

# Lesson plan

**Belfast (Good Friday)  
Peace Agreement  
Upper Secondary A2+**



## Teaching Notes

In this lesson, students will learn about the history of the Belfast (Good Friday) Agreement by watching a video [From Conflict to Peace](#) by The National Archives UK, and how the Peace Process was achieved.

The lesson plan has 3 sections:

1. Lesson Plan – this is a lesson based on the accompanying PowerPoint presentation & involves the students watching the video in class
2. Flipped Classroom – this is an adaptation of the above/original lesson based on the accompanying PowerPoint presentation for those students who watch the video before class\*
3. Teacher reflection – you can try out and experiment with new ideas/techniques and reflect using our suggested prompts.

If you would like to know more about the Northern Ireland Peace Process before you teach and to help inform your lesson, you can go here:

Year '98: The Making of the Good Friday Agreement (<https://www.bbc.co.uk/programmes/p0f6ltxb>)

Five-part podcast series from the BBC exploring the Belfast/Good Friday Agreement

What is the Good Friday Agreement? (<https://www.bbc.com/news/uk-northern-ireland-43560637>)

Information about the Belfast/Good Friday Agreement (source: BBC)

\*if your students watch the video before your lesson together, get them to take notes on 1) the Troubles, 2) the Peace Talks/Peace Process, 3) The Belfast (Good Friday) Agreement and 4) why it is important for us to remember today.

### Lesson topic

The Belfast (Good Friday) Agreement

### Learning objectives

By the end of the lesson, students will have learnt new vocabulary to help understand the content of the video, listened/watched for specific information and summarised what they learnt about the Belfast (Good Friday) Agreement in a speaking activity.

### Age and level

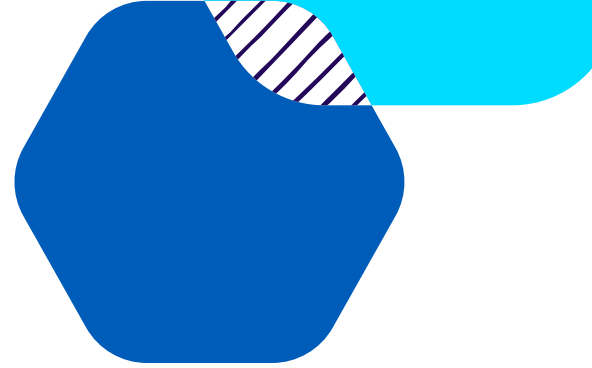
Lower Secondary A2+

### Duration

Approximately 60 minutes

### Materials

PowerPoint presentation, worksheet & [video](#)

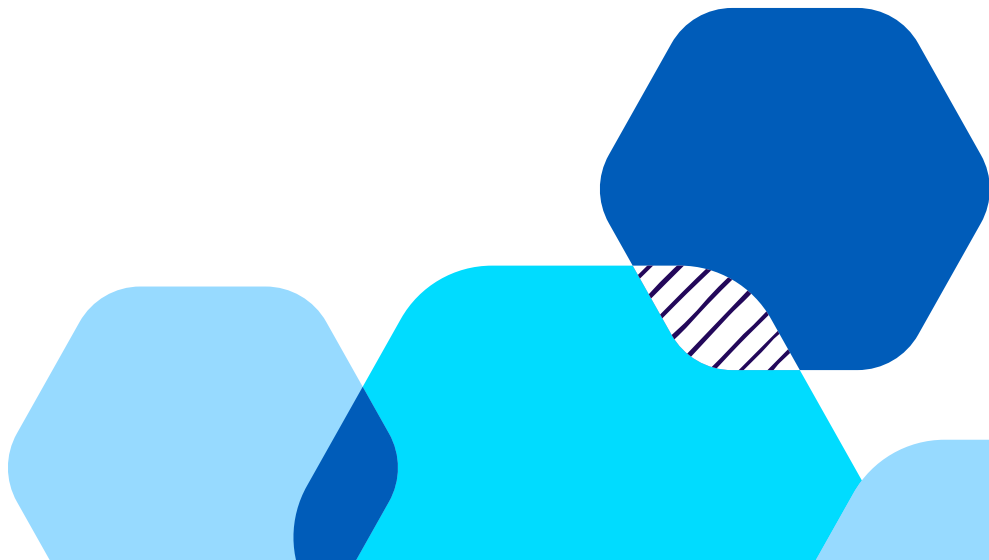


## Procedure and instructions

Stage	Instructions	Flipped Classroom	Teacher reflection
<b>Aims</b> <b>5 mins</b>	<b>Slide 2</b> Read out the aims of the lesson and get the student to share which lesson aim they are particularly interested in, and why.		It's useful to get students to engage with the learning aims of the lesson to then refer back to at the end of class as feedback/reflection.  <i>What other ways can you get your students to engage with the learning aims of a lesson?</i>
<b>Lead-in</b> <b>5 mins</b>	<b>Slide 3</b> Show the pictures of Northern Ireland and ask students to discuss in pairs what they see, and how they would describe it.  Useful adjectives: <i>green, natural, stunning, historical, coastal, etc.</i>  In feedback, ask students if they'd like to visit.		
<b>Pre-teach vocabulary</b> <b>10 mins</b>	<b>Slide 4</b> Tell the students that they are going to watch a video on the Belfast (Good Friday) Agreement which took place in Northern Ireland. These words will give them a clue as to what happened there.  Give the worksheet with the matching vocabulary task to do in pairs.  In feedback, have a focus on pronunciation and elicit word stress. Use <b>Slide 4</b> to highlight the word stress for the students.  Ask the students if these words relate to the previous pictures of Northern Ireland. They don't, and so we're going to watch to see what happened.	<b>Slide 4</b> Tell the students that there are some important words that we need to learn to be able to understand and talk about the Troubles.  Elicit some information/facts from the students about what they can remember about the Troubles.  Give the worksheet with the matching vocabulary task to do in pairs.  In feedback, have a focus on pronunciation and elicit word stress. Use <b>Slide 4</b> to highlight the word stress for the students.	

<p><b>Discussion/ Watch 1 (the Troubles)</b> <b>10 mins</b></p>	<p><b>Slide 5</b></p> <p>Tell the students that they hear these words in the video to talk about the Troubles.</p> <p>Play the video until [1.30]</p> <p>They discuss in pairs to summarise the Troubles using the vocabulary.</p> <p>In feedback, write some sentences that come from the students using the vocabulary. This will expose students to how the language is used in sentences.</p>	<p><b>Slide 5</b></p> <p>Set up the task on the slide as a small group discussion to summarise the Troubles using the vocabulary.</p> <p>In feedback, write some sentences that come from the students using the vocabulary. This will expose students to how the language is used in sentences.</p>	<p>Using new vocabulary in a listening task is a great way to summarise what they listen to, and to practise using the vocabulary.</p> <p><i>Did this work well? How did your students do? What was your feedback on their output like?</i></p>
<p><b>(Optional) Listen/ Watch 2 (the IRA &amp; UVF)</b> <b>5 mins</b></p>	<p><b>Slide 6</b></p> <p>Tell the students that we're now going to learn about the 2 groups: the Irish Republican Army (IRA) &amp; the Ulster Volunteer Force (UVF). The sentences need to be completed but they are mixed up (reveal on slide)</p> <p>Student A (IRA): they listen and complete their sentences.</p> <p>Student B (UVF): they listen and complete their sentences.</p> <p>Play video [from 1.30 until 2.09]</p> <p>Feedback: they share their answers. Reveal the answers on the <b>slide 7</b>.</p>	<p><b>Slide 6</b></p> <p>Elicit any information they remember about the IRA and the Ulster Volunteer Force (input that they wanted different things and attacked certain groups).</p> <p>In pairs/small groups, they put the end of the sentences in the right place.</p> <p>Reveal the answers on the slide.</p>	
<p><b>Listen/ Watch 3 (From conflict to peace)</b> <b>5 mins</b></p>	<p><b>Slide 8</b></p> <p>Tell the students that they are going to learn more facts about the situation. They all are related to these numbers (show slide)</p> <p>Set up the matching task on the slide (and Worksheet).</p> <p>Play video [from 2.09 until 3.17]</p> <p>Students check their answers. Reveal on the slide.</p>	<p><b>Slide 8</b></p> <p>Tell the students that there were some facts in the video that relate to the numbers on the slide but the facts are all mixed up. In pairs, they need to put them in the correct order.</p> <p>Reveal answers.</p>	

<p><b>Reading/ Predicting</b></p> <p><b>5 mins</b></p>	<p><b>Slide 10</b></p> <p>Tell the students that they are going to learn about the Peace Process. They read the information on the slide (and Worksheet) and find 5 pieces of information that they think is incorrect.</p> <p>There may be some vocabulary that you need to pre-teach depending on the level of your students e.g. <i>influence, cooperate, law, vote</i></p> <p>Elicit answers. Underline some suggestions if possible.</p>	<p><b>Slide 10</b></p> <p>Tell the students that they are going to remember the Peace Process from the video. They read the information on the slide (and Worksheet) and find 5 pieces of information that they think is incorrect.</p> <p>There may be some vocabulary that you need to pre-teach depending on the level of your students e.g. <i>influence, cooperate, law, vote</i></p> <p>Show the students the useful language to be able to do this task on <b>Slide 11</b>. Highlight the levels of certainty.</p> <p>Elicit answers. Underline some suggestions if possible.</p>	<p>Giving a reading text as a summary of what they'll listen to/watch is used here as a prediction task.</p> <p><i>Have you done this before? Is it something that you'll do again?</i></p> <p><i>How did it help scaffold the students for the next listen/watch?</i></p>
<p><b>Listen/ Watch 4</b></p> <p><b>5 - 10 mins</b></p>	<p>Play video [3.17 until the end]</p> <p>You may need to play this section of the video again.</p> <p>Before pair check, input some useful language to help them give the answers. Highlight the levels of certainty. <b>Slide 11</b></p> <p>Reveal the answers <b>Slide 12</b>.</p> <p>In feedback, there is an opportunity to have a class discussion about what they think about the video, what they found interesting and/or if it relates to conflict they know about in the world/their country. This would act as a follow-on task to finish the lesson if choosing to complete the infographic in the next lesson.</p>	<p>Reveal the answers on <b>Slide 12</b></p> <p>In feedback, there is an opportunity to have a class discussion about what they think about the video, what they found interesting and/or if it relates to conflict they know about in the world/their country. This would act as a follow-on task to finish the lesson if choosing to complete the infographic in the next lesson.</p>	



**Task**  
**(Designing an infographic)**  
**10 - 15 mins**  
**(optional: complete in next lesson)**

**Slide 13**

Tell the students that they are going to design an infographic to help other students in the school understand the history and importance of The Belfast (Good Friday) Agreement.

*An infographic: a visual representation of facts (a mix of visuals and text); like a poster*

Reveal the 4 topics they need to include (on the slide). Tell them that it's important they work together and discuss their answers to number 4.

Students work in groups of 4. Each student could take one topic to work on OR they work together on all of them. They have to collaborate and decide.

**Optional:** Give out roles to your students:

1. *Designer:* in charge of the layout & design of the infographic
2. *Editor:* in charge of the English text
3. *Illustrator:* in charge of the visuals and how they look
4. *Leader:* in charge of final product and also make sure that everyone is communicating and collaborating.

**Extension:** the infographics can be presented to another group of students or to the class in the following lesson. The infographics can be displayed for other students to see in school infographics can be displayed for other students to see in school.

Take note of the ideas your students were talking about and have feedback on these. From here you can celebrate good language they used and then add/expand upon the language they could have used. You can do some correction work too.

Very often when we listen for emergent language, we listen for errors. Experiment with taking notes of content and then using some boardwork to feed in some language work around their ideas.

*Was it successful? Was it easier to listen to what they had to say instead of the language they used? What aspects of this could you work on to develop?*


Optional

Slide 14

Show the lesson aims again and allow students to share together what they found easy/challenging, what they enjoyed/didn't enjoy and what they have taken away from this lesson.

It's good to allow our students to reflect on the lesson aims and how they felt doing the tasks. They can also think of what they can do to improve. We can allow them to speak in their L1 here too. Experiment with this more in your young learner classroom and research other ways you can get your children to reflect and think about next steps. Watch this webinar for more ideas: [Creative Feedback](#)





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