

# THE BOYS' BRIGADE



*Continuing  
to invest ...*

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## FOREWORD

Boys' Brigade Companies across Northern Ireland have a proud tradition of playing an active role in their local communities and beyond. To assist with this, a resource entitled *'Investing in the Future'* was prepared some years back and since then, it has been used widely across the Youth Sector.



As the result of funding from the Youth Council for Northern Ireland, it has been possible to reprint some of the material contained therein and I take this opportunity to acknowledge the contribution of staff at Northern Ireland Headquarters and from Belfast Battalion in the preparation of this latest publication.

## INTRODUCTION

### Brigade background

**BB Motto:** Sure and Steadfast.

**BB Object:** The advancement of Christ's Kingdom among boys and the promotion of habits of obedience, reverence, discipline, self-respect and all that tends towards a true Christian manliness.

**BB Aims:** To help boys to feel part of the Church family, to be nurtured through a programme of Christian Education and the example of their leaders, and involvement in the worship and mission of the Church. In particular each should be challenged to a personal commitment to Christ at an appropriate time;

- To create in Companies an environment in which each boy feels cared for
- To foster a trusting, friendly relationship between leaders and boys based on mutual respect
- To help the personal and social development of each boy
- To help boys to develop a sense of responsibility towards family, friends and society
- To help boys to live by Christian values in a secular society
- To develop leadership skills and provide opportunities to practice them within the Brigade and the Church

The ethos and object of The Boys' Brigade enable community relations activities to fit easily within the existing structure and this resource demonstrates to leaders how community relations activities can be incorporated into the weekly programme. This is designed as a 'starting point' for activities and it is anticipated that Companies will develop further community relations work having completed the activities in this resource.

### Links to the award structure

This resource mainstreams community relations work into the programme of The Boys' Brigade, thus building on existing work and integrating the philosophy of good community relations into the organisational ethos.

The programmes of Company and Senior Sections are developed around The Discover Programme (for young people aged 12-15) and The Challenge Plus Programme (for young people aged 15-19), so that a balanced curriculum of activities is offered, and the young people are enabled and supported to gain the various awards that are available.



## Understanding community relations and its relevance to The Boys' Brigade

### BB Community Relations Policy

The Boys' Brigade is a voluntary Christian Uniformed Youth Organisation, part of and within the active family of the Church.

It provides young people with opportunities to broaden their horizons, promote community interaction and increase their role in the decision-making process.

It is committed to developing positive citizenship of a shared future in Northern Ireland by promoting respect and acceptance of difference in relation to culture, politics and identity.

#### **This will be achieved by:**

- Understanding our own identity
- Understanding the identity of others
- Understanding the rights of others to hold different political, cultural and ethnic identities

The Boys' Brigade, in recognising its civic and Christian commitments, will constantly examine its role in a diverse society and will review its policies and programmes in relation to developing more positive/peaceful relationships for the betterment of young people regardless of their religious, political or ethnic identity.

The Boys' Brigade is committed to working towards a 'Shared Future' by developing relationships across the religious and political divide.

Community relations is a complex and sensitive component of the Youth Service Curriculum. It requires a high level of inter-personal skills from the leadership involved and an ability to make judgements based on the stage of development of the group and individual participants based on the following elements:

#### **Preparatory work**

To introduce young people to the concept of community relations and prepare them for appropriate contact work, the activities in this resource, undertaken within your own Company, would be considered preparatory work.

#### **Expected outcomes gained by participants upon completion include:**

- A greater understanding of their own cultural identity
- A greater appreciation of other cultures and traditions
- Greater confidence in sharing their views with others
- A willingness to meet with others from a different cultural/religious background

#### **Cross community work**

It is recognised that individuals and groups engage in community relations work at varying levels and the outcomes will differ according to the nature of the programme and starting point of the participants. Cross community work and community relations is not simply playing sport or going on an outing with a group from 'another community'. This work should be seen as a long-term commitment to changing attitudes and to



work with other people from different communities. As society in Northern Ireland changes from what was commonly referred to as a bi-cultural to a multi-cultural society, The Boys' Brigade should be ready to embrace the rainbow of communities that are emerging in Northern Ireland.

All of this is embedded in the core values that are at the heart of Youth Work – a Model for effective Practice, where the youth work core values of equity, diversity and interdependence guide practice of the central theme of personal and social development of young people.

### Some practical tips

Reference was made earlier to how this resource booklet sets out sessions that would be generally considered preparatory work in community relations. Prior to engaging with groups/organisations from a different culture it is important that young people undergo a series of activities (in what was formerly referred to as Single Identity Work) by way of preparation for contact with such groups. This is essential preparation that will allow young people to identify who they are and have the confidence to share with others their views and opinions in a positive manner.

Due to the location and demographic area where our Companies are based, some have already embraced the concept of building stronger communities through their involvement with groups, often facilitated by others, and have embraced community relations work as an effective means to strengthening their understanding of others and accepting their beliefs. Some Companies have yet to embark on community relations work and this resource booklet provides such groups with material that will allow them to commence preparatory work in readiness for a meaningful introduction to community relations.

## PART ONE: WHAT IS COMMUNITY RELATIONS?

### Learning outcomes

Part One aims to begin to create an understanding among the young people about the purpose and scope of community relations work. Over recent years The Boys' Brigade had been actively working to embrace the concept of community relations. The concept of community relations and The Boys' Brigade, and the organisation's policy statement (detailed earlier in this resource), begin to operationalise this concept for local Companies.

#### The information and activities are designed to encourage and develop:

- An exploration of the concept of community relations work, particularly the acceptance and value of diversity/difference
- An understanding of community relations work in Northern Ireland and our role within this
- Respect for every member of the Company and others in Northern Ireland
- Reflection on our experiences of growing up in Northern Ireland

The person leading the group may wish to relate his/her reasons for their interest in community relations-based work and some of their appropriate personal experiences.

### A: Defining community relations

Place four A4/A3 sheets around the room with statements detailing the definition of community relations work detailed on the following page and then discuss what the definition means for the Company.



**The statements might include (with a simplified version in brackets):**

- CR is about ensuring everyone enjoys full equality of opportunity and treatment (or about questioning unfairness)
- CR is about encouraging greater understanding and respect for different cultures and traditions (or about respect for differences)
- CR is about increasing levels of cross community contact and co-operation (or about meeting/co-operating with groups from different backgrounds)
- CR is about reconciling differences between the two main communities in Northern Ireland (or about making peace between Catholics and Protestants)

**The young people should walk around the room and take up a position beside a definition. Once they have had enough time to look at all the definitions, you should break them into small groups and ask them to discuss the following questions:**

- What does this statement mean for you?
- Why did they decide to take up this position?
- What does this statement mean for The Boys' Brigade?
- What does this statement mean for the local community?
- Are these objectives easy to achieve?

It is important that you allow each of the groups to feedback their answers.

### **B: Stereotyping and prejudice**

**Working in pairs (preferably with someone in the group they do not know very well), each person should be given a copy of questions listed below. They have to complete the exercise and then talk to their partner to see if the assumptions they made are correct.**

- Does your partner drink Coca-Cola?
- Is your partner a member of a large family?
- Does your partner play sport?
- Has your partner travelled overseas?
- Does your partner like to be tickled?
- Does your partner like curry and chips?
- Would your partner watch action films?
- Does your partner like loud music?
- Can your partner draw?
- Does your partner play a musical instrument?
- Does your partner have a pet?
- Has your partner passed their exams?

**In the group discussion afterwards explore the following questions:**

- How did we make decisions about our partner?
- Is this how we make our assumptions about people we do not know?
- What do we use to make these assumptions?
- How do we check out our assumptions?



### C: Commonalities

The aim of the exercise is to discover what participants have in common.

- (1) Break into small groups and instil some competition. Teams get one point for everything they write down that each person in their group has in common. They must not be visible commonalities, e.g. colour of shoes.
- (2) Everyone in the group wanders round finding someone who matches each of the ten statements below. They should write the person's name beside it. The object of the exercise is to get as many different names on your sheet. You should have a brief reflection on this exercise, asking the group how they found out the answers.

A person who is taller than I am	.....
A person who has the same hair colour	.....
A person who wears Super Dry	.....
A person who has travelled to another country	.....
A person who supports Manchester United	.....
A person who has a pet dog	.....
A person who plays an instrument	.....
A person who likes U2	.....
A person who is vegetarian	.....
A person who plays a sport	.....

### D: Exploring difference

As individuals, or in small groups, ask each individual to write or draw:

1. Three things about me which are the same as everybody else in the room
2. Three things about me which are the same as some people in the room but not others
3. Three things about me that I feel makes me different from everybody else in the room
4. Three qualities that I feel other people in the room have that I do not have

In pairs or in small groups share the information.

As a discussion ask individuals to share what makes them the same as/different to others in the room and then expand this discussion to looking at how we are different to others in our society e.g. age, height, disability, gender, religion, etc. You may also explore how easy or difficult it was to complete this activity and whether or not one question was more difficult to answer than the others.

#### Consider in small groups ...

- a) How you deal with differences in The Boys' Brigade?
- b) How you deal with differences in the community/in Northern Ireland?
- c) How we can value difference/challenge perceptions/attitudes in our Company/society?



## **PART TWO: THE BOYS' BRIGADE IN LOCAL COMMUNITIES**

### **Learning outcomes**

Part two aims to provide the opportunities for your Company to explore what The Boys' Brigade does in the local community and raise members' awareness of the wider community and society. The normal focus within The Boys' Brigade concentrates on 'doing things for community' – this part encourages the Company to 'think about the Company' and the meaning of community.

#### **The information and activities are developed to encourage and develop:**

- An awareness and understanding of their own and other communities
- An awareness and understanding of the role The Boys' Brigade plays in the local community and their place within that community
- Opportunities to look at differences and commonalities between their own and other communities, exploring likes/dislikes of what they do in the community
- Opportunities to exploring our relationship with other communities worldwide

### **A: Diversity in my community**

**The facilitator asks the members (in small groups or as individuals) to think about their journey to the premises (or similar journeys they make to, for example, the leisure centre, school). The group should identify key features including:**

- Churches
- Murals
- Street names
- Restaurants
- Schools
- Places they hang out

They are encouraged to draw these things on their map and are asked to compare the maps in small groups.

### **B: Community maps**

This activity can be completed on an individual basis or in small groups if several people in the Company live in the same street/village. The young people are given some paper and asked to draw a map of the area they live in, their town or village.

#### **Include on the map:**

- Where you live in relation to school/town centre
- Where you socialise/hang out
- Where your church, health centre, local shops, facilities, etc are
- Good/bad housing (why is it good/bad?)
- Favourite/social places
- Trouble spots (why?)
- Sports areas

Having completed the map, mark (black spots) the areas you dislike and explain why. With bright coloured markers highlight the areas you like and explain why. In the large group discuss what might help your area, what improvements could be made and what might make your area uncomfortable for outsiders to come into.



This exercise can reflect on similarities and differences – urban and rural, cultural diversity and so on. As facilitator you can draw out the relevant issues – is the community mixed (if so, is there much interaction), do we all use the same shops, go to the same churches, use the same facilities, what happens in the trouble spots/when?

### C: Community links

**Reflecting on the community that The Boys' Brigade works within e.g. the church/parish/locality, consider the following questions in small groups:**

- What does The Boys' Brigade do for the community?
- What does this community do for The Boys' Brigade?
- What would you, as a member of The Boys' Brigade, like to do for the community?
- What would you, as a member of the community, like to do for The Boys' Brigade?

At the end, take feedback from each of the groups, allowing them to answer only one question. The other groups can add in points that have not been recorded.

### D: Who's in charge?

In either the large group, or in small groups, ask the young people to consider: 'Who they think are the most powerful people in the local community?' Don't worry about definitions, just get quick responses. As responses are given, record them on the flip chart (normally responses include: ministers, teachers, politicians, rich people, local community groups, paramilitaries, etc.).

**Once the list is completed, explore the following questions in the group:**

- What sources of power do you think these people have/why are they powerful?
- Is it control over resources/attitudes/communication/use of violence, etc.?
- How do we/can we influence these people?

## PART THREE : EXPLORING OUR IDENTITY

### Learning outcomes

Part three aims to provide opportunities for the young people to explore their own identity in the context of The Boys' Brigade Company and to explore the relationship between this and the wider national/political identity. The Boys' Brigade has a distinct identity as a Christian youth organisation complete with its own uniform, names, rules and regulations. Identity in the wider Northern Ireland context is sometimes the cause of misunderstanding and confusion and it is important for young people to have the opportunity to explore and understand more about their own identity and the identity of others.

**The information and activities in this section are designed to encourage and develop:**

- An awareness and understanding of their personal identity and the identity of others
- An awareness and understanding of the identity of The Boys' Brigade and its place within society
- Opportunities to explore the meaning of identity – personal, group/s, community, national identity and how these sometimes conflict
- Exploring national identity and how this sense of identity is formed





### **A: Who am I? Who are you?**

Participants have one minute in which to share some information to the group about themselves. This might include interests, family, school, part-time job, tastes, likes/dislikes and so on.

The format can be in a circle and the exercise can be voluntary – with people volunteering when to take their turn and what to say. One minute is all that is permitted and the person speaking could hold a stopwatch or other object and pass it on.

Having completed the circle consider as a group what it means to be a young person and how it is unique to being from another age group. As a starter for the discussion, explore some of the following – clothes we wear/like, music we listen to, what we watch on TV, places we go, etc.

### **B: Influences on my identity**

Ask the young people to draw an outline of a 'stick person' on a sheet of paper and consider 'what influences their identity' (e.g. parents, school, church, friends, where they live, what they do, etc.). These influences can be drawn around the person and linked to the person with arrows facing towards them.

Having completed their 'stick person', these are then shared in small group discussion exploring the impact of these influences. In the large group, take some feedback and explore what factors you can or cannot choose, you can or cannot change and what the most dominant factors/influences are.

Each participant is given a piece of paper and asked to mark out their life map. Mark an 'X' in the middle - that's you! Then add to the page those people (e.g. family, friends, neighbours, teachers, ministers) who have influenced you or are important in your life. Complete the picture by marking particular incidents/events that have shaped you as an individual and your thinking.

These are then shared in small group discussion exploring the impact of these influences. In the large group, take some feedback and explore what factors you can or cannot choose, you can or cannot change and what the most dominant factors/influences are.

### **C: Perceptions of The Boys' Brigade**

Imagine that a being from another planet arrives in this room/hall. You have the job of explaining the qualities of a young earthling Boys' Brigade member/Company. Give each participant a sheet with the letters A-Z listed down the left-hand side and ask them to think of as many positive words about The Boys' Brigade as they can (i.e. one per letter of the alphabet). This can be completed in small groups or as individuals and then the information can be shared with the rest of the group.

This exercise can be repeated with/for other youth groups you are aware of in your local community.

### **D: Where do I belong?**

Ask the participants to name the different groups to which they belong. Lead them to name as many as possible: family, clubs, left-handed, nationality, region, gender, music taste, sports players/supporters, disability, hobbies, etc. Write the groups on a chart. Each person then decides which of the groups to which they belong is most important to them.



Select an auctioneer who will lead the game with spirit and an assistant to gather the money as people buy. Each person is now given a £1,000 budget with which to bid at the auction. Each of the groups listed can only be sold to one person. There may be some groups left out, ones to which no one wishes to belong (e.g. snorers).

**In the discussion that follows you may wish to explore some of the following:**

- First let people explain why they bid so high for a particular belonging-group and why that group is so important to them. Provide the opportunity for members to explain if they were disappointed at not being able to buy a particular group (e.g. family)
- The buyer of each group is asked to consider what that group adds to society and what would be missing if that kind of group was banned
- Ask participants to look at the groups they have bought. Would they be happy if these were the only groups to which you were allowed to belong?
- Being a member of a group puts demands on us. Do some of the groups put conflicting demands on individuals? How do/would you handle that?

**E: Likes and dislikes**

This is an individual activity that can be shared with a partner, in small groups or to the whole group if so desired. Each member of the group is required to list ten things you dislike about living in Northern Ireland, followed by ten things you like about living in Northern Ireland.

After this has been completed, discussion should be encouraged. This exercise can be a short sharp exercise or well debated and discussed, the choice is yours.

**Other variations might be:**

- Ten things you dislike/like about being Catholic/Protestant
- Ten things you dislike/like about being male/female

**PART FOUR: SYMBOLS & EMBLEMS**

**Learning outcomes**

Part four aims to provide opportunities for the young people to explore symbols of their identity in the context of The Boys' Brigade Company. In particular, what they mean and where they originate. The important relationship between this and the wider national/political identity, where symbols are sometimes perceived in a negative light and often misunderstood, is also to be discussed. Symbols and emblems in the wider context include flags and banners, hats and headgear, colours, walls and murals, religious symbols, badges and emblems.

**The information and activities are designed to encourage and develop an:**

- Awareness and understanding of the symbols of The Boys' Brigade – what they mean, where they originate, what they symbolise, etc.
- Understanding of the meaning of a variety of symbols – personal, group/s, community, and national identity and how these sometimes conflict
- Exploration of what it means to be British, Irish, Northern Irish or Other and the symbols associated with these identities
- Exploration of 'intention versus meaning' with regard to symbols



### A: My symbols

The participants could each bring in from home an artefact/item which is significant to them or a member of their family. These items could include medals/trophies for specific sporting activities, sporting equipment such as hockey sticks, rugby footballs, religious emblems and so on. Participants can then talk about their artefact/item and then a discussion can take place with the whole group. It is important that the young people respect the symbols that their peers bring in and that you ensure everyone knows/understands their meaning.

#### Questions you might explore in the discussion:

- What do the symbols mean?
- How are they used/what is the intention of the symbol?
- Which community would like or dislike the symbol and why?
- Does this symbol cause conflict with others in the community and why?
- Is your symbol respected by everyone in the Company/in the community?

### B: BB symbols and emblems

**Place a wide variety of symbols and emblems in the room connected to The Boys' Brigade (e.g. badges and flags). In small groups participants are asked to discuss:**

- The meaning of these symbols and emblems
- The significance/importance of these symbols and emblems
- Whether they think everyone in the community understands/likes these symbols

In the discussion, ensure the young people understanding what these symbols mean and why they are important to The Boys' Brigade.

### C: Symbols in our community

**Give each member a large sheet of paper and get them to draw three symbols they see on a daily basis in their community (e.g. on their way to school, The Boys' Brigade, the leisure centre). In the discussion that follows, explore with the young people:**

- What do they mean, how do we find out what they mean?
- Are they designed/intended/put up to offend?
- How do they think symbols are used/misused?

### D: Symbols

Symbols can take many forms – murals, graffiti, badges, emblems, flags and so on. Many of them show a very simple object, which expresses a Protestant or Catholic view, or a unionist or nationalist view.

**Can you find out which community is normally associated with the following:**

- Tricolour (the flag of the Republic of Ireland)
- The Red Hand
- Celtic Harp
- Shamrock
- The Royal Crown
- Starry Plough (a flag originating from the Irish Citizens' Army)
- Easter Lily (worn to commemorate the Easter Rising)



## D: Symbols ... cont.

- Celtic FC and Cliftonville FC strips
- Union Flag (the flag of the United Kingdom)
- Claddagh Ring
- The colours red, white and blue
- The colours green, white and orange
- Orange lilies
- Orange sash
- Red poppy (worn to remember those who died in World Wars)
- Glasgow Rangers FC and Linfield FC strips
- Fáinne (a badge worn by some Irish speakers)
- Bowler hat

### In group discussion explore:

- What symbols are shared by Protestants and Catholics?
- What symbols are non-controversial?
- Do you ever display any of these symbols? When? Where?
- Do you see any of these signs in your area?
- What do you feel when you see cultural symbols being displayed?

## E: Intent and understanding

Bring to the company meeting various flags, either cloth or printed, and circulate these in the group or display them in a prominent position. In the introduction, mention the importance placed on flags and the variety of occasions on which they are flown. In the large group, participants are asked to identify the flags and what they mean (check for correct identification and understanding, some guidance is offered below). To widen the debate and discussion, you could consider bringing in flags from other countries or designing a quiz to explore flags and their meanings.

### Break into small groups to discuss the following questions:

- What is your reaction when you see flags?
- Are there any occasions when you think it is okay to fly flags?
- Are there any times it is definitely not okay to fly them?
- Would you support the idea of introducing a new flag for Northern Ireland? If so, what would it be, what colours would it include, who should design it? Ask the group to design such a flag

### During this activity you may also wish to explore the colours associated with painted kerbstones.

#### As a prompt, explore:

- Why do you think people decorate their streets in this way/what is the purpose?
- Do you think that kerbstone painting is vandalism, or that it is acceptable?

The union flag is the national flag of the United Kingdom of Great Britain and Northern Ireland, made up of the combined crosses of Saint George (England), Saint Andrew (Scotland) and Saint Patrick (Ireland). It came into existence in 1606 when James I combined the cross of St George with that of St Andrew. In 1801 when Ireland joined the union the cross of St Patrick was added - the diagonal red on white. In order to maintain the Irish red



cross on a white background, the designers made the background white broader on one side of the Irish red than the other, enabling all three crosses to be distinguished from each other.

The green, white and gold tricolour is the national flag of the Irish Republic. There is a tradition that it was first flown on a pike by Young Irelanders in 1848. Some say the green and orange symbolise the unity of the nationalist and unionist traditions in Ireland.

## **PART FIVE: UNDERSTANDING OUR HISTORY**

### **Learning outcomes**

Part five aims to provide an opportunity for the young people to understand what is history, both in the context of The Boys' Brigade and Northern Ireland. The Boys' Brigade, as an organisation, is steeped in history and traditions and many of its current members may not be familiar with the background to the organisation. History, in the wider context of Northern Ireland, is often claimed by one main community over the other often to justify their own position.

#### **The information and activities are designed to encourage and develop an:**

- Awareness of the history of The Boys' Brigade
- Exploration of what history is, history in Northern Ireland and our experiences of learning history
- Exploration of cultural and political events in Northern Ireland
- Understanding of how history can be used to justify positions

### **A: Life map**

Ask each individual to plot dates that they can remember and are important to them and the reason why they remember. They can complete the sheets by drawing or writing. These maps can be displayed around the room for others to see and group members may ask questions.

#### **Some points they may be encouraged to plot include:**

- When they joined The Boys' Brigade
- Their Birthday
- Their first holiday/camp
- When they learned to ride a bike
- When they took examinations
- When they played for a sports team
- When they first realised there were differences in Northern Ireland

### **B: What is history?**

#### **In small groups ask the participants to consider the following questions:**

- What is history?
- How do we learn/find out about history?
- How important is history?
- How does it affect our situation?



Each group can then share their answers and ask the bigger group to agree on two answers for each question. In reviewing the activity, it is important to emphasise that history is/are all the things that have happened in the past. Individuals look back on history and decide what is important to them and what is not important to them – this is not all that happened in the past, as we only remember a small part of history.

### C: History, memory and identity

There is a close and complex relationship between the identity we have and the way we understand the past. This short exercise explores the ways in which that relationship works.

Give each person a copy of the history, memory and identity questions as outlined below. Allow them ten minutes to answer the questions. In small groups, or the large group, obtain feedback from each person, noting significant similarities and differences within the group. It is important to be sensitive to responses and ensure that others in the group are listening and not making fun of responses.

- If you met a person from another country, what three facts would you reveal to that person to let them know who you were?
- Name the three most important groups or communities that you belong to?
- What is the most important public event you remember being part of?
- What historical event, period, or person interests you the most?
- Name one book, film or play set in the past that has significant impact for you?
- Name two sources from which you learnt what the past was like?

### D: Key BB events

Select dates of key events in The Boys' Brigade and display on a wall on one side of the room. On the other side place a list of corresponding events and provide the group with a short period of time to match the dates and events. Explain the significance of each of the events.

1883	BB founded by William Alexander Smith (1st Glasgow Company)
1884	First Boys' Brigade Bible Class. First uniforms
1885	A BB Constitution was drawn up
1886	44 Companies were up and running
1887	1st Newport Company (Wales) was formed
1888	1st Belfast Company (Northern Ireland) was formed
1893	The word 'obedience' was inserted into the original object
1908/09	During the session the Founder received a knighthood
1914	Sir William Alexander Smith died

Add in dates that relate directly to the history of your Company.

### E: "I remember the days"

Collect old memorabilia from The Boys' Brigade in bygone days (e.g. posters, magazines, badges, uniform) and discuss with the group the meanings/significance/relevance of these to The Boys' Brigade and look at why these things have changed (if they have) and if they have not, why have they not.



Alternatively, you may wish to invite a former member of your Company (or a member of an Old Boys' Association) to one of your meetings to answer the young people's questions in relation to the history of the organisation and their experiences as a member. In the discussion that follows, you could explore the changes that have taken place and why.

### F: Hit or myth

Divide into small groups and explain to the young people that you are going to read out statements related to the traditions and heritage of The Boys' Brigade. Once you have read out each statement (and don't read out the 'hit' statement last each time), the small groups must decide which answer is a 'hit' (i.e. the correct answer). In reviewing the activity, check that the young people have understood where each of these traditions have come from and why they are important to The Boys' Brigade.

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|------------------|--|
| <b>DRILL</b>     | <ul style="list-style-type: none"> <li>■ You do the drill to stretch the muscles in your body</li> <li>■ Drill is about developing your co-ordination</li> <li>■ Drill develops a sense of teamwork, discipline and self control <b>(HIT)</b></li> </ul>   |
| <b>PARADES</b>   | <ul style="list-style-type: none"> <li>■ Parades are about showing off to the community the group's styles and colours</li> <li>■ Parades are an excuse to have a day out</li> <li>■ Parades are held as a means of witness and visibly identifying the company with the work of the Church <b>(HIT)</b></li> </ul>  |
| <b>PRAYERS</b>   | <ul style="list-style-type: none"> <li>■ We say prayers because of the link with the church</li> <li>■ We say prayers because we know it is important for young people to know how to pray</li> <li>■ We say prayers because we provide regular Christian Education <b>(HIT)</b></li> </ul>  |
| <b>HYMNS</b>     | <ul style="list-style-type: none"> <li>■ Young people are all able to sing and this provides opportunity to train their voices</li> <li>■ We sing to give thanks for our time together as a Company</li> <li>■ Singing Hymns is an essential element of Christian Worship and praising God <b>(HIT)</b></li> </ul>   |
| <b>UNIFORMS</b>  | <ul style="list-style-type: none"> <li>■ It is important to have a uniform because we have to look professional</li> <li>■ Uniforms make the organisation more militaristic</li> <li>■ The uniform contributes to our distinctiveness and encourages a sense of identity and belonging <b>(HIT)</b></li> </ul>   |
| <b>DISPLAYS</b>  | <ul style="list-style-type: none"> <li>■ Displays are a mechanism that allow us to show off how good we really are</li> <li>■ Displays are designed to make us feel really silly in front of our friends and parents</li> <li>■ Displays are arranged to show parents, friends and Church members something of what we have been doing <b>(HIT)</b></li> </ul> |
| <b>NAMES</b>     | <ul style="list-style-type: none"> <li>■ The name was devised by the church leader</li> <li>■ To have a name gives an organisation credibility</li> <li>■ Names are an integral part of the structure of The Boys' Brigade <b>(HIT)</b></li> </ul>   |
| <b>STRUCTURE</b> | <ul style="list-style-type: none"> <li>■ The structure allows for promotion</li> <li>■ The structure means people can get more responsibility</li> <li>■ The structure provides carefully graded demands on members to assist the development of their self-discipline <b>(HIT)</b></li> </ul>   |

Having completed the quiz, remain in small groups and ask them to explore the positive and negative aspects of each of these traditions. In the large group, review the activity looking at what they would like to keep the same and what they would like to see change.



## G: History quiz

In small groups, or as individuals, match the dates and events (see below). Point out that it does not matter whether or not you know any of these dates, the activity is to understand where and from whom we have learnt our history.

1690	Battle of the Boyne	1975	Constitutional convention elections in May, majority wanted return to 1920 system
1795	Orange Order formed	1980-81	Hunger strikes
1798	United Irishmen Rebellion	1981	Anglo-Irish inter-governmental council established
1800	Act of Union between Great Britain and Ireland	1982	Election of new assembly
1845-47	Irish Famine	1983	New Ireland forum
1886	First Home Rule Bill	1985	Anglo-Irish agreement
1914	Government of Ireland Act; Partition; NI formed 1921	1986	Assembly dissolved
1937	New constitution of Free State (Articles 2&3)	1991	Talks process
1949	Free State leaves commonwealth and becomes Republic of Ireland	1993	Downing Street Declaration
1965	Northern Ireland Prime Minister meets Sean Lemass	1994	Cease-fires announced
1967	Civil rights movement formed	1995	'Frameworks for the Future' document
1968	Civil rights March in Londonderry	1998	Good Friday Agreement signed
1972	Stormont Parliament prorogued; Direct Rule imposed	1998	Referendums held in both Northern Ireland and Republic of Ireland
1974	Power sharing Executive established	1998	Elections held for new Northern Ireland Assembly
1974	Ulster Workers Council strike	2000	Devolution/Assembly suspended
		2000	Devolution/Assembly re-instated

### In reviewing the activity explore:

- What dates have been missed and why
- Where did they get their information?
- Why do they know some dates and not others?
- Why are these dates so important?
- Do we need to know about what happened in the past?

## PART SIX : CITIZENSHIP

### Learning outcomes

Part six aims to provide the opportunities for the young people to explore the concept of civics or citizenship. The concept is well defined in 'Education for Citizenship and the Teaching of Democracy in Schools': "Citizenship education is education for citizenship, behaving and acting as a citizen, therefore it is not just a knowledge of citizenship and civic society; it also implies developing values, skills and understanding."

Citizenship is not a new concept within the context of The Boys' Brigade and this section is designed to complement the existing materials already used by leaders and provides opportunities for members to explore this issue within the context of The Boys' Brigade Company and explore the relationship between this and their responsibilities/rights within wider society/Northern Ireland.



**The information and activities are designed to encourage and develop an:**

- Understanding of decision making and structures within The Boys' Brigade
- Understanding of the structures of local politics and how democracy works at this level
- Understanding of the opportunities available to influence politics
- Understanding of the concept of active citizenship

**A: Our land**

Organise the Company into small groups and send each group away to consider all of the things they would choose to have on an ideal island, if they were able to design the world they live in. You may have to give the young people some examples (e.g. type of education, housing, hospitals, law and order, social services, religious denominations, cultural activities and expression). They should also consider all of the things they would choose not to have on their island and discard these into the surrounding sea.

You may wish to set the groups the challenge of making a 3D model of their ideal place to present their vision to the other groups.

**B: Laws and values**

Nearly all the groups of people living, playing or working together make rules or laws to regulate how they behave. This activity asks you to consider what rules will be necessary to enable you to live peacefully with your neighbour and how you would deal with people who break the rules.

**Break into groups and hold a group meeting to decide what rules you need to make to live together.**

**Each group should aim to agree five rules. Having completed this, introduce to each group the following scenarios and ask them to decide how they would deal with these situations:**

- One of your group breaks one of the rules
- Someone from outside your land comes into your territory and wishes to live according to customs that differ from your own
- One of the newcomer's customs contravenes your rules

**Bring all the groups together and ask each one to report back on the rules they created and how they dealt with the scenarios. In the group discussion that follows consider:**

- The type of laws they have devised and if they are necessary
- Other laws they may need as their island society becomes more complex
- Whose interests the laws should serve or reflect

**C: Rights and responsibilities**

This activity is designed to enable people to develop arguments for or against the rights of various groups. Break into two groups and allocate one to each end of the room/hall. Place the individual 'rights' statements on to a table in the middle of the room/hall and ask one person from each group to come forward to select one. Once one has been selected and both members have had the chance to read the statement, they return to their group and formulate arguments for their rights – one group plays the role of advocator, whilst the other plays the role of defender. The representative from the advocator group must persuade the defender of the case for this right while the person facing them has to articulate reasons why it should be denied.



- Statement 1:** People should not be compulsorily tested for HIV
- Statement 2:** Itinerants should have the right to park their caravans wherever there is unused space
- Statement 3:** People should have the freedom to purchase pornography if they want
- Statement 4:** Refugees have the right to return to their house
- Statement 5:** Countries have the right to deny entry to people looking for asylum
- Statement 6:** Human rights issues are everyone's business
- Statement 7:** Parents have the right to smack their children
- Statement 8:** All individuals have the right to life
- Statement 9:** The rights of people who don't smoke should have precedence over those who do
- Statement 10:** If a majority of the workforce agree, they should be allowed to display whatever cultural or political symbols they like in their workplace
- Statement 11:** Positive discrimination should be used to balance the workforce
- Statement 12:** A country should be free to determine its own laws, without any outside interference
- Statement 13:** The Orange Order should be allowed to march wherever they like so long as they can guarantee a peaceful march
- Statement 14:** Residents groups should be allowed to oppose a march

**After four or six rounds and depending on the energy of the group (allow groups to alternate between 'advocator' and 'defender') bring the two groups together to form one group. In the discussion that follows explore:**

- Were there any who found it difficult to present or oppose? Why?
- Did you feel listened to? Why can one group deny the rights of others?
- Can you think of situations where this applies in the Company or in Northern Ireland?

### **D: Democracy in action**

Break into small groups. Suggest to the groups that democracy means that people gain power and ask them to review the following ...

#### **Participation in democracy can take many forms including:**

- Reading about issues and leaders
- Writing about issues and leaders
- Debating issues
- Working in the community in support of a particular cause or in protest against government action
- Forming or joining political parties or other community/grass roots organisations
- Attending political or community meetings
- Becoming a leader of a political party, a trades union or community group
- Voting in elections
- Campaigning for those standing for office
- Standing for office and serving if elected
- Paying taxes
- Lobbying
- Serving in the military
- Using existing legal channels such as contacting government officials or taking cases to court
- Protesting in such ways as demonstrating, boycotts or strikes



### In small groups, discuss:

- Do you believe that any or all of the items listed are ways for people to participate?
- Have you ever done any of the above? If so, what?
- Should the right to participate in a democracy be protected by law?
- Should we require people to vote and fine them if they do not?

### E: Action – Northern Ireland style

**Imagine the scene ...** You are on a visit to Stormont or at a conference and the First/Deputy First Minister is in attendance. Give each group a few minutes to prepare a presentation to the Minister regarding actions they think should be taken to improve the situation for young people in Northern Ireland. Each group should explain how they would persuade the First/Deputy First Minister to take action on their concerns.

**Follow-up** Do it for real – arrange to meet an Assembly Member and ask him/her to arrange a visit to Stormont for your Company.

### CONTACTS / FURTHER RESOURCES

As with the development of *'Investing in the Future'*, it was proposed to include contact names and addresses for a range of people to meet and organisations/places of interest appropriate to visit. Given that Companies are spread throughout Northern Ireland, being completely accurate/relevant to every company would have been impossible. However, the first point of contact for many Companies may be your local Community Relations Officer attached to your Divisional Youth Office or District Council. Both will be able to point you in the direction of relevant people and organisations you might find useful to help you develop your programme.

#### You may also find it helpful to contact the Community Relations Council.

- Belfast Office: 6 Murray Street, Belfast BT1 6DN / 028 9022 7500
- Mid Ulster Office: 5 Ballygawley Road, Dungannon, County Tyrone BT70 1TU / 028 8772 0430
- Email: [info@community-relations.org.uk](mailto:info@community-relations.org.uk)
- Website: [www.community-relations.org.uk](http://www.community-relations.org.uk)

### WEBSITES

The following list of selected websites may also be useful in obtaining further information and resources to help you to develop your community relations programme:

- Joined in Equity, Diversity & Interdependence (JEDI): [www.jedini.com](http://www.jedini.com)
- Initiative on Conflict Resolution & Ethnicity (INCORE): [www.incore.ulst.ac.uk](http://www.incore.ulst.ac.uk)
- Conflict archive on the Internet (CAIN): [www.cain.ulst.ac.uk](http://www.cain.ulst.ac.uk)
- Community Relations Unit (CRU), CORPUS: [www.ccruni.gov.uk](http://www.ccruni.gov.uk)
- Northern Ireland Human Rights Commission: [www.nihrc.org](http://www.nihrc.org)
- Northern Ireland Equality Commission: [www.equalityni.org](http://www.equalityni.org)
- Commission for Racial Equality: [www.cre.gov.uk/about/cre\\_ni.html](http://www.cre.gov.uk/about/cre_ni.html)
- Executive Information Service, NI Assembly: [www.northernireland.gov.uk](http://www.northernireland.gov.uk)



[www.bbni.org.uk](http://www.bbni.org.uk)



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