

Title

Peacemakers & peace-breakers

Learning outcomes

- Review classroom rules
- Promote the values of peace, respect and tolerance in the classroom.
- Use English creatively.
- Practice giving opinions
- Practise saying letters of the alphabet.

Age group

9 – 12 years old

Level

A2+

Time

65 minutes + extension activities

Materials

Presentation

Large slips of paper to stick on the board

Peace worksheet A (1 per pair),

Peace worksheet B (1 per pair)

If making a poster

Large sheet of paper or card (1 per group), coloured pencils, felt pens or crayons, plenty of imagination for poster-making

Introduction

The lesson starts by looking at different ways of saying and writing the word 'peace' around the world. In the main part of the lesson, learners focus on peacemakers and peace-breakers in a classroom context. Information is presented in a fun way through a jigsaw reading activity in which pupils practise sharing information and spelling words. The lesson finishes with learners collaborating to make a poster for the classroom.

Procedure

Lesson 1

1. Before the lesson

- Select the word peace in several different languages that are unfamiliar to the students. **Note:** Choose from this list or find others online:

1. pace (Italian)
2. pokój (Polish)
3. мир (Russian)
4. paix (French)
5. سلام (Arabic)
6. שלום (Hebrew)
7. heddwch (Welsh),
8. fred (Danish),
9. friede (Germany),
10. ειρήνη (Greek),
11. paz (Spanish),
12. vrede (Dutch)

Tip: A website such as <https://forvo.com/> allows you to listen to the correct pronunciation of the different words above. Select words you can spell.

2. Warmer (10 mins)

- Ask learners to get their notebooks and pencils out. Tell them they must listen and write the words you spell. You can share **slide 2**.
- Dictate the spelling of the unknown words for peace to learners.
- Explain that the words all mean the same thing in different languages. Get students to guess what the word is in English or in their own language.

3. Generating ideas (10 minutes)	<ul style="list-style-type: none"> • Display slide 3. Ask learners how we achieve and maintain peace in the classroom. Display slide 4, which has functional language learners can use in giving opinions. Or write on the board: <ul style="list-style-type: none"> – I think the most important is... – Yes, I think you're right – I think the next one is... – Hmm, I'm not sure. I think ...is more important – Why? – Because – Ok, maybe you're right • Elicit or suggest that rules can help us make things fair and provide a way to help resolve conflicts. Prompt learners to use the target language as they give their opinions • Ask learners to give examples of classroom rules that help us work together peacefully, e.g. be polite to everybody, listen to each other, don't cheat in games, don't shout or fight, tell the teacher if there's a problem, etc. • Put learners into small groups. Give them three slips of paper and ask them to write a rule of each slip of paper
4. Memorising ideas (10 minutes)	<p>Play a few rounds of Kim's game:</p> <ul style="list-style-type: none"> • Stick the slips of paper with rules randomly on the board. Discard any repeated rules • Tell learners to close their eyes. Remove one rule from the board • Ask the learners to identify which idea is missing. • Repeat this action several times.
5. Jigsaw reading (20 mins)	<ul style="list-style-type: none"> • One the board write peacemaker. Explain that this is a person and ask students to suggest how a peacemaker behaves. Then do the same with peace-breaker. Tell students that they are going to learn more about peacemakers and peace-breakers. • Put learners into pairs, A and B. and give each student a worksheet. • Select one learner who has worksheet B to demonstrate the activity with while the other learners observe.

- Show learners you have worksheet A but indicate that you are hiding it from your partner.
- Ask your demonstration partner 'What's number 1?'. They will read the words.
- Then ask them 'How do you spell kind?'
- Show that you're writing the answer as your partner spells it
- Prompt your presentation partner to ask you 'What's number 2?' and 'How do you spell manners? Give them the answer and make sure they write it down.
- Tell learners they are going to do this activity.
- Elicit the two questions needed to complete the task:
 1. What's number ___?
 2. How do you spell _____?
- Explain that they must not show their partner their sheet.
- They take turns to ask for the missing words and complete the gaps in their worksheet with the missing information.
- Get students to say and spell the words, letter by letter. Monitor and support as needed
- When everyone has finished ask learners to share their worksheets and check their spelling.

Note: Encouraging self-checking is part of learner training

Answers

Peace makers ...	Peace breakers...
... are kind	... don't listen to the teacher
... have good manners	... don't help their friends
... help each other	... are mean
... listen to the teacher	... are unkind
... take care of things in the classroom	... are untidy
... follow the rules	... break the rules
... play fairly	... talk loudly in class

	... tell the truth	... throw rubbish on the floor
6. Whole class discussion (10 mins)	<ul style="list-style-type: none"> • Ask students to think about whether they are peacemaker or a peace-breaker in the classroom. Display slide 5 and elicit answers to the questions. E.g. <ul style="list-style-type: none"> – Your classmate uses your favourite eraser without asking! – Now it's dirty and you are very unhappy about it. – What is a positive way to react? – What is a not-so-positive way to react? – How can you both solve this peacefully? 	
7. Make a Peace poster (25-30 mins) OPTIONAL	<ul style="list-style-type: none"> • Make a Peace poster for the classroom. • Design the poster on the board first, asking students to make suggestions. • Prompt them to think about words, images, sentences or captions, a heading, etc. • Put learners into groups. Each group will make a poster. • Students draw and colour pictures, write peace in different languages, write do's and don'ts based on their jigsaw readings, etc. Use their work to decorate large piece of card or paper. • Then display the poster in a prominent place in the classroom or somewhere else in the school. 	
Setting up homework (5 minutes)	<ul style="list-style-type: none"> • Tell the learners that now they are going to think about what helps them interact peacefully with their family and with their friends. • Elicit a couple of ideas first, for example share your toys with your brothers and sisters, tell a parent/carer if you have a problem with someone, etc. • Learners write 5 sentences for homework • In the following lesson put learners into small groups to share their ideas and select their top 10 ideas. Groups then present their ideas to the rest of the class. 	
Follow up practice (20 minutes)	<ul style="list-style-type: none"> • Display slide 5 again. • Tell learners they are going to think about different ways of reacting to situations and how to resolve them peacefully. They will think about positive and not-so-positive ways and make example dialogues. 	

- Give the learners the example situation, e.g. a classmate uses your favourite eraser without asking. Ask them what a positive way would be for both you and your classmate to react and what wouldn't be.
- Elicit some ideas, for example:
 - You could explain how it's your favourite eraser so you feel unhappy. Your classmate could say sorry and promise to ask next time.
 - You could shout at your classmate. Your classmate could refuse to give the eraser back.
- Display **slides 6 and 7**. Depending on your learners, ask two of them to role play the being peaceful dialogue and two the bad situation dialogue for this example situation.
- Display **slide 8**. Put learners into pairs
- Ask them to write a positive and not-so-positive dialogue for the situation they chose then role-play it
- When they have finished, learners can either perform their dialogues for the class to watch
- Ask learners which is the positive version, and which they thought was the most peaceful, realistic, funny, etc.
- Alternatively, you could give the learners similar situations, but with options for solutions, for example for the situation where a classmate uses your favourite eraser without asking, the solutions could be:
 - you calmly ask your classmate to give the eraser back
 - you shout at your classmate and call them a rude name
 - you tell the teacher what happened
- Learners could say what they think are the advantages and disadvantages of each option and vote on the 'best' one.

**Optional
extras**

- Follow the link to find out how children celebrate World Peace Day around the world.

<https://learnenglishkids.britishcouncil.org/en/your-turn/world-peace-day>

A song about peace that has spelling (starts at 0.18):

<https://youtu.be/F62L1TaDIUk?si=CfqEDxMgrHjIPG4o>

Contributed by

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