

# DIVIDED CITY



**EXPLORING**

**SECTARIANISM**

**PRIMARY SCHOOL PACK**

**CITIZENS  
THEATRE**



# INTRODUCTION

The session plans, activities and resources in this pack are designed to assist upper primary school children and their teachers explore issues to do with sectarianism. Taking part in Drama involves putting yourself in someone else's shoes, and many of these activities ask the young people to consider other people's beliefs, attitudes and points of view, seeing situations through their eyes in order to understand them. Ultimately these activities are designed to encourage young people to form their own points of view and feel able to respectfully challenge those they disagree with.

We have used Theresa Breslin's novel *Divided City* (ISBN 978-0-552-55188-5) as a key resource and also Martin Travers' adaptation for the stage, published by Bloomsbury Methuen Drama 2013 (ISBN 978-1-4081-8157-7). There are two scenes from the play included in this resource pack. These have been reproduced with kind permission from Methuen Drama. We have also drawn widely from Sense over Sectarianism's drama resource pack published by Glasgow City Council 2009, *Creative and Aesthetic Subjects: Drama*. Other material springs from the Citizens Learning Teams' own delivery of anti-sectarian projects across the west of Scotland. All of this can be adapted and used in any way you see fit to benefit your own class or group.

A document linking anti-sectarian work to *Curriculum for Excellence Experiences and Outcomes* has been provided and there are links to further resources and websites at the end of this pack. We hope you find it all useful.

**Louise Brown**  
**Creative Learning Officer**

[citz.co.uk/take\\_part](http://citz.co.uk/take_part)

**#TakePart**

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# WORKSHOP 1 -

## WHAT IS DISCRIMINATION?

### Warm Up Game Clap Heads

This is a focusing exercise that requires the participants to listen and be aware. You are encouraging the group to work as a team. It is very satisfying when completed successfully!

Organise pupils in a standing circle, feet touching feet either side of you, legs not too far apart: clap twice, touch the heads of the people on either side, clap twice, touch their shoulders, clap twice, touch their elbows (not elbow to elbow but hand to elbow, much harder to do, but more fun to organise!) clap twice; touch their knees, clap twice, touch their toes, stand tall and everyone then claps five times. Aim to end the fifth clap in perfect unison.

### Sides of the Room - Yes/No/Don't know Statements:

Encourage pupils to move to either end of the room in response to the following statements, then tease them out through discussion:

- I have been to MORE THAN 4 countries in the world.
- Scotland is the best country to live in, in the world.
- I can speak MORE THAN one language, pretty well.
- I've got friends who are NOT Scottish.
- I believe you should treat everyone equally.

### Noughts and Crosses

The following team game is to be played with the drama workshop leader subverting the rules so that some participants will end up getting treated unfairly. The purpose of this is to help the participants understand what discrimination is and have an understanding, however simplified, of what it feels like to be treated unjustly. It should be a level of unfairness which makes it possible for the children to work out what is happening as the game progresses.

Ask the class to form two teams, the noughts and the crosses, with each team in a line facing a group of 9 chairs. The chairs represent the noughts and crosses grid usually drawn when the game is played. The leader

calls out for either a nought or cross to move, one at a time. This child can sit on any of the chairs on the grid, with their hands above their head in the shape of a cross or a nought. Then the leader calls for a member of the next team to move and so on, until either the noughts or crosses win by forming a complete line on the grid. At the end of each round players return to the end of their line and the game resumes.

**Leader can cheat** by favouring either the noughts or the crosses, for example, always letting the crosses go first, thus getting the prime, central position on the grid; not letting the noughts change their mind and move position on the grid, whilst allowing/encouraging the crosses to do so; putting noughts out for cheating when they clearly haven't done so; allowing crosses to cheat and get away with it; advising the crosses and giving no support to the noughts.

The drama workshop leader should use his or her judgement in how far this should be taken. Some groups will understand what is happening and play along, however other groups may be a little more sensitive or even defensive. In these instances, a little hint can be given as to what is happening.

### Discussion about Noughts and Crosses

Following the game above, the participants will hopefully be keen to talk about how it made them feel. The following questions can be used to get the discussion going and lead it in to a more general examination of discrimination:

- What was going on in that game?
- How does it feel to be treated unfairly? How does it feel to get away with cheating?
- Why did no-one challenge the leader/teacher? Why did it go on for so long?
- If you let someone get away with unfair behaviour, are you as bad as them?
- What do we call it when people are treated unfairly?

A helpful definition of discrimination is: 'the unjust or unfair treatment of different categories of people, especially on the grounds of race, age, religion or sex'.

Here is one useful definition of prejudice: 'an adverse judgment or opinion formed without knowledge or examination of the facts'.

### Creating a still image/tableaux to show discrimination

Ask the pupils, what kinds of groups of people get treated unfairly/discriminated against in our society? Flipchart their responses.

In groups of ideally 5, ask participants to make a still image to show someone being discriminated against. The image must show:

- who is being discriminated against and how?
- who all the people are in the still image and how they feel about what is going on?

Look at each image. Ask questions such as: if you're part of a group that always gets treated unfairly, what effect does that have on you, over time? If you're allowed to go on treating another group of people unfairly, what kind of effect do you think that might have on you, over time?



# WORKSHOP 2 -

## THE HISTORY

Last session we explored discrimination and what that meant. Now we are going to talk about sectarianism. Explain that you are going to make a statement which defines sectarianism in three different ways. Ask the children to go to one of three places in the room or in some other way identify which definition from the list below they believe is most accurate

'Sectarianism is discriminating against people because of their...'

- Race
- Religion
- Which football team they support.

The organisation Nil By Mouth (see Other Useful Sources of Information in this pack) defines sectarianism this way: 'Narrow minded beliefs that lead to prejudice, discrimination, malice and ill will towards members, or presumed members, of a religious denomination.'

Tease this definition out, exploring the meaning of phrases like 'narrow minded' and 'denomination'. Summarise by saying that sectarianism is narrow minded people of one religious group, discriminating and showing prejudice towards people from another religious group.

Sectarianism has had a long history in the United Kingdom, with the reigning monarch often imposing their own religion on the rest of the country. This has led to great discrimination and violence against people who attempted to practise a different religion. But in more recent times, how have sectarianism and football become mixed up in Scotland? Refer to **Handout 1 Sectarian Rivalry in Scotland**. In addition to the information in this handout, please bear in mind the importance of the Great Famine in Ireland in 1845, which involved a huge influx of (mostly Catholic) Irish people immigrating to a (mostly Protestant) Scotland looking for work as a means to feed their children. This led to a mix of Catholic and Protestant Christians, particularly in the west coast of Scotland.

**The following set of activities have been adapted from Sense over Sectarianism's resource pack, Lesson 4 'It's All Ancient History'**

Using well-known religious artefacts and symbols associated with football and/or religion, children begin to explore some of the reasons behind sectarian issues and explore how misinformed people can be about these artefacts and symbols. Real objects are preferable to use, but in their absence useful images and information are provided by **Handout 2 Emblems and Information**. This gives a background to:

- The Red Hand of Ulster
- The Loyal Orange Institution
- Catholic and Protestant Religions
- Celtic Football Club
- Rangers Football Club
- Tricolour

The teacher should read these Information Sheets to the class. Please note that the information relating to Rangers Football Club's league status may have changed since the resource was created by Sense over Sectarianism.

The main focus of this activity is to highlight to the children the pieces of information which most people are ignorant about; for example, that the white on the Tricolour actually represents peace between the green and the orange communities, or that Catholics and Protestants have more similarities than differences in their religions. It's useful to stress that many adults don't know all these facts either.



Working in groups of 3-4 the children are going to present information about one of these artefacts. This could be done in the format of a TV report, with children taking on roles as presenters, interviewing people such as football fans, church leaders, historians or experts in some other relevant field.



As the focus of their interview is to educate people watching at home, it might be entertaining if one of the people interviewed is misinformed and has to be put right by another expert interviewee.



Each group gets an information sheet and an actual artefact if you can find it. If not, use the illustrations provided.



Encourage children to select just a few key facts, particularly less well-known facts, which can lead to ignorance and prejudice. Encourage confident presentations. Let everyone present their findings.



Explain that next session we will meet a character who isn't as well informed as we now are about sectarianism.



# WORKSHOP 3 -

## MEET FRANKIE

The first activity below comes from *Sense over Sectarianism's Primary Drama Resource Pack*.

### A to Z

If an alien arrived in Scotland and we had to explain what sectarianism was to them, what words would we use? What language do we hear, see written, read when we are talking about sectarianism? You are going to create an A to Z of words. Encourage children to feel comfortable to tell you slang, offensive, negative words and use the opportunity to tease out what these words mean and where they come from historically. Children can also use words referring to football, to the way people behave and to the way this behaviour makes them, and other people, feel. After the A to Z is compiled ask:

- Are these mainly negative words?
- How do we feel about these words?
- Where do we hear these words?
- Where do people learn these words?
- Are we proud of these words?
- What effect does it have using this language?
- Does it matter if it's only words?

Encourage a conversation about whether it's okay to use these words in a jokey context and emphasise the negative impact they have in ANY context, creating an atmosphere where it's seen as acceptable to have these attitudes and prejudices.

### Same and Different

Ask the children to walk in space, then to make a pair with someone who likes the same TV programme, then someone who has the same shoe size, someone with the same eye colour. Now find ask them to find a partner with a birthday in a different month, someone who has a different favourite colour, who likes a different favourite TV programme.

### Discuss - do your friends have to be the same as you?

Do they have to like the same things? Can you have a pal who is totally different? What about friends who are of the opposite sex? What about someone of a different nationality? Or who has a different religion?

### Meet Frankie - Teacher in Role reads Frankie's Monologue, Handout 3

Read the speech, as Frankie. Then ask the children:

- Why did Frankie Quinn kick Terry McCafferty?
- Is it about football only?
- How does Frankie feel about what happened?
- What did he call Terry?
- Why do you think he did this?
- How do you think Terry felt?
- In pairs, think of one question you'd like to ask Frankie.

Back in role as Frankie, let the children ask you those questions and respond.

### Reactions at Home

In groups ask children to make a still image of Frankie at home, telling his family what happened. What might be their variety of reactions to hearing about this event? How might they feel? Ask the children to turn this into a short scene.

### Advice Avenue

Frankie is bound to meet Terry again - what should he do or say? Ask children to make an avenue and one person walks through it in role as Frankie. Each child can give Frankie a piece of advice as he passes as to what he should say or do in the future when he meets Terry. Explore the best piece of advice. In pairs enact that first meeting.

# WORKSHOP 4 -

## THE FOOTBALL MATCH

This session uses scenes from Theresa Breslin's novel *Divided City* as a stimulus. It's best if the children have read the whole novel up to Chapter 20, but if not, the chapters referred to below can be read on their own to prepare for this session. Summarise the story by saying that *Divided City* focuses on two boys, Graham who is Protestant and supports Rangers and Joe who is Catholic and supports Celtic. Both boys are friends and play for a Glasgow inter schools football team. Their families don't know that Joe and Graham are friends and have less broad minded attitudes than the boys. Chapters 18, 19 and 20 take place during and after an Old Firm game.

### Read *Divided City* Chapters 18 and 19 and ask:

- Clarify the significance of potato throwing.
- What kind of person is Uncle Desmond? What does he shout?
- What kind of person is Joe's dad?

### Read Chapter Chapter 20 and ask:

- How did Joe's uncle Desmond help start the trouble?
- What made the Rangers fans so angry after the match? ('animals' chant from Celtic fans, Rangers not guaranteed to win the league now, felt cheated, Celtic fans' goading them outside ground).
- Who was involved in the violence? (woman hit by a coin, children crying, the old man chanting 'bluebottle hides' and the wee boy in Union flag T shirt kicking him).
- Why did Joe's dad say to him 'Don't look back'?
- Whose fault was all the trouble?
- At what point did the trouble actually start?

### The Clash in the Street

Using volunteers from the class create the moment of the clash in the street. This is a still image so gives you total control although the children will enjoy creating such an action packed and controversial picture. Make sure you

include Joe and his dad in the image. Include Graham and his Granda Reid somewhere even though the novel does not describe them as being at this scene. Bring the image to life with each person having one thing they can say and one action or gesture they can make. Ask the children to help you give the scene a title and explore various options.

### Tease out and flipchart responses:

- If you were Granda Reid, what would you say to prove the trouble was the fault of Celtic fans?
- If you were Uncle Desmond, what would you say to prove the trouble was the fault of Rangers fans?
- What do you think Joe and Graham would say about it all?
- What would a bystander like the woman hit by the coin say, about who caused the trouble?
- Who is right?

Emphasise the effect people's personal points of view have on their interpretation of an event.

### TV Interview

With the children in groups give them time to prepare the following interviews:

- TV reporter plus Uncle Desmond, Joe and an innocent bystander.
- TV reporter plus Granda Reid, Graham and an innocent bystander.

The interviewer is to ask each person about what happened and their experiences of the moment. Will the boys have a different point of view to the adults because they have a friend who supports the opposite team? Watch all of the groups' interviews.

Ask the children to talk about their own point of view in pairs and report back to you. Ask them, whose fault was all the trouble? At what point did it actually start?

# WORKSHOP 5 -

## THE RIPPLE EFFECT

Last workshop explored what happened after the Old Firm match in Divided City. People were hurt quite badly. In real life, incidents like this have led to people dying and this session looks at a case where a 16 year old boy was fatally stabbed.

**The following set of activities have been adapted from Sense Over Sectarianism's Primary Drama resource pack, Lesson 2 'The Ripple Effect'.**

This lesson explores the unfortunate reality of paying the ultimate price for supporting the wrong team and the several cases of fans, both Celtic and Rangers, who have lost their lives through sectarian violence.

### The Ripple Effect

You are going to explore all the people affected by the death of a person in these circumstances and will be using the term 'the ripple effect'. To ensure all children have grasped the meaning of this phrase, ask them to close their eyes and imagine either a pond or large puddle and throwing a stone into the middle of that water.

What happens after the initial splash? Explain that we are to think of this initial splash as being the single act of violence by one person against another, which results in the second person losing their life. What happens after that is the ripple effect. The consequences affect many people far and wide and the implications become greater and greater.

### Thomas Devine

Read Handout 4 Murder Trial Told of Battle to Save Life. This newspaper article documents the murder of a 16-year-old Celtic fan. Ask the children to comment on what happened and in particular, the graphic details that have been given. Thinking of the ripple effect, ask children to list all the people that may be directly affected in this situation. This could include:

- victim's mother/father
- victim's brothers/sisters
- accused's mother/father

- accused's brothers/sisters
- extended family
- friends
- police officers
- paramedics
- surgeon
- nurses
- witnesses to attack
- Celtic Football Club/Rangers Football Club
- general public

Allow an opportunity for the pupils to discuss the effects this incident would have on all of the above.

Ask the children to work in pairs to show the impact of this event. They are going to create an image of one of the situations below. You should allocate each pair a situation. Ask the children to think about the feelings of the people they are portraying, what their expressions would be, what they are doing physically, how close they are to each other. Encourage a focussed atmosphere to work in.

Two medics who have just failed to save Thomas Devine's life.

- The parents of either Peter Cross or David Campbell, just having heard the news of the attack.
- Thomas Devine's parents just having heard the news of the attack.
- Emma Johnstone, seeing blood on the clothes and hand of David Campbell.
- Two police officers in their car after attending the stabbing.
- Two paramedics at the end of their shift having taken Thomas Devine to hospital.
- A witness to the attack, at home telling what they had just seen to a family member.

When you look at these images, each one should be held for only a short moment as they are intense and the children will find it hard to keep their focus. You could select one or two images to look at and thought track individual characters. To use the thought tracking technique, place your hand on the shoulder of the child and ask them to voice a thought, word or phrase that their character would say or be thinking at that moment.

The discussion should continue with you as the teacher encouraging pupils to voice their feelings on this event. As them:

- Is it acceptable for someone to die because of sectarian attitudes?
- What could have prevented this death happening?
- What could we do to change people's attitudes and encourage tolerance?

End the session positively, by celebrating the life of a young teenager. Ask everyone to think of an activity they might enjoy doing if they were a young teenager. Someone begins in the middle of the circle enacting their chosen activity, shopping, playing football, on the phone, on the X Box, eating favourite food...ask others to join until the whole class are in action enjoying themselves!



# WORKSHOP 6 -

## FALLING OUT AND MAKING UP

### Falling Out

Read the novel of *Divided City* Chapter 27 or the play script adapted by Martin Travers Act 2, Scene 25. This is where Joe and Graham argue on the bus about different historical versions of events and their respective traditions.

### Diagonal Opinion Agree/Disagree Line

Explore some of these ideas with the class, using statements like those below. Imagining a diagonal line across the room, pupils are to position themselves to show if they agree (one end of the line) or disagree (the other end) with each statement. Pupils can stand on any point of the line to show the strength of their opinion. You can then tease out people's reasons for being where they are.

- If you live in Scotland, that makes you Scottish.
- If you live in Scotland and have Scottish parents, that makes you Scottish.
- It's OK to have your own traditions and religion as long as you don't stop other people having theirs.
- You should be proud of your history and traditions even if they offend other people.
- No one should have to feel threatened by someone else's beliefs.
- If you really disagree with someone you can't be their pal.

You could mention recent Scottish legislation like the *Offensive Behaviour at Football and Threatening Communications Act 2012* which makes it a criminal offence to use offensive language, sing offensive songs or communicate threats of serious violence. It might also be relevant to mention the *Equalities Act 2010* which protects people against being discriminated against because of their, age, disability, gender, marriage or civil partnership (in employment only), pregnancy and maternity, race, religion or belief, sex or sexual orientation. It might also be useful to talk about recent events in the news relating to this subject.

### Staying Friends

Read the novel of *Divided City* Chapter 41 or the play script adapted by Martin Travers Act 2, Scene 39. This is where Joe talks to his dad about having fallen out with Graham over the hair dyeing disaster and Graham's decision to go on the Orange Walk.

On their own, ask pupils to think of a time they disagreed with a friend about something they really felt strongly about. Were they able to make it up?

### Falling Out

In pairs create a scene where two friends seriously fall out about something that is important to them both. It might be they hold different opinions about something. Perhaps one believes something and the other doesn't. Maybe one knows something to be fact and the other denies it being true. It would be better if it was opinion or belief related rather than factual, where one or other of the friends is actually wrong. The stakes have to be high and it has to matter to them both!

See some of these scenes. Focusing on one pair of children, ask the rest of the class, how could these two characters start to make up? What could they say? Which character might say it? Ask the two actors to take the advice of the rest of the group and try to show the beginning of a making up.

Now ask the rest of the group in their pairs to find a way to start to become friends in their own scenes, by what they say and what they do. In *Divided City* Graham and Joe remain friends despite their differences.

### What Makes a Great Friend?

Brainstorm and write down all the key qualities of great friendship. Ask pupils individually to select a chosen key word which they are going to make into a beautifully decorated image of any size you desire. Ask pupils then to find some images of real friendship and loyalty from a variety of sources, magazines/newspapers/the internet/their own photographs. Discuss these images and create a montage of them, with this being framed with the words the class has selected.

## 20 years in the future

- Imagine that 20 years have passed and Graham and Joe are now adults. What do you think they are doing now with their lives? Are they still friends?
- Imagine that Glasgow has changed too, even more mixed culturally than it is now. People following all sorts of spiritual beliefs live side by side.
- Graham and Joe have lots of money and want to commission an artist to create a piece of public art, to celebrate friendship, unity and co-operation.
- Groups of 4-5 are to create a still image of this statue.
- Imagine that this image will be the emblem for all Glasgow Sports Clubs, for Glasgow City Council and for Rangers and Celtic.
- Perhaps have Joe and Graham standing together in front of one of the statues for a press photograph.

## Challenging Sectarian Language and Behaviour

Having done all this work on sectarianism, are we able to challenge it if we hear someone say something we don't agree with?

### The following activity has been adapted from Sense over Sectarianism's Primary Drama resource pack

The teacher labels all the children either A or B. The teacher then makes a controversial sectarian statement. All the A's respond at the same time, saying something that suggests they are going along with the statement. Then all the B's respond at the same time, saying something to challenge the statement.

**For example:** the teacher says: "Let's nick that guy's Rangers scarf."

All **As** respond in a negative way and say something like 'Yes, that'll be a laugh!'

All **Bs** block or challenge this by saying something like: 'No, that'll just cause trouble.'

Hear a few of the challenging statements individually and talk about what the class thinks is the most effective response. Other example of controversial statements may be:

- Let's sing a sectarian song.
- Let's tell a sectarian joke 'Did you hear about the Fenian.../Hun...?'.
- I'm gonna write 'IRA/UDA' on this wall.
- Don't hang around with him/her, they're a Catholic/Protestant, Celtic/Rangers fan.
- Why don't we throw stones at the Chapel/ Orange Lodge/Orange Walk?

Ask the class what other phrases they are most likely to hear and explore best responses to those particular phrases.



# HANDOUT 1 -

## LEARNING & BELIEFS: SECTARIAN RIVALRY IN SCOTLAND

**This summary is adapted from Sense over Sectarianism's Primary Drama Resource pack.**

Sectarian rivalry between Catholics and Protestants has been a feature of Scottish society for many years. This worksheet is a very brief outline of its history. Sectarianism was especially severe in the industrial areas of the Central Lowlands.

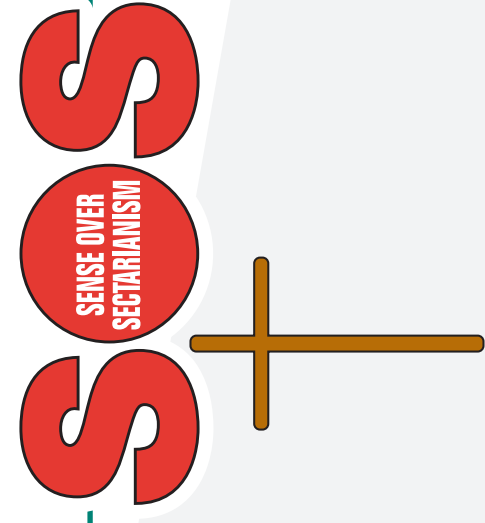
Although many immigrants had come from Ireland during **The Potato Famine in 1845**, a great many more arrived in the period after the First World War (1914-1918) to escape poverty in their own country. These new arrivals were overwhelmingly Catholic. They found work in occupational sectors that had been traditionally seen as the preserve of Protestants.

Before the Education Act of 1918, Catholic schools had been paid for by the Catholic community. The Act provided for full state financial support for Catholic schools. This caused a Protestant reaction to what was seen as giving financial support to the Catholic Church.

The **Orange Order** was mostly a society for immigrant Irish Protestants, but, with this new Education Act and the increased numbers of Irish Catholic immigrants, the Orange Order found new support from Scottish Protestants who felt their position threatened.

This period in history saw record unemployment which meant that jobs were scarce and there was great competition for them. These events caused hostility and great rivalry between the two communities.

**Celtic Football Club** was formed in the east end of Glasgow in 1887 to serve the Irish community. **Rangers Football Club** had been established in Glasgow in 1872. As a result, Rangers and Celtic football clubs became a particular focus for the two communities to express their rivalry.



## Television Research Department Christian Religions

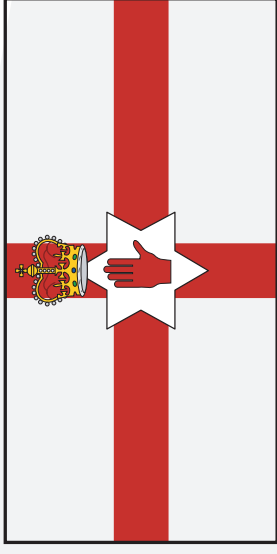
In the 16th Century there was a disagreement amongst the Christian people regarding religion. Many groups split away from the then most common religion, the Roman Catholic Church, and this split destroyed the unity of Christianity in Western Europe. This was called the Protestant Reformation and ended in division of Christians and the establishment of new religions.

As well as the differences, there remain many similarities between the Catholic and Protestant religions. They believe in Jesus Christ and His sinless life on earth. They both believe He was crucified and rose from the dead. They believe that Jesus will come again in glory.

# SOS

SENSE OVER  
SECTARIANISM

## Television Research Department Red Hand of Ulster



The 'Ulster Banner' was the official name given to the old Northern Ireland flag.

This flag is sometimes called the 'Red Hand Flag', or the 'Ulster Flag'.

It has not been an official government flag since the Parliament of Northern Ireland was closed in 1972.

The story of the Red Hand of Ulster allegedly dates from the arrival of the sons of King Milesius of Spain who were trying to conquer Ireland in 504 BC. One of them

supposedly cut off his hand and tossed it ashore, so that the land would be his.

There is no proof that this is how the flag came about and many people believe that the red hand comes from the Bible.

This flag has nothing to do with Scotland, or football.

However, it is flown by some supporters of Rangers Football Club.

## Television Research Department The Loyal Orange Institution

The Loyal Orange Institution or The Orange Order is based in **Ireland** and in western **Scotland** and was founded in **County Armagh**, Ireland, in **1795**.

It is a Protestant group whose name honours William III, Prince of Orange, who came to Britain from Holland to defeat the Catholic King James. The Protestants were unhappy with King James and how he ruled the country and welcomed King William to battle for and take over the throne. The most celebrated battle is the Battle of the Boyne in 1690.

The Orange Order is most well known for holding parades, mainly in **Ulster** and



**Scotland**, which take part throughout the summer 'marching season], climaxing on the **12th of July**. In recent times it has been the subject of much controversy in **Northern Ireland** where the **Orange Order** parades have passed through or near certain areas. This has sometimes sparked violence and riots.

Its critics accuse it of **sectarianism** and **anti-Catholicism**, however, the Orange Order regard it as a celebration of their freedom and civil rights.

# SOS

SENSE OVER SECTARIANISM



## Television Research Department Celtic Football Club

**Celtic Football Club** is based in Glasgow and nicknamed the Bhoys, or the Hoops.

Together with their city rivals Rangers, they are part of the Old Firm, forming one of the most famous and fiercest rivalries in sport.

The club plays its home matches at Celtic Park in the east end of Glasgow, one of the largest football stadia in Europe.

Celtic Football Club was founded in 1887 to get rid of poverty in Glasgow's east end.

Over the following years, Celtic has achieved a great deal. Many famous players and managers have come and gone. The club has grown and has fans in all corners of the world.

Celtic accepts that there is a problem with sectarianism.

Celtic has tried to combat sectarianism. The Old Firm has clamped down on sectarian songs, flag-waving, and troublesome supporters, using increased levels of policing.

# SOS

SENSE OVER SECTARIANISM



## Television Research Department Rangers Football Club

**Rangers Football Club** is a football club from Glasgow, which plays in the Scottish Premier League.

Rangers have won 107 trophies in total, making them one of the most successful football clubs in world football.

The club has traditionally been identified with the Protestant community and has had a fierce rivalry with Celtic.

The club's correct name is simply 'Rangers' although it is sometimes incorrectly called 'Glasgow Rangers'.

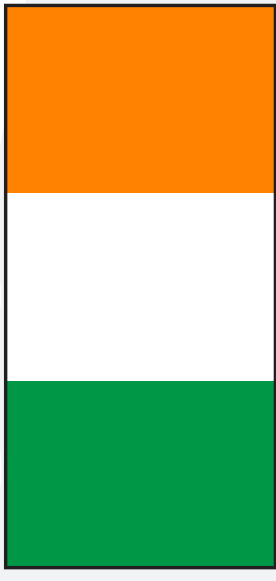
The club is nicknamed 'The Teddy Bears' (from the rhyming slang for Gers – short for Rangers) and the fans are known to each other as 'Bluenoses' or 'Bears'.

Rangers accepts that there is a problem with sectarianism. Both sides of the Old Firm admit that a proportion of their supporters have been 'guilty of sectarian beliefs and cultural intolerance'.

Rangers has tried to combat sectarianism. The Old Firm has clamped down on sectarian songs, flag-waving, and troublesome supporters, using increased levels of policing.



## Television Research Department Tricolour



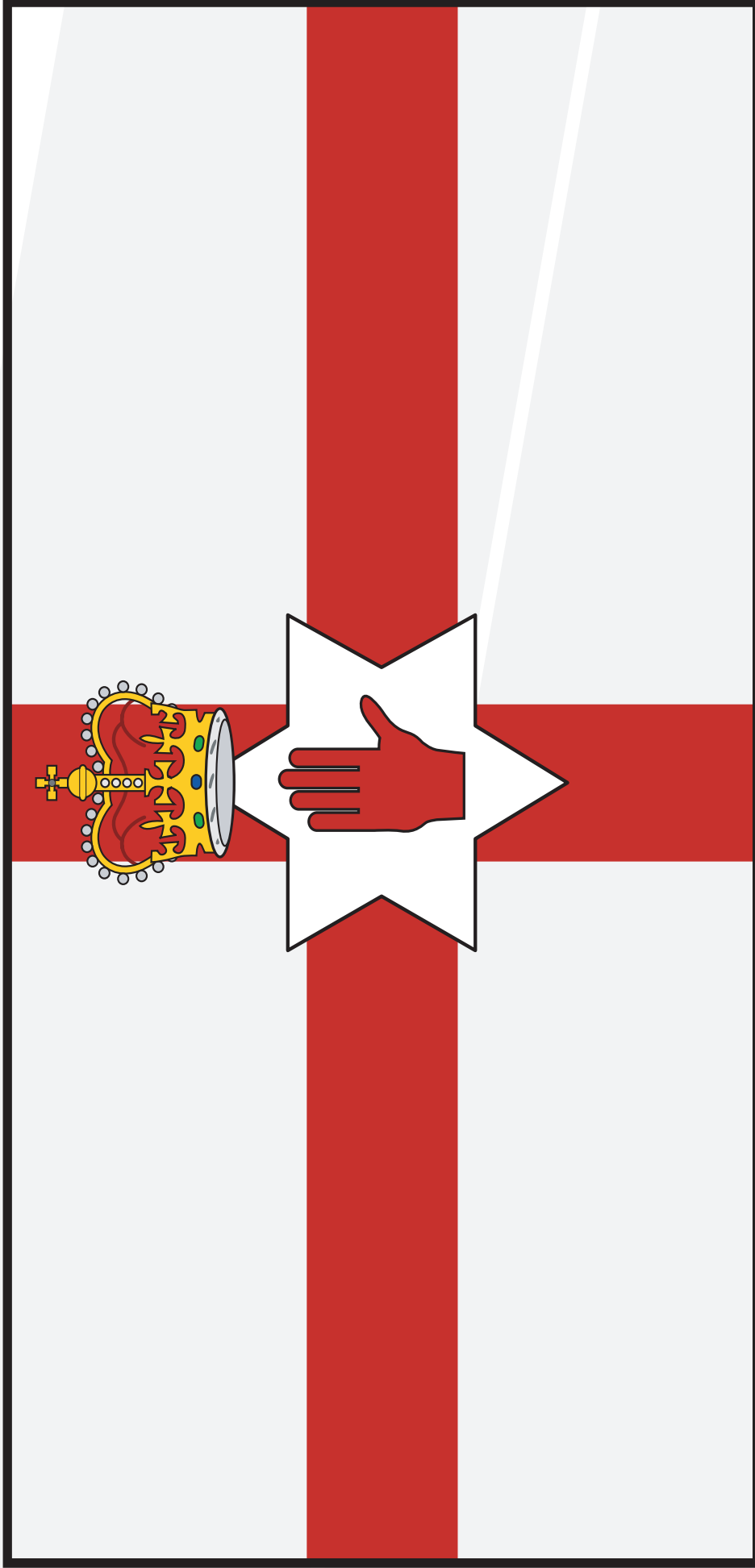
This tricolour is the Irish national flag. It was first used by Irish nationalists in 1848. It was designed to represent the Nationalist (mainly Catholic) majority (represented by green) and the Unionist (mainly Protestant) minority (represented by orange due to William of Orange) living together in peace (symbolised by the white band).

The symbolism of the flag (peace between Catholics and Protestants) has not become a reality. In 1920, Ireland was divided, with the north-east becoming Northern Ireland.

This flag has nothing to do with Scotland, or football. However, it is flown by some supporters of Celtic Football Club, and as a statement of support for their historic roots.











# HANDOUT 2 -

## FRANKIE'S MONOLOGUES

### Frankie... (in Catholic schools)

Alright? I'm Frankie. I'm 11 and I'm going to St Margaret's Secondary after the summer. I've got a problem with someone who used to be my pal but isn't anymore. His name's Terry. He goes to Millbrae Primary School and I'm at St Anne's. He's a Rangers fan and I support Celtic. We used to have a kick about in the street and had a real laugh.

Anyway, at school I'm pals with Ryan and Stevie but they said I was sad to be pals with Terry 'cos he's a Hun. Huns hate Catholics, they all go on Orange Walks, they don't believe in God and blue's a loser's colour. I don't want to be pals with a Hun so I fell out with Terry.

Anyway, last Saturday I was coming out of Subway and I saw Terry. I tried to ignore him but he said hello. Ryan and Stevie were waiting over the road and they were watching. I didn't know what to do. So I said 'shut up you Hun' and I shoved Terry out the way. I didn't mean to push him that hard but he fell right over. Ryan and Stevie thought it was hilarious...but when I turned round I saw Terry just looking at me...

The thing is, I'll definitely see him again - our secondary schools are across the road from each other. What am I gonna do?

### Frankie... (in non-denominational schools)

Alright? I'm Frankie. I'm 11 and I'm going to White Hill Secondary after the summer. I've got a problem with someone who used to be my pal but isn't anymore. His name's Terry. He goes to St Anne's Primary School and I'm at Millbrae. He's a Celtic fan and I support Rangers. We used to have a kick about in the street and had a real laugh.

Anyway, at school I'm pals with Calum and Ewan but they said I was sad to be pals with Terry 'cos he's a fenian. Fenians hate Protestants, they wave Irish flags and they're all bible bashers. On top of that, green's a loser's colour. I don't want to be pals with a fenian so I fell out with Terry.

Anyway, last Saturday I was coming out of Subway and I saw Terry. I tried to ignore him but he said hello. Calum and Ewan were waiting over the road and they were watching. I didn't know what to do. So I said 'shut up you Fenian' and I shoved Terry out the way. I didn't mean to push him that hard but he fell right over. Calum and Ewan thought it was hilarious...but when I turned round I saw Terry just looking at me...

The thing is, I'll definitely see him again - our secondary schools are across the road from each other. What am I gonna do?

# Murder trial told of battle to save life

**A Celtic fan had stab wounds like ‘button holes’ when he was rushed to hospital, a court has heard. The battle to save Thomas Devine’s life was described to the court by Dr. Richard Brooker.**

Mr. Devine, 16, who is alleged to have been stabbed by two Rangers supporters after the Old Firm Scottish Cup Final, had three injuries to his chest and one in his groin. Two 21-year-old men, Peter Cross and David Campbell, deny murdering him by stabbing him near his home in Govanhill.

Dr. Brooker, who works in the Victoria Infirmary’s accident and emergency department, told the High Court in Glasgow an ambulance crew had radioed ahead to get a resuscitation unit ready for the injured fan.

**CHEST FULL OF BLOOD**

Mr. Devine was treated with oxygen and given a blood transfusion because of his low

efforts were unsuccessful.’ Earlier in the trial a young woman sobbed as she described how her boyfriend’s friend confessed to the stabbing.

Rangers supporter Emma Johnstone, 20, said she saw 21-year-old David Campbell sucking blood on his finger and asked him: ‘You didn’t plug him, did you?’

Ms. Johnstone said: ‘He said twice. I was horrified. He said something about it went in right up to the end of the blade.’ She told Edgar Dingwall QC, who is defending her boyfriend Peter Cross, that Mr. Campbell’s remark was made in a matter-of-fact way.

**HARMLESS BANTER**

She said: ‘I shot a glance at Peter as if to say ‘did you know about that?’ and he put up his hands with his palms up and was shaking his head.’

Ms. Johnstone, from Bearsden,

said she had watched the match on TV with the two accused in a flat she and Mr. Cross had just moved to.

After the final whistle they went out to find an off-sales and the accused had a bit of ‘harmless banter’ with Celtic fans, she said. She left the boys to go to a nearby shop, and as she returned with a bottle of vodka, she met the accused.

Mr. Cross complained of a bump on his head and had a red lip. She said he claimed to have been hit by someone.

**KITCHEN KNIFE**

Ms. Johnstone said that at Mr. Campbell’s suggestion the boys left again, not wanting to let the matter rest. Minutes later they ran past her and upstairs back to the flat. She claimed Mr. Campbell was sucking blood from his finger and that a kitchen knife was on the coffee table. The trial continues.

# CURRICULUM FOR EXCELLENCE, EXPERIENCES AND OUTCOMES

## Adapted from a document created by Sense over Sectarianism

Exploring the following key questions through this resource pack gives you the opportunity to deliver a variety of experiences and outcomes at the **2nd Level** within Curriculum for Excellence:

- What is sectarianism?
- How do we see evidence of sectarianism in our community?
- How does sectarianism impact on individuals and society?
- What actions can I take to deal with sectarianism?

## Health and Wellbeing

Potential 2nd Level Health and Wellbeing Outcomes that could be met:

- (HWB 2-01) I am aware of and able to express my feelings and am developing the ability to talk about them.
- (HWB 2-02a) I know that we all experience a variety of thoughts and emotions that affect how we feel and behave and I am learning ways of managing them.
- (HWB2-4a) I understand that my feelings and reactions can change depending upon what is happening within and around me. This helps me to understand my own behaviour and the way others behave.
- (HWB 3-05a) I know that friendship, caring, sharing, fairness, equality and love are important in building positive relationships. As I develop and value relationships, I care and show respect for myself and others.
- (HWB 2-09a) As I explore the rights to which I and others are entitled, I am able to exercise these rights appropriately and accept the responsibilities that go with them. I show respect for the rights of others.
- (HWB 2-10a) I recognise that each individual has a unique blend of abilities and needs. I contribute

to making my school community one which values individuals equally and is a welcoming place for all.

- (HWB 2-13a) Through contributing my views, time and talents, I play a part in bringing about positive change in my school and wider community.
- (HWB 2-44b) I am aware that positive friendships and relationships can promote health and the health and wellbeing of others.

## Literacy Across Learning

Potential 2nd Level Literacy Outcomes that could be met are:

- (LIT 2-02a) When I engage with others, I can respond in ways appropriate to my role, show that I value others' contributions and use these to build on thinking.
- (LIT 2-04a) As I listen or watch I can identify and discuss the purpose, main ideas and supporting detail contained within the text, and use this information for different purposes.
- (LIT 2-06a) I can select ideas and relevant information, organise these in an appropriate way for my purpose and use suitable vocabulary for my audience.
- (LIT 2-07a) I can show my understanding of what I listen to or watch by responding to literal, inferential, evaluative and other types of questions, by asking different kinds of questions of my own.
- (LIT 2-08a) To help me develop an informed view, I can distinguish fact from opinion, and I am learning to recognise when my sources try to influence me and how useful these are.
- (Lit2-09a) When listening and talking to others for different purposes and ideas, I can:
  - Share information, experiences and opinions.
  - Explain processes and ideas.
  - Identify issues raised and summarise main points or findings.
  - Clarify points by asking questions or by asking others to say more.

### Other Experiences and Outcomes:

While Health and Wellbeing and Literacy across Learning are the main areas where outcomes can be met from anti-sectarian work there are other outcomes that can also be met:

- (RME 2-02a) I can share my developing views about values such as fairness and equality and love, caring, sharing and human rights.
- (RME 2-07a) I am developing respect for others and my understanding of their beliefs and values.
- (RME 2-08a) I am developing an increasing awareness and understanding of my own beliefs and I put them in to action in positive ways.
- (RME2-09a) I am increasing my understanding of how people come to have their beliefs, and further developing my awareness that there is diversity of belief in modern Scotland.
- (RME 2-09b) I am developing my understanding that people have beliefs and values based upon religious or other positions.
- (RME 2-09d) I am developing my understanding of how my own and other people's beliefs and values affect their actions.
- (SOC 2-15a) I can use evidence selectively to research current social, political or economic issues.
- (SOC2-16b) I can gather and use information about forms of discrimination against people in societies and consider the impact this has on people's lives.
- (SOC 2-16c) I can discuss the issues of the diversity of cultures, values and customs in our society.
- (EXA 2-15a) I can respond to the experience of drama by discussing my thoughts and feelings. I can give and accept constructive comment on my own and others' work.



Theresa Breslin with the cast of Divided City in South Lanarkshire

# OTHER USEFUL SOURCES OF INFORMATION

## SENSE OVER SECTARIANISM

Sense over Sectarianism Glasgow.

<http://www.glasgow.gov.uk/index.aspx?articleid=8780>

Sense over Sectarianism drama resource pack for Primary schools.

[http://www.educationscotland.gov.uk/resources/s/genericresource\\_tcm4616107.asp](http://www.educationscotland.gov.uk/resources/s/genericresource_tcm4616107.asp)

Other educational resources provided by Sense over Sectarianism.

<http://www.glasgow.gov.uk/index.aspx?articleid=8852>

## EDUCATION SCOTLAND

The Education Scotland website has a host of information, resources to download and practical ideas about how to talk about and challenge sectarianism with young people.

<http://www.educationscotland.gov.uk/supportinglearners/positivelearningenvironments/inclusionandequality/challengingsectarianism/index.asp>

Education Scotland resource Promoting Diversity and Equality: Developing Responsible Citizens for 21st Century Scotland – A report to support schools and centres in promoting diversity and equality through all aspects of planned teaching.

[http://www.educationscotland.gov.uk/resources/p/genericresource\\_tcm4747991.asp](http://www.educationscotland.gov.uk/resources/p/genericresource_tcm4747991.asp)

## NIL BY MOUTH

Nil by Mouth is a registered Scottish Charity (SCO 30375), “existing for the sole purpose of achieving a society free from sectarianism where cultural and religious diversity is respected and celebrated by everyone. We believe that Scotland can succeed in this goal if we unite together to tackle the problem as a nation”.

<http://nilbymouth.org>

## SCOTTISH GOVERNMENT

The link below takes you to a paper from the Scottish Social Attitudes (SSA) survey 2010, exploring attitudes to discrimination in relation to gender, age, disability, race, religion, sexual orientation and transgender. It reveals some fascinating findings, such as: “Less than a quarter of people felt that a bank should be allowed to ask employees to remove crucifixes (15%), headscarves (23%) or turbans (24%). However, 69% thought they should be allowed to ask a Muslim employee to remove a veil that covered their face”.

<http://www.scotland.gov.uk/Resource/Doc/355763/0120175.pdf>

**DIVIDED**

**CITY**

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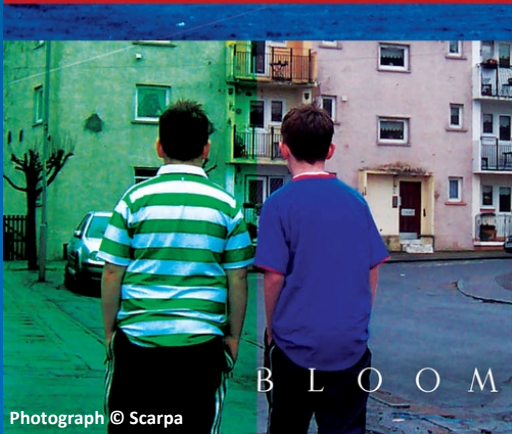
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# **DIVIDED CITY**

**Theresa Breslin**

Adapted by Martin Travers



Photograph © Scarpa



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B L O O M S B U R Y

## *Act Two*

### **Scene Twenty-Five**

*Bus.*

*We hear the sounds of a busy Glasgow bus. Members of the **Ensemble** come on with four chairs and place them behind the two chairs that are on the stage. They sit down. **Joe** and **Graham** run on and sit down.*

**Joe** So, are you coming for a game of football, then?

**Graham** Who'll be there?

**Joe** My Uncle Desmond and some of his mates. They're good. Play five-a-side all the time.

**Graham** I don't know. With the Old Firm playing yesterday. Your lot are bound to say something.

**Joe** Look, we're not all Ranger-hating.

**Graham** No?

**Joe** No!

**Graham** No prejudice against anyone?

**Joe** It's not prejudice when I support my team and you support yours.

**Graham** So you'd say you were open-minded?

**Joe** Aye.

**Graham** Supposing I told you I'm thinking of being in the Orange Walk next Saturday?

**Joe** What would you want to do that for?

**Graham** My granda's in the Orange Lodge. He wants me to walk with him.

**Joe** But it's a daft thing to do.

**Graham** You've got Hibernian marches. I'll bet you don't think that's daft.

---

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Act Two, Scene Twenty-Five

**Joe** There's not as many of them. But I do think they're daft. They're all mental.

*He makes a circle with his forefinger next the side of his head.*

Folk that march up and down banging drums.

**Graham** Everybody's got the right of free assembly. Free speech.

**Joe** It's offensive to hear people shouting things against Irish Catholics in public.

**Graham** It's only the hangers-on that do that.

**Joe** You cause trouble marching about the streets dressed up in those stupid colours.

**Graham** Stupid colours? One of the stripes in your Irish tricolour is orange. And I bet you don't even know why.

*He waits. Joe doesn't reply.*

**Graham** Aye, it represents the Orange people in Ireland. Chosen by the Irish themselves when they broke away from Britain.

**Joe** Who told you that?!

**Graham** My granda. It's true. The Irish flag's green, white and orange.

**Joe** Gold!

**Graham** Orange!

**Joe** Gold!

**Graham** And the white in the middle is a symbol of peace between the two communities.

**Joe** I don't think there's many people in the Garngath would know that.

**Graham** Those flags that were all over the Garngath yesterday. What's that about? You're in Scotland. Why have you got Irish flags hanging out your windows?

---

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## Divided City

**Joe** It's part of Celtic's tradition. It's why the football club was founded. To help the Irish poor in the city a hundred years ago. Celtic Football Club represents a community.

**Graham** But you're Scottish.

**Joe** Why do you lot wave flags showing the Red Hand of Ulster? Of Ulster! What's that got to do with Scotland?

**Graham** It's part of the tradition.

**Joe** Well, there you go. You've got your traditions and we've got ours.

*The boys sit in silence. We hear the bus stopping. The boys get up and get off the bus.*

**Joe** So, are you coming to play football then?

**Graham** Aye. Aw right.

## Scene Twenty-Six

*Graham's house*

**Graham's Mum and Dad** are in their living room.

**Graham's Mum** I just want him to make the right choices in life.

**Graham's Dad** We're lucky. Unless you have money there's no choice. You read the newspapers. This country has some of the most deprived areas in Europe. I've worked in those places. People get desperate and angry. Deprivation is –

**Graham's Mum** I don't want Graham making unsuitable friends.

**Graham's Dad** Graham will be fine.

**Graham's Mum** Where they live, it's such a different part of the city from here.

**Graham's Dad** Is that the real reason you're worried?

**Graham's Mum** What?

---

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Act Two, Scene Twenty-Seven

**Graham's Dad** It's the 'other side', isn't it?

**Graham's Mum** I don't know what you mean by that.

**Graham's Dad** It's because they stay in the Garngath, isn't it?

**Graham's Mum** It's not a very nice place.

**Graham's Dad** *Parts* of it are not very nice. Not everyone can afford to live in a nice place, Liz. It doesn't make them bad people.

**Graham's Mum** There's such a difference. In outlook. My dad was on at me again about Graham going on the Orange Walk. It means so much to him, you know.

**Graham's Dad** I told Graham, 'It's your decision. The big decisions in life have to be made for yourself, by yourself.'

**Graham's Mum** I don't know what all the fuss is about. It's just a tradition. Traditions shouldn't divide a city.

**Graham's Dad** Deprivation is what divides this city. It's what divides every city. Always has, and probably always will. You need to trust Graham. He'll make the right decision.

**Graham's Mum** Graham's our only child. And he'll always be our only child. You know all the problems I had having him. Graham's my son. A mother has a duty to protect her son. I'm only doing what I think is right.

**Graham's Dad** *puts his arms around his wife and holds her tight.*

**Graham's Dad** I know you are, love.