



# *Peace Education in the Secondary School ELT Curriculum*

*Eduardo Amos*

*December 2<sup>nd</sup>, 2017*

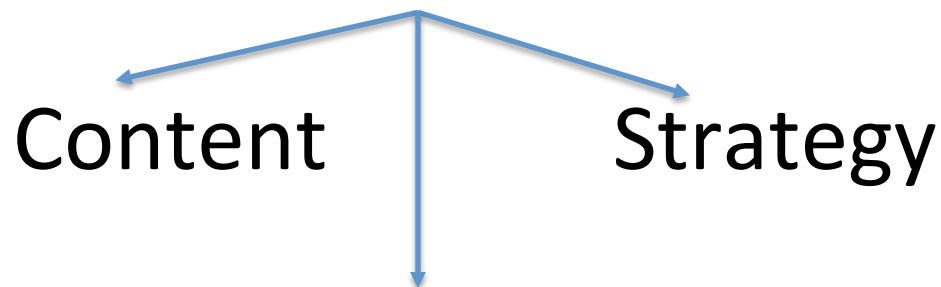


## Where do I speak from?

- Experience as teacher, materials writer and teacher educator
- Regular school context in Brazil:
  - No official ELT curriculum
  - Low contact hours
  - Language institutes x Regular school
  - ELT class and student's life outside the classroom
- Study group on Peace Education and Tolerance – University of Campinas, SP, Brazil.



# PEACE EDUCATION



Cross-cutting theme



# The concept of positive peace

- Promote tolerance, respect for diversity, autonomy
- Foster proactive attitudes
- Foster non-violent attitudes before conflict or the violation of personal or social values
- Learn to listen, to establish a dialogue, to defend one's ideals
- Learn to argue on the basis of reason rather than, for lack of arguments, use personal offense and aggression



“Peace is created and built as we overcome  
perverse social realities.

Peace is created and built through the  
permanent development of social justice”.

Paulo Freire, 1986



## Peace Education in the ELT classroom

- The role of the teacher
- Methodology - Attitude - View of Education
- ELT training x General Education



# THEMES

|   | Level 1             | Level 2       | Level 3        | Level 4         |
|---|---------------------|---------------|----------------|-----------------|
| 1 | Identity            | Food          | Timeline       | Relationships   |
| 2 | Origins             | Health        | Values         | Problem solving |
| 3 | Homes               | Expression    | Mobility       | Media           |
| 4 | Friends             | Music         | Water          | Free time       |
| 5 | Neighborhood        | Consumerism   | Africa         | Literature      |
| 6 | Time                | Technology    | Sustainability | Visual art      |
| 7 | Financial Education | Journeys      | Volunteering   | Life Plan       |
| 8 | Sports              | Native People | Tribes         | Change          |



# THEMES

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| 1 | Identity                   | Food               | Timeline              | Relationships          |
| 2 | Origins                    | Health             | Values                | <b>PROBLEM SOLVING</b> |
| 3 | Homes                      | Expression         | Mobility              | Media                  |
| 4 | Friends                    | Music              | Water                 | Free time              |
| 5 | Neighborhood               | <b>CONSUMERISM</b> | Africa                | Literature             |
| 6 | Time                       | Technology         | <b>SUSTAINABILITY</b> | Visual art             |
| 7 | <b>FINANCIAL EDUCATION</b> | Journeys           | Volunteering          | Life Plan              |
| 8 | Sports                     | Native People      | Tribes                | Change                 |



6 Match the ID documents below to their social contexts.



A



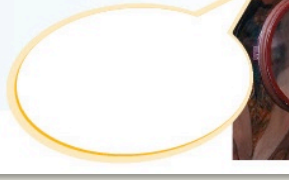
B



C



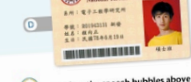
D



Building Blocks

5 What kinds of documents identify a person?

6 Match the ID documents below to their social contexts.



7 Complete the speech bubbles above with the expressions below.

- a. Your passport, please.
- b. Can I see your driver's license?
- c. Do you have a student's ID?
- d. Your voter card, please.

Language Club



2 Read the ID cards and answer the questions.



Language Clue



Her name is Ana. His name is Zachary.



a What is her first name?

\_\_\_\_\_

b What is her last name?

\_\_\_\_\_

c Where is she from?

\_\_\_\_\_

d When is her birthday?

\_\_\_\_\_

e What is his first name?

\_\_\_\_\_

f What is his last name?

\_\_\_\_\_

g Where is he from?

\_\_\_\_\_

h When is his birthday?

\_\_\_\_\_

Explore

- 1 Check the elements that you can see in the two documents below.
- address
  - date of birth
  - ID number
  - photograph
  - place of birth
  - full name

2 Read the ID cards and answer the questions.



a What is her first name?

\_\_\_\_\_

b What is her last name?

\_\_\_\_\_

c Where is she from?

\_\_\_\_\_

d When is her birthday?

\_\_\_\_\_

e What is his first name?

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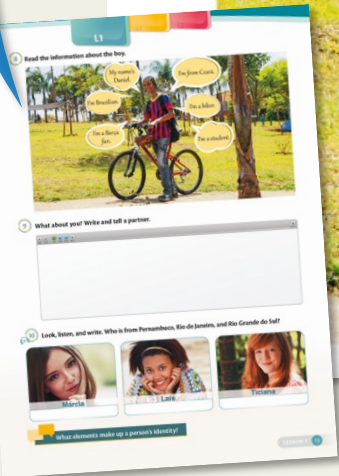
L1

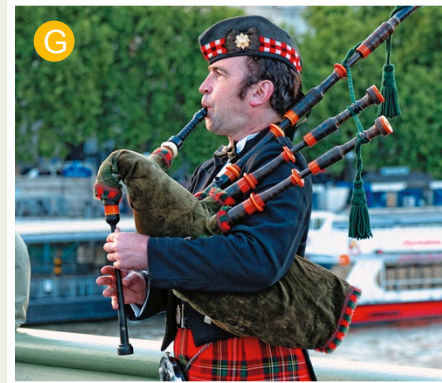
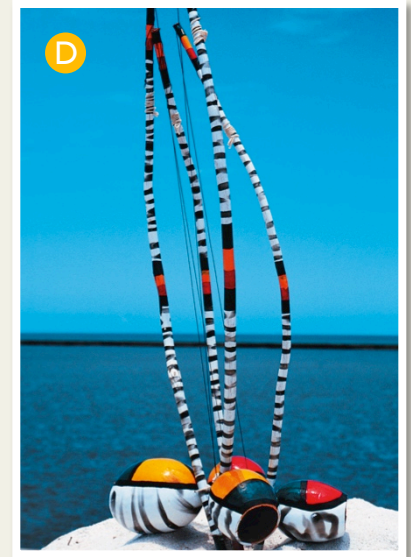
L2

L3

8

Read the information about the boy.





 Spark



Which instrument does each sound correspond to? Listen and number the pictures from 1 to 8.



L2

**Sync**

**pa12 Listen to Ta'Kaiya at the ONECA Conference and check the features of her speech.**

clarity     pauses     involuntary repetition

**pa13 Listen again and answer the tasks that follow.**

a Who gave Ta'Kaiya her ancestral name?

Her Kook Pab (grandfather)     Slammon.

b Why did Ta'Kaiya receive this name?

It was the name of her grandmother.  
 It was the name of a generous person from the past.

c Make a cross (X) on the map to indicate where Ta'Kaiya's indigenous territory is.

**Did you know?**

ONECA Ontario Native Education Counselling Association

**pa14 Listen to another part of Ta'Kaiya's speech and answer the activities that follow.**

a Ta'Kaiya says she made a song. What is the name of that song? \_\_\_\_\_

b What is the song about?

About our planet and the world leaders getting together.  
 It's about planet Earth, its children, and the rights of indigenous people.

c Ta'Kaiya mentions a UN conference in her speech. What is the name of the conference?

d Check the correct statements, based on her speech.

Rio+20 was a conference that solved many problems.  
 Ta'Kaiya wasn't present at the Rio+20 conference.  
 The conference was too much talk and too little action.  
 We need action and prayers, not talking.

LESSON 2 10

L1

L2

L3

Sync :))

12



**Listen to Ta'Kaiya at the ONECA Conference and check the features of her speech.**

- clarity       pauses       involuntary repetition

13



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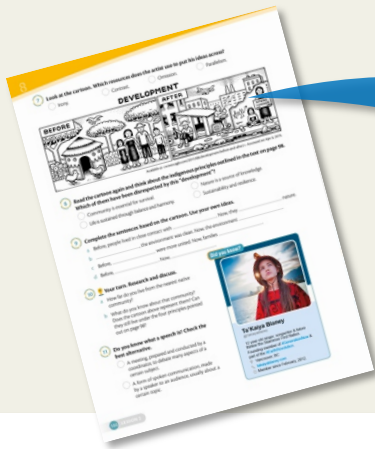
LESSON 3 101



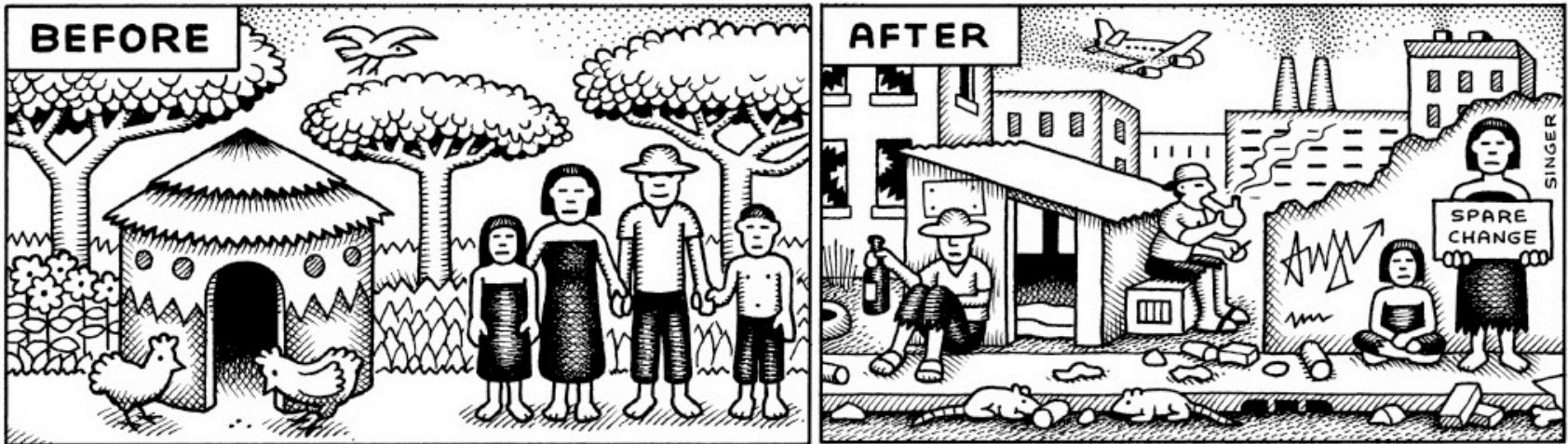
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125° W



## DEVELOPMENT



Available at <[www.cagle.com/2011/08/development-before-and-after/](http://www.cagle.com/2011/08/development-before-and-after/)>. Accessed on Apr. 6, 2015.

8

Read the cartoon again and think about the indigenous principles outlined in the text on page 98. Which of them have been disrespected by this “development”?

- Community is essential for survival.
- Nature is a source of knowledge.
- Life is sustained through balance and harmony.
- Sustainability and resilience.

## Studio

9 Observe the spidergram carefully and do the activities.

- Look up the words you don't know in a dictionary. Write down their definitions.
- Complete the spidergram with one more item that constitutes identity.

### Did you know?

A **spidergram** is a diagram made with circles and lines, in the form of a spider, to make words easy to use and remember.



10 Think about the spidergram and make a list of the things that are very important to your personal identity.

Volleyball... chess...  
skateboard... Aerosmith...  
my grandpa Joseph...



11 @ Create your IDEAL ID. Use words, facts, names, images, documents, and everything that is important to your identity to make up a document that really represents YOU. Publish your ID on the **Students for PEACE** website <[www.studentsforpeace.com.br](http://www.studentsforpeace.com.br)>. Use the tag **idealid** and share your identity with your classmates and other **PEACE** students.

Scan the QR code to see instructions on how to navigate the Students for PEACE website.





# Identity

objects,  
possessions

appearance

interests,  
hobbies,  
work

values,  
beliefs

choices

ethnicity

friends,  
family



1 Check out the text below. What is it? Where can you find it?

**HOW DOES IT FEEL?**

Imagine this. You've lived all your life at peace. Friends, family, dreams, all normal. Then, without warning, your whole world changes.

Overnight, life-long friends turn to enemies. Buildings become rubble and homes burn. Millions perish. Shattered the message. Borders redraw the ethnic lines.

Suddenly, everything you've known and loved and lived up your side, if you are lucky enough to survive, you find yourself alone and surrounded in a foreign land. You are a refugee. How does it feel?

The fact is, as refugees like you and me, except that they have nothing left but their courage, and hope in the hope of one more being contributing members of society. It's a very real experience. Join us help.

So when you do meet a refugee, imagine the situation when it must be like, and then never let your mind that your back.

It may not seem much. But to a refugee it can mean everything.

UNHCR is a humanitarian organization. Financed by voluntary contributions. Working in 118 countries, the agency has helped more than 50 million people around the world.

If you want to support the efforts of UNHCR, go to [www.unhcr.org](http://www.unhcr.org) or our local site [www.unhcr.org.au](http://www.unhcr.org.au)

**UNHCR**  
The UN  
Refugee Agency

Extracted from <<http://unhcr.org.au/pdfs/140603LegoA2Posters.pdf>>. Accessed on Feb. 17, 2015.

2 Look at the image above and discuss with your classmates.

- |   |   |
|---|---|
| a What do you see in the picture above?                               | d Have you already had an experience like this?                             |
| b What are they doing? Is there anything that catches your attention? | e How would you feel if you were the person wearing the blue-striped shirt? |
| c Why does this kind of situation happen?                             |   |

3 @ Create a Declaration of Principles for Peace.

- Join in small groups; write down two or three principles for a peaceful classroom.
- Share your ideas with the class.
- Together, come up with a Declaration of Principles for Peace for your classroom.
- Publish your Declaration of Principles for Peace on the Students for PEACE website <[www.studentsforpeace.com.br](http://www.studentsforpeace.com.br)>. Use the tag **principlespeace**.



## HOW DOES IT FEEL?

Imagine this.  
You've lived all your life at peace. Home, family, friends, all normal. Then, without warning, your whole world changes.

Overnight, lifelong neighbors become lifelong enemies. Tanks crowd the streets and buses burn. Mortar shells shatter the mosques. Rockets silence the church bells.

Suddenly everything you've known and owned and loved is gone and, if you are lucky enough to survive, you find yourself alone and bewildered in a foreign land. You are a refugee.

How does it feel?

The fact is, refugees are like you and me, except that they have nothing left but their courage, and with it the hope of once more being contributing members of society. It's all they will ever have unless we help.

So when you do meet a refugee, imagine for a moment what it must be like, and then show her your arms. Not your back.

It may not seem much. But to a refugee it can mean everything.

UNHCR is a humanitarian organization funded by voluntary contributions. During its lifetime, the agency has helped more than 50 million people restart their lives.

If you want to support the efforts of UNHCR, log into [www.unhcr.org](http://www.unhcr.org) or our local site [www.unhcr.org.uk](http://www.unhcr.org.uk)



**UNHCR**  
The UN  
Refugee Agency



**Pedro Vitório Alves Falcão**

06-11-2017 17:52:41



Pedro Vitório Alves Falcão  
Teacher: Débora Corrêa  
Colégio Sesi Sete Lagoas

spossas@richmond.com.br

Option A

I'm going to travel to my farm located in the city of Jequitibá, Minas Gerais. I'm going there Wednesday afternoon after school. Let's go by car, my father, my brother, my mother and me. To get there we take about 50 minutes. Arriving there I will help my father to take care of the plants and animals and watch over our site. On Thursday until Saturday I play with my friends. We will play football, shuttlecock, ping pong, volleyball, basketball, handbooll, burned, no pula jumps, cycling and horse riding, we will also play in the geek. I'm going to have a birthday on Sunday and I'm leaving in the afternoon.



Gostei (2)



Quero interagir (1)

duringtraveljournal



**Débora Corrêa**

07-11-2017 07:32:47

handball - review some words, ok?! Nice Job!



Gostei (0)



Quero interagir (0)



**ana carolina pereira da fonseca**

06-11-2017 17:13:17



Ana Carolina Pereira da Fonseca  
Teacher: Débora Corrêa  
Colégio: Sesi Sete Lagoas

Option A

One trip that marked me a lot was when I went to Diamantina, Minas Gerais. So I decided to tell a little of my journey in one of the most important historical cities of the region. My mother grew up in Diamantina, but had never traveled there before. When we went, we visited very old churches and museums, which provided us with more information about the past of the city and Minas Gerais. Besides the historical places, I also visited some maternal relatives, met immense waterfalls and parks with wonderful swimming pools. This trip was very important for me because, in addition to learning more, I enjoyed myself and saw people I had many and many miss ..

Minhas publicações

+ Recentes

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PM

Não sei como asesar a tracklis...

**Luís Otávio Alves Maia** Nov 14, 2017 10:58:52

PM

Luís Otávio Alves Maia Teacher...

+ Populares

**Eduardo Amos** Oct 6, 2016 5:11:39 PM

Queridos alunos e professores:...

**Solange** Feb 16, 2016 7:13:42 PM

Hey guys, I have found this vi...

Em alta

myorigins

cleverestson





Thank you!



@EduardoAmos5