



Uniform Youth Work Sector in Northern Ireland



CRED Resource



With grateful

What is CRED?

CRED stands for Community Relations Equality and Diversity Policy. It is the government policy in Northern Ireland for community relations. It aims to enable children and young people to understand and deal with difference in whatever form - religious, cultural, gender, sexual orientation, disability or political affiliation and it is based on equality, human rights and the UN convention on the right of the child.

What has it got to do with me?

The policy states that "Leaders in youth work settings will be responsible for developing a culture of inclusiveness... and that youth leaders should promote and encourage implementation of the policy". All of us working with young people, have a responsibility to ensure that through our work we are helping them to deal with difference and to ensure that they have meaningful interaction, understanding and appreciation with other young people from different social, cultural or religious backgrounds.

How can I do CRED work?

You probably do this work at the moment as part of your normal programme and although it may be part of the ethos of your organisation, there is an ongoing need for additional explicit work on community relations, equality, and diversity given the divisions that exist in our community.

You can do this by:

- Organising programmes for young people that help them meet and develop understanding with those from different backgrounds
- Developing programmes for your group that seek to find out about different cultures and religions and prepare young people for participation
- Ensuring your group/ organisation is welcoming to everyone regardless of their background
- Organising programmes that address difference in your community

Why should I do this?

By doing this you will be helping young people to develop personally and socially, enabling them to test their values and beliefs and develop an understanding of the community in which they live. It will help you meet the aims of your organisation. It will also enable you to develop your organisation locally by making new local contacts and developing effective networks and connections in your community.

Introduction to the Resource

What is the purpose of this resource?

This resource is designed to help you explore CRED in your group. It is about yourself and where you are at with these topics and encouraging your group to become more welcoming. Most importantly it is about the young people you work with and equipping them with the skills to be more open and to appreciate the diversity they encounter, whatever that may be.

This resource has come as a result of a programme of CRED work undertaken by Boys Brigade NI, Girls Brigade NI, Catholic Guides of Ireland, Girl Guiding Ulster, The Scout Association and Scouting Ireland. The resources included were tried and tested during these programmes. This resource is a taster, and the beginning of your CRED journey. The expertise of Northern Ireland Children's Enterprise (NICE) at exploring Community Relations has been demonstrated in the programme and in the production of this resource.

We cannot stress enough that you need to be clear what your views and opinions are of controversial issues before you start to look at this work with the young people in your organisation.

What it is not...

It is not designed to be a comprehensive Community Relations training programme, it is a basic guide discussing the principles of CRED and how to apply this in your group and some useful programme ideas and tools.

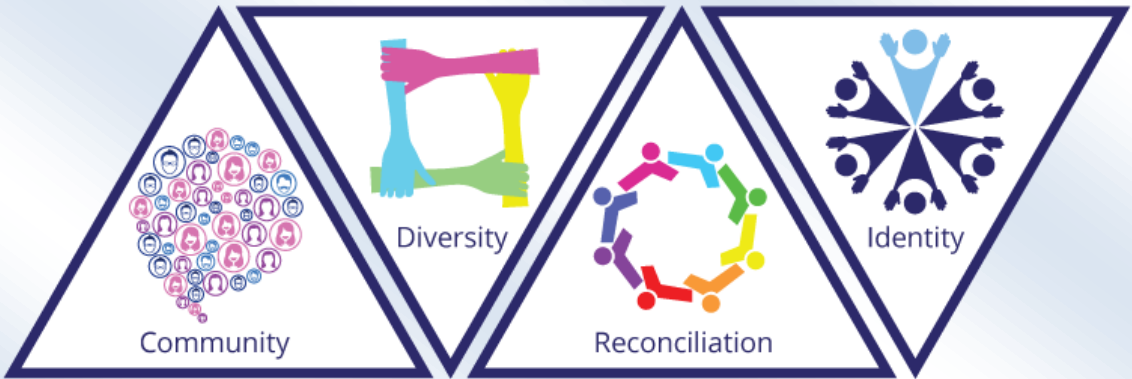
Most of the activities included are ready to be easily integrated into your current programme; however we recommend additional training in this area to fully implement CRED into your Group. Ups and downs are inevitable on this journey, and we encourage you to persevere with this work, as we think dispelling myths and stereotypes is the key to our communities moving forward and becoming a truly shared society.

With this in mind

Remember exploring these issues comes back to good Youth Work Practice. You have your own specialised skill set and life experiences which are key to this work. Your own views and opinions can often stand you in good stead for addressing what is needed in your area, so please don't let any opportunity pass you by. You also know your group best in terms of what is age appropriate or what activity may or may not work. The best learning can often come from a discussion which unfolds, but may be off track from your original learning intentions.

In the appendix we have provided information on other organisations that can help deepen and strengthen your CRED work, and encourage you to think about working together in a joined up way. This work is certainly valuable in a single identity context, understanding yourself, but the best results will occur from actually meeting and sharing views with others from different backgrounds.

The resource is set out into 5 areas. The first is an area with some useful tools and games. The next 4 areas are **Reconciliation, Community, Diversity and Identity**. Completion of each areas entitles the participant to achieve a badge. Achieve all 4 badges and you complete the programme.



SOME USEFUL TOOLS

Facilitation Skills:

To Facilitate does not mean "solving a problem" or "doing it for someone". It means doing something that makes a process run a little better.

A facilitator is an enabler.

A facilitator helps people take part and to understand what is happening.

This is an important skill for working with any group of young people but is particularly important for CRED work.

See the diagram to the side and the tips below.



Some Facilitation Tips

When looking at CRED topics it may seem a bit daunting at first. Even for very experienced facilitators things don't always go to plan for every session so below are some helpful pointers. We would encourage you to be as flexible and as open as possible; work within your groups needs and age range; and try and measure the interest levels of the group and work from there

Some other tips which you may find useful:

- Work in a circle as it is the easiest way to see everyone and have everyone on the same level.
- Use games to inject a bit of humour and break the ice first.
- Be prepared; know what you need beforehand as it will put you at ease.
- Don't forget we all learn in different ways, try and include audio-visual, demonstration, discussion groups, games, etc. when running CRED activities with young people.
- Acknowledge any fears or concerns - particularly in the beginning of this work with a new group. You may want to use the hopes and fears exercise to do this, which can be adapted into suns and clouds exercise for younger children. This will help to put people at ease and help to show that others often will have the same concerns.
- Work with the group to agree a 'contract' for this way of working. The group itself should help decide these guidelines and all sign that they agree to them.
- For younger or very talkative groups, use a talking object to try and focus everyone on listening skills.

- Don't force anyone to talk about a controversial issue, offer the opportunity to pass but do encourage all to participate.
- Watch the group during activities; look for body language, young people talking a lot or not at all. Think about using different techniques and activities to get everyone involved.
- Monitor and evaluate what is going on. It helps to improve any follow up sessions and improve your skills with this kind of work.

If it doesn't go to plan:

- Check did you meet the groups' expectations; was the topic relevant to them? Was it too rigid? Was it appropriate to their age group? Was it too task orientated?
- Don't panic or automatically blame yourself.
- Give yourself time to observe what's going on and use the group to explore what they think is happening.
- Revisit the contract.
- Change the programme.
- Work with someone else, you have someone there for support and they can pick up things you don't see and vice versa.

Check-in and check-out ideas

Using the check-in and checkout system at the beginning and end of a session is a great way to see how the group is getting on. This activity allows you to gauge how a group is feeling at the start of a session, if there are any things you need to be aware of and the general energy of the group. By checking out, you are helping to measure learning and ensuring that everyone has a chance to provide feedback before leaving the room with unsaid concerns.

Here are some of the ways you can do this...

- Using the space around the room- It could be a scale 1-10
-Words to describe how they are feeling.
- Colours: say a colour to describe how they are feeling or a pick up a coloured sheet from the floor.
- Postcards-Have a variety of postcard images spread out to choose, the more random the more creative your responses tend to be.
- Smiley faces (or otherwise)- Draw a face to represent how they are feeling and say why.
- Check out questions- Set questions about the session/programme for the group to pick one, or all to answer in turn.
- Wool/string: Pass a ball of wool between each member thanking or commenting on something positive about each of the group members. This is a visible way of showing the connections made and affirming each member. Works best at the end of a programme/year etc.

The Welcome Checklist

Here are some points to think about and use for reflection on how welcoming your organisation is. To be successful in making people from diverse backgrounds feel included they need to be visible within the group.

In your group:

	Yes	Somewhat	No
1. Are volunteers and young people welcoming to all members of the community:			
• Young people from a different religion			
• Young people who are lesbian, gay, bisexual or transgender			
• Young people from a minority ethnic background			
• Young travellers			
• Young people with mental health issues			
2. Do the young people have the opportunity to mix and develop relationships with others from a variety of backgrounds?			
3. Are your premises accessible for those with a disability?			
4. Are the symbols you display/discuss welcoming to all members of the community?			
5. Do you look at or discuss other symbols in the community?			
6. Do you hold events that highlight the diversity and multiculturalism within the local community?			



Facilitator Review Sheet

Session number:

Date:

How did the session go? (What worked well? What would you change? How appropriate were the learning methods?)

What did the participants get out of the session?

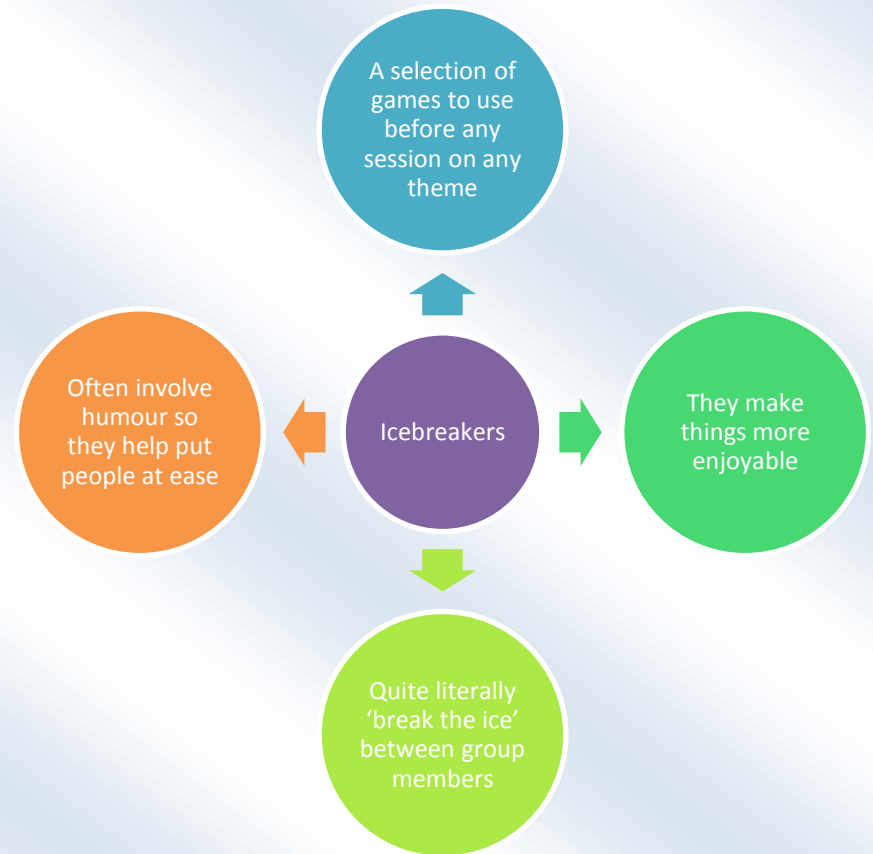
How did you work together as facilitators (if applicable)?

Is there anything you need to be aware of for future sessions?

ICEBREAKERS

Icebreakers are an important tool for any youth worker. They are games that give time for people to relax and get to know each other. They are particularly useful when people have never met before, but can be used at any time.

See the diagram to the side and the examples below.



Advertisement Game

Materials: Pens, paper

Instructions: Ask participants to write a short advertisement on themselves without mentioning their names. All advertisements are brought together and participants try to guess which belongs to which group member.

All Change

Materials: Chairs (this activity can also be done using a parachute)

Instructions:

1. Everyone sits in a circle on chairs. One chair is removed and that person stands in the middle. The person in the middle must make a statement such as...Everyone who likes football, everyone who is wearing black.
2. The people in the circle that the statement applies to must move seats. They are not allowed to move to the seat next to the one they were sitting on.
3. The person in the middle moves to find a seat and a new person will be left in the middle.
4. The game continues with the new person saying a statement.
5. The game can be as short or long as you like.

Balloon Games

Materials: Pens, paper, balloons

Instructions: Get everyone to put one piece of information about themselves in a balloon, then blow up the balloon and throw it in the middle of the circle of participants. Then one by one, the facilitator pops the balloons and the group guesses to whom that information belongs.

Derivations: Get everyone to put one question in a balloon, then blow up the balloon and throw it in the middle of the circle of participants. Examples may be 'why did you chose to come to this course', 'what is your favourite colour', 'can you dance', 'tell me what your best day was this week, and why' etc. The facilitator then instructs everyone to grab a balloon (not their own), pop it and take it in turns to answer the questions.

Have all young people tie one balloon around each of their ankles. The object is to burst everyone else's balloon and the last person with their balloons not burst is the winner.

Concentric Circles

Materials: List of prepared questions

Instructions: The young people stand in two circles – one on the inside and one on the outside. Both circles must be facing each other. A group facilitator reads one question at a time – preferably from a list devised by the young people. The first question might be to ask the person you are facing their name. Then everyone on the inside must move one person to the right. Then another question is asked i.e. favourite pop group, where you live, hobbies, favourite food, sport, and so on. More exciting and random questions could be added.

Continue like this until everyone on the inside circle has met everyone on the outside circle. The purpose of the activity is to talk and listen to one another and to find out more about the people in the group.

One Minute Please!

Instructions: The aim of the game is to talk for one minute on a given subject. You announce the topic and a member of the group is randomly selected to speak for one minute. Choose subjects to stimulate the imagination and which may be amusing. Put a stopwatch on each person to see how long they last before drying up! Subjects might include: my earliest memories, my favourite computer game, why beans are good for you, 10 things you can do with potatoes etc.

Winking Chair Game

Materials: chairs for each group member

Instructions:

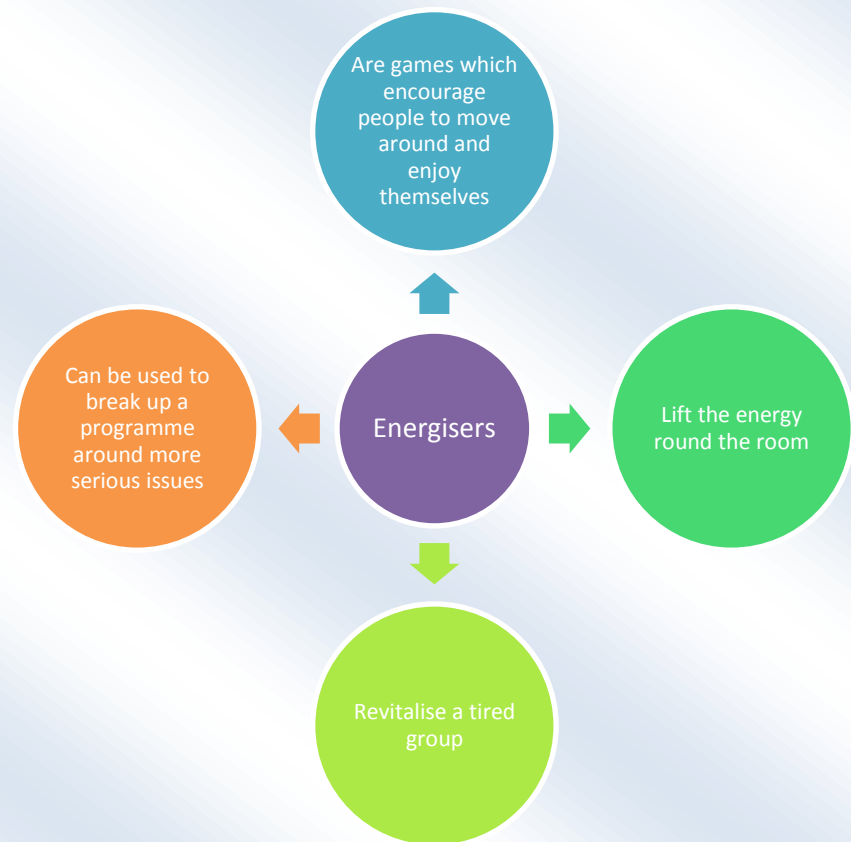
1. Divide the group into 2 groups with one having one or two more members than the other.
2. The larger group stands in a circle, each with a chair in front.
3. The smaller group sits on the chairs leaving one or two empty. Anyone without a person on his/her chair can 'invite' someone over by winking at them.
4. If the guardian of the invited person sees the wink, he/she can keep possession by putting her hands on the shoulders. Reinforce the need for co-operation i.e. - no forcible restraint.
5. After a set time period have the groups swap over.

Energisers

Energiser games are great ways to liven up an activity or create a break in a long activity. They are also a great way of using up peoples pent up energy.

They are a useful tool for letting people relax during an intense discussions and exercises.

See the diagram to the side and the examples below.



Arch Ball

Materials: 2 balls (Hall game)

Instructions: Players are divided into two equal teams. Each team forms a line, one in front of the other, about arms distance apart. The ball starts in the front and must be passed over the head to the back of the line. When the last person receives the ball, he/she must run with it to the front of the line and continue passing the ball. The first team to return the ball to the original line-up wins.

Balloon Wars

Materials: Medium to large groups, balloons of different colours, string (Hall game)

Instructions: The objective is to burst the balloons of the other teams/ protect your own balloons. Divide players into 4 teams and give each team member a blown up balloon, each team should have a different colour. Each team member ties the balloon to his or her left leg so it is resting just above the knee. The teams choose one side of the square to stand at, standing on the outside facing in. Choose 2 teams to start the game and go in and try to pop the balloons of the other team until the balloons of one team are completely eliminated. The other team then counts their balloons and steps to the side line. The other 2 teams then do the same. The 2 teams who have won the first 2 rounds then face off and the team with the last remaining balloon or balloons is the winner. If there is an odd number in the group then an extra balloon can be tied to a leg of a member of the group that has less players.

Fish, Chips, Peas

Materials: None (Hall game)

Instructions: Indicate three areas- fish, chips and peas. Young people must run to each area when called. To make the game more competitive the last person to reach the area may be 'out'

Jedi Mind Trick

Stand in a circle with one person in the middle. The goal of the person in the center is to take another participant's place in the circle. Members of the outer circle attempt to switch places without losing a spot in the circle to the person in the middle. To switch places, a participant on the outside makes eye contact with another member of the circle and then both members run across the circle and switch places. No talking or additional gestures can be used.

Screamer

Materials: None

Instructions: In a circle, people look at ground, then on "heads up" look into someone else's eyes. If 2 people are looking at each other, they scream and are both out. Continue to see who is last.

Thunder Storm

Materials: none

Instructions: This is a game of "follow the leader." Closed eyes create the rainstorm effect. Participants sit in a circle with eyes closed. The leader begins by very quickly rubbing his/her hands together. As the person to the left hears this, he/she begins rubbing his/her hands together until this contagiously goes around the circle (can also be done going side to side with large group). As soon as this sound reaches the leader again, he/she begins to snap his/her fingers as does the person to the left, until eventually, the entire circle gives the illusionary sound of a rainstorm. When this sound reaches the leader, he/she begins clapping his/her thighs until the entire circle follows suit. The final circle of sound is created by stomping feet. All of these sounds give the feeling of a thunderstorm. At this point, the leader reverses the motions (foot stomping, thigh slapping, fingers snapping, and hands rubbing together) until the sounds of the storm have fully subsided.

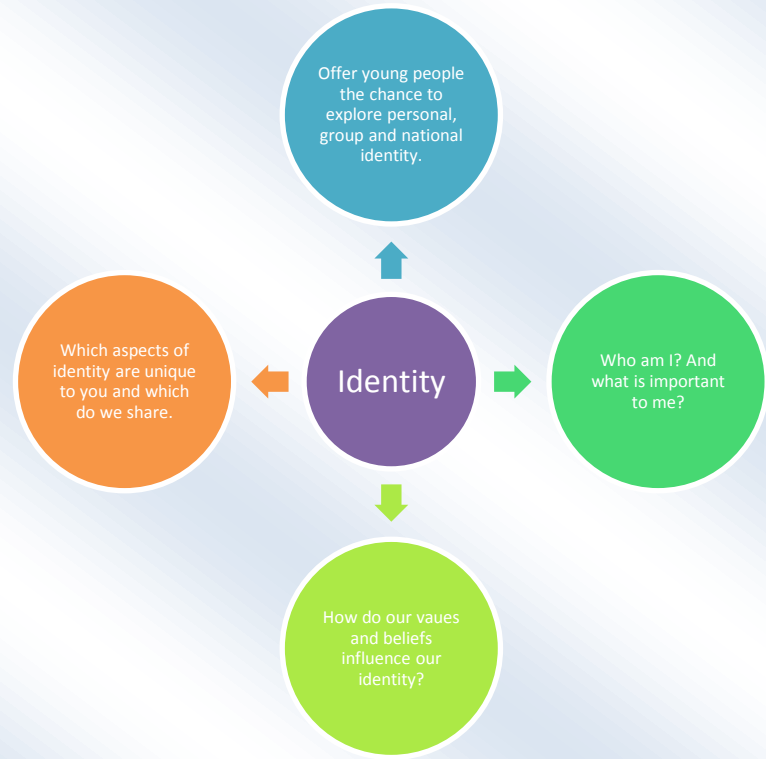
IDENTITY

Identity:

An understanding of who we are is very important to all of us. It can mean different things at different times. *I am a woman, I am a mother, I am a brother, I am a teacher.* It is affected by our experiences and beliefs.

The exercises below will allow you to explore and understand the concept of identity and how to support young people's understanding of related issues.

See the diagram to the side and the exercises below.



Differences and similarities

Aim: To explore the key differences and similarities between groups in Northern Ireland. To explore the concept of dealing with difference and conflict from differences

Resources: Flip chart pages, markers

Method:

1. Split the group up into two smaller groups. One group has to come up with as many things as they can think of that everybody in that group has in common with each other. For the thing to qualify, it must be true for everyone in their group, and to find this they must talk about it. The other group has to come up with as many differences between people in their group. Again, the differences must be true for everyone.
2. Take some feedback from the groups and count which group had the most items. You could award a prize at this point.

Debrief questions:

- Do you think it was easier to think of differences or similarities?
- Were you surprised by the number of differences?
- What are some of the issues / problems that can come from having so many differences between people?
- What different identities are at conflict with each other in Northern Ireland?
- What are the good things about being different to so many different people?

Human Bingo

Aim:

To encourage participants to introduce themselves to the other group members. This activity will enhance the group members' communication skills and enable them to share some basic information in a non-threatening way.

Resources:

Bingo sheet for each group member and pens. One is included here but you can adapt to suit your group or topic.

Method:

Give each young person a sheet and explain they have to find someone to sign an appropriate square, e.g. only someone who can roll their tongue would sign that box. A new signature is required for each box and the first person to get twelve different signatures is the winner.

Debrief questions:

How easy or difficult did you find that exercise?

Did you stick to asking people you knew or did you mix with people you knew less well?

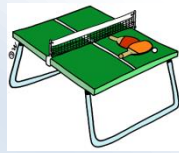
Name: _____

Can you find somebody...

Who watches
'EastEnders'?



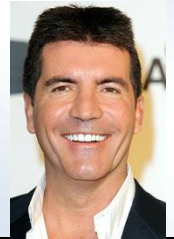
Who likes to
play table
tennis?



Whose birthday
is during the
winter?



Who likes
Simon Cowell?



Who plays for a
sports team?



Who has been
to Spain?



Who can play
an instrument?



Who loves spicy
food?



Whose name
begins with L, M
or N?



Who loves
playing
football?



Who watches
the 'Simpsons'?



Who loves
shopping?



Identity exercise

Aim: to allow young people to share aspects of their identity.

Resources: Flip chart pages or photocopied page, markers or pens etc.

Method:

Use the following page or a blank flip chart etc to allow young people to write down the things which they think are important to them. We would then encourage them to share these with each other, either in pairs or as part of a whole group.

Debrief questions:

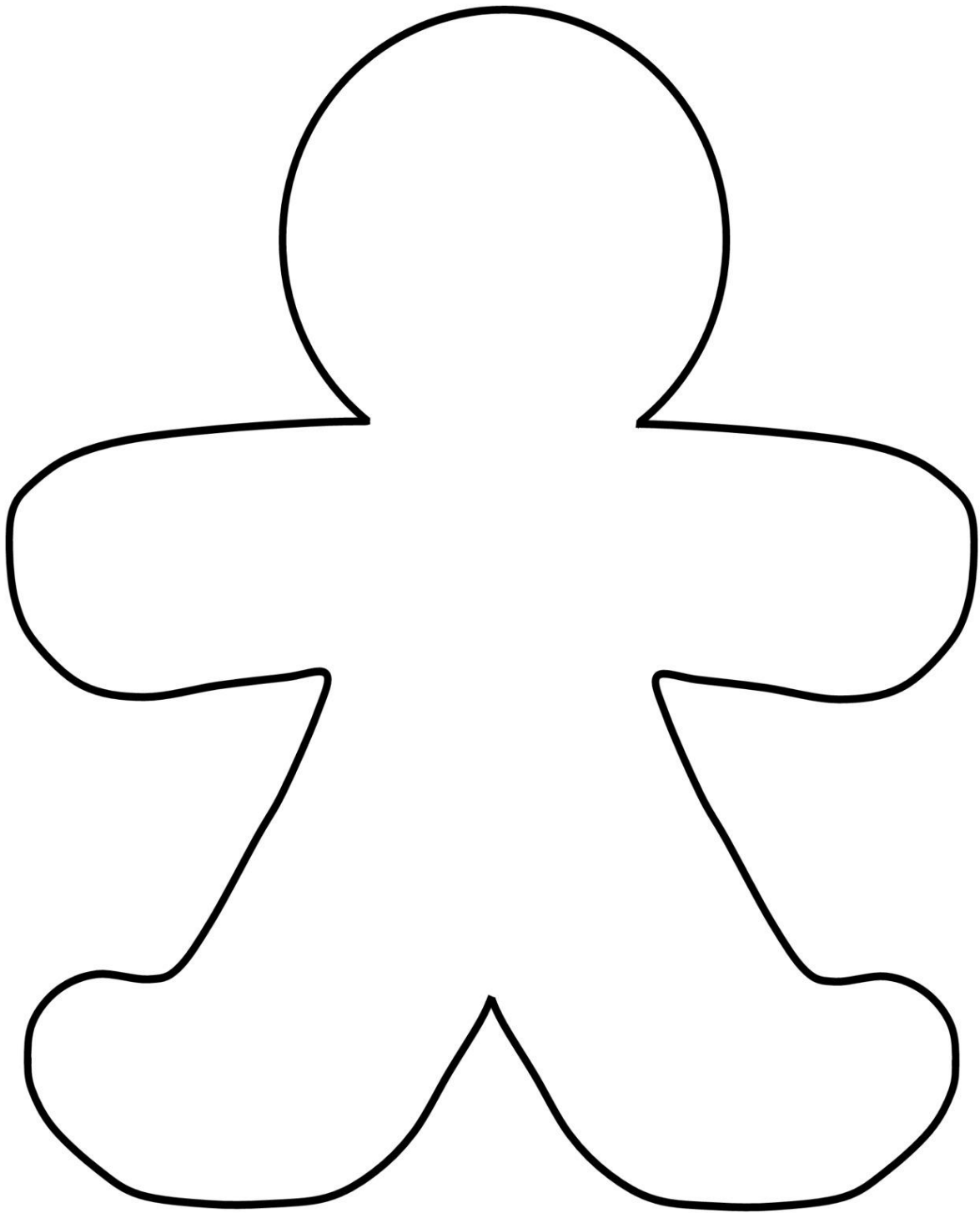
What did you learn about other people?

How did it feel to share some of that information?

What are the most important things to you on the page?

Name: _____

My Identity



DIVERSITY

Exploring Diversity

We come into contact with people who are viewed as different from us in our daily lives, and we often make assumptions about them. We all have stereotypical views of other people. All of us can be prejudiced. Whilst these things are normal, they can also create problems. The exercises below will allow you to explore these feelings and attitudes with young people.

See the diagram to the side and the exercises below.



Look at your partner, now guess

Aim:

To explore how assumptions rather than known fact can influence how we perceive people.

Resources:

'Look at your partner now guess' sheets and pens.

Method:

Participants pair off, preferably with someone they don't know so well and fill in the sheet on the basis of assumptions and guess work only.

Debrief:

Their partners are not allowed to provide information. The guesses are then compared with the actual facts. It is virtually guaranteed that some of the guesses will be misplaced and somewhat humorous.

Stereotypes exercise

Aim: to encourage young people to think about their own organisation and the stereotypes they have heard about other organisations.

Resources:

Pens and paper

Method:

Divide into groups and ask them to list what other people may say about the group they belong to. Then on a new page ask them to do a list of what they actually do or what they would like to be known for.

Debrief:

Why do people think those things are true?

How can we break down some of those ideas?

LOOK AT YOUR PARTNER - NOW GUESS IN SILENCE...

1. What is your partner's favourite film?

2. What would be their favourite type of car? (e.g. Porsche, Mini)

3. What might be their favourite food?

4. What type of music would they listen to?

YES NO

5. Would they like to travel?

() ()

6. Would they live in another country?

() ()

7. Would they watch sport?

() ()

8. Do they go to Church?

() ()

Suggested Programme

	Activity
1	Look at your partner now guess and discussion around assumptions.
2	Ask the group to list all the things boys are usually known for and all the things girls are usually known for and discuss. These could be occupations or tasks around the home etc.
3	Stereotypes exercise.
4	Divide into groups and choose a country which young people may have common stereotypes about, e.g. All American people eat fast food. List all the stereotypes they can think of for that country. Set your group the task of finding out three things which the country may not be commonly known for.
5	Invite people in talk to the group to break down some of these stereotypes or arrange a visit to a relevant place, e.g. the Belfast Islamic Centre.

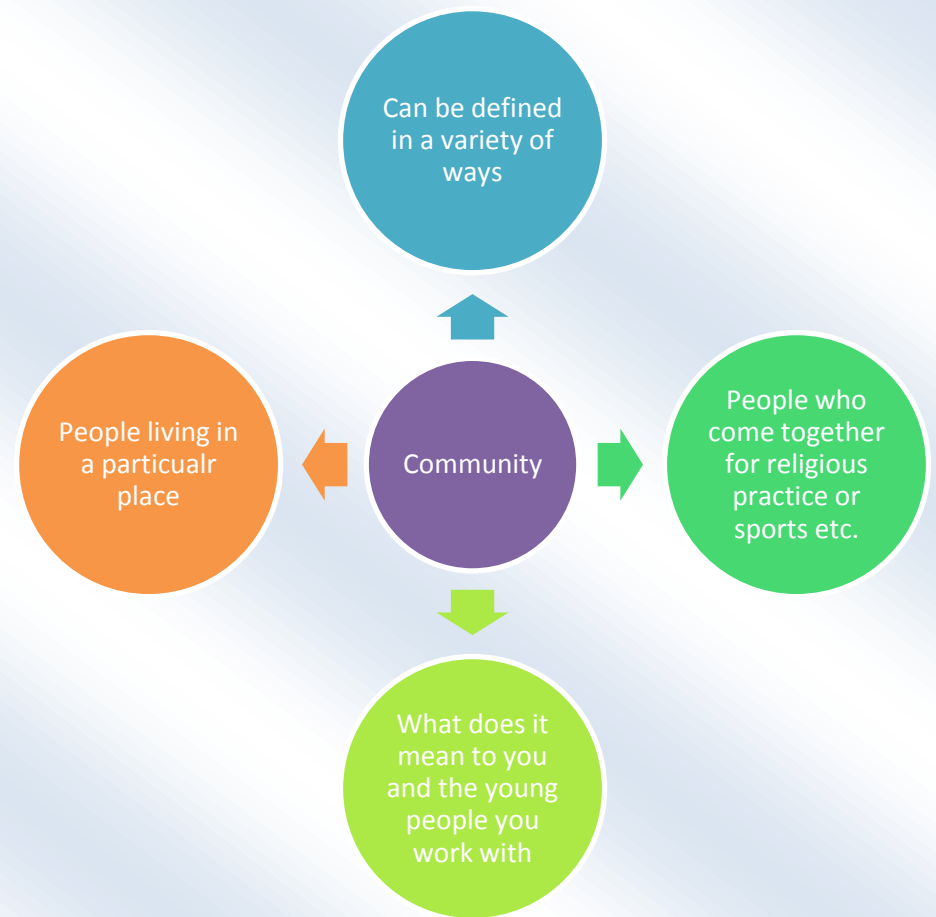
COMMUNITY

Community

Community means different things to all of us. It can be where we live or those we share similar beliefs to. It is very important to us all but can colour our view of other peoples communities.

The exercises below will allow you to explore and understand the concept of community with yourself and others.

See the diagram to the side and the activities below.



Community Maps

Category:

Identity, Values + Beliefs

Aim:

For the group to gain some understanding of where each person lives, and to help them identify better with each other

Resources:

Paper, pens

Method:

Encourage the group to spend fifteen minutes “drawing” their community, doing it in their own way and trying to be creative. They should consider the following questions:

- Who lives there?
- What does it look like?
- Is it rural or urban?
- Who might live in your community but isn't considered part of it - either by themselves or by others?
- What are the places in your community that people most go to? (Perhaps supermarkets, town hall, leisure centre etc.).
- What would you like your community to look like? What would you change?

Share in threes what you came up with for five minutes.

Debrief:

Was that easy or hard to do?

Did anything surprise you about how you see your community or how others described theirs?

What is your interpretation of 'community'?

Four Corners

Aim:

To get the young people to reflect on the difficulties in defining and agreeing on rights within and between groups

Resources:

4 Labels – YES, NO, SOMETIMES and NOT SURE

Method:

Begin by labelling the four corners of the room with labels saying YES, NO, SOMETIMES, and NOT SURE. Read out the statements below and after each one is read out, the young people are to move quickly to the corner labelled with the answer they prefer. As they make their decisions, note where there appears to be (a) most differences and (b) most indecision. Choose up to 3 or 4 and allow 10 or 15 minutes discussion on each. Emphasise it is ok to use the 'NOT SURE' corner. Start with a few fun examples to warm up, then judge how controversial to make your statements based on your group's age etc.

Examples:

- One direction are the best band ever
- Brown sauce is nicer than red sauce
- Northern Ireland is a welcoming place to live for everyone
- Talking about differences makes things worse
- People should be allowed to fly whatever flag they want above their house
- All schools in Northern Ireland should be integrated
- If the majority of people in Northern Ireland decided there should be a United Ireland, it should happen
- The Orange Order should be allowed to march wherever they like so long as they can guarantee a peaceful march

Debrief:

Discuss with the group whether anyone resented the pressure to make choices. Did they feel free to choose the 'SOMETIMES' or 'NOT SURE' corners? Were they swayed by where other people went? Did they feel their choices might have been misunderstood and seemed like bigotry and bias, while they felt they were rationally based? How difficult was it to take on board an opposing opinion?

Suggested programme

	Activity
1	Selection of icebreakers What is a community? A thought shower where young people call out suggestions about the question.
2	A visual walk around or an actual walk around your local area of the organisation. Ask young people to take a note of things they like/don't like/that are welcoming/unwelcoming etc.
3	Community Map exercise and sharing (details shown before)
4	Four corners exercise (details shown before)
5/6	Ask young people to share what their ideal community would look like Creating our own ideal community- use a long sheet of paper, for example an old roll of wall paper or more if needed to work on. Young people have an area each or in pairs to mark out their ideal community and this can be displayed in your unit when completed.

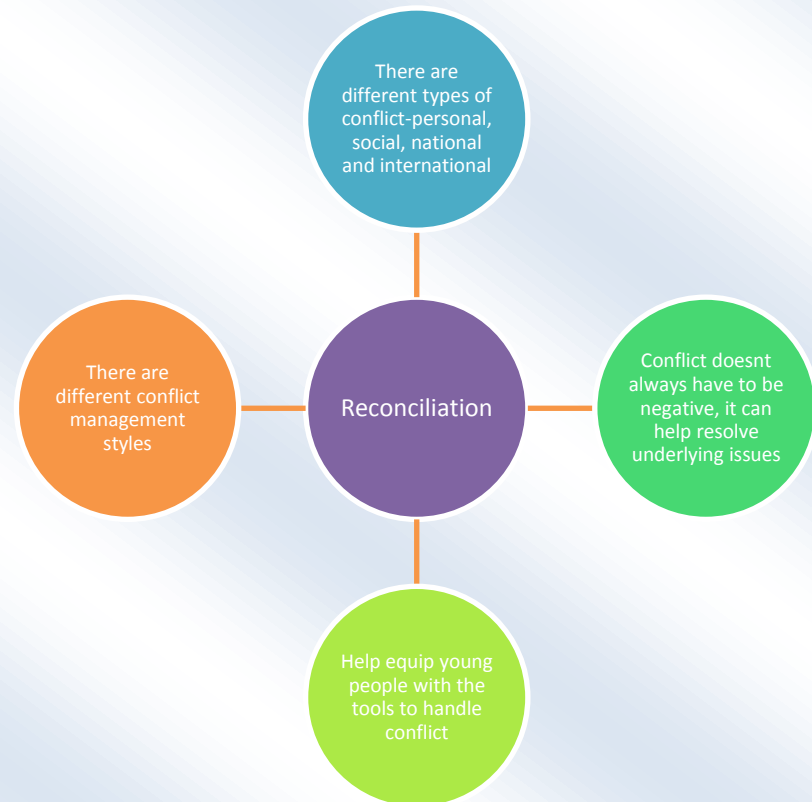
Reconciliation

RECONCILIATION

Conflict is quite normal. Everyone experiences it from time to time. Sometimes conflict can bring about positive change but often it can be negative and can do harm.

The exercises below will allow you to explore and understand the concept of conflict and how to discuss it with young people.

See the diagram to the side and the exercises below.



Communication Game

Aim: To show how what we say can be interpreted in different ways to others.

Resources:

A range of simple colouring in pages, enough for each member of the group, blank pages and pens

Method:

Ask the group to find a partner; they then sit back to back. One person is given a colouring in sheet and the other has a blank page. They take it in turns to describe their picture whilst the other person draws it, they can't say what the object is but can describe it in lines and shapes.

Debrief:

How do your pictures compare? What does this tell us about communication? Why was it hard? What ways do we communicate?

Finish Files

Aim:

To encourage young people to see that there can be a variety of ways of looking at something, and even when we look at things a second time we still mightn't judge things correctly.

Resources:

The following sentence written on a large page or on a PowerPoint slide:

FINISHED FILES ARE THE RESULT
OF YEARS OF SCIENTIFIC STUDY COMBINED
WITH THE EXPERIENCE OF YEARS.

Method:

Show the sentence for 10/15 seconds and ask group to count the f's they see, move to a number in the room, 3, 4, 5, 6, more than 6 etc. Then show the slide again for the same time and ask them to move if their answer has changed. There are 6 f's, though the brain tends not to see the f in 'of'.

Debrief:

Sometimes we see things in a certain way and even on reflection we don't always get the right answer.

Discuss if you felt influenced to follow the majority and stand at a certain number.

Maligned Wolf

Category:

Perceptions, assumptions

Aim:

To explore how we perceive things differently depending on what we have heard / seen (or in this case, what side of the story we have been told / read as children).

Resources:

The maligned wolf story

Method:

Ask the group to recall the story of Little Red Riding Hood, and explain you are going to tell them the story from another point of view. Read the story of the 'Maligned Wolf'.

Debrief

- How was the story different from the story with which you are familiar?
- Have you ever heard the story from the side of the wolf?
- Do we often look at something from only one point of view?
- Does this matter?
- Are there any other examples you can think of when you only seem to get one side of the story?
- What can happen when we only hear one side of a story?
- Do you believe everything you read / see in the media?

This exercise can lead to discussion about perceptions, two sides (or more) to a story, believing everything you read or are told, believing what you see in the media.

The Maligned Wolf

The forest was my home. I lived there, and I cared about it. I tried to keep it neat and clean.

Then one sunny day, while I was cleaning up some rubbish a camper had left behind, I heard footsteps. I leaped behind a tree and saw a little girl coming down the trail carrying a basket. I was suspicious of the little girl right away because she was dressed funny - all in red, and her head covered up as if she didn't want people to know who she was. Naturally, I stopped to check her out. I asked who she was, where she was going, where she had come from, and all that. She gave me some story about going to her grandmother's house with a basket of lunch. She appeared to be a basically honest person, but she was in my forest and dropping litter as she walked, and she certainly looked suspicious with that strange hoodie of hers. I was cross at her dropping her litter in my nice, clean forest – this is where I raised my cubs and they had been taught to keep it clean. So I decided to teach her just how serious it is to prance through the forest showing no respect for my home.

I let her go on her way, but I ran ahead to her grandmother's house. When I saw that nice old woman, I explained my problem and she agreed that her granddaughter needed to learn a lesson all right. The old woman agreed to stay out of sight until I called her. Actually, she hid under the bed.

When the girl arrived, I invited her into the bedroom where I was in the bed, dressed like the grandmother. The girl came in all rosy cheeked and said something nasty about my big ears. I've been insulted before so I made the best of it by suggesting that my big ears would help me to hear better. Now, what I meant was that I liked her and wanted to pay close attention to what she was saying. But she made another insulting crack about my bulging eyes. Now you can see how I was beginning to feel about this girl who put on such a nice front, but was apparently a very nasty person. Still, I've made it a policy to turn the other cheek, so I told her that my big eyes helped me to see her better.

Her next insult really got to me. I've got this problem with having big teeth, and that little girl made an insulting crack about them. I know that I should have had better control, but I leaped up from that bed and growled that my teeth would help me to eat her better. Now, let's face it - no wolf could ever eat a little girl - everyone knows that - but that crazy girl started running around the house screaming - me chasing her to calm her down. I'd taken off the grandmother's clothes, but that only seemed to make it worse. All of a sudden the door came crashing open, and a big lumberjack is standing there with this axe. I looked at him and all of a sudden it came clear that I was in trouble. There was an open window behind me and out I went.

I'd like to say that was the end of it. But that grandmother character never did tell my side of the story. Before long the word got around that I was a mean, nasty guy. Everybody started avoiding me. I don't know about that little girl with the funny red outfit, but I didn't live happily ever after.

Conflict Chair Game

Aim :

To look at the topic of conflict in a fun and interactive way

Resources:

Plenty of chairs, and the following statements on pieces of paper:

Stack the chairs at the side of the room

Place the chairs in a circle in the middle of the room.

Method:

Ask the group to take a slip of paper with one of the statements on it, then tell them not to let anyone else know what their task is. Explain they have 60 seconds to carry out the task they have been given, let them know when they have 30 seconds, 10 seconds left and watch how they all react.

Debrief:

What was each task? What happened? How did people react? How does this relate to conflict?

Conflict Sweet Game

Aim:

To encourage pupils to explore what is conflict? And how to resolve conflict in any situation.

Resources:

Sweets, coin, chair and an object.

Method:

Divide the group into two teams. Each team stand in a line side-by-side. The pupils who are standing at the back of the lines keep their eyes open, the rest of the group close their eyes.

Place a chair with an object (sellotape, pencil, marker) on it at the top of the room.

The facilitator at the back of the group stands with a coin. Each time the facilitator flicks the coin, if it is heads the pupil at the back of the line has to pass a squeeze up the line until the first person in the line receives it, they will then have to go and collect the object off the chair.

The team who wins three times, will have the opportunity to leave the room and make a new rule. This could be that everyone has to sit on the floor, clap their hands before their pass the squeeze, share the prize for winning etc..

The team who keeps winning three times will have the chance to change the rules.

You can repeat the game as long as you wish.

Debrief:

- Did anyone become competitive during the activity?
- Does conflict have to be on a larger scale (war etc...)?
- How might conflict impact personal relationships?

Suggested programme

	Activity
1	<p>Show a variety of visual illusions to show young people how things can be interpreted differently by us all.</p> <p>Finish files exercise and communication exercise and discuss how we do not always view things in the same way.</p>
2	<p>Conflict chair game, followed by sweet game. Discussion around what is conflict and how do we handle conflict.</p>
3	<p>Ask the group to each provide one example of conflict; this can be from their own life or something happening around the world.</p> <p>Then discuss how there are different types of conflict and how they are caused by a variety of factors. They may want to create a role play around how to handle a conflict.</p>
4	<p>Compliment the programme with one of the suggestions on the following page.</p>

One-off programme ideas.

- Highlight a festival from another religion.
- Invite a speaker into your group from another country to talk about their experiences of NI.
- Invite a local politician to answer questions the young people may have about their area.
- Arrange a trip with a difference to complement your CRED work: a mural tour, a different church, a GAA game, Crumlin Road jail, the Islamic Centre etc. (Prepare the group beforehand and debrief after.)

Some ideas for joining with another uniformed group.

- Welcome, tour of building etc. Getting to know you games to put young people at ease (see icebreakers/energisers sections)
- Sharing your organisation with the other group. Ask young people to present their organisation in whatever way they wish, what they do and why they go etc. Afterwards encourage them to discuss what new learning they have and if it challenged any of the assumptions they had previously.
- Work together on a project which the young people decide: a video, an art piece, a sports skills sharing workshop or work on a similar badge together.
- Invite all the parents for a showcase and finish with a drum circle to celebrate with Joe from the Gathering Drum.

Conclusion

NICE has been delighted to work on this resource with the uniformed organisations' consortium.

We hope this resource will be useful to you and help you with some practical CRED ideas. We hope this is not the end of your CRED journey, please keep an eye out for what is happening in your local area that you may be able to link into for training, but also for new opportunities for the young people you work with.



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