

Lesson plan

**Belfast (Good Friday)
Peace Agreement
Upper Secondary B2**



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
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.

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:

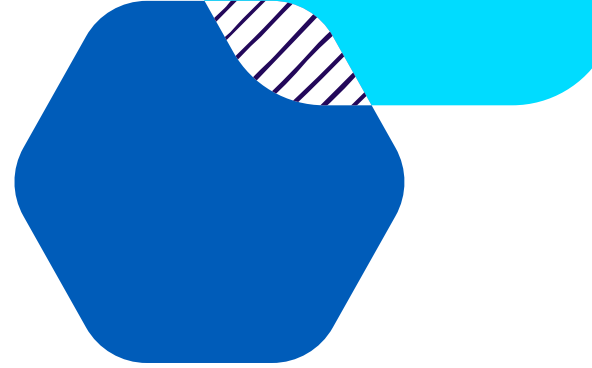
[Year '98: The Making of the Good Friday Agreement](#)

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

[What is the Good Friday Agreement?](#)

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

Lesson topic	The Belfast (Good Friday) Agreement
Learning objectives	By the end of the lesson, students will have watched a video about the history of Belfast (Good Friday) Agreement and discussed some of the content of the Agreement and how this impacted different groups/communities. They will also have learned some language on the topic of peace and reconciliation and discussed the importance of peace, reconciliation and social justice.
Age and level	Lower Secondary B2+
Duration	Approximately 60 minutes (More if including extension activities/tasks)
Materials	PowerPoint presentation Video 'From Conflict to Peace' – available on YouTube, here: https://www.youtube.com/watch?v=VQXBpt5RArY



Procedure and instructions

Stage	Instructions	Extension ideas / activities	Teacher reflection
<p>Aims</p> <p>5 mins</p>	<p>Slide 2</p> <p>Read out the aims of the lesson and get the student to share which lesson aim they are particularly interested in, and why.</p>		<p>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.</p> <p><i>What other ways can you get your students to engage with the learning aims of a lesson?</i></p>
<p>Set up & first watch</p> <p>10-15 mins</p>	<p>Slide 3</p> <p>Elicit the 1st lesson aim from the students again. Before they watch, they work in pairs/small groups to write 6 questions they'd like to know the answers to from looking at the topics that video covers.</p> <p>Actively monitor here to help shape questions that are answered, and are important, in the video.</p> <p>The students watch the full video but it's worth pausing after each section (part of the history) in relation to their questions to support students & check understanding.</p>	<p>Together as a class, you can collect all the questions and place/write them on the board so that all the students can see.</p> <p>Students then choose their final 8 questions to listen for in the video – they can stick to their original 6 and add 2 more from the board, or change their questions completely (because they might like other classmates' questions more)</p>	<p>Very often we give students the questions and what to watch/listen for, but here they choose.</p> <p><i>Did this generate more interest? Was it easy/challenging to set up and give feedback on? Would you do something differently next time?</i></p>
<p>Listening for specific content of the Agreement</p> <p>5 - 10 mins</p>	<p>Slide 4</p> <p>Tell the students that they are going to watch the section on the content of the Belfast (Good Friday) Peace Agreement. First, they have to predict where the language goes in the 4 main sections.</p> <p>They watch and check [play from 3.46 – 5.41]</p> <p>The answers are on Slide 5</p>		


<p>Follow-on discussion 10 mins</p>	<p>Slide 6</p> <p>Now the students have learnt about the context and the people involved, they now discuss in pairs/small groups how the Belfast (Good Friday) Agreement was important for the different groups of people involved.</p>	<p>You have 2 choices with the useful language on Slide 6:</p> <ol style="list-style-type: none"> 1. You can show the useful language and do some form focus (what can come next?) and pronunciation focus (modelling, drilling and showing stress and connected speech) and then the students use this to carry out the task 2. The students carry out the task, and you then show them the useful language (with a form and pronunciation focus). The students can then use the prompts with what they discussed (like a controlled practice) to make sentences. 	<p>If you chose option 2: Task-based teaching focuses on meaning first and allows students to use the language resources they already have to carry out a task. We don't input language, but instead react and have form work after the task. How did this work for you?</p> <p><i>Did the students have more of a focus on meaning, therefore fluency? Is this something you would like to try out again?</i></p>
<p>Vocabulary focus & reflection on the positive impact of the Agreement 5 -10 mins</p>	<p>Slide 7</p> <p>Tell the students that at the end of the video, the narrator concludes with these words, but some of them are missing!</p> <p>In pairs/small groups, students share what they think the missing information is. It can be words or phrases.</p> <p>The students can listen/watch again [play from 6.09] and check their answers or read the next Slide 8.</p> <p>(You may need to check the meaning of some vocabulary here)</p> <p>You can ask the students why they think you highlighted this language. And why is this important for all global citizens.</p>		
<p>Discussion 10 mins</p>	<p>Slide 9</p> <p>Set up this discussion task in small groups and have class feedback sharing ideas.</p>	<p>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.</p>	<p>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.</p> <p><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></p>

Optional

Slide 10

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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