

LESSON
1.

THE NORTHERN IRELAND CONFLICT



LESSON DESCRIPTION

The lesson will highlight major events that led to the beginning of the 'Troubles' and describe the different sides that took part in the fighting. The lesson also documents the attempts at peace in NI before the signing of the Good Friday Agreement. The human cost of the conflict is also highlighted, as well as the issues that still remain in NI today.

LESSON INTENTIONS

1. Describe the situation and events that led to the beginning of the Northern Ireland conflict
2. Explain how Northern Ireland reached a lasting peace agreement in 1998 and highlight any issues that still remain
3. Demonstrate objectives 1 & 2 through digital media

LESSON OUTCOMES

- Be able to summarise the reasons why Northern Ireland was in conflict from 1968-1998.
- Be able to evaluate the human cost of the conflict and assess issues that still cause contention today.
- Employ ICT skills to express an understanding of the topic.

HANDOUTS AND GUIDES

- Lesson 1 Key Information
- Lesson 1 Tasksheet
- Comic Creation Storyboard
- Video Editing Storyboard

DIGITAL

- Suggested Additional Resources

SOFTWARE

- Comic Creation Software e.g. Comic Life
- Video Editing Software e.g. Movie Maker

HARDWARE

- Whiteboard
- PCs / Laptops

MODULE 6. INTERNATIONAL CONFLICT
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(c) RTÉ Stills Library

ACTIVITY	LEARNING OUTCOMES
<p>Starter - Play Suggested Additional Resource 4 from the Key Information which will provide students with an overview of how the Troubles began, how it unfolded and how it ended.</p>	<p>Watching the video clip will summarise the events detailed in the Key Information and help the students meet the objectives of the lesson.</p>
<p>Using the Key Information, teachers will have a choice of activities to engage students.</p> <p>Teachers may choose to split the class into groups and ask students to use the discussion points to discuss some aspects of the Key Information. Students will then share their discussions with the rest of the class.</p> <p>Alternatively, teachers may want to use the Questions/Tasks as group discussion questions or to test individual knowledge.</p> <p>The Alternate Task allows students to work in groups to consider the effects of conflict on a population. Students will discuss the effects of population displacement as a result of conflict. Students will follow this up by creating a 'consequence wheel' which requires the students to discuss and highlight the possible consequences of conflict on victims.</p> <p>*If possible, allow students to research the topic on the internet – suggested additional resources/search engine.</p>	<p>The Key Information is designed to cover the information within the topic and meet the learning objectives.</p> <p>The discussion questions on the Key Information are designed to meet the learning objectives through interaction and Q&A.</p> <p>The questions on the Key Information are designed to meet the learning objectives through the students understanding of the information.</p> <p>The various activities should allow the students to learn while they interact. The activities will also serve to reinforce knowledge and encourage discussion.</p>
<p>Engage the students in a discussion regarding truth and reconciliation. Why is it important for societies to have a truth and reconciliation process after conflict? How would this process help victims? This could be a follow up discussion from Question 4 in the Key Information.</p>	<p>The discussion will require students to think about the outcome of a conflict and how the victims cope in the aftermath. Students will have the opportunity to debate and analyse how a truth and reconciliation process benefits victims of a conflict.</p>

KEY
INFORMATION

1.

THE NORTHERN IRELAND CONFLICT

BACKGROUND

In a bid to regain his kingdom, the ousted King of Leinster, Diarmait MacMurhada sought the help of Henry II of England. This action in 1169, invited the English monarchy and the Roman Catholic Church into Ireland for the first time and by 1171, Ireland began to come under full English control. In the 16th Century, the Protestant religion was born from the Reformation and Henry VIII led the Church of England away from the rule of the Roman Catholic Church. In an attempt to control Catholic Ireland and anglicise the country, the English crown confiscated land from Irish landowners and gave it to Protestant settlers from England and Scotland. This process of plantation carried on throughout the 16th and 17th centuries. Catholic Ireland, repressed by the Protestant English crown became the scene of sectarian and ideological conflict for centuries to come.

THE BIRTH OF NORTHERN IRELAND

Under the terms of the Government of Ireland Act 1920, the Irish Free State was born on 6th December 1922. The act also provided the unionist majority six counties in Ulster (known as Northern Ireland), the opportunity to opt out of any future Irish Free State and remain a part of the United Kingdom. The government of Northern Ireland (also established under the act) immediately decided to remain within the United Kingdom and the Parliament of Northern Ireland was created on 7th December 1922.

THE NORTHERN IRELAND CIVIL RIGHTS MOVEMENT

During the 1960s, various groups began to emerge protesting against the Northern Ireland government and its policies. The civil rights movement sought equality for all citizens in the shape of job, housing, voting and policing reforms. Although the demands of these groups would affect all citizens of Northern Ireland, the civil rights movement was increasingly seen as one which catered more to Catholic and nationalist grievances (due to claims of discrimination at the hands of the unionist government since the partition of Ireland). As the movement continued into the late 60s, clashes with the Royal Ulster Constabulary (RUC) became more frequent and fierce, forcing the British government to introduce the British Army onto the streets of Northern Ireland.

With clashes surrounding the civil rights movement escalating into the outbreak of the Troubles in the late 1960s and despite achieving most of their reforms, the civil rights movement took a backseat to the violence that went on to engulf Northern Ireland.

UNIONISM

Those who wish to keep Northern Ireland part of the United Kingdom (usually of Protestant religion).

LOYALISM

An Ulster Loyalist is commonly a Unionist who is opposed to Irish Republicanism and Nationalism. Loyalists strongly favour a political union between Great Britain and Northern Ireland.

NATIONALISM

Those who wish to have a united Ireland achieved by non-violent means (usually of Catholic religion).

REPUBLICANISM

Those who are opposed to British rule in Northern Ireland and wish to have a united Ireland.

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PD march from Belfast to Derry/Londonderry



Civil rights march on 30th January 1972

BATTLE OF THE BOGSIDE

On 12th August 1969, nationalists from the Bogside area of Derry/Londonderry and the RUC engaged in a riot which resulted in the deployment of British soldiers onto the streets in NI on 14th August. Rioting also broke out across NI, most notably in Belfast.

CONTROVERSIAL EVENTS DURING THE CIVIL RIGHTS MOVEMENT

NORTHERN IRELAND CIVIL RIGHTS ASSOCIATION MARCH, 5TH OCTOBER 1968

A banned civil rights march in Derry/Londonderry was attacked by the RUC. The images of the clash were beamed all over the world and put pressure on the unionist government to investigate claims of discrimination and causes of violence in Northern Ireland. 5th October 1968 is sometimes referred to as the outbreak of the Troubles.

PEOPLE'S DEMOCRACY MARCH FROM BELFAST TO DERRY/LONDONDERRY

The People's Democracy (formed in response to the incident on 5th October) staged a four day march from Belfast to Derry/Londonderry on 1st January 1969. The march was attacked along its route by loyalists with the most serious attack occurring at Burntollet Bridge, carried out by loyalists and off-duty RUC officers.

BLOODY SUNDAY, 30TH JANUARY 1972, DERRY/LONDONDERRY

During a civil rights march in Derry/Londonderry, some marchers clashed with British Army Paratroopers. What followed left 14 marchers dead, as the Paratroopers opened fire on the fleeing crowd. This event marked the end of mass street demonstrations by the civil rights movement.

THE TROUBLES – HOW DID IT BEGIN?

The beginning of the Troubles is a date that is disputed – some people believe that the turning point was 5th October 1968 whilst others believe that it was the deployment of the British Army onto the streets of Northern Ireland after the **Battle of the Bogside** in August 1969. In response to the Battle of the Bogside, riots broke out all over Northern Ireland which resulted in the deaths of seven people. In Belfast, many Catholics were burned from their homes by loyalist mobs. In nationalist areas where such incidents occurred, the Irish Republican Army were criticised for failing to protect these communities. This criticism led to a pivotal split in the IRA. In December 1969 the Provisional Irish Republican Army formed, breaking away from the IRA (who became known as the Official IRA). The PIRA began a violent campaign against the RUC, British Army and state of Northern Ireland. Their aim was to rid Northern Ireland of British rule and unite it with the Republic of Ireland. By 1972, the British government had assumed control of Northern Ireland (Direct Rule) in an attempt to restore order but with an increased number of troops deployed onto the streets, tensions soared and attacks increased.

OPERATION DEMETRIUS

Beginning in the early hours of 9th August 1971, the British Army staged a series of raids in which they arrested and interned (without trial) suspected Irish paramilitaries. The operation was criticised for arresting mostly innocent Catholics and nationalists, the manner in which the arrests were carried out and the interrogation methods used on the internees.

OPERATION MOTORMAN

Taking place in the early hours of 31st July 1972, Operation Motorman was the biggest military operation in Ireland since the Irish War of Independence. 22,000 soldiers were involved and the aim was to take back "no-go areas" that were controlled by Irish paramilitaries in Belfast, Derry/Londonderry, Newry, Armagh, Lurgan and Coalisland.

TACTICS AND FIGHTING

Whereas the British Army were a constant presence on the streets, republican paramilitaries remained unseen which made it difficult to identify and arrest them. Being inferior in number and equipment, the PIRA employed guerrilla warfare tactics (tactics used by a small group of fighters against a larger group e.g. bombings, ambushes, hit and run attacks) when fighting the British security forces and loyalist paramilitary groups. This led to the British Army using intimidation and heavy handed tactics in an attempt to find and eliminate the threat of further attacks. The British government responded by **interning** suspected PIRA members and taking back "**no-go areas**" where republican paramilitaries usually resided and controlled (referred to as Operation Demetrius and Operation Motorman).

As well as fighting going on between the PIRA (and other republican paramilitaries such as the Irish National Liberation Army) and the British Army and RUC, loyalist paramilitaries also carried out their own campaign. Similar to the PIRA, loyalist groups such as the Ulster Volunteer Force (UVF) and the Ulster Defence Association (UDA) employed guerrilla tactics in their fight against republican and nationalist paramilitaries in order to try and defend the union with Great Britain. Loyalist paramilitaries also carried out a campaign of assassination against innocent members of the nationalist and Catholic community in order to put pressure on the PIRA to cease its campaign. In response to this tactic, republican paramilitaries also targeted members of the unionist and Protestant community in what were called 'tit-for-tat killings'.

PATHWAYS TO PEACE

Throughout the Troubles there were various attempts at peace talks and agreements. The highest profile of these was the Sunningdale Agreement (1973) and the Anglo-Irish Agreement (1985).

- **The Sunningdale Agreement**, signed in December 1973, established a power sharing executive of unionist and nationalist politicians and an all Ireland council made up of politicians north and south of the border. The Agreement collapsed when the unionist and loyalist led Ulster Workers Council strike in 1974 brought Northern Ireland to a standstill for two weeks. A majority of the unionist population were opposed to power sharing and any influence from the Dublin government on issues relating to Northern Ireland.
- **The Anglo-Irish Agreement**, signed in November 1985, was an attempt to improve the relationship between the Republic of Ireland and Britain and to help bring an end to hostilities in Northern Ireland. It was hoped that the Agreement would bring unionists back to a power sharing government and also slow down support for Sinn Féin, who since 1981 had begun contesting elections in Northern Ireland and Britain. The Agreement met opposition from both sides of the community.

Despite the failure of the Anglo-Irish Agreement to end hostilities, secret talks between Gerry Adams (Sinn Féin President) and John Hume (Social Democratic and Labour Party leader) led to further talks with the British and Irish governments. The **Downing Street Declaration** in December 1993 encouraged all sides to come together for peace talks and for paramilitaries to call ceasefires. Four years of peace talks and off again/on again ceasefires resulted in the signing of the **Good Friday Agreement** on 10th April 1998. The Good Friday Agreement,

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Irish Taoiseach, Garret FitzGerald and British Prime Minister Margaret Thatcher signing the Anglo-Irish Agreement

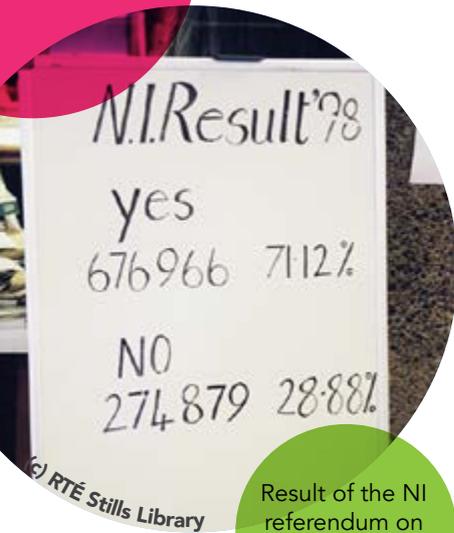


supported by the majority of the population, established a power sharing executive to govern Northern Ireland, maintained a relationship with the Republic of Ireland and Britain and remained a part of the UK (until a majority of the population wished otherwise). The Agreement gave the population the freedom to identify themselves as British, Irish or both. Although Direct Rule (which had been in place since March 1972) came to an end in December 1999 and powers devolved to the new Northern Ireland Assembly, disagreements between unionist and republican politicians delayed the start of the new government. It wasn't until October 2006 with the signing of the St Andrews Agreement that all parties agreed to enter into a power sharing executive to govern Northern Ireland.

THE HUMAN COST

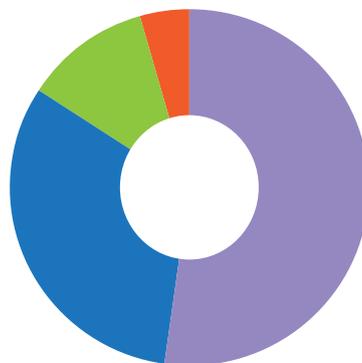
The death toll of the Northern Ireland conflict numbered almost 3,500 by the time the Good Friday Agreement was signed in 1998, with thousands more injured and traumatised by the events of the previous 30 years. As with any conflict, the real victims during the Troubles were innocent civilians.

- Over half those killed during the conflict (1969-98) were civilians.
- As a result of the ongoing fighting and the tensions between both sides of the community, thousands of people were also displaced from their homes throughout the course of the conflict.
- It is estimated that 107,000 people suffered some kind of physical injury as a result of the conflict.
- It is estimated that the Troubles produced 500,000 'victims'. 'Victims' are defined as those who were directly affected by the conflict in the form of 'bereavement', 'physical injury' or 'trauma' (Victims and Survivors (Northern Ireland) Order 2006).
- During the 70s and 80s nearly 2% of the population of Northern Ireland were killed or injured as a result of political violence.



Result of the NI referendum on the Good Friday Agreement

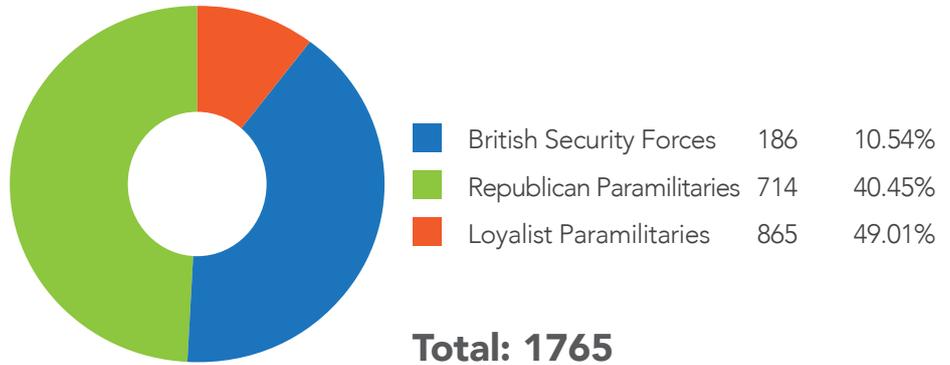
Total Deaths 1969-1998



Civilian	1818	52.29%
British Security Forces	1114	32.04%
Republican Paramilitaries	393	11.30%
Loyalist Paramilitaries	152	4.37%

Total: 3477

Total Civilians Killed by...



* British Security Forces refers to the various groups and regiments in the Army, Prison Officers, British Police, the RUC and Ulster Defence Regiment

** The statistics contain information on deaths from the conflict between 14th July 1969 and 31st December 1998

NORTHERN IRELAND TODAY

As of 2014, paramilitary violence has all but gone from Northern Ireland but the main political parties remain in disagreement on a number of issues.

Parades: The majority of parades in Northern Ireland are connected to the unionist or Protestant community. A small number of these parades march close to nationalist areas and sometimes end in confrontation. Some nationalist parades have also led to disagreements and tension due to what or who they are commemorating.

Flags and Emblems: Flags and emblems are an important expression of culture. Unionists generally believe that as part of the United Kingdom, the union flag should be respected and flown in Northern Ireland whereas most nationalists and republicans see the Irish tricolour as the flag that represents their culture.

Dealing with the Past: All political parties in NI agree that whatever process is introduced to deal with the past should put the rights and feelings of the victims first. However, the political parties cannot agree on how a victim is defined. Unionists believe that those who committed or were involved in acts of violence are not victims. Nationalists and republicans want a truthful process in which alleged collusion between British security forces and loyalist paramilitaries is fully investigated.



PERSPECTIVES

1. "Within what was called the United Kingdom, you had the worst injustices in the whole of Europe."
John Hume, civil rights campaigner and member of NICRA

2. [The civil rights movement was the beginning of a republican campaign] "... organised entirely by the IRA".

William Craig, Ulster Unionist Party, Home Affairs Minister (1966-68)

4. "In all sincerity, we offer to the loved ones of all innocent victims over the past 25 years abject and true remorse - Let us firmly resolve to respect our differing views of freedom, culture and aspiration and never again permit our political circumstances to degenerate into bloody warfare."

Gusty Spence, former leader of the UVF, reading a ceasefire statement on behalf of loyalist paramilitary groups (Combined Loyalist Military Command), 13th October 1994

3. "We believe that an opportunity to secure a just and lasting settlement has been created. We are therefore entering into a new situation in a spirit of determination and confidence determined that the injustices which created this conflict will be removed and confident in the strength and justice of our struggle to achieve this."

IRA Ceasefire Statement, 31st August 1994

5. "The leadership of Oglai gh na hEireann has formally ordered an end to the armed campaign.... The IRA leadership has also authorised our representative to engage with the IICD [Independent International Commission on Decommissioning] to complete the process to verifiably put its arms beyond use in a way which will further enhance public confidence and to conclude this as quickly as possible."

IRA Statement on the ending of the armed campaign, 28th July 2005.

QUESTIONS

1. How do you think the civil rights movement contributed to the start of the Troubles?

2. At the beginning of the conflict, the British Army found it difficult to fight the PIRA. Explain why this was and question how the tactics used by the British Army contributed to PIRA recruitment.

3. The Good Friday Agreement encompassed many of the elements of the Sunningdale and Anglo-Irish Agreements. Despite opposition from extreme republicanism and some unionist politicians, explain why you think the majority of politicians and population of Northern Ireland welcomed the Good Friday Agreement in 1998.

4. One of the issues that politicians cannot agree on today is a way to deal with the past. Countries such as Argentina, Chile, Sierra Leone and South Africa have successfully set up Truth and Reconciliation Commissions to investigate wrong doing by participants in conflict in order to help resolve outstanding differences and grievances. Currently, there is no Truth and Reconciliation process for Northern Ireland. Create a table that states the pros and cons of a Truth and Reconciliation Process for Northern Ireland. Analyse your answers in the 'cons' column. Why do you think this process may be difficult for Northern Ireland?

EXTENSION ACTIVITY 1:

Research the period 5th October 1968 to 14th August 1969. Analyse the events and incidents that took place and explain why you think

- this time period was so volatile and
- why you think these dates are commonly referred to as the starting date of the Troubles?

EXTENSION ACTIVITY 2:

Many of today's politicians lived through the Troubles, were directly involved in it or are in some way 'victims' of it. Why do you think that many politicians in the current Northern Ireland government disagree on issues relating to the running of the country?

TASK 1

According to the "Sutton Index of Deaths From the Conflict in Ireland" (Suggested Additional Resource 11) 52% of those killed during the Troubles were civilians. Why did so many innocent people suffer as a result of the conflict?

In groups of three, discuss the question and note down as many reasons as possible. Try to think about the circumstances revolving around the deaths of victims and the perpetrators involved.

After discussing and noting down your thoughts, think about other conflicts throughout the world (even present day conflicts). Why do so many innocent people get killed? What is the result of these actions?

TASK 2

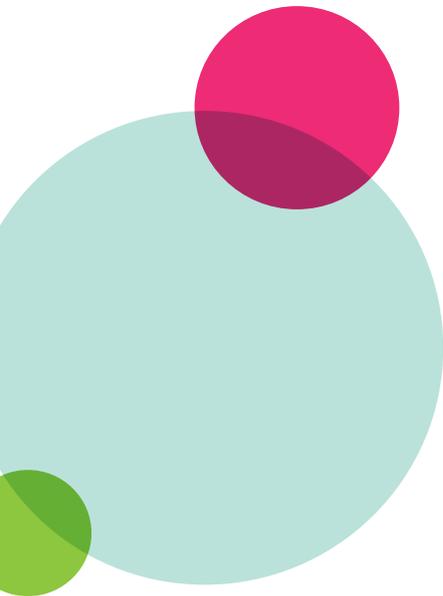
Perform some research into the history of Ireland right up until the end of the Troubles. Although generally, the conflict is viewed as republican paramilitaries supported by a nationalist/republican/Catholic base, versus loyalist paramilitaries and the British Army with a mainly unionist/loyalist/Protestant base, how would you define the conflict? Was the conflict ideological or religious?

ALTERNATE TASK

- Students will read the "Examples of displacement" on the tasksheet.
- As a group, students will discuss and answer the questions.
- For question d) students will design a 'Consequence Wheel' on a large sheet of paper. Using the template, write down what the consequences are of being a victim of the conflict.
- Example: As a consequence of the conflict, a person may have suffered a physical injury which limits their capacity to work (EVENT > CONSEQUENCE > SECONDARY CONSEQUENCE). Can you think of any third order consequences? What may be a consequence of this person not being able to work?

SUGGESTED ADDITIONAL RESOURCES

- 1)  <http://www.belfasttelegraph.co.uk/life/archive/events/the-troubles-gallery-40-years-of-conflict-in-northern-ireland-from-the-belfast-telegraph-archives-29947576.html> - Belfast Telegraph Troubles Gallery
- 2)  <http://www.all-photos.co.uk/gallery/images-of-northern-ireland-troubles/#/gallery/images-of-northern-ireland-troubles/img-2290/> - Images of Northern Ireland's Troubles
- 3)  <http://www.history.co.uk/shows/soldiers-stories/gallery> - Image gallery of different events from 1967-2007
- 4)  <http://www.bbc.co.uk/history/troubles> - An overview of the Troubles in Northern Ireland
- 5)  http://www.bbc.co.uk/history/events/day_troubles_began - A video which highlights the civil rights march on 5th October 1968 in Derry/Londonderry
- 6)  http://www.bbc.co.uk/history/events/good_friday_agreement - A selection of videos which explain what the Good Friday Agreement was
- 7)  <http://www.channel4.com/news/1972-troubles-northern-ireland-belfast-ira-video> - 'Descent into terror': Northern Ireland's worst year
- 8)  <http://www.history.co.uk/shows/soldiers-stories/videos> - 6 British soldiers recall their time in Northern Ireland during the Troubles
- 9)  <http://www.infoplease.com/spot/northirelandwho1.html> - Who was who in the Irish Peace Process?
- 10)  <http://www.infoplease.com/spot/northireland1.html> - The Northern Irish Conflict – A Chronology
- 11)  <http://cain.ulst.ac.uk/sutton/selecttabs.html> - Cross-tabulations of the Sutton Index of Death from the Troubles



EXAMPLES OF DISPLACEMENT

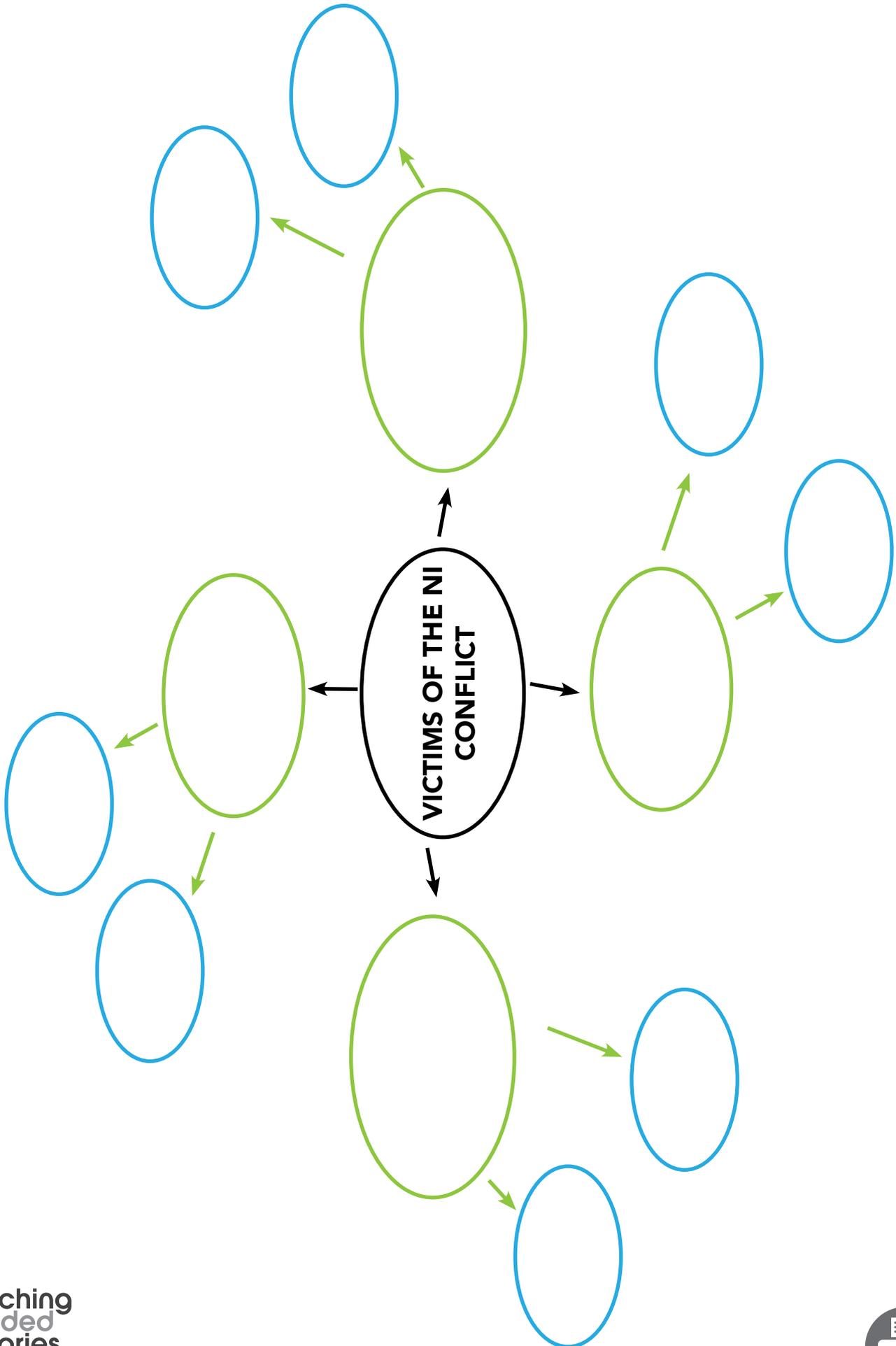
- August 1969 riots in Belfast – in support of nationalists in Derry/Londonderry during the Battle of the Bogside, the Northern Ireland Civil Rights Association staged a demonstration in Belfast. Following the demonstration, a number of nationalists and republicans clashed with the RUC which led to four days of rioting and fighting between nationalists/republicans and the RUC and loyalists. The fighting led many Catholics and Protestants to flee their homes along the edge of community boundaries. As the fighting continued, many Catholic homes were burned by loyalist mobs leaving many Catholic families homeless.
- Operation Demetrius began on 9th August 1971. Its aim was to arrest and detain suspected republic paramilitaries. The operation led to four days of rioting across Northern Ireland with Belfast seeing the fiercest fighting. During the fighting many Protestant and Catholic families fled their homes for safety, with many Catholic homes being burnt. It is estimated that 7000 people (mostly Catholic) were left homeless and almost 2,500 Catholics fled to the Republic of Ireland.
- Derry/Londonderry, like many towns and cities in Northern Ireland, had Protestants and Catholics living side by side for many years before the start of the conflict. Once the conflict began, families moved to areas where they would feel safer. Throughout the 1970s, it is estimated that 90% of Protestants living on Derry/Londonderry's 'Cityside' moved across the River Foyle to the 'Waterside' area of the city to escape republican violence and what many perceived as a threat to their lives.

THE THREE EXAMPLES STATE INSTANCES OF POPULATION DISPLACEMENT AS A RESULT OF THE CONFLICT IN NORTHERN IRELAND. CONSIDER THE EFFECTS POPULATION DISPLACEMENT HAS ON THOSE WHO HAVE TO LEAVE THEIR HOMES AND THOSE IN THE COMMUNITY. IN GROUPS, ANSWER THE FOLLOWING QUESTIONS:

- a) How may these population movements have changed the social landscape of a city?
- b) How might these population movements have changed the way people interact with one another?
- c) List any thoughts or feelings that you think some of these people may have felt having to leave their homes and friends and start a new life somewhere else.
- d) Create a 'Consequence Wheel' which details the direct consequences of being a 'victim' in the Northern Ireland conflict.
 - >> The title in the main circle will be 'Victims of the NI Conflict'
 - >> Write a direct consequence in a circle and link it to the main circle. Reference back to the key information – what defines a victim?
 - >> Consider second order consequences – these are drawn in circles and linked to each direct consequence
 - >> Can you think of any third order consequences?



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DIGITAL TASKS

COMIC CREATION TASK



TASK DESCRIPTION

In pairs, students will create a comic of at least three pages which explains how the 'Troubles' began, how it unfolded and how it ended. Students will research the topics by reading the Key Information and if possible, performing extra research on the internet. (Alternatively, images and information may be sourced by the teacher prior to the lesson).

PLAN

Images and information will be sourced from the internet and designed in the form of a storyboard.

- Students will be supplied with search terms by the teacher and source appropriate images and text from the internet – ask students to consider the reliability and objectivity of the information they find.
- Students will identify and select images/text to use and save them appropriately in a dedicated folder with a meaningful filename.
- Students will keep an account of the sites they have visited in a saved document.
- Students will use the images and information they have sourced and design their comic on a storyboard

DO

Students will use images and speech bubbles/caption boxes to communicate the reasons why the 'Troubles' started, how it unfolded and how it ended. Students will use at least 6 images that they have sourced. Students will complete their piece of work by exporting it in a suitable file format (e.g. JPEG).

- Encourage students to consider the size and style of fonts, the size and cropping of images, the colours used and the tools available to them within the software package.
- Remind students to save their work in a dedicated folder with an appropriate filename.

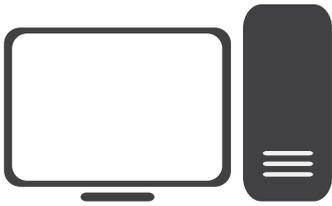
REVIEW

Give students the opportunity to view each other's work. This may be done by displaying the best work on the whiteboard or students may circulate the room viewing others work.

Taking other students' feedback into account, ask students to justify their choices and decisions, including any difficulties they encountered in the creation of their comic. This may be completed in the form of a saved document.

EXTENSION TASK

Students will create one extra page in their comics which describes any ongoing contentious issues in Northern Ireland after the signing of the Good Friday Agreement.



DIGITAL TASKS

FILM MAKING TASK



TASK DESCRIPTION

In pairs, students will create a movie of at least 45 seconds which details the main events from the 'Troubles'. Before beginning the task, an all class discussion will identify a number of main events that students should research Students will research images (and if possible, audio and video) and information from the internet which will be used in their movies.

PLAN

Information will be sourced from the internet and designed in the form of a storyboard.

- Students will be supplied with search terms by the teacher and source appropriate images, videos, audio and information from the internet – ask students to consider the reliability and objectivity of the information they find.
- Students will identify and select information to use and save it appropriately in a dedicated folder with a meaningful filename (this may be images or quotes that helped them to write their script).
- Students will keep an account of the sites they have visited in a saved document.
- Students will use the information and media they have sourced and construct a storyboard for the making of their movie.

DO

Students will import the various media items they sourced from the internet. Using their storyboards as a guide, students will construct their movie using the various tools of the video editing software (Splitting, Trimming, Transitions, Effects and Captions/Titles). Students will complete their piece of work by exporting it in a suitable file format (e.g. WMV/MP4).

- Encourage students to consider the size and style of fonts, the size of images, the effects/transitions used and the tools available to them within the software package.
- Remind students to save their work in a dedicated folder with an appropriate filename.

REVIEW

Give students the opportunity to view each other's work. This may be done by viewing selected pieces of work or students may circulate the room viewing others work.

Taking other students' feedback into account, ask students to justify their choices and decisions, including any difficulties they encountered in the creation of their audio file. This may be completed in the form of a saved document.

