

Lesson plan

Visual Literacy
and the Troubles
Upper Secondary A2



Teaching Notes

In this lesson, students will learn about the Troubles which happened in Northern Ireland. They will do this by looking specifically at the murals of that time and learning how to 'read' images by developing some basic visual literacy skills. They will also get the chance to reflect on more contemporary street art and design their own mural.

The lesson plan has 3 sections:

1. Lesson Plan – this is a lesson based on the accompanying PowerPoint presentation
2. Extension Activities/Ideas – these can be chosen and used alongside the lesson and therefore will be over a series of lessons
3. Teacher reflection – you can try out and experiment with new ideas/techniques and reflect using our suggested prompts.

This lesson can be taught after the video lesson or by itself.

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)

Lesson topic	The Troubles (Northern Ireland), visual literacy & street art/murals
Learning objectives	By the end of the lesson, students will have developed their knowledge about street art/murals from Northern Ireland and understood why these were so important. They will also learn how to 'read' images by developing basic visual literacy skills and design their own mural.
Age and level	Upper Secondary A2+
Duration	Approximately 60 minutes Or a series of lessons by including extension tasks
Materials	Student worksheet, PowerPoint presentation

Procedure and instructions

Stage	Instructions	Extension ideas / activities	Teacher reflection
Aims 5 mins	Slides 2-5 Read out the aims of the lesson and get the students to guess, in pairs, what the missing words are. You may need to pre-teach mural by showing one of the images from the next slide and eliciting where the art is (walls/streets/public spaces) and if they know any murals in their communities.	In pairs, the students tell each other which part of the lesson they're looking forward to the most, or they tell each other how confident they are with each learning aim (e.g. <i>I'm super confident, I'm feeling OK, I think this is hard.</i>)	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>
Lead-in 5 mins	Slide 6 Set up the task by showing the students the 4 murals from Northern Ireland (refer back to the video if you have watched this as a class/for homework). Tell the students that there are 4 murals and one of them is different. They work in pairs/groups. (They are all painted on the streets. The last mural is different because it is about peace, and therefore after the Belfast (Good Friday) Agreement was signed)	Take note of the ideas your students were talking about and have feedback on these while placing their ideas in some useful comparative language on the board.	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. <i>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?</i>

The importance of murals/ street art
10 mins

Slide 7

Pose the question: Why is street art so important for our communities?

In pairs/groups, students answer the 3 questions on the slide. Monitor well and help with vocabulary (impact, connect).

Possible answers:

1. We see street art in public spaces and communities. It brings people together as they share the same space and see the image(s) all the time.
2. The murals are usually big and so they become very powerful.
3. Anybody can paint them. There are no rules (like an art gallery). This means that the people of the community can express what is important to them.

Optional: in feedback, put the answers they give you on the board for them to refer to in this next activity.

They use their answers to answer the question: *Why is street art so important for our communities?*

Then ask the students to discuss the final question on the slide: *Why was this important during the Troubles?*

Before going to the next stage/slide, ask the class if we can read an image?

Go back to the original murals before and the students think about whether the art was painted by the Unionists or the Nationalists. This can be a time to remind students of the video content in the previous lesson if they have watched it.

The question posed was scaffolded for the students to be able to answer more fully. Was it successful? Were your students able to produce a longer answer?

Is this something you'd like to experiment more with in future classes?

<p>Develop visual literacy skills</p> <p>5 - 10 mins</p>	<p>Slide 8</p> <p>Slide 8 Show and read out the ways we can read images. Reveal the 4 boxes and set up the task: 1 question from each box is in the wrong place. In pairs, they need to find the odd one out and place it in the correct box.</p> <p>Slide 9 reveals the answers. It's important to tell the students that there are no right or wrong answers when talking about art and some of the questions can't always be answered.</p> <p>Tell the class that they are now going to practise using these questions to talk about a mural from Northern Ireland. Split the class into Student A and Student B. Tell the students that they must keep their mural secret.</p> <p>Student As receive their mural (see Worksheet/Slide 12)</p> <p>Student Bs receive their mural (see Worksheet/Slide 11)</p> <p>Tell the students that there is useful information on their worksheet, but to also look very closely at all parts of the mural.</p>	<p>To scaffold this more, students do some vocabulary work (see Worksheet)</p> <p>You can set this up in 2 ways:</p> <ol style="list-style-type: none"> 1. All Student As work together to talk about their mural, and all Students Bs work together to talk about their mural. They are then paired off (As and Bs) to share their answers. 2. Students are put in pairs straight away to carry out the task, but with 3-minute thinking time. 	<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>Useful language & task completion</p> <p>5 mins</p>	<p>Slide 10</p> <p>Show the useful language on the board. Tell the students that sometimes they really don't know the answer and have to guess, or say they don't know. (This language is on the right side of the slide).</p> <p>The students carry out their task. Remember they cannot show each other.</p>	<p>If you are concerned the students need more scaffolding here with the language, you can have a language focus. On the board, work with the students to finish off the sentence prompts (exemplifying what comes next e.g. an adjective, a reason/ opinion, -ing, etc.)</p>	<p>Experiment with not having a language focus here. Let the students use the language resources they already have to complete the task.</p> <p><i>Were they able to complete the task? Were they engaged? What did you learn about your students' ability to complete the task from not having a language focus?</i></p>

<p>Follow-on tasks (optional) 5 mins</p>	<p>To conclude the above task, get the students to now show each other their murals (Slide 11 & 12) and answer the questions on Slide 13.</p>	<p>As a mini project, in pairs, the students can work together to find more examples of Unionist and Nationalist murals to find similarities and differences.</p> <p>OR</p> <ol style="list-style-type: none"> 1. They go to this website: Murals explained 2. From here they choose one mural with a person and find out 6 facts about this person. 3. They present their mural to another pair of students but talk about it from the person's perspective e.g. <i>I have a butterfly above me because I...</i> 4. They don't show the mural until they've finished talking about it. 	<p>n.b. this site contains adverts so you may choose to use the site as a source of material rather than sharing the link with students?</p>
<p>Optional</p>		<p>Slide 14</p> <p>Show the mural from the lead-in. Tell the students that you're going to read the poem that is written on the wall. They listen (and read?) and put the words in the correct place. You'll need to pre-teach: <i>grave side, bury, fear, hatred</i>.</p> <p>There is an opportunity to explore '<i>to look over your shoulder</i>' '<i>only minutes to leave</i>' and '<i>fear + of +something</i>' and how they relate to the Troubles.</p> <p>Slide 15</p> <p>After revealing the answers, the students then answer the question on the slide: Which symbols relate to the words?</p> <p>The students could choose an issue that is important in their lives or community and write their own 'No more' poem.</p>	

**Further
Practice**
5 - 10 mins

Slide 16

Introduce the modern-day murals found in Belfast.

Students in pairs or small groups talk about the street art we can see today in Northern Ireland. They are not about the Troubles. What are they about? Students use their new skills to talk about the murals in pairs or small groups.


Students, in pairs, visit: Belfast Street Art They choose a mural they like and find out more about the artist and artwork to present to another pair.

Students find other street art from other countries e.g. Colombia, South Africa, Portugal & Greece OR their own country. They choose one mural to present to another pair using their new visual literacy skills.

<p>Creative Task 10-15 mins</p>	<p>Slide 17 Students can work in pairs to carry out the task.</p>	<p>This can be set up in class time and set as homework for the next lesson to present to their small groups or the class, or to start working on in the next lesson.</p>	<p>Giving students creative constraints e.g. 5 symbols, 1 slogan and 3 colours helps creative thinking. When we give our students a task without constraints e.g. <i>design some street art</i>, what tends to happen?</p> <p>Think about implementing some constraints in your future tasks to help develop creative thinking skills.</p>
<p>Optional</p>		<p>Slide 18 Show the lesson aims again and get students in pairs to give them a thumbs up if they think they liked the activities and a thumbs down if they didn't. They discuss why they decided thumbs up and thumbs down.</p>	<p>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</p>

25
years on





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