

‘Building new citizenship’

***~ learning from change in
Derry / Londonderry***



***a case study
supporting citizenship
education at KS3***

Acknowledgments

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City Vision 2020 Derry - Londonderry



www.cityvision2020.com

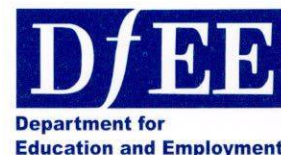


www.derryvisitor.com



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'Building new citizenship'

~ Learning from change in Derry / Londonderry

a case study supporting citizenship education at KS3

'Building new citizenship'. In Derry / Londonderry this is not an academic exercise, it's a necessity.

The city has been described as a 'microcosm of the Troubles in Northern Ireland' ... its turbulent and at times violent past has left some deep divisions, and a real desire by its residents for a better future.

Visiting the city in February 2000, a group of West Midland teachers met with people from all sectors of society who are consciously striving to build a new sense of citizenship. In business, politics, community-work, media and education, people share a common sense of purpose ... they are breaking new ground to develop innovative and inclusive approaches, aimed at bringing about real change.

These materials have been designed to support young people in England investigate their own sense of citizenship. The activities are based upon a premise of commonality ... that we share experiences of citizenship with others elsewhere in the world, and that by exploring such experiences we can enhance our own understanding and awareness of citizenship. Derry / Londonderry provides a dynamic and powerful 'citizenship case-study'. The challenges are explicit, the incentives for success great ... we have much to learn from these experiences.

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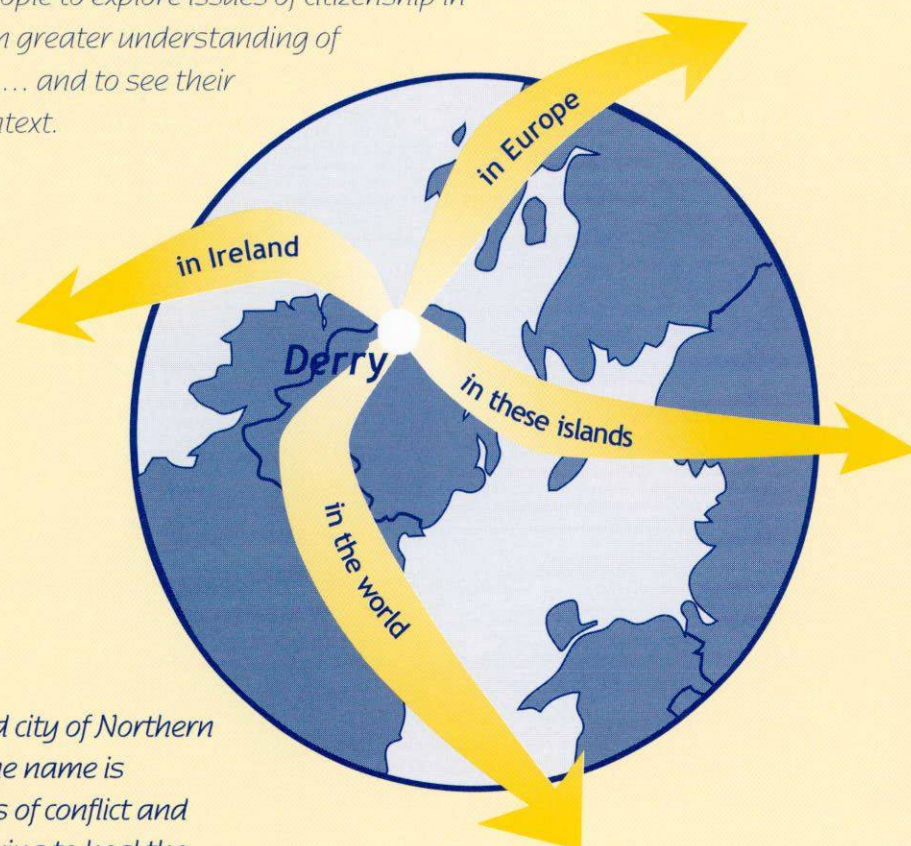
Preface

Why focus on Derry / Londonderry?

“We share common experiences of citizenship with people in different parts of the world. By learning from experiences of citizenship elsewhere we can better understand our own citizenship.”

Tide- Whose Citizenship? Initiative

This premise underpins **Building new citizenship**. The aim of this pack is to enable young people to explore issues of citizenship in another locality in order to gain greater understanding of these issues in their own place ... and to see their own citizenship in its global context.



Derry / Londonderry ~ the '2nd city of Northern Ireland' ... for many people the name is synonymous with past images of conflict and division. The City today is seeking to heal the divisions of the past and to build a positive future for its residents. This desire is set against a backdrop of change and new opportunities. The Peace Process, a new Northern Ireland Assembly, devolution, change in Europe and globalisation are all factors that will influence and shape the City's future. People from all sectors are actively seeking to 'build a new sense of citizenship' in the City ... the consensus is that this will be essential for ensuring a better quality of life for all who live there.

In Derry / Londonderry the aspiration to 'build new citizenship' is high on people's agendas. Unlike many other cities there is no sense of complacency about this, ... issues often hidden beneath the surface, here can be seen in sharp

focus. Processes of reflection and the need to come to terms with events of the past [such as the Bloody Sunday Inquiry] are raising many issues for residents, organisations, Governments and civil society as a whole. As well as looking to the past the City is also looking to the future, an aspiration embodied by the City Vision process [see opposite].

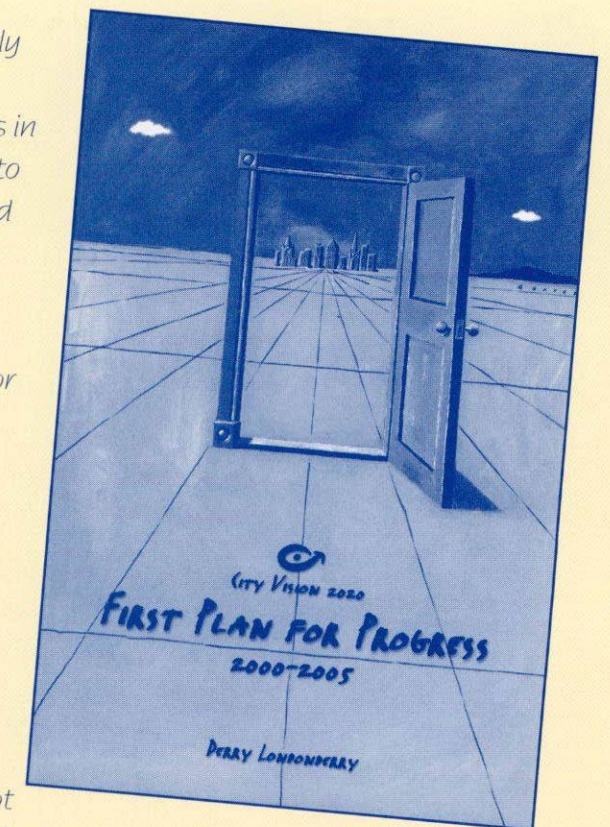
The challenges facing the people of Derry in 'building new citizenship' are common to many of the challenges faced by people and communities all over the world. It is hoped that through an exploration of issues and approaches particular to Derry / Londonderry that we will be able to see our own citizenship from a different perspective and with new understanding.

'Building new citizenship'

City Vision 2020 is the name of a planning process currently taking place in Derry / Londonderry. At the heart of this process has been a desire to engage people from all sectors in society in contributing their vision for what they would like to see happening in the City. The process to date has involved over 8,000 citizens ... and is breaking new ground in its approach to future planning.

The 'First Plan for Progress' shares objectives and plans for 2000 - 2005 based upon the results of an extensive consultation process. It takes the themes of Economy, Environment, Community, Culture and Inclusion.

One of the key issues that the City Vision Process has identified, that it will need to address, is that of the City's name. This issue evokes particularly strong feelings for many people in Derry / Londonderry. It touches upon issues at the core of their sense of citizenship. The City Vision process aims to facilitate debate about this issue, not with the intention of choosing a single name [as this would be potentially divisive], but to increase awareness of the different perspectives that exist on this issue.



The 'First Plan for Progress' has been produced by the City Partnership Board, see www.cityvision2020.com for further details.

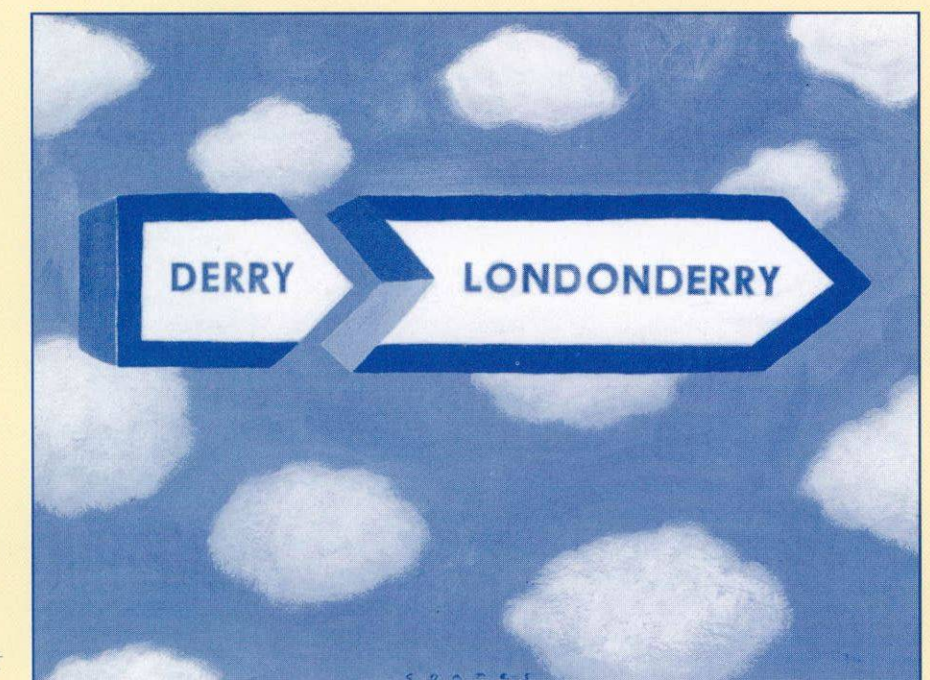
“Derry / Londonderry, two names yet still one city.

Nothing is lost by discussing this issue, but much can be gained from the greater level of understanding that will result.”

City Vision 2020, 'First Plan for Progress'.

Note to users of these materials:

The issue of the City name, Derry / Londonderry created a dilemma for the authors of these materials. After much debate it was decided to use the single name Derry in the main body of the text, to support 'readability'. The authors wish to encourage teachers and users of this resource to share the debate about the City's name with their students, and to make their own decision about which name or names to use.



'Building new citizenship'

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Additional pull-out material includes;

26 photographs, Derry maps, collection of coats of arms, flag sheets and a set of Derry City Vision 2020 images.

An introduction ...

The development of these materials has stemmed from a creative project process involving a group of West Midland teachers. The process has involved the group in visiting Derry and meeting with individuals and organisations from different sectors within the City.

Before the visit the idea of going to a place to talk with people about citizenship had seemed an unusual idea, [we couldn't quite imagine doing this in our own place]. The reality of the exercise was that for people in Derry the idea of talking about citizenship was not so unusual. People were keen to share their ideas and views on the subject and to relate their own experiences of 'building citizenship'.

From this process, themes of identity, environment and participation soon began to emerge as important areas for our citizenship exploration. These were identified as being of significance in Derry and also of wider relevance. These themes have been used as an organising framework ... they clearly inter-relate with each other and could be approached in a variety of ways. Our objective throughout has been to draw upon stimulus material and experiences from Derry in order to investigate key issues, and to relate discussion and analysis back to students' own experiences.

We hope that you find the ideas and materials in this pack a valuable and thought-provoking stimulus to students' investigations.

Elaine Miskell

Using these materials

'Building new citizenship' is a pack designed to support the citizenship curriculum at key stage 3.

The materials have been organised into four main activity sections according to theme. As a reference and support to students and teachers using these activities, pages 4 – 9 offer background information about history, politics and current issues relevant for Derry and Northern Ireland today. Sections one, two and three explore different themes relating to the 'building of new citizenship in Derry, drawing upon a wide variety of stimulus material. Section four takes a broader look at these issues, investigating Derry in its global context. Many of the activities do 'stand alone' and could be used as a 'one-off' support to other work ... taken collectively, the materials aim to provide a detailed case-study to support a holistic approach for investigating citizenship.

Activities have been designed to enable students to use their imagination to consider the experiences of citizens in Northern Ireland, both Catholic and Protestant, Nationalist and Unionist and be able to think about, express and explain views that are not their own. There are opportunities throughout for students to reflect on the process of participation and its importance both at a personal and a political level.

It was decided not to highlight references to programmes of study in direct relation to activities on each page. The teachers who developed these materials felt that many of the activities could contribute to a number of statutory requirements, and such references might actually constrain teachers in their use and development of the activities. We offer as an alternative some suggestions for using ideas and activities in this resource for supporting citizenship curriculum requirements. The examples shown here are just a few of the many possibilities...

Programme of study: citizenship

Key stage 3

Knowledge and understanding about becoming informed citizens

-
-
- Developing skills of enquiry and communication
-
-

Developing skills of participation and responsible action

-
-

Illustrative examples with reference to the programmes of study...

Knowledge and understanding about becoming informed citizens

The activity 'Who should be Mayor of Derry?' on page 34 would support learning about 'the key characteristics of parliamentary and other forms of government'. Activities exploring issues of identity in section one would have much to contribute to learning about 'the diversity of identities in the United Kingdom', and activities investigating issues of policing [see pages 8 and 36] would support learning about 'the legal and human rights and responsibilities underpinning society, and basic aspects of the criminal justice system'.

Developing skills of enquiry and communication

All of the activities in this pack would strongly support requirements in this area. Throughout the resource explicit references have been made to web sites to support students' investigations, with ideas and suggestions for extended research and practical activity. For example the section 'exploring issues of identity in a community' [see page 14] provides a variety of opportunities for exploring 'topical, political, spiritual, moral, social and cultural issues, problems and events by analysing information and its sources, including ICT-based sources'.

Developing skills of participation and responsible action

Section three offers a range of ideas and approaches for contributing to this requirement. Activities for 'exploring participation in the community' [see page 42] enable students to investigate case study material from Derry, with a focus on community based initiatives for enabling participation. Pivotal to each of these activities is an approach which supports reflection on the process of participating.



Key events in the history of Derry and Northern Ireland

Plantation 1558

Begun by Elizabeth 1 [1558 – 1603] and continued by James 1 after 1609.

Used to reward loyal English and Scottish Protestants by giving them land taken away from Catholic rebels.

The Londonderry Company was established giving Royal permission to London merchants to set up businesses in Derry. Hence new name Londonderry.

Siege of Derry 1689

James 11 trapped 35,000 Protestants inside Derry's city walls. Robert Lundy commander of the garrison wanted to surrender but was stopped by Protestant workers. The siege lasted for 15 weeks and thousands of people died of disease and starvation. The city was rescued by William of Orange who sent ships up the River Foyle.



Apprentice Boys 1714

Group founded to commemorate the Protestant workers who stopped Lundy surrendering during the siege. They now hold marches and celebrations every August to commemorate the siege. Affiliated to the Orange Order.

Neil Jarman
<http://lcain.ulst.ac.uk/photos>

Act of Union 1801

Power taken away from the Irish Parliament. Ireland now governed by Westminster.

Potato famine 1846-1849

A failed potato crop meant starvation for many people. 1 million died, and a further million emigrated to America. Nationalists consider that the British Government left the Irish to starve through inaction.

Partition 1923

Ireland gained its own Parliament and independence for 26 counties [known as the Irish Free State]. The remaining 6 counties [Antrim, Down, Armagh, Tyrone, Londonderry and Fermanagh] remained part of the United Kingdom, but with a separate Parliament at Stormont.

Easter Rising 1916

A turning point in Irish history when a group of Nationalists fought for Irish independence. The attempt failed after a week-long siege of Dublin, but the consequences led to partition.

Home Rule 1860s

The campaign for Ireland to have its own Parliament. This was not resolved by the outbreak of war in 1914.

Fenians 1867

The Irish Republican Brotherhood were a terrorist organisation that first carried out bomb attacks in England in 1867.

Civil Rights Marches 1960s

Organised by Catholics in Ulster to protest at discriminatory policies affecting housing, employment and voting. John Hume [from Derry], current SDLP leader, was a key figure in this movement.

University opened at Coleraine 1968

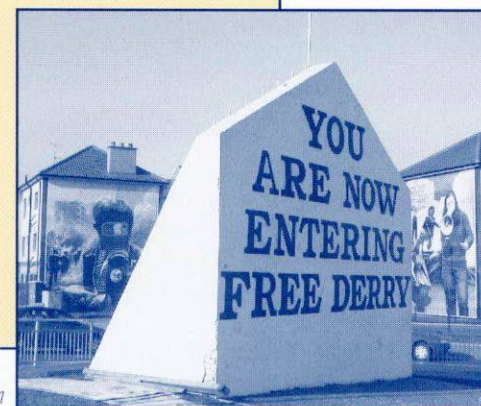
The decision to locate the University of Ulster in Protestant Coleraine instead of Northern Ireland's second city Derry caused much controversy.

IRA split 1969

IRA split into 'Officials' who favour non-sectarian political struggle and 'Provisionals' who favour traditional military campaigns.

Battle of the Bogside 1969

An Apprentice Boys march sparked violence in the Bogside [predominantly Nationalist] area of Derry. This led to battles between young nationalists and the RUC – eventually British troops sent in. 'No go' areas were established ie. areas where the troops did not enter. Defiance in the area was symbolised by the painting of a 'Free Derry' sign [a monument remains today.]



Martin Melaugh
<http://lcain.ulst.ac.uk/photos>

Internment 1971

Policy of arresting and imprisoning those suspected of belonging to terrorist organisations, without trial. Used solely against Nationalists, this led to bitter resentment.

Bloody Sunday 1972

This incident took place in Derry at the height of 'the Troubles'. 14 unarmed protesters against internment, were killed by the British Army, an event which caused much anger in the local and wider Nationalist community. In 2001 the focus of an investigation, this incident still causes debate and controversy today.

The Belfast Agreement 1998

[Also known as the Good Friday Agreement]
Signed by most major political parties in Northern Ireland. It agreed a power-sharing Government for Northern Ireland, cross-border structures and a new Council of the Isles. The Agreement also stated that a united Ireland could only come about with the consent of the majority living there.

The Downing Street Declaration 1993

Signed by British and Irish Governments, an agreement to work together to find a peaceful solution.

Anglo-Irish Agreement 1985

This gave the Irish Government a say in what happened in Northern Ireland. Generally Unionists opposed the agreement and Nationalists supported it.

Birmingham pub bombing 1974

IRA killed 21 people in a pub bombing in Birmingham. 160 people were injured.

The Sunningdale Agreement 1974

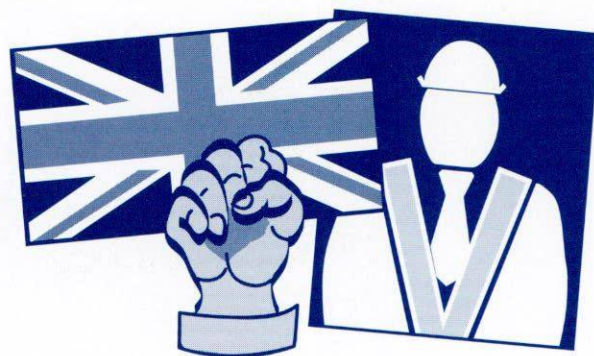
This agreed to a power-sharing government between Nationalists and Unionists, but was brought down by the 'Ulster Workers Strike'.

Hunger Strikes 1974

IRA prisoners went on hunger strike to demand the status of political prisoners, led by Bobby Sands. He and nine others died before it was called off.



Northern Ireland Politics today



Unionists believe in the Union with Britain and identify themselves as British. They do not want a United Ireland. Unionists are mainly Protestant.

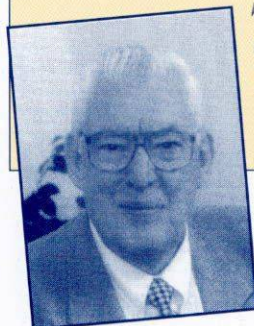
Loyalists are loyal to Britain and to the Queen. The term 'loyalist' is often used to describe hard-line Unionists, and paramilitary groups.

Unionist Parties:

The Democratic Unionist Party [DUP]

Leader: Ian Paisley

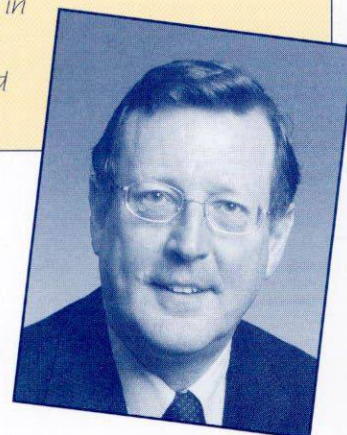
Party position: They do not support the Belfast Agreement, and are unwilling to share power or to negotiate with Sinn Féin. They are against greater co-operation with the Republic of Ireland.



The Ulster Unionist Party [UUP]

Leader: David Trimble

Party position: The Party supports the Belfast Agreement and Peace Process, and is against violence. They are willing to share power with Nationalists [including Sinn Féin] provided that the cease-fire holds. Their policy is to see IRA weapons handed in [de-commissioned], an issue which has caused much disagreement.



Other Parties:

The **UK Unionist Party** [UKUP] and the **Northern Ireland Unionist Party** [NIUP] are both strongly Unionist and against the Belfast Agreement.

The **Progressive Unionist Party** [PUP], and the **Ulster Democratic Party** [UDP] are fringe loyalist parties that are alleged to have links with loyalist paramilitary groups.

'Centre Ground' Parties:

Alliance Party

Leader: Sean Neeson

Party Position: Do not describe themselves as Nationalist or Unionist. They support the Belfast Agreement and are strongly in favour of a power-sharing government. Would like to see the introduction of a Bill of Rights to prevent discrimination.

Women's Coalition

Leader: Monica McWilliams

Party Position: Supports the Belfast Agreement, and represents a wide range of viewpoints. The main aim is to give women a voice in Northern Ireland politics, and to help build a peaceful future.

... a brief overview

Nationalists would like to see a United Ireland and are mainly Catholic. They believe that the British Government should not have a say in the governance of Ireland.

Republicans strongly believe in a United Ireland and reject the Crown particularly. The term 'republican' is often used to describe hard-line Nationalists, or paramilitary groups.

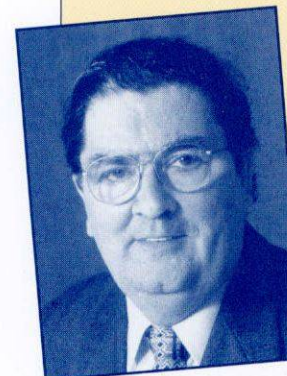


Nationalist Parties:

Social, Democratic and Labour Party [SDLP]

Leader: John Hume

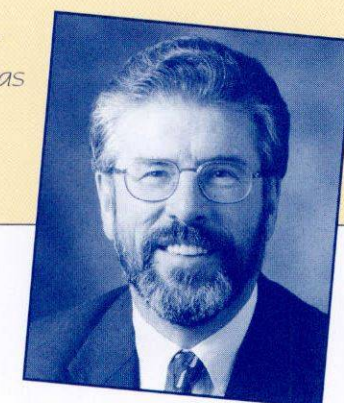
Party Position: Supports the Belfast Agreement and is committed to a peaceful and democratic end to the conflict. The party supports a moderate nationalist viewpoint.



Sinn Féin

Leader: Gerry Adams

Party Position: Supports the Belfast Agreement and holds a Republican viewpoint. The Party is alleged to have links with the IRA, and has won seats in the Irish Parliament as well as the Northern Ireland Assembly.



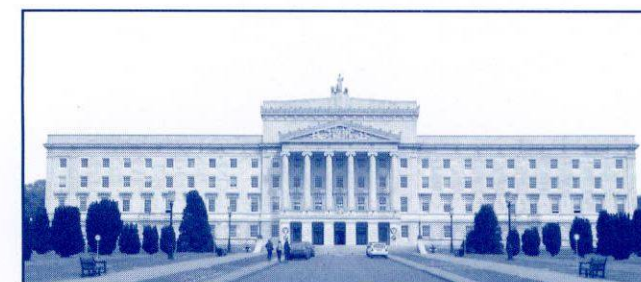
The Belfast Agreement

This is the agreement that was signed by the political parties in Northern Ireland together with the British and Irish Governments in April 1998. This agreement makes a commitment to the setting up of:

Strand 1: A Northern Ireland Assembly to be elected by the people of Northern Ireland.

Strand 2: A North / South Ministerial Council, involving representatives from the Northern Ireland Assembly and the Irish Parliament.

Strand 3: A Council of the Isles, involving representatives from England, Scotland and Wales as well Northern Ireland and Ireland.



Stormont, Belfast. Location of the Northern Ireland Assembly.
Martin Melaugh <http://lcain.ulst.ac.uk/photos>

Northern Ireland Assembly

Party	Number of seats
Ulster Unionist Party	28
Social democratic and Labour Party	24
Democratic Unionist Party	20
Sinn Féin	18
Alliance Party	6
The UK Unionist Party	5
Progressive Unionist Party	2
Women's Coalition	2
Ulster Democratic Party	0
Labour	0
Others	3

Source: Cain Project



'Building new citizenship' ... what are some of the current issues?

Policing reform ...

The police force in Northern Ireland is known as the RUC [Royal Ulster Constabulary]. This force was set up in 1922, and today has a total membership of over 13,000 officers.

Views about the RUC:

A Loyalist perspective ...

Loyalists generally have a high regard for the RUC, feeling that the force has done much to defend communities from the threat of terrorism.

A Republican perspective ...

Republicans generally perceive the RUC as being unrepresentative of their community, and discriminatory in its practice towards the nationalist community.

Implications of the Peace Process

The Peace Process which resulted in the signing of the Belfast Agreement in 1998 made a commitment to set up an Independent Commission on Policing for Northern Ireland. This Commission chaired by Chris Patten was charged with the task of reviewing current practice and making recommendations for future policing arrangements in Northern Ireland. Many of its recommendations have since been incorporated into a Northern Ireland Police Bill which has been put before the House of Commons, and has been hotly debated.

The RUC ... a few facts and figures

- ❑ In Northern Ireland there is 1 police officer to every 140 civilians, as compared to ratios of 1:434 in England and 1:459 in Wales.
- ❑ 93% of the officers of the RUC are Protestant.
- ❑ 301 officers of the RUC have been killed during 'the troubles'. Source: Cain Project
- ❑ From 1969 to 1975 when the British army had primacy in security matters, the RUC has gradually taken over the main responsibility for security.
- ❑ By April 2001 there had been 8,000 applications to the new police service. Source: RUC.

The Patten Report, 1999

Recommendations include:

- ❑ To change the name of the RUC to 'The Northern Ireland Police Service'.
- ❑ That officers should take a new oath, expressing a commitment to upholding human rights.
- ❑ A new badge and symbols should be adopted which are entirely free from any association with either the British or Irish states.
- ❑ That the force seek to increase recruitment from the Nationalist / Catholic community.

Views about the Patten Report:

Ulster Unionist party:

"The Patten Commission has allowed itself to be diverted into a gratuitous insult by stripping the service [RUC] of its name, badge and flag."

Editorial, Belfast Telegraph:

"More thought and more support for the police from within the Catholic community will be required. Stop, read, think and don't rush to judgement on Patten, should be the watchword in the days and weeks ahead."

Lord Jitt, former leader of the SDLP writing in the Daily Mail:

"... over the years I have had my quarrels with the RUC. But I admit publicly that without the courage and integrity of the men and women of the RUC, Northern Ireland would have suffered a bloodbath."

Chris Patten, chairman of the Commission:

"We are transforming the RUC, not disbanding it."

To march or not to march ...?

The Marching issue could be said to symbolise many of the challenges to 'building new citizenship' in Northern Ireland. It is fundamentally about a clash of rights ... the right to celebrate a tradition and culture of which you are proud, versus the right to a peaceful existence in your own community.

In March 1997 a Parades Commission was set up creating an independent body to make decisions about individual parades. Parade organisers now need to submit an application to this Commission for approval, before any parade can take place. The Commission's decisions have at times been controversial ... many Unionists dispute its validity and feel that its decisions have been biased towards the Nationalist community.

Marching ... A few facts and figures

- ❑ There are approximately 3,000 parades per year in Northern Ireland
- ❑ In 1996: 230 parades were organised by Catholic / Nationalist community; 2,400 parades were organised by Protestant / Unionist communities. [Source: RUC]
- ❑ Orange Order parades have been taking place for over 200 years. Many are held around the 12th July to commemorate the victory of Protestant King William of Orange over James II in 1690, in the Battle of the Boyne.
- ❑ The vast majority of parades in Northern Ireland are held peacefully, only a handful are the source of dispute.

Key issues for thinking about citizenship?

One of the key issues raised by the Patten Commission is the need for a police force that more closely reflects the make-up of the community that it serves, and that has the trust of that community.

This issue was also highlighted in the McPherson report [produced following an enquiry into the Metropolitan Police Service's handling of the murder of black teenager Stephen Lawrence]. This led to a drive to increase ethnic minority recruitment, and to foster better community relations in police forces across the UK.

The Marching issue focuses attention upon human rights and the difficulties encountered when there is a tension between different sets of rights. Another such example might be environmentalists protesting against a new road building scheme ... a scenario which could be anywhere in the world.

These and other issues present very real challenges to the 'building of new citizenship' in Derry and Northern Ireland. These are issues that people and societies worldwide can identify with and learn from.

The Parades Commission

Alistair Graham [Chair]
Chief Executive of Leeds Training and Enterprise Council [former trade union leader].

Aidan Canavan
Belfast solicitor [former President of the Law Society and previously a teacher in Belfast and West Africa].

Barbara Erwin
Senior Lecturer [involved in Education for Mutual understanding and Vice Chair of the Women's Forum].

Frank Guckian
Director of the Londonderry Chamber of Commerce [former Chief Commissioner of the Northern Ireland Planning Appeals Commission].

David Hewitt
Belfast solicitor [formerly independent assessor of military complaints and founder member of ECON, Evangelical Contribution on Northern Ireland].

Billy Martin
County Down Farmer [former President of the Ulster Farmers Union].

Rose Anne McCormick
Barrister [previously a member of the Police Authority for Northern Ireland].

"We have adopted an approach which we believe establishes important principles that are essential to a successful pluralist society. We believe it is the creation of such a society that the majority of people voted for in last year's referendum."

Alistair Graham,
Parades Commission Chairman.

Web Links:

<http://www.paradescommission.org>
Parades Commission site.

<http://britain-info.org>
Contains information about the Patten Report and its implementation [see Northern Ireland - Law and Order].

For activities relating to:
Policing issues, see page 36
Marching issues, see page 24.



Exploring identity

Aims:

- To explore the factors that contribute to our personal sense of identity and the idea that each of us has 'multiple identities'.
- To begin the process of respect for different national, religious and ethnic identities.
- To stimulate whole class discussion about how we perceive the identity of others.

Extension ideas:

- Students could go on to discuss public identities versus private identity. What images do particular personalities project and why?
- Explore the contribution that a variety of different identities can make to the whole school image / identity.

Web Links:

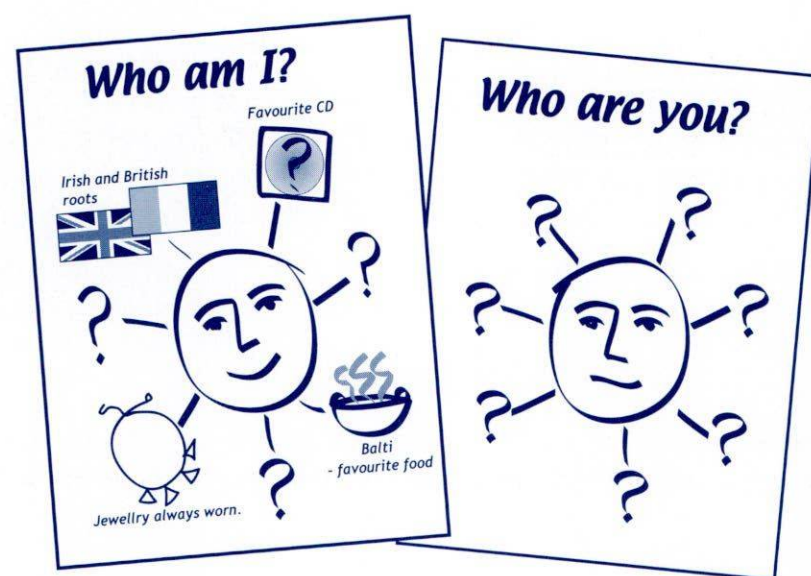
Students could design their own 'home page' for a personal web-site ... what ingredients would they wish to include?

Personal identity

Who am I?

Students' task is to build up a picture of a young person's identity from the evidence of items which are relevant to their lives.

- Introduce the task by saying that a young person's bedroom has been scoured for clues to their identity. Students in groups could then be given a copy of 'Who am I?' which shares these clues, others could also be added. [Alternatively clues might be cut out and introduced to groups in stages].
- Students should then brainstorm in groups what they might learn about this person's identity from the items. Views from each group could then be fed-back for class discussion.
- Students then attempt to plot their own identity. They are given a blank sheet on which they draw or write eight items which reveal most about themselves. [They should not include their name]
- The anonymous sheets are collected and then re-distributed. Students are to try and work out the identity of the class-mate behind each set of items.
- The teacher selects a number of individuals. Who do they think their sheet belongs to? Which clues have led them to this conclusion?
- Activity de-brief – to draw out the fact that we each have diverse and multiple identities, reflecting many ingredients of our personality ... and that perhaps we are the richer for this? Might the same apply when thinking about group identity eg of a school or town etc?



Who am I?



Task:

What can you deduce about my identity from these clues found in my bedroom?



Exploring symbols of identity

Aims:

- To explore the way that flags and symbols are used to represent different people, groups and communities.
- The objective in this activity is to enable students to explore issues of identity and to discuss how appropriate these symbols are today.

Extension Ideas:

To design a new logo for their school, local football team etc.

Web links:

<http://fotw.digibel.belflagsindex.html>

Flags of the world site – history and descriptions included.

<http://cain.ulst.ac.uk/images/symbols/index.html>

Includes comprehensive section on symbols used in Northern Ireland

Exploring flags:

- Students to work in groups. Each group is given a card [see pull-outs] showing the flags of the different jurisdictions of the British Isles and Ireland, [this could be complemented with a map]. The initial task is to discuss and identify which jurisdiction each flag represents. [A Guernsey, B Ireland, C Scotland, D Northern Ireland, E Isle of Man, F United Kingdom, G Wales, H Jersey, I England].
- The flag descriptions shown on page 13 could then be given to the groups to be matched with the relevant flag. For each of the flags they could then brainstorm their further ideas about the significance of any colours or symbols used and note any connections between flags. [1 Wales, 2 Scotland, 3 Northern Ireland, 4 England, 5 Ireland, 6 Jersey, 7 Guernsey, 8 Isle of Man, 9 United Kingdom].
- The flags of the world web site could be used to compare these flags with others worldwide ... what features are common or distinctive? Feedback discussion might focus on role and importance of flags in relation to people's sense of citizenship.

Exploring logos:

- Introduce the idea of a town or city logo / coat of arms. Discuss ideas about why we might have them. How useful are they today? [Ideal to use a local example to stimulate this discussion].
- Give each group a card showing 1 large and 5 smaller logos [see pull outs]. As a class discuss the elements that comprise a town or city logo ie. what features do they all have in common?
- Students to place the card in the centre of an A3 sheet and to focus on the large logo. They could then de-construct the logo by writing down any ideas or questions that they have about why particular symbols, colours or images might have been used. What message might the town council [at the time] been trying to convey? How does their logo compare with those of other towns?
- Groups to feed back ideas to whole class. What were the common themes or messages identified? How relevant do we feel that these logos are for representing these towns / cities today?
- De-brief activity. Return to the question of why flags and logos might be important as symbols of our identity. Are there any groups that might feel excluded through the use of certain symbols? How might these issues be addressed?
- As a follow-on to these activities, students could go on to investigate the logos or symbols that they would like to see used in the future, see page 20 for details.

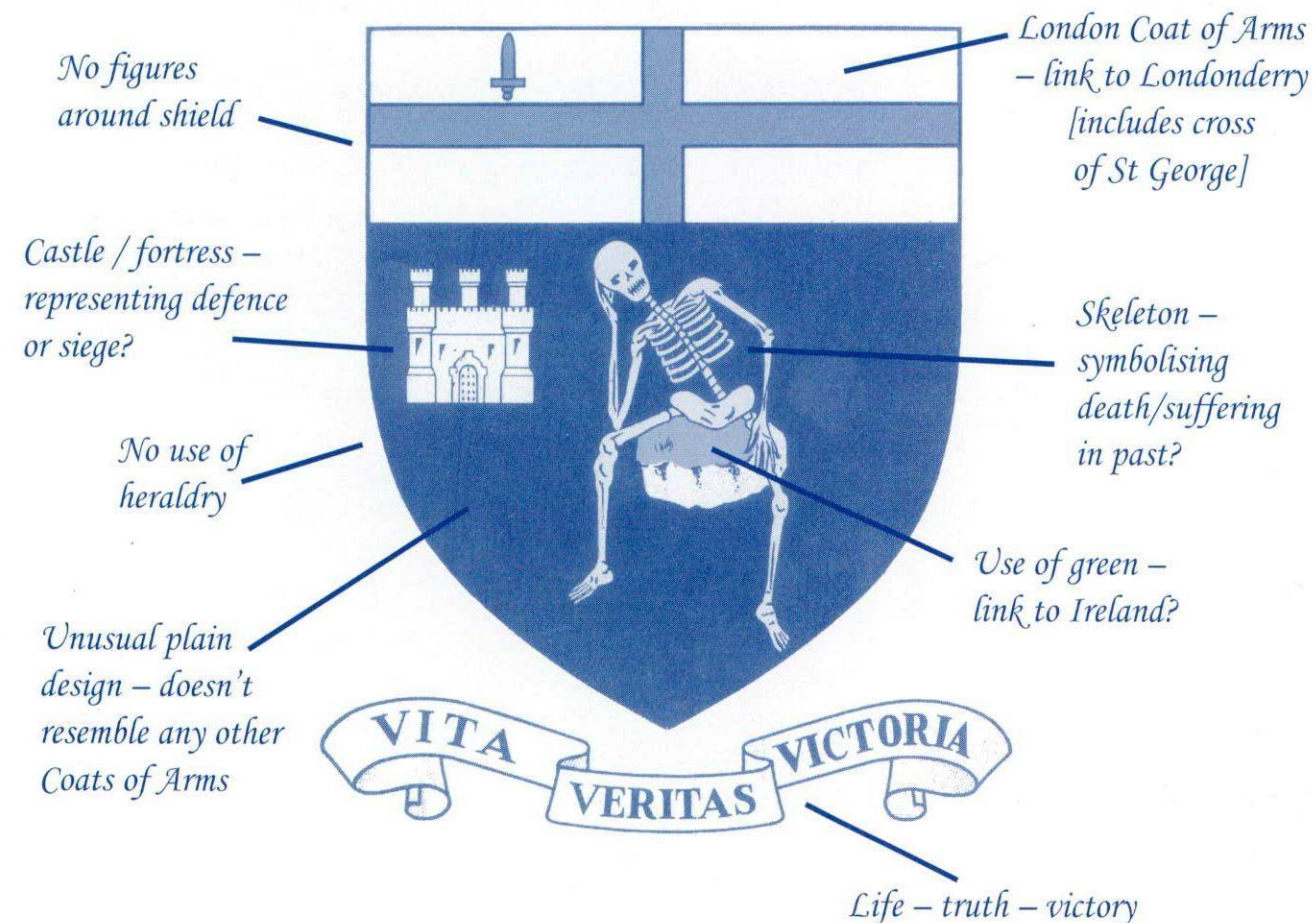


“In recent years there has been an increasing recognition that creativity is central to any thinking about cities of the future. The cities that successfully renew and reinvent themselves will be those that develop and project attractive images and symbols.”

Derry, City Vision 'First Plan for Progress'.

Derry Coat of Arms

The ideas of one group about this design ...



Flag descriptions

- Created in 1959 from the family emblem of Cadwallader, Prince of Gwynedd. [Thought to have been derived from the griffin carried by the Roman Legions.]
- The white saltire [diagonal cross] represents the cross that St Andrew was crucified on. The blue background is thought to represent 'sky-blue' [the cross was seen against the sky in an 8th century battle.]
- Combines the cross of St George with the red hand of Ulster. The six points on the Star of David represent the six counties of this province.
- The red cross of St George on a white background has been in use since 1200.
- Green represents Catholicism and St. Patrick. Orange represents Protestantism. White represents peace.
- Flag has been in use since the 18th Century. A red saltire [diagonal cross] on a white background, some versions also contain Arms showing 3 leopards. Flag has been in use since the 18th century.
- First used in 1406, based on the cross of St George. The gold cross of William the Conqueror was added in 1985.
- Central 'trinacria' emblem is an ancient symbol also found in Viking culture and on Sicily.
- Created in 1801 this flag combines a number of flags, and is developed from an earlier version [1606] which represented the English and Scottish flags.



Exploring issues of identity in a Community

Aims:

- ❑ To investigate issues that influence our sense of identity as a community.
- ❑ To explore how people express their views in different communities.
- ❑ To enable pupils to explore how visual messages are constructed.

Extension links:

Investigate other murals on the Cain web-site eg Derry specific ...those produced by the Bogside artists. What messages are they trying to convey?

Web links

<http://cain.ulst.ac.uk/murals/index.html>

Site contains a collection of images and background information about murals in Northern Ireland.

Investigating murals

[Photographs numbered 17 to 26 will be needed to support this activity]

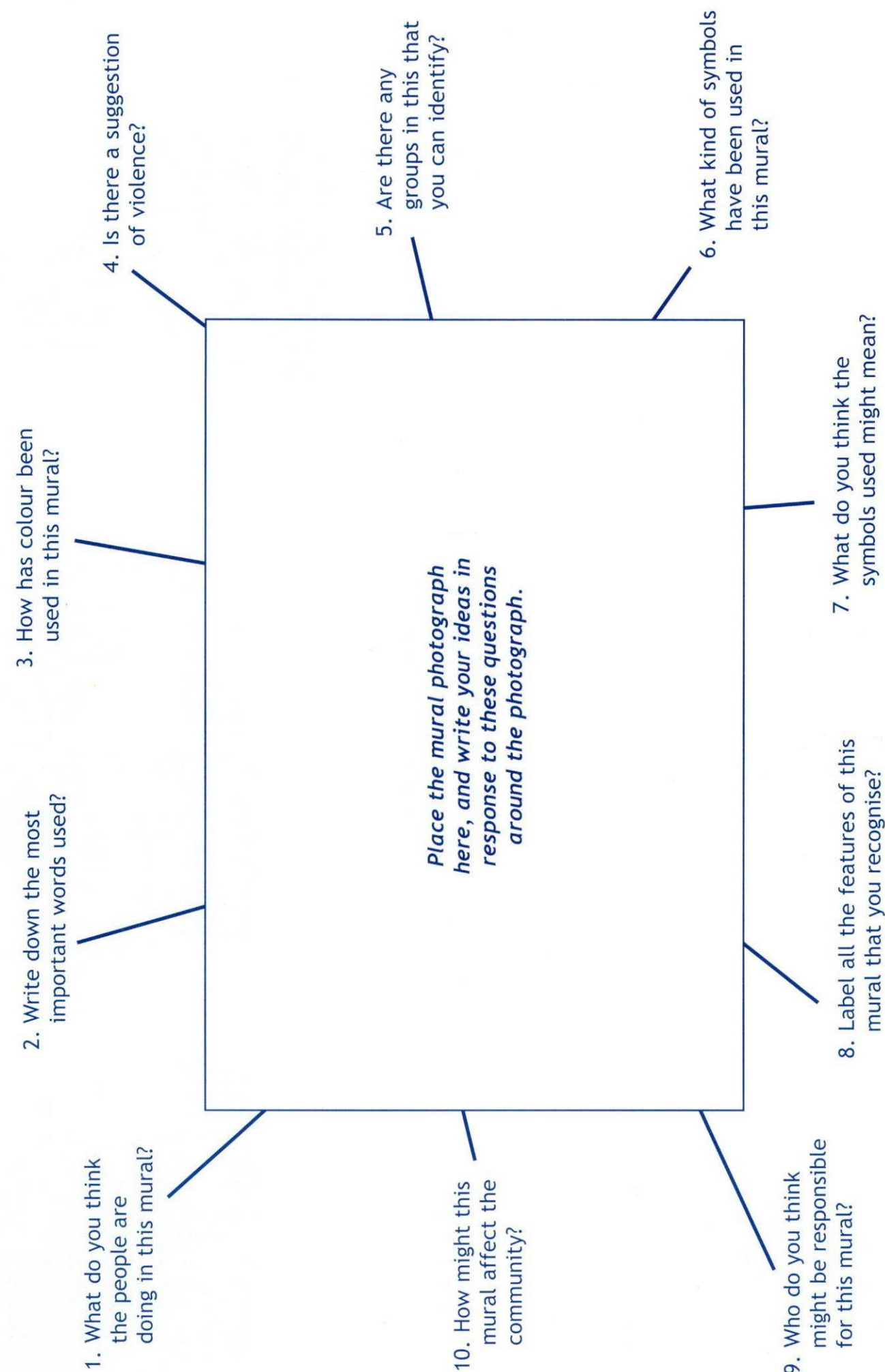
- ❑ As an introduction students could be asked to brainstorm the variety of methods which we use to communicate our ideas & feelings e.g. through music, film, painting, cartoon & language.

Using the set of 10 photographs of murals:

- ❑ A variety of sorting activities can be used to introduce students to the images. These could be sorted according to; those pictures that are threatening / non-threatening, or loyalist / republican etc. with students comparing and explaining their decisions.
- ❑ Students working in groups could next focus on one mural for more detailed investigation [this might be one of their own choosing]. See the notes on pages 16 and 17 for information relating to each mural.
- ❑ Provide each group with a photocopy of the questioning framework on page 15 [this might work best enlarged onto A3 paper].
- ❑ Groups deconstruct their mural, writing their ideas [using the questioning framework] around the photograph.
- ❑ Each group to report back their findings to the whole class.
- ❑ Students could display their findings on a wall chart so that each mural could be viewed by other groups.
- ❑ Students could assess or comment upon each others work. They would need to decide upon a criteria for any comments / assessment.
- ❑ Finally, students could focus on the five murals that are located in Derry. What issues do these murals highlight as being important for 'building new citizenship' in Derry? Do students feel that such murals contribute to or hinder the building of citizenship?

Teacher Note

The photographs included have been selected because they are divisive and explosive. These murals are not necessarily representative of the views of the majority in any of the communities mentioned, they are however particular views expressed in the context of events as they unfold in Northern Ireland.



Mural photographs

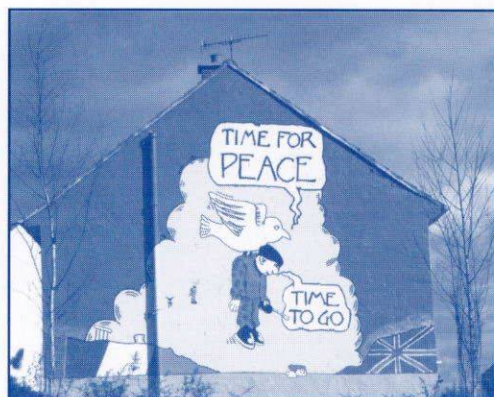
For photographs 1 – 16,
see pages 50 – 51

All the photographs shown were taken by the writers except:

17. Bill Rolston / <http://lcairn.ulst.ac.uk/murals> 23. Bill Rolston / <http://lcairn.ulst.ac.uk/murals>
26. Martin Melaugh / <http://lcairn.ulst.ac.uk/photographs>

17. 'Time to Go' Mural [Belfast, painted in 1994]

Many murals displayed the message that it was 'time for peace' and therefore 'time to go' for the British Army. Often the message was conveyed light-heartedly, as in this mural. From 1994 on, militaristic images in republican murals became practically non-existent. In their place were demands for the release of prisoners, the disbandment of the police force, the Royal Ulster Constabulary [RUC], and the deportment of British soldiers.



18. Teenage Rioter [Derry 2000]

The badge with the map of the Republic of Ireland crossed out is voicing a call for unity. The Tricolour of the Republic IRA is flying on the roof of the flats.



19. Ulster's Defence [Belfast 2000]

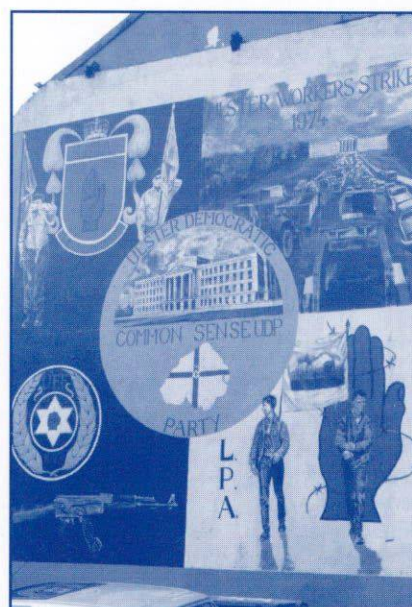
Top left: The Ulster Defence Association [UDA]. The crown, inferring the loyalty of Britain. The Red Hand of resistance.

Top Right: The Ulster Workers Strike in 1974 paralysed Northern Ireland and led to the collapse of the Stormont power-sharing government.

Bottom Left: The Ulster Freedom Fighters [UFF] with alleged links to the Ulster Democratic Party.

Bottom Right: The Loyalist Prisoners Association [LPA] which is symbolised by the banner featuring a prison & the Red Hand in the barbed wire.

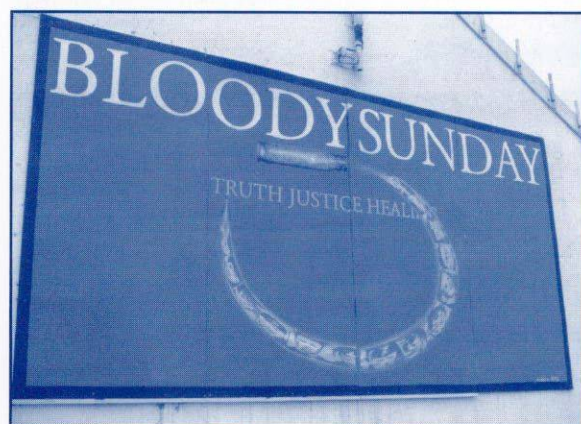
Centre: The parliament building of N.Ireland, Stormont seen as a fortress of Unionism.



20. Bloody Sunday: January 1972.

[Derry, 2000]

Trailing from a bullet are images of the 14 civilians shot dead by the British army. In 2001 an enquiry was set up to re-investigate the circumstances surrounding these deaths.



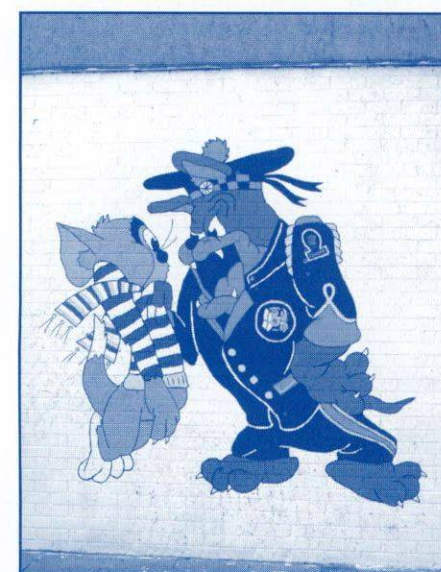
21. Civil Rights: [Derry, 2000]

Foreground Father Daly [Roman Catholic Priest] leading a group carrying an injured marcher during the Bloody Sunday march in January 1972.



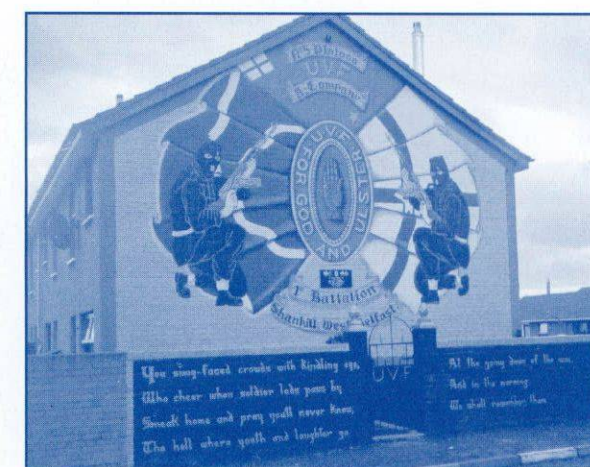
22. Nothing has changed [Derry, 2000]

Refers back to 1968 when attacks by the RUC on mainly Nationalist Civil Rights marchers took place.



23. 'Tom and Jerry'. [Belfast 1991]

Cartoon characters from 'Tom and Jerry' as a metaphor for loyalist / republican confrontation. Spike the cartoon dog is in the uniform of a loyalist band. Tom the cartoon cat is in the colours of a supporter of [Scottish] Glasgow Celtic football team, which has many Catholic supporters.

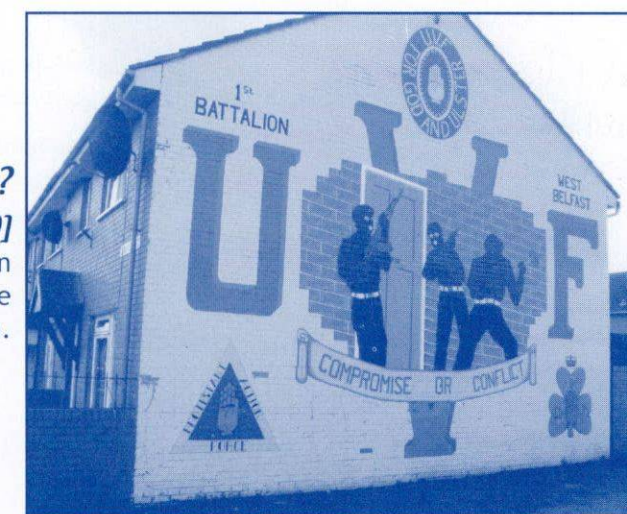


24. Ulster Volunteer Force [Shankill Rd, Belfast, 2000]

Contains the flags of Scotland & Northern Ireland with two paramilitary figures kneeling armed, seen to be protecting Ulster. The kerb stones are painted in the colours of the Union Jack and the writing on the wall is invoking a link to World War One poetry.

25. Compromise or Conflict? [Shankill Rd, Belfast 2000]

Posing the question, the UVF is shown in the act of possible attack or defence depending on interpretation.



26. We determine the guilty [Derry, 2000]

The war-like scene with the Free Derry monument on the right is a likely reference to Bloody Sunday. The inscription above points to the continuing debate about who was responsible and the process of justice, from a Loyalist perspective. The style is derived from heavy metal album covers.



Exploring issues of identity in our own community

Aims:

- ❑ To enable students to identify issues relevant locally that might influence feelings of identity in their community.
- ❑ To investigate how feelings about these issues might be expressed in their community
- ❑ To explore the impact of such issues upon different groups in the local community.

Extension ideas

- ❑ Students could further research local opinion in relation to their chosen issue eg through a questionnaire or interviews.
- ❑ Investigate what issue related graffiti / slogans are in the area. How many express positive/negative viewpoints?
- ❑ Consider an issue that is important in your school. What kind of poster would help to raise people's awareness about this issue in a positive way?

Web Links

Local newspaper sites

Local / regional BBC.

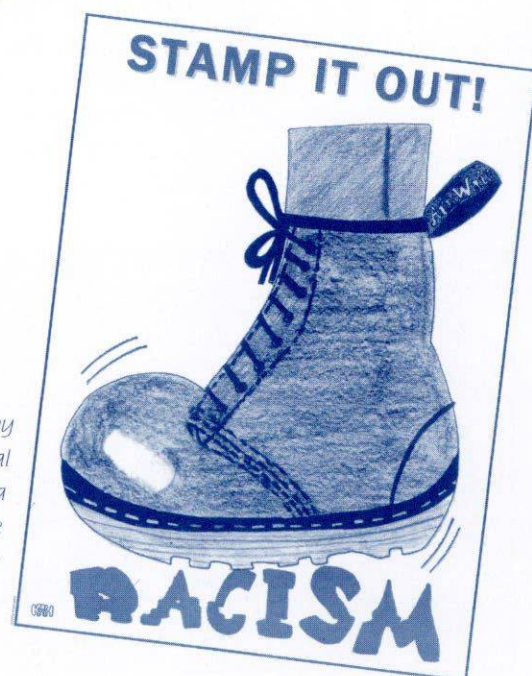
Issue focused sites eg:

<http://envirolink.netforchange.com>

What's your view?

Student's task is to investigate issues that provoke strong feelings in their local community, and to explore ways that viewpoints might be visually expressed.

- ❑ Local newspapers could provide a useful starting point for this activity. Students could be asked to look through a paper and cut out headlines that relate to important local issues, and make a representative collage. Specific criteria could be chosen, for example environmental or social issues, or students could be asked to identify any issues which relate to community identity. [Issues might include; policing, refugees, a local development scheme, transport, job opportunities, leisure facilities etc]
- ❑ These collages could then be presented to the rest of the class with groups justifying their choices.
- ❑ Each group could be asked to identify the issue that they feel has the biggest impact on the identity of their community. Might there be a difference in viewpoint between those who live in this place, and those outside?
- ❑ Students could then choose one of the issues identified, and design a mural which expresses a viewpoint about this issue. [It will be useful to refer back to the previous activity focusing upon Northern Ireland murals, so that students think about their use of colour and symbolism particularly.] The following questions might help to focus this task and generate ideas; What message did you intend? Who were you trying to influence? Why might some people not agree with your chosen mural?
- ❑ Murals could then displayed or rotated amongst groups for students to respond. The framework shown on page 15 could be used to structure these responses. They might also comment upon the clarity of communication, originality of ideas and visual impact.



This poster was developed by Wellingborough District Racial Equality Council, and is one of a series of posters published by the National Youth Agency, [available from the Tide~ Resource Base].



Identity in the future ...

Aims:

- ❑ To investigate visions of a future identity for Derry [as proposed by local people], and to explore the aspirations at the heart of these visions.
- ❑ To explore ideas about our sense of national identity, and the ways that this is expressed.
- ❑ To identify issues for building a positive and inclusive sense of identity for the future [in Derry, England, Britain etc].

Extension Ideas

To explore ideas about a future sense of identity for 'these islands' [ie. Britain and Ireland] or Europe.

Web Links:

www.cityvision2020.com

www.derrycity.gov.uk

Local government web-sites etc.



In Derry?

The City Vision 2020 images for Derry [labelled A-J] will be needed to support this activity. These illustrations are the work of an artist commissioned to illustrate the City Visions for the 'First Plan for Progress'.

Students' task is to explore the proposed visions for the future of Derry.

- ❑ A set of vision images should be given to each group of students, together with a set of City Vision captions.
- ❑ Students' task is to match each image to the vision caption that they feel it most represents. They might then compare their ideas with the connections made in the 'First Plan for Progress', ie. A - 3, B - 7, C - 9, D - 5, E - 1, F - 8, G - 4, H - 10, I - 2, J - 6.
- ❑ Students could then choose one image to look at more closely, and to note their ideas about why the artist chose certain symbols, colours, features etc to convey this message.
- ❑ Students should then select, for example, 3 images [or captions] that they feel would also be appropriate visions for their locality ... would any of these be a priority?

“The most important goal for me would be to ensure that all the citizens of this city feel a sense of ownership over it.”

Roy Collins, Waterside

In your area?

Students' task is to explore current symbols that we use to express our local / regional / national identity, and to develop ideas for images that might incorporate their own future visions.

- ❑ Students in groups are given a copy of the collage of symbols shown on page 21. Each of the symbols have been chosen as potentially 'representative of England today'. Students should discuss why some people might feel excluded, or not represented by some of these images.
- ❑ Students could go on to agree a choice of one image that they would remove in order to make the collage more inclusive, and then a further image that they would add. Choices and reasons could be fed back to the whole group for comparison and discussion.
- ❑ Finally, students should design an image or produce a collage of symbols representing their vision for England, Britain or their town in the 21st Century. This might include images, a caption, a viewpoint etc.

Derry ~ City Visions

1. Community ~ Caring for our People ~ Fostering a strong and genuine community spirit.

6. Agreeing the Name ~ Exploring this issue through debate and celebratory events.

2. Political Inclusion ~ Ensuring equality of opportunity, and access to facilities and resources on an equal basis.

7. Fostering Enterprise ~ Improving the support network for local business, particularly in growth sectors.

3. Doorway to the Future City ~ creating the type of city that the people aspire to have.

8. Investing in People ~ Investing in education and training to unlock people's full potential.

4. Cultural Bridging ~ Creating a public life that is shared and valued by all citizens.

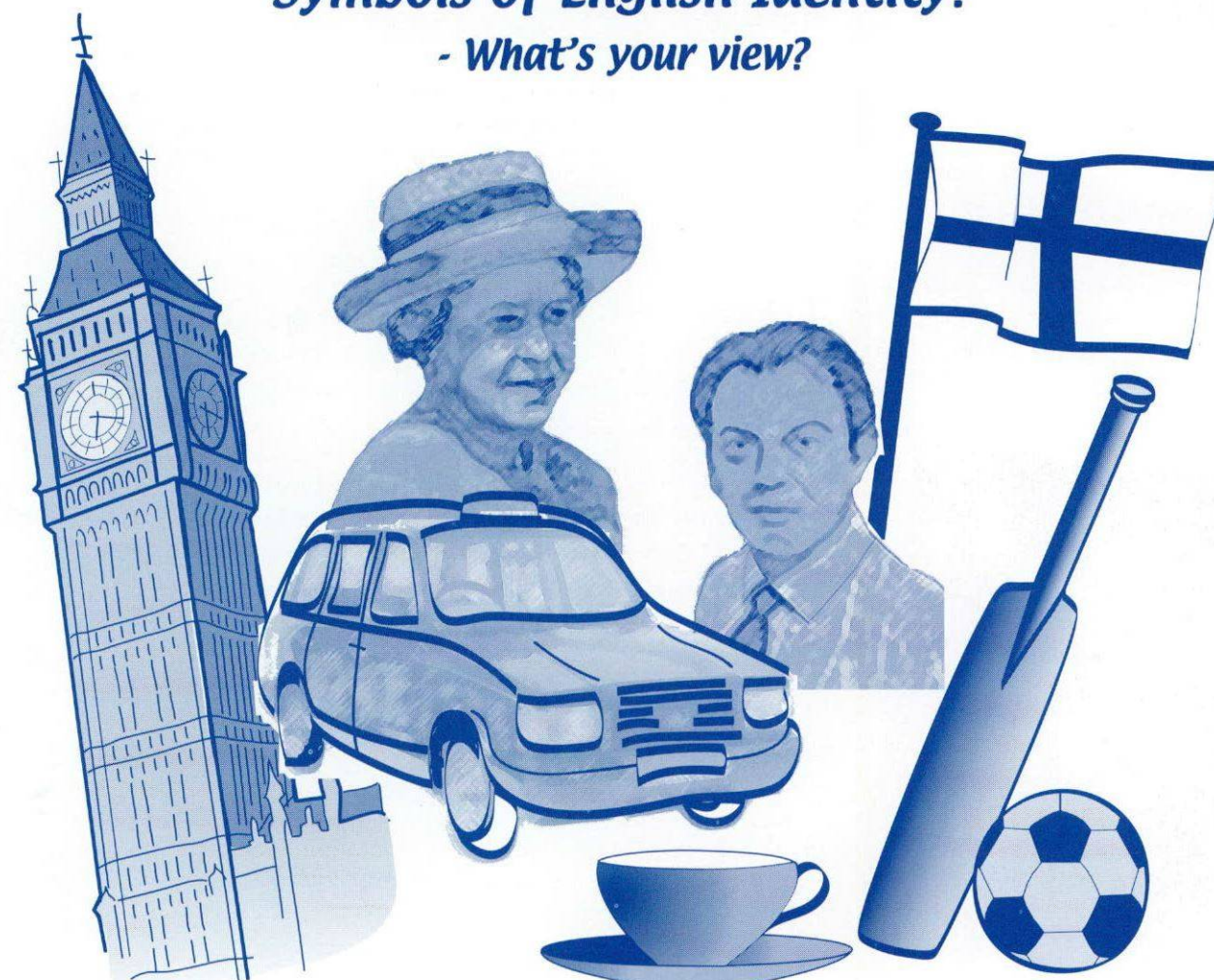
9. Environment ~ Caring for our City ~ Working together to ensure the integrated development of the economy and the environment.

5. Housing and Integration ~ Promoting schemes for integrated social and religiously mixed housing in urban areas.

10. Sharing our City ~ Making space in our hearts and minds for each other, [including those who hold different viewpoints].

Symbols of English Identity?

- What's your view?





Exploring our environment

Aims:

For students to familiarise themselves with basic features of the Derry environment, and to get a sense of environmental factors in Derry that might influence people's sense of citizenship.

Extension ideas:

Students to make a collection of photographs that identify key features in their own environment that might influence people's sense of citizenship. A collage, poem or display could be produced to share these ideas with people who do not know the area.

Web Links:

www.derryvisitor.com

Contains useful maps and photographs of Derry.

www.megastories.com/nireland/derry/index.shtml

This site contains a map of Derry. Significant Loyalist and Republican features can be 'clicked-on' for further information.

Getting to know Derry

Derry is a city that has a number of distinctive environmental features. One of the most significant is the fact that it is divided in two by the River Foyle. Local people refer to the two banks of the river as 'Cityside' [the side that includes the 'walled' city centre] and the 'Waterside'. The 'Cityside' has a predominantly Catholic population, and most of the Protestant residents live on the Waterside or have moved to more outlying areas of the city.

The City includes a number of features which mark significant events from the city's past, for example the Free Derry monument. It is also a rapidly changing City that is seeking to attract investment and create jobs and prosperity for the people who live there. New facilities such as the Nerve Centre are symbolic of a city that is looking to the future.

Activities using Derry photographs and / or Derry map:

Note: Students could work in small groups ... different groups could be using different source material.

- ☐ Observation activities. Students to look closely at each of the photographs in their set, and to choose the images that they feel give the most and least positive impressions of Derry [explaining why]. Students to feedback views to the group comparing and discussing ideas. Similar activities could involve students choosing the image that most surprises them, or the image that has most in common with their own place.
- ☐ Matching activities. Students to attempt to match photographs to their approximate location on the map of Derry. If they feel there is insufficient evidence they can decide not to place it. [Note: see explanatory notes for photographs on page 50 for further reference].
- ☐ Where do I live in Derry? Students to note evidence about each of the 4 fictional characters [see page opposite] to deduce where they might live in Derry. What other information can we deduce about their identity and feelings of citizenship?
- ☐ Sorting activities. Students to sort images according to different criteria. For example features of the environment which they feel are; welcoming / threatening or inclusive / exclusive. Students could try this activity in different roles according to religion, political viewpoint or ethnicity [or as Sean, Mary, Ann or Ian]. This could then lead into a more open discussion about what aspects of our environment make us feel welcomed or included and which don't.
- ☐ Enquiry activities. Students to choose a photograph showing a feature of the Derry environment that they feel would have a strong impact on local people's sense of citizenship either in an inclusive or exclusive way. Brainstorm questions around the photograph ... what would they like to find out? What issues might this feature raise for local people?

Where do I live in Derry?

It's fine living in Creggan, you get a great view looking down over the centre of Derry. I love playing football and I'm lucky that there are playing fields just a 5 minute walk from my house. Most of my mates live around here or in the Bogside ... I don't really know anyone from any other parts.

Sean

I really like living near the city centre and the river. It's a bit sad that many of my friends have moved away from 'the Fountain' across the river to the Waterside. There are not many Protestant people that still live on this side ... most that do live around here. August is the best time, that's when the parade goes from here. Everyone gets dressed up and the bands are playing ... me and my friends have a great time.

Ann

I live in the Bogside just near the city centre. The area used to be a bit run down, but improvements in the last few years have made a lot of difference. I spend quite a lot of time with my friends at the community centre, which is just along from where I live. I don't much like the view from my bedroom window as I can see the British Army watchtower looking over us. It might soon be knocked down though, many others have been.

Mary

Its grand over here on the Waterside. Loads of new things are starting to open so it means me and my mates don't need to go over to the Cityside so much. I really enjoy living near a park ... I spend loads of time there. There used to be lots of military vehicles around going to the barracks, but there are fewer nowadays. Our road is still a bit busy though, especially as it's the main route to the airport and Coleraine.

Ian

Did you know ...

- ☐ Derry is the 2nd largest city in Northern Ireland [after Belfast].
- ☐ The population of Derry is 106,000.
- ☐ Almost half the population of Derry are under 25 years of age.
- ☐ Derry's population is growing quickly. Between 1971 and 1998 the population grew by 25% compared to 10% for Northern Ireland as a whole.
- ☐ Derry is an important centre for the North West of Ireland.
- ☐ The City provides a link for the North West of Ireland to the wider world through its regional airport and the Port of Londonderry.



Investigating a local issue

Aims:

- ❑ To investigate citizenship issues relating to the annual Apprentice Boys of Derry parade.
- ❑ To explore key issues from a range of different local perspectives.
- ❑ To explore the role of the media in influencing public opinion and people's sense of citizenship.

Extension Ideas:

To investigate the citizenship issues relating to a local event that has received controversial media coverage.

Web Links:

<http://paradescommission.org>
Parades Commission site

www.ruc.police.uk
Royal Ulster Constabulary site

www.grandorange.org.uk
Orange Order site

<http://liveireland.com>
Irish Times newspaper site

Apprentice Boys request to Parades Commission, August 2000

Parade Date: Saturday 12th August 2000

Number of Bands: 150

Expected Number of Participants: 10,000

Proposed outward route:

Start 07.00 Fountain Street, London Street, Bishop Street, Palace Street, Society Street, St Columb's Cathedral.

Proposed return route:

Society Street, London Street, Hawkin Street, Carlisle Road, Carlisle roundabout, Disperse 17.30.

The Apprentice Boys parade

Each year on the 12th August, The Apprentice Boys of Derry hold a parade in the city. This parade celebrates the role of the protestant apprentice workers who prevented surrender during the siege of Derry in 1689. The Apprentice Boys are an organisation affiliated to the Orange Order. [Refer to page 9 for further background information about the marching issue].

- ❑ Begin with an introductory class discussion about why parades are held and the different perspectives on this issue. Students to identify the route on the map, and to feed back any ideas about its significance.

Stage 1: Issuing a press statement - Monday 7th August 2000

- ❑ Students to be divided into groups. Each group is to take an identity from the following and produce a press-statement outlining their position / intention.
 - A: The Apprentice Boys and supporters (mainly Protestant)
 - B: Residents opposed to the parade (mainly Catholic)
 - C: The Parades Commission.

News Flash: 10th August - Commission announces parade to go ahead.

Stage 2: Producing a front-page for a Derry newspaper for Friday 11th August, sharing a sense of community feeling.

- ❑ Students to be divided into groups, as teams of journalists working on front-page production. Half the groups to work for a paper with a mainly 'pro-parade' readership, and the other half for a paper with a mainly 'anti-parade' readership. Their front page could include quotes, images, headlines, etc. [Newspaper extracts shown opposite can be used in support]. Final pages to be shared and discussed.

News Flash: 6.00 pm 12th August - Parade takes place peacefully.

Stage 3: Letters to the editor - Monday 14th August

- ❑ Students' task is to write a letter to the newspaper editor expressing opinion about the events of the last few days. This could focus upon: the parade itself; the role of the media; the role of the Parades Commission; comparisons with other contentious issues elsewhere in the world.

Note: The Drumcree parade in Portadown is the most contentious of the annual Orange Order parades in Northern Ireland. In 1998, following the signing of the Belfast Agreement it became a particular focus for conflict.

Drumcree Parade 1998

~ extracts from the Irish Times

Orangemen warn of Drumcree deadlock

Efforts to resolve the Drumcree crisis continued last night, involving Mr David Trimble, Mr John Hume and the heads of the British and Irish Governments, while a leader of the local Orangemen warned of another standoff with police.

In a potentially significant intervention, the SDLP leader, Mr John Hume, offered to meet the Orange Order and said he believed it was his duty to do whatever possible to find a solution that would satisfy both sides.

Nationalist opinion on the Portadown estate was said to have hardened in the wake of a comment by the County Grand Master of the Orange Order in Armagh, Mr Dennis Watson. He said: "Portadown District are prepared to stand at Drumcree for 365 days if necessary, for the principle and the right to return and walk along the Garvaghy Road back into Portadown."

Irish Times, 1st July 1998

SADNESS AND OUTRAGE AT THE BARRIERS

Orangemen emerged from their commemoration of the Somme to find British soldiers blocking their way ...

Orangemen outside Drumcree railed against the authorities as they prepared for a lengthy standoff. "Thank God our grandfathers aren't alive to see this," said one Orangeman as he surveyed the Drumcree battle-zone. "They fought and died in trenches for freedom and love of their country and now their kith and kin can't even walk the Queen's highway. It's a sad day for Ulster."

The man fought back tears as he looked over the fields with their rows of barbed wire, trenches, and steel and concrete barriers. "You would think they were facing Saddam Hussein, not law-abiding citizens," he said.

The Orangemen assembled early yesterday at the pretty hilltop church to commemorate the Battle of the Somme. Outside, their "enemies" dug in. British soldiers with blackened faces and machine guns crouched behind the hedges.

Irish Times, 6th July 1998.

Garvaghy residents say only Dublin spoke to them

Last night as residents met at the local community centre to discuss the parade, a young Portadown woman, said she was afraid of what will happen on Sunday. "I got all my shopping in today because I was too afraid to go out tomorrow, and I know a lot of people are buying stuff in case there is a stand-off again," she said.

Yesterday a few families along Garvaghy Road loaded suitcases into their cars to escape Portadown over the weekend. Mrs Rosemary Toland is sending her mother and three sisters away to a house they are renting in the seaside town of Newcastle, Co. Down. "A lot of us are getting out. People are scared of staying. Even though they want to stand up for themselves they feel they're better off out of it. I'm not against the Orangemen but I don't think they have a right to come down here," said Mrs Toland.

Irish Times, 4th July 1998

ORDER CONCEDES IT WILL NOT WALK DOWN GARVAGHY

After 12 days of massive and often violent protest, the Portadown Lodge of the Orange Order has given up all hope of completing its parade. Signalling the end to mass protest in the Drumcree standoff, the Portadown District Master, Mr Harold Gracey conceded that the Order's battle to parade down the Garvaghy Road was "not going to be won in Drumcree."

"We don't need 30,000 people on that hill," Mr Gracey told an Orange Order rally in the centre of Portadown last night, "as long as there are a few people there." Mr Gracey, who was greeted with loud cheers by a crowd of several thousand, said that the Order's campaign would continue for as long as necessary.

Irish Times, 18th July 1998



Exploring issues in a regional context

Aims:

- ❑ To consider citizenship issues in a wider regional context.
- ❑ To engage in a decision-making process based upon a real case study, and to consider the different perspectives, rights and responsibilities of the people involved.

Extension Ideas:

Investigate the citizenship issues relating to other comparable schemes such as the bridge linking the Isle of Skye to the mainland, or other local / global development projects.

Web Links:

www.derrycity.gov.uk

Derry City Council site. Has link to Derry Investment Initiative with useful newsletter of current business / economic issues.

www.donegal.ie

Links to a range of useful Donegal sites.

www.discovernorthernireland.com

For regional tourist information.

What is actually happening:

The North West Region Cross Border Group are the organisers of this project. This group includes representatives from Derry City Council, Donegal County Council, Limavady Borough Council and Strabane District Council. They have identified this project as being of benefit to the region and following consultation and an environmental impact study are seeking external funding to support implementation in 2001.

The Lough Foyle Car Ferry Project

This activity investigates citizenship issues in relation to a regional development scheme. A new ferry crossing is due to begin operation in August 2001, linking Magilligan Point in Northern Ireland with Greencastle, in Donegal, Ireland. This crossing will have real implications for local people, tourists, the business community etc.

- ❑ Introduce the Car Ferry proposal ... students will need to refer to maps and factsheet [see pages 27 to 29] to identify key locations ie. Magilligan Point, Greencastle etc, and to begin to explore key issues.
- ❑ Divide students into 3 groups with information on pages 27 – 29.
Group A are the Foyle Ferry Group representing the views of the project organisers as well as people who are in favour of the proposal.
Group B are the Londonderry Citizen's Group representing a broad range of interest groups opposing the proposed ferry.
Group C are the North West Strategic Planning Board who must decide whether the project should be implemented. Their decision will be based upon what they feel will most benefit the North West region as a whole.

Preparation:

- ❑ Groups A and B to agree a chairperson, two Press Officers [who will speak directly to the Strategic Planning Board] and two people to minute decisions.
- ❑ Both groups are to then split into two task groups 1 and 2.
Task Group 1: Press Officer 1 is to present the case put forward by the group to the Board outlining their views. This half of the group need to find information and develop points that the Press Officer can use.
Task Group 2: Press Officer 2 will deal with likely questions that might need to be answered. This group needs to prepare their Press Officer for such questions.
- ❑ Group C needs to agree a Chairperson and decide upon the important criteria for making a decision [eg. benefits Environmentally, Economically, Socially and Politically]. Also to prepare questions to put to Groups A and B once their cases have been heard.

The Debate:

- ❑ Press Officers from Groups A and B present their cases to the Board. Question and answer sessions to follow. Whilst the Board are deciding and preparing a statement, Groups might discuss their next course of action if they are unsuccessful. Finally the Board's statement is announced. Press Officers from Groups A and B to respond.

De-brief:

- ❑ Out of role students to share their own personal views about the key issues and what they feel they have learnt from the activity. Students to discuss whether they feel this development will support or hinder the 'building of citizenship' in Derry.

Lough Foyle Car Ferry - factsheet

Magilligan Point and the surrounding area includes a Nature Reserve, and is an area of unspoilt natural beauty.

The ferry would provide more opportunities for groups either side of the border to be able to link together developing greater cultural partnership in the area.

Currently many tourists visiting the Giant's Causeway and other attractions in County Antrim do not go on to travel into Donegal.

A substantial body of students from Donegal presently attend educational institutions in Limavady & Coleraine both in County Londonderry.

The ferry would mean new development at both ends of the crossing. At Magilligan Point a new pier and jetty would be constructed and at Greencastle the harbour developed. Both places would need new car parks and facilities for passengers.

County Donegal

County Londonderry

The ferry would mean that any tourists who did follow the direct route from the Giants Causeway into Northern Donegal would by-pass the City of Derry. Derry has invested significant resources into developing tourist attractions such as the Craft Village and Tower Museum.

Fishing and agriculture are important to the economy of the North West Region and both sectors have expressed interest in the ferry crossing.

Over 3 million pounds would be sought in grants [from local and national government and the European Union] to support this development.

As yet it is not known how much the ferry company [which will be a private company] will eventually charge for the service.

Additional boats and leisure craft would also make use of a new jetty. Facilities would also mean that passengers from large cruise liners which dock at the Port of Londonderry would be able to disembark to Magilligan or Greencastle.

Lough Foyle Car Ferry - support information

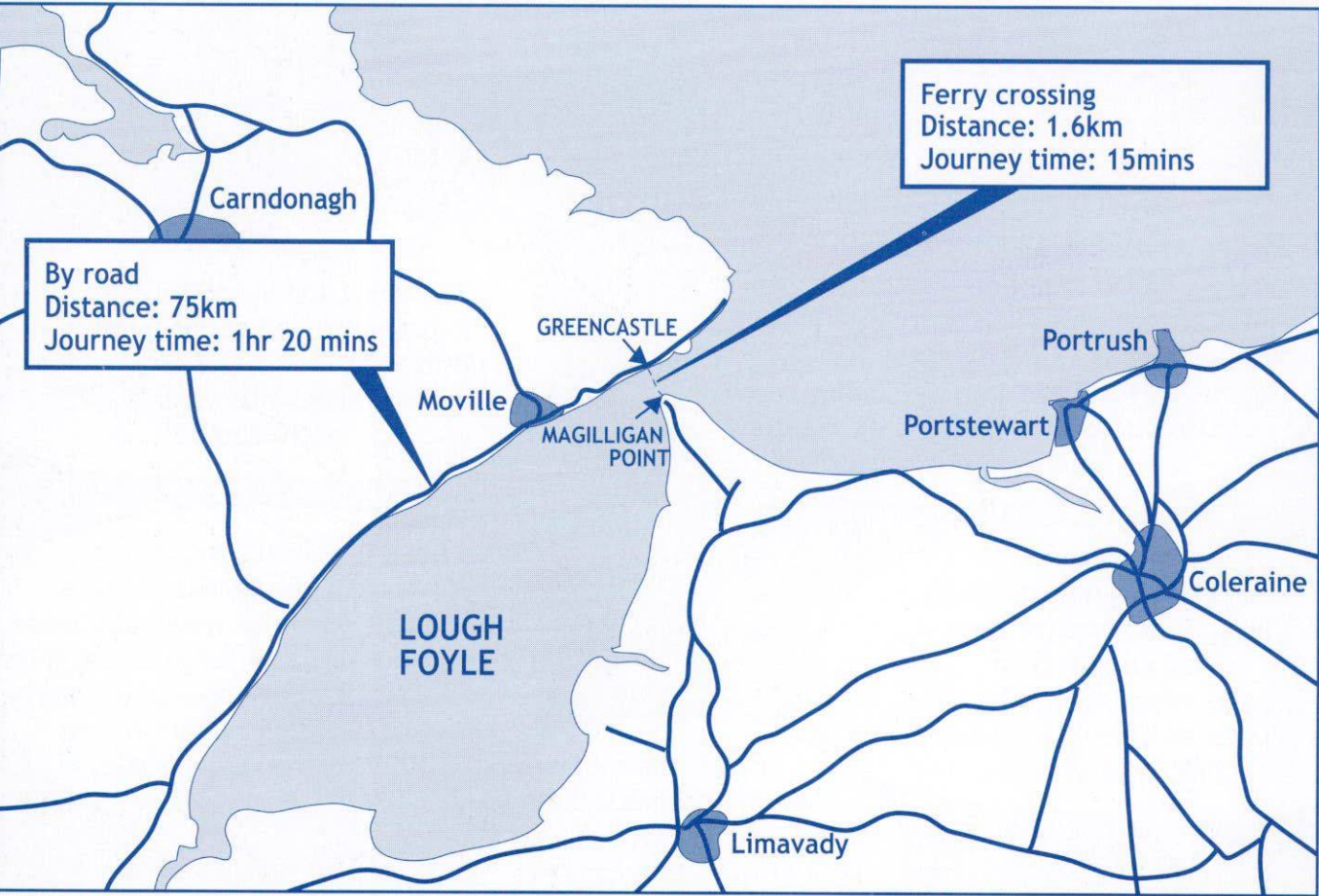
A new car ferry crossing is planned to connect Magilligan Point in County Londonderry with Greencastle in Donegal ... it is due to begin operation in August 2001.

Although on different sides of the border for centuries there have been close cultural and trade links between the two counties. Planners of the car ferry scheme hope that this crossing will support economic growth in the region through developments in tourism, and local business. Any such ferry crossing will of course have major implications for local people and the environment.

The map below shows the proposed route that the ferry will take, and the photograph shows the relevant area prior to any development.

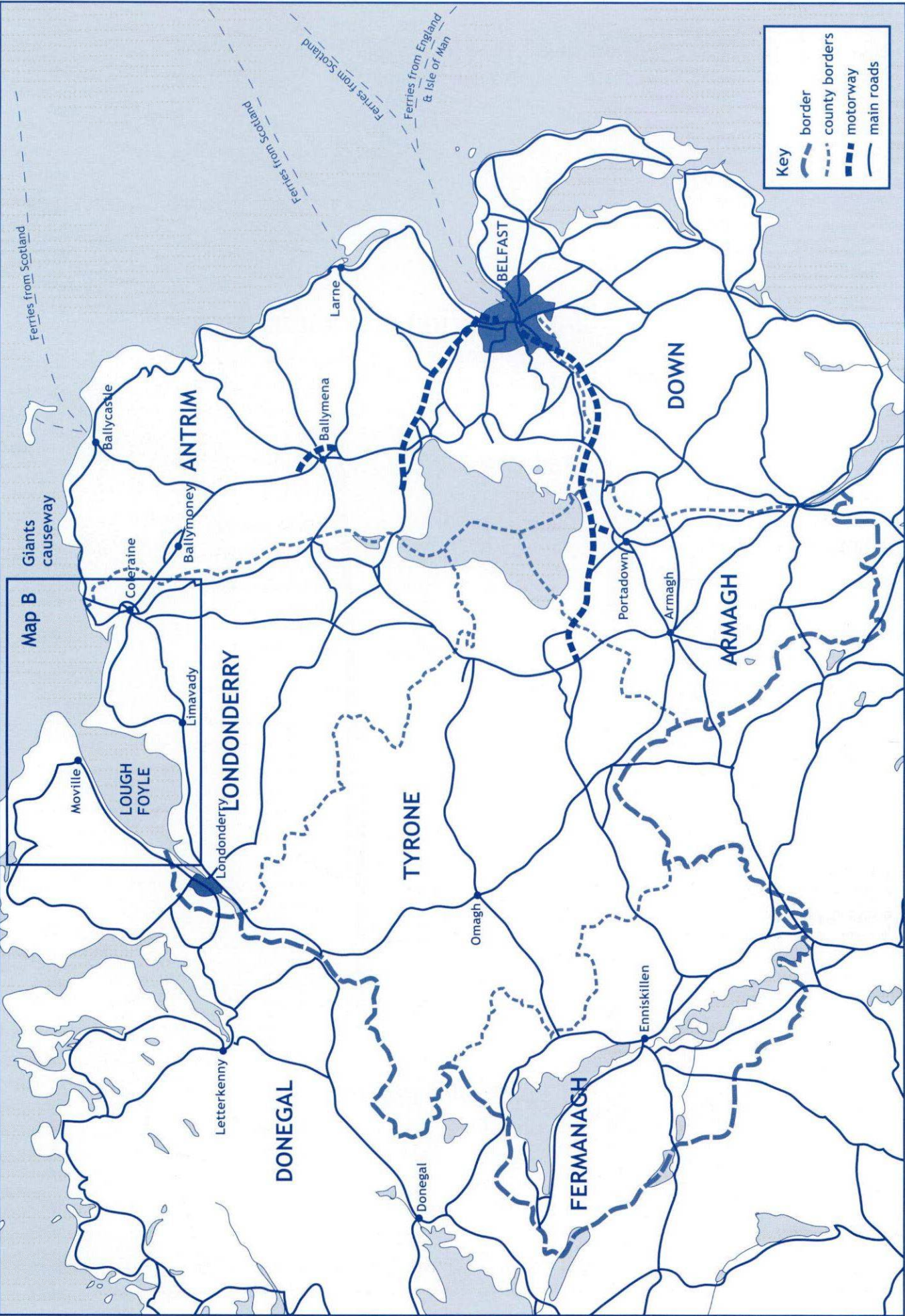


View from Greencastle to Magilligan Point, February 2001.



Map B: Area surrounding proposed Lough Foyle ferry-crossing from Magilligan Point to Greencastle

Map A: Northern Ireland





Creating an environment for citizenship

Aims:

- To investigate views and opinion about visions for the future of Derry.
- To plan a consultation about future change locally, [with a focus on the school or local community] with the aim of maximising participation.
- To design an action plan in response to this consultation with ideas and suggestions for future change.

Extension Ideas:

There is much scope for developing this activity, ideally by following through to an implementation stage. Alternative plans could be compared and discussed for example by involving the school council. Also a modest budget might be allocated to the project, for which spending plans need to be agreed, and accounting systems set up.

Web Links:

www.cityvision2020.com
Derry City Vision web-site ... includes further details of survey results, and the City's action plan.

www.doeni.gov.uk
Department of the Environment, Northern Ireland site. Includes a section 'Shaping our future.'

“City Vision 2020 is a process that describes the sort of city the people of Derry / Londonderry would like to have in the year 2020. The City Vision 'First Plan for Progress' is a comprehensive development plan that will shape the cultural, social and economic life of our city over the first decades of the new century.”

Derry City Partnership Board, facilitators of City Vision 2020.

Investigating opinion in Derry ...

- Students in groups to be given copies of two questions from the City Vision consultation, together with the response options. Their task is to discuss and predict which options would have been the most popular choice by people in Derry.

- Groups to then be given the survey results for comparison with their own predictions. What most surprised them from these results? What deductions can they make from the City side / Water side data analysis?

- Groups to then decide what recommendations they would make to Derry City planners about future change needed in Derry, on the basis of these results. Finally compare these suggestions with actual proposals shown.

Action Plan

What we're going to do:

- Commission an Architectural/Urban Design Master Plan for the Heart of the City.
- Maximise the benefits of the River Foyle.
- Re-develop former industrial premises and other brown field sites.
- Produce a preservation and planting programme to protect our existing trees, and significantly increase an appropriate tree population.

What we aim to achieve:

- Implement an integrated planning process in 2000. Create new public spaces, streets, squares, parks and vistas. Open up riverside lands for development. Require high quality contemporary architecture.
- Provide greater access to an enhanced riverside. Provide marinas and other river based leisure facilities by 2005.
- Number of properties and sites brought back into use.
- Preserve areas of tree cover. Increase number/area of protected tree cover. Increase species variety.

Action Plan ~extract from the 'First Plan for Progress'.

In your own place ...

- Students might then be briefed to co-ordinate the development of an 'Improvement Plan' for their school environment or local community. Initial criteria would need to be agreed, for example:
 - the [learning] environment of the school/community should be enhanced
 - approaches need to maximise student/local participation.
- Drawing upon the Derry experience, students will need to consult, collect and analyse data, and then draw up their recommended action plan for presentation, [use of ICT might further develop this activity].

A city for the future?

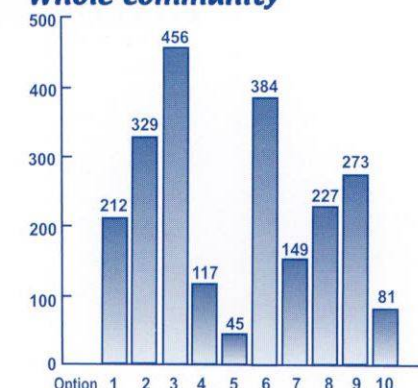
The City Vision 2020 process began with an intensive consultation exercise. Individuals, groups and organisations from all sectors of the community in Derry were encouraged to feed their views and ideas into the process. The data shown here shares a small sample of findings from this consultation ... it has provided the basis for the development of the City's first action plan.

Question 1: What kind of City would you most want to live in & be proud of?

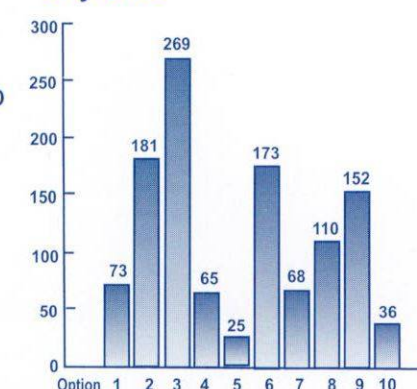
Options

- 1 A historic city with ancient walls
- 2 A high technology industrial city
- 3 A caring city, helping youth, the elderly etc.
- 4 A city of learning and culture
- 5 A city of youth, promoting sport, music etc
- 6 A city of community harmony, respecting and encouraging group diversity
- 7 A democratic city where government listens to people
- 8 A city of physical beauty
- 9 A city of strong family life
- 10 A commercial city.

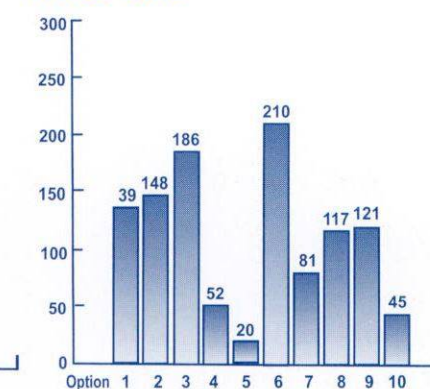
Whole community



City Side



Water Side

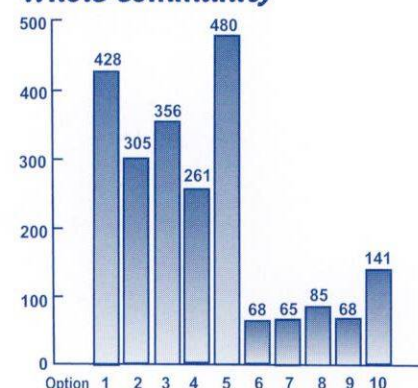


Question 2: What would you do if you were planning the City's future?

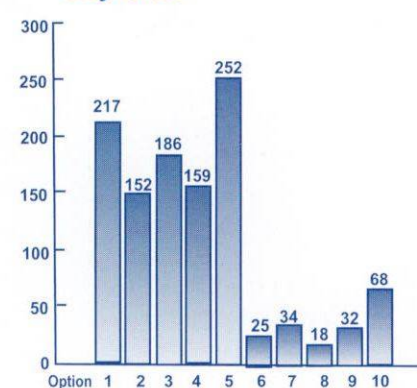
Options

- 1 Make better use of the river for transport and leisure facilities
- 2 Encourage imaginative development of the waterfronts
- 3 Improve public transport and roads
- 4 Develop more green spaces
- 5 Develop neighbourhood centres and facilities in urban areas
- 6 Improve the attractiveness of the Walled City
- 7 Make better use of upper storey space in City Centre buildings
- 8 Ensure better presentation of city's historic walls and buildings
- 9 Establish more museums and cultural features
- 10 Reinforce tourist marketing externally and internally.

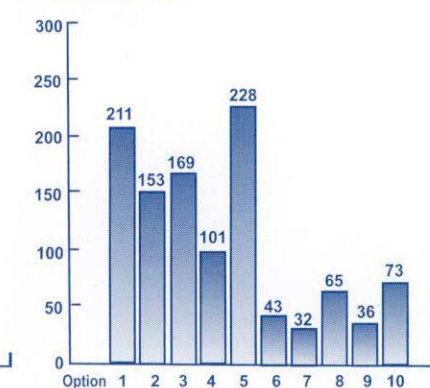
Whole community



City Side



Water Side





Exploring our participation

Aims:

- To investigate the many different ways that we participate in society, both formally and informally
- To identify and explore factors that influence our participation

Extension Ideas:

Students could find out more about what opportunities there are for getting more involved in their school or local area, and design a poster advertising these opportunities.

Web Links:

The internet offers a new dimension to the idea of participation. Web-sites and e-mail offer opportunities for getting involved in issues and campaigns, or expressing viewpoints for example as consumers.

An activity might be to choose an issue eg. 'Third World' Debt and to investigate what web-sites exist for enabling participation on such an issue. Discussion might then focus on potential implications of this technology for our sense of local / global citizenship.

Introduction

The activities in this section have been designed to explore the theme of participation.

Our own personal sense of citizenship in a place or community often depends upon the extent to which we participate in it, or feel that we have a say in how decisions are made. As shoppers, students, teachers, church-goers, voters ... we all play different roles in the workings of our community. Our participation can take many forms, both formal and informal, or on an individual or group basis.

In investigating 'the building of new citizenship' in Derry, the issue of participation seems to provide the key to future success. Councillors, planners, employers and residents are all striving to devise new structures that will maximise opportunities for local people to participate actively. The activities in this section draw upon case-study examples from Derry. These act as a stimulus for students to explore issues that surround their own participation, and to promote discussion about the changes they would like to see in the future.

How do we participate?

Outlined below are a selection of introductory activities for exploring the concept of participation, using photographs numbered 1 to 16.

- **Observation activity** ~ Arrange students into small working groups, and give each group a number of photographs. They should then write down as many examples as they can find in the photographs of people participating in their community [each example to be written on a separate card or piece of paper]. In addition they should then add a further five ways that they imagine people in Derry might participate.
- **Sorting activity** ~ Students could then be asked to sort these examples of participation according to different criteria, giving reasons for their choice.

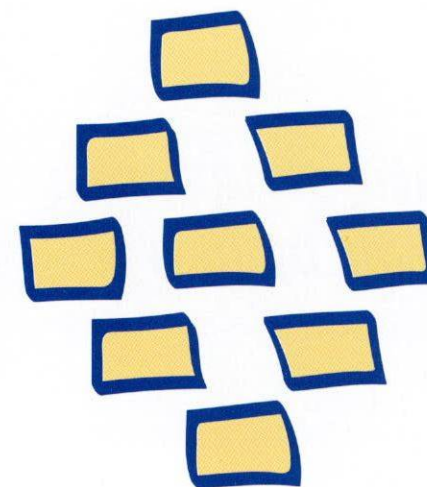
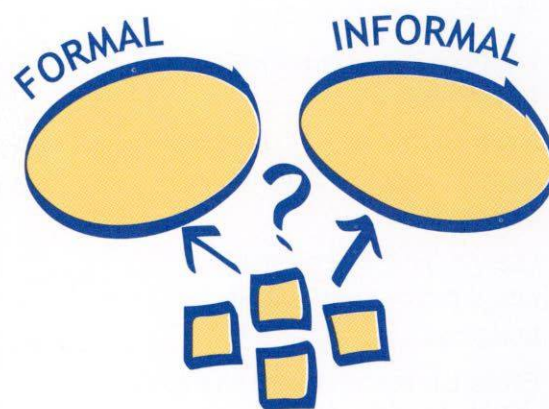
For example:

Local community
/ city level

Formal / informal

Regular participation
/ occasional

Any other criteria?



- **Ranking activity** ~ Students to think of an example where they have participated in school or community life as a member of a group. As a whole class, brainstorm factors that influenced them to get involved.

Nine factors should then be selected and written on separate pieces of paper. Working in groups students should then discuss each factor and rank them in a diamond pattern in order of priority [most important at the top, least important at the bottom]. Results to be fed back for discussion as a whole class.

Factors might include:

- being made to feel welcome in the group by others
- being interested in the activity of the group
- being part of the group 'looked good to others'
- wanting to have a say – make a positive contribution

This activity could be extended to explore factors that might discourage participation, either at the outset or at a later stage. Can students agree the three most important factors that support or encourage participation?

- **Enquiry activity** ~ Students should then choose one image from the set, which they feel is an interesting example of participation [perhaps because it raises questions or issues].

- brainstorm questions that they would like to ask the people in the photograph to find out more about what is going on.

- write down possible 'influences' and 'outcomes' around the photograph, ie. what factors might have influenced people's participation in this activity, what might be the outcomes [either for the individuals or the wider community] of this participation?



Photograph: Neil Jarman
[http://lcain.ulst.ac.uk/](http://lcain.ulst.ac.uk/photographs)
photographs



What are the issues linked to participation?

Aims:

To explore some of the ways that we formally participate in society, and the issues and choices for our participation in the future.

The objective in this activity is to enable students to explore key dilemmas associated with fairly representing public opinion through democratic political structures.

Extension ideas:

- Students to find out how their local Mayor or other political representatives are elected. What do they think about this system?
- Investigating your school council ... the same questions ie: is it fair / inclusive / practical? could be applied to the workings of your school council, or governing body etc. Students could investigate the pros and cons of the current systems ... what recommendations do they have about these structures in the future?

Web links:

- Derry City Council www.derrycity.gov.uk
- Your own local council site eg www.birmingham.gov.uk

Exploring democratic structures: Who should be Mayor of Derry?

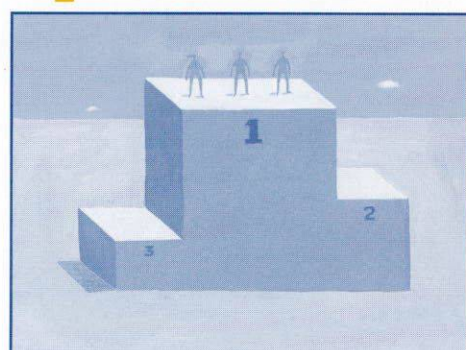
Students' task is to investigate the options facing Derry City Council in deciding who should be Mayor and Deputy Mayor.

- Divide students into groups and give each group a set of option cards [include some blank cards also for their own ideas].
- Each option card should then be placed in the centre of a large sheet of paper surrounded by prompt question headings; for example,

How fair? - the need to fairly represent political opinion in Derry
How inclusive? - the need to be inclusive of the views of all Derry residents
How practical? - the need for a structure that is practical and that can operate effectively.

Under each heading students could list points for / against each option.

- Each group then has to try and reach a consensus about which of the options is the preferred choice, [this could be their own alternative]. When they have made a decision they need to agree the 3 most important reasons for their choice.
- Feedback to whole class - each group to report back findings. The next stage is then to attempt to reach a whole class consensus as to which is the preferred option. [The decision of how to resolve this debate is an ideal simulation activity and can be used to demonstrate the issues and dilemmas around decision-making.]
- De-brief of activity - how well did students feel that their views were represented? What have they learnt from this activity? How did their views compare with the actual system in operation in Derry?

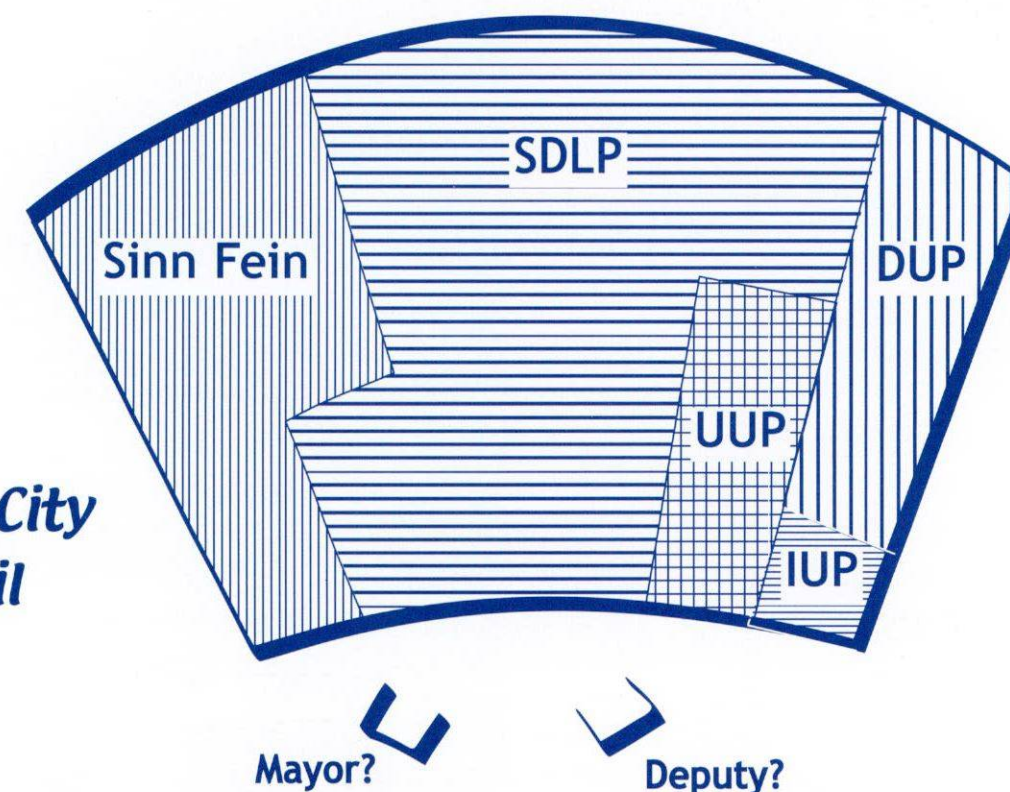


What actually happens in Derry

Currently the Mayor and Deputy Mayors are appointed on a rotational system. This meant that in Autumn 2000 a Sinn Fein Mayor was controversially appointed for the first time. The City Council have agreed to survey public opinion about the idea of having a directly elected Mayor in the future.

Who should be Mayor of Derry?

Derry City Council



Number of Councillors in Derry City Council, per party.

Nationalist		Unionist	
Social Democratic and Labour Party SDLP	14	Ulster Unionists UUP	3
Sinn Fein	8	Democratic Unionists DUP	4
		Independent Unionists IUP	1
Total:	22		8

Option A:

The Mayor is elected each year from the majority political party, and the deputy from the second biggest party.

Option B:

The position of Mayor should rotate each year from one political party to the next [and similarly with the Deputy Mayor's position]

Option C:

The Mayor and Deputy Mayor should be directly elected by the residents of Derry.

Option _:



Exploring public institutions

Aims:

- To enable critical debate about issues of decision-making and participation at a local level.
- To explore issues of inclusion and representation within our public institutions.
- To investigate ideas of power, responsibility and human rights.

Extension Ideas:

Students could investigate a different public service eg. a local health or education authority. What symbols or slogans do they have? What structures do they think exist to appoint senior people within these organisations? How could they find out?

Web Links:

www.ruc.police.uk

<http://lcairn.ulst.ac.uk/issues/police/pattenrecommend.htm>

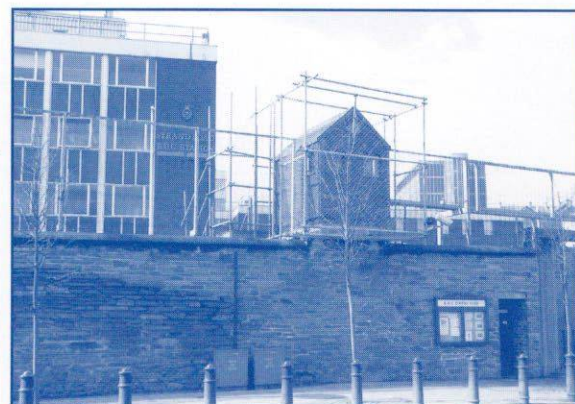
for further details about the Patten report and recommendations.

Local area police web sites eg. www.west-midlands.police.uk/

Focus on policing

Exploring issues in Northern Ireland ...

- Students to be given a copy of page 8, 'Policing reform' which shares some basic information relating to current policing issues in Northern Ireland today. Whole class discussion would be useful to clarify key issues and different perspectives.
- Focusing on the main Patten recommendations, students' task is to outline the key arguments on each side of the debate from a nationalist and unionist perspective, for further feedback and discussion.
- Students might then put forward suggestions for five main aims for Policing reform in order to contribute to the 'building of new citizenship' in Derry and Northern Ireland. How might this compare with issues and challenges for policing in our own communities?



Martin Melaugh
<http://lcairn.ulst.ac.uk/photos>

Exploring issues locally ...

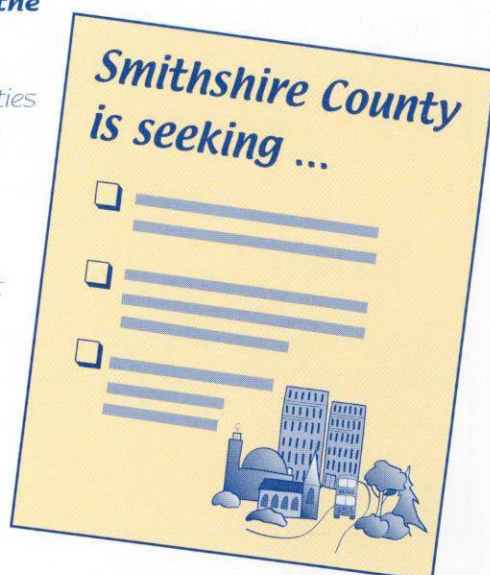
Students' task is to go through a decision-making process of appointing a new Chief Constable for the County of 'Smithshire'.

□ Designing a job advert for the new chief constable

Begin with a brainstorm of the qualities needed in a Chief Constable ... what sort of person would be needed for such a post?

List ingredients needed in the advert ... students could look at other job adverts as a stimulus for this.

In groups students to design and draft their job advert [this could be for a newspaper or a web-site].



□ Choosing a selection panel

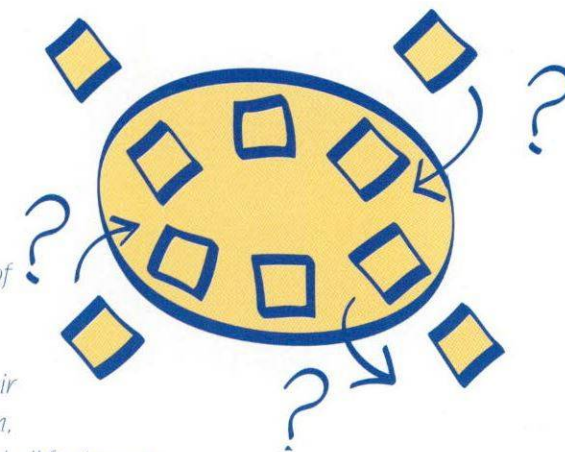
As a stimulus for this activity students might first look at a list of members of the Parades Commission in Northern Ireland [for list and details of the role of the Commission see page 9]. Are they surprised by any of the people included ... why do they think that certain people might have been appointed?

Students' task is to nominate a selection panel who will be responsible for appointing a new chief constable for the fictional county of Smithshire [this could be substituted with details of your local area if preferred].

Groups will need: a set of 10 role cards for the candidates [name on one side, description on the other]; a county profile; and a selection panel diagram, [see pages 38 – 41].

Students working in groups will need to agree a choice of 6 people from 10 possible candidates, and to appoint one of these as a chair. [This might be done by physically moving the role cards in and out of the selection panel circle until a final decision is agreed].

Each group should then identify the factors that most influenced their decision, and also any difficulties that they faced. Issues of inclusion, representation, bias, discrimination, power and responsibility should all feature as part of this discussion. [Some of these terms or ideas might be discussed prior to the activity, or they could be drawn out through the activity de-brief].



□ Applying for the job of Chief Constable

This is a task for students to complete individually.

In response to a selected job advert, students should write a letter in support of their application for the post of Chief Constable. They need to outline the priorities and challenges in the job as they see them, and suggest what strengths and qualities they would bring to the post.

□ Appointing a Chief Constable

There are a variety of ways that this activity could be approached.

Approach 1

- Students work in groups of 6 – each group is a mock selection panel. Each person takes on the role of one of the members of the selection panel, as previously chosen.
- Applications written by students [anonymously] are then submitted to each selection panel for consideration.
- Panel members argue for and against each application in role.
- A consensus is reached to appoint the new chief constable.

Approach 2

Mock interviews could be held, with students in role as selection panel members

Approach 3

Students work in small groups but out of role. They consider applications from their own personal perspectives.

□ De-briefing the process

Following any or all of the above activities students should be invited to share their views about the issues discussed. This might include ideas about how decision-making in public institutions should contribute to 'building citizenship'.

Smithshire County Profile

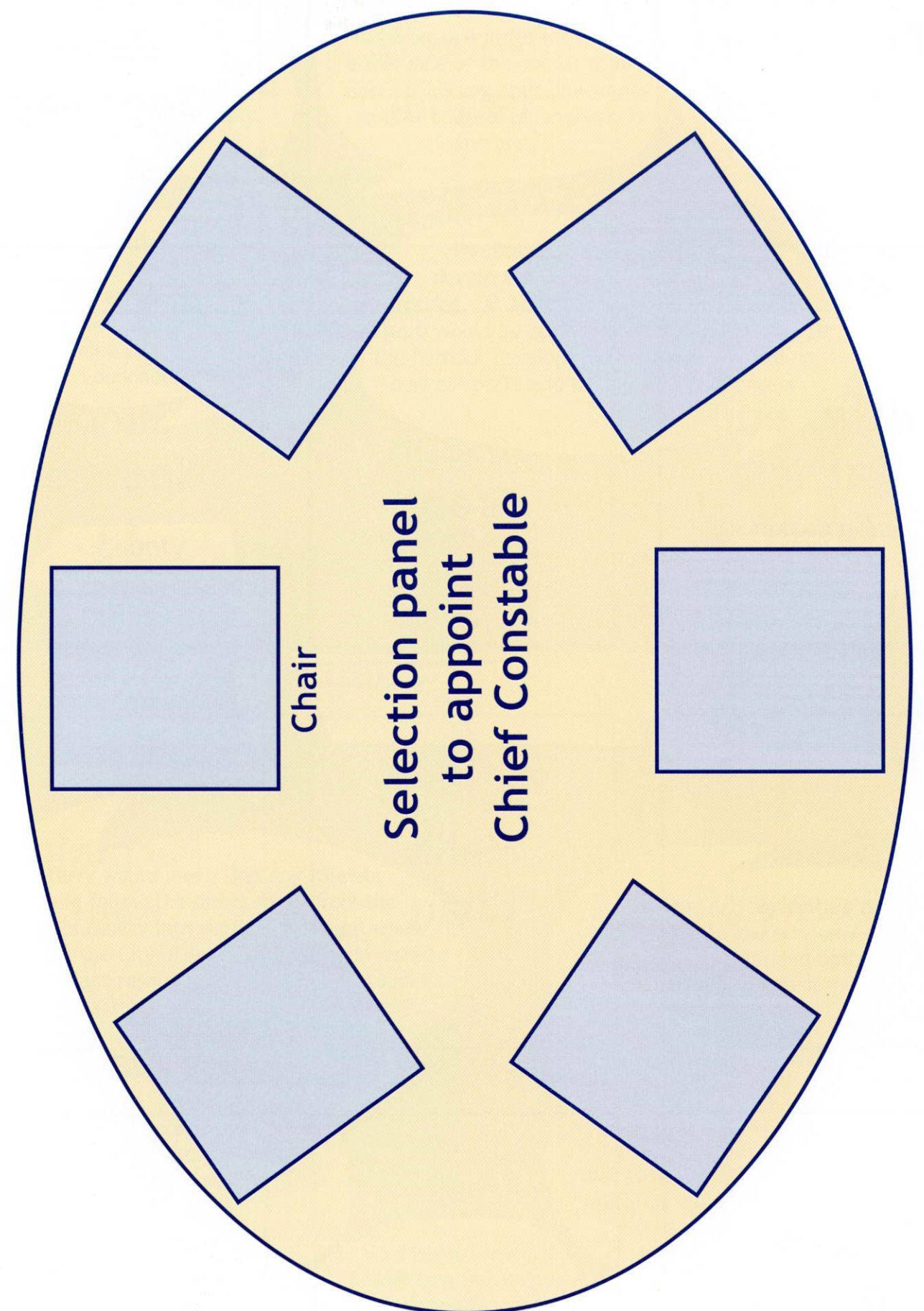
Smithshire county is made up of urban and rural areas, and has a multi-ethnic population. Communities vary in their social and economic make-up, and drugs, crime and racism are issues that concern the local population.

Recently an Asylum Seekers Processing Centre has been located in a part of Smithshire. This has led to campaigns in some local areas against asylum seekers.

The last Chief Constable had been personally criticised in some sections of the press for leading a force 'rife with racism', whilst others proclaimed the need for the police to take a tougher approach in their role as 'protectors of society'.



Selection Panel



**Dr Jaswant
Singh Rai**

**Noreen
Begum**

**Jane
Goodway**

**Reverend
Patricia
Green**

**Joseph
Grant**

**Simon
Spencer
J.P.**

**Susan
Yorke**

**Malik
Khan**

**Parmajit
Kaur**

**Nick
Rogers**

Representative of Residents Against Asylum Seekers. Wants to ensure that the new Chief Constable instructs his force to clamp down heavily on 'bogus asylum seekers' and social security fraudulent claims.

Works with the Asian Law Society. Has taken the previous Chief Constable to court over the handling of cases by his police officers.

Local doctor. Has worked in the area for the last 20 years in the inner city. Feels that an ethnic minority Chief Constable should be appointed.

Local magistrate for 30 years. An ex-army officer, feels the country is 'going to the dogs' and wants to see the police take a harder line.

Black British leader of a trade union. Feels that the police stop too many ethnic minority people and search them on suspicion of committing a crime.

Local vicar. Has spent a lot of time in Africa and India. Rev. Green has a conviction for smoking cannabis and feels that arrests for soft drugs are a waste of resources.

Labour councillor and local head-teacher. Feels the new Chief Constable must encourage more recruitment from ethnic minorities using positive discrimination if necessary. Also feels a female Chief Constable would be ideal.

Business man and Conservative councillor. Believes in 'law and order' and wants a male Chief Constable who'll lead by experience.

Wealthy business woman. Wants more police protection for businesses. Feels that a tougher stance ought to be taken on petty crime such as shop-lifting.

Retired dustman. Very worried about the rise in crime. Wants greater protection for the elderly and more 'bobbies on the beat'.



Exploring participation in the community

Aims:

- ☐ To identify and explore issues that affect participation in the community.
- ☐ To investigate some of the strategies and approaches used in Derry to support participation.
- ☐ To identify local participation issues, and to develop ideas for enabling greater participation in the future.

Extension Ideas:

Make contact with a local community organisation. Find out how they see the issues affecting local participation via a visit, phone-call, letter.

Students could find out what is happening in their area in response to Local Agenda 21. [This is providing a framework for locally based activity in support of sustainable development ... a global issue].

Web Links:

The following sites share different examples of community based initiatives in Derry. [See page 52 for further details.]

www.nerve-centre.org.uk

www.socialeconomyagency.org

www.freederry.org

In Derry ...

- ☐ Introductory activity... imagine that a new youth club is to be opened in the local area, eg in the centre of town. Brainstorm any issues that would influence young people's decision to attend. What would be the main issues or barriers that might prevent them from going along? For example: distance, transport, involvement of peer group?

Students working in groups to be given one case-study example [A or B] of a community based project in Derry, see pages 44 and 45. Each case-study shares an example of a project which aims to address a particular barrier to participation. [More able groups might benefit from exploring both case-studies together].

- ☐ Case-study information to be read and discussed.
- ☐ Students to list the strengths [possible benefits] of each project, and also to note any drawbacks or limitations of such an approach for: a) participants and b) the wider community. Ideas from groups to be shared.
- ☐ Groups to then brainstorm ideas for alternative approaches that could also have been used to address the same issue. [Aim here is to encourage awareness about the wealth of possibilities eg using music, art, culture, technology, the environment etc.]
- ☐ Using the City Vision images [A to J], students to identify images or captions [see page 21] that relate to the theme of participation. What do they deduce from these 'visions' about future plans for encouraging greater participation in Derry?

In your own place ...

- ☐ Students working in groups to identify a particular barrier to young people's participation locally.
- ☐ Their task is to design a project for young people which would aim to address this issue. [The framework shown opposite [page 43] could provide a support for this activity, with the scenario that the project proposal is to be submitted to eg. the local Council for funding. What features would they highlight to make this an attractive proposal?]
- ☐ They might then design a publicity poster or leaflet for their project to encourage young people to get involved. [This might include a logo or slogan.]
- ☐ Students could also be asked to explain what strategy they would use to make the best use of their posters. How / where would they distribute or display them to encourage the maximum response?
- ☐ Finally, students could share their own 'visions' about initiatives that they would like to see happening in their own town or area to support greater participation in the future.

Project Application Form

Date For Submission to

Title of project

Aim of project

Activities planned

Facilities or resources needed

Project outcomes

Proposed budget

Signed



Case study A: Cross Border: 'Youth and Citizenship' Project

Support organisation: *The Peace and Reconciliation Group.*

[A Derry based community organisation working with young people.]

Partner organisations: Donegal Youth Service, Waterside Youth Club and Clondermot Youth Club.



Project aims:

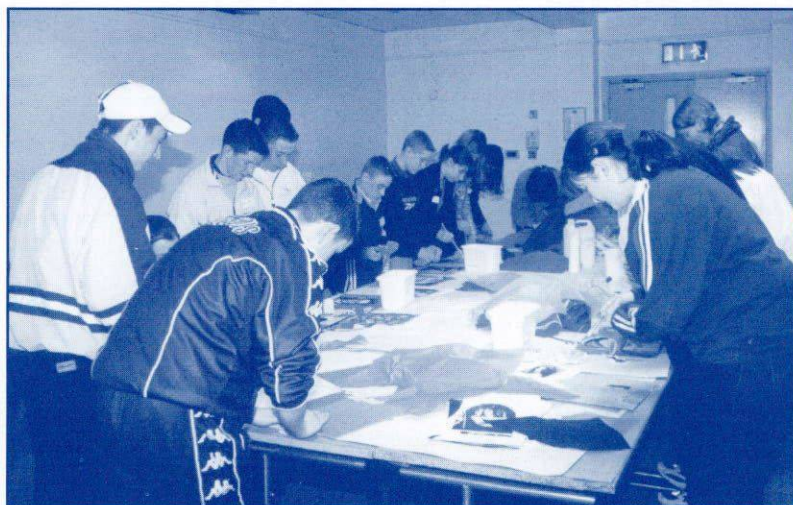
To enable young people from different social, religious or cultural groups to meet and share their views and experiences. The aim was for participants to:

- ❑ gain an understanding of different perspectives,
- ❑ explore their own attitudes and feelings,
- ❑ develop an awareness of how they could help bring about change.

Project Activities:

This project ran for one year. During the year participants were involved in workshops, visits to Belfast and Dublin, meetings with politicians and community leaders, and a conference for young people.

All the activities were designed to encourage discussion and debate. Participants shared their views, talked through disagreements, and explored ideas of identity, rights and responsibilities and decision-making.



Young people involved in a project workshop 'Identity through Art'.

Issues to be addressed:

The need for more opportunities for young people from different community groups [eg. nationalist / unionist, Catholic / Protestant and North / South of the border], to work together. Many people feel it is important to work on healing inter-community divisions in order to support greater participation in the future.

Participants:

Approximately 60 students drawn from a range of community groups in and around Derry, Letterkenny and Donegal.

Views from participants:

“ I got into this project by attending the Waterside Youth Club. During the year or so at this group I have experienced a lot and made some good friends on both sides of the community and the border. Even when the group ends I hope our friendship will last. This group has opened my eyes to the beliefs and cultures of Protestants in Derry and across the border. ”

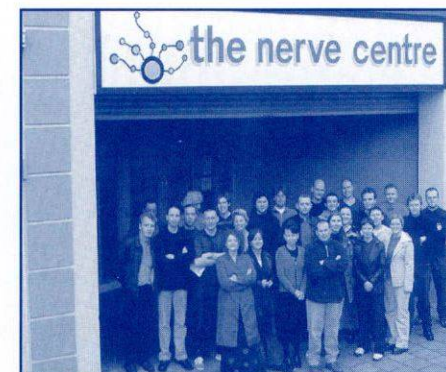
“ In this project I have enjoyed talking to my friends in Letterkenny and going away on trips ... and the youth leaders are quite fun. ”

“ The group is really good 'craic' [good fun] at times and we all seem to get on well, although we can get on one another's nerves but we laugh it off. I have really enjoyed being in the group and I'm sad it's coming to an end. ”

Case study B: 'Animating our History' Project

Support organisation: *The Nerve Centre.*

[A Derry based Multimedia and Arts Centre. Its vision is to 'drive change and growth through the innovative use of creative technologies'. See www.nerve-centre.org.uk].



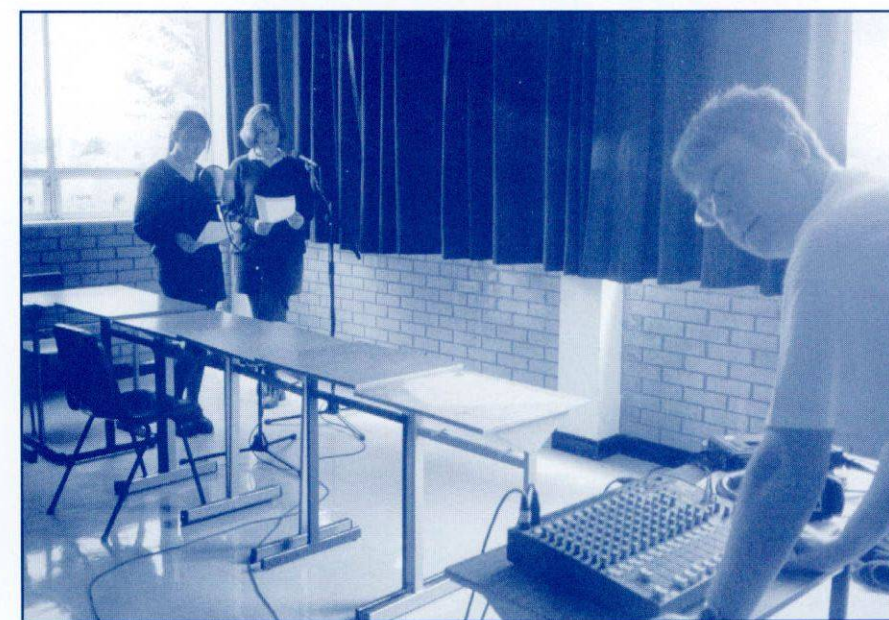
Project aims:

To enable groups of young people to investigate significant events from the past, and to share their ideas about these events through an animated short film.

The project was designed to encourage team-work, and to foster a sense of pride in the joint production.

Project Activities:

Two groups from schools in Derry, [Templemore Secondary and St. Cecilia's College] worked creatively to produce their own animated films. These films focused upon 'The Battle of the Somme' and 'The Easter Rising ... two significant events from 1916 which still evoke strong feelings today.



Students recording for their animated film.

Issues to be addressed:

The need for greater understanding about the different perspectives and views that exist about our past, if we are to support greater cross-community participation in the future.

Participants:

Thirty young people from Derry, aged 14 - 16.

Views from participants:

“ I feel like I've learnt a lot from this project. I found out things about our history that I didn't know before ... some of the symbols that you see on walls now mean more to me ... ”

“ I have really enjoyed this project. I was a bit worried at the start that it would be difficult, but it's been fun and we've all helped each other. ”

“ I had no idea about animation or film-making before getting involved. It's been really exciting seeing our ideas take shape and come to life. I now watch TV through different eyes! ”



4 Exploring the bigger picture

Aims:

- To investigate Derry's connections with other places.
- To explore ideas about how these external relationships might affect the 'building of new citizenship' in Derry.

Extension ideas:

Take further with an activity focused upon the proposed 'Council of the Isles'. What role could such a Council play in the future? How might it be elected? What responsibilities would you like to see it have? How could it contribute to the 'building of citizenship' in Derry and elsewhere? Politicians in all regions might welcome students' suggestions ...

Web Links:

www.ni-assembly.gov.uk
Northern Ireland Assembly site

www.assembly.wales.gov.uk
Welsh Assembly site

www.scottish.parliament.uk
Scottish Parliament site

www.parliament.uk
UK Parliament site

www.europarl.eu.int
European Parliament site.

www.joburg.org.za
City of Johannesburg site - useful for comparison with Derry. Site shares visions for the future of Johannesburg.

Derry like any city does not exist in isolation. Every aspect of life in the city is influenced by its relationship with other places in the surrounding region and the wider world. If residents in Derry are working to 'build new citizenship', part of what shapes this process will be changes and decisions that take place elsewhere.

Devolution, the Belfast agreement and the creation of the Northern Ireland Assembly have all contributed to major change within the UK and Ireland, and raise questions about the future of 'these islands'. In Europe there are new opportunities for grants and funding, together with the prospect of monetary union and closer collaboration with other regions. On an international scale, globalisation, greater movement of people, and advancements in communication and technology are examples of trends that are already having a major impact. What do these and other changes mean for future citizenship in Derry?

This activity is designed to enable students to consider some of the ways that Derry's links with other places might positively influence the 'building of new citizenship' in the city.

- Arrange students into groups, and begin by brainstorming suggestions for ways that Derry is linked to other parts of the world, [eg through trade, tourism, politics etc].
- Each group might then be given a copy of the framework shown opposite [together with City Vision images and vision captions [see page 21], as a support stimulus]. Their task is to imagine that they are a citizen of Derry, and to put forward suggestions about how the city's links to other places could help contribute to Derry achieving its City Vision, and 'building new citizenship'.

The following prompt questions could act as a support to students' discussions:

As a Derry citizen ...

In Ireland:

Would you like to see more or less cross-border [North / South] partnership in the future? How might it be useful, what worries do you have?

In 'these islands':

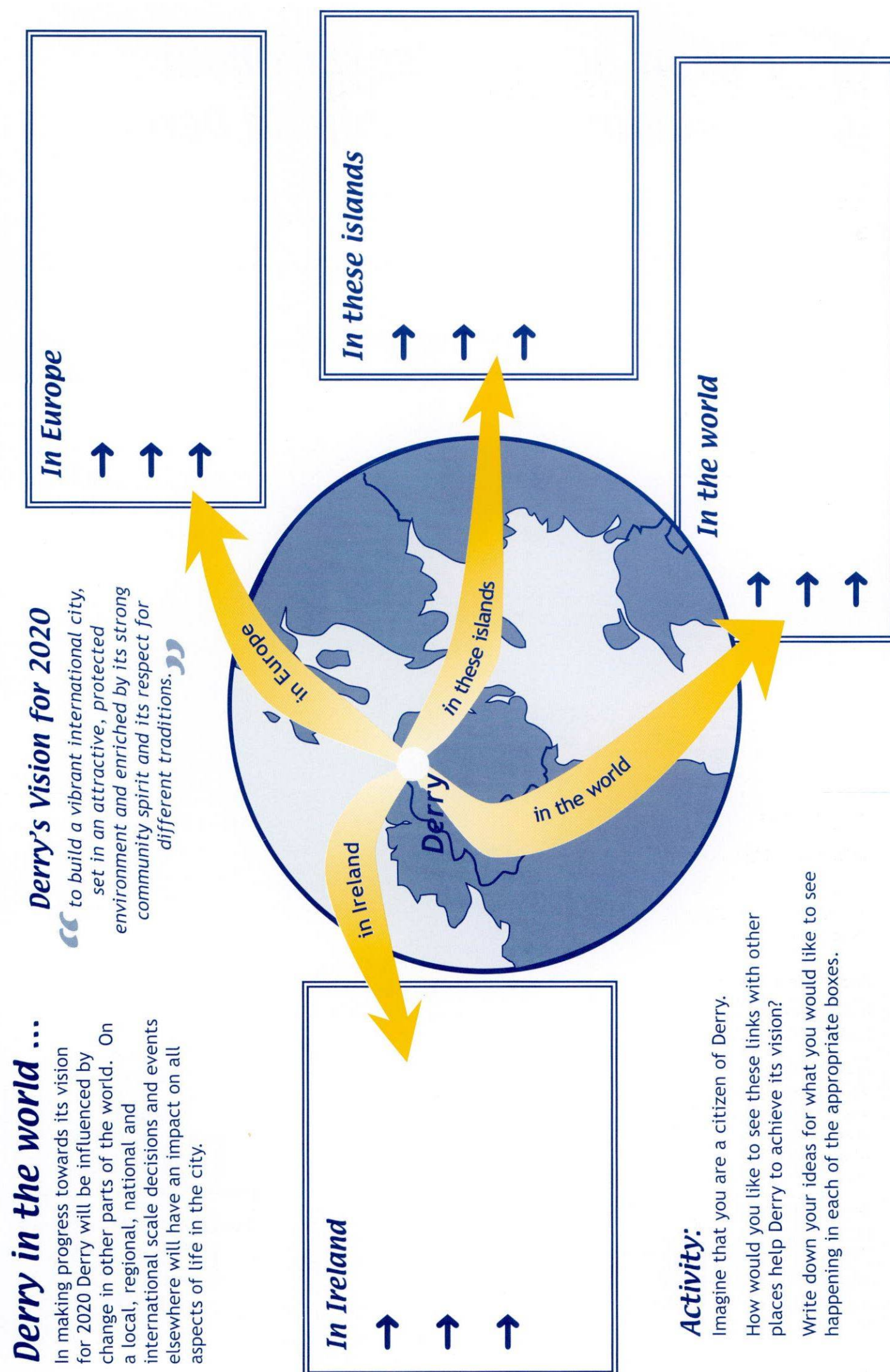
How important is the relationship with England / Scotland / Wales for the future of Northern Ireland and Derry? What would you like to see happening with any future Council of the Isles?

In Europe:

Should we be part of the Euro? What might be gained by accessing European funding? Would you like to see greater collaboration with Europe in the future?

In the world:

What kind of image do we want to project to the world of Derry / Northern Ireland to attract tourists, investment etc? What role could Derry citizens play in making the world a better place?





What have we learnt about 'building citizenship' in Derry?

Aims:

- To take stock of what's been learnt from experiences of 'building new citizenship' in Derry.
- Explore connections between issues and approaches for 'building citizenship' in Derry and in our own locality.

Extension ideas:

- What can we learn from these experiences with regard to the 'building of new citizenship' in our school or local community?
- Check out a local council or regional development agency web-site for details of local future planning or 'visions'. Drawing upon what's been learnt from Derry, what further change would we like to see happening to support the 'building of new citizenship' in our own area.

Web Links:

www.cityvision2020.com
Site sharing further information about the Derry City Vision.

Local examples:

www.birmingham.gov.uk
Birmingham City Council

www.go-wm.gov.uk

Local government site. Includes a sustainability strategy for improving the quality of life in the West Midlands.

Global example:

www.joburg.org.za
Johannesburg Council site. [From 'what's available' list choose iGoli 2002/2010 Plans for City Planning Visions and approaches].

The following activities have been designed to enable a synthesis of what has been learnt from experiences in Derry. They might be used with students towards the end of their programme of work in order to discuss their overall views and conclusions, and to compare their different perceptions of 'building new citizenship' in the city.

Referring to the set of Derry images [ie. photographs and City Vision images]

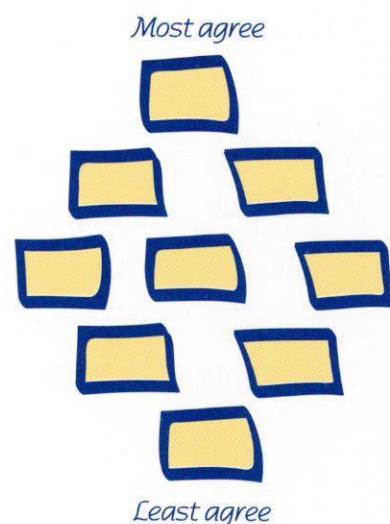
- Students to be asked to choose three images that say the most about 'the building of citizenship' in Derry. In groups they could discuss why they chose these three images for feedback to the whole class. De-brief discussion might focus upon which images were the most popular choice and why.
- Students might then be asked to choose an image that symbolises important issues for citizenship in their own area, what would they choose and why? Discuss.
- In groups, students to brainstorm what they have learnt about 'the building of new citizenship' in Derry from all of their investigations. [This might alternatively be done as a whole class activity].

The statements shown opposite were the views of a group of teachers involved in the development of these materials, about what they felt they had learnt about the 'building of new citizenship' in Derry. Give each group of students a set of the nine statements on separate pieces of paper, with one blank.

- Groups could then discuss the extent to which they agree with each of the statements. Their task is to rank the statements into a diamond pattern, as shown.
- Feedback discussion could focus upon the statement that groups most agree with and why, and also any statements that students added themselves.
- Students might then be asked to choose the statement that they feel is the most important for 'building citizenship' in their own place, explaining why. De-brief to draw out how much we have in common with Derry regarding the 'building of new citizenship'.

“No matter where we live, no matter what age, sex, religion, race or class we are, or perceived to be, we each have a unique contribution to make to the quality of life here.”

From Derry City Vision, 'First Plan for Progress'.



What have we learnt ...?

Names and symbols are important to people. To 'build citizenship' we need to take this seriously.

'Building citizenship' isn't just about sitting around in circles being serious .. its about having fun!

Citizenship is about basic needs like jobs and incomes too - without these other things can be irrelevant.

Having a vision of where you are trying to get to is important ... and its worth investing in this.

People from all sectors of society [ie business, education, community etc] have something important to contribute to the 'building of citizenship'.

Its important that people and groups in the community 'get on with the job of building citizenship' and that they don't wait for politicians or the Council to take a lead.

'Building citizenship' needs to embrace the needs of a diverse community and the many different identities that exist within this community.

Young people are the future - in order to 'build citizenship' it is important to create opportunities to build their confidence and enable participation.

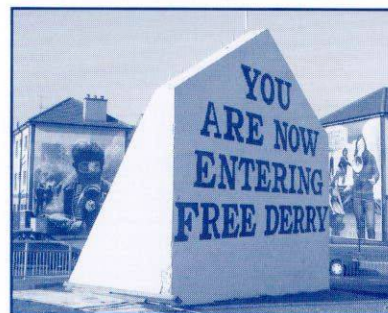
The process of involving people and giving them a say in what might happen in the future is essential for 'building citizenship'.





Derry photographs

These images might be used in a variety of ways to support discussion and debate about issues of citizenship in Derry ... and elsewhere. They are ideal as a stimulus for generating student questions and offer scope for relating issues back to students' own experiences. These notes offer some brief supporting information together with prompt questions in relation to each photograph.



1 Free Derry Corner

Monument erected following the Battle of the Bogside in 1969 symbolising the area's no go status for British troops.

- ☐ How do local people view this monument?
- ☐ Is its message still relevant today?

2 View of Derry and the River Foyle

This view is looking north. The Waterside area of the city is on the right bank, the Cityside is on the left. The hills in the background are in Donegal [across the border].

- ☐ The river divides the city into two ... what affect might this have for residents?
- ☐ How else might Derry's layout and location affect issues of citizenship?

3 View of Derry, Cityside

Craigavon bridge links the two sides of the city, and the 'Hands across the Divide' statues [see front cover] are located just at the end of this bridge. St Columb's Cathedral is also clearly visible.

- ☐ What changes have been taking place in central Derry?
- ☐ What kind of city might Derry residents aspire to having in the future?

4 View of the Bogside from the City Walls

The Bogside is a predominantly Nationalist area of Derry and was the scene of a number of incidents at the height of 'the troubles', [including Bloody Sunday]. Free Derry Corner and a mural by the Bogside artists can be seen in the photograph.

- ☐ How might events in the past have impacted upon this community?
- ☐ What might the murals, monuments and other features tell us about feelings in this community today?

5 The City Walls

This is a view of an area just inside the City Walls [Guildhall square is the other side of the Walls] and the Tower Museum is also nearby.

- ☐ Is this market area used by many local people, tourists or visitors?
- ☐ What other facilities / opportunities does the city Centre have to offer ... for residents, visitors etc.

6 Bloody Sunday Annual March

A march held in remembrance of those killed on Bloody Sunday. The march is led by relatives holding images of the dead.

- ☐ Who else is involved in this march?
- ☐ Is it a memorial or a protest?
- ☐ What are the implications for the wider community?

7 Saville Inquiry

Witnesses asked to come forward to contribute towards the Saville Inquiry into the events of Bloody Sunday.

- ☐ What impact might such an Inquiry have upon people in Derry?
- ☐ What might local people hope is the outcome of this Inquiry?
- ☐ What might the British Government want to see happening?

8 Apprentice Boys of Derry parade

Annual 12th August parade, through the centre of Derry. [The Apprentice Boys are an organisation affiliated to the Orange Order, see page 5.]

- ☐ Why is this parade held, what is its significance?
- ☐ What are the views of the local community?
- ☐ What have been the implications of the Peace Process for such parades?

9 British Army Watchtower

This Watchtower is located at Grand Parade, City Walls. The tower and the surveillance equipment overlook the Bogside area of the city.

- ☐ Who would have decided to build this watchtower?
- ☐ What was its purpose ... has this changed?
- ☐ What are the views of local people about it?

10 Young people's election

Voting as part of elections for the Youth Council in Derry, in the Guildhall.

- ☐ How are young people able to have a say in decision-making in Derry?
- ☐ What attitudes exist about current democratic processes?
- ☐ What change is being proposed for the future?

11 'Port Pageant' celebration

Located in the Craft Village in the city centre, this drama is based upon the theme of emigration. The Craft Village itself has been invested in as a tourist attraction.

- ☐ Who might have organised this event and who is it for?
- ☐ How important is tourism for Derry?
- ☐ What different views might exist about Derry's history?

12 Lisahally Port

This port is an essential trading link for Derry and the North West region to the wider world. It is the most westerly port in the United Kingdom.

- ☐ What is the truck delivering or collecting?
- ☐ How many people might be employed at this port?
- ☐ What other places have connections to Derry through this port?

13 Millenium Forum Development

New development in central Derry supported by Millenium funding.

- ☐ How might this development benefit Derry?
- ☐ What choices are being made about new facilities for the city?
- ☐ What decision-making processes might be involved?

14 Civic Parade

This Parade is part of the 'Walled City Festival' ... an annual Derry event. The Parade in 2000 included performers from the Notting Hill Carnival and attracted floats and exhibits from throughout the North West.

- ☐ Does this parade involve people from all communities in Derry?
- ☐ How do local residents and business people view the parade?
- ☐ Are such events of benefit to the city of Derry?

15 Workshop activity

Young people are engaged in a workshop with the theme 'exploring identity through art'. This is one of many educational projects involving young people in and around Derry, [see page 44].

- ☐ What are participants doing?
- ☐ Why are they there?
- ☐ Is such activity important for the future in Derry?

16 Shipquay Street at night

Shipquay Street is one of the main thoroughfares in central Derry, and the location for many shops and facilities.

- ☐ How accessible are these facilities for Derry residents?
- ☐ How is the social and economic activity in this photograph affected by events and decisions elsewhere?

Note: For information about photographs 17 – 26, see pages 16 and 17.

Acknowledgments

1. Martin Melaugh | <http://lcain.ulst.ac.uk/lphotographs>
2. Martin Melaugh | <http://lcain.ulst.ac.uk/lphotographs>
3. Martin Melaugh | <http://lcain.ulst.ac.uk/lphotographs>
4. Martin Melaugh | <http://lcain.ulst.ac.uk/lphotographs>
5. Martin Melaugh | <http://lcain.ulst.ac.uk/lphotographs>
6. Joanne O'Brien | Format
7. Joanne O'Brien | Format
8. Neil Jarman | <http://lcain.ulst.ac.uk/lphotographs>
9. Martin Melaugh | <http://lcain.ulst.ac.uk/lphotographs>
10. Derry City Council
11. Derry City Council
12. City Vision 2020 Derry ~ Londonderry
13. Derry City Council
14. Derry City Council
15. Cross Border 'Youth and Citizenship' Project | Peace and Reconciliation Group
16. Martin Melaugh | <http://lcain.ulst.ac.uk/lphotographs>



Useful web-sites

Good for historical and background information about the conflict in Derry and Northern Ireland

- * <http://cain.ulst.ac.uk> - top recommended web-site. An extremely comprehensive web-site, organised into a number of sections [the section on 'conflict background' is particularly useful]. Via this section you can gain access to a wealth of superb visual material linked to the history of 'the troubles', symbols, murals, posters and parades. You can also access a wide collection of images of Derry and other locations in Northern Ireland.

Much of the other material on this site is in the form of extracts from papers and publications - detailed and informative, but with an academic emphasis. Also excellent range of links to other sites.

<http://ireland.com> - Irish Times newspaper site, includes an excellent section 'the Path to Peace' which includes a good historical overview.

www.incore.ulst.ac.uk - INCORE is a global centre for the study and resolution of conflict. This web-site provides good background material, and offers an overview guide to internet sources on conflict in Northern Ireland.

www.community-relations.org.uk/community-relations - Web site of the Community Relations Council. Offers info about the work of the Council ... good on 'terminology' ... background to some of the terms used and the context for current community relations in NI. [Quite academic in style].

www.bloody-Sunday-inquiry.org.uk - Official web-site sharing information about the inquiry into Bloody Sunday. Plenty of information, though more suitable for teacher access.

www.bloodysundaytrust.org - This is a comprehensive site coming from a republican perspective. It offers a superb selection of photographs [follow Education Resources to find these]. Also has a good range of links to other sites.

www.symbols.org.uk - This educational web-site links to a CD ROM, and has been produced by the Dept. of Education and the Community Relations Council. It focuses upon two events in 1916: the Battle of the Somme and the Easter Rising.

www.megastories.com/ireland/derryindex.shtml

- This site is put together by a group of independent journalists known as 'Out there news'. They use Derry and its history as an illustration of 'the troubles' in Northern Ireland. It includes a visual Derry timeline ... key events in Derry's history can be clicked onto for further information.

Derry today - useful sites:

- * www.derrycity.gov.uk - Derry City Council web-site. A newly developed site - plenty of information, accessible layout and very visual.
- * www.cityvision2020.com - This site is produced by the City Partnership Board. They have undertaken a major consultation of local residents and this site shares detailed information about the results. The proposals which have been developed by the City Partnership following this consultation process ie. a 20 year vision for Derry are outlined on this site.

www.megastories.com/ireland/derryindex.shtml

- Web site of the Derry visitor and Convention Bureau. Contains tourist information, useful for maps and photographs.

www.megastories.com/ireland - Includes a map of Derry with significant Republican / Loyalist features marked. Each feature can be clicked onto for further information.

www.donegalnews.com - Derry people and Donegal News - local newspaper web-site.

Community Organisations in Derry:

www.nerve-centre.org.uk - Web-site of the Nerve Centre, a Multimedia and Arts Centre based in Derry. Gives an overview of what the Centre offers and some background about its ethos, how it was established etc.

www.socialeconomyagency.org - Site for NJCDA, N. Ireland Co-operative Development Agency, working with local communities to develop community owned enterprises. This site contains case study information about: Creggan Enterprises Ltd; Derry Credit Union Ltd; North and West Housing Association.

These web-sites have been identified as potentially useful sources of information. Those 'starred' we recommend as being particularly useful to supporting students' investigations. Teachers should be aware that some sites will contain overt political viewpoints.

www.freederry.org - This web-site shares information about the Brandywell and Bogside Initiative [supporting a particular nationalist community]. It gives a good insight into local perspectives and issues. Also links to a site for the Dovehouse Community Trust, sharing examples of projects and experiences of young people.

Northern Ireland today, useful sites:

- www.nio.gov.uk - The Northern Ireland Office Site.
- www.doeni.gov.uk - The Department of the Environment, Northern Ireland. Includes a section 'Shaping our future' which shares the current regional development strategy.
- www.bbc.co.uk/northernireland - BBC Northern Ireland site.
- www.belfasttelegraph.co.uk - Belfast telegraph site [good on Patten report - includes interviews].
- <http://ireland.com> - Irish Times newspaper site, useful 'Path to Peace' section.
- www.guardian.co.uk - includes a searchable archive.

Policing issues:

www.ruc.police.uk - Royal Ulster Constabulary site

For comment and analysis on policing issues see:
<http://cain.ulst.ac.uk/issues/police/police.htm>

and also see media sites listed above, particularly

www.belfasttelegraph.co.uk

<http://britain-info.org>

See Law and Order section under Northern Ireland.

Parades:

www.paradescommission.org - site of the Parades Commission, providing overview information.

Political parties / movements / organisations:

www.ni-assembly.gov.uk

Site of the new Northern Ireland Assembly. Provides an overview of the work of the Assembly ... and includes a live link to watch debates as they happen.

www.uup.org - Ulster Unionist Party.

www.indigo.ie/sdlp - Social Democratic and Labour Party.

www.dup.org.uk - Democratic Unionist Party.

www.sinnfein.ie - Sinn Féin.

www.allianceparty.org - Alliance Party of Northern Ireland.

www.pitt.edu/~novosell/northern - Northern Ireland Women's Coalition.

www.pup.org - Progressive Unionist party.

www.udp.org - Ulster Democratic Party.

www.niup.org - Northern Ireland Unionist Party.

www.labourni.org - Northern Ireland Labour Party.

also:

www.ulster.org.uk/ulsternet - information about various Unionist institutions and groups, together with background information about Unionism.

www.grandorange.org.uk - Orange Order web-site.

Education sites:

- * www.tidec.org - Teachers in Development Education web-site, shares information about Tide~ projects - see Derry / Londonderry page for complementary materials and links to other web-sites.

www.globaldimension.org.uk - a National Grid for Learning database of useful materials for supporting a global dimension at all key stages.

www.developmenteeducationireland.org - Developed by three NGOs in Ireland [including 80:20], this site contains photo and cartoon libraries and a wealth of useful material for supporting teachers' and students' work about global issues.



Useful resources ... to support teaching about Northern Ireland

Northern Ireland ~ A place apart?

Exploring Conflict, Peace and Reconciliation in these Islands.

Published jointly by 80:20 Educating and Acting for a Better world and the Glencree Centre for Reconciliation, 2000, [available from DEC Birmingham].

The resource is designed for use with students aged 14+. It is based upon three key ideas:

- the conflict in Northern Ireland is not just about Northern Ireland – it is about both of these islands and needs to be addressed on both islands;
- there is a need for educational resources which deal with the conflict and its consequences;
- young people have a need and a right to engage with issues of Conflict, Peace and Reconciliation.

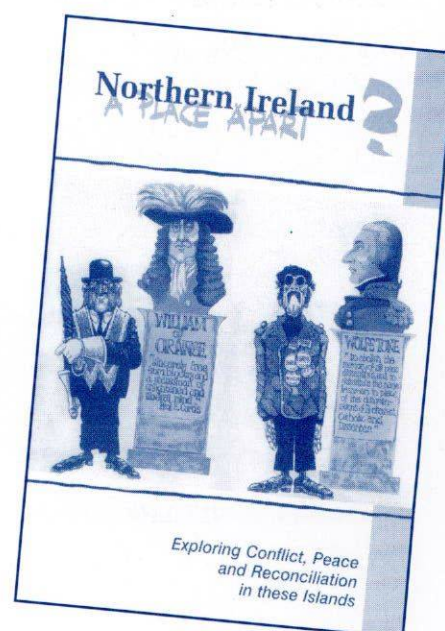
The resource provides a range of activities and information designed to encourage understanding of, and engagement with, issues of peace and reconciliation. It is divided into four sections:

Section One – A range of activities for introducing the issues;

Section Two – Photo-copiable stimulus material including cartoons, statistics and viewpoints relating to key issues;

Section Three – Explores two key issues; the impact of conflict and the meaning of reconciliation;

Section Four – Details of where to go for further information.



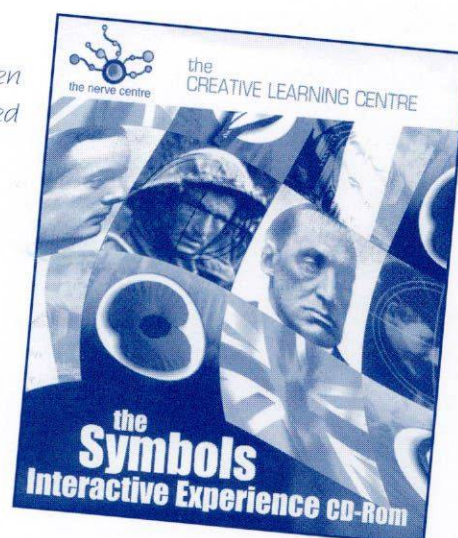
Also available:

Northern Ireland: Roots of Conflict, Routes to Peace, National Peace Council, 1999.

This resource provides a clear summary of the history of 'the troubles' in Northern Ireland and activities for exploring key issues. It also includes seven personal stories of how different people affected by the conflict have responded to their situations, and extracts from texts such as the Belfast Agreement.

The Symbols Interactive Experience CD-Rom, the Nerve Centre, Derry, 2001. [see also www.symbols.org.uk]

This series of educational CD Roms is designed to enable young people to explore major symbols of cultural identity in Northern Ireland today.



Resources for supporting citizenship education ~ with a focus on issues:

All together now ~ Community Participation for children and young people, Save the Children, 1997.

This report takes a critical look at the reality of young people's involvement in community life, and recommends ways of supporting active participation.

Citizenship: the global dimension ~ Learning skills for a Global Society produced by a consortium of organisations including: Central Bureau, Commonwealth Institute, Council for Education in World Citizenship, Council for Environmental Education, Development Education Association and Oxfam, 2001.

This booklet provides ideas and support for a global dimension to citizenship education.

Developing Rights ~ Teaching rights and responsibilities for ages 11 - 14, Oxfam, 1998.

An activity focused handbook supporting work with young people about rights and issues in a social and global context.

Learning to participate ~ human rights, citizenship and development in the local community, DEC Birmingham, 1996.

Explores ways of understanding human rights, citizenship and development issues in the local community. Events in Handsworth in 1985 provide a particular focus for discussion and debate.

Making Peace ~ Teaching about conflict and reconciliation at key stage 3 and 4, Oxfam, 1997.

Offers a range of activities for learning about peace and conflict. Includes testimonies from young people from Africa, the Middle East and South America.

For further information about useful resources please contact:

Development Education Association

[Umbrella body for a wide range of development education organisations throughout England].

29 – 31 Cowper Street
London
EC2A 4AP

Tel: 0207 490 8108
Web-site: www.dea.org.uk

80:20

Educating and Acting for a Better World

St. Cronan's BNS Vevay Road
Bray
County Wicklow
Ireland

Tel: 003531 286 0487
e-mail: info@8020.ie

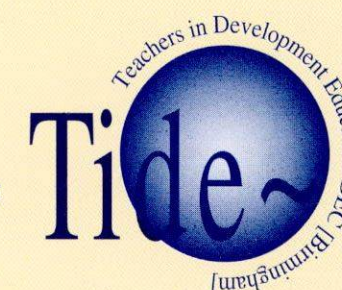
The Development Education Centre [Birmingham]

[base for the Tide~ Resource Centre]

998 Bristol Road
Selly Oak
Birmingham
B29 6LE.

Tel: 0121 472 3255

Web-site:
www.tidec.org



'Building new citizenship' ... supports citizenship education at key stage 3. Drawing upon photographs, maps, data, quotes and other stimulus material from Derry / Londonderry, themes of identity, participation and democracy are explored, and related to students' own experiences.

The activities provide opportunities for debate and discussion, and encourage students to 'think critically and creatively'. Inter-woven throughout the materials are links to useful web-sites, essential for providing up to date information and local perspectives as a support to students' investigations.

"Whatever its actual size, a city must be big enough to embrace diversity and be enriched by it. We can best share this city by making space in our minds and hearts for each other, not only for those we perceive as kindred spirits but also for those who hold different viewpoints. Our own citizenship is enhanced when we freely recognise and uphold the rights of others to differ, and still have an equal voice and an equal role to play in all the decisions that affect our daily living."

*Vision statement from the Derry/Londonderry
'First Plan for Progress', 2000 – 2005*

