

Lesson plan

**From Conflict to Peace
in Northern Ireland**
Upper Secondary B2+



Teaching Notes

In this multiple skills lesson, students will read about key groups who took part in the Northern Ireland Peace Process and identify key points to negotiate. They will learn some collocations connected to negotiating and some functional language for reaching a compromise. As a final activity, students will develop their speaking skills by taking part in a role play in which they have to resolve a conflict.

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	From Conflict to Peace in Northern Ireland: The language of negotiation and compromise
Learning objectives	<p>By the end of the lesson, students will have developed their understanding of the wants and needs of different key groups in the Northern Ireland peace process and will have practised reading for detail.</p> <p>Students will have learnt some useful collocations related to negotiations and compromises.</p> <p>Students will have learnt some functional phrases to show active listening, make concessions and reach an agreement and will have used these in a speaking task in which they have to resolve a conflict.</p>
Age and level	Upper Secondary, B2+
Duration	<p>This is a lesson based on the accompanying PowerPoint presentation and student worksheet (approx. 60 minutes). Timings given below reflect the procedure section only (excluding the extension activities and ideas).</p> <p>The extension activities/ideas can be chosen and used alongside the lesson over a series of lessons.</p>
Materials	PowerPoint, Student Worksheet
Notes for teachers	<p>This lesson plan is designed to work with the PowerPoint presentation and after completing the lesson using the video. You do not have to use the video lesson, however.</p> <p>The plan has 3 sections:</p> <ol style="list-style-type: none"> 1. Lesson Plan – this is a lesson based on the accompanying PowerPoint presentation and Student Worksheet (approx. 60 minutes) 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 and reflect using our suggested prompts. <p>If you would like to learn more about the Northern Ireland Peace Process before you teach and to help inform your lesson, please visit:</p> <p>Year '98: The Making of the Good Friday Agreement - 1. What does the Good Friday Agreement actually say? - BBC Sounds</p>

Procedure and instructions

Stage	Instructions	Extension ideas / activities	Teacher reflection
<p>Slides 1 - 7</p> <p>Engaging students in the aims of the lesson</p> <p>c.2 - 3 mins</p>	<ul style="list-style-type: none"> Show the welcome slides (1 and 2) and ask students what they know about Northern Ireland. If students completed Lesson 1 (video lesson), then ask what they remember. Show students the aims of the session (slide 3). Read out the aim of the lesson and get the students to guess, in pairs, what the missing words are. Then click through the blue boxes to reveal the answers. Note: You may need to pre-teach compromise. <p>Answers: wants, needs, compromise, conflict.</p> <p>NOTE: If you aren't using the PowerPoint:</p> <ul style="list-style-type: none"> Write up the following aims on the board including the gaps. Ask students to work in pairs and guess what the missing words are. Confirm and write them in. 	<p>Tell students to look at the aims of the lesson and the confidence thermometer (this can be drawn on the board if you aren't using the PowerPoint). Ask students to reflect on how confident they feel in relation to the aims of the session and to share with their partner whether they are 1, 2 or 3.</p> <ol style="list-style-type: none"> I know a lot about this and can teach this to someone else. I understand this and have already learnt about it. I don't know about this yet and I need help with this. 	<p>Giving students a lesson map helps them understand the objectives and reflect on what they know and where their gaps are. You can experiment with different reflection tools at this point, e.g., giving them emojis to choose from to show how confident (or not) they feel. It's important to then come back to this at the end of the session to see if their confidence has increased in relation to the learning objectives.</p>

Slides 8 - 11

To learn more about the key players in the Northern Ireland peace process and to identify key information to exchange with their classmates

c. 8 mins

- Tell students that they will meet 4 groups that played a role in the Northern Ireland Peace Process. Remind students that these were not the only groups involved but they played a key role. Show slide 8.

- Label each student A, B, C, D. Now click to reveal which group each student will read about.

- Set the questions: who are they? What did they want?

As read about the Unionists, Bs read about the Nationalists, Cs read about UK and Irish governments and Ds will read about the NIWC. Give students 1 minute for this.

NOTE: tell students that the Taoiseach in Ireland is the equivalent of the UK Prime Minister

- Students put the texts face down on the table/turn it over/close it and tell the rest of their group about the people they just read about.

- Once students have exchanged their information, go to slide 9. (If you want to explore any language from the texts or clarify anything, the texts are also on slides 9 and 10).

- Students discuss the question on the slide in their groups (based on the wants and needs of each group, what do you think the key areas of conflict were?) Before students discuss, draw their attention to the useful language in the speech bubbles (and you could usefully elicit other phrases that could be used on slide 11).

- Give students 2-3 minutes to identify the key areas. Then, if you have time, regroup students so that all As are working together, all Bs are working together etc. Students repeat the task with their new group.

- Conduct whole class feedback and elicit and comment on their answers. Ask the final question on slide 11 to the whole class – do you know of any similar conflicts/situations in other places?

NOTE: If you aren't using the PowerPoint:

Use the texts on the student handout for this stage.

Scaffolding

For scaffolding, allow students to write down 4 or 5 key words/phrases from their text to help them summarise it for their group and help them remember the information.

Extension

After students have read and exchanged information with their group, you might want to deal with emergent language needs and post-teach some vocabulary from the text (use slides 9 and 10). It is worthwhile planning ahead for this and predicting which words/phrases your class will have difficulty with.

Ask students whether teaching their classmates about the group they read about helped them remember the information. Usually, teaching someone else about a topic helps us recall information better.

Slides 12 - 18

Reflecting on
key points for
negotiation and
compromise in
the Peace Talks

c. 8 mins

- Show **slide 12**.

Ask students to now reflect on what the key negotiation points were in the peace talks. Either set this up as a group discussion or keep it as a plenary discussion.

- Reveal the answers by clicking through.
- At this point, you might want to clarify the word 'consent' and 'citizenship' in this context.
- Introduce the concept of compromise here. Ask students: 'when we negotiate, do we always get exactly what we want? Do we have to give up some of our demands to reach agreement? What do we call this?'
- Show **slide 14** for a definition of compromise and elicit the words underneath the boxes.

NOTE: If you aren't using the PowerPoint:

Write up the definition below on the board with gaps and ask students to guess the missing words.


"A compromise is an a_____ in an a_____ in which the people involved reduce their d_____ or change their o_____ in order to agree."

www.dictionary.cambridge.org

1. Agreement
2. Argument
3. Demands
4. Opinion

<p>Slides 19 - 23</p> <p>Exploring collocations and personalisation</p> <p>c. 8 mins</p>	<ul style="list-style-type: none"> • Slide 19. Tell students that finding a solution to end decades of violence and conflict and bring lasting peace was not easy. Many things needed to be done. Show students the sentence stems 1-4. Tell students they match with the endings a-d. In pairs, get students to match the first and second half of the sentences and then show the answers by clicking through. • Tell students that you will explore three phrases from the list. Show the words in the hexagon on slide 21. Ask students to identify the word outside the hexagon which doesn't fit. Click through to show answers. • Show the questions on slide 23. Give students some thinking time (1-2) minutes to give them time to think of their answers. • Now put students in pairs to get them to discuss their answers together. • Conduct plenary feedback on content and language (error correction and good language use) <p>NOTE: If you aren't using the PowerPoint:</p> <p>Use the student handout for this stage.</p>	<p>Extension task: after the activity on slide 21, allow students to come up with other collocations for each word in the hexagons.</p> <p>Extension task: model and drill each of the correct collocations and ask students to identify the stress (it falls on the words in the hexagon).</p>	<p>During the discussion on slide 23, experiment with not having a language focus here. Students don't need to use the collocations necessarily. 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>Slides 24 - 25</p> <p>Language focus. To clarify meaning, form and pronunciation of functional language for negotiating</p> <p>c. 8 mins</p>	<ul style="list-style-type: none"> • Slide 24 Tell students we will look at some useful phrases that can be used when people try to resolve conflict and reach a compromise. Ask students to match the functions to the groups. Click through to show answers. • Show the answers on slide 25. <p>NOTE: If you aren't using the PowerPoint:</p> <p>Use the student handout for this stage.</p>	<p>Extension task: Model and drill the phrases and elicit any connected speech features or intonation.</p> <p>Extension task: tell students to revisit the memory of compromising from slide 23. In pairs, they play the role of the two parties in the compromise using the useful language to negotiate.</p>	

<p>Slides 26 - 31</p> <p>Speaking task: to practise negotiating, compromising and resolving conflict</p>	<ul style="list-style-type: none"> • Tell students that they are about to resolve some conflicts. Read on the task on slide 26. • Put students into groups of 4 and label them A, B, C, D. Show the roles on slide 27. • Give students 8 minutes to discuss how the arcade should be used, encouraging them to reach a compromise. • Then get students to discuss the reflection questions on slide 28 in groups. • Now rearrange the groups. Show students the situation on slide 29. Once again, label them A, B, C, D and show the roles on slide 30. • Students have around 8 minutes to reach a compromise. • Then get students to discuss the reflection questions on slide 31 in groups. • Plenary feedback on content and language 	<p>Extension task: Students could come up with their own ways to use the arcade and the lottery grant with their partner. Then they try to convince another pair.</p>	
<p>Slide 32</p> <p>Reflecting on what students did and learnt during the lesson</p> <p>c. 3 mins</p>	<p>Slide 32</p> <p>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. Return to the confidence thermometer and ask students to decide how confident they feel in each of the areas.</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>



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