



These activities are intended for age 12+ only and are not suitable for use with younger age groups. The topics and community issues discussed can be highly sensitive and deeply personal. We would stress that if you are unsure of how to prepare or deliver an activity or have any concerns about its suitability for your group, you should consult the relevant WSREC staff member for guidance prior to undertaking any of the activities.

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About Cocktail Resource Pack:

This pack is designed for:

- use by anyone working with young people and communities in both formal and informal settings
- use in challenging sectarianism and promoting discussion about related issues
- use in the wider context of equalities and hate crime education

Overview

The pack is intended for use in challenging intra-Christian sectarianism but can be easily adapted to address inter-faith issues in general. The resource can be used in sequence as a series of activities or each activity may also be used in isolation. It is always recommended that lead-in and benchmarking activities (1&2) are undertaken to provide a strong base for any subsequent work and to gauge the effectiveness of the resources. Further support can be accessed through contacting the West of Scotland Regional Equality Council via the contact details in the Credits section of this pack.

For those working within formal education frameworks or with an awareness of the Curriculum for Excellence structure, the activities have been designed to meet several experiences and outcomes. These are listed below:

Health and Wellbeing: Potential 2nd Level Health and Wellbeing Outcomes that could be met - Mental, emotional, social and physical wellbeing

- (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 3-09a) 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 3-10a) 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.

Literacy Across Learning: Potential 3rd Level Literacy Outcomes that could be met - Listening and talking

- (LIT 3-02a) When I engage with others, I can make a relevant contribution, encourage others to contribute and acknowledge that they have the right to hold a different opinion. I can respond in ways appropriate to my role and use contributions to reflect on, clarify or adapt thinking.
- (LIT 3-07a) I can show my understanding of what I listen to or watch by commenting, with evidence, on the content and form of short and extended texts.
- (LIT 3-09a) When listening and talking with others for different purposes, I can:
 - communicate information, ideas or opinions
 - explain processes, concepts or ideas
 - identify issues raised, summarise findings or draw conclusions.

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, additional outcomes can also be met:

- (RME 3-02c) I can describe how the values of Christianity contribute to as well as challenge Scottish and other societies.
- (RME 3-03b) I am developing my understanding of Scotland's religious diversity within Christianity and of the place of religion in society.
- (RME 3-07a) I am developing respect for others and my understanding of their beliefs and values.
- (RME 3-09c) I can explain how the different beliefs that people have, including beliefs which are independent of religion, relate to their moral viewpoints and how this leads them to respond to moral issues.

Activity Guide

Activity Number	Aim	Activity	Materials Required	Time Required
1: Don't Stir It Up	Lead in to engage group in workshop topic	Prediction: watching a video clip and guessing the topic	<ol style="list-style-type: none"> 1. Video clip 1 2. 'Your Cocktail' Activity Pack topic cards pp 2-4 3. Jars or pots for the topic cards 	15-20 mins
2: Cocktail	Lead in to discuss and define understandings of sectarianism	Matching: matching topic cards and their meaning; choosing cards to describe sectarianism	<ol style="list-style-type: none"> 1. 'Your Cocktail' Activity Pack topic cards pp 2-4 2. 'Your Cocktail' Activity Pack p7 	15 mins
3: Family	Discuss and increase awareness of influence of family on sectarianism	Listening comprehension: watching video and completing listening comprehension sheet; Family role playing: Dinner at Parents	<ol style="list-style-type: none"> 1. Video clip 2 2. Listening Comp activity 3. Role Play Activity Pack Scenario 1 	40 mins
4: Religion	Increase awareness of different points of view and Increase ability to reflect on own beliefs	Watch video clip 3; Guess Who sorting activity; Tableau p4: Religion	<ol style="list-style-type: none"> 1. Video Clip 3 2. 'Your Cocktail' Activity Pack quotes p8 3. Tableaux Activity Pack p4 	40 mins
5: Identity	Discuss concepts of identity. Increase awareness of positive and potential negative aspects of this	Picture sorting activity in groups. Discussion task. Identity: picture sorting task. Role Play Activity Pack Scenario 2: Community	<ol style="list-style-type: none"> 1. Guess Who Picture Set 'Your Cocktail' Activity Pack p13 2. Groups Picture Set 3. Identity Picture Set 'Your Cocktail' pp9-12 4. Role play scenario 2 	50mins

6: Football	Discuss the role of football in sectarianism and increase awareness of positive ways to show support for your team.	Watch video clip 4. Prediction: Guess who activity. Discussion task. Group Discussion	<ol style="list-style-type: none"> 1. Video clip 4 2. 'Guess Who' picture sheet from 'Your Cocktail' p13 3. Quote 1 from 'Your Cocktail' p21 4. Discussion Sheet 'Your Cocktail' pp14-17 	50mins
7: Evidence	Increase awareness of sectarian beliefs and promote positive alternatives.	Quotes Discussion: say whether it's sectarian or not. Tableau: Evidence p3	<ol style="list-style-type: none"> 1. Tableaux Activity Pack p3 2. Video clip 5 3. 'Your Cocktail' Pack quote 2 p23 4. Red Card/thumbs up p20/21 	30mins
8: Legacy	Discuss and share ideas on how to make sectarianism part of the past.	Discussion: positive and negative aspects of asserting an identity. Interfaith marriage: redacted worksheet. Role Play 2: Community. Positive/negative cocktail.	<ol style="list-style-type: none"> 1. Video clip 6 2. Discussion 3. 'Your Cocktail' p22 4. Role play 2 5. Cocktail dish 'Your Cocktail' p7 	50mins

Activity Delivery Notes

1. Don't Stir It Up – Why Cocktail? Prediction activity using video clip 1.

Aim: Introductory lead in activity to start groups thinking about the issue of sectarianism.

- Tell the group the clip is about a problem we have in our communities in Scotland and show it from the start of the first song 'Stir It Up'. The song mentions different elements that make up sectarianism and explains the 'cocktail' theme of the play
- Then divide participants into groups of 3-4
- Now put all of the topics from 'Your Cocktail' pp2-4 face down in the jar or pot and ask each group to pick a topic without looking at them
- After everyone has picked one ask them to guess what the video clip is about
- Repeat until someone guesses

2. Your Cocktail – What do we think sectarianism is?

Aim: Benchmarking activity to allow participants to express their ideas and understanding of the issue at the beginning of the activities. They are going to do this by making a 'fruit cocktail' out of different elements. Workshop leaders may wish to prepare by looking at the Scottish Government Advisory Group's working definition of sectarianism which itself includes 'negative mixing' of different elements. This can be found on p7 of the following report: www.gov.scot/Resource/0044/00440386.pdf

"Sectarianism in Scotland is a complex of perceptions, attitudes, beliefs, actions and structures, at personal and communal levels, which originate in religious difference and can involve a negative mixing of religion with politics, sporting allegiance and national identifications."

- Split larger groups into groups of 3-4 - Small groups can work individually or in pairs
- A pre-teach matching activity can be run using the definitions on p3-4 of 'Your Cocktail' prior to the main activity. Pictures can be used to help build the definition of each of 'element' words if this helps the group
- Print off an empty cocktail dish from p7 of 'Your Cocktail'
- Ask groups to pick words/pictures and add to them to the fruit cocktail dish (pictures can be printed from any part of the resource pack)
- Bring the group back together and discuss reasons for their choices

It is a good idea for the facilitator to take a photograph of the cocktail bowls at this stage to use as benchmarking for later.

3. Family – How does the family impact on sectarianism?

Aim: Listening comprehension to promote discussion and increase awareness of the influence of the family on sectarianism.

Part 1

- Show the group Cocktail video clip 2: Family
- Then give out the comprehension sheets and run the clip again
- Participants then work individually to fill in the sheet. After all have completed it the workshop leader will run through the answers

Extension for those finishing early:

- Ask participants to consider if they have had similar family experiences (or have heard of them)

Part 2

- Role play activity 1: Family

4. Religion – Awareness of difference

Aim: to increase participants' awareness of the diversity of religious and non-religious beliefs in every group. This should be prepared and handled **carefully and thoughtfully** considering the context and setting in which it is being delivered. This is particularly true for faith-sensitive settings.

- Show the group Cocktail video clip 3: Religion
- Ask each participant to choose a quote from p8. Ask them to choose the one that is most interesting to them and to say why.

This discussion should be facilitated with care ensuring respect for beliefs is upheld and participants are encouraged to ask questions about things wish to know.

5. Identity

Aim: to enhance participants' awareness of the influence of negative expressions of identity on sectarianism and allow them to explore positive alternatives.

Part 1

- Split into 5 groups
- Give each group the following topic headlines and questions:
 - **Family** - Where do you live? Who's in your family?
 - **Religion** - Do you have a religion? What is it?
 - **Migration** - Did you grow up here? Do you know if your family came here from somewhere else?
 - **Football** - Do you like football? If yes, do you support a team?
 - **Community** - Where do you live? What school do you go to?

It is important to stress that participants do not have to say or share anything they are not comfortable with and that the Community question does not have to be specific. They could say "I live in a house" or "in East Kilbride" for example.

Part 2

- Ask participants to write down all the kinds of groups they can think of e.g. sports team, club or society, school, religion, football fans, or pop group
- Then ask participants to look through the pictures from 'Your Cocktail' pp9-12 and identify the groups in the pictures
- Now ask the participants to consider the positive and negative sides to:
 - Being part of a group
 - Expressing that we are part of a particular group - how we say or describe the group and our membership to others, including people not in that group
- Discuss participants' choices and ask them to share their thoughts
- Can they all describe positive ways to be part of a group?

6. Football

Aim: to discuss the role of football in sectarianism and increase awareness of positive ways to show support for your team. This prediction activity is to demonstrate that our preconceptions aren't always correct and that the idea of 'us and them' is in fact a myth. With older groups it is possible they may recognize the pictures.

Part 1: Introductory Activity: Guess Who

- Watch video clip 4
- Split participants into 4 groups.
- Give out the 'Guess Who' picture sheet from 'Your Cocktail' p13 and ask the groups to sort the picture and descriptions into the right order
- Was it what they expected?
- Follow up by discussing the following quote from Cocktail: "They'd call you Fenian but Fenians were Catholics and Protestants!" (Jane) 'Cocktail Resource Pack p22.

Part 2: Group Discussion - Does It Stay In The Grounds?

- Give out discussion sheets in order from 'Your Cocktail' pp14-17. It is important to do this as the participants should not know that the order is specific: picture 1 is neutral and pictures 2-4 are of increasingly shocking examples of sectarianism
- Ask the groups to write down:
 1. If they think 'banter' is ok as long as it stays in the football grounds
 2. If it is possible to keep 'banter' contained in the football grounds
- Feedback should be given in numerical order - stress to groups 1 and 2 particularly that they can change their mind. It is expected that if they say yes to banter being acceptable in the football grounds initially, the picture examples from groups 3 and 4 will encourage them to reconsider

7. Evidence

Aim: to raise awareness of what constitutes sectarian beliefs and behaviour and the complex nature of defining, describing and discussing it - e.g. banter/hate/expressing identity.

Part 1: Tableau activity - Evidence

- As an introduction to the idea of evidence, run the tableau activity from the Tableaux Activity Pack p4 with instructions on p7
- Then discuss what kind of people look for evidence and why

Part 2: How Do You Evidence Hate Activity

- Watch Cocktail video clip 5: Evidence
- Discuss the following quote from the play: "All this hate was for me, that I was hated" (Alan) 'Your Cocktail' p22
- How does that feel? Ask the group to brain storm the emotions this would provoke
- Give out the cards from 'Your Cocktail' p19/20 - these should be printed double sided
- The workshop facilitator then reads out quotes and actions from the play and the group votes individually by showing the 'thumbs up' or 'red card'
- Discussion Point: banter or hate? Is the difference how it makes someone feel?

***Warning: Video clip contains the word "Bampot"**

8. Legacy

Aim: To discuss and share ideas on how to make sectarianism part of the past.

- Watch video clip 6
- Identity: Ask the group to consider positive and negative examples of:
Having an identity, being proud and celebrating it; mixing it with something else - anger, bitterness, not trusting someone else, discrimination; supporting your team / hating someone else; religious discrimination within families.
- Interfaith marriage: Ask each participant to fill in the redacted sections on p22 of 'Your Cocktail'
- Then reveal the following quote from the Cocktail play. Discuss with the group how this makes them feel.

“My mum’s from the Protestant side, and she met my father because they both worked in Littlewoods and he is of Italian descent, mostly Catholic and my Grandfather wasn’t too impressed at all. I presume they knew when they met. I don’t think they thought anything of it. They just fell in love with each other and that was that, kinda thing”.

- Community: Role play scenario 2/ or Work: Role play scenario 3
- Positive/Negative Cocktail: Using the cocktail dish from Section 2, ask the participants to fill the dish with things they would like to be in their 'cocktail' of Glasgow and another with what they would not like. This can be words/image cut outs or they can each draw pictures if they would like. A variation on this could be to ask the group to define sectarianism again. This would indicate any change from the beginning of the workshops.
- Ask the group to compare these cocktails with the ones they made in Section 2 - which cocktail they would rather have?

9. Credits

Cocktail: Fear Pain Power

Script: Rachel Jury for ConFAB productions.

Music: Andrew Cruickshank

www.confab.org.uk

Full video available via: www.youtube.com/user/WSRECFilms; www.confab.org.uk/html/cocktail.html

Resource Pack

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