



**Co-Inquiry Session One: Picture Building**

**As we all know, ‘sectarianism’ means different things to different people, in different places and at different times. This exercise isn’t to talk about definitions. It is to explore what it means to you, and to think about how this relates with your work in the ‘sectarianism field’ (for want of a better phrase...).**

**Today we are carrying out a small piece of action research into our collective experiences of sectarianism.**

**PART 1. Building the Picture**

**The large piece of paper is you and your colleagues ‘world of sectarianism’. This world includes your personal journey, your professional journey and reflections on ‘sectarianism’.**

**ACTION! Reflect on the following three points and bring three items to co-inquiry one that represent aspects of the above. They can be whatever you choose – they can be literal or figurative, be of specific or general significance.**

### **1. Personal Journey:**

**This could include:**

**Upbringing, adult life, religious background, political affiliation, background etc.**

### **2. Professional and Organisational Journey:**

**How and why have you, and your organisation come to be working in this area? How does 'sectarianism' manifest itself in your community?**

### **3. Reflection on the sectarianism debate, agenda, and wider issues:**

**This could include: the media, political concerns, legal framework, funding arrangements.**

**Using the materials present, including the readings circulated before the event, assemble ideas in any way you wish to tell your story. But, you need to consider how your story relates to your colleagues, and wider issues such as funding, political and historical concerns.**

**Resources at your disposal include:**

- **Very large piece of paper**
- **Pens**
- **Collage material**
- **Written materials**
- **Voice recorder**
- **Cameras**

**The first task is to decide how the ‘picture’ should look – it could be a map, a timeline, a diagram, an artwork or a combination of all four. Or something else entirely. Decide how to represent your ideas using the above materials and discuss with the group how everyone’s ideas may fit together.**

- **Not all ideas need to ‘agree’. Disagreement and difference is very welcome.**
- **The ‘picture’ can be cut up, items re-arranged, laid on top of each other etc.**
- **Some mediums (e.g. picture, voice, written word) are better at representing some ideas than others.**
- **How do the pre-circulated readings resonate or clash with your own personal and professional experience?**
- **Be experimental – there are no right or wrong ideas.**

### **PART 2: Understanding the Picture**

**We will now look to understand the picture more deeply. Using the following ‘categories’, consider how each of the following affects our understanding:**

**Gender (e.g. What difference does being fe/male make to how we understand something? How are gendered identities shaped in relation to sectarianism?)**

**Religion (e.g. To what extent is contemporary and historic sectarianism connect to religion? How does sectarianism exist in a ‘secular’ society?)**

**Culture (e.g. Did we have/do we have a sectarian culture(s))**

**History (e.g. How does the past affect our national, organisational and personal narratives of sectarianism?)**

**Economics (e.g. To what extent did economics shape experiences of sectarianism in your community? Are there lasting affects?)**

**Education (e.g. How and where are divisive attitudes formed? Does schooling matter in your community?)**

**Community (e.g. How do communities, and your community, come to together to produce or resist sectarianism? What bring communities together and pulls them apart? Is there such a thing as a ‘sectarian community’?)**

- **To what extent is your allotted category discussed (or not) in the picture? If so, why? If not, why not?**
- **Where does your category matter? In private, or in public, some parts of Scotland, or all over the world?**
- **Would it be helpful to pay more attention to this category, or is it over-emphasised, to the extent it 'crowds out' other understandings?**
- **Does the allotted category change how you think about the picture?**