



# Beyond a Culture of Two Halves

A close look at sectarianism  
in Scotland

**YouthLink**  
Scotland  
The national agency for youth work



# Contents

<b>Foreword</b>	<b>3</b>
<b>Introduction</b>	<b>4</b>
<b>Statement on the Nature and Purpose of Youth Work</b>	<b>6</b>
<b>Youth Work Outcomes</b>	<b>8</b>
<b>Beyond a Culture of Two Halves and the Curriculum</b>	<b>9</b>
<b>Curriculum Outcomes</b>	<b>10</b>
<b>Check List</b>	<b>14</b>
<b>Summary Overview</b>	<b>15</b>
<b>Section 1: Introductory Exercises</b>	<b>20</b>
<b>Section 2: What is Sectarianism?</b>	<b>24</b>
<b>Section 3: History of Sectarianism</b>	<b>29</b>
<b>Section 4: Causes of Sectarianism</b>	<b>76</b>
<b>Section 5: Consequences of Sectarianism</b>	<b>93</b>
<b>Section 6: People's Rights</b>	<b>112</b>
<b>Section 7: Evaluation</b>	<b>137</b>
<b>Further Reading and Information</b>	<b>145</b>
<b>Useful Contacts</b>	<b>146</b>
<b>Acknowledgements</b>	<b>147</b>

## **Foreword**

I take great pleasure in introducing this newly updated resource pack, designed to help youth workers and young people across Scotland engage with the difficult issue of sectarianism. I know the pack is already being used by many of the current projects who are tackling sectarianism in Scotland and I hope that it can continue to guide and educate young people to stamp out sectarian prejudice from modern Scottish society. The resource was originally created following a 2007 pilot programme to tackle sectarian attitudes, run by YouthLink Scotland and I'm delighted that this resource has now been adapted to link in with the Action on Sectarianism (AoS) website, as well as providing updated information on policies and legislation and a revised timeline of significant dates in the tackling sectarianism agenda.

The Scottish Government is committed to making sectarianism a thing of the past. Religious bigotry has no place in modern Scotland and very much represents the prejudices of the past. Through our wider work to tackle these social problems we have seen a real appetite for change, particularly among young people who are tired of the worn out rhetoric of sectarianism and the impact it is having on people's lives. I wholeheartedly agree with this view and hope that the activities in this pack will help many other young people gain knowledge and understanding of this complex problem and help them reflect upon the effect that their behaviour and use of language can have on others. Furthermore, I sincerely hope that it will inspire more young people to confront and challenge sectarian attitudes and behaviours, wherever they find them.

I am delighted to support this resource and YouthLink Scotland's on-going work to tackle sectarianism. The youth work sector has a key role to play in positively influencing and encouraging our young people to overcome all forms of prejudice and discrimination. I am on record as saying that it is my belief that young people represent our greatest hope of beating sectarianism. I am sure that the resource will continue to prove to be a great tool to all youth work practitioners working across the sector. I would like to offer my thanks to YouthLink Scotland for producing an exceptionally informative and useful resource pack, which will continue to contribute to the nationwide aim of creating a Scotland free from sectarianism.

**Paul Wheelhouse MSP**  
**Minister for Community Safety and Legal Affairs**

# Introduction

This resource has been updated by YouthLink Scotland as part of the Action on Sectarianism website ([www.actiononsectarianism.info](http://www.actiononsectarianism.info)) on which it is now available to download for free.

## What is the purpose of the resource?

This resource is a bank of materials designed to help stimulate and enable those tackling sectarianism to develop a programme they can deliver in their communities. Whilst primarily designed for youth workers this resource can also be used by other CLD practitioners and others working in the community. The resource aims to raise awareness of sectarianism and the affects that sectarian behaviour have on communities and individuals.

## How to use this pack

This resource can be used to compliment any existing work you are doing on sectarianism. However, if you are going to use this resource as the basis of your programme, additional work would need to take place to ensure there is consistency between sessions. Only some exercises can be used in isolation so please check this beforehand.

If you have never delivered this kind of work before it may be useful to do some background research on sectarianism as well as looking at your own values, beliefs and motivation for wanting to tackle this issue. You may want to think about the following questions. These may help you begin to think about what sectarianism is.

- What do I believe in?
- Do I have a faith/belief?
- How do I feel about it?
- What do I think about faiths generally, e.g. is mine closer to the truth or just different?
- What do I think about other faiths specifically?
- What do I think religious intolerance is?
- Do I think sectarianism/religious intolerance is good/bad, necessary/unnecessary, preventative/inevitable?
- What do I mean when I use terms like 'fundamentalists'?
- What do I think of people who are proud of their faith, e.g. who wear specific clothing, icons, jewellery etc.?
- What do I think about people requiring special food because of their religion?
- What do I think about people who need to worship at specific times different to my own?

<http://www.educationscotland.gov.uk/inclusionandequalities/equalities/challengingsectarianism/>

You can also use the Action on Sectarianism website to find out more about sectarianism in Scotland as well as explore your own knowledge, experiences and opinions through the interactive activities available online and to download. Additionally the discussion forum, in the AoS Network channel, provides the opportunity to connect with others tackling sectarianism for advice and support.

[www.actiononsectarianism.info](http://www.actiononsectarianism.info)

With any pack of group work materials there is always the temptation to simply photocopy the relevant numbers of copies, distribute them and let the participants get on with it. However, much of the potential value will be lost if the resource pack is used in this way. The exercises are only vehicles to encourage young people to think about the issue of sectarianism. More important is how subsequent discussions are dealt with, and how young people can learn from the work and the group work process.

The way materials are presented is up to you but be creative, vary methods and above all be flexible. The pack includes top tips within some of the exercises and an overview of exercises at the beginning of the resource to assist you with this. If something is not going well, change it or do something else. If the group brings an agenda that seems more relevant or important at that particular time then go with theirs. Be realistic about your experience and aware of your own strengths and weaknesses.

The exercises within this resource will not only fit into any existing anti-discrimination work or any programmes you are currently delivering on citizenship, values, prejudices and stereotypes etc., but also contribute to Scotland's National Performance Framework, in particular National Outcome 4 - Our Young People are successful learners, confident individuals, effective contributors and responsible citizens and National Outcome 11 - We have strong, resilient and supportive communities where people take responsibility for their own actions and how they affect others.

## **Outcomes**

If using the resource as a programme, by the end participants will have:

- Developed an understanding of sectarianism;
- Explored the myths linked to sectarianism;
- Faced their own values and attitudes;
- Identified sectarian behaviours and incidents;
- Explored the consequences of sectarian behaviour on individuals;
- Explored the consequences of sectarian behaviour on communities;
- Identified strategies for changing behaviour and taking personal responsibility

# Statement on the Nature and Purpose of Youth Work

## Context

Youth work plays a key role in delivering the principles outlined in the UN Convention on the Rights of the Child, particularly Article 12, the right of the young person to voice their opinion, have their views listened to and be taken seriously. By engaging young people in social activism, youth work builds citizenship, respect for human rights and a sense of mutual responsibility.

## Introduction

Youth work is an educational practice contributing to young people's learning and development.

Youth work engages with young people within their communities; it acknowledges the wider networks of peers, community and culture; it supports the young person to realise their potential and to address life's challenges critically and creatively; and it takes account of all strands of diversity.

Youth Work takes place in a variety of settings including community venues, uniformed groups, schools, youth cafés and on the street, using numerous approaches such as outdoor pursuits, drama workshops, health initiatives, peer education and single issue and single gender work to engage young people.

The effectiveness of youth work methods has led to an increasing number of organisations developing youth work approaches, for example those working in youth justice and health improvement programmes. This demonstrates the range of ways youth work can be applied, enabling young people who might otherwise be alienated from support to get the services they need. The youth work sector welcomes these developments and seeks to co-operate with those who contribute to young people's social and personal development.

However, there remains a fundamental need for community based youth work which has been eroded as a service in recent years at a time when young people are under greater pressure than ever, especially the most disadvantaged.

## Purpose of Youth Work

Following extensive discussion and consultation with the youth work sector the purpose of youth work was well defined in Step it Up and is as follows:

- To build self-esteem and self-confidence;
- To develop the ability to manage personal and social relationships;
- To create learning and develop new skills;
- To encourage positive group atmospheres;
- To build the capacity of young people to consider risk, make reasoned decisions and take control;
- To develop a world view which widens horizons and invites social commitment.

## **Age Range**

The decisive pre-requisite for a young person's participation in youth work remains their youth. Youth work's focus is on the 11-25 year age group, with particular emphasis on 11-18 year olds. It acknowledges the need to connect effectively with early intervention programmes and provision which focuses on children under eleven years.

Youth work has three essential and definitive features.

### **Young people choose to participate**

The young person takes part voluntarily. She/he chooses to be involved, not least because they want to relax, meet friends and have fun. The young person decides whether to engage or walk away.

### **The work must build from where young people are**

Youth work operates on young people's own personal and recreational territory – within both their geographical and interest communities. The young person's life experience is respected and forms the basis for shaping the agenda in negotiation with peers and youth workers.

### **Youth work recognises the young person and the youth worker as partners in the learning process**

The young person is recognised as an active partner who can, and should, have opportunities and resources to shape their lives. The relationship and dialogue between the young person and youth worker is central to the learning process.

## **Background**

In advance of the first national youth work strategy "Moving Forward: A Strategy for Improving Young People's Chances Through Youth Work" (2007), YouthLink Scotland's Policy Forum produced a working definition of youth work. Following extensive consultation with all YouthLink Scotland networks and the sector, the statement was adjusted and the final version signed off in 2005.

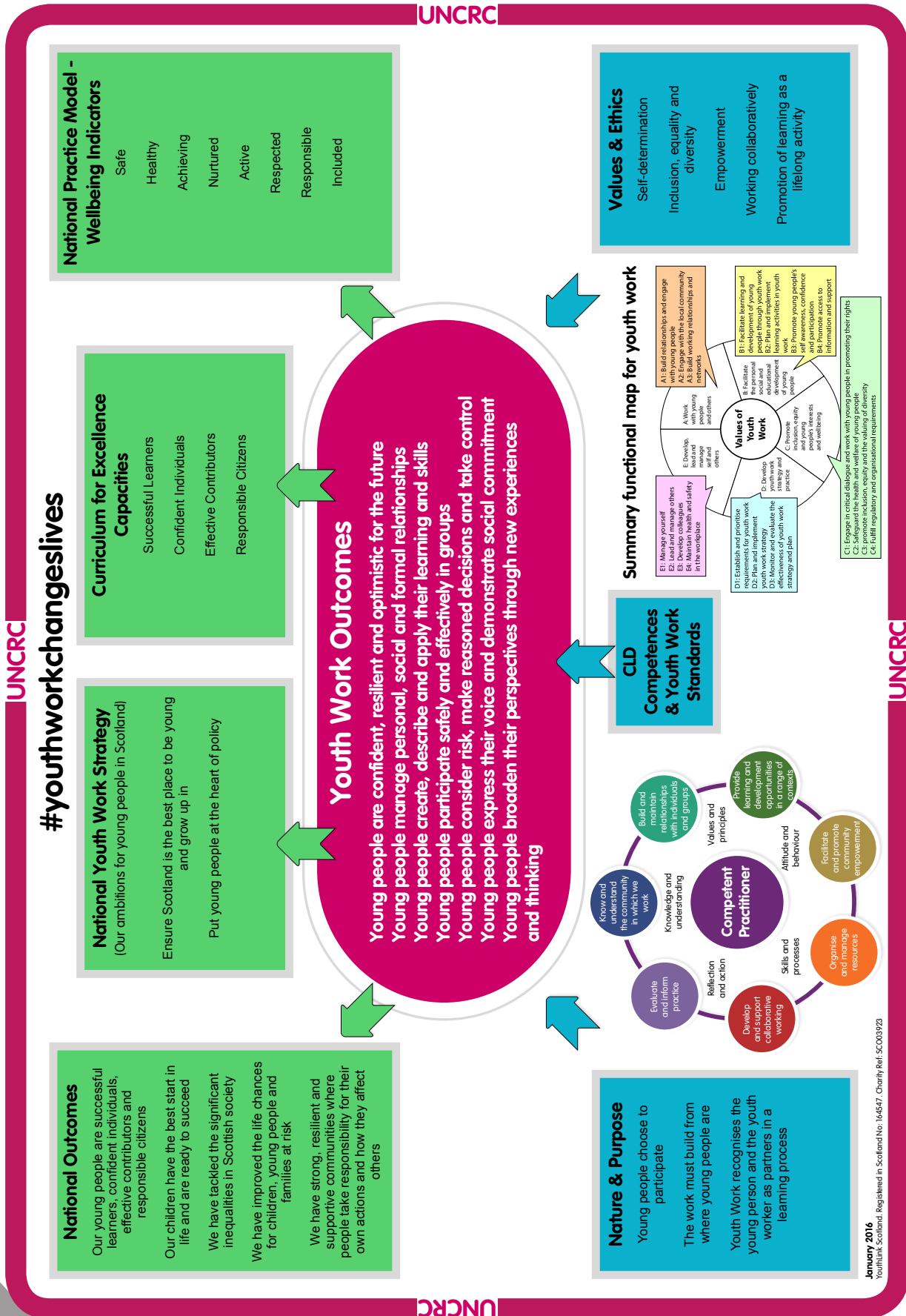
The statement continues to have widespread support across the sector. It had minor revisions in 2009 and it features in the national youth work strategy "Our ambitions for improving the life chances of young people in Scotland" (2014-19), published by the Scottish Government, YouthLink Scotland and Education Scotland.

## **Conclusion**

Youth work is an empowering process. Youth work is thus one of the very few practices whose remit provides for young people to exercise genuine power – to take decisions, follow them through and take responsibility for their consequences. Youth work seeks to tip the balance of power in young people's favour.

# Youth Work Outcomes

This resource can be used/mapped against the Youth Work Outcomes which are currently being developed by YouthLink Scotland.





# Beyond a Culture of Two Halves and the Curriculum

This resource has been mapped to the Experiences and Outcomes of Curriculum for Excellence areas which are the Responsibility of All:

- Health and Wellbeing across learning
- Literacy across learning

In addition, this resource has also been mapped to the Experiences and Outcomes which are specific to the following curriculum areas:

- Religious and Moral Education
- Social Studies

The resource aims to develop young people through the four capacities of Curriculum for Excellence as shown below:

## Successful Learners

### I show:

- Enthusiasm and want to learn
- I am keen to do my very best
- Willingness to think in new ways
- A desire to try out new ideas.

### I can:

- Use literacy, communications and numeracy skills.
- Use technology in learning e.g. computers/laptops, Smartboards, TV, digital cameras, iPods, etc.
- Use my imagination and be creative
- Think and learn by myself and as part of a group
- Form an opinion and justify it.
- Use all my learning to help me in new situations.

## Responsible Citizens

### I show:

- Respect for others
- That I can take an active part in all aspects of life in school and the wider community.

### I can:

- Learn more about Scotland and its place in the world.
- Show some understanding of how other people lead their lives and what they believe.
- Use what I have learned to make good choices and decisions.
- Form opinions about issues which affect our world.
- Decide what is just and fair when considering different topics.

## Confident Individuals

### I show:

- Self-respect
- An understanding about my wellbeing by keeping fit and healthy, being safe and secure, feeling happy and confident.
- A clear understanding of what is important to me.
- A desire to achieve my goals

### I can:

- Get on well with others and look after myself
- Make healthy choices
- Understand that my behaviour can affect other people.
- Think through and explain my beliefs and how I see the world.
- Live as independently as I can.
- Make safe and responsible choices.
- Do well in a range of activities.

## Effective Contributors

### I show:

- I have a 'can do' approach to life.
- The ability not to give up.
- Confidence in my own abilities.

### I can:

- Share my ideas in different ways and in different situations.
- Work with a partner and as part of a team
- Think and act independently and lead others responsibly.
- Use what I already know to solve problems in new situations.
- Come up with ideas and see them through.
- Solve problems.

# Curriculum Outcomes: health and wellbeing

## Mental, emotional, social and physical wellbeing

Learning in health and wellbeing ensures that children and young people develop the knowledge and understanding, skills, capabilities and attributes which they need for mental, emotional, social and physical wellbeing now and in the future.

*I am aware of, and able to express, my feelings and am developing the ability to talk about them. **HWB 3-01a***

*I know that we all experience a variety of thoughts and emotions that affect how we feel and behave and I am learning ways of managing them. **HWB 3-02a***

*I understand that my feelings and reactions can change depending upon what is happening within and around me. This helps me understand my own behaviour and the way others behave. **HWB 3-04a***

*I know that friendship, caring, sharing, fairness, equality and love are important in building positive relationships. As I develop and value relationships, I care and show respect for myself and others. **HWB 3-05a***

*I understand that people can feel alone and misunderstood and left out by others. I am learning how to give appropriate support. **HWB 3-08a***

*As I explore the rights to which I and others are entitled, I am able to exercise these rights appropriately and accept the responsibilities that go with them. I show respect for the rights of others. **HWB 3-09a***

*Representing my class, school and/or wider community encourages my self-worth and confidence and allows me to contribute to and participate in society. **HWB3-12a***

*Through contributing my views, time and talents, I play a part in bringing about positive change in my school and wider community. **HWB 3-13a***

*I am learning to assess and manage risk, to protect myself and others, and to reduce the potential for harm when possible. **HWB 3-16a***

We have mapped these Health and Wellbeing experiences and outcomes into the activities in each section of the resource as a guide.

**THIS LIST IS NEITHER DEFINITIVE NOR EXHAUSTIVE.** Individual practitioners, youth workers etc. will devise their own anti-sectarian sessions and these may well have different experiences and outcomes linked to the Curriculum for Excellence.

## Literacy across Learning

The literacy experiences and outcomes promote the development of critical and creative thinking as well as competence in listening and talking, reading, writing and the personal, interpersonal and team-working skills which are so important in life and the world of work. The framework provides, for learners, parents and teachers, broad descriptions of the range of learning opportunities which will contribute to the development of literacy, including critical literacy.

*When I engage with others, I can respond in ways appropriate to my role, show that value others' contributions and use these to build on thinking. LIT 2-02a*

*As I listen or watch, I can identify and discuss the purpose, main ideas and supporting detail contained within the text, and use this information for different purposes. LIT 2-04a*

*As I listen or watch, I can make notes, organise these under suitable heading and use these to understand ideas and information and create new texts, using my own words as appropriate. LIT 2-05a*

*I can show my understanding of what I listen to or watch by responding to literal, inferential, evaluative and other types of questions, and by asking different kinds of questions of my own. LIT 2-07a*

*To help me develop an informed view, I can distinguish fact from opinion, and I am learning to recognise when my sources try to influence me and how useful these are. LIT 2-08a*

*When listening and talking with others for different purposes, I can;*

- *Share information, experiences and opinions.*
- *Explain processes and ideas.*
- *Identify issues raised and summarise main points of findings.*
- *Clarify points by asking questions or by asking others to say more.*

**LIT 2-09a**

*I am developing confidence when engaging with others within and beyond my place of learning. I can communicate in a clear, expressive way and I am learning to select and organise resources independently. LIT 2-10a*

*To help me develop an informed view, I can identify and explain the difference between fact and opinion, recognise when I am being influenced, and have assessed how useful and believable my sources are. LIT 2-18a*

**THIS LIST IS NEITHER DEFINITIVE NOR EXHAUSTIVE. Individual practitioners, youth workers etc. will devise their own anti-sectarian sessions and these may well have different experiences and outcomes linked to the Curriculum for Excellence.**

## Religious and Moral Education

Religious and moral education is a process where children and young people engage in a search for meaning, value and purpose in life. This involves both the exploration of beliefs and values and study of how such beliefs and values are expressed.

*I can share my developing views about values such as fairness and equality and love, caring, sharing and human rights. RME 2-02b*

*I am developing respect for others and my understanding of their beliefs and values. RME 2-07a*

*I am increasing my understanding of how people come to have their beliefs, and further developing my awareness that there is a diversity of belief in modern Scotland. RME 2-09a*

*I am developing my understanding that people have beliefs and values based upon religious or other positions. RME 2-09b*

*I can explain why different people think that values such as honesty, respect and compassion are important, and I show respect for others. RME 2-09c*

*I am developing my understanding of how my own and other people's beliefs and values effect their actions. RME 2-09d*

*Through investigating and reflecting upon how Christians put their beliefs into action, I can reflect upon the consequences of putting my own beliefs into action. RME 3-01b*

*I can give examples of the contribution of Christian beliefs to the development of Scotland, now and in the past. RME 3-01d*

*I am developing my understanding of Scotland's religious diversity within Christianity and of the place of religion in society. RME 3-03b*

*I am able to reflect upon my own response to the challenges and opportunities presented by religious and cultural diversity and extend this reflection from the Scottish to the global context. RME 4-03b*

If you are working in the context of Roman Catholic schools you may want to familiarise yourself with the Religious Education in Roman Catholic schools experience and outcomes.

**THIS LIST IS NEITHER DEFINITIVE NOR EXHAUSTIVE. Individual practitioners, youth workers etc. will devise their own anti-sectarian sessions and these may well have different experiences and outcomes linked to the Curriculum for Excellence.**

## Social Studies

Social Studies experiences and outcomes encourage links with other areas of learning to provide learners with a deeper, more enjoyable and active experience

The promotion of active citizenship is a central feature of learning in social studies as children and young people develop skills and knowledge to encourage participation. Within social studies, practitioners will plan opportunities for young people to become involved in their local community and the wider world to support them in considering and developing their roles as active and informed citizens.

*I can discuss why people and events from a particular time in the past were important, placing them within a historical sequence. SOC 2-06a*

*I can explain why a group of people from beyond Scotland settled here in the past and discuss the impact they have had on the life and culture of Scotland. SOC 3-03a*

*I can discuss the motives of those involved in a significant turning point in the past and assess the consequences it had then and since. SOC 3-06a*

*Through researching, I can identify possible causes of a past conflict and report on the impact it has had on the lives of people at that time. SOC 3-06b*

*I can discuss the extent to which my choices and decisions are influenced by the ways in which I am informed. SOC 3-17b*

*By studying groups in past societies who experienced inequality, I can explain reasons for the inequality and evaluate how groups or individuals addressed it. SOC 4-04a*

*Through discussion, I have identified aspects of a social issue to investigate and by gathering information I can assess its impact and the attitudes of people affected. SOC 4-16b*

*I can analyse the factors contributing to the development of a multicultural society and can express an informed view on issues associated with this. SOC 4-16c*

**THIS LIST IS NEITHER DEFINITIVE NOR EXHAUSTIVE. Individual practitioners, youth workers etc. will devise their own anti-sectarian sessions and these may well have different experiences and outcomes linked to the Curriculum for Excellence.**

# Check List

Before undertaking any work on sectarianism it may be useful to go through the checklist below.

## Have you:

- developed your own knowledge base around sectarianism by background reading and research?
- answered the self-evaluation questions?
- decided on the activities that would fit into your programme or devised a new programme based on the exercises in the resource using creative methods and approaches?
- considered who needs to be involved in planning the programme, in what role, and how you will involve young people in the process?
- considered group dynamics and identified an appropriate make-up of the group (mix/single sex group/age/culture/geographic area etc.)?
- reflected upon your role and considered what attitudes, environment, atmosphere and styles of working are going to be the most suitable?
- decided on what evaluation methods you are going to use?

## DO YOU FEEL CONFIDENT TO DELIVER?

# Summary Overview

## Section 2

### What is Sectarianism?

TITLE	OBJECTIVE	MATERIALS	METHOD	TIME	TOP TIPS	CfE
A-Z of Sectarianism	To develop a greater understanding of the language associated with sectarianism	<ul style="list-style-type: none"> <li>• Flipchart</li> <li>• Paper</li> <li>• Pens</li> </ul>	Groupwork and stimulated discussion	40 minutes	Highly recommended activity Remember literacy issues - allow participants to use their own language ensuring you manage offensive language	HWB 3-01a HWB 3-02a HWB 3-04a
Definition of sectarianism	To develop a group definition of sectarianism	<ul style="list-style-type: none"> <li>• Flipchart</li> <li>• Paper</li> <li>• Pens</li> </ul>	Groupwork and stimulated discussion	20 minutes	Use one or two of the definitions to suit the needs of the group	HWB 3-01a HWB 3-02a
Individual and Community Experiences	To introduce the concept of sectarianism within Scotland by stimulating discussion and demonstrating different perspectives	<ul style="list-style-type: none"> <li>• ICT</li> </ul>	Talking Heads from AoS website	Talking Heads Discussion - 20 minutes	View the Talking Heads in advance of the session	HWB 3-01a HWB 3-02a HWB 3-04a

# Summary Overview

## Section 3

### History of Sectarianism?

TITLE	OBJECTIVE	MATERIALS	METHOD	TIME	TOP TIPS	CfE
Songs	To explore the national, social and cultural use of songs associated with sectarianism	<ul style="list-style-type: none"> <li>• Pens</li> <li>• Paper</li> <li>• Song sheets</li> </ul>	Small groups and stimulated discussion	1 hour	Use this exercise with caution and within context Collect song sheets in at the end	HWB 3-02a HWB 3-04a HWB 3-09a HWB 3-16a
Timeline	To raise awareness of how history shapes communities	<ul style="list-style-type: none"> <li>• Copy of dates and events</li> </ul>	Interactive activity	30-40 minutes	Carefully select dates that best suit the needs of the group Facilitators should have a competent knowledge base before facilitating this session	HWB 3-04a HWB 3-09a
History of Celtic/Rangers Football Clubs	To raise awareness of the historical facts of Celtic and Rangers FC's and challenge the myths held about each club	<ul style="list-style-type: none"> <li>• Flipchart</li> <li>• Pens</li> </ul>	Interactive activity	15 minutes	Use only if the group is interested in Celtic and Rangers. (It gives a historical clarity of the evolution of the clubs.)	HWB 3-04a HWB 3-09a
History Quiz	To explore what participants learn from the session	<ul style="list-style-type: none"> <li>• Copy of quiz</li> <li>• Pens</li> </ul>	Quiz sheets (check literacy)	15 minutes	Could put participants in teams	
Know your flags	To raise awareness on how different flags are used in relation to sectarianism	<ul style="list-style-type: none"> <li>• Copy of flags and information</li> </ul>	Interactive activity, facilitators input and group discussion	30 minutes	You could also use flag templates and ask young people to colour them in Facilitators need to do some background reading	HWB 3-09a



# Summary Overview

## Section 4

### Causes of Sectarianism

TITLE	OBJECTIVE	MATERIALS	METHOD	TIME	TOP TIPS	CfE
Circles of influence	Individuals identify what are the key influences on their attitudes and values	<ul style="list-style-type: none"> <li>Flipchart with concentric circles drawn on it</li> </ul>	Individual activity, group discussion	45 minutes	Add visuals if you want. Be creative when using circles. Bring in own images to discuss.	HWB 3-04a HWB 3-09a
Acceptable/unacceptable statements	To explore the participants prejudices and use of language	<ul style="list-style-type: none"> <li>Copy of statements. Acceptable/unacceptable mats</li> </ul>	Group discussion	20 minutes	Activity is not time limited. Make up your own stereotypes and relate to the context of the group.	HWB 3-01a HWB 3-02a HWB 3-04a HWB 3-05a HWB 3-16a
Discussion Cards	To stimulate discussion within the group participants experiences and values	<ul style="list-style-type: none"> <li>Discussion Cards</li> </ul>	Group Discussion	30 minutes	You can adapt scenarios to the needs of your group.	HWB 3-04a HWB 3-05a HWB 3-09a
Horns and Halos	The opportunity to explore how we stereotype and the negative impact stereotyping has	<ul style="list-style-type: none"> <li>Flipchart</li> <li>Coloured Pens</li> </ul>	Interactive activity and group discussion	20 minutes	Ensure you discuss with the group what stereotyping and prejudice is.	HWB 3-02a HWB 3-04a HWB 3-08a

# Summary Overview

## Section 5

### Consequences of Sectarianism

TITLE	OBJECTIVE	MATERIALS	METHOD	TIME	TOP TIPS	CfE
Sectarianism and the Law	To introduce the group to changes in the law in Scotland	<ul style="list-style-type: none"> <li>Information on current legislation</li> </ul>	Discussion and facilitators' input	30 minutes	Use legislation appropriately	HWB 3-09a
Ladder of Prejudice	To create an awareness of prejudice and how it can impact on society	<ul style="list-style-type: none"> <li>Ladder of prejudice</li> <li>Handouts</li> <li>Pens</li> <li>Post-its</li> </ul>	Facilitator input, stimulated discussion	40 minutes	Ensure facilitator has prior knowledge of the Ladder of Prejudice before facilitating this session	HWB 3-01a HWB 3-02a HWB 3-04a HWB 3-05a HWB 3-09a
Excuses, Excuses	To highlight participants' responsibility for their own behaviour and actions	<ul style="list-style-type: none"> <li>Excuses worksheet</li> <li>Pens</li> </ul>	Worksheets Stimulated discussion	45 minutes	Adapt worksheets as necessary. This exercise is not time limited. It can link into the Ladder of Prejudice	HWB 3-01a HWB 3-02a HWB 3-04a HWB 3-16a
Experiences of Sectarian Offences	To explore the effects sectarian crime has on individuals and the communities we live in	<ul style="list-style-type: none"> <li>Copy of hand out</li> <li>Pens</li> </ul>	Worksheets Stimulated discussion	30 minutes	The group can use their own experience or someone they know to avoid personalising the exercise	HWB 3-01a HWB 3-02a HWB 3-04a HWB 3-09a HWB 3-16a
Social Media and Sectarianism	To raise awareness of an individual's Digital Footprint and the consequences of posting sectarian material online through discussion	<ul style="list-style-type: none"> <li>Flipchart</li> <li>Pens</li> <li>Access to videos: 'Digital Footprint', 'Consequences' and 'Anonymity'</li> </ul>	Worksheets Stimulated discussion	30 minutes	Before using this exercise as a whole make sure of the suitability for your group, especially regarding the Twitter examples and language used	HWB 3-00a

# Summary Overview

## Section 6

### Young People's Rights

TITLE	OBJECTIVE	MATERIALS	METHOD	TIME	TOP TIPS	CfE
Human Rights	To identify the key principles of human rights	<ul style="list-style-type: none"> <li>• Handouts</li> <li>• Paper</li> <li>• Pens</li> </ul>	Worksheets, facilitators input and stimulated discussion	45 minutes	Ensure you are familiar with the concept of human rights and the key principles	HWB 3-09a
You and Your Rights	To begin to explore the United Nations Conventions on the Rights of the Child (UNCRC)	<ul style="list-style-type: none"> <li>• Flipchart</li> <li>• Pens</li> <li>• Handouts</li> </ul>	Interactive exercises, facilitators input and stimulated discussion	30 minutes	Ensure you are familiar with UNCRC	HWB 3-09a
Children and Young People's Rights	To give participants a more in-depth look at the UNCRC, their rights and the impact if these rights are taken away	<ul style="list-style-type: none"> <li>• Flipchart</li> <li>• Pens</li> <li>• Handouts</li> </ul>	Facilitators input, worksheet and stimulated discussion	45 minutes	Ensure you are familiar with the UNCRC	HWB 3-09a
Agreeing Rights	To stimulate discussion around the participants views of rights	<ul style="list-style-type: none"> <li>• Agree/ disagree</li> <li>• Not sure mats</li> </ul>	Interactive exercise	20 minutes	Try and keep discussion moving through the statements	HWB 3-09a
Responsibility Continuum	To encourage discussion around responsibility for perpetuating sectarianism and what has the power to challenge it	<ul style="list-style-type: none"> <li>• Set of cards for each group</li> </ul>	Interactive group activity	40 minutes	Do not do this exercise in isolation. It can also link to the Circle of Influence.	HWB 3-04a HWB 3-05a HWB 3-09a HWB 3-13a HWB 3-16a
Charter for Change	To begin to identify changes participants can make in their own lives to tackle sectarianism	<ul style="list-style-type: none"> <li>• Flipchart</li> <li>• Paper</li> <li>• Pens</li> </ul>	Action plan preparation in small groups	30 minutes	This exercise should be done at the end of a programme. Not to be done in isolation.	HWB 3-09a HWB 3-12a HWB 3-13a HWB 3-16a