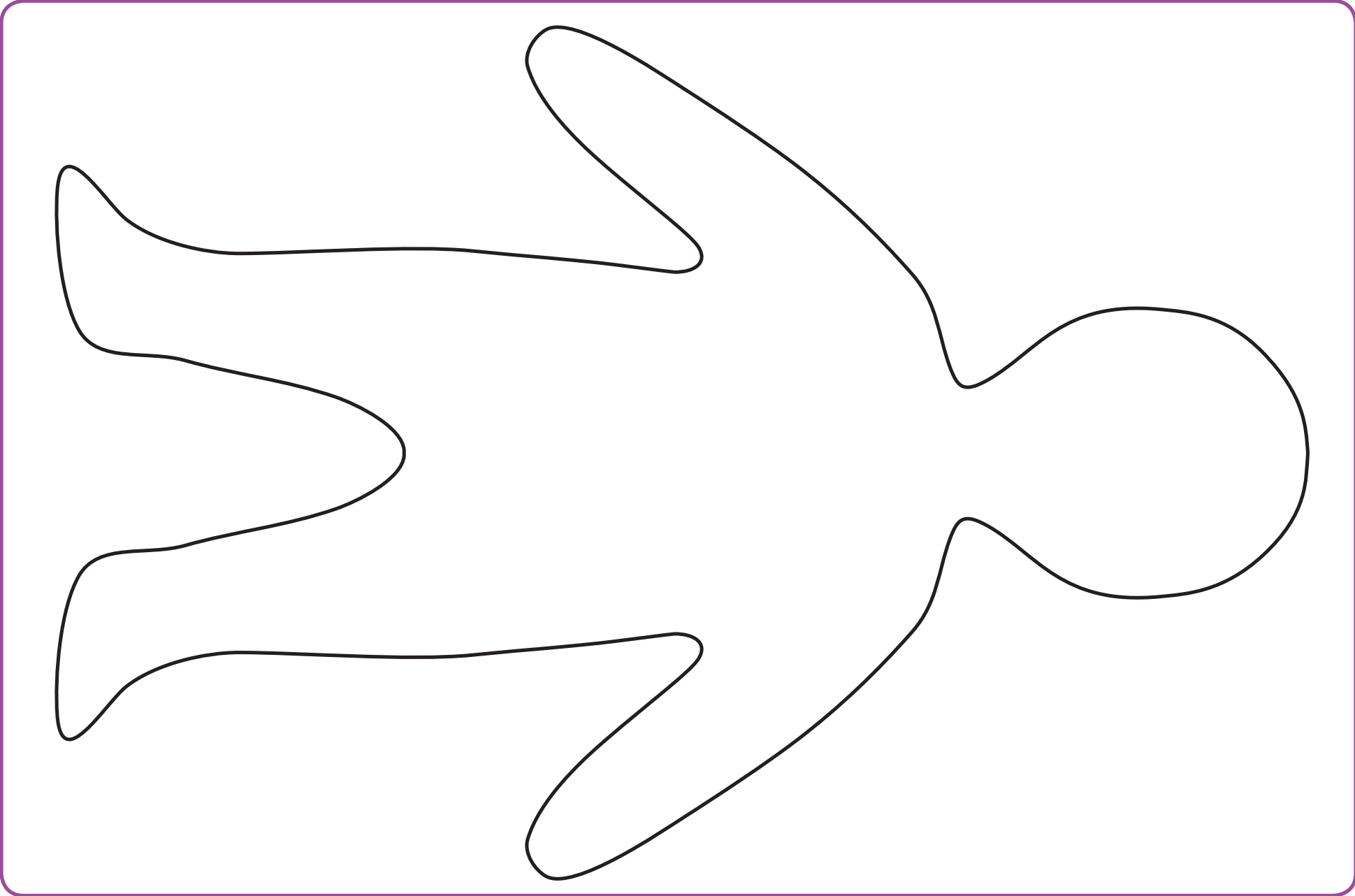


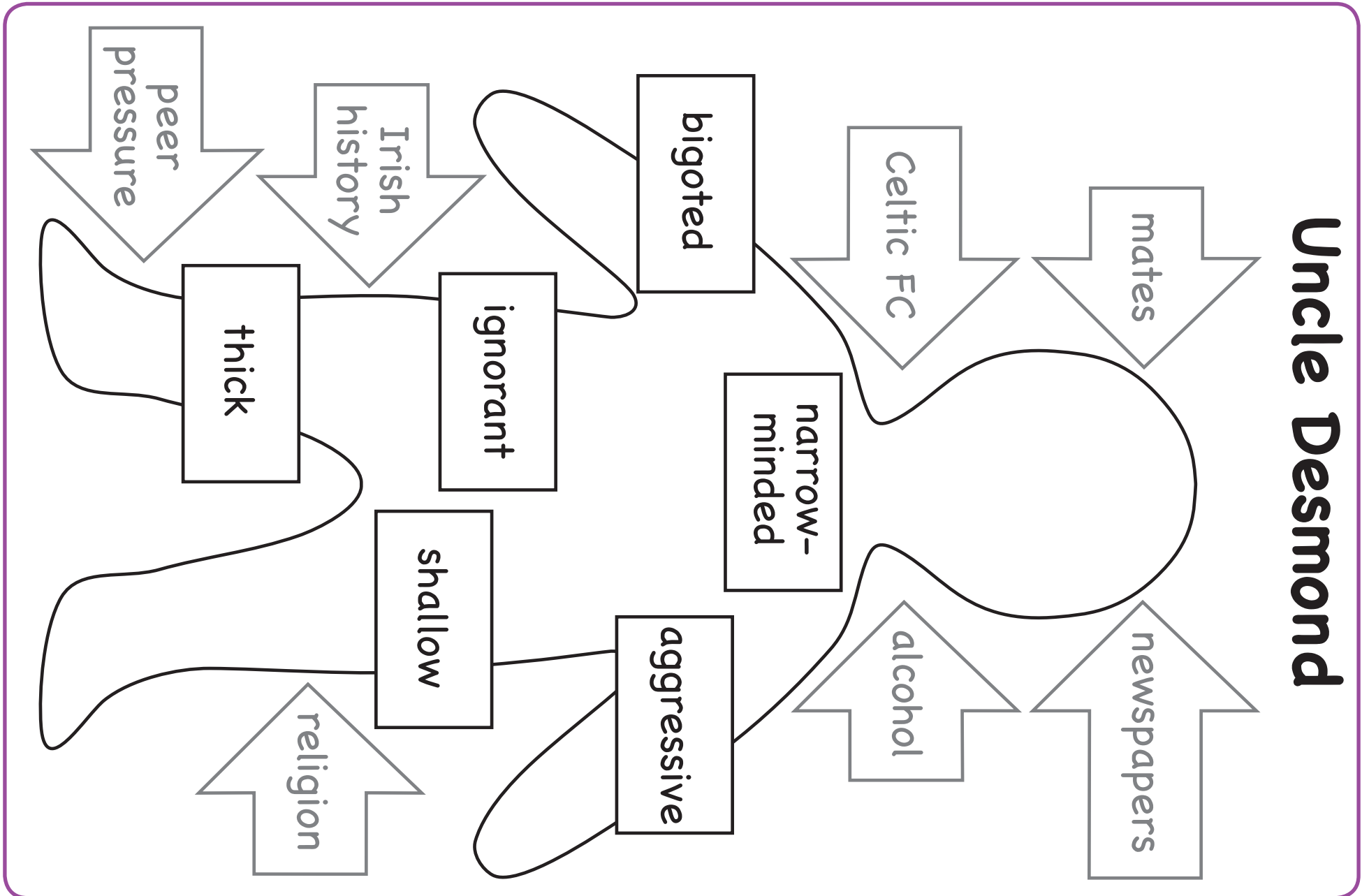














I'm thinking of taking part in an  
Orange Walk next Saturday morning.

Graham



Look, we're not all Rangers-hating, you know.  
I have my team and you have yours.

Joe



You have to work at friendship. Maybe you have to stand back and give your friend room.

Joe's dad



I worry if I don't know where you are. Your dad and I are concerned for you.

Graham's mum



The Huns can't give us the finger and try to cause aggro. Animals, so they are. Animals.

Uncle Desmond



Nobody mentions how the Catholics murdered men, and today, we've still to defend ourselves.

Graham's Grandad



## Role Play 1 – Throwing Stones

A group of children is hanging around a local non-denominational primary school. It is not their school as they go to the local Catholic school. One person (the 'ringleader') suggests having a bit of fun and smashing the 'Proddy's' windows. Most of the group think this is a great idea and say that 'it's only the Proddy's' but some are not so sure and think it's a silly thing to do.

Take on these roles:

- 1 Ringleader – the person who suggests smashing the windows.
- 2 Children (x3) who think this is a great idea.
- 3 Children (x2) who don't really want to do this but are not quite sure how to say this to the rest of the group. They're afraid of standing up to their friends.

How will this scene unfold? Remember, you will be asked to 'freeze' and you will then be given advice from the audience.

Come up with your own lines but still work together to rehearse and help each other to bring this scene to life.

## Role Play 2 – Sectarian Graffiti

A group of children are hanging around the local play park. They find an old aerosol can that still has some paint in it and decide to write some sectarian slogans like 'UVF – Ulster Volunteer Force' and other bigoted statements. Everyone wants to have a go and write their own sectarian slogan.

Take on these roles:

- 1 All children (five to six) think this is a great idea and want to join in and write something sectarian 'for a laugh'.
- 2 A passer-by, about the same age, who tries to say something to the group. The group just laugh at this person and carry on.

How will this scene unfold? Remember you will be asked to 'freeze' and you will then be given advice from the audience.

Come up with your own lines but still work together to rehearse and help each other to bring this scene to life.

## Role Play 3 – Bullying

A group of children are walking home from school. They attend a non-denominational school. They see a few children from the Catholic school also walking home from school. The group of children decide to wind up the 'Fenians' and steal their bags, push them around a bit and generally make menaces of themselves.

Take on these roles:

- 1** A group of 'non-denominational' children (four to five) who are enjoying 'bullying' the other group of children.
- 2** A group of two to three 'Catholic' children who are minding their own business. They are not sure whether to react by fighting back by calling them bigoted names or whether to keep quiet and try and pass without getting involved.

How will this scene unfold? Remember you will be asked to 'freeze' and you will then be given advice from the audience.

Come up with your own lines but still work together to rehearse and help each other to bring this scene to life.

## Role Play 4 – Sectarian Songs

There has been an Old Firm match this afternoon and a group of Celtic fans have taken to the streets to celebrate their team's victory by singing sectarian songs. A group of Rangers fans are walking down the same street and begin to sing their own sectarian songs.

Take on these roles:

- 1** A group of Celtic fans who are singing sectarian songs. (Rather than sing true sectarian songs the role play will make up less offensive songs, such as 'We hate Rangers' for this scene.)
- 2** A group of Rangers fans also making their way home from the football match. They decide to fight back and start to sing the sectarian songs ('We hate Celtic' – to be used as a 'sectarian song' for this scene) and it looks like both groups are going to come to blows.

How will this scene unfold? Remember you will be asked to 'freeze' and you will then be given advice from the audience.

Come up with your own lines but still work together to rehearse and help each other to bring this scene to life.

## Role Play 5 – We're not playing with you

A group of children all live in the same street. They are all the same age but go to different schools and support different teams, some Rangers, some Celtic. They normally all play together and enjoy hanging out in the play park or playing games like football, hide and seek, etc.

One new child has moved into the street and is causing a bit of trouble because he is a Catholic and a Celtic fan and doesn't want any of the Celtic fans to play with the Rangers fans.

Take on these roles:

- 1 A group of Celtic fans (one or two); some want to play with their Rangers fan friends but at least one agrees with the new neighbour, and thinks they should play separately.
- 2 A group of Rangers fans (one or two); some want to play with their Celtic fan friends but at least one agrees with the new neighbour, and thinks they should play separately.
- 3 The bigoted new neighbour.

How will this scene unfold? Remember you will be asked to 'freeze' and you will then be given advice from the audience.

Come up with your own lines but still work together to rehearse and help each other to bring this scene to life.



## **Role Play 6 – You can't support THEM!**

A group of children have met each other for the first time and they begin to talk about football and which teams they support. Half are Celtic fans and half are Rangers fans. One of the Rangers fans discovers that another Rangers fan is a Catholic. The Rangers fans say that Catholics can't support Rangers and that Protestants shouldn't support Celtic. Some of the Celtic fans agree but some disagree. An argument begins.

Take on these roles:

- 1** The group of Celtic fans (one or two); some say Celtic fans must be Catholic but at least one says this is nonsense and Celtic and Rangers is not about religion.
- 2** The group of Rangers fans (one or two); some say Rangers fans must be Protestant but at least one says this is nonsense and Celtic and Rangers is not about religion.

How will this scene unfold? Remember you will be asked to 'freeze' and you will then be given advice from the audience.

Come up with your own lines but still work together to rehearse and help each other to bring this scene to life.

**Second/Third Level Drama**

**Script for  
Performance**



## Who's side are you on?

### Cast

**TV Presenters** 1, 2, 3, 4, 5, 6, 7, 8, 9 and 10

**Boys** 1, 2, 3 and 4 outside St Veronica's at The Garngath

**Joe**, age 11, friend of Graham and Celtic fan

**Desmond**, Joe's dad

**Rita**, Joe's mum

**Joseph**, Joe's grandfather

**Desmond**, Joe's uncle

**Kathleen**, Joe's aunt

**Gary**, a friend of Joe's family

**Christine**, a friend of Joe's family

**Woman**, at Celtic Park 1

**Young Man**, at Celtic Park 1

**Graham**, age 11, friend of Joe and Rangers fan

**Mum**, Graham's mum

**Dad**, Graham's dad

**Grandad Reid**, Graham's grandfather

**Rangers fan**

**Woman**, innocent bystander at Old Firm match

**Old man**, bystander at Old Firm match

**Police Officers** 1 and 2

### Stabbing Scene

**News Presenters** 1, 2, 3 and 4

**Victim's friend**

**Police Officer**

**Paramedics**

**Nurse**

**Surgeon**

**Witness**

**Celtic Football Club Representative**

**Rangers Football Club Representative**

**The Truth Group**, in groups A, B, C, D, E and F in threes

**Child 1, 2, 3, 4, 5, and 6**

**All flagholders on platform. All TV presenters on performance area.  
All others at either side.**

**Presenter 1:** Good evening ladies and gentlemen, and welcome to the first episode of our show 'A weekend in...'

**Presenter 2:** Today's show is 'A Weekend in Glasgow', and what a weekend it will be!

**Presenter 3:** That's right. Over the course of the next three days, there will be an Old Firm match and a parade by the Orange Order!

**Presenter 4:** Our cameras will be following the everyday lives of some of Glasgow's typical citizens.

**Presenter 5:** And finding out the meaning behind some of these symbols.

**All other presenters hold up flags, etc.**

**Presenter 6:** So let's get on with the show!

**Presenter 7:** First, we'd like to introduce you to two of Glasgow's liveliest youths.

**Enter Joe and Graham.**

**Presenter 8:** This is Joe, aged 11, and Graham also aged 11. They are great friends, but they come from opposite ends of the city.

**Presenter 9:** And this can sometimes cause trouble.

**Presenter 10:** Let's see what our hidden camera saw when Graham tried to visit Joe.

**All presenters exit. Enter The Garngath 1 group.**

## The Garngath, outside St Veronica's School 1.

**1st boy:** Hey you!

**2nd boy:** Aye, you!

**3rd boy:** What are you doing here?

**Graham:** What's it to you?

**4th boy:** What school do you go to?

**Graham:** None of your business.

**The boys crowd round Graham.**

**1st boy:** You don't belong here.

**2nd boy:** You've got a Protestant face.

**3rd boy:** Your wee beady eyes are too close together.

**4th boy:** You're a Hun.

**Graham:** Naw.

**1st boy:** I'm gonny gie you a kicking anyway.

**The boys prepare to attack. All on stage freeze.**

**Enter Presenters 1 and 2.**

**Presenter 1:** What on earth does that mean: you've got a Protestant face?

**Presenter 2:** I've no idea; a face is just a face to me! I wonder if Graham ever did get to meet Joe that day?

**Presenter 1:** Yes, he did. And he had an interesting chat with the Flaherty family.

**Presenters 1 and 2 and St Veronica's 1 exit. Enter Aunt Kathleen 1 Group.**

## Aunt Kathleen's kitchen - dinner is just over and everyone is discussing the previous day's Old Firm match.

**Rita:** That ref yesterday must've been a Mason.

**Joe:** Aye, so what do you think, Graham?

**Desmond:** Bigoted b., so he was.

**All on stage freeze. Enter presenters 3 and 4.**

**Rita:** You're right there, Desmond. We saw him plain as day giving one of those funny handshakes to the linesman.

**Presenter 3:** So, it looks like our two friends won't have it easy. They support different teams, they go to different schools, they go to different churches. Something tells me that means something in Glasgow.

**Graham gasps.**

**Desmond:** Aye, ye wouldn't believe it, would you? But that's what goes on. Pure prejudice so it is!

**Presenter 4:** As we said, the Orange Walk is this Saturday. The excitement is building but some people aren't so keen. Let's catch up with our man, Graham.

**Kathleen:** Enough! I've told you lot before. Football annoys me. It causes too much bad feeling.

**Desmond:** Ye have to admit, that was never a goal in the first half. We would've won the game but for that.

**Exit Presenters 3 and 4 and Aunt Kathleen 1 Group. Enter Granda 1 group.**

## Granda's Living Room 1 - Granda has laid out the sash.

**Granda:** It's the local Walk next week, Graham.

**Graham:** Aye.

**Granda:** Today we've still got to defend ourselves.

**Graham:** You told me that, Granda.

**Graham's kitchen - Graham's Mum and Dad try to talk to him.**

**Mum:** Your Granda was trying to get in touch with you today. Do you know that?

**Graham:** No.

**Dad:** He called me at work today to see why you weren't answering your mobile.

**Mum:** Can you think why he wants to speak to you?

**Graham:** No.

**Dad:** Is there something you want to talk about, Graham?

**Graham:** No.

**All on stage freeze. Enter Presenters 5 and 6.**

**Presenter 5:** Oh dear. It doesn't look like Graham handled that situation very well. I wonder what he could have done differently?

## Granda's Living Room 2 - Granda has laid out the sash.

**Granda:** It's the local Walk next week, Graham.

**Graham:** Aye.

**Granda:** We've still got to defend ourselves today, you know.

**Graham:** Look Granda, I'm not sure I want to do the walk. I'll need to have a think about it.

**Granda:** Well, you'll come to it in your own time I suppose.

### Grham's kitchen - Grham's Mum and Dad try to talk to him.

**Mum:** Your Granda was trying to get in touch with you today. Do you know that?

**Graham:** I wanted to talk to you about that... It's probably about the Walk on Saturday.

**Dad:** Is there something you want to talk about, Graham?

**Graham:** Yes, I really don't know what I think of it. I don't know if I should go on it or not.

**Mum:** Well, I'm glad you told us that, Graham.

**Dad:** If you've got any questions, just ask us.

**Mum:** And remember, the decision is yours in the end.

**continued...**



**All on stage freeze. Enter Presenters 7 and 8.**

**Dad:** We'll support you whatever you decide.

**Graham:** I just wish I knew more about the Orange Walk.

**Presenter 7:** Well, Graham still doesn't know if he'll go or not, but he's opened up to his parents. Maybe they can help him.

**Presenter 8:** That's right, Emma. And news just in. We are able to go straight across to Celtic Park, where the fans are gathering for the Old Firm match.

**Presenter 7:** Let's just see how the crowd is warming up.

**All take starting positions for Whose side are you on? song.**

**Song: Whose side are you on?  
All exit apart from Presenters 9 and 10,  
Child 1, Child 2 and Child 3,  
who take Celtic Park 1 positions.**

**Presenter 9:** It looks like things are really heating up outside the stadium. Both Glasgow teams have very loyal fans!

**Presenter 10:** We've also been following a young Celtic fan, Joe. Let's just see what happens during the match.

**Exit Presenter 9 and Presenter 10.**

## Celtic Park 1

### Joe, Joseph, Desmond and a young man and woman at half-time.

**Desmond:** Where's Henrik Larsson when you need him?

**Joseph:** Life without Larsson. Good title for a poem, that.

**Joe:** Let's get something to eat. I'm starving.

**They take their places in the queue for snacks and watch the overhead TV screens.**

**Man:** Flaming ridiculous that goal, so it was.

**Woman:** Shouldn't have been allowed, that.

**Man:** He was offside.

**Woman:** Dirty Hun.

**They return to their seats. Joseph points to the blackened glass.**

**Joseph:** See that barrier?

**Desmond:** That's so the Huns can't try to cause aggro. Animals, so they are.

**Joe:** Graham's on the other side of that.

**Joseph:** What?

**Joe:** Nothing.

**All on stage freeze. Enter Presenters 1 and 2.**

**Presenter 1:** So. This boy Joe is friends with our other boy Graham. But it looks like he can't tell his family.

**Presenter 2:** I wonder why? Let's see some more of the match.

**All exit. Enter children for next scene.**

**The final whistle has blown at the Old Firm match 1.  
Both sets of fans are on their feet shouting.**

**Desmond & Joe:** C'mon the Hoops! C'mon  
the Hoops! C'mon the  
Hoops!

**Joe's dad Joseph is sitting down  
on his seat, arms folded, not  
singing.**

**Granda & Graham:** C'mon the `Gers! C'mon the  
`Gers! C'mon the `Gers!

**Graham:** C'mon the `Gers! C'mon the `Gers!  
C'mon the `Gers!

**Desmond:** Aye, yous are no so smart now!  
Are yous? Ya shower a animals!  
ANIMALS! ANIMALS! ANIMALS!

**Granda retaliates from his end  
of the football park**

**Granda & Graham:** ANIMALS! ANIMALS!  
ANIMALS!

**Joe's dad begins to clap BOTH  
teams.**

**Joseph:** Well played! Well played both  
teams!

**All on stage freeze. Enter  
Presenter 3 and Presenter 4.**

**Presenter 3:** Well, that looks pretty nasty to  
me. It is only a game after all!  
But what happens if Joe tells his  
uncle what he really feels?

**Exit Presenters 3 and 4 and The  
Whistle 1 group. The Whistle 2  
group take their places.**

**The final whistle has blown at the Old Firm match 2.  
Both sets of fans are on their feet shouting.**

**Desmond & Joe:** C'mon the Hoops! C'mon the Hoops! C'mon the Hoops!

**Joe's dad begins to clap BOTH teams.**

**Granda & Graham:** C'mon the 'Gers! C'mon the 'Gers! C'mon the 'Gers!

**Joseph:**

Well played! Well played both teams!

**Desmond:** Aye, yous are no so smart now! Are yous? Ya shower a animals!

**All on stage freeze. Enter Presenter 5 and Presenter 6.**

**Joe:** What!? You can't say that Desmond.

**Presenter 5:**

Well done Joe! It isn't easy to stand up to those bigots.

**Desmond:** How no?

**Presenter 6:**

But I'm sad to say that this wasn't the only trouble Joe's Uncle Desmond got into at the end of the Old Firm match.

**Joe:** Because it makes me ashamed of you.

**Joe:** C'mon the Hoops!

**Exit Presenters 5 and 6 and The Whistle 2 group. Enter Fight 1 group.**

## Fight after the Old Firm match 1. Desmond is standing holding a potato.

**Desmond:** They shouldn't get away with throwing this at us!

**Rangers Fan:** C'mon intae me, ya Tattie Pickers!

**Both Desmond and Rangers fans begin picking 'missiles' up from the ground and hurling them at each other.**

**A woman who is passing by is suddenly struck in the eye by one of the missiles.**

**Woman:** My eye! My eye! Help! Help me! Please!

**Rangers Fan:** Get intae them!

**Desmond:** Rangers scum!

**Old man, who is very infirm, waves a 'walking stick' and begins shouting.**

**Old man:** Tan their hides. Tan their blue-bottle hides for them!

**Police arrive and attend to the woman, move the old man on and arrest Desmond and the Rangers fan**

**Police 1:** Stop! Police! Everybody just calm down!

**Police 2:** Right, you two eejits are comin' wi me.

**All on stage freeze. Enter Presenters 7 and 8.**

**Presenter 7:** I am so surprised! I cannot believe that football could cause so much trouble! And now let's see...

**Presenter 8:** Don't tell me! Now let's see what could have happened if somebody had behaved more sensibly.

**Presenter 7 :** Yes!

**Exit Presenters 7 and 8 and The Fight 1 group. Enter the Fight 2 group.**

## Fight after the Old Firm match 2. Desmond is standing holding a potato.

**Desmond:** They shouldn't get away with throwing this at us!

**Desmond puts the potato on the ground and walks away.**

**Rangers Fan:** C'mon intae me, ya Tattie Pickers!

**Desmond keeps walking. The fan keeps throwing.**

**Rangers Fan:** Och, that was my last tattie!

**Woman walks by and leads old man off.**

**Woman:** I thought that was going to be a fight there!

**Old man:** I know. It would have been, in my day!

**Police arrive.**

**Police 1:** Well, nothing to report today. A good game.

**All on stage freeze. Enter Presenters 7 and 8.**

**Presenter 7:** That's more like it.

**Presenter 8:** But now, there's some shocking news just in about some even more horrific events that took place after the match.

**Exit Presenters 7 and 8 and The Fight 2 group. Enter The Stabbing group.**

## Stabbing scene

**News Presenter 1:** Good Evening and welcome to the 6 o'clock news. Today saw the beginning of the murder trial at the High Court in Glasgow on what is being described as a sectarian attack. The court heard that 16-year-old Celtic Fan, Thomas Devine was stabbed to death by two Rangers fans after an Old Firm match.

**News Presenter 2:** The packed court room heard that the young man had three injuries to his chest and one to his groin. The battle to save his life was told by Dr. Richard Brookes of Glasgow's Victoria Infirmary. Dr. Brookes said that as soon

as Mr. Devine was taken into the operating theatre his heart stopped. When his chest was opened up there was so much blood inside that his heart could not be seen.

**News Presenter 3:** Eventually, two wounds to the heart were spotted. Dr. Brookes said, 'The young man's heart stopped a total of six times and we were fighting against a huge blood loss. Myself and my staff did all we could to try and save the young man's life but our efforts were unsuccessful.'



## Stabbing scene, continued

<p><b>News Presenter 4:</b> The two 21-year-old men accused of the murder are Peter Cross and David Campbell both from Govanhill, Glasgow. The court was told that the two men had been celebrating their team's victory and had gone to a local off-sales when they became involved in some 'banter' with Celtic fans. This quickly got out of hand and resulted in the fatal stabbing of Mr. Devine. Both men are facing lengthy jail sentences. The trial continues. That's all for tonight. Tune in again tomorrow. Goodnight.</p>	<p><b>Victim's friend:</b></p>	<p>I'm gonny get them! Nobody does that to ma pal and gets away with it!</p>
	<p><b>Police Officer:</b></p>	<p>In all my years in the force, I've never seen anything so senseless.</p>
	<p><b>Paramedic:</b></p>	<p>I just can't get the picture of that wee boy out of my mind. We did our best - honest we did.</p>
	<p><b>Nurse:</b></p>	<p>I just hate the Old Firm shifts. Drunken yobs who fight over nothing. I just knew it'd end in a loss of life.</p>
	<p><b>Surgeon:</b></p>	<p>My team and I did all we could; if only I'd got him on the table sooner.</p>

## Stabbing scene, continued

**Witness:** I heard the boys arguing but I thought it'd all pass but then I saw the knife, the boy collapsing! The blood! I can't get that out of my head. The blood!

**CFC Representative:** Celtic Football Club would like to take this opportunity to say that we do not condone sectarian behaviour.

**RFC Representative:** Rangers Football Club takes very seriously any sectarian behaviour and will not tolerate any such behaviour.

## The Stabbing Report. All on stage exit.

### Enter TV Presenters.

**Presenter 9:** I think we're all agreed that this really was an unnecessary tragedy.

**Presenter 10:** Indeed. But why is football taken so seriously in Glasgow of all places? Why does it cause such fights? Why does it cause murder?

**Presenter 1:** I know. It's so strange, isn't it?

**Presenter 2:** I think we have to look back through history, and interview some Glaswegians to get some info.

### All flags are raised.

**Presenter 3:** Let's find out what all this means. Here are some symbols we have seen dotted around Glasgow this weekend.

### TV Presenters drop flags, and Interview Crew enter and take places.

**The truth behind the symbols. The Truth Group enter and take places in clusters of three. Group A hold Rangers flag, Group B hold Celtic flag, Group C hold Ireland flag, Group D hold Cross, Group E hold King William and Group F hold Red Hand.**

**All flags lowered except King William.**

**Child 1:** King William defeated the Catholic king and gave rights to Protestants. That's how I see it.

**Child 2:** Fights regularly break out at the Orange Walk.

**Child 1:** I can't help it if people take offence. It's our right to march.

**Child 3:** Why do you have so much respect for the Orange Order?

**Child 1:** I was brought up that way.

**All step back. Rangers flag up.**

**Child 4:** The Gers.

**Child 5:** The Teddy Bears.

**Child 6:** Rangers! My favourite football team.

**Child 4:** Some people say it's the Protestant team.

**Child 6:** Nonsense! Anybody can support the Gers. And the players come from all sorts of religions.

**Child 5:** So what about the people who confuse religion with football?

**continued...**

**Child 1:** Idiots! They should concentrate on the game.

**Celtic flag up.**

**Child 1:** The Bhoys.

**Child 2:** The Hoops.

**Child 3:** Celtic! Celtic was created in 1888 to give work to poor Irish immigrants and now it's one of the biggest teams in Europe.

**Child 1:** Celtic's biggest rival is Rangers. And sometimes the fans get into sectarian fights.

**Child 2:** But both teams are trying to put an end to that.

**Child 3:** I wish they would! I don't want any of that garbage to put my team off!

**Ireland flag up.**

**Child 1:** That's the Celtic flag.

**All:** What?!

**Child 1:** Is it not?

**Child 2:** A common mistake. This is the tricolour of the Republic of Ireland.

**Child 1:** A Catholic flag.

**Child 3:** Wrong again! This is a flag for all the Christians in Ireland. The green represents the Catholic part. The orange is for the Protestant part.

**Child 2:** And the white symbolises peace between them. Sadly this peace is not quite the reality.

**continued...**

### Red Hand up.

- Child 1:** The Red Hand of Ulster. Sometimes seen at football matches.
- Child 2:** But it's got nothing to do with football! It's an old flag for Northern Ireland.
- Child 3:** But why the red hand?
- Child 1:** Nobody knows for sure. Some say it was a race where the first hand to touch Ulster soil would win the land, and so one of the runners chopped off his hand and threw it across to win.
- Child 2:** The flag hasn't been an official government flag since 1972.
- Child 3:** But it's still sometimes used by individuals to celebrate Northern Ireland's separation from the Republic.

### The Cross up.

- Child 1:** The Cross. A symbol of Christianity.
- Child 2:** It reminds us that all Christians believe mostly in the same things.
- Child 3:** Catholics and Protestants both believe in the same God.
- Child 1:** They both believe that Jesus was His Son, and that He died on the Cross.
- Child 3:** And they both believe in treating their fellow-man with respect and love.
- Child 1:** Let's go back to our opening scenes and see how they would change if people did show a bit more respect for their fellow-man.

## The Garngath, outside St Veronica's School 2. Four boys shout to Graham.

**1st boy:** Hey you!

**2nd boy:** Aye, you!

**3rd boy:** What are you doing here?

**Graham:** I'm just visiting a friend.

**1st boy:** What school do you go to?

**Graham:** Oh, it's not one around here.

**The boys crowd round Graham.**

**2nd boy:** You don't belong here.

**Graham:** That's right. I'm honestly just visiting a friend. I wonder if you could help me find his house?

**3rd boy:** What's his name?

**Graham:** Joe Flaherty.

**1st boy:** I know him.

**2nd boy:** Come on, we'll show you the way!

**Exit Garngath 1 group. Enter Aunt Kathleen 2.**

## Aunt Kathleen's kitchen 2. Dinner is just over and everyone is discussing the previous day's Old Firm match.

**Rita:** That ref yesterday must've been a Mason.

**Desmond:** Bigoted b., so he was.

**Rita:** You're right there, Desmond. We saw him plain as day giving one of those funny handshakes to the linesman.

**Joe:** I don't know what you're talking about. It was a fair goal.

**Desmond:** Rubbish! Pure prejudice so it is! (to Graham). Now you're a good player and a decent guy. You agree, don't you?

**Graham:** Eh, no, actually. I thought it was a fair goal. I like to see my team do well.

**Desmond:** So you're a Rangers fan!

**Kathleen:** Looks like it. And you can't say anything about it. You did just call him a decent guy.

**Rita:** And you can't take that back, can you?

**Desmond:** I suppose not.

All on stage freeze. Enter Gary and Christine.

**Christine:** Well, things went a bit better there.

**Gary:** But I'm sure the viewers at home would like some advice on what to say in situations like these.

**Song: What do you say?**



## What d'ye say?

What d'ye say... when your faith gets slagged?

---

What d'ye say... to stand up for your beliefs?

---

What d'ye say... if you meet a bigot?

---

What d'ye say... to a sectarian joke?

---

What d'ye say... when your team wins?

---

What d'ye say... when your team gets beat?

---

What d'ye say... to stop a football fight?

---

What d'ye say... to stand up for yourself?

---

## What d'ye say?

What d'ye say when your faith gets slagged?  
You've got your beliefs, and I've got mine.

What d'ye say to stand up for your views?  
We've all got different opinions!

What d'ye say if you meet a bigot?  
You're an eejit! GET A LIFE, MAN!

What d'ye say to a sectarian joke?  
You know that's SO not funny!

We want everyone to know  
That we are friends, not foes  
We can live together, friendships will grow.

What d'ye say when your team wins?  
Oh ya beauty, what a dancer!

What d'ye say when their team loses?  
Better luck next time!

What d'ye say about football fights?  
Are you MENTAL? it's only a game, pall!

What d'ye say to stand up for yourself?  
I'm proud of who I am!

We want everyone to know  
That we are friends, not foes  
We can live together, friendships will grow  
continued...

**Things don't need to be quite as mad or quite as bad,**

**It makes us feel really sad.**

**Do your bit for it, and don't just sit and take it all!**

**You can think of 'Nil by Mouth'**

**You can think of 'SOS'**

**Come join us when we shout out to the world!**

**What d'ye say when your faith gets slagged?**

**You've got your beliefs, and I've got mine.**

**What d'ye say to stand up for your views?**

**We've all got different opinions!**

**What d'ye say if you meet a bigot?**

**You're an eejit! GET A LIFE, MAN!**

**What d'ye say to a sectarian joke?**

**You know that's SO not funny!**

**We want everyone to know**

**That we are friends, not foes**

**We can live together, friendships will grow.**

**What d'ye say we make a pact?**

**Think about how you act.**

**We believe in it!**

**Come be part of it!**

**Why not start today?**

**What d'ye say? . . . \_ \_ . . . SOS!**









*♩* = 128

AGGRESSIVELY 1 2 IN THE BAR

GROUP C (ALSO SPLIT I + II)

*mf*

**A**

1. YOU OVER THERE, HERE'S A QUEST-ION, TELL US  
 2. LIVE ON THE NORTH OR THE SOUTH SIDE? TELL US!

"WHOSE SIDE ARE YOU ON?"

"WHOSE SIDE ARE YOU ON?"

"WHOSE SIDE ARE YOU ON?"

DO YOU DO YOU

**B**

*ff*

IF THERE ARE KICKS YOU HAVE TO PLAY BY  
 IF YOU ARE SHARE YOU HAVE TO SHARE OUR MIND OF VIEW HERE

AND WELL BE A TEAM YOU'LL HAVE TO STAY BY  
 GLAD TO WELL-COME YOU HERE

The musical score is written on ten staves. The first system (measures 1-4) is marked 'AGGRESSIVELY 1 2 IN THE BAR' and 'GROUP C (ALSO SPLIT I + II)'. It begins with a melody in the treble clef and a bass line in the bass clef. The lyrics are: '1. YOU OVER THERE, HERE'S A QUEST-ION, TELL US / 2. LIVE ON THE NORTH OR THE SOUTH SIDE? TELL US!'. A bracket labeled 'A' spans measures 1-4. The second system (measures 5-8) continues the melody and bass line. The lyrics are: '"WHOSE SIDE ARE YOU ON?" / "WHOSE SIDE ARE YOU ON?" / "WHOSE SIDE ARE YOU ON?"'. A bracket labeled 'B' spans measures 5-8. The third system (measures 9-12) is marked '*ff*'. The lyrics are: 'IF THERE ARE KICKS YOU HAVE TO PLAY BY / IF YOU ARE SHARE YOU HAVE TO SHARE OUR MIND OF VIEW HERE'. The fourth system (measures 13-16) continues the melody and bass line. The lyrics are: 'AND WELL BE A TEAM YOU'LL HAVE TO STAY BY / GLAD TO WELL-COME YOU HERE'. The score includes various musical notations such as rests, slurs, and dynamic markings.



STRAY STRAY OUT OF PLACE AND YOU'LL PAY THE PRICE PALE WHOSE SIDE ARE YOU  
 STRAY STRAY OUT OF PLACE AND YOU'LL PAY THE PRICE PALE WHOSE SIDE ARE YOU  
 WATCH THEM SHAKING SEE THEM QUAKING FAKE THEM CHASE THEM GIVETHEM PEL-TERS)  
 WE WILL TAKE YOU WE WILL BREAK YOU WINPOS! RADGES! CRAZY GADGES  
 1ST TIME  
 ON?  
 DO YOU  
 ON?  
 ff rall...  
 I II ALL  
 GROUP I GROUP II et c.

**D**

CHOOSE WHERE TO STAND AND THEN STAY FOR - EV - EN WHOSE SIDE ARE YOU ON? COSMÉTÉ

*a tempo* **f**

JOINED BY A BAND THAT NO CAN SE - VER WHOSE SIDE ARE YOU ON?

THERE ARE RULES YOU HAVE TO PLAY BY AND A TEAM YOU HAVE TO STAY BY

START OUT OF PLACE AND YOU'LL PAY THE PRICE FOR WHOSE SIDE ARE YOU

*subit<sup>o</sup> pp*

*rall - - - - - subit<sup>o</sup> pp*

The image shows a handwritten musical score for the song "Sense Over Sectarianism". The score is written on ten staves. The top two staves are vocal lines, and the bottom eight staves are piano accompaniment. The lyrics are written below the vocal staves.

**Vocal Line 1 (Staff 1):** ON ... c ... r ... e ... s ... c ... e ... n ... do .

**Vocal Line 2 (Staff 2):** WHOSE SIDE ...

**Piano Accompaniment (Staves 3-10):** The piano part consists of chords and single notes. It includes dynamic markings such as *pp* (pianissimo) and *ff* (fortissimo). Fingering numbers (1-5) are written below many notes. There are also some handwritten annotations like "ON" and "WHOSE SIDE".

**Second/Third Level Drama**

**Class-based  
Co-operative  
Teaching Lessons**



## Icebreaker Activity

As the children will be meeting for the first time, the Icebreaker Activity will allow them to get to know each other in an informal way.

- each child is issued with a clipboard, pen or pencil and a copy of the activity sheet.
- they are given 10 minutes to enter as many names as possible into the appropriate boxes.

### Rules

- children can only approach a child from another school.
- only one name can be entered into each box.

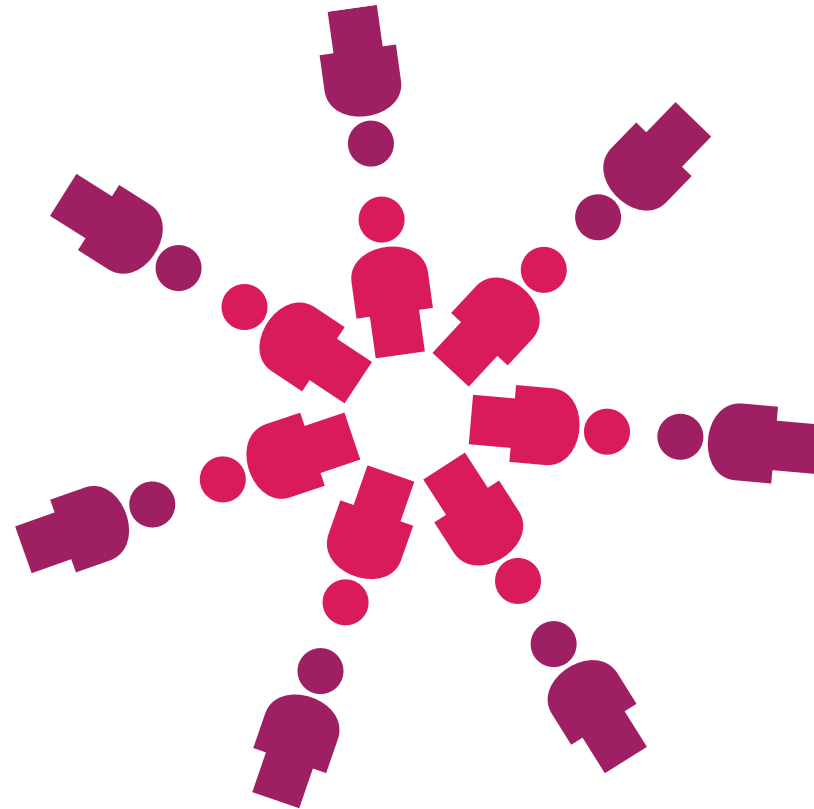
## Icebreaker Activity: find someone who ... (and can prove it!)

...reads non-fiction.	... was born in a month beginning with J.	...has an unusual hobby.	...has a funny story to tell.
...has a pet.	... would like to change their name.	...has freckles and likes them.	...plays a musical instrument.
...always has a smile.	... has been to another country.	... knows what job they would like.	...likes pizza.
...is a member of a team.	...is afraid of heights.	...is a good listener.	...reads newspapers.

## Wheeling Activity

This activity will allow children to get to know a little about each other's school and interest.

- Children form two circles, inner circle facing outwards.
- Each child from the inner circle exchanges one piece of information with the child in the opposite, outer circle.
- Each circle then moves in an opposite direction so that every child eventually faces a new partner.
- Repeat.



## Lesson 1: What is sectarianism?

### 1. Video

**(5 minutes)**

- Glasgow United.

### 2. Consider the views discussed in the video

**(5 minutes)**

- What do you agree/disagree with?
- Do you think the attitudes portrayed in the film are an accurate representation of thoughts and feelings in Glasgow?

### 3. Positive/negative cards

**(Resource Sheets 1a-1g)**

**(5 minutes)**

- Seven groups of 4–5 children.
- Cards to be put in appropriate columns.

### 4. Discuss definitions of:

**(Resource Sheets 2a-2h)**

**(5 minutes)**

- bigotry
- sectarianism
- intolerance
- stereotyping

Definition Resource Sheets have been included, to be used after class discussion.

### 5. If aliens landed in Scotland what words or phrases could you use to explain sectarianism?

**(20 minutes)**

- Issue children with large piece of sugar paper with printed alphabet.
- Children complete with suitable word/phrase which draws on the negative aspects of sectarianism.

### 6. Tunnel of Abuse

**(Resource Sheets 3a-3f)**

**(10 minutes)**

- Seven groups – 30 cards.
- One group at a time to enter tunnel and face abuse from other children.

### 7. Plenary

**(5 minutes)**

- Can children answer the question **What is Sectarianism?**





# What is sectarianism?

**killings**

**wet weather**

**intolerance**

**graffiti**

**sectarianism**

**we hate  
anyone who  
isn't like us**

**sectarianism  
can't be  
changed**

**there's nothing  
to do at night**

**fight**s at  
**football**  
**match**es

**litter**

**dirty**

**violent**

**senseless  
killings**

**gang  
fights**

**lots to  
do**

**we should  
communicate  
with each  
other**

**we all have  
the same  
colour of  
blood**

**we should  
respect  
others**

**we're all  
the same**

**places to  
shop**

**we can all do  
something to  
change**

**good  
atmosphere**

**friendly  
place**

**best place  
to live**

**there's  
nothing we  
can do about  
bigotry**

**we're all  
people**

**we're all  
the same**

**bigotry**



# Bigotry

# Sectarianism

# Intolerance

# Stereotyping

# Bigotry

**Unable to accept the views of other people if they are different from their own.**

# Sectarianism

**Unable to tolerate ideas  
other than your own.**

# Intolerance

**To show lack of respect (rather than ‘accept’) the beliefs of others different from your own or beliefs and practices other than your own.**

# **Stereotyping**

**Having a view of  
someone that is usually  
untrue.**



Smelly

Can you not  
afford new  
trainers?

Specky

Big Ears

What are  
you looking  
at?

You're going  
to get a doin'.

Skinny

Ugly

Bigot

Nobody  
likes you.

Nobody  
likes you.

Coward

Proddy!

Go home!

Your school's  
rubbish!

Fenian!

Go back to  
where you  
came from!

Ha! Ha! Ha!

Spotty

Get a life!

Get lost!

We all  
hate you!

Celtic for the  
Cup!

Shorty

You're daft!

Ginger!

Cards left blank for your own comments.

The form consists of five empty rounded rectangular boxes with a teal border, arranged in two rows. The top row contains three boxes of equal size, and the bottom row contains two boxes of equal size, centered under the first two boxes of the top row.

## Lesson 2: Where does sectarianism come from?

### 1. Chinese Whispers

**(Resource Sheets 4a-4b)**  
**(15 minutes)**

- Seven groups (numbered 1–4).
- Piece of text divided into four parts.
- Numbers 1–4 read appropriate card silently.
- Cards are turned face down and each child, in order, retells his/her part of the story.
- Number 1 reads aloud the whole text.
- Discussion on how the text was distorted.

### 2. Examining Stereotypes

**(Resource Sheets 5a-5e)**  
**(15 minutes)**

- Seven groups.
- Issue pictures and list of occupations.
- Children to match.
- Children should learn from this activity that they have judged people according to their appearance. They knew nothing about them but nevertheless formed opinions. This is called stereotyping.
- Discuss and display definition of word.

### 3. Stereotyping Game

**(Resource Sheets 6a-6c)**  
**(20 minutes)**

- Four groups: Yellows; Reds; Greens; Blues.
- Issue badges for each group.
- Issue descriptions for own and other groups.
- Choose four children from each group to read their own description and the descriptions of the other three groups.
- Instruct children to mingle with other groups and role play in keeping with their own and other groups' characteristics, e.g. 'Keeping well clear of the blues as they're rather smelly!'
- Each group in turn then tells how they were treated by the others. Did they understand why they were being treated this way? Did it match how they saw themselves?

### 4. Plenary

**(5/10 minutes)**

- Can children answer the question: **Where does sectarianism come from?**
- It comes from stereotyping and the fear of differences in others which we don't know about or understand.

**Where does  
sectarianism  
come from?**



**1**

**A black man got on to a train at a station.  
At the next station an old lady got on to the same train.  
She was wearing a hat and carrying a bag.**

**2**

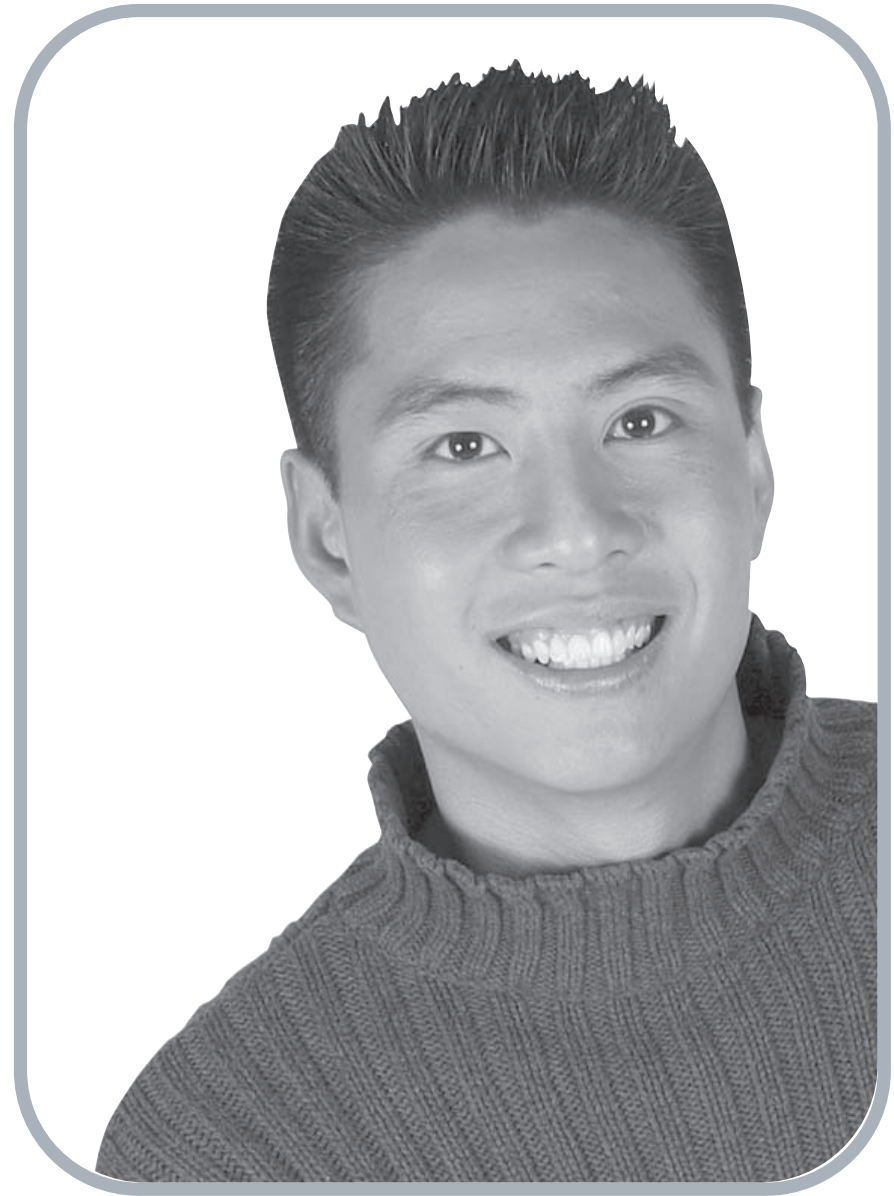
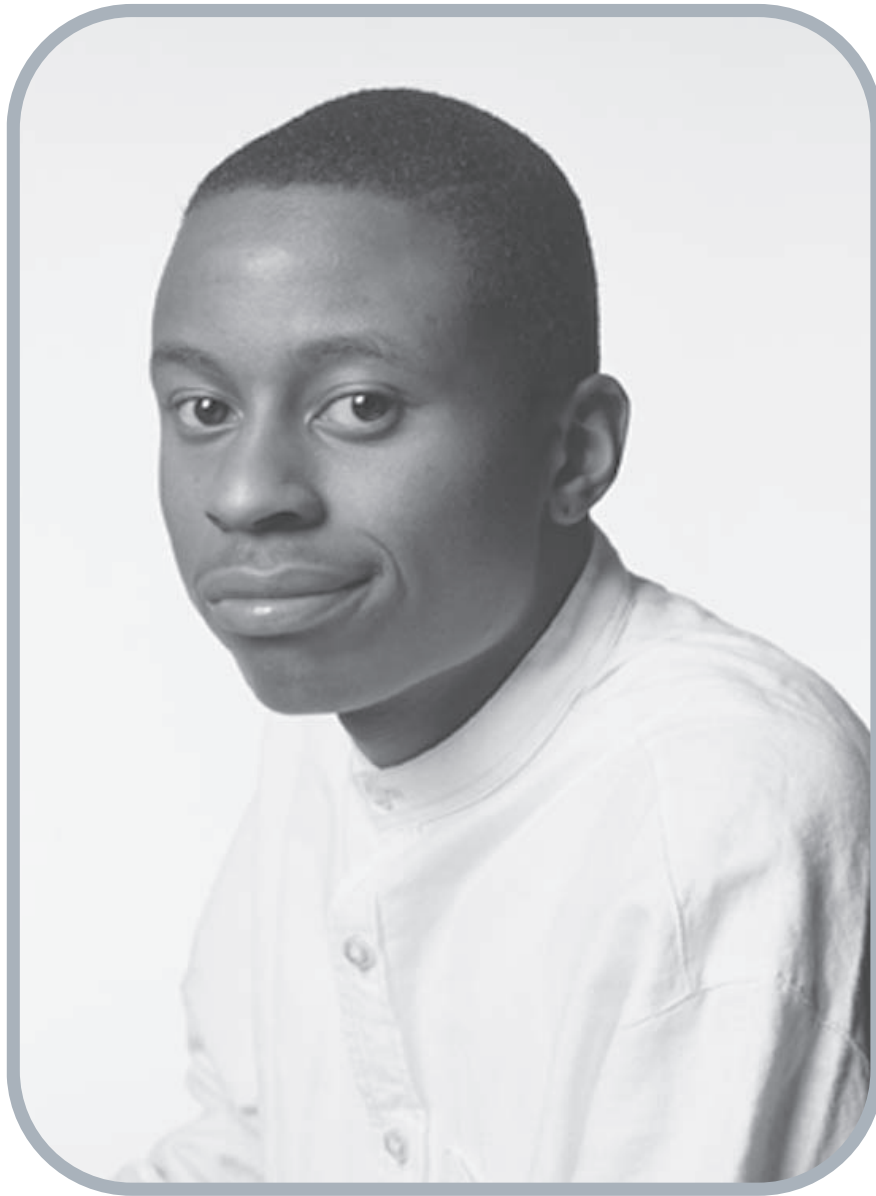
**At the next station a very young couple got on with a  
baby on a pram. At the same station, a noisy group of  
of youths also got on to the train. They were wearing  
sports gear and carrying sports rucksacks.**

**3**

**Two stops later the couple got off the train.  
As the youths got off the train it started to rain.**

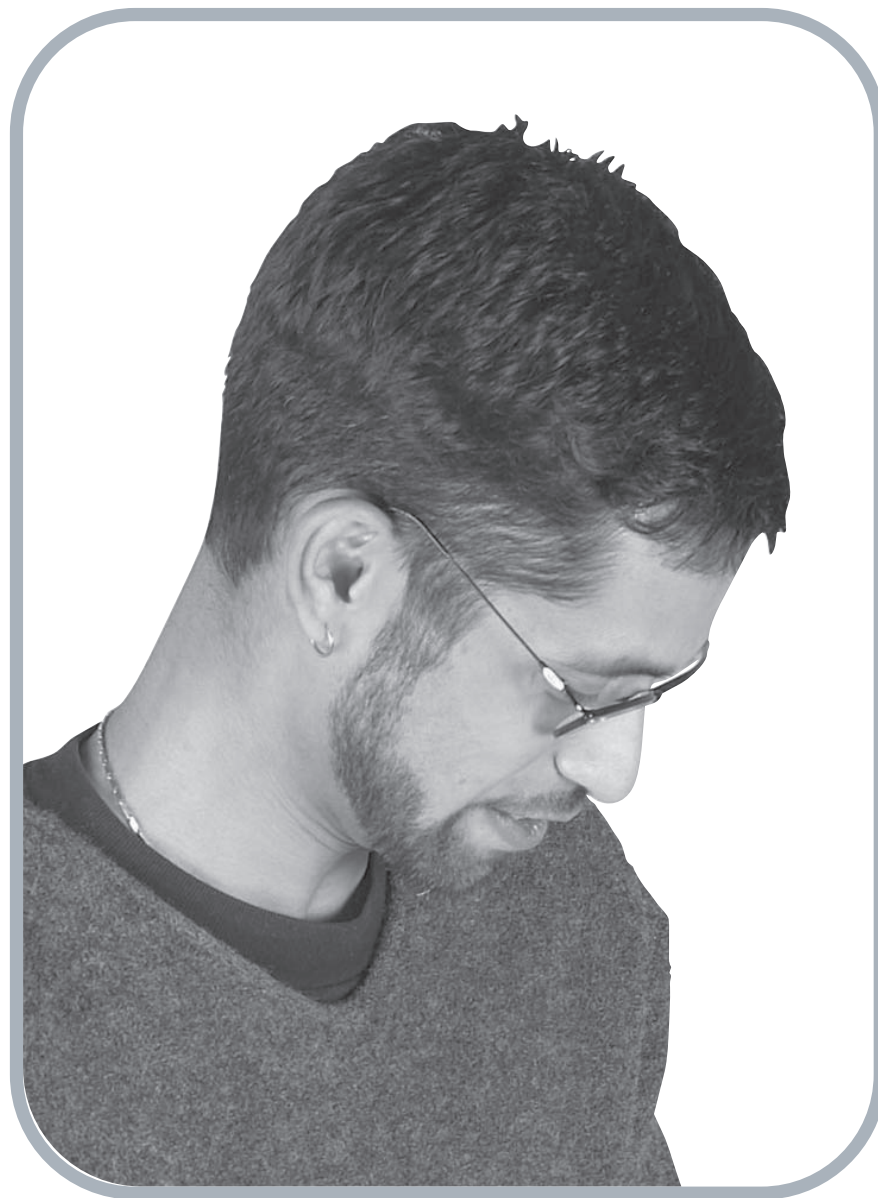
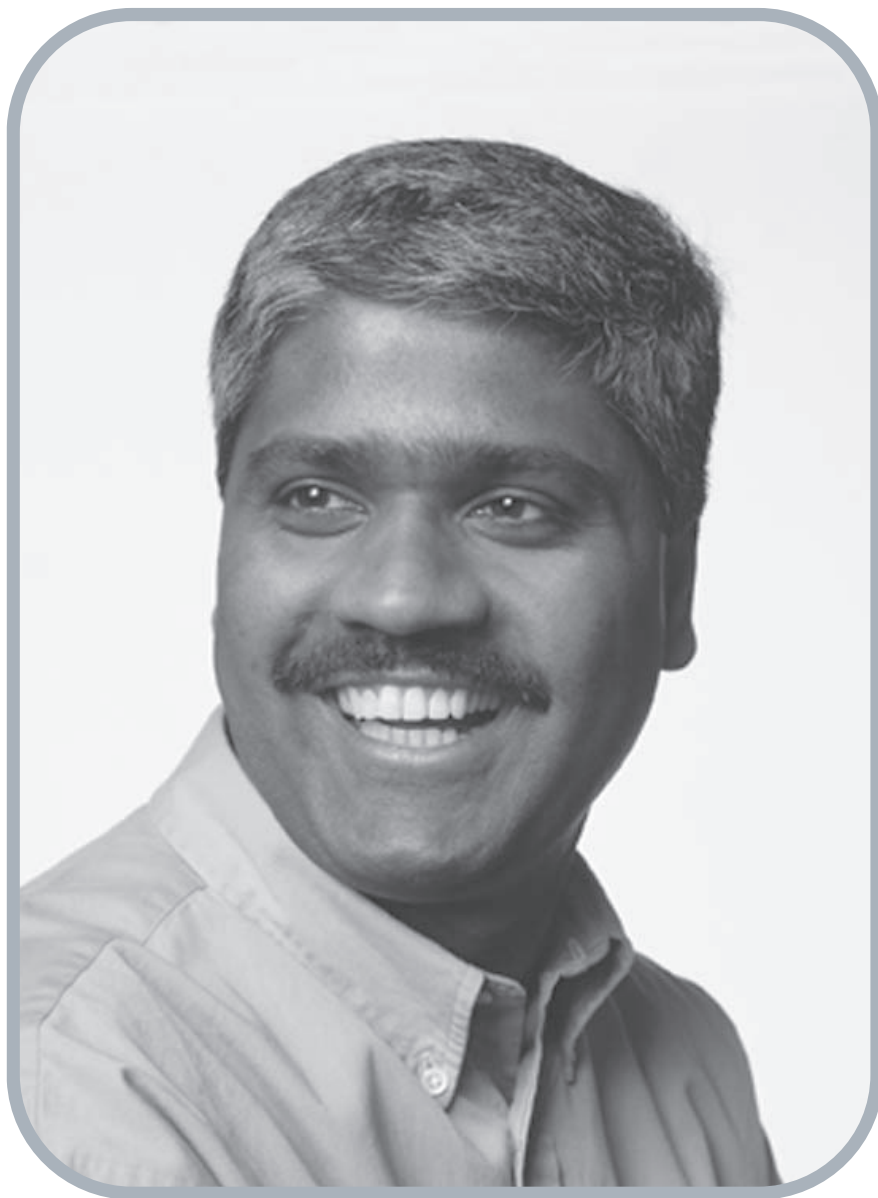
**4**

**Finally, the old lady got off the train.  
The man also got off the train at the same stop.**











You are the Yellows.  
You come from a hot, dry land with  
beautiful beaches.  
You enjoy outdoor activities and are  
happy and generous people.

They are the Reds who come from  
a country which has skyscrapers as  
tall as mountains.  
They seem to enjoy sitting watching  
TV. They are thought to be very  
rich but are seen as stupid as their  
brains have been rotted by too  
much TV.

They are the Greens who live in a  
country with lots of trees and crops.  
They collect fruit and hoard it for the  
winter.  
Although clever, they are seen to be  
very mean and it's said they hate paying  
for things, always moaning about prices  
to anyone who will listen.

They are the Blues. They live in a land  
that is covered by water and they  
seem to spend all their time on their  
boats fishing.  
They are seen to love swimming and  
eating fish but it is said they smell due  
to handling fish.  
They don't have much money but  
appear to have lots of fun without it.



You are the Greens who come from a country with lots of trees and crops. You are very successful farmers who produce a great deal of the world's food.

You pride yourself on being able to look after yourselves.

They are the Yellows who come from a hot, dry land. They enjoy sunbathing and eating ice cream. They are seen as very happy people but are known for stealing and taking things if they are left on their own. Watch your pencils!

They are the Reds who come from a country which has skyscrapers as tall as mountains.

They seem to enjoy sitting watching TV. They are thought to be very rich but are seen as stupid as their brains have been rotted by too much TV.

They are the Blues. They live in a land that is covered by water and they seem to spend all their time on their boats fishing.

They are seen to love swimming and eating fish but it is said they smell due to handling fish.

They don't have much money but appear to have lots of fun without it.

You are the Reds and come from a country with lots of big cities with huge skyscrapers as tall as mountains. You are hard working and successful, with a huge entertainment industry which sends TV programmes all round the world.

They are the Greens who live in a country with lots of trees and crops. They collect fruit and hoard it for the winter.

Although clever, they are seen to be very mean and it's said they hate paying for things, always moaning about prices to anyone who will listen.

They are the Yellows who come from a hot, dry land. They enjoy sunbathing and eating ice cream. They are seen as very happy people but are known for stealing and taking things if they are left on their own. Watch your pencils!

They are the Blues. They live in a land that is covered by water and they seem to spend all their time on their boats fishing.

They are seen to love swimming and eating fish but it is said they smell due to handling fish.

They don't have much money but appear to have lots of fun without it.

## Lesson 3: Why is sectarianism found in Glasgow?

### 1. Sketch – Pair – Share

**(Resource Sheet 7a)**  
**(15 minutes)**

- Children scan (in pairs) a piece of text about the beginning of religious rivalry in Scotland, highlighting any words/phrases they don't understand.
- Discuss.
- Children read text again carefully after being told that at the end of reading they each have to produce a drawing/cartoon of what it conjured up in their minds.
- Sketch [5 minutes].
- In their pairs, children discuss what their drawing depicts [5 minutes].
- Each pair then finds another pair and explains their partner's sketch.

### 2. Moebius Strip

**(15 minutes)**

- Children are divided into pairs, one child from each school.
- Give each pair one strip of paper and ask them to colour one side orange and the other green.
- Join paper end to end. Either the green or the orange will be dominant.
- Elicit from children that the two colours are separate.
- Issue second strip which has to be coloured in the same way join, by twisting, so that the two colours are equally displayed.
- Draw a circle around each of the strips. Cut discuss how when the first strip is cut around the middle, it separates but when the second strip is cut, it remains joined.
- Explain that for some people, these colours have a meaning. In parts of Scotland, orange is often associated with Protestantism and green with the Irish and Catholicism.  
This is sectarianism.

### 3. Wishes Tree

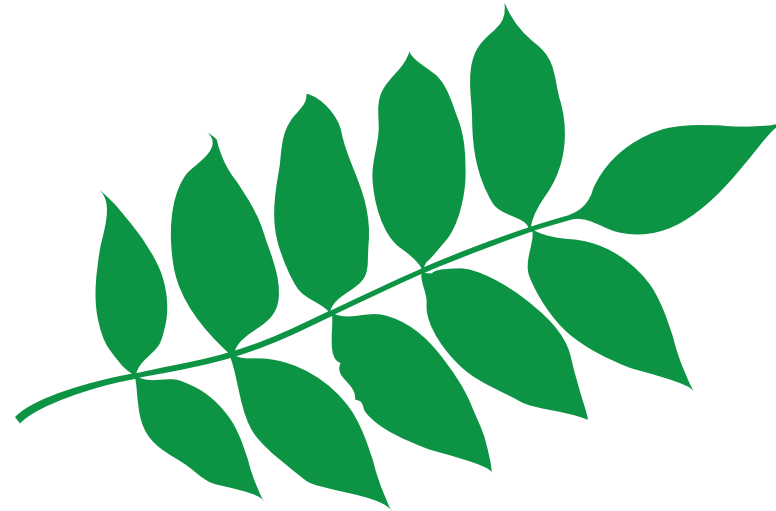
**(10 minutes)**

- Each child is issued with piece of card cut into leaf shape.
- Each child has to write on their leaf their wish for a Scotland free of bigotry, sectarianism and intolerance.
- Hang the leaves from branches.

### 4. Plenary

**(5 minutes)**

- Can children answer the question: Why is it found in Glasgow?
- Because not all people have learned to work together and co-operate with each other as we have done today. They remain separate, not understanding that we have to come together to make a better Glasgow.



# **Why is sectarianism found in Glasgow?**

## Learning and beliefs: sectarian rivalry

Sectarian rivalry between Catholics and Protestants was a feature of the 1914 to the 1950s period of history and what happened in Glasgow was repeated in many other towns and cities throughout the whole of Scotland. It was especially severe in the industrial areas of the Central Lowlands.

Although many immigrants had come from Ireland during **The Potato Famine**, a great many more arrived in the period after the First World War (1914-1918) to escape poverty in their own country. These new arrivals were overwhelmingly Catholic. They found work in occupational sectors that had been traditionally seen as the preserve of Protestants.

Before the Education Act of 1918, Catholic schools had been paid for by the Catholic community. The Act provided for full state financial support for Catholic schools. This caused a Protestant reaction to what was seen as giving financial support to the Catholic Church.

The **Orange Order** was mostly a society for immigrant Irish Protestants, but, with this new Education Act and the increased numbers of Irish Catholic immigrants, the Orange Order found new support from Scottish Protestants who felt their position threatened. This period in history saw record unemployment which meant that jobs were scarce and there was great competition for them. These events caused hostility and great rivalry between the two communities.

Celtic Football Club was formed in the east end of Glasgow to serve the Irish community. As a result, Rangers and Celtic football clubs became a particular focus for the two communities to express their rivalry.

## Lesson 4: How can we change things?

### 1. Potato naming (15 minutes)

- Groups of four.
- Children select a potato, examine it and name it
- Teacher models her potato, e.g. name, appearance, past history.
- Pupils introduce their potatoes to their group.
- Potatoes are placed back into paper bag.
- Discussion as to whether all the potatoes were the same.
- Children invited to retrieve their 'friend' from the bag and explain how they identified it.

#### Summary

- Each person is unique and shouldn't be categorised.

### 2. Story of Mark Scott (Resource Sheet 8a) (15 minutes)

- Groups of four.
- Number children 1–4.
- Pick two numbers: one Reader and one Reporter.
- Each group issued with copy of extract which is read out by Reader.

#### Place-mat Activity

- Each group issued with large sheet for Place-mat Activity.
- Each child jots down his/her thoughts and reactions on their place on mat.
- Reporter chooses main ideas, enters these in centre of place-mat and reports back to class.

### 3. Jack McConnell's speech (Resource Sheet 9a) (15 minutes)

- Each group issued with copy of speech.
- Another number is chosen and this Reader reads to group.
- Each group issued with banner.
- Group has to produce a slogan, e.g. 'Scotland against Bigotry'; 'No Bigotry here!'.
- The remaining group member takes responsibility for the planning and execution of this activity.

### 4. Plenary (10 minutes)

- Now that children have reflected on their reactions and Jack McConnell's reactions to sectarianism, they are introduced to one girl's solution to this problem – Cara Henderson's statement Resource Sheet 10a. Discuss 'Nil by Mouth' campaign ([www.nilbymouth.org](http://www.nilbymouth.org)).
- Can children answer the question: How can we change things?
- Children should understand that we can **all** change things in very small ways. Discuss.

**How can  
we change  
things?**

## Mark Scott

Early one October evening in 1995, Mark Scott was walking home through Glasgow's Bridgeton district in broad daylight.

He had been to watch his favourite football club, Celtic, take on Partick Thistle and was wearing his club's colours.

Suddenly, he was set upon and had his throat cut.

He was pronounced dead on arrival at hospital.

Mark's death left an unforgettable impression on his school friend, Cara Henderson.



## First Minister's statement

### Extract from Jack McConnell's speech to the Church of Scotland General Assembly, 18 May 2004.

Scotland is a great country... but we can be an even better country... building on our strengths, but dealing with our weaknesses too... tolerant, open and welcoming.

As long as I am First Minister, and for as long as there are those with prejudice, I will stand against racism, sectarianism and intolerance. And I believe that those who take a stand are winning the battle. I believe that even in the short time since I became First Minister we can see a difference in Scotland. There remains sectarian hatred in the hearts and minds of a minority, but I believe they are becoming less likely to shout with pride of their bigotry.

And those of us who speak out, those who reject the notion that one tradition, a belief in one faith, leads to a loathing of another are beginning to make a difference. And with our rejection of hatred within a faith we can also speak up for understanding and common cause between faiths. Scotland is a country of many faiths – and of none. And there is room here for a healthy mix of people, cultures and religions.

## Cara Henderson

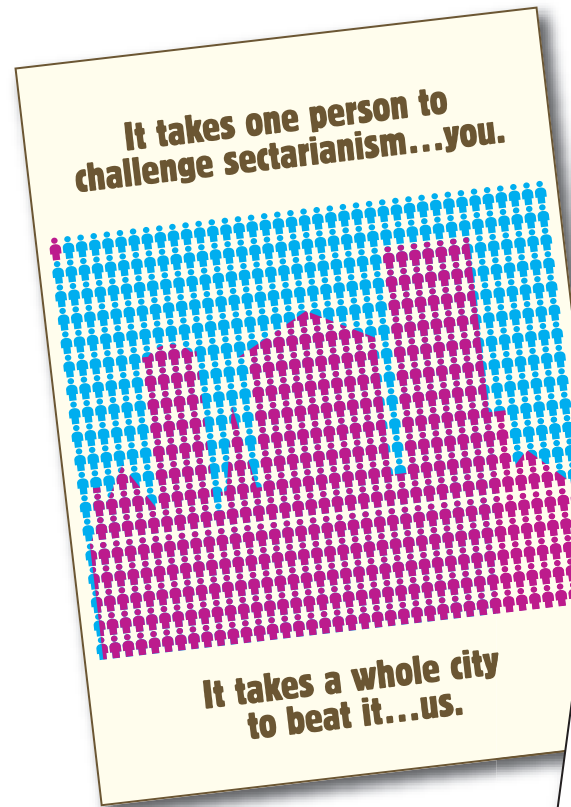
'Mark's death had a huge impact on my life, forcing me to examine my own attitudes and prejudices. Like Mark's murderer, I too had been shaped, though to a much lesser extent, by a society that promotes religious prejudice and hatred.'

Cara Henderson went on to study history at Oxford University but the tragic waste of her friend's life never left her thoughts.

Cara Henderson is the founder of a group called Nil by Mouth which aims to stamp out sectarianism.

## Lesson 5: Who will help?

- 1. Video (10 minutes)**
  - Sense Over Sectarianism
- 2. Discussion (5 minutes)**
- 3. Review banners from previous lesson**
- 4. Posters (40 minutes)**
  - Children to produce a poster to help in the struggle against sectarianism.
- 5. Plenary**
  - Can children answer the question: Who can help?
  - Children should realise that it is now the responsibility of every Glaswegian, old and young, to bring about change. Glasgow cannot flourish until sectarianism is stamped out completely.



**Who will  
help?**

## Lesson 6: How will we know we have succeeded?

### 1. Person-centred model of change

- Issue each child with two diagrams to be completed (Resource Sheets 13a and 13b provided).
- To show the people with whom they come into contact and whom they could possibly influence, what they could say to these people if they made a sectarian remark. For example, 'My Gran says you can always tell a Catholic because they look like one and they always eat fish on a Friday.'

### 2. Circle Time

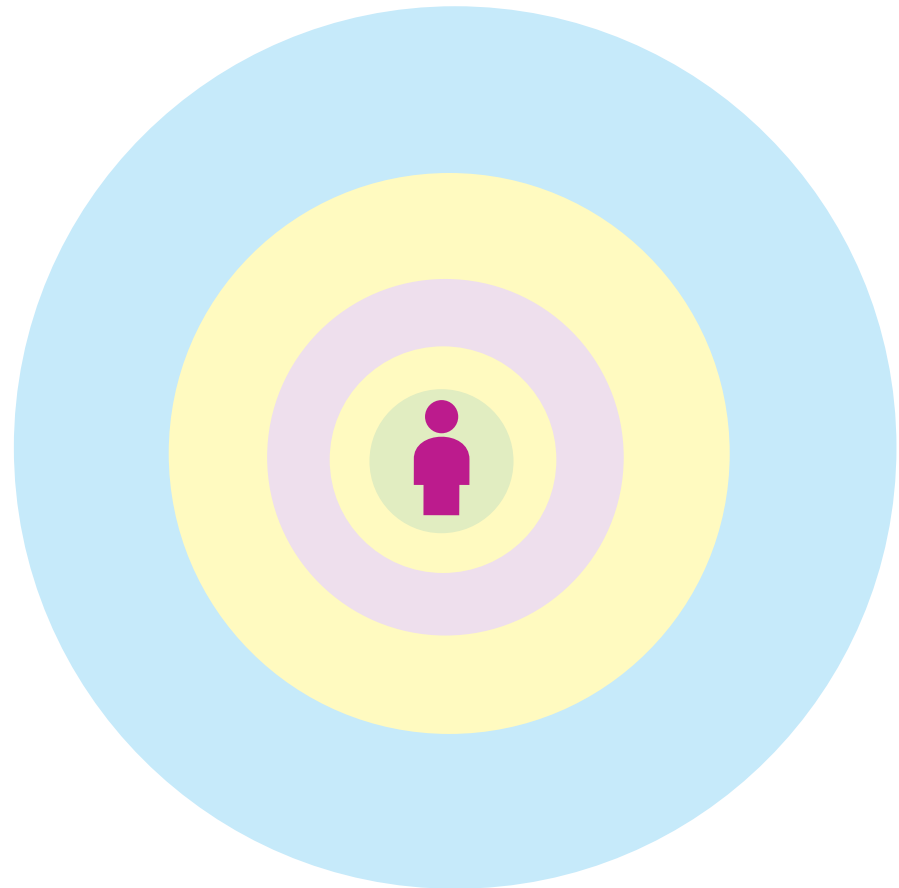
- What positive views will people have of **Glasgow of the Future**?

### 3. Rounding Off activity

- Each child issued with piece of card.
- The aliens have revisited Glasgow at a date in the future. Children to draw a cartoon strip showing changed attitudes and behaviour (Resource Sheet 14 provided).

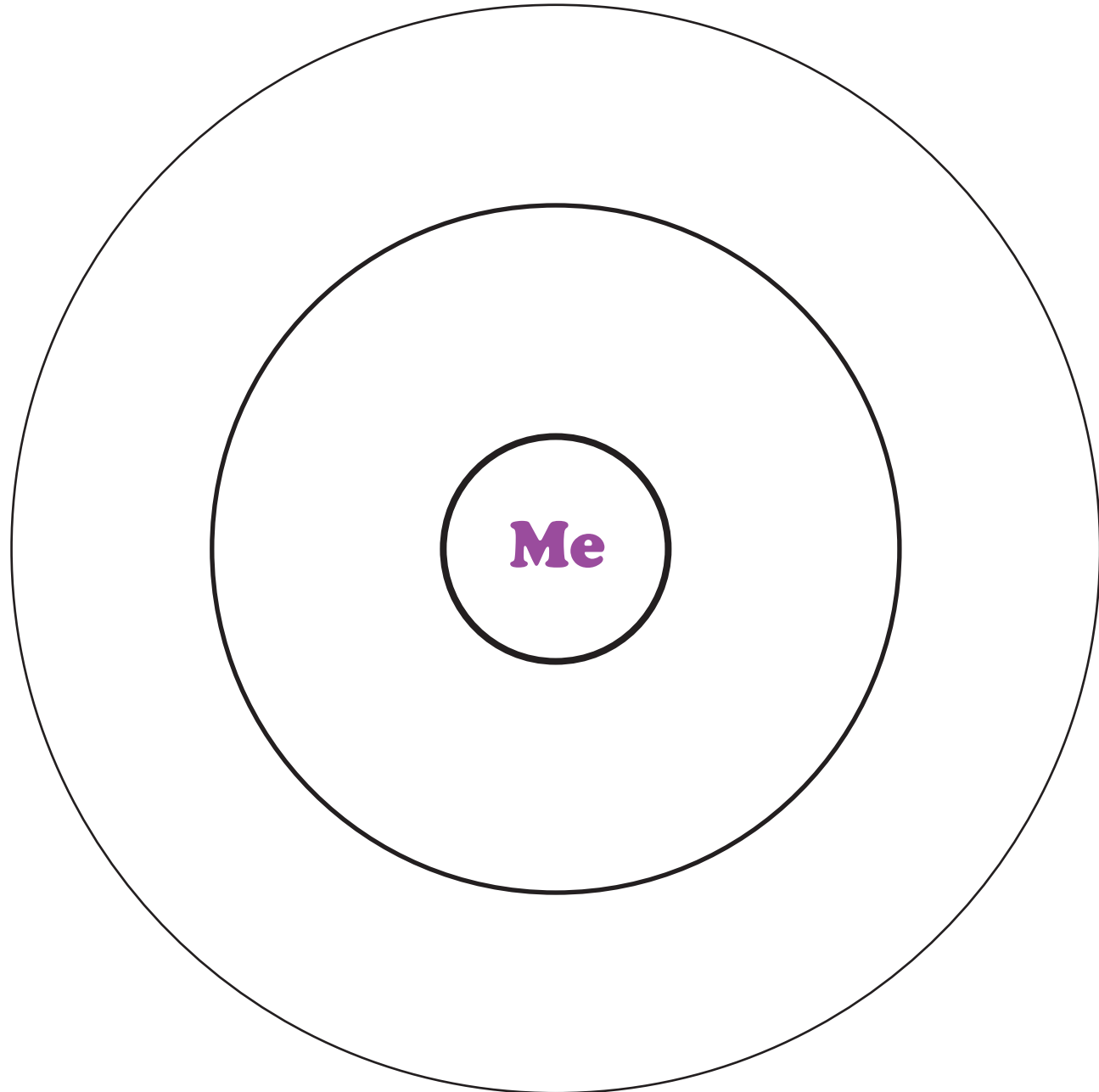
### 4. Plenary

- Can children answer the question: When will we know we have succeeded?
- Children display their cartoons discussing with each other their hopes for a better Glasgow.

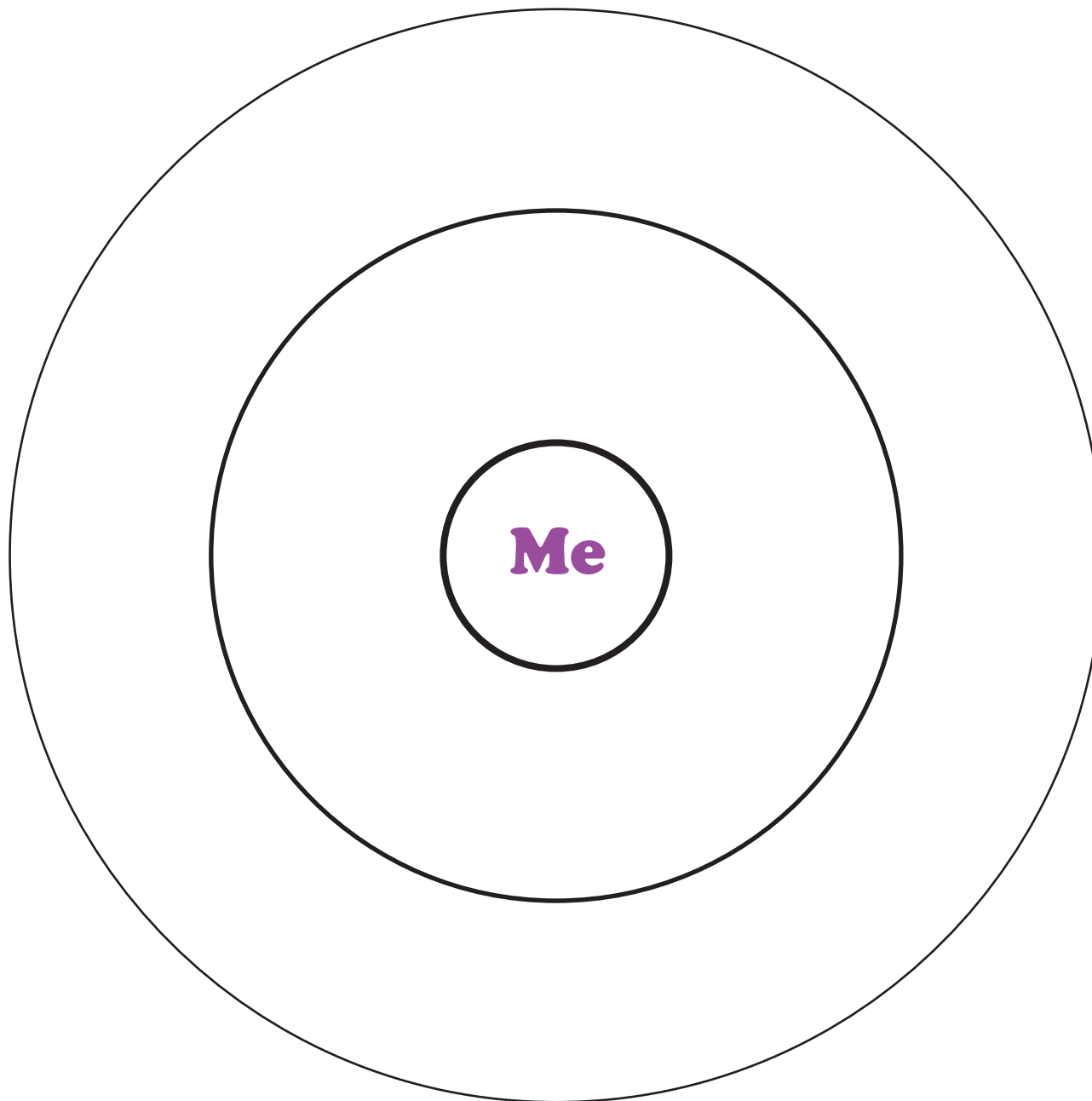


**How will we  
know we have  
succeeded?**

# People who influence me



# People I can influence





## Alien revisit cartoon strip

A 2x3 grid of empty rounded rectangular boxes, outlined in purple, intended for drawing a cartoon strip. The grid consists of six identical empty boxes arranged in two rows and three columns.