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EUROPEAN CENTRE FOR MODERN LANGUAGES
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IF YOU WANT PEACE...

STUDENTS' MATERIALS

Teaching sequence designed at **GREIP (Research Centre for Plurilingual Teaching & Interaction)** to celebrate 2017 European Day of Languages, within the framework of KOINOS project. It is based on materials originally developed, within the framework of JALING project, by Melinda Dooly, Dolors Masats, Artur Noguerol, Àngels Prat & Núria Vilà.

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Session 1   *Peace and Words*

Which other concepts does the word peace evoke?

1. ✎ In groups of four you should now complete the mind map below. You should start with the concepts in bold to make a list of actions, which relate them with the word "peace" (as in the example provided). You can also add new concepts or relate two concepts with the same action.
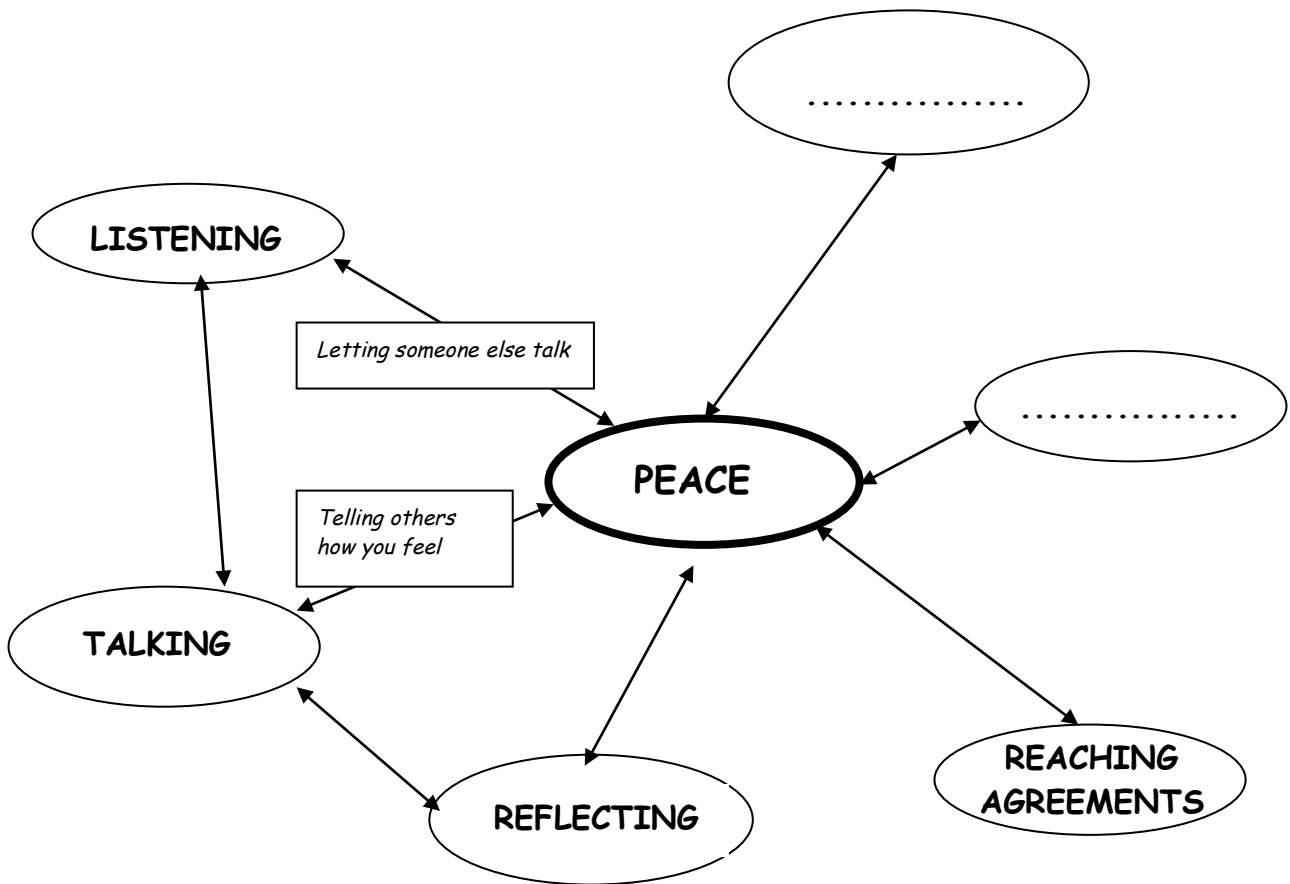
2. ✎ Now think of everyday situations that show how the actions you have just listed for each concept help avoid conflicts. One situation per concept is enough.

Action 0: Peace - Talking: Telling others how you feel.

> **Explanation:** My best friend was disappointed when I refused her invitation to spend the night at her place. I really wanted to go, but did not fancy her discovering that I snore. We were both miserable because we had longed for an opportunity to spend a weekend together and I was about to ruin it. In the end I was brave enough to tell her my

secret and it was worth it. She did not laugh at me and let me know I should not have worried about it because her spare bed was not in her bedroom. In the end, we had a wonderful time together and we both slept like a log.

Action 1: ....

    Explanation: ....

        ....

        ....

Action 2: ....

    Explanation: ....

        ....

        ....

Action 3: ....

    Explanation: ....

        ....

        ....

Action 4: ....

    Explanation: ....

        ....

        ....

Action 5: ....

    Explanation: ....

        ....

        ....

Action 6: ....

    Explanation: ....

        ....

        ....

Session 2   *Talking about Peace*

If you want peace …

1. 🗣️📢 Now that you have reflected upon what "peace" means, could you, individually, think of two alternative ways of ending this phrase?

If you want peace, …

Now in groups of three, read the six sentences you have and choose the best three. Then join another group of three, read the six sentences you have now and choose the best three again. Then join another group of six, read the six sentences you have and choose the best three. Finally join the other group of twelve and do the same. Note down here the three remaining best ways of ending the phrase:

1.   If you want peace, …
2.   If you want peace, …
3.   If you want peace, …

Why are these three sentences the best ones? Do they convey the same idea or different ideas? Discuss it with the whole group.

2. 🗣️📢 Languages have different ways of expressing similar ideas. In pairs, group the sentences below and justify the criteria you use to make the groups:

War is the sports of kings.

Visquem en pau, i morirem vells.

Ajamos paz, morreremos velhos.

The daughters of war be these: famine, ruin, plague, fire, sword and shedding blood.

Wars bring scars.

Der Krieg macht einen reich und zehn arm.

Y ándese la paz en el corro (Cervantes)

Cuando la guerra dice: "Aquí estoy", dice la ley: "Yo no".

Estar en pau és bell solaç.

La guerre engendre pauvreté.

Cerca la pau i fuig de la guerra, perque talla més que serra.	**Por bien de paz, cualquier cosa haz.**
Se puoi stare in pace, non far guerra; ched ella fende e taglia piu que serra.	**Si vis pacem, para bellum**
Willst du den Frieden, rüste zum Krieg	**On no hi ha pau, Déu no hi fa estada.**
En tiempo de guerra, mentiras por mar y por tierra.	**Bellum famem pestemque mortalibus adfert.**
If you want peace prepare for war	**Antes que armas tomar todo se ha de tentar.**
	Por mucho que la paz cueste, nunca es cara.

3. ✎ Now you should share your categories with the other pairs and list the ideas you have come across regarding what you think the sayings above mean. For example: War causes death and pain, etc.

4. ✎ Individually, choose one of the meanings you have in your list and invent a saying to exemplify it. For example:

War causes death and pain: ⟶ *"War never decided who was right, only who was left"*

5. ✎ As a class, use all your sayings and the information you obtained doing the tasks in this teaching sequence to complement the information in the poster (or in the digital document) you are elaborating.

Session 3   *Words of Peace*

Writing the word peace

1. ✍ In the previous session we dealt with different ways to symbolise or signal peace. Words are also signs. In which languages can you say the word "peace" or make peace? Fill in the grid below:

Language	The word PEACE

2. ✍ Below you have the word "peace" in Hebrew, Chinese, Russian and Modern Greek. Can you recognise the alphabets of these languages?

A. 和平

B. **мир**

C. **ειρήνη**

D. **שלום**

What helped you identify them? Explain it.

....

....

....

....

....

3. ✍ In the crossword below you have the word "peace" in various languages. Try to identify them to resolve the crosswords:

salama	**mier**	**mir**	**pace**	**paz**	**patz**	**paco**
fridden	**fred**	**pax**	**síocháin**	**paix**	**bakea**	

1. Portuguese	5. Esperanto	8. Slovenian	11. Norwegian
2. Romanian	6. Basque	9. Irish (Gaelic)	12. Slovak
3. Occitan	7. French	10. Swahili	13. Luxembourgian
4. Latin			
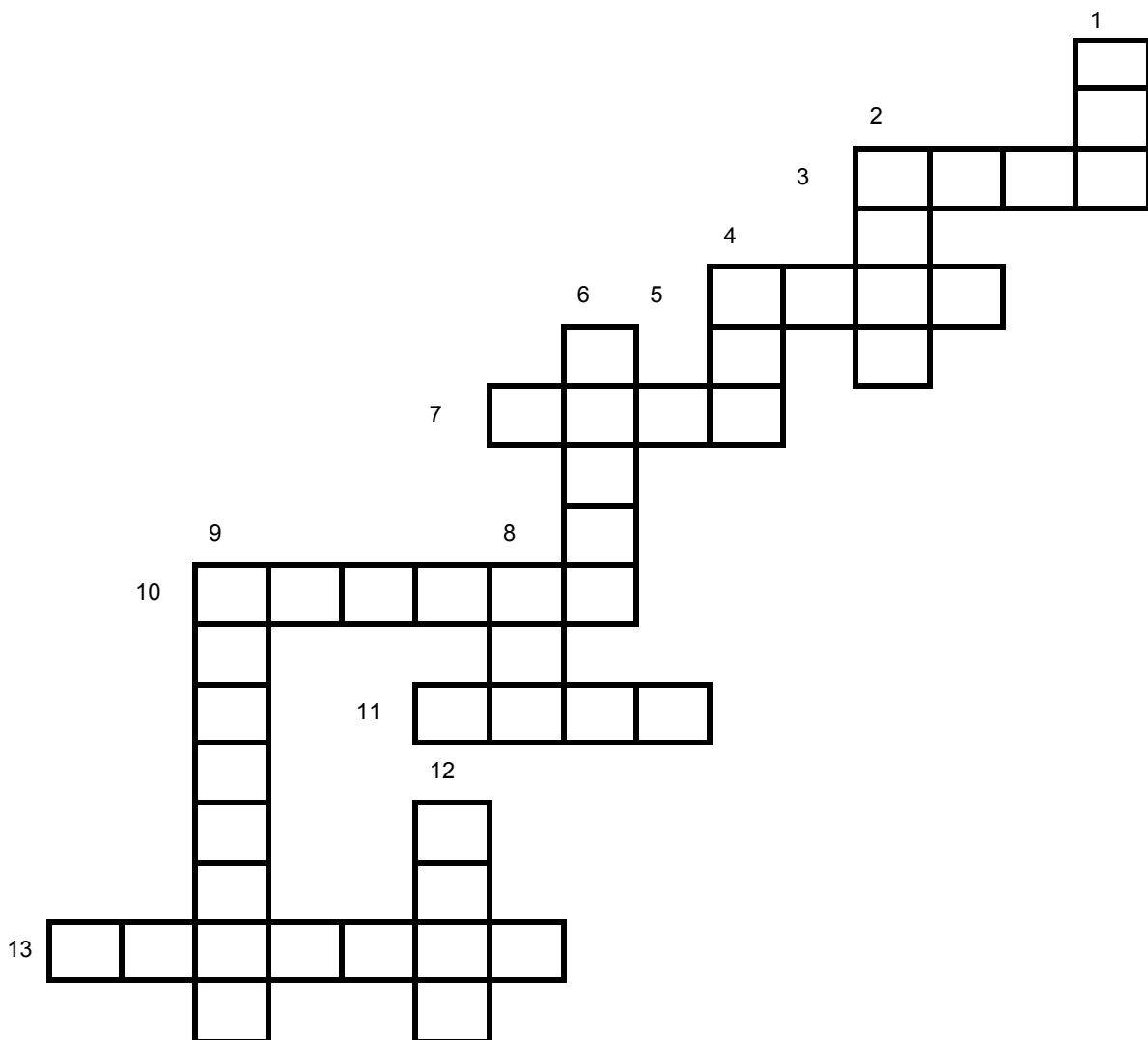
Session 4   **Singing peace: "Hevenu Shalom…"**

HEVENU SHALOM

rem-   La7   rem   Re7
H e v e n u   s̲h̲a̲l̲o̲m   a l e y j e m .

                         solm
H e v e n u   s h a l o m   a̲l̲e̲y̲j e m .

        La7   rem
h e v e n u   s̲h̲a̲l̲o m   a̲l̲e̲y̲j e m .

        La7   rem
H e v e n u   s̲h̲a̲l̲o m   s h a l o m   s h a l o m   a l e y̲j̲e̲m̲ .

This is a popular Hebrew song. It is believed to be written by the kabbalists of Safed (present Israel) in the late 16th century. It is also related to the liturgical poem Jews sing every Friday evening to welcome the Jewish Sabbath, their holy day. In the 1960s it became very popular and people, regardless their religious believes, sang it on special circumstances. Many folksingers, for example, sang it as a peace song. "Shalom aleyjem" is a popular spoken greeting in Hebrew, similar to "as-salamu alaykum", the greeting used by Muslims.

1. 🗣️📣 You will learn this Jewish song, your teacher will teach you its melody and you will be able to sing it in Hebrew and in other languages.

2. What can you see if you observe the first verse of the song? Look at how it is written in Hebrew. You also have the pronunciation and the translation below.

Hebrew	הבאנו עליכם שלום
pronunciation	a l e y j e m s h a l o m H e v e n u
English	unto you P e a c e we brought

We   brought   Peace   unto   you

✎ Share your observations, first with the members of your group of four and then with the whole class.

3. 🗣️))) Now you can sing the song along in the languages below:

> **We brought Peace unto you,** (three times)
> **We brought Peace, Peace, Peace upon you.**
>
> **Sigui la pau amb vosaltres** (three times)
> **Que resplendeixi sempre, sempre amb tot la pau.**

4. ✎ In groups of four, look for someone who speaks a language other than the ones in the activity three and ask this person to help you create a new verse for the song. If you do not know anyone, try to write the verse using another of the languages you are familiar with.

5. 🗣️))) Share your new verse with the whole group. In the last session you will sing the song in all the languages present now in the song.

Evaluation

Now evaluate what you have learnt in this teaching sequence.

1. How do you evaluate your participation in the activities you have just carried out?

    Why do you think that? --

    ----

2. Which activities did you like doing most?

    The one I liked best was ---

    Why? --

    ----

3. Which activities did you like the least?

    The one I liked least was--

    Why? --

    ----

4. If you would like to express other personal opinions on other aspects of this teaching sequence, do so here: