

TERMINOLOGY AND LANGUAGE

Aim:

- (a) to begin to consider how sectarianism/religious might occur in practice
- (b) to allow the group to apply concepts to practice

Procedure

There are two parts to this exercise.

Part 1 [Time: no more than 10 minutes]

This task is best done in pairs, so that discussion and mutual support will result. Before the start of the exercise remind participants about the aim of this exercise.

After participants have had time to fill in the exercise sheet, you should share the answers with them

Part 2 [Time: Approximately 30 - 45 minutes]

Now go into groups of 4 or 6 and spend time discussing how each of these terms may be evidenced in practice. The task on this occasion concentrates on faith/belief issues. This exercise can be done with other equality areas such as race, gender, disability, sexual orientation, age and so on. An examples sheet is provided which could be given out at the end of the groupwork session.

The Exercise

Aim:

To identify how sectarianism and religious intolerance can operate. Can you provide an example of how each definition might be put into practice in educational settings in terms of sectarian/religious intolerance issues?

Assimilation
Blaming the victim
Invisibility
Patronising
Exclusion
Stereotyping
Sanitisation
Tokenism
Normativism
Exploitation
Bias
Innuendo

There are no right or wrong answers. The objective of this exercise is to try and engage you to consider the many ways in which racial discrimination can occur. Being able to identify how racial discrimination can happen is the first step to deciding how best to address it.

Some suggested examples

Examples

Assimilation	Expecting young people to fit in by not talking about their faiths/beliefs
Invisibility	Not recognising faith/belief diversity- religion is not relevant, we are all here to learn
Exclusion	Faith/belief diversity requirements or considerations are not considered part of routine thereby resulting in difficulty for pupils to fully participate e.g. not providing appropriate places to pray or time off for workshop, or appropriate dietary requirements
Sanitisation	Refusal to recognise that sectarianism could be an issue. For example, ‘We have not got any other religions here or sectarianism is only to do with football on the West Coast-it’s not an issue here’
Normativism	Assuming that everyone has Christian values in your youth group, school, workplace and letting those assumption dominate your thinking and practice
Bias	Attributing different values to different faiths/beliefs e.g. ‘The devout Christian, the fanatical Muslim’
Blaming the Victim	Seeing someone’s faith/belief as the problem. ‘ If they cover themselves from head to toe, they should be surprised if they get comments made to them’
Patronising	Making assumptions that nursery or early years pupils cannot be taught about sectarianism
Stereotyping	Making sweeping assumption “ All Muslims are terrorists, all Catholics have lots of children, All Pagans are evil...”
Tokenism	Faith and belief diversity presented as one-

	offs and exotic rather than as a structured or systematic marking of these diversities
Exploitation	Not bothering to find out about local people/agencies who can contribute to a school/youth group faith/diversity programme- instead relying on the goodwill of members of staff from those faith/belief groups
Inneundo	Jokes, comments or songs made about certain faiths/beliefs or people who follow those faiths/beliefs with the intention of mockery or derision e.g. 'There was a Catholic, a Protestant and a Jew...';