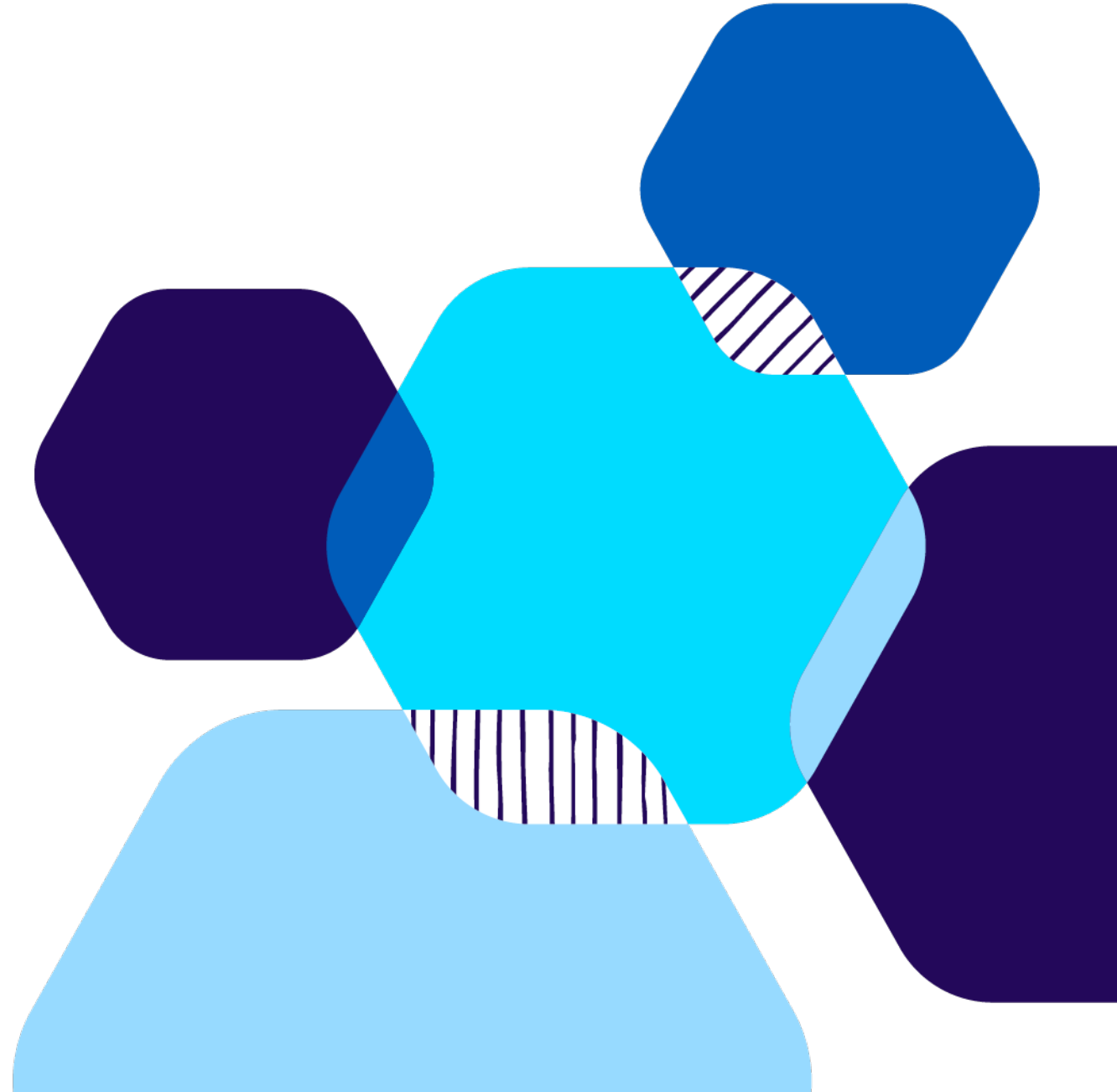


Teaching English

Upper Secondary B2

25
years on

Marking the 25th Anniversary of
the Belfast (Good Friday) Agreement



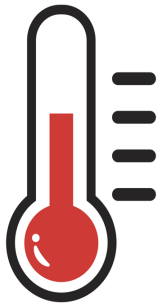
From Conflict to Peace in Northern Ireland



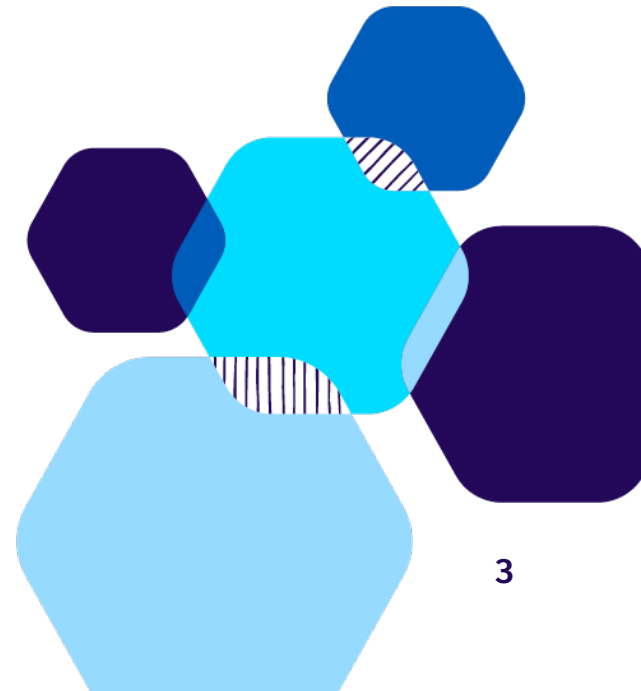
Learning objectives

Today, we will:

1. ...understand some of the w **a** and n **b** of different groups of people in the Northern Ireland Peace Process
2. learn useful phrases to reach a c **c**
3. try and resolve a c **d**



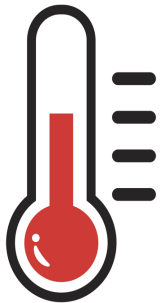
1. I could teach this to someone else
2. I understand this
3. I don't know about this yet



Learning objectives

Today, we will:

1. ...understand some of the wants and needs of different groups of people in the Northern Ireland Peace Process
2. learn useful phrases to reach a conclusion
3. try and resolve a conflict



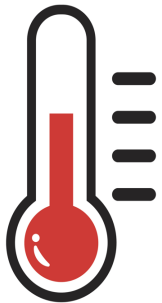
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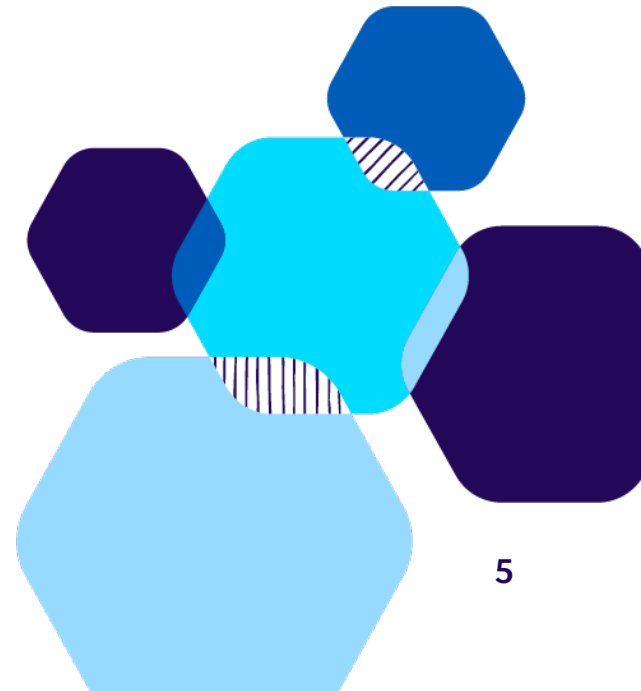
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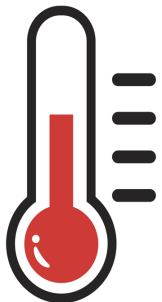
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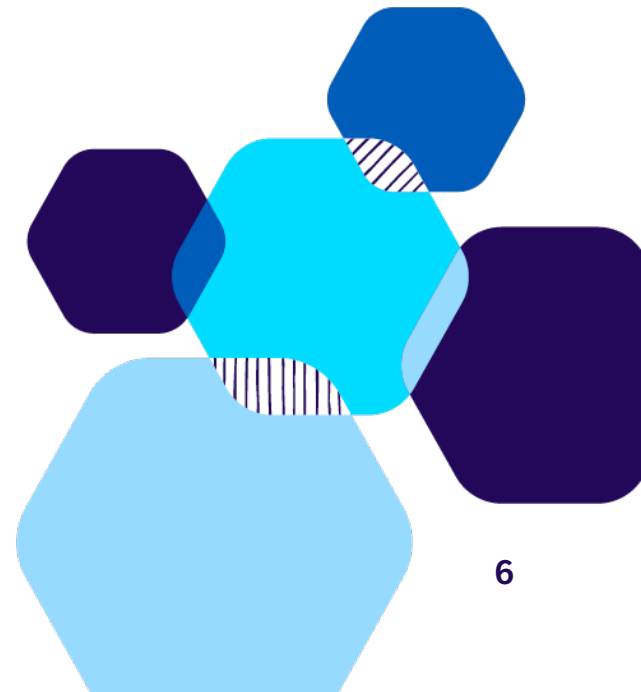
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2. learn useful phrases to reach a consensus
3. try and resolve a **conflict**



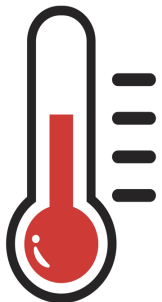
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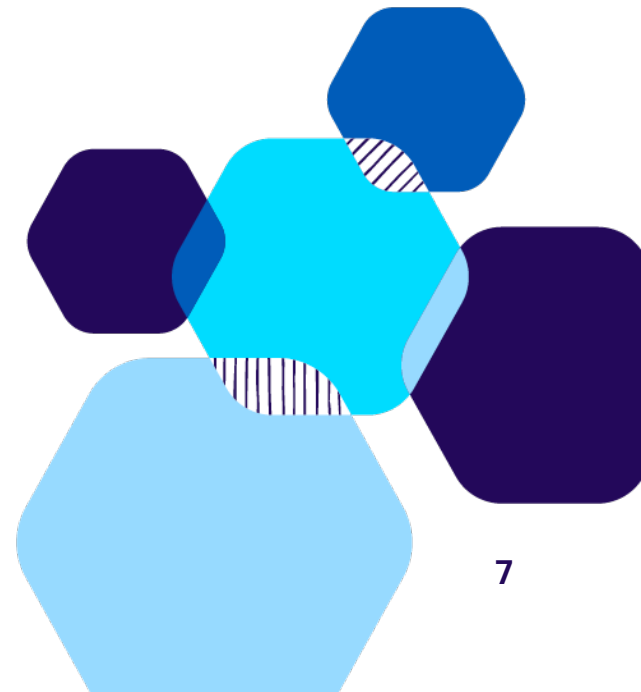
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Northern Ireland – From Conflict to Peace

Task 1: Read about one group/political party who took part in the Northern Ireland peace talks. Then, tell your group who they are and what they wanted.

Group A:

Unionists

Group B:

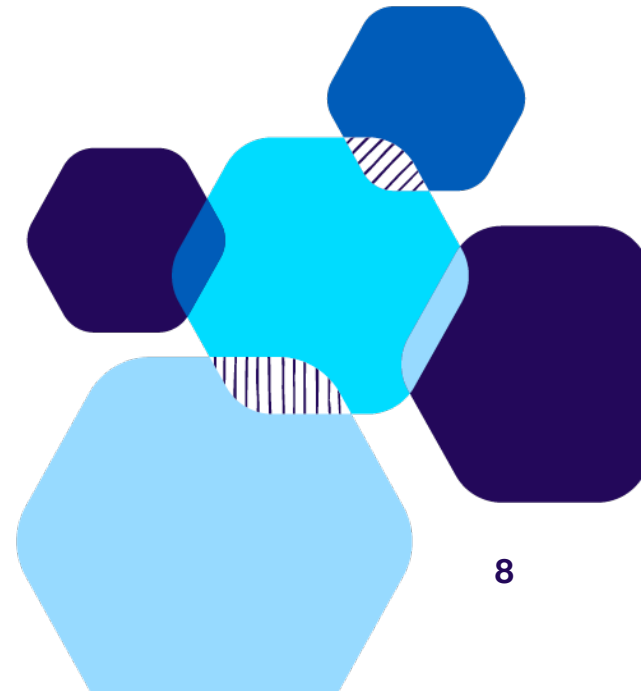
Nationalists

Group C:

UK and Irish governments

Group D:

**The Northern Ireland
Women’s Coalition (NIWC)**



Northern Ireland – From Conflict to Peace

Unionists

Who are they?

Unionists wanted Northern Ireland to remain part of the UK. Unionist communities had greater representation in Northern Ireland politics. There were more Unionists than Nationalists in Northern Ireland. Unionists tend to be protestant but not always.

What did they want?

To remain part of the UK. They wanted to continue being British citizens and did not want Northern Ireland's place in the UK to be threatened.

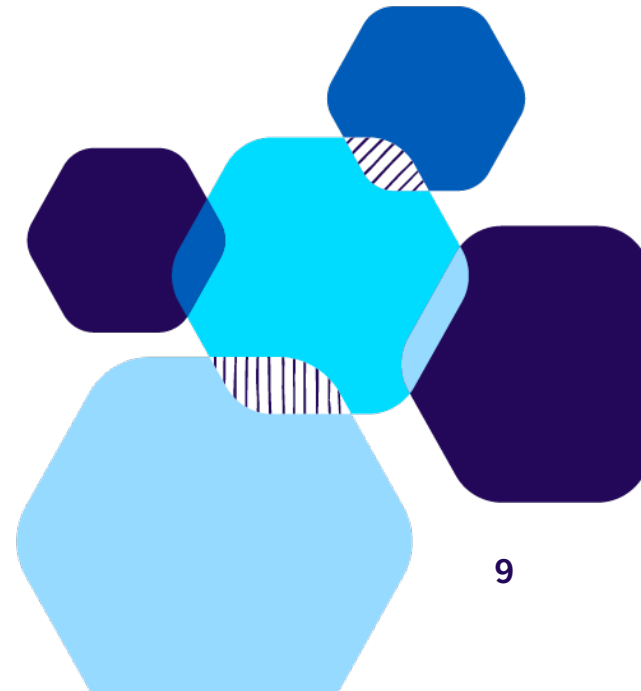
Nationalists

Who are they?

Nationalists wanted a united Ireland. They also wanted the same access as Unionists to housing, employment and in Northern Ireland politics. Nationalists are often catholic but not always.

What did they want?

To create a united Ireland in which Northern Ireland and Ireland becomes one country. They wanted the right to identify as Irish. They also wanted to have equal rights and political representation, housing, and employment as Unionists. They wanted police reforms.



Northern Ireland – From Conflict to Peace

UK and Irish governments

Who are they?

During the time of the peace talks, Tony Blair was Prime Minister of the UK and Bertie Ahern was the Taoiseach ('ti:fəx) of Ireland (the Taoiseach is the equivalent of the UK Prime Minister)

What did they want?

Both governments wanted an end to the conflict and violence in Northern Ireland. They wanted the status of Northern Ireland to reflect the wishes of the majority of its people and for politics to be conducted through democratic and non-violent means.

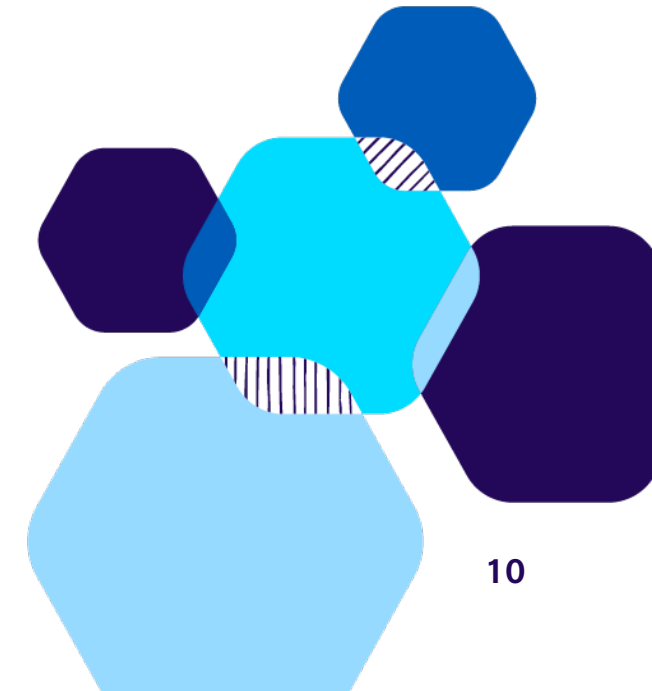
The Northern Ireland Women's Coalition (NIWC)

Who are they?

A small cross-community party founded by a Catholic academic (Monica McWilliams) and a Protestant social worker (Pearl Sagar). It did not take a position on whether Northern Ireland should be part of the UK or a united Ireland. All members were women from different political, religious, and social backgrounds.

What did they want?

An end to conflict and violence in Northern Ireland and for all political parties (big and small) to be included in the peace process. It believed that parties should talk to each other and that everyone should be involved in decision-making



Northern Ireland – From Conflict to Peace

Based on the wants and needs of each group, what do you think the key areas of conflict were?

It seems that some key areas of the conflict included.....

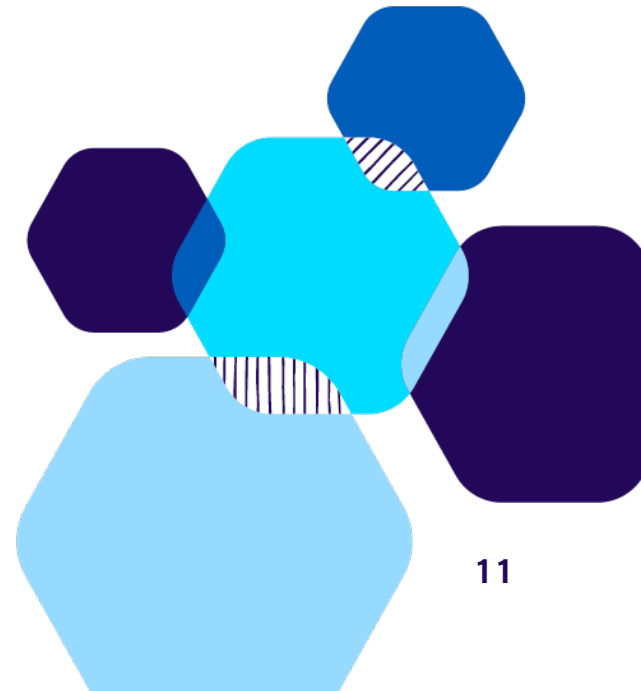
Based on what I've learnt, I'd say these were.....

I totally agree with you.

We should also consider..

I'm not convinced.

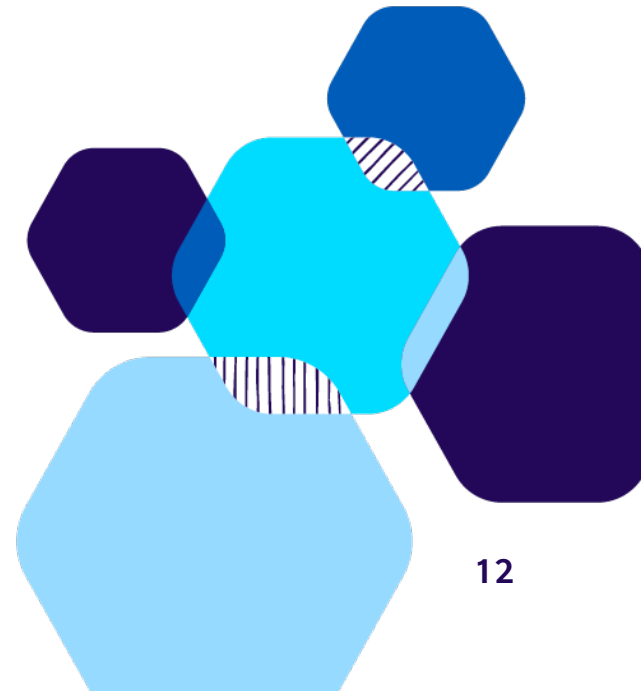
Do you know of any other similar conflicts/situations in other places?



Negotiating Peace

Based on the wants and needs of each group, what do you think the key negotiation points were?

Key points to negotiate included:

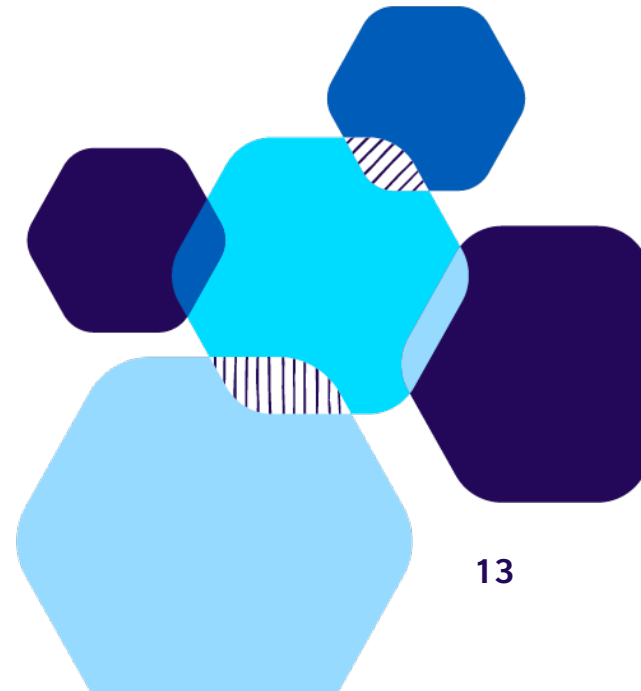


Negotiating Peace

Based on the wants and needs of each group, what do you think the key negotiation points were?

Key points to negotiate included:

- **Equal respect** for all communities: everyone is entitled to be treated equally and have their views and concerns considered.
- **Consent** (or the agreement of the people): a change of status can only happen with the consent of the majority of the people.
- **Identity**: everyone has the right to identify and be accepted as British, Irish or both and to hold citizenship and a passport for both countries.



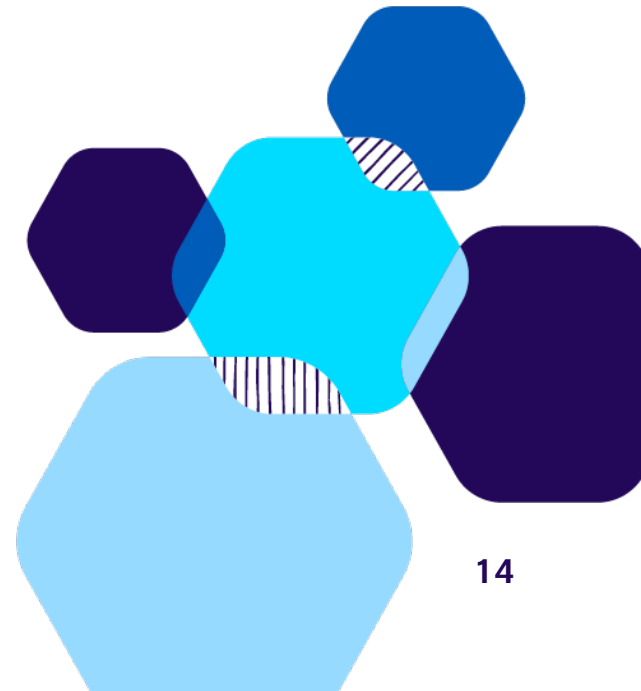
Negotiating Peace

What is a compromise? Guess the missing words below.

“A compromise is an ag **a** in an ar **b** which the people involved reduce their d **c** or change their o **d** order to agree.”

www.dictionary.cambridge.org

www.britishcouncil.org



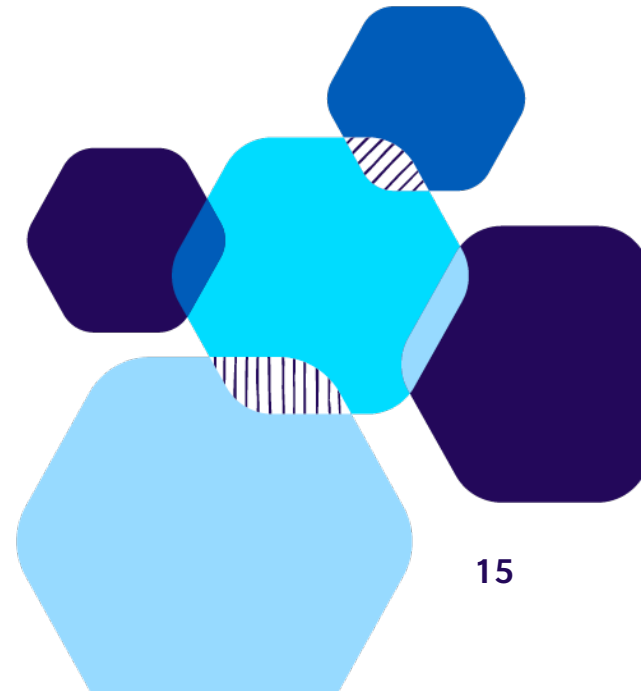
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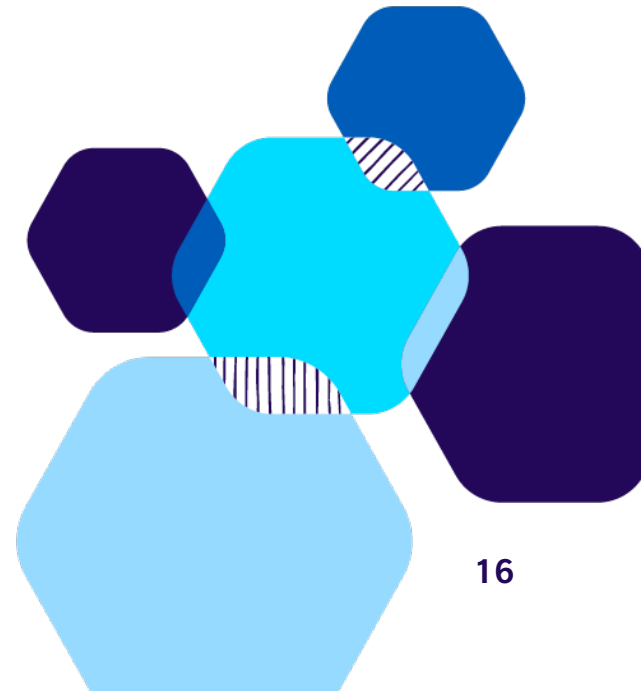
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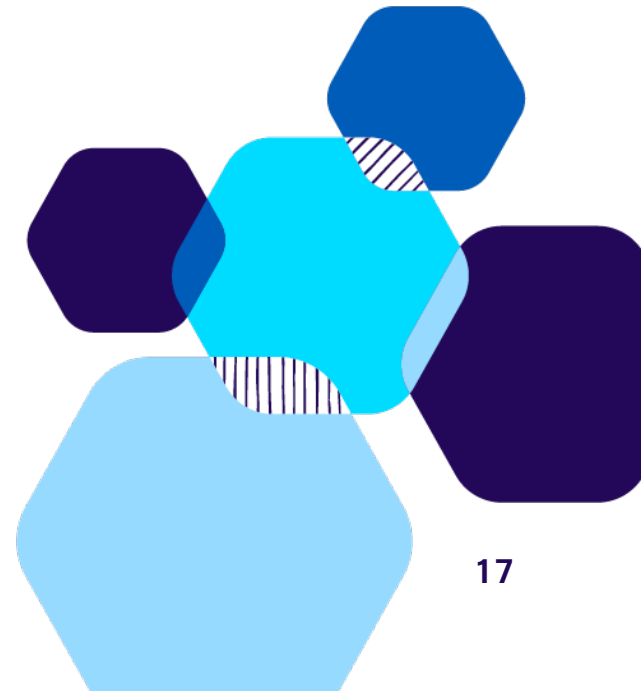
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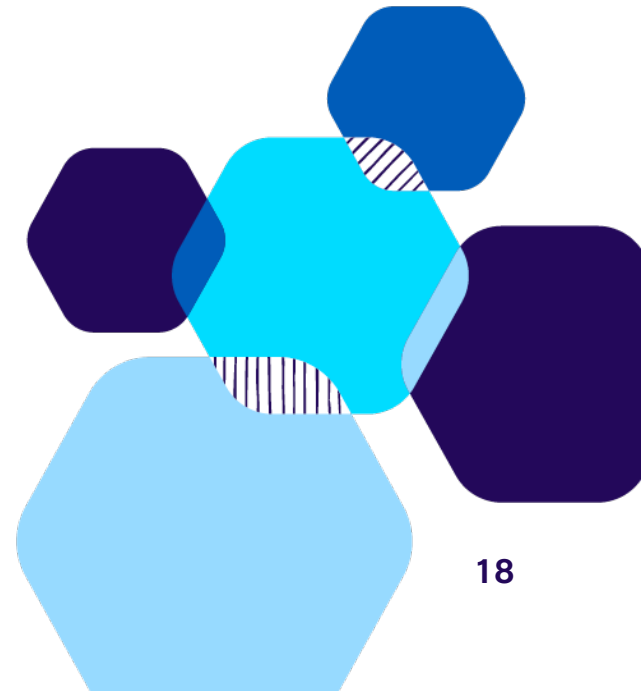
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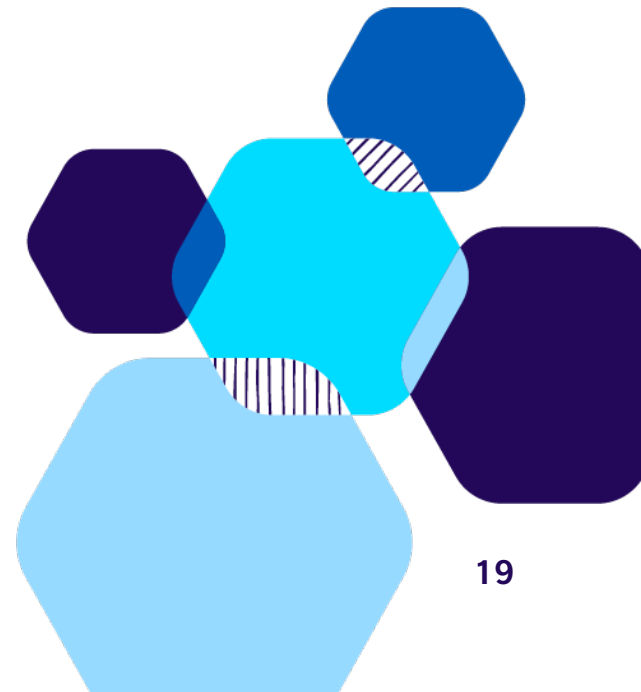
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The Challenge of Securing Peace

Finding a solution to end decades of violence and conflict and bring lasting peace was not easy. Many things needed to be done. Match the first half of the sentence to the second half.

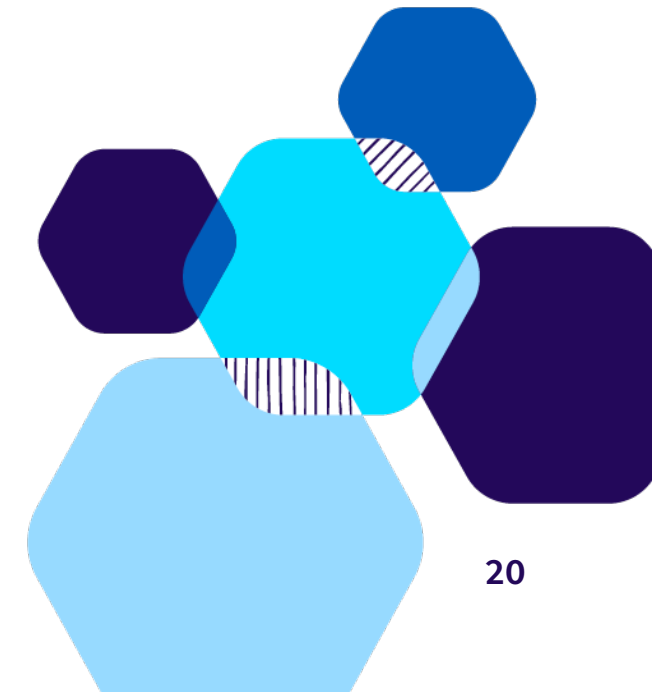
1. Brave decisions
 2. Enemies would have to meet and
 3. Old laws would have to be changed and
 4. Communities would have to work together to
- a. new ones made.
 - b. agree to compromise.
 - c. would need to be made.
 - d. make peace a reality and overcome differences.



The Challenge of Securing Peace

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- | | | |
|---|---|---|
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The Challenge of Securing Peace - Collocations

Which word/phrase does not match the word in the hexagon?

an irregular
a brave
an informed
a wise

decision

to arrive at
to take
to reach
to strike

a compromise

to resolve
to overcome
to beat
to settle

differences

The Challenge of Securing Peace - Collocations

Which word/phrase does not match the word in the hexagon?

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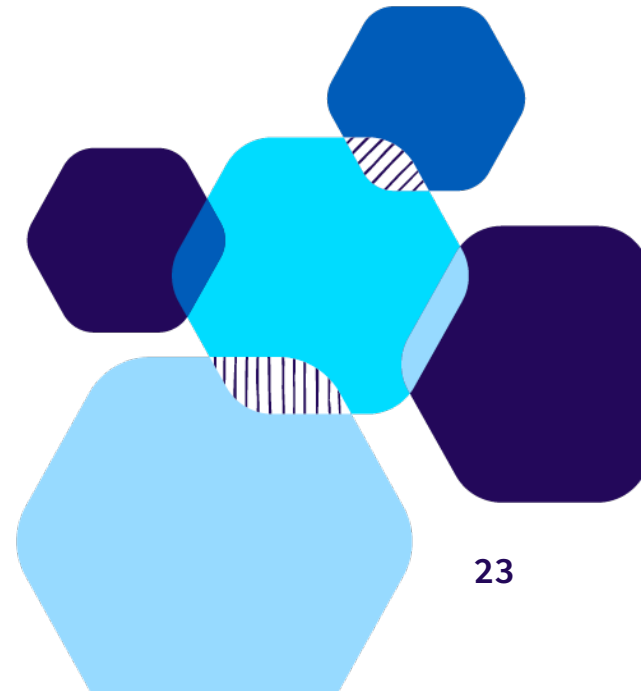
differences

The Challenge of Securing Peace

Task 2: Think about a time when you had to reach a compromise with someone.

- i. Who did you have to compromise with?
- ii. What did you compromise about?
- iii. Was it easy to reach a compromise?
- iv. What did you have to give up?
- v. What was the outcome?

Now tell your classmates!



The Language of Peace

Match categories to the phrases.

Showing that you are actively listening

Checking that you have understood

Making concessions

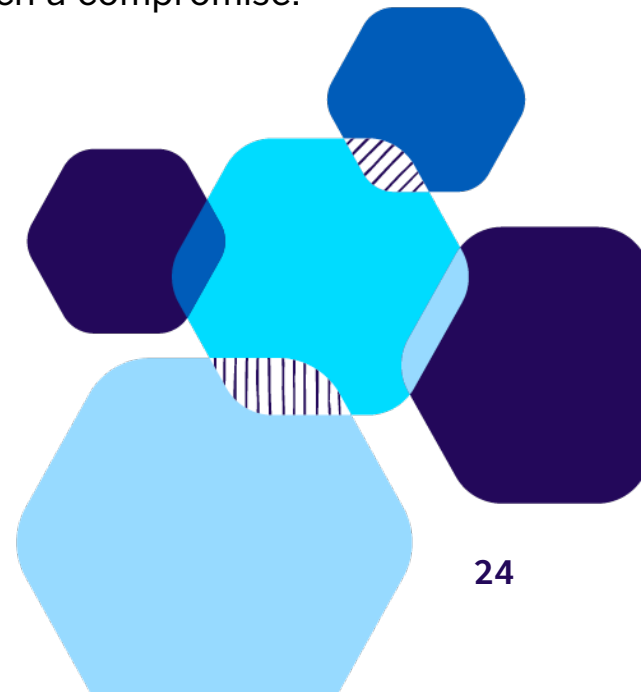
Reaching an agreement

If I'm not mistaken, you're saying that...
Do you mean that...?
Could I just check what you mean by + noun/verbing?

So, in summary, we have agreed to + verb.
It seems that we have reached an agreement
that suits us all.
I'm glad we've been able to reach a compromise.

I'm willing to meet you in the middle and...
If we agree to + verb, would you agree
to + verb?
Can we find a middle ground here?

I hear what you're saying.
Thank you for those points.
It sounds like what's most important
to you is + noun/verbing.



The Language of Peace

Check your answers

Showing that you are actively listening

I hear what you're saying.
Thank you for those points.
It sounds like what's most important to you is + **noun/verbing**.

Making concessions

I'm willing to meet you in the middle and...
If we agree to + **verb**, would you agree to + **verb**?
Can we find a middle ground here?

Checking that you have understood

If I'm not mistaken, you're saying that...
Do you mean that...?
Could I just check what you mean by + **noun/verbing**?

Reaching an agreement

So, in summary, we have agreed to + **verb**.
It seems that we have reached an agreement that suits us all.
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Conflict Resolution

Task 3: An arcade in the centre of Belfast has become available and needs to be converted into a building that serves the community. You are attending a community planning meeting to discuss how the building should be used.

Read your role card and what you want to use the building for. Propose your idea at the meeting but remember that you must all reach a compromise.



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Conflict Resolution

Student A: You are an environmental activist.

You want to demolish the arcade and build a community garden with lots of trees and plants. Allotments would be provided for a reasonable price so that local people who don't have gardens can grow their own vegetables. There would also be a park for all members of the community to enjoy.

Student B: You are a local artist.

You want to use the arcade as a gallery where local artists can display and sell their work. There would be free art classes and art therapy for the whole community. The space would also function as a small concert hall and theatre where gigs and plays could be held.

Student C: You are a local businessperson.

You want to use the arcade as a food factory. This would generate about 200 jobs in the area and core ingredients would be sourced from local farmers.

Student D: You are a member of a youth group.

You want to use the arcade as low-cost but quality housing for students. The halls of residences would have a library, a gym, and a canteen. Local students would have priority, but it will also accommodate students from other locations.

Conflict Resolution

Reflection:

1. What did you end up using the arcade for?
2. Was it easy or difficult to reach a compromise?
3. Did your group use the useful language to reach a compromise?



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Conflict Resolution

Task 4: Your city has just received a large lottery grant to spend on something that will benefit the community. You are attending a community meeting to discuss how the money should be spent.

Read your role card and what you want to use the money for. Propose your idea at the meeting but remember that you must reach a compromise.



Conflict Resolution

Student A: You are a local artist.

You want to use the lottery grant to hold a summer music festival and invite some famous international artists. You think that this could bring the community together and local businesses could set up stalls at the event to sell their products.

Student C: You are a member of a youth group.

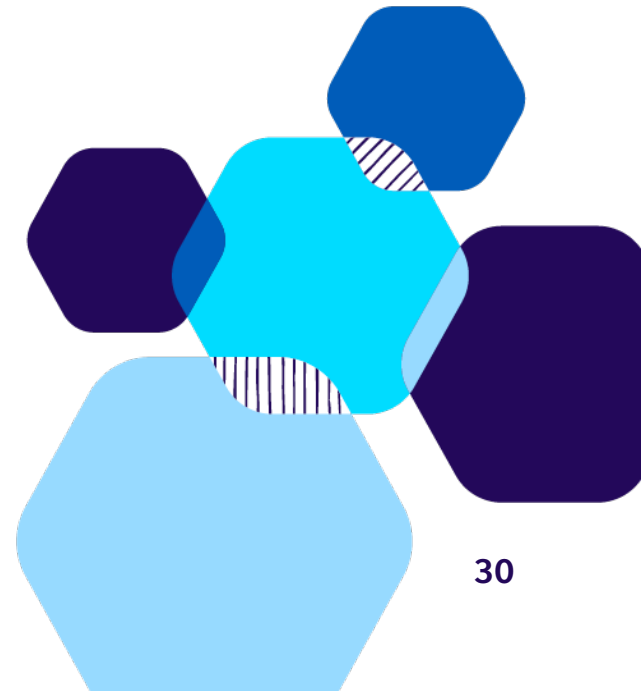
You want to use the lottery grant to invest in a new sports centre for school children. The centre would offer free sports lessons including swimming, football, basketball and gymnastics. It would also boast an ice hockey rink!

Student B: You are an environmental activist.

You want to use the lottery grant to install solar panels in all homes and community buildings in the area. This will be rolled out in phases with poorer areas being targeted first. It will be great for the environment and reduce the cost of energy bills for local people.

Student D: You are a local businessperson.

You want to use the lottery grant to invest in several local start-up companies which will bring jobs to the area and upskill local people. The money would also be used to establish a board of advisors to help these companies grow.



Conflict Resolution

Reflection:

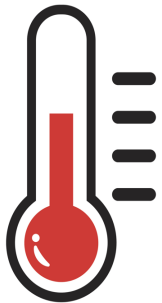
1. What did you end up spending the money on?
2. Was it easy or difficult to reach a compromise?
3. Did your group use the useful language to reach a compromise?



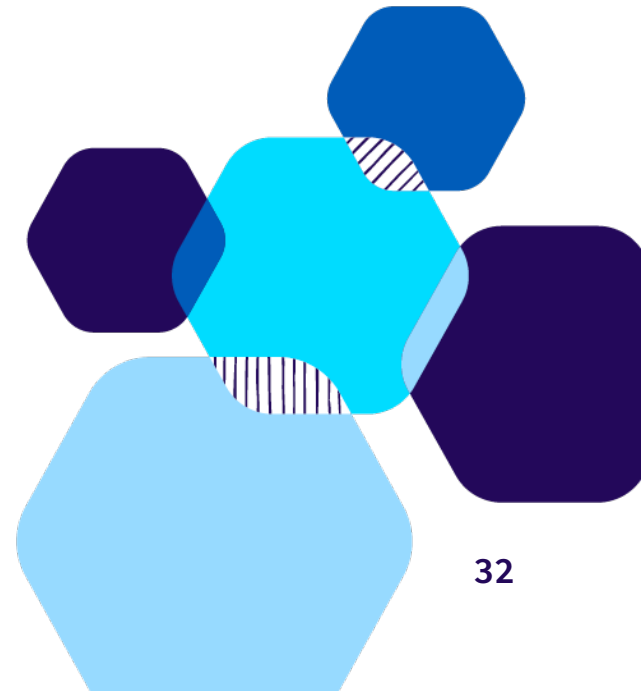
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