

ARK and CAIN Resource for schools 2021



This resource was compiled and created between January and April 2021 by **Dr Matthew Milliken** of the **School of Education** at **Ulster University**.





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An introduction to **ARK** and **CAIN**

ARK (www.ark.ac.uk) was established in 2000 and is based across Ulster University and Queen's University Belfast. ARK's primary goal is to increase the accessibility and use of academic data and research and ARK has an excellent track record in sharing social science data with a diverse range of users. ARK's work includes a suite of annual public attitude surveys (of the adult population, sixteen year olds and year 7 school children), the ARK Ageing Programme and a Policy Unit.

The **CAIN** resource (<https://cain.ulster.ac.uk/>) is also a constituent part of ARK. This is a renowned, trusted and independent resource of documentary, quantitative and qualitative material (textual and visual) relating to the Northern Ireland (NI) conflict, the peace process and political negotiations and agreements since 1968. This digital archive of diverse primary source materials allows for multiple narratives and aspects of the conflict to be examined and holds many lessons about the impact of the conflict. CAIN is heavily used with 23 million visits to the site. ARK also hosts the NI Elections website.

We know that the ARK resources are well used by university-level students and younger age groups. However, there is a lot of material on the website and therefore users less familiar with it may find it challenging to navigate. Thus, we are developing new ways to increase the use of these less familiar resources. We are also keen to ensure that we maximise the use of the resources by clearly aligning some of the material to the curricula in Northern Ireland and the Republic of Ireland. Therefore, we are working with relevant stakeholders to develop accessible educational resources which best suit their requirements.

A series of booklets for schools has been developed with the support of the curriculum authorities in Northern Ireland and the Republic of Ireland (CCEA and NCCA) and history teachers' associations on both sides of the border (HTANI and HTAI). Each booklet aims to enable teachers to access material available on-line that may be useful in the teaching of GCSE, Junior Cycle and Senior Certificate History; GCSE and A level Government and Politics; and Junior Cycle and Senior Certificate Politics and Society. This booklet provides a general introduction to navigating ARK and CAIN, as well as a discussion on dealing with controversial issues in the classroom.

Navigating ARK

The ARK website is constantly evolving with new material being added on a regular basis, such as survey data, publications and videos. Teachers are therefore encouraged to explore the site themselves to be aware of new resources. The ARK site contains a wealth of material that

students will find relevant and valuable in their studies and independent research.

The ARK home page may be found at <https://www.ark.ac.uk>



There are a range of options for navigation from this page.

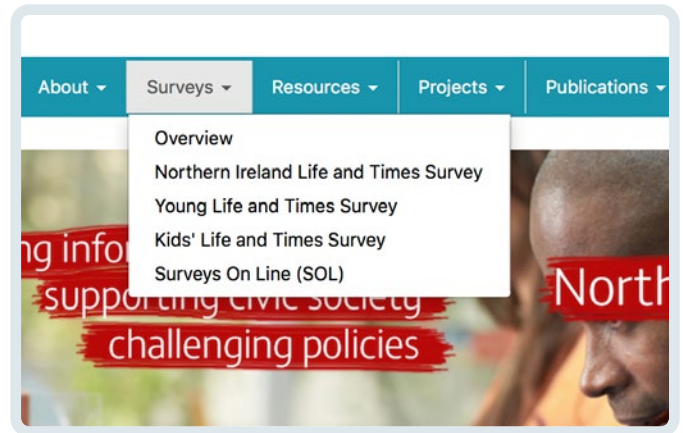
- 1 A 'Search' function in the top right corner allows users to search for specific terms and topics – through such a search, users can access documents produced by ARK and other organisations, and research publications.





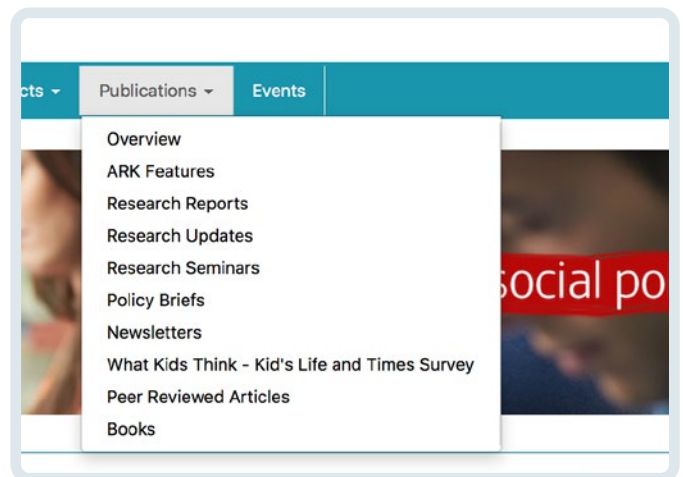
Surveys

- 2 The most up to date Northern Ireland Life and Times Survey (which monitors the attitudes of adults) can be accessed either at <https://www.ark.ac.uk/nilt/> or through the **'Surveys' tab on the ARK home page navigation bar** – questionnaires and data sets are also available for previous surveys. Similarly, the Young Life and Times Survey (which asks 16 year olds about their lives) can be accessed at <https://www.ark.ac.uk/ylt/> and there are links on this page to short leaflets which summarise key results for each year of the survey. The findings of the Kids' Life and Times Survey (which gives a voice to 10-11 year olds) are also available <https://www.ark.ac.uk/klt/>



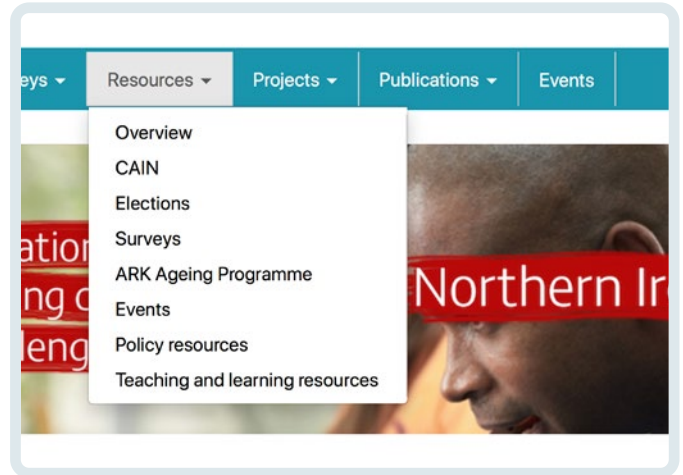
Publications

- 3 The 'Publications' tab provides access to a range of ARK publications, including Features (short articles on a wide variety of topics relating to politics and social policy), Research Updates (short reports focusing on research findings), What Kids Think (comics based on findings from the Kids' Life and Times survey), and videos of ARK Research seminars.



Resources

- 4 Under the 'Resources' tab you will find links to the CAIN website which contains a wealth of material relating to the NI Troubles. The Elections section <https://www.ark.ac.uk/elections> includes links to a comprehensive set of election results in NI since 1996 including NI Assembly, Westminster and European parliament.



Resources & Lesson Plans

- 5 ARK also contains a set of teaching resources and lesson plans aimed at young people aged 14 years and above at school and in youth settings, as well as undergraduate and postgraduate third-level students.

Ageing (February 2016)

Democracy and Active Participation

Diversity and Inclusion

Emotional Wellbeing

Focus on the Environment

Gender and Family Roles

Human Rights and Social Responsibility

Personal Wellbeing (May 2020)

Relationship and Sexuality Education (RSE)

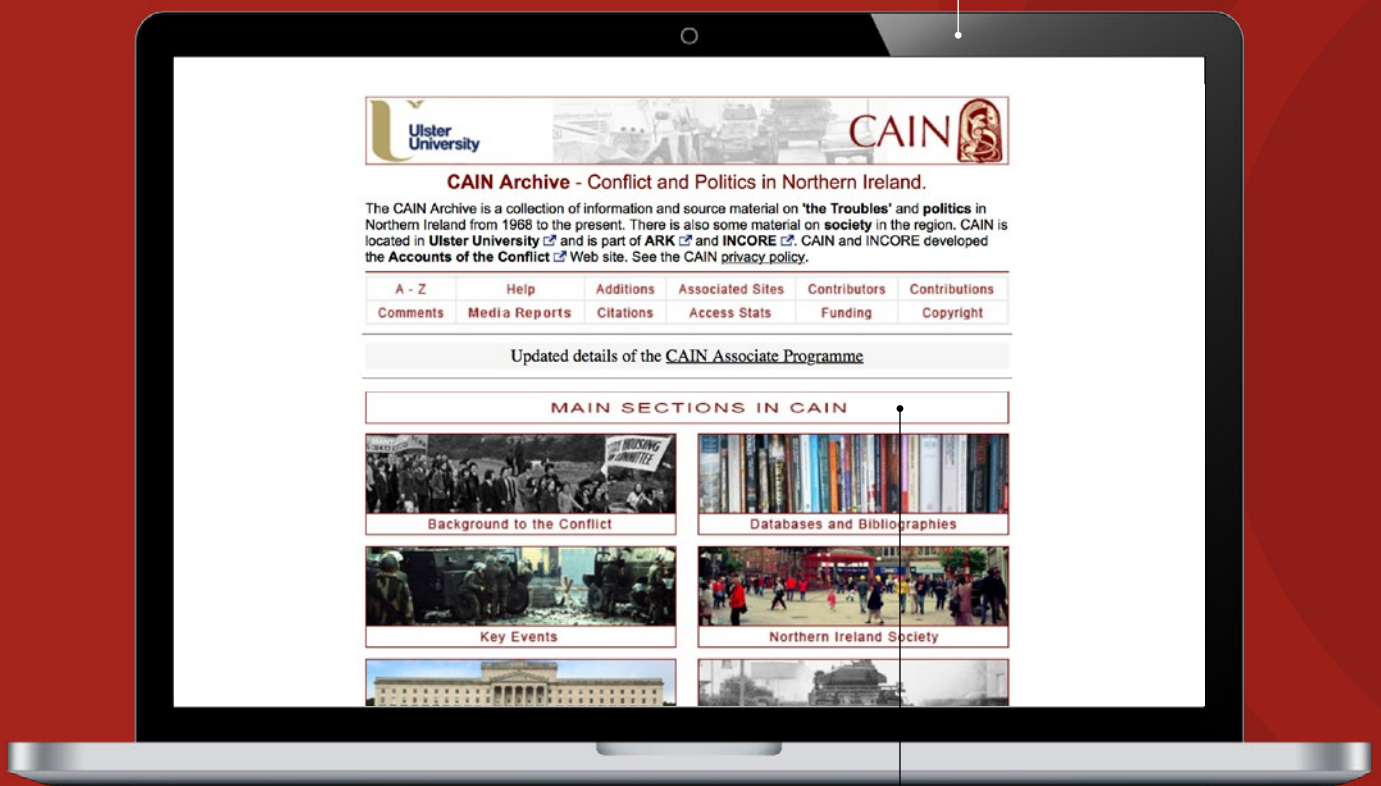


Navigating CAIN



The CAIN website contains an unrivaled wealth of original material relating to the course of the Troubles. It was however designed at the end of the last century and it is showing its age. A process of significant revamping, restructuring and redesign is now underway to ensure that it better meets the needs of current and future users. Teachers that have used CAIN over the years

have observed that searching the site is not as intuitive as would be expected in other, more recently developed sites. It is well worth investing a little time to identify from the range of sources available those that are best suited to your lesson and your pupils' needs and interests. **There are at least six ways to search the site.**



1 By Section

The home page of the CAIN website opens with a series of tiles through which the main sections of the archive can be accessed. For your students' purposes, it is likely that four of these sections will be of most relevance:

Background to The Troubles

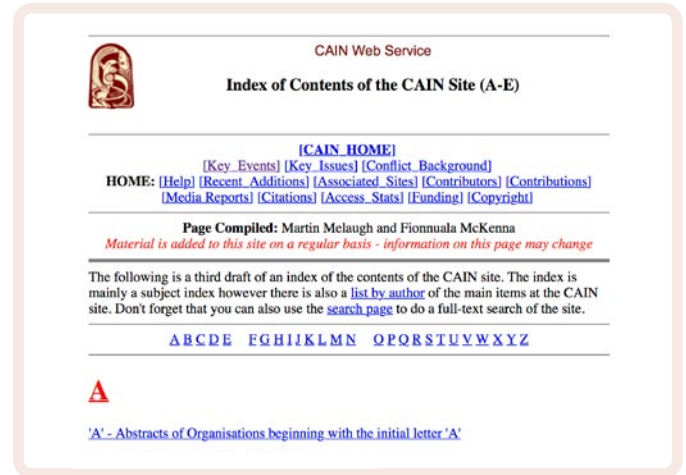
Key Events

Key Issues

NI Society

2 By A-Z Index

If you are seeking to explore material around a specific event or an individual, you can search by using the **A-Z index**.



CAIN Web Service
Index of Contents of the CAIN Site (A-E)

[CAIN_HOME]
[Key_Events] [Key_Issues] [Conflict_Background]
HOME: [Help] [Recent_Additions] [Associated_Sites] [Contributors] [Contributions] [Media_Reports] [Citations] [Access_Stats] [Funding] [Copyright]

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Material is added to this site on a regular basis - information on this page may change

The following is a third draft of an index of the contents of the CAIN site. The index is mainly a subject index however there is also a [list by author](#) of the main items at the CAIN site. Don't forget that you can also use the [search page](#) to do a full-text search of the site.

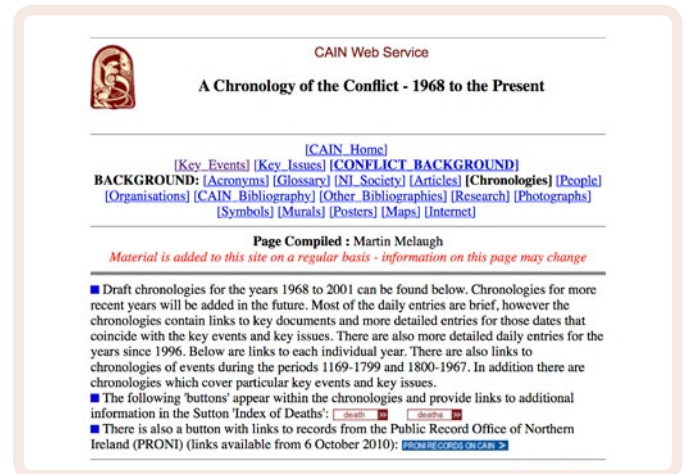
[A](#) [B](#) [C](#) [D](#) [E](#) [F](#) [G](#) [H](#) [I](#) [J](#) [K](#) [L](#) [M](#) [N](#) [O](#) [P](#) [Q](#) [R](#) [S](#) [T](#) [U](#) [V](#) [W](#) [X](#) [Y](#) [Z](#)

A

'A' - Abstracts of Organisations beginning with the initial letter 'A'

3 By Date

In order to track events that took place in a specific year there is a **Chronology of the Conflict** section. Events are organised sequentially by date within this section. Many of these are linked with additional material available from Public Records Office NI (PRONI) and/or National Archives of Ireland (NAI).



CAIN Web Service
A Chronology of the Conflict - 1968 to the Present

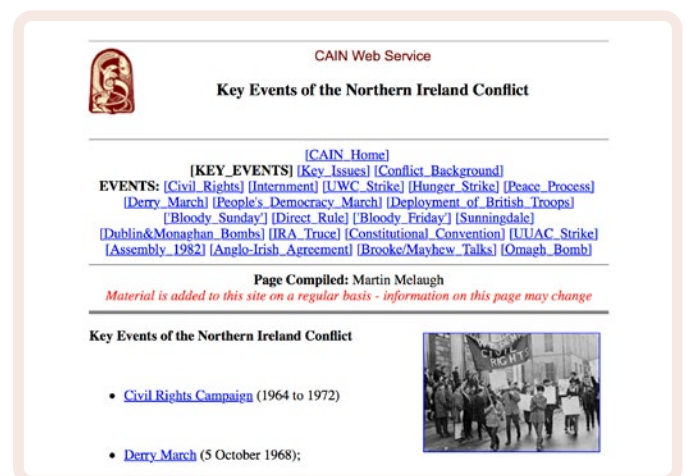
[CAIN_Home]
[Key_Events] [Key_Issues] [CONFLICT_BACKGROUND]
BACKGROUND: [Acronyms] [Glossary] [NI_Society] [Articles] [Chronologies] [People] [Organisations] [CAIN_Bibliography] [Other_Bibliographies] [Research] [Photographs] [Symbols] [Murals] [Posters] [Maps] [Internet]

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- Draft chronologies for the years 1968 to 2001 can be found below. Chronologies for more recent years will be added in the future. Most of the daily entries are brief, however the chronologies contain links to key documents and more detailed entries for those dates that coincide with the key events and key issues. There are also more detailed daily entries for the years since 1996. Below are links to each individual year. There are also links to chronologies of events during the periods 1169-1799 and 1800-1967. In addition there are chronologies which cover particular key events and key issues.
- The following 'buttons' appear within the chronologies and provide links to additional information in the Sutton 'Index of Deaths': [death](#) [deaths](#)
- There is also a button with links to records from the Public Record Office of Northern Ireland (PRONI) (links available from 6 October 2010): [VIEW RECORDS ONLINE >](#)

4 By Key Event

CAIN includes a list of **Key Events of the NI Conflict** – from the origins of the Civil Rights Campaign through to the Omagh bomb.




CAIN Web Service
Key Events of the Northern Ireland Conflict

[CAIN_Home]
[KEY_EVENTS] [Key_Issues] [Conflict_Background]
EVENTS: [Civil_Rights] [Internment] [UWC_Strike] [Hunger_Strike] [Peace_Process] [Derry_March] [People's_Democracy_March] [Deployment_of_British_Troops] [Bloody_Sunday] [Direct_Rule] [Bloody_Friday] [Sunningdale] [Dublin&Monaghan_Bombs] [IRA_Truce] [Constitutional_Convention] [UUAC_Strike] [Assembly_1982] [Anglo-Irish_Agreement] [Brooke/Mayhew_Talks] [Omagh_Bomb]

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Key Events of the Northern Ireland Conflict

- [Civil Rights Campaign](#) (1964 to 1972)
- [Derry March](#) (5 October 1968);





5 By Key Issues

The links contained in the **Key Issues** section relate to a range of general issues that have been central to the Northern Ireland Conflict – rather than one-off events, Key Issues relate to social and/or cultural phenomena that lay at the heart of the Northern Ireland Troubles over a protracted period and include employment, parades, segregation and other issues.

CAIN Web Service

Key Issues of the Northern Ireland Conflict

[\[CAIN Home\]](#)
[\[Key Events\]](#) [\[KEY ISSUES\]](#) [\[Conflict Background\]](#)
ISSUES: [\[Abstentionism\]](#) [\[Children\]](#) [\[Collusion\]](#) [\[Commemoration\]](#)
[\[Community Relations\]](#) [\[Cross-Community Marriage\]](#) [\[Discrimination\]](#) [\[Education\]](#)
[\[Employment\]](#) [\[European Union\]](#) [\[Housing\]](#) [\[Law Order\]](#) [\[Media\]](#) [\[Minority Languages\]](#)
[\[Parades\]](#) [\[Policing\]](#) [\[Policy Initiatives\]](#) [\[Politics/Political Parties/Elections\]](#) [\[Population\]](#)
[\[Reconciliation\]](#) [\[Segregation\]](#) [\[Sport\]](#) [\[Victims Survivors\]](#) [\[Violence\]](#) [\[Women\]](#)

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Key Issues of the Northern Ireland Conflict

This section presents information on a range of issues related to the conflict, politics, and society in Northern Ireland. The issues are listed alphabetically, not in the order of importance. See also the note at the bottom of this page.

[Abstentionism](#) by Republicans 

[Children and Young People](#)

6 Search Facility

There is a search facility on the site, but it has been designed principally for use by academics. It is not intuitive and requires a degree of expertise if it is to be used most effectively.

CAIN Web Service

Full-Text Page Search of the CAIN Web Site

[\[CAIN HOME\]](#)
[\[Key Events\]](#) [\[Key Issues\]](#) [\[Conflict Background\]](#)
HOME: [\[Help\]](#) [\[Recent Additions\]](#) [\[Associated Sites\]](#) [\[Contributors\]](#) [\[Contributions\]](#)
[\[Media Reports\]](#) [\[Citations\]](#) [\[Access Stats\]](#) [\[Funding\]](#) [\[Copyright\]](#)

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Quick Search
Match: All Format: Long Sort by: Score
Search:

This searches documents with .htm and .html extensions over the **complete** CAIN web site. Should you wish to search a specific bibliographical database or other electronic service please see the "[Bibliographical Databases and other Electronic Services](#)" page. When the search is complete, click on the title of the document you require and then, in the case of a long document, use the 'Edit' - 'Find in Page' option on the web-browser to locate the word(s) you were interested in.

Alternative Search Facility
A more advanced search facility has been made available courtesy of the University of

Dealing with Controversial Issues in the Classroom

Students undertaking Junior Cycle or Leaving Cert History will not have lived through the Troubles. Nevertheless, the events of the past may still resonate in the lives of this current generation.

Different themes and different issues are contentious in different settings and among different communities. A controversial subject does not need to be considered to be an untouchable subject – those issues that can provoke the strongest reactions are precisely the areas where students and teachers can find and engage their passion for learning about the past.

Teachers looking to engage their students in learning about the NI Troubles are however advised to take some time to consider the potential for sensitivity and controversy, and to think about how these lessons can be conducted in as constructive a manner as possible.

Traditional, didactic education practices and a classroom culture which might restrict debate by prohibiting the expression of contrary opinions, can contribute to further challenges for the teaching of controversial issues.

Research suggests that young people's thinking may be influenced by strong emotional ties to the cultural and political positions that are prevalent in their environment. Although the direct impact of the Troubles may have been less intense for families in the Republic of Ireland than they were for those in Northern Ireland, pupils may still be growing up in a household with seemingly intractable political opinions or which had been affected trauma or loss as a consequence of the conflict. Pupils (and indeed teachers themselves) may therefore hold strong views about history –

about what happened and why, who was at fault and how the consequences can be resolved. This can impact upon their ability to think critically and may precipitate an emotional reaction when confronted with material that contradicts or challenges their understanding and interpretation of past events.

If teachers are to explore controversial issues effectively, they need to have the confidence, skills and motivation to deal with young people's emotional responses and potentially also their own. It is therefore useful to establish some ground rules for both themselves and their students.

Firstly, teachers should be aware of their pupils' community context. When teaching about the Troubles it may be sensible to:



discuss any pupils that you suspect may be sensitive to the issues that will be raised with senior colleagues;










let the class know in advance which topics will be coming up;



inform parents that the subject will be discussed.



Secondly, in order to balance lively discussion and classroom discipline, clear ground rules for discussion and debate need to be agreed. These apply to teachers as much as they do the pupils! Such rules may include:

-  no calling out;
-  no interrupting others;
-  no name-calling;
-  no crude stereotyping;
-  no personal attacks;
-  avoid value-laden language (use 'I' statements – 'I believe that...' rather than 'Everyone knows that they...');
-  no sarcasm (measured 'banter' may, however, be a useful and important tool to defuse tension although it must be used cautiously);
-  focus on facts and ideas, not emotions;
-  recognise the complexity of the issues and avoid over-simplification;
-  think before you speak;
-  use 'active listening' for all contributors - fully concentrate on what is being said rather than just passively 'hearing' the message of the speaker;
-  when the discussion is ended by the teacher, it must end.

It is important to recognise that pupils may also be encountering issues relating to the conflict outside of school. The techniques that they learn in exploring one set of controversial issues constructively in the classroom will be applicable to the examination of other issues in other circumstances. By engaging pupils effectively in learning about controversial issues, the teacher is doing much more than simply delivering a lesson.

Effective democratic participation requires the capacity to think critically so that an objective understanding of circumstances can be developed. This is as true for the teacher as it is for their pupils. There is much debate about teacher neutrality, but neutrality is different from objectivity. No teacher enters the classroom as a blank canvas. To function effectively s/he must be honest about her/his own outlook while at the same time demonstrating a willingness to accommodate other well-argued, evidence-based perspectives. In order to develop an understanding of past events that is supported by evidence the objective teacher should endeavour to consider (and support his/her pupils to consider) the arguments for different points of view even-handedly.

There is much guidance and support on-line for the teacher who wishes to engage their students in effective learning around contentious issues including:

<https://www.highspeedtraining.co.uk/hub/controversial-classroom-topics/>

<https://mrjoneswhiteboard.blog/2018/11/15/teaching-controversial-issues-some-basic-advice-for-teachers/>

CCEA in Northern Ireland has also produced a <https://ccea.org.uk/learning-resources/teaching-controversial-issues> for those who are working with students at Key Stage 3 (years 8, 9 and 10). Many of the principles outlined in this document can be applied in work with students at other stages, in other subjects and in other locations.



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 @AccessResearchKnowledge or search for ARK Ageing Programme or Young Life and Times

