Peace Education in the Secondary School ELT Curriculum

Eduardo Amos

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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

Content

Strategy

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
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<th>Level 3</th>
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<td>Food</td>
<td>Timeline</td>
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<td>2</td>
<td>Origins</td>
<td>Health</td>
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<td>3</td>
<td>Homes</td>
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# THEMES

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<td>CONSUMERISM</td>
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<td>6 Time</td>
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<td>7 FINANCIAL EDUCATION</td>
<td>Journeys</td>
<td>Volunteering</td>
<td>Life Plan</td>
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<td>8 Sports</td>
<td>Native People</td>
<td>Tribes</td>
<td>Change</td>
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Match the ID documents below to their social contexts.
2. Read the ID cards and answer the questions.

Her name is Ana. His name is Zachary.

Ontario Photo Card Carte - photo

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?
Read the information about the boy.

My name's Daniel.
I'm from Ceará.
I'm Brazilian.
I'm a biker.
I'm a Barça fan.
I'm a student.
Which instrument does each sound correspond to? Listen and number the pictures from 1 to 8.
Sync 😊

12

Listen to Ta’Kaiya at the ONECA Conference and check the features of her speech.
- clarity
- pauses
- involuntary repetition

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Listen again and answer the tasks that follow.

a. Who gave Ta’Kaiya her ancestral name?
   - Her Kook Pah (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.

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Did you know?

ONECA Ontario Native Education Counselling Association
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.
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.

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...

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>). Use the tag #idealid and share your identity with your classmates and other PEACE students.
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?

2. Look at the image above and discuss with your classmates.
   - What do you see in the picture above?
   - What are they doing? Is there anything that catches your attention?
   - Why does this kind of situation happen?
   - Have you already had an experience like this?
   - How would you feel if you were the person wearing the blue-striped shirt?

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. Use the tag principlesforpeace.
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 neighbours become lifelong enemies. Tanks pound the streets and bomb bars. Mortar shells shatter the mosques. Fleece silences the church bells.

Suddenly everything you've known and loved and lived is gone and, if you are lucky enough to survive, you find yourself alone and homeless 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 smile. Not your luck.

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

UNHCR is a humanitarian organisation 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 or our local site www.unhcr.org.au
Pedro Vitório Alves Falcão
06-11-2017 17:52:41

Pedro Vitório Alves Falcão
Teacher: Débora Corrêa
Colégio: Sesi Sete Lagosas
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, handball, 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)

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 17:18:17

Ana Carolina Pereira da Fonseca
Teacher: Débora Corrêa
Colégio: Sesi Sete Lagosas
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...
Thank you!

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