Weekly Planning

Democracy and Peace - Week 1
Language Components or Skills

- Speaking
- Listening
- Writing
- Critical Thinking
- Collaboration
- Creativity

Learning Goals

- Recognize the impact of human actions on peacebuilding in the country
- Value responsibility in peacebuilding in their community

Vocabulary

- like
- dislike
- bad taste
- fat
- ugly
- super skinny

- One day I went for a walk
- Marcos has been sick for a while
- My mother used to say mean things

Weekly Planning

Resources for the Week

- Peace: Vocabulary Worksheet
- Peacemakers and peace-breakers
- The Soldier and the Pacifist: Student Worksheets

Possible Challenges for Students
Challenge:
Students may confuse similar-sounding vocabulary terms (e.g., 'like' and 'dislike').
Recommendation:
Use visualization techniques and context scenarios to reinforce meaning.
Challenge:
Some students may struggle to express their opinions and feelings in English.
Recommendation:
Encourage the use of narrative expressions and provide sentence starters.
Informal Assessment
Assessment Tips:

- Use peer feedback during group presentations to assess communication skills.
- Observe group interactions to assess collaboration and use of vocabulary.

Look Fors:

- Correct use of peace-related vocabulary
- Ability to express thoughts and feelings in simple structured sentences

References
TeachingEnglish, British Council
Community Builder: Share Your Interests
Description:
Students pair up and take turns discussing a recent activity they enjoyed and why.
Time (aprox.):
5 minutes
Type of Interaction:
Pairs
Language Components or Skills:

- Speaking

- Listening

Step-by-step:

- Organize students into pairs and instruct them to think about a recent enjoyable activity.
- Have one student share their activity while the partner listens and asks follow-up questions. E.g., 'What did you enjoy the most?'
- Switch roles and let the other student share their experience.
- Monitor and provide vocabulary support if necessary.
- Conduct quick feedback to highlight interesting stories shared.

Recommendations for different English Levels:

- Use sentence starters for A2 level: 'I liked going to...'

Introducing Peace Vocabulary
Description:
The teacher introduces vocabulary related to peace, using visuals on the board and TV. Focus on words like 'like', 'dislike', and phrases for narrating experiences.
Time (aprox.):
20 minutes
Type of Interaction:
Whole Class
Language Components or Skills:

- Listening
- Vocabulary

Resources for the Activity:

- Peace: Vocabulary Worksheet

resources:

- Peace: Vocabulary Worksheet

Source:

Teaching English
Step-by-step:

- Display images representing peace vocabulary on the TV.
- Present each word, pronounce them clearly, and ask students to repeat.
- Use the board to show example sentences for each vocabulary word and phrase.
- Engage students with questions like 'Do you like this picture? Why or why not?'.
- Distribute the Peace Vocabulary Worksheet for a quick recap.

Recommendations for different English Levels:

- Use visual aids extensively.

KWL Chart on Peace
Description:
Students work in groups to fill out the 'What I Know' and 'What I Want to Know' sections of the KWL chart concerning peace in their community.
Time (aprox.):
40 minutes
Type of Interaction:
Groups
Language Components or Skills:

- Writing
- Speaking
- Critical Thinking

Step-by-step:

- Divide students into groups and distribute KWL charts.
- Guide groups to discuss and write down what they already know about peace.
- Facilitate a group brainstorm on things they want to learn about peace.
- Ensure everyone in the group contributes by assigning roles like recorder or speaker.

- Monitor discussions and provide support where needed.

Recommendations for different English Levels:

- Offer language prompts to guide discussion.

Reflection Circle
Description:
Students share one thing they learned about peace vocabulary today in a circle time.
Time (aprox.):
10 minutes
Type of Interaction:
Whole Class
Language Components or Skills:

- Speaking
- Reflection

Step-by-step:

- Arrange students in a circle.
- Ask each student to share one new word or phrase they learned today.
- Encourage others to provide feedback or ask questions.
- Note popular or frequently mentioned vocabulary on the board.
- Summarize key learnings from the session.

Recommendations for different English Levels:

- Scaffold responses with 'Today I learned... because...'.

Description:
Time (aprox.):
Type of Interaction:
Word of the Day
Description:
Students guess the meaning of a word from the peace vocabulary after the teacher gives hints (for example, 'dislike').

Time (aprox.):
5 minutes
Type of Interaction:
Whole Class
Language Components or Skills:

- Listening
- Vocabulary

Step-by-step:

- Write the word 'dislike' on the board.
- Give hints like 'It's the opposite of like'.
- Encourage students to guess, and verify correct answers.
- Ask students to use the word in a simple sentence.
- Highlight any new vocabulary emerging from this warm-up.

Recommendations for different English Levels:

- Accept phonetic attempts and correct softly.

Exploring Community Actions
Description:
The teacher shares a short video or story about positive actions in a community. Students listen for keywords and phrases related to actions impacting peace.
Time (aprox.):
20 minutes
Type of Interaction:
Whole Class
Language Components or Skills:

- Listening
- Comprehension

Step-by-step:

- Play a short video or read a story about community actions.
- Encourage students to listen for key vocabulary and phrases.
- Ask questions to check understanding, such as 'What action made the most impact?'.
- Replay key parts of the video/story if students struggle.
- Hold a short discussion based on students' observations.

Recommendations for different English Levels:

- Use subtitles or paused play for better comprehension.

List of Expressions
Description:
In pairs, students compile a list of English words and expressions related to peace-building actions they recognise in their community.
Time (aprox.):
45 minutes
Type of Interaction:
Pairs
Language Components or Skills:

- Writing
- Collaboration

Resources for the Activity:

- Peacemakers and peace-breakers

resources:

- Peacemakers and peace-breakers

Source:
Teaching English
Step-by-step:

- Instruct pairs to brainstorm and note down actions that promote peace.

- Provide the 'Peacemakers and peace-breakers' resource for reference.
- Guide the pairs to categorically list the expressions.
- Encourage sharing with another pair and compare lists.
- Ensure notes are taken, and corrections are made collaboratively.

Recommendations for different English Levels:

- Prompts on expressions about feelings are useful here.

Exit Ticket
Description:
On a piece of paper, students write one thing they want to learn about peace-building actions by the next class.
Time (aprox.):
5 minutes
Type of Interaction:
Individual
Language Components or Skills:

- Writing
- Reflection

Step-by-step:

- Distribute slips of paper to each student.
- Instruct them to write what they wish to learn about peace next.
- Collect those as they leave class.
- Discuss any common learning interests in future sessions.
- Use these responses to inform the following lesson.

Recommendations for different English Levels:

- Use 'I want to know...' starters.

Description:
Time (aprox.):
Type of Interaction:
Circle Sharing: Kindness Act
Description:
Students share a kind action they or someone else has done, using simple sentences.
Time (aprox.):
5 minutes
Type of Interaction:
Whole Class
Language Components or Skills:

- Speaking
- Listening

Step-by-step:

- Form a large circle with the class.
- Ask each student to think of and share a simple kindness act.
- Encourage use of past tense forms and vocabulary.
- Ask follow-up questions to clarify if needed.
- Appreciate students' contributions and positive interactions.

Recommendations for different English Levels:

- Model with an example first.

Reading: Story of Peace
Description:
Students read a short passage about a peace-building story. Key vocabulary highlighted for comprehension.
Time (aprox.):
20 minutes
Type of Interaction:
Individual
Language Components or Skills:

- Reading
- Vocabulary

Resources for the Activity:

- The Soldier and the Pacifist: Student Worksheets

resources:

- The Soldier and the Pacifist: Student Worksheets

Source:
Teaching English
Step-by-step:

- Provide each student with the reading passage.
- Instruct them to highlight unfamiliar words for later review.
- Facilitate silent reading and monitor comprehension.
- Conduct a vocabulary Q&A session post-reading.
- Encourage students to summarize sections of the story.

Recommendations for different English Levels:

- Use pre-reading questions to activate prior knowledge.

Peace Video Planning
Description:
In groups, students start planning their project video focusing on a peace-building action. They outline ideas using vocabulary and expressions learned.
Time (aprox.):
50 minutes
Type of Interaction:
Groups
Language Components or Skills:

- Speaking

- Writing
- Collaboration
- Creativity

Step-by-step:

- Assign groups and revisit the peace-building project criteria.
- Guide them to brainstorm and list video content ideas.
- Encourage use of expressions and vocabulary covered.
- Help organize their timeline and individual responsibilities.
- Facilitate a share-out session to verify progress.

Recommendations for different English Levels:

- Provide sentence frames for idea organization.

Group Share
Description:
Groups briefly present their video ideas, promoting feedback and suggestions for improvement.
Time (aprox.):
10 minutes
Type of Interaction:
Whole Class
Language Components or Skills:

- Speaking
- Feedback

Step-by-step:

- Invite each group to the front of the class.
- Have groups share their video planning progress.
- Encourage constructive feedback from peers.

- Note areas that need clarification or detail from presentations.
- Discuss next steps, considering feedback.

Recommendations for different English Levels:

- Ensure feedback is positive and constructive.

Description:
Time (aprox.):
Type of Interaction: