Peacemakers and peace-breakers

Topic

Peacekeeping in the classroom and at home

Learning outcomes

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

Age/level

Primary
CEFR level A2

Time

65–80 minutes

Materials

- Presentation
- A timer – This could be on a mobile phone or online. E.g. https://www.online-stopwatch.com/countdown-timer/
- The learners will need a pen or pencil and paper or a notebook.

Introduction

In this lesson learners talk about peace in the context of the classroom and brainstorm classroom rules that help support peaceful resolutions to conflict. Then they work in groups and expand their ideas out to the context of family and friends, after which they discuss the other group's ideas and rank them. Finally, they apply the ideas to practical scenarios and imagine or perform dialogues that illustrate positive and not-so-positive ways of dealing with conflicts.

Checklist for online teaching

Make sure you are familiar with the online platform you are using

- Have you tested your microphone and camera in the platform to make sure they work with it? A headset with a mic is usually better than a device's in-built speakers and mic.

- Do the learners need a URL or code to join the class? Do they all have this?

- Do you know how to share what is on your computer screen so that the learners can see it?

- Do you know how to mute the learners' microphones if you need to?

- Do you know how to use the 'breakout rooms' if the platform has this facility? Is this enabled?

- Does the platform have a 'raise hand' button that the learners can use to indicate they want to speak? You can also use this function to get them to indicate if they can hear you or see what you're showing on the screen, or to hold a quick vote!

- Do you know what the platform looks like from a learner's perspective? It may look different or have slightly different functions compared to the teacher's view. If you use screenshots to explain to learners where to click on something, make sure they're taken from a learner's perspective.

- Do you know how to troubleshoot some of the technical issues that you or your learners might experience with the platform? Does it make a difference if they are accessing the platform from a mobile device or a certain browser?

- Do you know if your learners' parents or another adult will be available during lessons to help them resolve technical issues?

- Have you considered safeguarding and child protection issues? For example, you may wish to insist that learners do not record the lessons.

- Most online platforms have support videos or tutorials available online. Have you looked at these?

General tips

- Make sure you have explained to your learners (and ideally a parent or another adult if they can be around during lessons) about how to use the basic functions of the platform, how to troubleshoot issues and how to check their settings. This could be done in an initial lesson where you practise using the different buttons and teach them the things to try if there are technical or connection

issues. This is also a good opportunity to teach them the language connected with the platform, such as 'mute', 'breakout room', 'refresh', etc., which they will need each lesson in order to follow your instructions.

- Make sure you have explained to your learners the rules and the behaviour you expect during lessons, such as patience, respect for each other, writing only relevant things in the chat, etc.

- Always check your microphone and camera before each lesson and check with each learner at the start that you can hear and see each other, and that they can see what you share on the screen.

- Make sure all the learners know they must arrive on time and what they must bring, such as their notebook and pencil case. Many online learning platforms have a virtual waiting room. It's a good idea to tell your learners to join the class at least five minutes before it begins to avoid disruption.

Procedure

Before the lesson	• Prior to the lesson, decide which of the languages you will play in stage 2. Select @5 languages. Make sure you can spell the words.
	
	 • Before you start the lesson:
	
	     - Test your microphone and camera to make sure they work.
	
	     - Make sure that you have the accompanying PowerPoint open and shared.

At the start of the lesson slide 1	• Welcome the learners as they arrive:
	
	     - Check that you can all hear and see each other.
	
	     - Check that they can see the first slide.
	
	     - If they can't, ask them (or ideally an adult they have present) to check their settings or troubleshoot in the way you have shown them previously. You may need to write this in the chat facility if they cannot hear you.
	
	 Tips:
	
	     - Consider having a short task for the learners to do until they have all arrived. For example, you could have a poll set up (if your platform has this function) or a simple activity where they write in the chat, such as to say what they've done that week.
	
	     - Consider muting learners' microphones after greeting them to avoid having too much background noise when you get started. Tell them if you do this and explain why. You could also suggest that if possible they use a headset with a mic rather than their device's in-built speakers and mic.

2. Warmer (10 minutes)	• Ask learners to have their notebooks and pencils (or pens) ready and display **slide 2**
	• Tell learners that you are going to play some recordings of words in different languages.
	• Play a selection of words from here, choosing ones you can spell aloud and think the learners might be able to guess, but not too easily: https://forvo.com/search-translations/peace/
	• After playing each word spell it and ask learners to write the word
	Note: You can also choose words from this list:
	– pace (Italian)
	– pokój (Polish)
	– мир (Russian)
	– paix (French)
	– سلام (Arabic)
	– שלום (Hebrew)
	– heddwch (Welsh),
	– fred (Danish),
	– friede (Germany),
	– ειρήνη (Greek),
	– paz (Spanish),
	– vrede (Dutch)
	• Use the chat or annotation to check spelling at the end
	• Tell learners that all the words have the same meaning.
	• Ask them to look at their notes and say what they think the English word is. Elicit or give the answer (peace)
	• Ask learners if they know any symbols for peace. If your platform has an annotate function, learners could draw or write the symbols on the slide.
3. Generating ideas (10 minutes)	• Display **slide 3**. Ask learners how we achieve and maintain peace in the classroom. Elicit or suggest that rules can help us make things fair and provide a way to help resolve conflicts.
	• 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.

	• Write their ideas on a blank document that you share. Correct and drill any errors as you write.
4. Memorising ideas (10 minutes	Play a few rounds of Kim's game: • Stop screen sharing the document, cover or remove one of the ideas then screen share again. • Ask the learners to identify which idea is missing. • Repeat this action several times.
5. Ranking (15 minutes)	**Note:** For this activity the learners will ideally work in groups in breakout rooms, if the platform you're using has this function, and your learners are comfortable and responsible when working in breakout rooms. • Ask learners to take a photograph or screenshot of their ideas • Tell learners they will work in groups to decide which are the most important rules. • Display **slide 4** and drill the functional language. Nominate a couple of stronger learners to give you an opinion • Remind learners of the rules for breakout rooms (speak English, stay on task, let each other speak). Let them know they will be monitored. • Move learners into 2 or more groups. Move around the groups with your camera off to check they are on task. Prompt them to use the language of opinion. • Bring learners back together, so groups can share their list **Note:** This can also be done as a whole class activity by asking each learner to write their ideas in the chat, either to you and their groupmates if possible, for you to collate. Showing learners how to chat directly to their partner is a useful learner training strategy.
6. Production (20 minutes) slides 5 - 8	• Display **slide 5.** Ask them to write Y in the chat if they think they are peacemakers, or N if they think they aren't. • 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**. Ask two learners to role play the being peaceful dialogue and two the bad situation dialogue for this example situation.
8. Additional practice (15 minutes) OPTIONAL	• Display **slide 8.** Decide if the learners will work in pairs or small groups in breakout rooms, if they will use the chat to write to a partner, or if they will work individually.
	• If learners are working in breakout rooms, ask them to either role play or write a positive and not-so-positive dialogue for the situation they chose.
	• If learners are working with a partner via chat or individually, ask them to write their dialogues.
	• When they have finished, learners can either perform their dialogues for the class to watch, or put them in the chat or show them to the camera for the other learners to read.
	• 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.
9. Setting homework (5 minutes) open class	• 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
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At the end of the lesson slide 9	• Praise the learners for their participation and work and tell them you're looking forward to seeing them again in the next lesson. • Make sure they know how to exit the platform and wait until they all leave before leaving yourself.
Further ideas and resources	• The World Peace Day 'Your turn' page on LearnEnglish Kids is a place where learners who are registered on the site can write comments: https://learnenglishkids.britishcouncil.org/your-turn/world-peace-day • Information about using Zoom for teachers: https://www.commonsense.org/education/articles/teachers-essential-guide-to-zoom

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