

Peacemakers and peace-breakers

Important – please read

This lesson has been adapted for teachers providing online classes. These notes are specifically for online lessons and the accompanying PowerPoint has been designed to support the lesson activities.

There is also guidance and advice for what teachers need to know and do before the lesson and at the beginning of the lesson. Please read the lesson instructions carefully before using them. They are for guidance only, designed to be used with the most common online platforms. You may need to adapt the lesson to the online platform you are working with.

Topic

Peacekeeping in the classroom and at home

Aims

- To review classroom rules
- To encourage learners to apply ideas to other contexts
- To promote the value of peaceful resolutions
- To develop discussion and evaluation skills
- To apply ideas to practical scenarios and practise speaking skills

Age/level

Primary
CEFR level A2

Time

60–80 minutes

Materials

- The teacher will need the accompanying PowerPoint.
- 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	<ul style="list-style-type: none"> • Prior to the lesson, decide which of the languages you will play in stage 2. • Before you start the lesson: <ul style="list-style-type: none"> - 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	<ul style="list-style-type: none"> • Welcome the learners as they arrive: <ul style="list-style-type: none"> - 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: <ul style="list-style-type: none"> - 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.
1. Warmer (5 minutes) open class	<ul style="list-style-type: none"> • Choose an item that's on your desk or near you, but which is off-camera and the learners can't see. <ul style="list-style-type: none"> - Describe it, e.g. <i>It's round and flat. It's soft. I use it every day. It helps something else move.</i> - Ask the learners to guess what it is [a mouse mat]. • Ask one or two other learners to do the same. If more learners want to do it too, you could repeat the activity at the end of the lesson, or as a warmer in subsequent lessons.
2. Introducing the topic (5 minutes) slide 2	<ul style="list-style-type: none"> • Tell learners that you are going to play some recordings of words in different languages. <ul style="list-style-type: none"> - Tell them that all the words have the same meaning. - Ask them to listen and say what they think the English word is. - Play a selection of words from here, choosing ones you think the learners might be able to guess, but not too easily: https://forvo.com/search-translations/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 (5–10 minutes) slide 3	<ul style="list-style-type: none"> • 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. <ul style="list-style-type: none"> - 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 screen share.

	<ul style="list-style-type: none"> - 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 one is missing.
<p>4. Applying ideas to other contexts (10–15 minutes) <i>platform whiteboard or blank document</i></p>	<ul style="list-style-type: none"> • 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. However, it 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, or to you only to collate. • Tell the learners that now they are going to think about what helps them interact peacefully with their family and with their friends. <ul style="list-style-type: none"> - They will work in two groups, one for family and one for friends. - In their group, they need to make a list of all their ideas. • 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. • Ideally, open a blank document or whiteboard for them to collaboratively write on in the breakout room. Alternatively, one of the learners can write while the other learners say their ideas. • You may wish to remind the learners of the 'breakout room rules' before you move them there, for example speaking English only, staying on task, etc. • If your platform has the function, turn your camera off while you monitor so as to disturb the learners less when you enter a room. • Before you bring learners back to the main room, visit each breakout room briefly and announce that they have two more minutes before you will bring them back. • After two minutes, bring all the learners back. Be sure to screenshot or download each group's list first.
<p>5. Ranking ideas (10–15 minutes) <i>shared document slide 4</i></p>	<ul style="list-style-type: none"> • Now tell the learners that they are going to go back to the breakout rooms to look at the other group's list. <ul style="list-style-type: none"> - They will work in the same group. - They need to read the other group's list, and decide together which idea they think is the most important or useful, which is the second most important or useful, and so on. - Slide 4 shows some language you could display to support the learners during the task although you may wish to provide different examples. • Depending how you collected the lists from the two groups, screen share or send each document to the learners in the other group via the chat or an online link. <ul style="list-style-type: none"> - This will also dictate how you ask the learners to record the rank they give each idea, e.g. if it's screenshared they may be able to write a number next to each idea with an annotate function, or if it's an online link e.g. to a Google Doc, they could write the number directly. • Send the learners back to their breakout rooms and monitor. • When they have finished, screenshot or download each group's list with how they've ranked the ideas before you bring them back. • Share how each group ranked their list and ask the other group if they agree. • If you are not using breakout rooms, you could do this as a whole class activity by reading each group's list and asking learners to vote.

**6. Production
(15–20 minutes)
slides 5, 6, 7 and
8**

- 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 an 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.
- Depending on your learners, ask two of them to role play a positive dialogue and a not-so-positive dialogue for this example situation, or you could write the two dialogues together as a class.
- 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.
- Give learners a selection of situations to choose from, for example:
 - You are playing a game in class and you think your classmate is cheating.
 - Your brother or sister doesn't let you change the channel to watch your favourite TV programme.
 - You told your best friend a secret and they told someone else.
- 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.
 - They can say 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.

**7. Cooler (5
minutes)
open class**

- Repeat the describing activity from the start of the class with one or two different learners.
- Alternatively, play a pronunciation game.
 - Recap the peace symbols learners suggested in stage 2.
 - Tell the learners that for the next activity, they need to tell you the word, and they need to watch your mouth.
 - Then mute your microphone! Say a word really clearly and see if the learners can work out the word from how your mouth moves.

8. Setting homework (5 minutes) <i>open class</i>	<ul style="list-style-type: none"> • Learners either draw an existing or design a new peace symbol. If you didn't in the previous stage, recap some of the symbols they suggested in stage 2. <ul style="list-style-type: none"> - If they draw an existing peace symbol, they could incorporate some of the ideas discussed or messages of peace as part of the picture. For example, if the symbol is a rainbow, they could write along the stripes. - If they design a new peace symbol, they could also write a short text about it, describing it and explaining why they chose the elements in it. Brainstorm ideas as a class first.
At the end of the lesson <i>slide 9</i>	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • If feasible, you could ask the learners to send you a scan or a photo of their peace symbols, and you could post them on a virtual 'wall' using a tool such as Padlet. • 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

Adapted for online teaching from the lesson written by:

Katherine Bilborough