



Military English

CEFR A2 / ADFELPS 4
and above

Lesson: Women in Blue Berets – Peacekeeping in South Sudan – Listening

TEACHER'S COPY

Overview: This lesson is about women working in the UN peacekeeping forces in South Sudan.

In this lesson, you will:

- ✓ learn about the role women play in peacekeeping.
- ✓ practise listening for gist and specific information.
- ✓ learn and practise new vocabulary and expressions.

Teacher's notes are indicated by this: **TN →**

Prepare for Listening

1) Look at the pictures around the page and talk to your partners.

- What can you **see** in the picture?
- Why do you **think** this is happening?
- What do the pictures make you **want to know**?

TN → “See, think, wonder” is a popular way to get students (Ss) interested in a lesson. It activates schema (makes the students talk about what they already know) and makes them curious about the lesson. If see, think wonder is new to you, check out this video - <https://www.youtube.com/shorts/I0c2SHNtUQ>.

TN → Go over the instructions as a class. If students are not sure what to do, look at one of the pictures together and model the activity. For example, in the first picture: **I SEE** Vietnamese soldiers getting off a plane. The plane is Australian. They are wearing blue hats. **I THINK** they are on an overseas mission. **I WONDER/WANT TO KNOW** where they are and what they are doing. “I think” and “I wonder/want to know” will probably be different for each S, and that is okay! It all gets them thinking. 😊 Allow Ss 5-10min to complete the activity. Monitor for good ideas. Ask 2-3 Ss to share ideas with the class.



2) 🎧 Match the words in the box to the pictures. Then, listen and check.

TN → The answers (ans) given and word stress underlined on your copy only.

TN → Go over the instructions as a class. Set a 2min limit and encourage guessing. Ask Ss to compare with their partners before they listen and check as a class. Play the recording and ask Ss to repeat after the recording.

beret // respect // trust // role // The United Nations // peace



a. The United Nations



b. peace



c. trust

TN → if this image is hard for Ss to see, display it on the projector so they can see it larger.



d. respect



(Similar to a job)

e. role



f. beret

3) Discuss the questions with a partner to practise the new words.

TN → Set a time limit e.g. 3min. Monitor and note good ans. For feedback (FB), you can ask those Ss with good ans to quickly share them with the class.

- Is your country a part of the **United Nations**? Where are the offices? What do they do in your country?
- How do you show **respect** for your boss?
- Why is **trust** important in the military?
- What is your **role** now? What other **roles** have you had in the past?
- Is your country at war or at **peace**?
- What do you know about the 'blue **beret**'?

Listening

4) 🎧 Listen to the podcast. What is the main idea? Tick the correct answer.

TN → Tells Ss that when we listen to get the main idea, we don't need to understand every word. All they need to do here is to be able to find the main idea. Tell them you're going to play only once (this should reinforce the idea that they don't need to understand 100% of the text). Ask them to read the three sentences below, then play the recording. For FB, ask Ss to check ans in pairs, then ask the class for the ans.

- Katie is talking about the important role of women soldiers in the United Nations. ✓
- Katie is talking about the problems women soldiers cause.
- Katie is talking about things women soldiers cannot do in South Sudan.

5) 🎧 Listen again and complete the sentences with one word from the listening. Look at the example.

TN → The ans are given and underlined in the transcript on page 8 on your copy only.

TN → Before playing the recording, ask Ss to read the questions and check any unfamiliar vocabulary. Ask them also to guess what goes in the gap. By doing this, you are checking Ss understand the question and also get their brains ready to listen. Encourage Ss to use context clues. For instance, “_____ are not allowed in all places in South Sudan culture”. The subject is missing from the sentence, so we know it must be a noun. The next word is “are”, so it must be a countable noun. Ss can then use their critical thinking skills to make a logical guess. Also before listening, ask Ss what the map below shows (ans – this is Africa, and the country in red is South Sudan).

Depending on the level of your class, you may like to listen 1 or 2 times. for FB get Ss to compare their ans. Elicit correct ans as a class.

- a. Katie is on the podcast to talk about the role female Blue Berets play.
- b. Blue Berets work hard to keep civilians safe.
- c. Men are not allowed in all places in South Sudan culture.
- d. Male Blue Berets are not allowed in people's homes/houses.
- e. Respecting the culture can help people trust the Blue Berets
- f. An important UN policy is called 'Women, Peace and Security'.
- g. In conflict, women have different problems and experiences to men.
- h. Listening to women can help make a peace that lasts.



Learning Military Vocabulary

- 6) The words listed in bold below are important vocabulary and expressions that you should learn to use. Match the vocabulary on the left with their definitions on the right. Look at the example. **TN →** Ask Ss to look at the example. Explain: 1. match the words in bold on the left with the definition on the right; 2. the tables are separate so the ans for table one are only in table one. Give Ss 10 mins. It's important to monitor. Go around the class and randomly check Ss' ans. If they're incorrect, just say they're incorrect and let them work out the mistake. Give Ss more time if necessary. Then ask them to check with a partner. After this, ask individual Ss to give ans to the whole class, one S per ans.

Table 1

| | |
|---|----------|
| Blue Berets are soldiers for the UN | e |
| a peacekeeping operation in South Sudan | d |
| to be a peacekeeping force | c |
| to keep civilians safe | b |
| in South Sudan culture | g |
| female peacekeepers have important roles | a |
| the conflict zones can change quickly | f |








| | |
|---|---|
| a. (n) people on peacekeeping operations | |
| b. (n) people who are not soldiers, UN workers, or part of the war |  |
| c. (n) a group whose job is to stop the fighting, keep people safe, and help the country; they are not on anyone's side in a war |  |
| d. (n) a special operation, usually conducted by the UN; usually, soldiers go to a place that has fighting to try stop it or to keep the peace. | |
| e. (n) personnel from armies from many different countries who come together to help the UN make and keep the peace |  |
| f. (n) the places where the fighting is happening |  |
| g. (n) special ways of thinking and acting for a group of people |  |

Table 2


| | |
|---|----------|
| we screen female civilians | k |
| make sure they are not a threat | j |
| conducting house searches | i |
| Women, Peace and Security Policy | h |
| women should have leadership roles | m |
| lead to a lasting peace | l |

| | |
|---|---|
| h. (n) a UN document that says that women should play an important role in building peace | |
| i. (n) strong peace that will last for a long time | |
| j. (n) something that is dangerous and could hurt people | |
| k. (v) to check to make sure someone is not dangerous | |
| l. (n) to check a house doesn't have dangerous things or people in it | |
| m. (n) to have a higher decision-making job |  |

7)  Listen and check. **TN →** Play the recording so Ss can check their ans. If you need to clarify the meaning further, read on.

This stage acts like concept checking questions (CCQs) but is a little more fun. Put Ss into small groups and get each group to make their own buzzer sound. This could be clapping or hitting the table or stamping their feet. Tell Ss to make a team name with their group and write these on the board. Tell Ss that you are going to give them a clue, and the first team to use their "buzzer", hear their name called, and answer correctly gets a point. 1. This is what you wear when you are a UN Peacekeeper. (blue beret); 2. A soldier is not ____ (a civilian); 3. All the soldiers working together for the UN in South Sudan are the ____ (peacekeeping force); 4. Men can't go in people's homes in South Sudan, so women do the ____ (house searches); 5. This is where the fighting is. (conflict zone); 6. After a war, we all want (lasting peace); 7. Another name for blue berets is ____ (peacekeepers); 8. Beaches, barbeques, surfing, and "the footy" are all part of Australian ____ (culture); 9. When you make sure a person is not dangerous, you ____ them. (screen).

Now quickly tally up the points and praise the winning team.

- 8)  Now, let's practise saying the words. Listen and repeat. Look at where the stress is underlined in words that have more than one syllable. **TN →** Now play the recording again and ask the whole class to repeat. Play a second time and this time ask individual Ss to repeat. Correct them if necessary, especially if they stress the wrong syllable.
- 9) Complete the questions below with a word for the box. Then, ask and answer the questions with your partner about you. **TN →** Allow Ss 5min to match. Check ans as a class. Then allow students 5-10min to chat. Don't run out of time for the final activity! Monitor and support with questions/vocabulary as needed.

| |
|---|
| leadership role // culture // civilian // peacekeeping operation // conflict zones // house searches |
|---|

- 10) Complete the questions below with a word for the box. Then, ask and answer the questions with your partner. **TN →** First ask Ss to work in their own to complete the gaps. Give them 3-4min. Monitor and help those Ss who got wrong ans, but don't give them the correct ans, simply say: 'this is incorrect, can you find the correct word?' For FB, ask them to check with a partner, then ask random Ss to share their ans with the class.
- a. Do you think the culture of the Army, Navy and Air Force are different?
 - b. Have you ever had a civilian job, or have you always been in the armed forces?
 - c. Do you think you would be good in a leadership role? What would be easy and hard about making decisions for your team?
 - d. Would you like to go on a peacekeeping operation to South Sudan?
 - e. How can peacekeepers keep civilians safe in conflict zones?
 - f. Why is it important to conduct house searches? What things do you think they are looking for?

Practice – Role play

11) **Preparing to speak** → Look at the chart. Brainstorm ideas onto it.

TN → Make sure Ss know what a benefit is. Ask CCQ: 1. Is benefit something positive or negative (positive). As a class, decide on one thing that could go in each column. For example, a benefit **for the workplace** might be having more staff. A benefit **for the women** might be childcare, or a good working environment. Allow Ss 5-10 mins to brainstorm ideas. You could have them work with a partner, groups, or by themselves. Monitor and board any vocabulary students need help with.

| Benefits to your workplace of having women | Benefits to women of being in your workplace |
|---|---|
| <p>TN → Some ideas! There are many correct answers!</p> <ul style="list-style-type: none"> - More people to choose from means you get better people - Different ways of thinking - Better teamwork - Fill jobs - New ideas - It is fair - More fun at work when there are different types of people | <p>TN → Some ideas! There are many correct answers!</p> <ul style="list-style-type: none"> - Stay fit - Learn new things - Good job/career - Serve your country - Travel and see more places - Make friends - English class |

12) **Role play** → Take on the roles below and have a conversation. Try to use the new words you've learned in this lesson. Then, swap roles.

TN → Go over the activity as a class. Explain Ss don't have to believe their role. It's just to practise speaking. You could role play a little of the conversation with a stronger S. Allow 10min for Ss to do the activity. Come back together as a class and have some Ss share their ideas. Congratulate the Ss!



Student A: (Recruitment Officer): Your job is to get more people to join your country's armed forces. You strongly believe that having more women is a good idea. Tell your boss about your ideas to get more women to join.


Student B: (Senior Officer): You are Student A's boss. You are not sure about this idea. You don't think women want to join and think women are not as useful as men. Listen and ask extra questions to make sure you understand student A's ideas well.

One benefit would be...

I am worried about...

We can get more women to join by (+ verb + ing)

I'm not sure I agree.

-  You will watch a video about how peacekeepers helped a school in South Sudan. Search You Tube for “[Vietnamese peacekeepers transfer humanitarian projects to South Sudan](https://www.youtube.com/watch?v=q64qTBfK0iE)” or scan the QR code. →



Tick the ways the peacekeepers helped:

- They taught classes
- They built a road ✓
- They built a school
- They gave them a computer and a library ✓
- They made sure they had water ✓
- They drove the students to school

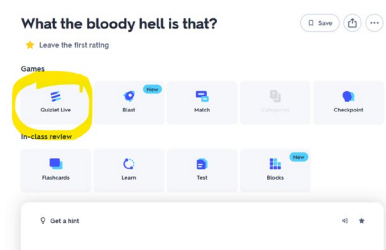
TN → This is a short 1-minute video. You can do it in class or set it for homework. In class, play the video, let Ss compare, and then play it again to check. You can finish by asking Ss what they think it was like for the peacekeepers and how they felt. Otherwise, you can just set it for homework and check the ans next lesson.

- For more practice with the words you’ve learned here, scan the QR code for a set of Quizlet flashcards. You can do some more study on the vocab in this lesson on your own with these. →



TN → If you have time left over, play Quizlet live to consolidate the lesson. You will need to be logged into Quizlet for you to start the game as a teacher. Otherwise, you cannot see the icon. Here is a video on how the game works -

<https://www.youtube.com/watch?v=q64qTBfK0iE>



- This lesson links with: Lesson: Demining – Women in the Defence Forces – Reading
Lesson: Life of a UN Peacekeeping Officer - Medic – parts A, B, C and D – Listening
Lesson: A day in the Life of a UN Peacekeeping Officer – Reading
Lesson: Demining – Women in the Defence Forces – Reading

TRANSCRIPT

Yellow highlight= pre-taught vocab

Underlined = answers to listening for detail questions

Speaker 1 (Podcaster)

Hello listeners, this is Peter Moore with you again. This 2-minute episode looks at the UN **Blue Berets** and the important **role** female peacekeepers play. Today I have Lieutenant Katie Smith here. She's just returned from a **peacekeeping operation** in South Sudan. Hi Katie, welcome to the podcast.

Speaker 2 (Peacekeeper)

Thanks for having me.

Speaker 1 (Podcaster)

First off, can you tell the listeners exactly what you did in South Sudan with the Blue **Berets**?

Speaker 2 (Peacekeeper)

Sure, Peter. **Blue Berets** are soldiers that work for **the United Nations**. They come from all over the world to help. They are named after the special hats they wear- berets. They are in South Sudan to be a **peacekeeping force**. Blue Berets are not fighting in the war. The role of Blue Helmets is to keep **civilians**, that's normal people - not soldiers, safe. This is not always easy in South Sudan. The **conflict zones** can change quickly. Somewhere that is safe for civilians today could turn into a **conflict zone** tomorrow.

Speaker 1 (Podcaster)

And you had a special role to play as a woman wearing the Blue Beret. Is that right?

Speaker 2 (Peacekeeper)

That's right, Peter. In South Sudan **culture**, there are many places men are not allowed. This means female **peacekeepers** have important **roles**. For example, we **screen** female civilians to make sure they are not a **threat** – I mean they are not dangerous. Another example is conducting **house searches**. Male soldiers can't go into people's homes. Having female peacekeepers means that we **respect** the culture, and the people of South Sudan are more likely to trust us.

Speaker 1 (Podcaster)

Interesting, thank you. Why is the UN so interested in having more female peacekeepers, Katie Smith?

Speaker 2 (Peacekeeper)

The most important reason is a UN **policy** called **Women, Peace and Security**. Women can have a very hard time when there is conflict. Their problems and experiences are very different to the ones men have. The policy says that women, like me as a female **peacekeeper**, can help to reduce these bad effects. It also says that women should have **leadership roles**. This is because women's **voices** are important in making decisions that will lead to a **lasting peace**.

Speaker 1 (Podcaster)

Well, that's our 2 minutes nearly done. Thanks for coming to speak with us, Katie! Come back another time?

Speaker 2 (Peacekeeper)

See you next time, Peter.