

LESSON  
6.



LESSON DESCRIPTION

This lesson looks at the issues that remained in Northern Ireland after the signing of the Good Friday Agreement. Although the Good Friday Agreement brought an end to the 'Troubles' and brought politicians together into a new government of Northern Ireland, some issues remained which have continued to raise tensions. The lesson will highlight how some other countries have dealt with the past as well as highlight some of the issues that are still present in Northern Ireland after the signing of the Good Friday Agreement.

LESSON INTENTIONS

1. Highlight some of the issues that still remain unresolved in Northern Ireland after the signing of the Good Friday Agreement
2. Discuss the reasons why these issues are so contentious and difficult to approach
3. Demonstrate objectives 1&2 through digital media.

LESSON OUTCOMES

- Students should be able to summarise the issues that still remain unresolved in Northern Ireland after the conflict and express their own thoughts on how these issues can be resolved.
- Employ ICT skills to express an understanding of the topic.

HANDOUTS AND GUIDES

- Lesson 6 Key Information
- M3L6 Tasksheet
- Audio Editing Storyboard
- Video Editing Storyboard

DIGITAL

- Suggested Additional Resources

SOFTWARE

- Audio Editing Software e.g. Audacity
- Video Editing Software e.g. Movie Maker

HARDWARE

- Whiteboard
- PCs / Laptops
- Headphones / Microphones



ACTIVITY	LEARNING OUTCOMES
<p><b>Starter</b> – Ask the students if they think Northern Ireland is a peaceful society. What evidence is there to support their view? Encourage the students to highlight incidents they may have witnessed/seen on the news.</p>	<p>Students will be too young to remember the Good Friday Agreement or the violence that preceded it so asking the question will offer a good insight into what students think of today's Northern Ireland compared to their limited knowledge of the past.</p>
<p><b>Using the Key Information, teachers will have a choice of activities to engage students.</b></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 research how other countries have come through conflict and compare it to Northern Ireland. If time permits, encourage the students to share their research through discussion and share their views on how these countries can be an example to Northern Ireland.</p> <p><b><i>*If possible, allow students to research the topic on the internet – suggested additional resources / search engine.</i></b></p>	<p>The Key Information is designed to cover the information within the topic and meet the learning intentions.</p> <p>The discussion questions on the Key Information are designed to meet the learning intentions through interaction and Q&amp;A.</p> <p>The questions on the Key Information are designed to meet the learning intentions 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><b>Plenary</b> – Watch <b>Suggested Additional Resources 5</b> and ask the students to consider how South Africa has approached reconciliation. Is there an example here for Northern Ireland? (If this video has been watched as part of the Alternate Task, give students a piece of paper/post-it note each. Ask students to write down suggestions as to how Northern Ireland can deal with issues such as flags, parading and remembering the past. These notes will be placed in a designated area for everyone to read.</p>	<p>Watching the video will give students an insight into how South Africa came through Apartheid and how they dealt with the past. The subsequent discussion will encourage students to think about how Northern Ireland can continue to move forward.</p> <p>The other activity will offer the students the opportunity to think about current issues that remain in Northern Ireland and suggest how these issues can be overcome.</p>

KEY  
INFORMATION  
6.

# DEALING WITH THE PAST

The Museum  
of Memory and  
Human Rights,  
Chile



A March 24th  
demonstration  
in Argentina

The Good Friday Agreement represented an important development in the peace process in Northern Ireland. However, underlying tensions between loyalist-unionist and nationalist-republican communities continue to exist, which sometimes can erupt in violent confrontations.

## HOW DO OTHER COUNTRIES DEAL WITH THE PAST?

The term transitional justice describes a variety of methods that societies emerging from conflict attempt to use to deal with violent pasts (See **Perspectives 1**). Establishing the “truth” is also an important part of transitional justice processes. Truth-seeking can take a variety of forms—including freedom of information legislation, declassification of important documents, investigations into the missing and the creation of commissions of inquiry.

Criminal and civil prosecutions can occur at international, national or local levels to hold human rights abusers accountable for past actions. Prosecutions, tribunals and local trials have taken place in post conflict countries and regions such as: Yugoslavia, Rwanda, Sierra Leone, Cambodia and Argentina.

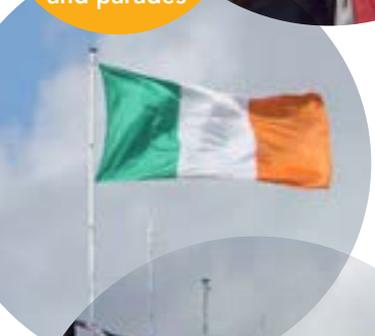
Memorials, museums and commemorations offer another effective means of dealing with and remembering the past. Such structures and activities work both as healing mechanisms and as records of what happened in the past to ensure that history does not repeat itself.

Examples include...

- The Museum of Memory and Human Rights in Chile, which works to educate the public about the history of military dictatorship and its various abuses.
- Constitution Hill in Johannesburg, South Africa—a former prison which now functions as the country’s Constitutional Court
- The Day of Remembrance for Truth and Justice in Argentina commemorates the March 24th 1976 Argentine coup which led to the disappearance of thousands of victims
- The efforts of family members of the 150,000 disappeared in Peru to knit a 1 km “Scarf of Hope” in memory of victims



Richard Haass led talks which aimed to overcome issues regarding flags and parades



## THE HAASS TALKS

While the Good Friday Agreement reduced violence in Northern Ireland, hostilities continued to arise occasionally due to high levels of tension between many nationalists and unionists. Following a return in sectarian tension and violence in 2013 surrounding the issues of parading, flags and the legacy of the 'Troubles', international figures were once again brought into Northern Ireland to aid in multi-party peace talks. This time, US Diplomat Richard N. Haass, previously a US Special Envoy to Northern Ireland from 2001 to 2003, was invited to chair the "Panel of Parties in the NI Executive." The panel engaged in talks with representatives from the five largest parties in Northern Ireland (Democratic Unionist Party, Ulster Unionist Party, Sinn Féin, Social Democratic and Labour Party, Alliance Party) and with members of civil society.

The talks were an attempt to create recommendations regarding the issues of parades and protests, flags, symbols and dealing with the past. The parties agreed on how to deal with the victims of the 'Troubles'. However the continued differences over parades and flags meant no agreement was reached. Although the talks broke down at the end of 2013 many hope the Haass proposals could still provide the basis for a deal in the future.

## FLAGS

Flags are a major source of contention in Northern Ireland and create division along political and sectarian lines. For example, in loyalist and republican neighborhoods Union flags and Irish Tricolors are flown on lamp posts and homes as expressions of national identity or, sometimes, to mark territory.

## PARADES

Parades have served as a way in which important events from history are commemorated and celebrated in Northern Ireland. Parades serve a social, religious and political role for many participants. Over 4,000 parades occur every year in Northern Ireland across both communities. The vast majority of these parades pass off peacefully, although a small number are viewed as 'sensitive' or contentious due to the events they are commemorating or the route they march along.

### Examples of nationalist parades

- > Easter Rising
- > Hunger Strikes

### Examples of unionist parades

- > Siege of Derry
- > Battle of the Boyne

From **April 2013 to March 2014**, there were **4,665** parades across Northern Ireland. **59%** of those parades were organised by the unionist tradition, **3%** were organised by nationalist groups and **38%** were defined as 'other' (charity, sporting events, etc...). The marching season in Northern Ireland (May to August) is the busiest time of the marching calendar and can sometimes be the most contentious or troublesome time of the year.

The Parades Commission was set up after the Good Friday Agreement to settle disputes arising from controversial or 'sensitive' parades. The majority of parades are led and organized by Protestant or unionist groups, and as a result some parading participants see the Commission's restrictions on parading as an attack on unionist/loyalist identities.

### 1.)) DISCUSSION

Why are issues such as flags and parading so contentious?

2.)) DISCUSSION

What would happen if we didn't talk about the past?



>>> FURTHER READING

"Report of the Consultative Group on the Past" by Robin Eames and Denis Bradley

"A Truth Commission for Northern Ireland?" by Patricia Lundy and Mark McGovern

### ANTI-AGREEMENT REPUBLICANS

Following the Provisional IRA ceasefire, several splinter groups were formed in opposition to the ceasefire and the Good Friday Agreement. These dissident republicans do not support the current peace process and view the governments in both Northern Ireland and the Republic of Ireland along with their respective police forces as illegitimate.

### THE TRUTH AND RECONCILIATION COMMISSION

A truth commission is an official body formed to investigate the events of the past and report on its findings. In the last thirty years, 40 such commissions have occurred in areas across the world with the most famous occurring in South Africa in the 1990s. Northern Ireland has yet to have a truth commission, which is the source of much debate (see **Perspectives 3** and **4**). In 2005 the British Government and House of Commons Inquiry asserted that while a truth commission was not a viable option at the time for Northern Ireland, the possibility of the formation of such a body in the future would not be ruled out.

A commission is not the only way to establish truth or deal with the past in a society emerging from conflict. In Northern Ireland, victim support groups, storytelling projects, cross community projects, memorials, police investigations and public apologies have all had a role in the peace process.



## EXAMPLES OF CONTENTIOUS ISSUES

### Flags

On the 3rd December 2012, Belfast City Council voted to limit the number of days that the Union Flag was flown from Belfast City Hall. The decision angered Ulster loyalists who believed that their 'Britishness' was being diluted as part of a 'cultural war' being waged by republican politicians. Previously, the flag had flown every day of the year but the vote limited this to no more than 18 days a year – in line with British government guidelines regarding government buildings. The decision led to loyalist protests throughout Northern Ireland in the form of protests, marches and roadblocks. In some cases, these protests led to clashes between loyalists and the police.

### Parades

Parading has proved to be a major source of contention in Northern Ireland both before and after the signing of the Good Friday Agreement. These parades mostly become contentious at "interface areas" where Protestant and Catholic communities live in close proximity to one another. One such example is Ardoyne, Belfast.

Due to its segregated areas, parading in Northern Ireland has been an ongoing contentious issue throughout the Troubles, peace process and right up to the present day. In 2013 with tensions already high due to the flag controversy, part of the annual 12th July parade through the Ardoyne estate was blocked by the police who were enforcing a ruling by the Parades Commission. The Orange Order and its supporters attempted to march the route anyway. The confrontation with the police led to days of rioting in Belfast (with minor outbreaks across Northern Ireland). [With the help of politicians and community groups, the violence stopped but loyalists maintained their right to protest the decision. As of summer 2014, loyalists have maintained a protest camp on Twaddell Avenue, near the Woodvale/Ardoyne interface.]

### Anti-Agreement Groups

On 15th August 1998, the Real Irish Republican Army carried out a car bomb attack in Omagh, Northern Ireland. The bomb killed 29 people (and a pair of unborn twins) and injured approximately 220. The attack was condemned by Gerry Adams and Martin McGuinness, the leaders of Sinn Féin and described as an "appalling act of savagery and evil" by British Prime Minister Tony Blair.

The victims of the attack represented an array of backgrounds, including Protestant, Catholic, Mormon and non-Irish and non-British tourists. The bombing spurred an international outcry and provided evidence of the need for substantial work on the ongoing peace process.

### Community

During the Troubles, the Ardoyne area of Belfast became segregated, leaving the Catholic Holy Cross Girls Primary School in the middle of a Protestant area. In June 2001, loyalists began to picket the school and limit the schoolchildren's and parents' access to Holy Cross. The protest was a response to claims that Catholics were attacking Protestant homes and denying them access to facilities such as shops and playgrounds. The schoolchildren had to be escorted through the protestors by police and soldiers every day. The protest ended in January 2002. The actions of the protestors were condemned by politicians and civilians from both Catholic and Protestant backgrounds. The protest also sparked an upsurge in violence between the two divided communities living in the Ardoyne.

As a result of the protest, the North Belfast Community Action Unit was formed to support inter-community discussions on the social and economic issues specific to the area.

# PERSPECTIVES

1. "For the United Nations, transitional justice is the full range of processes and mechanisms associated with a society's attempt to come to terms with a legacy of large-scale past abuses, in order to ensure accountability, serve justice and achieve reconciliation. Transitional justice processes and mechanisms are a critical component of the United Nations framework for strengthening the rule of law."

**Guidance Note of the Secretary-General: United Nations Approach to Transitional Justice, March 2010.**

2. "It's cancerous because one group of us want the truth and want to know the British government were as bad as the IRA - that they did illegal things, and other people want to know that the IRA were real baddies in this and, by the way, the UVF weren't good either. So we fight around those issues and we have fought about those issues constantly. Now, if we can get past that both at an individual and community level, we can then get on with things."

**Dennis Bradley, former vice-chairman of the police board for the PSNI and co-author of the Eames-Bradley Report, November 2013.**

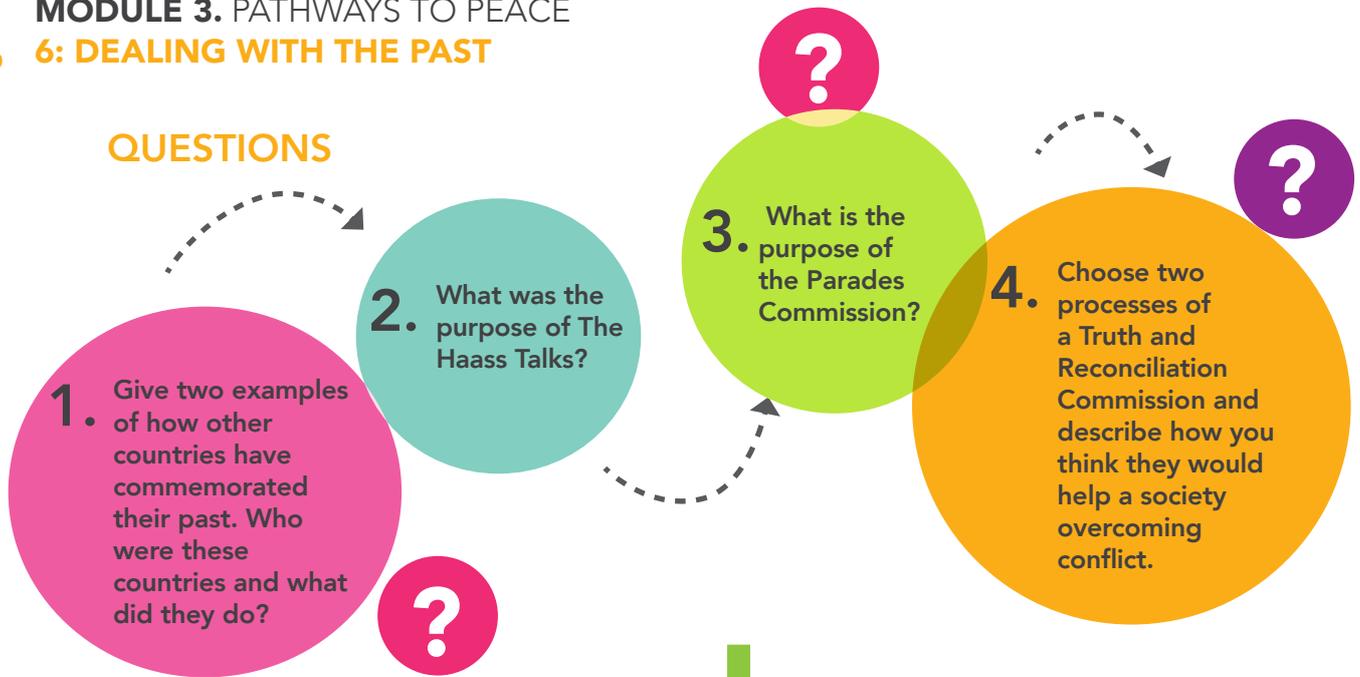
3. "People don't want vengeance but what they do want is a sense of a recognition and acceptance of what happened was clearly wrong. We can't ignore the past. As a human being it's impossible to just draw a line when you have suffered a terrible hurt."

**Dr Philip McGarry, a psychiatrist who has counselled both victims and perpetrators, November 2013.**

4. "Truth is crucial to the prospect of reconciliation. Genuine conversations, to establish, and as far as possible agree, what the truth is, should take place between those involved in the conflict, while recognising that complete truth is unattainable."

**'Report on the Consultative Group on the Past' by Robin Eames and Denis Bradley, 2009.**

QUESTIONS



EXTENSION ACTIVITY 1:

How do you think a Truth and Reconciliation Commission would help Northern Ireland?

EXTENSION ACTIVITY 2:

In your opinion, would there be any negative effects of having a Truth and Reconciliation Commission in Northern Ireland?

TASK 1

Look at Suggested **Additional Resources 5**. Read the article and watch the videos.

**In groups, you are tasked with setting up a Truth and Reconciliation Commission for Northern Ireland.**

What methods will you use for finding out the truth?

How do you think such a commission would affect victims and perpetrators?

What do you think it would achieve?

TASK 2

**The Good Friday Agreement was signed in 1998, but yet some would argue that the two communities in Northern Ireland are as divided now as they were before 1998.**

Can you think of any recent incidents that suggest this is true?

How would you suggest that these problems are solved?

### ALTERNATE TASK

- In groups, research two of the countries that were mentioned in the Key Information that have come through conflict.
- Using M3L6Tasksheet, answer the questions on the countries you have researched.
- Having completed your research, discuss in your group how the conflict in these countries compares to Northern Ireland. Do you think Northern Ireland could learn anything from how these countries have dealt with the past?

### SUGGESTED ADDITIONAL RESOURCES

-  1) [http://www.unrol.org/files/TJ\\_Guidance\\_Note\\_March\\_2010FINAL.pdf](http://www.unrol.org/files/TJ_Guidance_Note_March_2010FINAL.pdf)  
United Nations file on approach to transitional justice
-  2) <http://www.bbc.co.uk/northernireland/schools/agreement/reconciliation/violence1.shtml> -  
Reconciliation and Victims of Violence
-  3) <http://www.bbc.co.uk/northernireland/schools/agreement/reconciliation/integrated1.shtml> -  
Integrated Education and Mixed Housing
-  4) <http://www.ark.ac.uk/publications/updates/update46.pdf> - A Truth Commission for Northern Ireland?
-   5) <http://www.bbc.co.uk/history/0/22771952> - Is absence of violence the same thing as real peace?
-  6) <http://www.bbc.co.uk/news/uk-northern-ireland-17433788> - Truth and reconciliation from Belfast to Cape Town
-  7) [http://cain.ulst.ac.uk/victims/docs/consultative\\_group/cgp\\_230109\\_report.pdf](http://cain.ulst.ac.uk/victims/docs/consultative_group/cgp_230109_report.pdf) - Report of the Consultative Group on the Past
-  8) <http://www.theguardian.com/flash/0,5860,340041,00.html> - An Interactive guide to Drumcree
-  9) <http://www.theguardian.com/uk-news/2013/dec/31/northern-ireland-talks-collapse-as-main-unionist-parties-reject-haass-proposals> - An article on the collapse of the Haass talks

**MODULE 3. PATHWAYS TO PEACE**

**6: DEALING WITH THE PAST**

<b>COUNTRY</b>	SUMMARISE THE CONFLICT THAT OCCURRED IN THIS COUNTRY	HOW DID THIS COUNTRY DEAL WITH THEIR PAST?	<b>COUNTRY</b>	SUMMARISE THE CONFLICT THAT OCCURRED IN THIS COUNTRY	HOW DID THIS COUNTRY DEAL WITH THEIR PAST?





# DIGITAL TASKS

## FILM MAKING TASK



### TASK DESCRIPTION

**Students will create a movie of at least 30 seconds which highlights two examples of contentious issues that remain present in Northern Ireland e.g. a contentious march, trouble as a result of a commemorative bonfire, etc...**

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

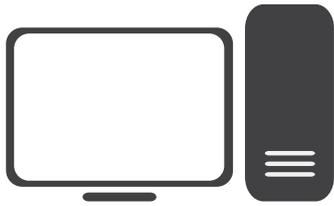
**Students will import the various media items they sourced from the internet. Using their storyboards as a guide, students will construct their movie using various editing tools (Splitting, Trimming, Transitions, Effects and Captions/Titles). Students will complete their piece of work by exporting it 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.



# DIGITAL TASKS

## AUDIO EDITING TASK



### TASK DESCRIPTION

*Students will work in groups of three to script, record and edit a radio debate in which the participants are discussing the planned route of an Orange Order march. One student will play the part of a nationalist resident that lives near the planned route of the march, one student will play the part of a member of a band that is taking part in the march and the last student will play the part of questioner/presenter/mediator.* Students will research the topic by looking at the Key Information (and if possible, performing an internet research). The report will be at least 1 minute long.

### PLAN

*Information will be sourced from the internet and used to help write a script. In the script the presenter should ask the questions with the intention of getting the participants to share their feelings and come to some kind of conclusion/shared outcome.*

- Students will be supplied with search terms by the teacher and source appropriate images, videos, and news articles 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.

### DO

*Students will use the record function to record their script and use the various editing tools to edit their recording (e.g. selection tool, time shift tool, trim, silence, etc...).When the recording has been edited, the pair will complete the audio file by exporting it in a suitable file format (WAV / MP3).*

- Students may experiment with sound effects but students must consider whether these effects are necessary and appropriate.
- 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 playing back the best 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 audio file. This may be completed in the form of a saved document.