

# Delivering citizenship objectives through Ireland

Citizenship at Key Stages 3 & 4  
Drawing on 'Ireland in Schools' study units

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## **'A British Army Soldier with a rifle and a radio'**

Enemy Encounter by Padraic Flacc

This poem is showing the two sides, how both the Irish and the British soldiers feel about each others' presence. The Irish are showing no fear but you can tell that there is some uncomfot. The soldiers feel the same uncomfot and they feel out of place here. This poem is sad because it is a shame that they can not do something to get on with each other as they both feel uncomfotable about each others' presence.

*Sent with the compliments of 'Ireland in Schools'*



# Planning

Some other ideas for teaching 'Enemy Encounter'

## Questions

- How is a mood created in the first stanza?
- How do you know what the poet feels about the soldier?
- How do you know what the soldier feels about the poet?
- Why is it a sad poem?
- What have you learned about the experience of living in the north of Ireland from this poem?

## Activities

- Present the lines separately on cards.  
Sort into those about the Irishman and those about the British soldier.  
Discuss the impressions given of each character.
- Present first two stanzas and predict what might happen in next stanza: might think soldier will stop/search passer-by etc.
- Thoughts given are those of the narrator.  
Discuss these (including way we find out that he sees the soldier before we are told the soldier is 'hiding'! Also the red hair is not a good camouflage! Comparison with robin - easily noticed in winter, viewed with affection, delicate, literal - red hair. His language - disjointed lines and awkwardness of 'perched hiding', suggests some discomfort that he tries not to show).  
Suggest what thoughts of British Soldier might be and why - including why the last line is surprising.  
Could do this before last line is revealed.
- Explore the atmosphere of the poem: use of alliteration of D to establish harsh, cold feeling at start - also hard sounds of 'culvert'.
- Compare with 'The Disturbance'.  
Both poets have something to say about living in Northern Ireland during 'the troubles'. What does each poet want to say?  
How do they choose to say it?  
Which poet do you prefer and why?

# Key citizenship objectives

taught through 'Ireland in Schools' work

1. Knowledge and understanding about becoming informed citizens
  - b. (the origins and implications of) the diversity of national, regional, religious and ethnic identities in the UK and the need for mutual respect and understanding.
  - f. the work of community-based national and international voluntary groups (to bring about social change).
  - h. ('g' at KS4) the importance of the media (free press) in society, including the internet, in providing information and affecting opinion.
2. Developing skills of enquiry and communication
  - a. (research) think about topical political, spiritual, moral, social and cultural issues, problems and events by analysing information and its (different) sources, including ICT-based sources (showing an awareness of the use and abuse of statistics).
  - b. (express) justify (and defend) orally and in writing a personal opinion about such issues, problems or events.
  - c. contribute to group and exploratory class discussions, and take part in (formal) debates.
3. Developing skills of participation and responsible action
  - a. use their imagination to consider other people's experiences and be able to think about, express, explain (and critically evaluate) views that are not their own.

# English & citizenship

Ireland research - the novel *4321* by Siobhán Parkinson

## Citizenship objectives

- 1b the diversity of the national, regional, religious and ethnic identities in the UK and the need for mutual respect and understanding.
- 1h (*'g' at KS4*) the importance of the media (free press) in society, including the internet, in providing information and affecting opinion.
- 2a think about topical political, spiritual, moral, social and cultural issues, problems and events by analysing information and its sources, including ICT-based sources.
- 2b justify orally and in writing a personal opinion about such issues, problems or events.

## English framework objectives (Year 7)

### 7S13(a)

revise the stylistic conventions of the main types of non-fiction: information ...

7R1 know how to locate resources for a given task, and find relevant information in them.

7R2 use appropriate reading strategies to extract particular information.

7R3 compare and contrast the ways information is presented in different forms.

7R4 make brief, clearly-organised notes of key points for later use.

7R5 appraise the value and relevance of information found and acknowledging sources.

7R10 identify how media texts are tailored to suit their audience, and recognise that audience responses vary.

### 7WR2

collect, select and assemble ideas in a suitable planning format.

### 7WR11

select and present information using detail, example, diagram and illustration as appropriate.

### 7S/L11

adopt a range of roles in discussion, including acting as spokesperson, and contribute in different ways such as prompting, opposing, exploring and questioning.

### 7S/L12

use exploratory, hypothetical and speculative talk as a way of researching ideas and expanding thinking.

IiS study unit - *4 Kids, 3 Cows, 2 Cats, 1 Witch (maybe)* by Siobhán Parkinson

This unit of work (5 lessons) is linked to the study of a novel and is based on an exploration of the country in which the novel is set. In the example given, available for both Y7 and Y8 objectives, the focus is Eire but it could be adapted to Northern Ireland or other countries. The unit also includes work on the study of authors themselves (4 lessons).

## Key activities

- Explore Irish culture through images.
- Evaluate internet resources B Virtual travel: Futuristic students visit a website and comment on the experience they gain from this.
- Research an aspect of Irish culture to present as an addition to the website visited.

*The units for Years 7 & 8 are available on IiS CD-ROMs E01 & H01 and on the QLS website: [www.sln.org.uk/english](http://www.sln.org.uk/english).*

# History & citizenship

Fighting for whom? 1916: the Easter Rising & the Western Front

History objectives:

- 2a/b describe and analyse the beliefs and attitudes of people during the Easter Rising and on the Western Front.
- 2c analyse and explain why Irish people took part in the Easter Rising and joined the British army.
- 2d identify links between events on the Western Front and the Easter Rising.
- 2e the significance of the Easter Rising.
- 3a/b how the Easter Rising and World War I, especially on the Western Front, have been represented and interpreted.
- 4a how to use and select from a wide range of sources.
- 4b how to evaluate sources related to the Easter Rising and World War I and draw conclusions through comparing them.
- 5a/c how to select and communicate their understanding of events during 1916 through discussion and writing.

Citizenship objectives:

- 1b (the origins and implications of) the diversity of national, regional, religious and ethnic identities in the UK and the need for mutual respect and understanding.
- 2a (research) think about topical political, spiritual, moral, social and cultural issues, problems and events by analysing information and its (different) sources, including ICT- based sources (showing an awareness of the use and abuse of statistics).
- 2b (express) justify (and defend) orally and in writing a personal opinion about such issues, problems or events.
- 2c contribute to group and exploratory class discussions and take part in (formal) debates.
- 3a use their imagination to consider other people's experiences and be able to think about, express, explain (and critically evaluate) views that are not their own.

IIS study unit - 1916: Fighting for whom?

This resource includes a student workbook (consisting of between 9 and 12 lessons) and teachers' notes. It tries to adopt an integrated approach to the participation of Irish people in two very dramatic events in 1916 - the Easter Rising and fighting on the Western Front. It also incorporates literacy objectives, using two historical novels set in Dublin in 1916 (*The Guns of Easter* and *No Peace for Amelia*). It draws on recent historical writings about the World War I years in Ireland.

The key question considers why in 1916:

- did some Irish men and women fight against the British army, appealing for German aid, during the Easter Rising in Ireland, while
- other Irishmen joined the British army to fight against Germany.

*The unit is available on IIS CD-ROMs E01 & H01 and on the QLS website: [www.shn.org.uk/english](http://www.shn.org.uk/english).*

# Drama & citizenship

The Irish Famine 1845-1852 (Years 9 or 10)

## English framework objectives

### 9S&L11

recognise, evaluate and extend the skills/techniques they have developed through drama.

### 9S&L12

use a range of drama techniques, including work in role, to explore issues, ideas and meanings *e.g. by playing out hypotheses, by changing perspectives.*

## National curriculum programmes of study

- Employ various dramatic approaches to investigate ideas, texts and meanings.
- When scripting and taking part in plays use diverse approaches to convey action, character, atmosphere and tension.
- Recognise how the structure and organisation of both scenes and plays add to the dramatic effect.
- Judge dramatic performances, either watched or taken part in.

## Citizenship objectives

1c/d central and local government, the public services they offer and how they are financed, and the opportunities to contribute.

1f the work of community-based, national, and international voluntary groups (to bring about social change).

2a (research) think about topical political, spiritual, moral, social and cultural issues, problems and events by analysing information and its (different) sources, including ICT-based sources (showing an awareness of the use and abuse of statistics).

2c contribute to group and exploratory class discussions and take part in (formal) debates.

3a use their imagination to consider other people's experiences and be able to think about, express, explain (and critically evaluate) views that are not their own.

## IiS study unit - 'Drama, citizenship & the Irish famine 1845-52' - key activities

### The unit focuses on the following drama techniques:

- **Tableaux:** students produce a series of 'freeze-frame' mimes to communicate facts based on historical background documents.
- **Focus:** students create a performance in which they make deliberate use of focus techniques (position, sounds, silence, action, tableaux) to draw the attention of the audience to the relevant information from the background documents.
- **Status or positions of power:** groups create the shape representing the relative status of characters in the picture ('Justice for Ireland') and show how to change the shape so that the status changes. They then use this technique in a performance.
- **Facial expressions:** students represent a poem using words and facial expressions.
- **Gesture:** students take on a role and create a scene concentrating on using a range of gestures.
- **Co-ordinated movement:** Retell a story using this technique.
- **Movement as a means of expression:** use movement to perform a poem.
- **Symbolism, staging and a final assessed performance** conclude the unit.

*The unit is available on IiS CD-ROMs E01 & H01 and on the QLS website: [www.shn.org.uk/english](http://www.shn.org.uk/english).*

How has this unit of work helped you understand what Documentary Drama is?

'Before we did not know what documentary drama was but now we know that the way documentary drama is presented makes the audience think. All the techniques are easy but we learned how to use them with factual evidence.'

Give a brief description of your final performance, and how it went.

'We used potatoes as a symbol of the famine and we had strange music playing. We moved round in strange patterns and we had candles and things. I think our performance went very well, and we all had a part that was equal. I found the play very enjoyable and I thought it went well. I tried hard but I could have tried harder and achieved the grades that I wanted.'

Year 10, Rockferry High School

Do you feel you have gained any insight into the Irish Famine? If so, why?

'Beforehand I knew nothing about the famine. I found out about facts and analysed the famine. It had an impact on me in that I wanted to know more. It also had an impact on England and some people may not be here because the Irish would not have come over if it was not for the famine.'

How has this work helped you be aware of your role as a citizen?

'It helped me understand about the part I play in a group and about group dynamics. (We also learned about the rights and responsibilities of Government.) Also the process was aimed at understanding about democracy and how it works and the ability to analyse and research.'

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