

LESSON
4.



LESSON DESCRIPTION			
<p>The lesson explains what the Good Friday Agreement was and how it changed the political landscape in Northern Ireland. The different processes within the agreement will be explained and the lesson will end with a short explanation of the St. Andrews Agreement.</p>			
LESSON INTENTIONS		LESSON OUTCOMES	
<ol style="list-style-type: none"> 1. Explain the details of the Good Friday Agreement and the structure of the NI government 2. Discuss the reasons why the Good Friday Agreement and St. Andrews Agreement were successful in achieving peace in Northern Ireland at this time 3. Demonstrate objectives 1 &2 through digital media 		<ul style="list-style-type: none"> • Be able to explain what the Good Friday Agreement was and why it was significant in Northern Ireland politics • Employ ICT skills to express an understanding of the topic. 	
HANDOUTS AND GUIDES	DIGITAL	SOFTWARE	HARDWARE
<ul style="list-style-type: none"> • Lesson 4 Key Information • M3L4 Tasksheets • Comic Creation Storyboard • Video Editing Storyboard 	<ul style="list-style-type: none"> • Suggested Additional Resources 	<ul style="list-style-type: none"> • Comic Creation Software e.g. Comic Life • Video Editing Software e.g. Movie Maker 	<ul style="list-style-type: none"> • Whiteboard • PCs / Laptops



ACTIVITY	LEARNING OUTCOMES
<p>Starter – Play Suggested Additional Resources 1. Students will watch the report “Northern Ireland Assembly to be set up” which explains how the Northern Ireland Assembly works.</p>	<p>Watching the video will help students to understand how the Assembly worked and how it would govern Northern Ireland.</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 issues from the topic. Students will then share their discussions with the rest of the class.</p> <p>Alternatively, teachers may want to use the Introductory / Progression Questions as group discussion questions or to test individual knowledge.</p> <p>The active learning activity will allow students to learn and discuss some key issues from the topic by working in a group. The groups will then come together to compare and contrast their views.</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>Plenary – Through the link Suggested Additional Resources 1, students will watch the report “Reaction To Good Friday Agreement”. The report contains reactions to the Agreement from political leaders and members of the public.</p>	<p>Watching the report will help students understand the importance of the Agreement in political terms and to the everyday people in Northern Ireland.</p>

KEY INFORMATION

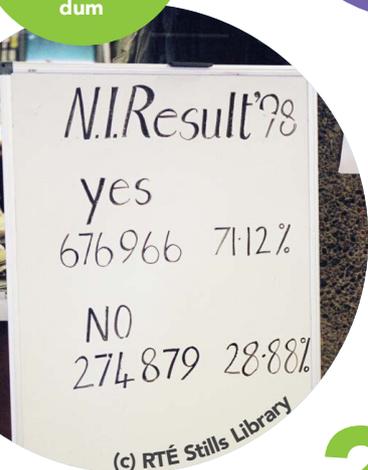
4.

THE GOOD FRIDAY AGREEMENT

The **Good Friday Agreement** (or **Belfast Agreement**) was signed on **10th April 1998**. The agreement is the foundation stone upon which the modern peace process in Northern Ireland has developed. Aspects such as Northern Ireland's status within the UK and the existing power-sharing facilities are all a result of the document. There were many subjects essential to the agreement like, civil rights, cultural identity, decommissioning, justice and policing, and equality. However, before its completion two **referendums** (23rd May) had to be held in the North and South of Ireland. If the agreement was to work, both parts of the island had to approve. The Agreement became official on the **2nd December 1998**. In Northern Ireland the Democratic Unionist Party (DUP) opposed the agreement.

The referendum in Northern Ireland was a direct vote on the Agreement. The vote in the Republic of Ireland was a vote to amend the Irish constitution in accordance with the Agreement.

A white-board displays the final result of the NI vote on the 1998 referendum



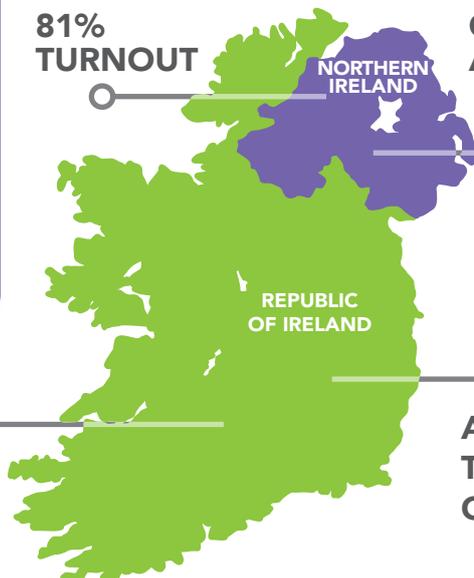
WHAT IS A 'REFERENDUM'?

A referendum is a direct vote in which people are asked to vote 'yes' or 'no' on a proposal put forward.

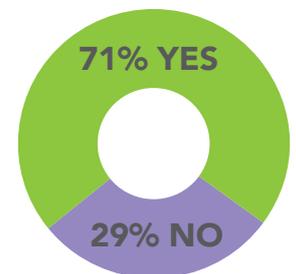
WHAT WAS THE AMENDMENT?

The vote was to allow the Government of Ireland to amend Articles 2 and 3 of their constitution which laid claim to Northern Ireland. These Articles were changed to reflect the desire of the Republic of Ireland to achieve a united Ireland by peaceful means only.

81% TURNOUT

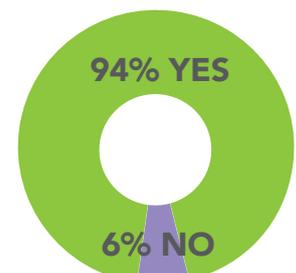


GOOD FRIDAY AGREEMENT



56% TURNOUT

AMENDMENT TO THE IRISH CONSTITUTION



THE DETAILS OF THE GOOD FRIDAY AGREEMENT

THE AGREEMENT IS MADE UP OF TWO COMPONENTS OF DOCUMENTATION:

An agreement amongst the political parties of Northern Ireland

An international settlement between the governments of Britain and the Republic of Ireland

THE AGREEMENT HAS THREE STRANDS, WITH EACH STRAND REPRESENTING INSTITUTIONS THAT DEALT WITH NORTHERN IRELAND (STRAND 1), NORTH-SOUTH ISSUES (STRAND 2) AND BRITISH-IRISH ISSUES (STRAND 3):

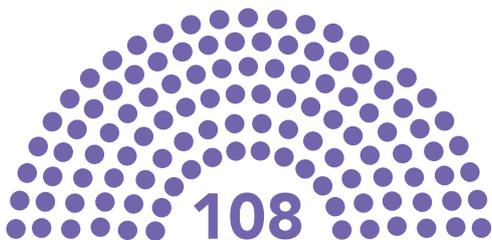
STRAND 1	STRAND 2	STRAND 3
Strand 1 established the Northern Ireland Assembly and the Northern Ireland Executive	Strand 2 established the North/South Ministerial Council, North/South Inter-Parliamentary Association and North/South Consultative Forum which dealt with matters of mutual interest	Strand 3 established the British-Irish Council, British-Irish Intergovernmental Conference and British-Irish Interparliamentary Body which promoted cooperation between the two governments

FOLLOWING THE AGREEMENT CERTAIN ACKNOWLEDGEMENTS WERE AGREED UPON:

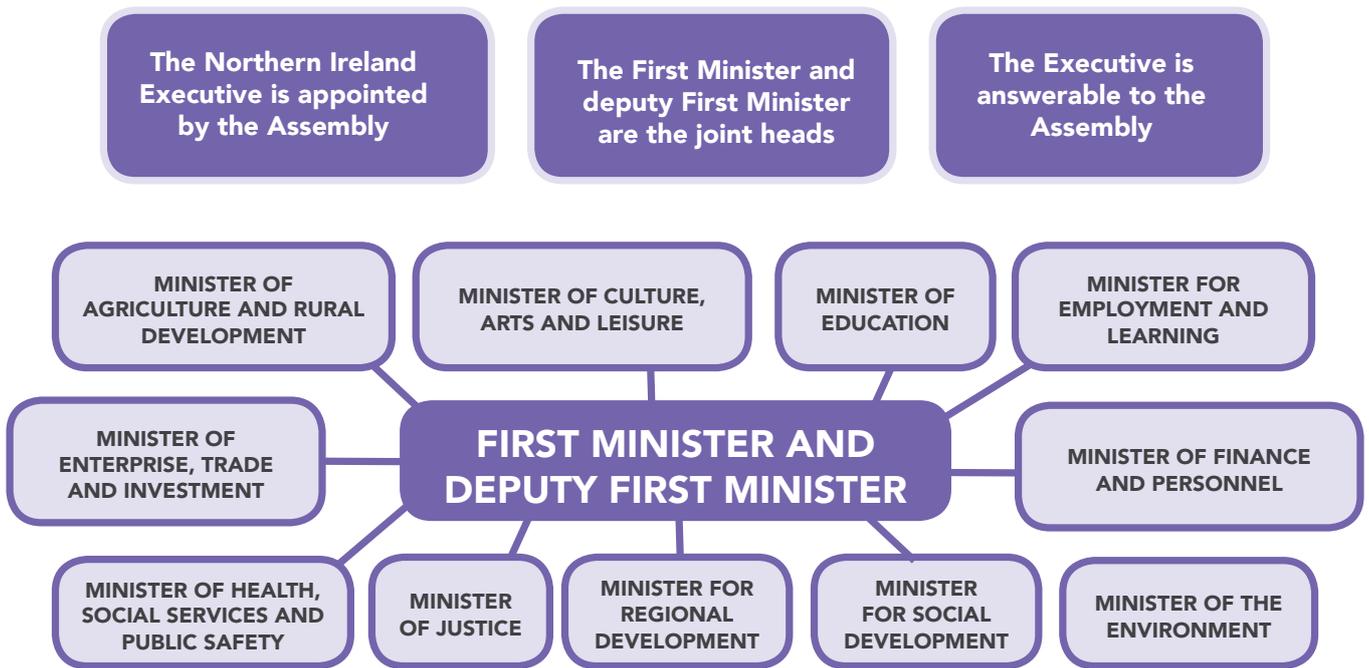
It was agreed that Northern Ireland would remain part of the UK until there was a majority vote of the people to change its status

There was an acceptance of the people of Northern Ireland to identify themselves as either British or Irish and hold either form of citizenship, regardless of whether NI was part of the UK or a united Ireland

THE AGREEMENT ALSO LED TO THE ESTABLISHMENT OF A NEW NORTHERN IRELAND GOVERNMENT.



- The **Northern Ireland Assembly** is made up of 108 **Members of the Legislative Assembly** (MLAs) (this is being reduced to 96 in 2015)
- The devolved Assembly makes decisions on the governing of Northern Ireland
- Elections occur once every 4 years to determine **MLAs**
- The Assembly chooses Ministers for different roles within the **Northern Ireland Executive**



Aside from the Assembly and the Executive, there were a number of institutions set up to deal with cooperation and consultation between Northern Ireland and the Republic of Ireland and Ireland and Britain.

DECOMMISSIONING

A major part in the negotiation of the Good Friday Agreement was the process for decommissioning in Northern Ireland. Decommissioning was the process of disarming weapons. The agreement was made that all parliamentary groups involved in the 'Troubles' would decommission their weapons.

NORMALISATION

Normalisation was the process of changing the security arrangements of Northern Ireland "to compatible levels of a normal peaceful society." It required the British government to reduce the number and role of the British Army in Northern Ireland.

EQUAL RIGHTS

The agreement also dealt with the identities of the two communities in Northern Ireland. There was reference made to the importance of respecting the different religions, cultures and values through better understanding and tolerance.



Bono with David Trimble and John Hume at the 'Concert For Yes Vote', 19th May 1998



First Minister Ian Paisley (DUP) and Deputy First Minister Martin McGuinness (Sinn Féin) meeting US President George W. Bush, December 2007

A SLOW START

On 2nd December 1999, Direct Rule came to an end and powers were transferred to the Northern Ireland Assembly and Executive. However, following slow progress on decommissioning there were several suspensions of the new Northern Ireland government with on-going differences between the two main unionist parties (the UUP and DUP) and Sinn Féin. Negotiations took place throughout those years in an attempt to resurrect the Northern Ireland government. By September 2005 the PIRA had fully decommissioned. New talks led to the St Andrews Agreement and the reestablishment of the Northern Ireland Assembly.

THE ST. ANDREWS AGREEMENT

At St. Andrews in Fife, Scotland, multi-party talks were held from the 11th–13th October 2006. An agreement was made between the Irish and British governments and all the major political parties of Northern Ireland. This also included the Democratic Unionist Party and Sinn Féin. As a result the Northern Ireland Assembly was reinstated on the 8th May 2007. The major breakthrough was the full acceptance by Sinn Féin of the new Police Service of Northern Ireland (PSNI) and the DUP agreeing to power-sharing with Republican and Nationalist representatives.

SUNNINGDALE AGREEMENT (1973)	GOOD FRIDAY AGREEMENT (1998)
<p>Signatories</p> <ul style="list-style-type: none"> • United Kingdom • Republic of Ireland • Ulster Unionist Party • Social Democratic and Labour Party • Alliance Party 	<p>Signatories</p> <ul style="list-style-type: none"> • United Kingdom • Republic of Ireland • Ulster Unionist Party • Ulster Democratic Party • Progressive Unionist Party • Northern Ireland Women’s Coalition • Labour Party NI • Alliance Party • Sinn Féin • Social Democratic and Labour Party
ISSUES THAT WERE ADDRESSED IN EACH AGREEMENT	DIFFERENCES IN THE AGREEMENTS
<ul style="list-style-type: none"> • Policing reforms • A united Ireland would only happen by consent • The release of prisoners • The writing up of a Bill of Rights for NI • Abandonment of violence • Security cooperation • Cross border cooperation • Inter governmental cooperation • Institutional role for the Republic of Ireland • Devolution of powers 	<ul style="list-style-type: none"> • The issues of self-determination, recognition of both identities and inter-island co-operation were never addressed in Sunningdale • The issue of power sharing was never addressed at Sunningdale but it was implied that a power sharing Executive would be the result of the agreement • The Good Friday Agreement improved voting policies within the NI Assembly and moved to make decision making by Britain and Ireland on Northern Ireland more inclusive • The Good Friday Agreement was a more inclusive process than Sunningdale with negotiations taking place between most political parties and paramilitary organisations • The timing of each agreement and the willingness of the participants was also an important factor. Tensions were higher in 1973 and the conflict was still in its infancy; by the time 1998 came around, over 3000 people had lost their lives and peace talks had been developing since the mid 1980s

PERSPECTIVES

2. "A day like today is not a day for soundbites, really. But I feel the hand of history upon our shoulders. I really do."

British Prime Minister Tony Blair, 8th April 1998, arriving in Belfast for the talks which produced the Good Friday Agreement

1. "... the power of the sovereign government with jurisdiction there shall be exercised with rigorous impartiality on behalf of all the people in the diversity of their identities and traditions and shall be founded on the principles of full respect for, and equality of, civil, political, social and cultural rights, of freedom from discrimination for all citizens, and of parity of esteem and of just and equal treatment for the identity, ethos and aspirations of both communities".

The Good Friday Agreement, Agreement Between The Government Of The United Kingdom Of Great Britain And Northern Ireland And The Government Of Ireland, Article 1, (v)

3. "I believe this has the potential to resolve the present difficulties and to see our way forward."

Ulster Unionist Party leader David Trimble on the signing of the Good Friday Agreement, 1998

4. "The agreement that has emerged from the Northern Ireland peace talks opens the way for the people there to build a society based on enduring peace, justice and equality."

US President Bill Clinton, speaking in 1998

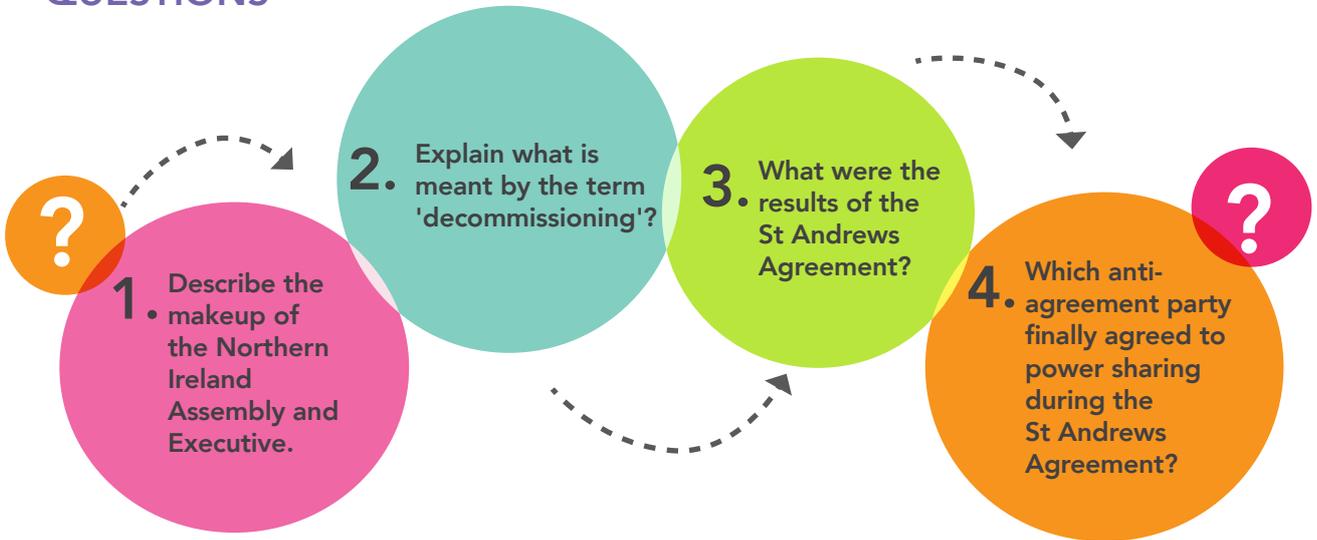
5. "We are at a defining point in the peace process. The last months, weeks and days have seen accelerating discussions, involving the DUP for the first time, about a comprehensive agreement which would see all outstanding matters dealt with and the Good Friday Agreement implemented in full."

Sinn Féin leader Gerry Adams, 1st December 2004

6. "There are people who still think that the compromises that were made along the way were unacceptable. But sometimes politics is about that in order to achieve a better end. And there are always two kinds of people in politics: those who stand aside and commentate and those who get their hands dirty and do."

British Prime Minister Tony Blair, 8 May 2007, as devolution returns to Northern Ireland

QUESTIONS



EXTENSION ACTIVITY 1:

Explain why you think the St Andrews Agreement was so significant.

EXTENSION ACTIVITY 2:

Explain how you think the acknowledgements of the Good Friday Agreement helped to promote equality and tolerance.

TASK 1

In 1998, then leader of the SDLP Seamus Mallon referred to the Good Friday Agreement as "Sunningdale for slow learners." Mallon was implying that the Good Friday Agreement was very similar in nature to the Sunningdale Agreement of 1973 but that it took some sections of both communities a long time to accept and take part in a peace process.

Do you agree with this statement? Take into account the issues that were addressed / not addressed, the signatories and the circumstances and timing surrounding the negotiations. Give reasons for your answer.

TASK 2

The two most high profile attempts to bring peace to Northern Ireland before 1998 were the Sunningdale Agreement (1973) and the Anglo-Irish Agreement (1985). Unionists reacted to both agreements with mass opposition in the form of the Ulster Workers Council strike and the 'Ulster Says No' campaign as they would not accept any input from the Republic of Ireland in Northern Ireland affairs. Republicans rejected both agreements on the grounds that they secured Northern Ireland's status in the UK. The PIRA's response to both agreements was to continue their violent campaign. The Good Friday Agreement had the support of the majority of political parties in Northern Ireland and pushed loyalist and republican paramilitaries into ceasefires.

Why do you think that the Good Friday Agreement has success where other peace agreements failed? Why do you think the attitudes of politicians AND paramilitaries changed?

ALTERNATE TASK

- Divide the class into six groups - the three tasks will be divided amongst the six groups (two groups completing the same task will provide contrasting views for discussion).
- In their groups, students will discuss and answer the questions on their assigned Tasksheet (A, B or C) using the Key Information and further research carried out on the internet.
- With two groups completing each Tasksheet, take this opportunity to pair the groups together to discuss and compare their answers before partaking in a whole class discussion.

SUGGESTED ADDITIONAL RESOURCES



- 1) <http://www.bbc.co.uk/programmes/p017j551> - News Reports from the time explaining different aspects of the Agreement



- 2) <http://www.rte.ie/archives/exhibitions/937-u2/291658-belfast-concert-for-yes-vote/> - News Report on the Belfast Concert for Yes Vote days before the referendum



- 3) <http://www.rte.ie/archives/2013/0523/452075-good-friday-agreement-referendum/> - The Good Friday Agreement Referendum



- 4) http://news.bbc.co.uk/1/hi/uk_politics/309823.stm - Quotes from the different politicians involved in the signing of the Agreement



- 5) <http://www.rte.ie/news/2013/0410/380612-anniversary-good-friday-agreement/> - The 15th Anniversary of the Good Friday Agreement



- 6) <http://www.bbc.co.uk/northernireland/schools/agreement/agreement/agreement1.shtml> - The Good Friday Agreement



- 7) <http://education.niassembly.gov.uk/> - An interactive look at all aspects of the NI Assembly

WHAT WAS THE BACKGROUND TO THE GOOD FRIDAY AGREEMENT?

HOW WAS THE NEW NORTHERN IRELAND GOVERNMENT TO BE STRUCTURED?

EXPLAIN WHAT THE 3 DIFFERENT STRANDS OF THE AGREEMENT WERE.



WHAT WAS THE BACKGROUND TO THE GOOD FRIDAY AGREEMENT?

WHAT WAS DECOMMISSIONING AND WHY WAS IT AN IMPORTANT ASPECT OF THE AGREEMENT?

EXPLAIN WHAT NORMALISATION WAS?

WHAT DID THE AGREEMENT STATE ABOUT EQUALITY WITHIN NORTHERN IRELAND?



MODULE 3. PATHWAYS TO PEACE

4: THE GOOD FRIDAY AGREEMENT AND ST. ANDREWS AGREEMENT

WHAT WAS THE BACKGROUND TO THE GOOD FRIDAY AGREEMENT?

PUT TOGETHER A TIMELINE MADE UP OF THE ASSEMBLY SUSPENSIONS. WHY WAS THE ASSEMBLY SUSPENDED EACH TIME? HOW DID IT START UP AGAIN?





DIGITAL TASKS

COMIC CREATION TASK



TASK DESCRIPTION

Students will create a comic which explains what the Good Friday Agreement was and how it changed Northern Ireland. 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 describe what the Good Friday Agreement was and how it changed Northern Ireland. Students will use at least 3 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.

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 add an extra page to their comic which details the thoughts or views of two politicians from that time – one who was pro-agreement and one who was anti-agreement. Students will use images and speech bubbles to communicate the views of each politician.



DIGITAL TASKS

FILM MAKING TASK



TASK DESCRIPTION

Students will create a movie of at least 30 seconds which explains what the Good Friday Agreement was and what the key details were. 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 various editing tools (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.

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