

EXTREME DIALOGUE.ORG





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Union

Billy's Story – Resource Pack

Find out more about Billy's story using this multi-media educational resource that further explores issues surrounding the radicalisation of young people today.

About Extreme Dialogue:

The Extreme Dialogue project aims to reduce the appeal of extremism among young people via a series of short films and educational resources that can be used in classrooms or community settings and are intended to build resilience to extremism through active discussion and enhanced critical thinking.

The project has brought together an international consortium of expertise including the Institute for Strategic Dialogue, the educational charity the Tim Parry Johnathan Ball Foundation for Peace and film-makers Duckrabbit.

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INTRODUCTION

WHO IS THE RESOURCE PACK FOR?

This resource pack is aimed primarily at young people aged 14-18 years. Whilst these may be the primary age groups, it could easily be used with audiences a little older or perhaps even a little younger depending on their maturity levels and levels of support. The resource or exercises within it could also be used with and by those tasked with working with young people as an opportunity to further explore issues surrounding extremism and radicalisation.

WHAT DOES IT AIM TO DO?

The resource pack aims to provide opportunities for exploration and further learning to accompany the films which feature people who have perpetrated or survived extremism, or who are experiencing transition and marginalisation.

It provides a series of exercises and activities to enable robust conversations to take place around what can be a difficult topic to explore.

We aim to develop young people's educational, psychological and social understanding through the resource by;

- Increasing young people's knowledge and understanding of violent extremism and its roots.
- Challenging myths and misconceptions held around individuals and groups.
- Increasing contact with individuals and their stories, building empathy and association.
- Evaluating why individuals become motivated to join extreme groups and commit violence.
- Analysing the consequences and effects of violent extremism.
- Developing the skills to think critically.
- Considering how young people can be involved in influencing and affecting change.

Exercises and activities are deliberately participatory to maximise participation and encourage learning from the wider group. Our approach is one of the facilitation of learning to encourage participation, openness and collective learning. For this reason we avoid providing single or limiting solutions and responses so as to encourage expression and engagement through participants' contributions and responses. We have found this approach to be particularly successful when working across mixed groups and on topics that can sometimes be difficult to engage with.

Within the resources, you will find the following:

- Questioning and explorations – to enhance participants' own emotional literacy and responses to content, to share different perspectives and viewpoints.
- Narrative exercises – setting the record straight.
- Problem solving – exercises to be delivered or carried out in a large or small groups. These are included to encourage participants to think about doing things differently, entertaining new possibilities and exploring alternatives.
- Moral reasoning – scenarios and situations to encourage critical thinking and the consideration of what makes up our own core values and shared beliefs.
- Choices and consequences – the impact of actions and decisions, including considering the impact on victims.
- 'Get Active' – what can you do? 'We need you to....' Exercises to explore the next steps for individuals and communities and consider practical steps to achieving that.

USING THIS RESOURCE

The resources have been designed to examine numerous themes and topics within the films. The Prezis and the accompanying session plans work through chronologically providing a series of additional films, images and audio quotes to complement the films.

We do, of course, advocate that all sessions are undertaken with groups in order to maximise the learning possibilities available. We do however recognise that people may not wish to do so, and as such, sections tend to be contained and concluded to enable safe navigation between them.

Each of the workshops are quite lengthy and run at between 3.5-4.5 hours on average. You could consider cutting these sessions down to be delivered in 1-1.5 hour chunks depending upon what you have time for in your session. Similarly, the timings given for each activity or exercise are intended as guidelines and some groups may wish to shorten or extend the open discussions depending on their time constraints.

PREPARING FOR THE SESSION

In preparing for the workshops, it is recommended that facilitators familiarise themselves with all content prior to using it. This includes viewing all of the short films and reviewing the exercises that are contained within.

Some of the exercises may require that lists or sheets are printed out in advance. Some of the exercises do not have instructions on the screen - this is deliberate so as to provide variety and flexibility within delivery. As such, the facilitator should familiarise themselves in advance.

In order to deliver the session effectively, facilitators may wish to ensure that there are flip chart pads and/or large pieces of paper available so that groups can record their responses collectively and share with the wider group in plenary.

DELIVERING THE SESSION

It is often a good idea to spend time establishing the group and what they are about to embark upon in terms of the learning journey. This can take the form of simply speaking to the group to explain what it is that they are about to view and discuss. It is however often useful to establish an agreement or set of rules and expectations around participation. For an established group, this may not be necessary as patterns for learning may already be well established and work well. For other groups, it can be helpful in promoting confidence and encouraging participation in discussions on a topic that some may find difficult. Statements such as 'really listening to others - even when difficult' may appear, as well as more usual requests such as 'mobile phones on silent to avoid distraction', etc.

Suggestions have been made about asking people to work individually, putting people into pairs or into small groups. It may be that, as a facilitator, you wish to change this a little and switch between these, either increasing or reducing the size of your groupings. You should feel free to exercise your own judgement depending on what you feel is appropriate for the group whilst ensuring that safety is paramount for participants.

There are some notes within the resource packs to give clarity over the learning points and provide notes for the educator. These are not however exhaustive and are designed to allow the facilitator to apply with a certain amount of freedom and flexibility. That said, there are clear safety considerations with these resources. These are not the types of topics that are always familiar to participants and could evoke emotional responses. It is important that the facilitator considers this in their construction and delivery of any session. Furthermore, due to the nature of the content it is important that the facilitator remains available during the session. This could mean visiting small groups or being on hand for a one-to-one chat during or after the session.

FEEDBACK

If you valued using the resources, or have ideas on how they could be improved, please get in touch via info@extremedialogue.org.

PRE-FILM EXPLORATION

7 minutes

ACTIVITY	LEARNING OUTCOMES	TEACHING POINTS
<p>Introduction to session</p> <p>Duration: 2 minutes, Prezi Frame: 1</p> <p>Brief overview of what the group will be doing and watching (based on notes above) and how the material can at times be provocative or heavy. The session will require engagement and participation if we are to get the most from this.</p> <p>The group will view a series of films, with exercises and explorations in between.</p>	<ul style="list-style-type: none">▪ To introduce the participants to the process and set expectations.	<p>There may be questions, these can be acknowledged, but may be answered later in the process. The important thing here is that everyone is clear about the process.</p>
<p>Exercise: Billy</p> <p>Duration: 5 minutes, Prezi Frames: 4-5</p> <p>1. The group is shown a picture of Billy on the screen.</p> <p>2. Ask the group to look at it and think about these questions:</p> <ul style="list-style-type: none">▪ What sort of a person do you think he is?▪ How old is he?▪ What do you think his achievements might be?▪ What sort of things do you think he has done, or wants to do?	<ul style="list-style-type: none">▪ The idea behind this activity is to develop some form of connection with Billy before the participants learn the whole story.▪ In line with some core elements about prejudice and assumptions, the participants can compare their concepts before and after seeing some of the	<p>This is a whole group exercise to simply and briefly introduce the subject of the films: Billy McCurrie.</p> <p>Encourage open conversation around the question points.</p> <p>Acknowledge and register all answers, try to do so without being judgemental about their observations.</p> <p>When answers emerge, ask things like:</p> <ul style="list-style-type: none">▪ “What gives you that impression?”▪ “How did you come up with that?”

<ul style="list-style-type: none"> ▪ What do you think his family is like? <p>3. Ask open questions to the group about their responses:</p> <ul style="list-style-type: none"> ▪ What gives you that impression? ▪ How did you come up with that? <p>4. Finally, once they have concluded the conversation reveal some key facts about Billy to satisfy some of their curiosity:</p> <ul style="list-style-type: none"> ▪ Name: Billy McCurrie ▪ Age: 57 ▪ Born: Belfast, Northern Ireland ▪ He is now a Baptist Minister and public speaker ▪ He is married with children, and lives in England 	<p>film.</p>	<p>This is a relatively brief activity.</p> <p>The main idea is to begin to forge a connection with Billy of some kind.</p>
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REVENGE/RIPPLE/PUSH AND PULL

1 hour 30 minutes

ACTIVITY	LEARNING OUTCOMES	TEACHING POINTS
<p>Exercise: Grandma's Footsteps</p> <p>Duration: 25-30 minutes, Prezi Frames: 8-12</p> <ol style="list-style-type: none">1. Explain to the group that you are about to do an exercise. Ask them to stand in a group.2. Ask for a volunteer from the group. The rest of the group are to then assemble at one end of the room.3. The volunteer needs to stand at the other end of the room facing the wall (their back facing the group).4. The person on their own is 'grandmother', everyone else wants to become grandmother. They can do this by creeping up behind her and touching her on the back.5. Grandma can however look around any time she likes. IF she SEES any movement she can send that individual player to start again. Grandma's word is final. No contest.6. If somebody does manage to touch her on the back without having been seen to move, they become grandma and everybody starts again.7. Play this game for a minimum of 2 rounds (2 grandma's) but allow for more if you have time. Judge this based on the group's participation	<ul style="list-style-type: none">▪ The exercise generates 'frustrations' and responses to 'being sent back'.▪ When a player becomes Grandmother they may be stricter than the grandmother they replace.▪ Learning is about responses to rejection, failure and pain.▪ Sparks discussions about how pain and rejection can make us desire revenge.▪ Identifies the fact that when we feel persecuted, we may try to 'hide' and break the rules.▪ Can identify perceived responses to 'unfairness'.	<p>Encourage all the players to do well.</p> <p>Try to avoid giving too many rules or playing the role of arbitrator too readily.</p> <p>The exercise is about observing behaviours and these will occur more naturally, aiding an effective debrief – if you hold back from imposing.</p> <p>It is useful to remind Grandma that she might need to give the group a chance to move at all – turning around too frequently may frustrate and stifle the game too much.</p> <p>The facilitator can write down comments heard during the game, and feed them back to the group later.</p>

<p>and responses.</p> <p>Debrief –</p> <p>8. Draw on the comments you picked up as facilitator during the debrief:</p> <ul style="list-style-type: none"> ▪ What happened during the exercise? (list behaviours, tactics and strategies) ▪ What does it feel like to be sent back? ▪ How did it affect the game when people were sent back? ▪ When can these feelings happen in real life? ▪ How do people respond when they feel rejected or punished? ▪ What did people want to do when they were sent back? <p>You can also draw on your observations about the grandma's and even ask Grandma and the wider group:</p> <ul style="list-style-type: none"> ▪ What tactics did Grandma use? ▪ What happened when a new Grandma took over – was that person more or less controlling? Why do you think that was? ▪ What is it that makes people more controlling when they have been 'hurt' themselves before? 		
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Mini-Northern Ireland Historiography: Timeline and Highlight Events, Map

Duration: 15 minutes, Prezi Frames: 13-34

1. Explain to the group that they are now going to be taken through a short history of events the Northern Irish conflict, and a story about one person, Billy, and their experience of the conflict.
2. Explain that this session is about understanding the context of the conflict that took place in the home country of Billy – Northern Ireland.
3. Using the Prezi and referring to the screen slide by slide (step by step) take the group through the historiography, event by event drawing on the information contained in the fact sheet attached on page 26 of this pack.
4. As you talk through the different events, ask the group questions –
 - Have you ever heard of the Celts?
 - How do you think people might have reacted in response to their land being taken over by English people?
 - Do you know what happened in the Great Potato Famine?
 - Why do you think some people wanted an independent Ireland, not ruled by the British Government? Were there people who didn't want an independent Ireland?

- Introduces the group to the context of the story that will now play out in the films and workshop.
- Provides an opportunity to connect with the Northern Ireland conflict and ask questions that may help their learning.
- Looks at the bigger picture, whilst focusing on one experience (Billy's) of the Northern Ireland conflict.

As you talk through the different events, ask the group questions to help gauge their understanding and absorption of the material.

Try to keep this exercise brief, yet interesting.

The aim here is not to teach this timeline, but rather to show and share the gravity and complexity of the history of Northern Ireland, and show where Billy's experiences took place in it.

The facilitator can also consider adding research exercises in to this by sending the group away to learn more about certain events/ groups, for example.

Revealing Billy's story, and his consequential actions could result in a conversation that will be discussed later in subsequent exercises, so reassure the group that you will get to talk about Billy's story during the rest of the workshop.

<ul style="list-style-type: none"> ▪ Have you ever heard of the “Troubles”? ▪ What do you know about Northern Ireland nowadays? <p>5. Debrief: Conclude the session by asking the group the following:</p> <ul style="list-style-type: none"> ▪ Did anything surprise you? ▪ How do you feel towards Billy now you know what happened to him, and what he did? ▪ What do you want to know more about? 		
<p>‘Safety’ slide</p> <p>Duration: 30 seconds, Prezi Frame: 35</p> <p>Click on Prezi</p> <p><i>‘The short film you are about to watch can be provocative and even upsetting for some. Take care of yourselves.’</i></p>	<ul style="list-style-type: none"> ▪ Expectation setting ▪ Provides opportunity to establish safety in the group and the room – participants able to prepare themselves 	<p>Facilitator should have assessed the suitability of the film by viewing in advance.</p> <p>Prepare for answers to any questions.</p>
<p>Exercise: Watch the whole film: <i>Hurting and wanting to get your own back...</i></p> <p>Duration: 7-10 minutes, Prezi Frame: 36</p> <p>We have just watched an important and powerful film. We are now going to consider some of the aspects and themes that were explored at the very beginning of the</p>	<ul style="list-style-type: none"> ▪ The participants connect with a true story. ▪ They see a first person account of an experience of politically motivated violence. ▪ Responses to grief and pain are explored. 	<p>There may be an emotional response to the story. With this in mind, it is more useful to allow themes to develop and be explored than to necessarily complete the list of questions. Judge this as you see fit.</p>

<p>film.</p> <p><u>Debrief:</u></p> <ul style="list-style-type: none"> ▪ How do you feel? What did we see? ▪ What stood out? ▪ How did people respond to experiences that hurt them? Can you think of any examples of this? ▪ How did people push their pain onto others? ▪ How does it relate to the activities we have done so far? ▪ What do you think Billy was wanting/ feeling? ▪ How do you think Billy felt towards the people who killed his father? ▪ What do you think Billy wanted to do to those people? 		
<p>Exercise: Pulse Circle</p> <p>Duration: 25-30 minutes, Prezi Frame: 37</p> <ol style="list-style-type: none"> 1. Tell the group this is a very quick activity used to explore the speed at which things can travel through a community. 2. Ask the group to stand in a circle and to hold hands. 3. One pair of hands is broken so that the chain is not complete. One person is the start and the other the end. 4. The facilitator explains that a pulse (squeeze of 	<ul style="list-style-type: none"> ▪ An activity used to explore the speed at which things can travel through a community. ▪ The group experiences being part of a communication chain. ▪ They are part of a signal system, and can experience passing things on, and the speed at which information and action can travel. ▪ Exploration of the positives and negatives of passing things on and 	<p>The activity is a quick engagement with a stimulus and serves as the focus for a discussion about rumours, attitudes and what happens once information is shared/passed on.</p> <p>It can be useful to move people around, so that participants get to experience a number of different places and positions om the circle. It can also be helpful to ensure habits are broken as some partners do not always work well when stood beside one another. As facilitator, make changing places the ‘norm’ rather than a punitive measure after each round.</p>

<p>the hand) will pass around from the start to the end.</p> <ol style="list-style-type: none"> 5. A few practice rounds are undertaken. 6. The person at 'The start' will keep their eyes open whilst the other has their eyes closed. The facilitator explains that they will tap the 'Start person' on the shoulder and this is a signal to start the pulse. When the facilitator says stop, the pulse must stop travelling. 7. The group is asked to open their eyes; ask those who had a pulse to put their hands up. 8. The process can be repeated a few times (changing over the start and end points). 9. The facilitator can tap their own shoulder at any point instead of starting the real pulse, so the group may think or hear a pulse has happened but the real pulse may not have been started or passed on. <p>Debrief:</p> <ul style="list-style-type: none"> ▪ How was the experience? What was it like waiting for the pulse? ▪ Did anybody stop and wait before they passed it on? Why? ▪ Did anybody pass the pulse on after the word stop was shouted? Why might this happen? ▪ In society or a group of people, what could the pulse represent? ▪ Once an idea or an action has been passed on, is it irreversible? ▪ Can you get the pulse back? ▪ If a community is feeling tension, what could 	<p>the consequences of such actions.</p>	<p>After each round, the facilitator can ask how people are finding the exercise and explore the 'hands up' etc. Do not move to full debrief until after a few rounds.</p>
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<p>happen when rumours are passed on?</p> <ul style="list-style-type: none">▪ How hard might it have been in Billy's community to disagree with rumours?▪ Have you ever caused a big effect with a small action?		
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ACTIVITY	LEARNING OUTCOMES	TEACHING POINTS
<p>Exercise: Watch Film, section 2: <i>Not like in the movies...</i></p> <p>Duration: 10 minutes, Prezi Frame: 40</p> <p>Watch from 3:35-6:26</p> <p>We will now revisit the middle section of the film to explore some aspects in more detail.</p> <p>Debrief:</p> <ul style="list-style-type: none"> Do you think Billy really knew what he was getting into? What other things could he have done? Is what Billy did the same as was done to his family? Why were others helping Billy get revenge? Is there anything else anybody would like to say? 	<ul style="list-style-type: none"> Participants get further understanding of Billy's story. They can see and hear how he channelled his pain, and how he was influenced by others from 'his side' of the community. This section sparks reflection on how people can 'get to points of no return'. 	<p>The content is quite profound, so those taking part may need to be given time to absorb Billy's actions.</p>
<p>Exercise: Fact and Fiction</p> <p>Duration: 30 minutes, Prezi Frames: 41-53</p> <p>1. Split the large group into four smaller groups.</p>	<ul style="list-style-type: none"> Invites the group to reflect on real violence versus fictional violence in films, and what we are shown 	<p>These images are quite shocking in some cases. You may need to prepare the group for this fact and encourage them to look</p>

<p>Explain that they will now be reflecting on some images they will see and answering some key questions about each one. The questions are listed on the flipchart or white board. They should discuss as a group and write responses on their papers.</p> <p>The questions are:</p> <ul style="list-style-type: none"> ▪ What stands out to you in the image? ▪ How do you feel when you look at this image? ▪ What do we know from this image? ▪ What message does this image try to give us? What can we learn from the image? ▪ What could be the impact of sharing this image? <i>(What will others pick up from this and what impression does it give about the person sharing)</i> <p>2. Working through the Prezi images, show them one at a time for approximately 30 seconds per image.</p> <p>3. Once you have gone through each image, ask the groups to share their findings. Ask open questions as to how they reached their conclusions showing each image again to the wider group as they reflect.</p> <p>Conclude this stage by sharing the details of where the image is from and the quick detail behind it. See the attached sheet on page 33.</p> <p>4. Once you have concluded the rounds to find out what groups discussed, ask them to explore the</p>	<p>through media and social media.</p> <ul style="list-style-type: none"> ▪ Encourages the groups to compare and contrast such images, and to consider why things may be glamorised or altered in order to present a different reality. ▪ Consider the real impact of violence on real people. ▪ Consider the consequences of sharing images or not being aware of their impact. 	<p>after themselves as appropriate.</p>
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<p>following questions (which will flash up on the Prezi one by one).</p> <p>Debrief –</p> <ul style="list-style-type: none"> ▪ What do these images tell us versus what Billy’s story tells us? ▪ What is feeding our de-sensitisation towards violence? <p>5. Conclude by ensuring the key learning points have been covered and even reflecting back some of the key content the group raised to affirm the messages about violence and the realities versus fiction.</p>		
<p>Discussion Exercise: The Ripple Effect</p> <p>Duration: 25 minutes, Prezi Frames: 54-58</p> <p>1. Split the group into 4-5 smaller groups once again.</p> <p>2. Ask the groups to consider people who may have been affected by the following two events:</p> <p><i>a. Billy’s fathers’ death</i> <i>b. The man Billy murdered</i></p> <p>Remind them to consider all of the people affected and how, directly or indirectly.</p> <p>3. Ask the group to record their findings using markers</p>	<ul style="list-style-type: none"> ▪ This exercise will help the group consider the consequences of the actions of people in both cases. ▪ Recognise that this does not just impact those who are ‘close’ but has wider reaching and even longer term implications. ▪ Develops empathy and consideration of the effects their own actions could have. 	<p>This exercise is about the ripple effect and understanding that actions can have impact well beyond their immediate effect.</p> <p>It is also about the cycle of violence and about how actions can lead to people causing further pain.</p> <p>There is a question about the point at which the cycle can be broken. This will be explored in the next section.</p> <p>The discussion here could be quite profound so do be prepared to take extra time as needed.</p>

<p>and large pieces of paper. They can map out those affected in a spider diagram format or listing as they wish.</p> <p>4. The groups have 10 minutes to come up with as many people as possible.</p> <p>5. After 10 minutes, ask the groups to share their findings with one another.</p> <p>6. The facilitator can add to them if they feel appropriate.</p>		
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ACTIVITY	LEARNING OUTCOMES	TEACHING POINTS
<p>Exercise: Unfold my arms</p> <p>Duration: 10 minutes, Prezi Frame: 61</p> <ol style="list-style-type: none"> 1. The facilitator stands in front of the group who are assembled like an audience and tells them that they are going to do a problem solving exercise. 2. The facilitator asks for a couple of volunteers who will act as observers, making a note of what they see and hear. 3. The facilitator then says “I am now going to fold my arms, your job, without touching me, with either yourselves or an object, is to get me to unfold them. You can only do this verbally – you cannot touch me”. The facilitator will unfold their arms only if a participant reaches out to shake their hand. 4. If the group find it challenging, the facilitator can begin to make some hints. <p><i>“Is that approach working?”</i></p> <p><i>“What sorts of things would make me unfold my</i></p>	<ul style="list-style-type: none"> ▪ Engages the participants in a communication and problem solving process. ▪ Identifies personal and group responses to challenges. ▪ Provides an opportunity for the facilitator to coach people away from habits caused by frustration. 	<p>The facilitator should make sure they have considered what can come up before trying this exercise out!</p> <p>This exercise is about breaking habits and recognising that even when met with a forceful looking position – responding with force doesn’t have to be the answer.</p> <p>Useful phrases to hint can include:</p> <ul style="list-style-type: none"> ▪ Is that working? ▪ Why don’t you have a group strategy chat? <p>You could also encourage the group to experiment with each other, finding out what it is like on the other side.</p>

<p><i>arms?”</i></p> <p>Debrief:</p> <ul style="list-style-type: none"> ▪ How did you feel when you were trying to succeed? ▪ What type of strategies were the most common? ▪ Did you think it was possible? ▪ Did anybody want to give up? ▪ Did anybody want to break the rules? ▪ Where do these things happen in real life? ▪ What prevented people from trying to use force? 		
<p>Exercise: Watch film, section 3: <i>Some mother's son</i></p> <p>Duration: 10 minutes, Prezi Frame: 62</p> <p>Watch from 6:26-10:47</p> <p>Explain to the group that they will now re-view the final section of the film. Explain that we will look at those elements that helped Billy to move away from violence and make transitions in his life.</p>	<ul style="list-style-type: none"> ▪ Final section of the film. 	<p>Do not debrief here as the exercise will be followed by a reflection.</p>
<p>Reflection session</p> <p>Duration: 20 minutes, Prezi Frame: 63</p> <ul style="list-style-type: none"> ▪ What are the themes that emerge in this section? 	<ul style="list-style-type: none"> ▪ Turning points for Billy. ▪ Challenges in moving away from the cause and violence. 	<p>It is important to allow the group to explore the different themes that emerge in this section as religion is not the only thing that helped Billy make the changes to his life. A</p>

<ul style="list-style-type: none"> ▪ What was the turning point for Billy? ▪ How does he describe being affected by the visit of Gladys Blackwell on Christmas Eve in 1980? (Feelings and thoughts) ▪ How did this affect Billy following on from her visit? <p><i>*It is important to allow the group to work through all the themes that emerge as religion can be seen as a causal factor as well as a protective factor in violent extremism. In addition, some young people may not engage with this in the same way others will. As such, seeing religion as a factor that helped is important, but it is important to consider the range of different events that led to Billy's transition.</i></p>	<ul style="list-style-type: none"> ▪ Religion as a solution for some people. 	<p>cumulative effect of the 'drip, drip' of events, doubts and concerns preceded his transition.</p> <p>Gladys' visit gave Billy an opportunity to identify a route through which he could channel his energy which helped Billy find a route out of violence. It is important for the facilitators to point out that Billy's engagement with Christianity was the pivotal means of change for him.</p>
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ACTIVITY	LEARNING OUTCOMES	TEACHING POINTS
<p>Watch whole of Billy film for final time</p> <p>Duration: 10 minutes, Prezi Frame: 65</p> <p><u>This can be optional depending on time available.</u></p>	<ul style="list-style-type: none"> To allow group to absorb the whole story one more time and help prepare them for the reflection. 	<p>Optional depending on time available.</p>
<p>Exercise: Group reflection activity: Do victims have to victimise?</p> <p>Duration: 30 minutes, Prezi Frame: 66</p> <p>This is group discussion where the group is split into sub groups (of around five participants each).</p> <ol style="list-style-type: none"> 1. Divide the group up so that people work outside their friendship group once again. They are asked to sit away from other groups. 2. Each group is given paper and pens and asked to make a record of their conversation. 3. They are asked to consider the following for 15 minutes: 	<ul style="list-style-type: none"> The activity allows discussion with peers in small groups, providing time for expression. Participants can discuss options in the safety of smaller groups. The possible cycle of pain/violence is made explicit. 	<p>It can be useful to float around and gently monitor the conversations, and occasionally perhaps get them back on track.</p> <p>It is important to stress that there are no pre-determined answers, the point is to have a discussion and share ideas.</p>

<ul style="list-style-type: none"> ▪ What do you think formed Billy’s choices about how to deal with his pain? ▪ What do victims need? ▪ Does it always follow that victims victimise? ▪ What might have helped Billy early on and stopped him from turning to violence? ▪ How do you think you would have reacted to Billy’s situation? <p>During the conversation the facilitator approaches each group and tells them to appoint spokespersons who will briefly feedback the highlights of the conversation to the rest of the group.</p> <p>4. Conclude by sharing the responses as one group in plenary. Again here there are no right or wrong answers – this is about what the groups are taking from the film.</p> <p>5. Thank the group and conclude the session.</p>		
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EXERCISE: NORTHERN IRELAND CONFLICT TIMELINE

- It is estimated that the Celts arrived in Britain and Ireland between 300 BC and 600 BC.
- Christian missionaries (along with Saint Patrick) arrived in Ireland in the early to mid-5th Century, at which Christianity took over the indigenous pagan religion.
- Vikings are said to have arrived in Ireland around the 8th and 9th Centuries, integrating and settling with Irish society. The Vikings supposedly founded Dublin, Ireland's capital city in 988.
- The Normans arrived in approximately 12th Century. Building walled towns, castles and churches.
- King Henry VIII declared himself head of the Church of England around 1534, and ensured the Irish Parliament declared him King of Ireland in 1541. During this period of history, a policy called 'Plantation' led to the arrival of thousands of English and Scottish Protestant settlers. A majority and the most successful plantation occurred in Ulster (what is now Northern Ireland).
- The 17th Century proved harsh for Ireland. Strict penal laws were imposed on the native Irish Catholic people. These laws sought to disempower Catholics, denying them, for example, the right to take leases or own land above a certain value, outlawing Catholic Churches and clergy, and denying them access to higher education unless they conformed to Protestantism. It's estimated that during the 18th Century, only approximately 5% of Catholics held land in Ireland.
- During 18th Century, London held the majority of power of Ireland.
- Inspired by the French Revolution, in 1791 an organisation called the United Irishmen was formed with the ideal of bringing Irish people of all religions together to reform and reduce Britain's power in Ireland. Its leader was a young Dublin Protestant called Theobald Wolfe Tone. The United Irishmen were the inspiration for the armed rebellion of 1798. Despite attempts at help from the French the rebellion failed and in 1801 the Act of Union was passed uniting Ireland politically with Britain.
- In 1829 one of Ireland's greatest leaders Daniel O'Connell, known as 'the great liberator' was central in getting the Act of Catholic Emancipation passed in the parliament in London. He succeeded in getting the total ban on voting by Catholics lifted and they could now also become Members of the Parliament in London.
- After this success O'Connell aimed to cancel the Act of Union and re-establish an Irish parliament. However, this was a much bigger task and O'Connell's approach of non-violence was not supported by all.
- Potatoes were the staple food of Ireland. When a disease struck potato crops nationwide between 1845 and 1847, it is estimated that over 2 million people died or were forced to emigrate from Ireland.

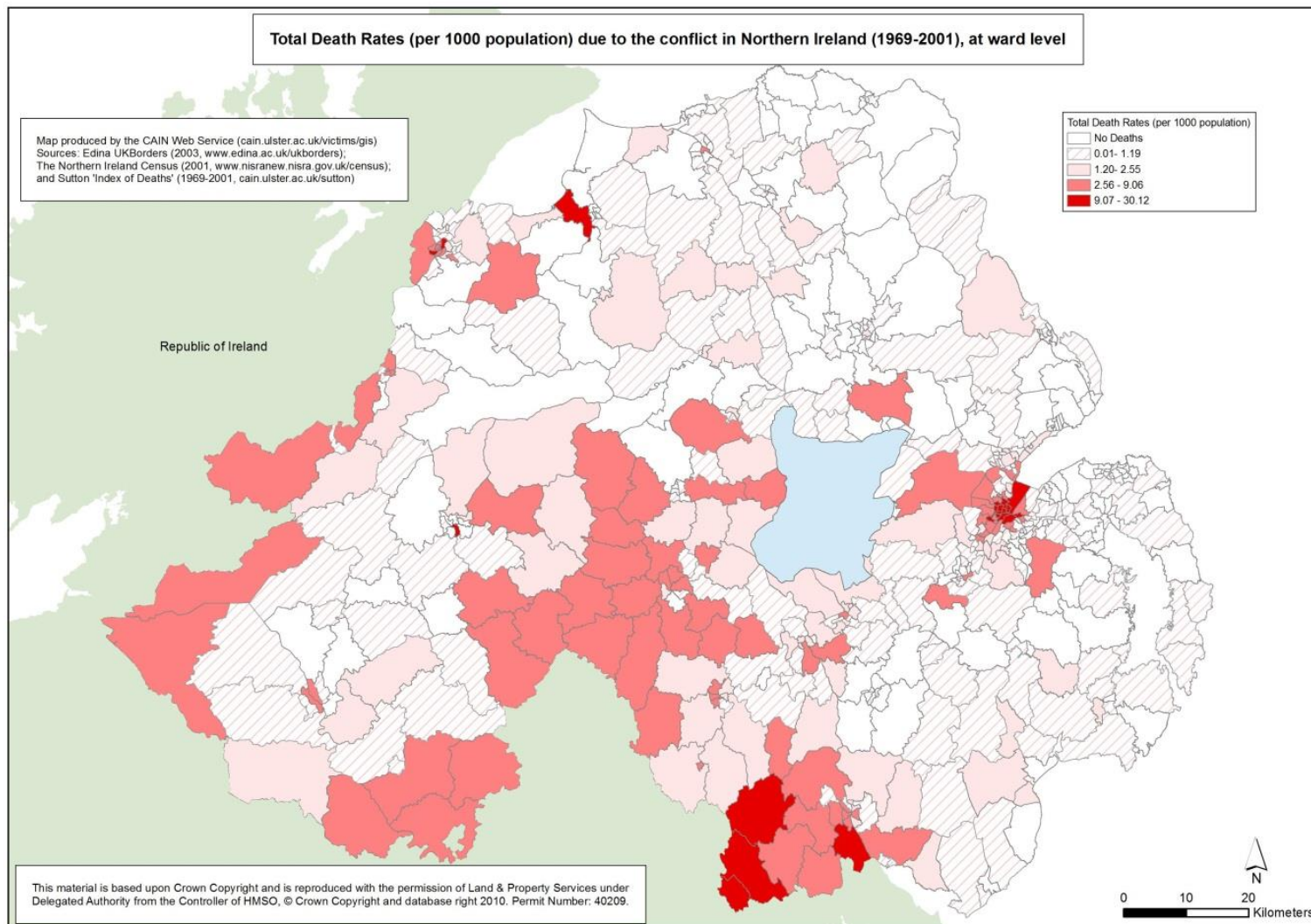
- The response of the British government also contributed to the disaster – trade agreements were still controlled by London. While hundreds of thousands of people were suffering from extreme hunger, Ireland was forced to export abundant harvests of wheat and dairy products to Britain and further overseas.
- Ireland's history of emigration continued from this point onwards with the majority of Irish emigrants going to the United States of America.
- There was little effective challenge to Britain's control of Ireland until the efforts of Charles Stewart Parnell (1846-91), to achieve Home Rule (self-government, or devolution of powers). Parnell did not achieve Home Rule, but left a lasting impact in British and Irish politics.
- In Ulster in the north of Ireland the majority of people were Protestants. They were concerned about the prospect of Home Rule being granted as they would be a Protestant minority in an independent Ireland with a Catholic majority. They favoured the union with Britain. The Unionist Party was led by Sir Edward Carson. Carson threatened an armed struggle for a separate Northern Ireland if independence was granted to Ireland.
- A Home Rule Bill was passed in 1912 but was not brought into law. The Home Rule Act was suspended at the outbreak of World War One in 1914. Many Irish nationalists believed that Home Rule would be granted after the war if they supported the British war effort.
- On April 24th (Easter Monday) 1916, two groups of armed rebels, the Irish Volunteers and the Irish Citizen Army seized key locations in Dublin.
- Outside the GPO (General Post Office) in Dublin city centre, Padraig Pearse read the Proclamation of the Republic which declared an Irish Republic independent of Britain.
- Battles ensued with casualties on both sides and among the civilian population. The Easter Rising finished on April 30th with the surrender of the rebels. The majority of the public was actually opposed to the Rising. However, public opinion turned when the British administration responded by executing many of the leaders and participants in the Rising. All seven signatories to the proclamation were executed including Pearse and Connolly.
- Two of the key figures who were involved in the rising who avoided execution were Éamon de Valera and Michael Collins. In the December 1918 elections the Sinn Féin party led by Éamon de Valera won a majority of the Ireland based seats of the House of Commons. On the 21st of January 1919 the Sinn Féin members of the House of Commons gathered in Dublin to form an Irish Republic parliament called Dáil Éireann, unilaterally declaring power over the entire island.
- Between 1919 to 1921, what is known as the 'war of independence' followed, when the Irish Republican Army – the army of the newly declared Irish Republic – waged a guerilla war against British forces.
- In December 1921 a treaty was signed by the Irish and British authorities. While a clear level of independence was finally granted to Ireland the contents of the treaty were to split Irish public and political opinion.
- One of the sources of division was that Ireland was to be divided into Northern Ireland (6 counties) and the Irish Free State (26 counties) which was established in 1922.
- Such was the division of opinion in Ireland that a Civil War followed from 1922 to 1923 between pro and anti treaty forces, with Collins (pro-treaty) and de Valera (anti-treaty) on opposing sides. The consequences of the Civil war can be seen to this day where the two largest political parties in Ireland have their roots in the opposing sides of the civil war – Fine Gael (pro-treaty) and Fianna Fáil (anti-treaty). A period of relative political stability followed the Civil war.

- Under the same Government of Ireland Act of 1920 that created the Irish Free State, the Parliament of Northern Ireland was created. The Parliament consisted of a majority of Protestants and while there was relative stability for decades this was to come to an end in the late 1960s due to systematic discrimination against Catholics.

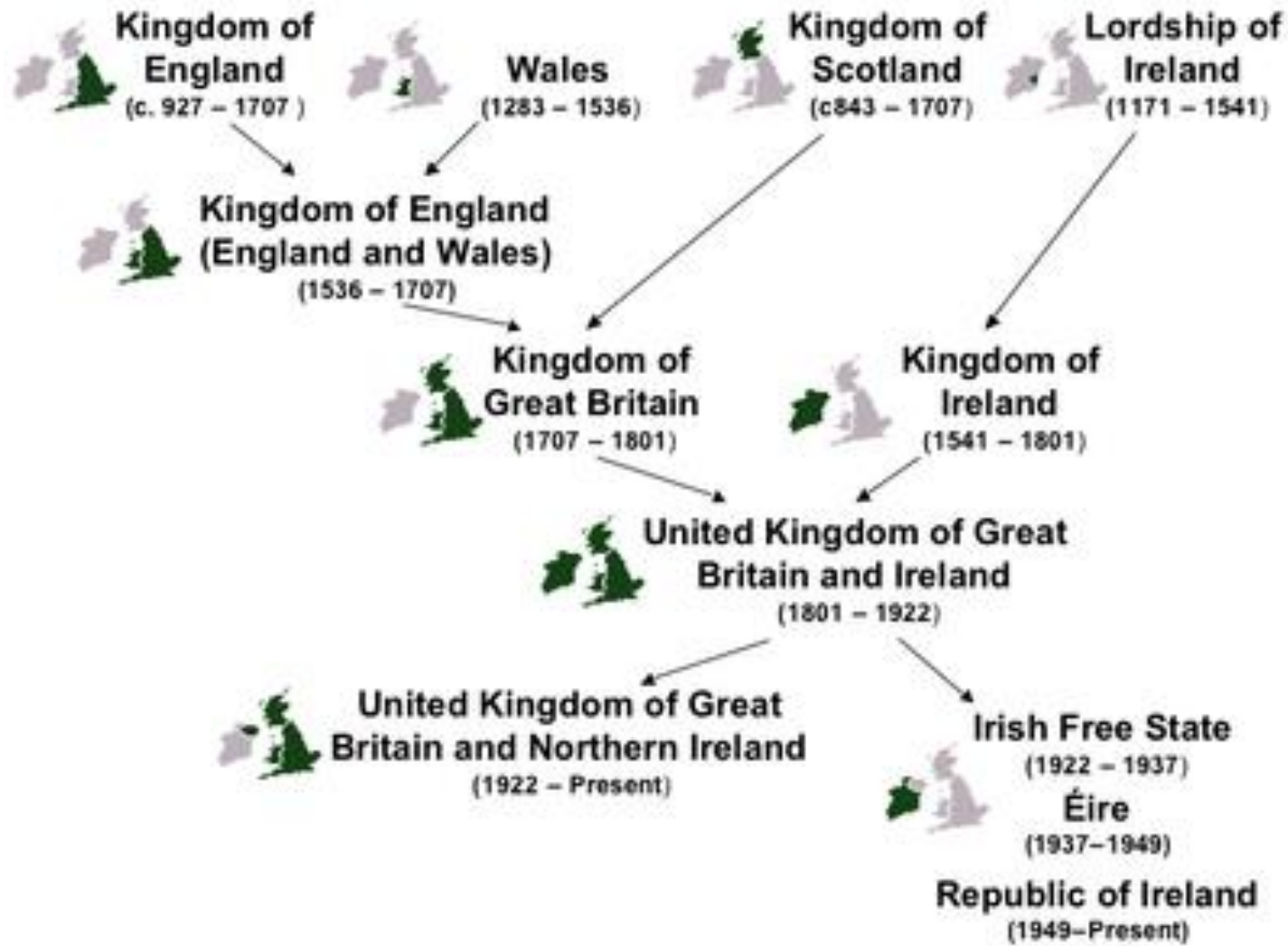
Northern Irish Troubles – Billy Background Information and Historical Context

- The Northern Irish Troubles started in 1968 and is said to have ended with the Belfast ‘Good Friday’ Agreement in 1998, although the region has not completely stabilised yet.
- The conflict was largely a result of discrimination against the nationalist/Catholic minority by the unionist/Protestant majority and the question of the region’s status within the United Kingdom.
- Despite taking place mainly in Northern Ireland, the conflict sometimes permeated into the Republic of Ireland, England and Europe.
- Although it was largely a political conflict, there was an important ethnic and sectarian element to it.
 - A key issue was the constitutional status of Northern Ireland – unionists wanted the region to remain British and part of the United Kingdom, whilst nationalists wanted to split from the United Kingdom and join a united Ireland (alongside the Republic).
- The conflict was mainly between nationalists (mainly self-identified as Irish and/or Roman Catholic) and unionists (mainly self-identified as British and/or Protestant)
- On the whole, there were more than 50,000 casualties during the Troubles.
 - Within that statistic, more than 47,000 people were injured, and 3,500 people were killed, (52% were civilians, 32% were members of the British security forces, and 16% were members of paramilitary groups).
 - Most killings happened in Belfast (particularly East and North Belfast), with County Armagh and County Tyrone coming after.
- The main paramilitary groups were:
 - The Irish Republican Army (IRA), whose roots go back to the 1916 Easter Rising in Dublin and the war of independence that led to the partition of Ireland. During the 1960s they underwent a division into the Official IRA and the Provisional IRA.
 - The Ulster Volunteer Force (UVF), who took their name from volunteers who had fought to defend their British identity during the First World War. They were not regarded as a terrorist organisation until the aftermath of 1969, after responding to IRA campaigns with indiscriminate sectarian violence against Catholics.
- Killings by paramilitary group:
 - IRA – 1696 (49%)
 - UVF – 396 (11%)

- British Army – 299 (9%)
- Official IRA – 51
- Deaths by community:
 - Protestants – 1250
 - Catholic Communities – 1525
 - Not from Northern Ireland – 691
- Main events:
 - 1972 – Bloody Sunday and Bloody Friday, 1972 is usually known as the bloodiest year of the conflict.
 - 1984 – Brighton bombing of the Grand Hotel by the IRA kills 5 people and injures 34.
 - 1996 – Peace Talks stall and violence resumes with a bombing in Canary Wharf.
 - 1998 – Belfast (Good Friday Agreement).
- *Visual Historiography / Visuals:*
- 1900s: British Government lost control of Southern Ireland
- 1921: Ireland divided into 2:
 - South – Irish Free state – largely Catholic
 - North – largely Protestant
- 1949 – Irish Free State becomes the Republic of Ireland



- 1.
2. (accessed: <http://cain.ulst.ac.uk/victims/gis/maps/gismaps-04.html>)



3.

4. (accessed: https://en.wikipedia.org/wiki/Terminology_of_the_British_Isles)

IRELAND BEFORE 1921

CONNAUGHT

ULSTER

MUNSTER

LEINSTER

IRELAND SINCE 1922

Northern
Ireland

EIRE

(Republic of
Ireland)

5.

6. (accessed: <http://www.zum.de/whkmla/region/britain/xireland.html>)

EXERCISE: FACT AND FICTION

Picture 1:

This image is taken from *Captain America: Civil War*, 2016 (http://marvel.com/movies/movie/219/captain_america_civil_war). The plot description of the film: Political interference in the Avengers' activities causes a rift between former allies Captain America and Iron Man.

In the image it appears Captain America and his allies (against Iron Man) are running to defend an attack, presumable against the building or plane in the back background. The characters faces look determined and focused.

Points of interest:

- These characters and the Marvel films are a very popular and well known franchise, amongst different age ranges, grossing \$8,649,668,183
- The Superheroes are idolised amongst young generations who see these characters as saviours against corrupt entities (traditional Machiavellian villains and corrupt powers). These characters and film(s) are therefore important cultural points of reference for young people, where they can draw on the experiences of the characters in a fictional world.
- Setting of an airport is a familiar reference point for many people, and allows a level of realism
- Focal points of the image are the characters in the foreground, the colour of Captain America (Red, white and blue – patriotic); the explosion or danger in this photo does not take focus, but is implicit and a reference point.

Source:

https://www.google.co.uk/imgres?imgurl=http%3A%2F%2Fwww.trbimg.com%2Fimg-56e1b30e%2Fturbine%2Ffla-et-hc-marvels-captain-america-civil-war-pictures%2F650%2F650x366&imgrefurl=http%3A%2F%2Fwww.chicagotribune.com%2Fentertainment%2Fmovies%2Fct-captain-america-spider-man-20160311-story.html&docid=TiIyN_Gvi3cHzM&tbnid=Hg_rJ_LPWgRc4M%3A&w=650&h=366&client=safari&bih=1242&biw=1040&ved=0ahUKEwit1Y735N7NAhWkBcAKHdvNAXAQxiAIBigE&iact=c&iactx=1

Picture 2:

This image is taken from the film *Star Wars: Episode VII – The Force Awakens*, 2015 (<http://www.starwars.com/the-force-awakens>). The plot description of the film: Three decades after the defeat of the Galactic Empire, a new threat arises. The First Order attempts to rule the galaxy and only a ragtag group of heroes can stop them, along with the help of the Resistance.

In the image characters Rey (left) and Finn (right) are running from an attack by the First Order. In the background you can see smoke from an explosion from gunfire or missiles. There is an urgency and panic in the characters' faces.

Points of interest:

- *Star Wars*, dating back to 1970s, created by George Lucas is a well-known and loved franchise amongst mixed generations.
- Again, like the Captain America picture, this is a contemporary cultural (fictional) reference point for young people, where they can draw on the experiences of the characters.
- Focal points in the image are Rey in the foreground and the explosion in the background.

Source:

https://www.google.co.uk/imgres?imgurl=http%3A%2F%2Fstatic4.businessinsider.com%2Fimage%2F553032e86da8112d78b27f82-1200-522%2Frey-finn-star-wars-episode-vii.jpg&imgrefurl=http%3A%2F%2Fwww.businessinsider.com%2Fstar-wars-episode-vii-teaser-analysis-2015-4&docid=0o0rSyKQH67F-M&tbnid=wfb_YGUNCo5QFM%3A&w=1200&h=511&bih=1170&biw=980&ved=0ahUKEwjIss6A4t7NAhVHLMAXHZkVDogQxiAIBSgD&iact=c&ictx=1

Picture 3:

This image is a still from the film, *Avengers*, 2012. In the image you can see policemen and men in suits running to escape an explosion and burning cars.

Points of interest:

- Although this is photo is a screen shot from a popular film, it is arguably an image that is indiscernible from a real life situation.

- The colour of the explosion is vivid, and is a focal point of the photo.
- The cars and taxis (stereotypical New York yellow taxi) are a familiar reference point for audiences.

Source:

<http://www.therichest.com/luxury/auto/the-10-best-car-explosions-in-films/>

Picture 4:

This is an image taken after a suicide bomb in Damascus, Syria in 2012, in which 372 people were injured.

Points of interest:

- This is the first image that is taken from a real-life situation, but like the image before, is arguably undiscernible from one taken from a film.
- The vivid and vibrant colours of the explosion are a focal point, along with the burnt out car(s) and debris. Another focal point is the smoke billowing from the damage. There are no human points of focus or reference.

Source:

https://www.google.co.uk/url?sa=i&rct=j&q=&esrc=s&source=images&cd=&cad=rja&uact=8&ved=0ahUKEwjs687V5N7NAhVoDcAKHaYoAK8QjhwIBQ&url=http%3A%2F%2Fwww.mirror.co.uk%2Fnews%2Fworld-news%2Fsyria-suicide-bomb-slaughter-55-827791&bvm=bv.126130881,d.ZGg&psig=AFQjCNEDQJpz31bHM7EvPj_3r6og1YBn4g&ust=1467892719533415

Picture 5:

This is an image taken from a CNN report on a UN shelter in Gaza being hit, killing 16 people in July 2014. The image features people running from the smoke of the attack.

Points of interest:

- The smoke billowing and debris flying in the air in the background as the people run from the attack.
- The orange t-shirt of the young man running and tripping over the fallen man is a stark contrast to the greyed colours of the background.

Source:

https://www.google.co.uk/url?sa=i&rct=j&q=&esrc=s&source=images&cd=&cad=rja&uact=8&ved=0ahUKEwjzqs4t7NAhUMCsAKHWUSA7EQjRwIBw&url=http%3A%2F%2Fwww.cnn.com%2F2014%2F07%2F24%2Fworld%2Fmeast%2Fmideast-crisis%2F&psig=AFQjCNFdZOnMKV8spKNVJ_Wf55xH3x2OPw&ust=1467892099108122

Picture 6:

This is an image taken from the September 2001 twin tower attacks where planes were purposefully flown into the two world trade centre skyscrapers. Over 2000 people died and many more were injured in the attack(s). In this image, people are running away from the attack. Their faces show panic and urgency.

Points of interest:

- Smoke is seen in the background from the impact of the planes hitting the towers.
- The American flag (limp) in the background.
- The police men and other people running from the attack; there is an urgency and panic in their faces.
- The other people in the background (towards the left); hard to count the amount of people in the image.
- The clock tower in the centre.

Source:

https://www.google.co.uk/imgres?imgurl=http%3A%2F%2Ffarm7.static.flickr.com%2F6066%2F6135078100_082926521d_o.jpg&imgrefurl=http%3A%2F%2Fwww.september11news.com%2Fnews%2Ftag%2F911%2F&docid=n1pyybwe9OjIM&tbnid=2ffLEtqpCs3DgM%3A&w=630&h=497&bih=1170&biw=980&ved=0ahUKEwii_dH04t7NAhXhDMAKHxjhA08QxiAIAg&iact=c&ictx=1

Picture 7:

This is an image taken from the airport and train attacks in Brussels in 2016. This image was used in a number of publications and was featured strongly on social media after the immediate attacks in Brussels. It shows two women who have been injured or caught up in the attack taking respite.

Points of interest:

- The vivid yellow colour of the woman's (right – Nidhi Chaphekar, a Jet Airways employee) jacket against her dusty and bloodied face, along with her missing top half of clothes, presumably blown off as part of the impact of the suicide bomb.
- The woman (left) holding her phone with a bloodied hand.

Source:

<http://nytlive.nytimes.com/womenintheworld/2016/03/23/the-story-of-the-women-in-this-dramatic-photo-from-the-attacks-in-brussels/>

Picture 8:

This is an image taken outside a café in Paris, from the 2015 Paris attacks, in which 130 people were killed (and many more injured) in a series of coordinated gun and suicide bomb attacks.

Points of interest:

- Sharp focus of the camera on the body of a person killed in the attack, covered with white cloth.
- The blurred image of the police/army personnel, left hand foreground.
- The ambulance staff and other people in the background.
- The individual body in contrast with the crowd in the background.

- The café sign in the left hand background – this could be anywhere, not specifically Paris.

Source:

<http://www.miamiherald.com/news/nation-world/world/article44800977.html>