

KEY STAGE 3:	DURATION OF LESSON: 60 MINS	LESSON 1 – THE UN: WORKING FOR US ALL	DATE:	UN MATTERS
<b>KEY QUESTION</b> Why does the UN exist and what does it do?		<b>KEY WORDS</b> United Nations, General Assembly, Security Council, UNICEF, UNDP, UNESCO, WHO, WFP, peace, poverty, human rights, development, member states.		
<b>CURRICULUM LINKS</b> <b>England</b> – Citizenship: 1.1 Democracy & Justice, 1.2 Rights & Responsibilities, 1.3 Identities & Diversity, 2.1 Critical Thinking & Enquiry, 2.2 Advocacy and Representation <b>Wales</b> – PSE: Active Citizenship; ESDGC: Choices and Decisions, Wealth and Poverty, Identity and Culture; Geography: People and Planet <b>Northern Ireland</b> – Learning for Life and Work <b>Scotland</b> – One Planet and Sustainable Development				
<b>LEARNING OBJECTIVES</b> <ul style="list-style-type: none"> <li>to introduce the aims of the United Nations (UN)</li> <li>to identify the work of key UN bodies/agencies within the UN system</li> <li>to explore some of the successes of the UN</li> <li>to work collaboratively to solve problems</li> </ul>		<b>LEARNING OUTCOMES</b> <ul style="list-style-type: none"> <li>to understand that the main aims of the UN are: secure international peace, eliminate poverty and protect human rights</li> <li>to understand that the UN is made up 193 countries, called member states</li> <li>to understand that the UN is broken down into different parts that work on particular areas, for example, UNICEF focuses on helping children around the world</li> <li>to understand that the UN has had many successes (including stopping conflicts, reducing poverty, protecting human rights and development), but that challenges remain</li> </ul>		
<b>STRATEGIES</b>		Exposition, Q&A, discussion, group work; AfL: collaboration, recap, review and refocus		
<b>CONNECTION</b> (starter) 10 mins		<b>Introduction to the topic, outline learning objectives and outcomes</b> Explain the structure and purpose of the lesson to students. Students read the information boxes on the student worksheet 1.1 and 1.2 and then complete the crossword.  <b>Challenge task</b> Students should create sentences about the work of the UN using the key words from the crossword and present them to the class.		
<b>ACTIVATION</b> (main activity) 15 mins		Teacher to explain the structure of the UN system and the type of work it does to achieve its aims (see teacher’s notes and student worksheets). Outline the examples of different bodies of the UN on student worksheet 1.2. In groups of three, students re-read the information boxes on student worksheet 1.2 and sum up in one word the main role/focus of each UN body mentioned.		
<b>DEMONSTRATION</b> (main activity) 25 mins		Play UN bingo (student worksheet 1.3) using the different UN bodies covered on student worksheet 1.2. Students choose the names of four bodies. Teacher to read the descriptions from the information boxes on worksheet 1.2. The first student to mark off all four names and shout UN bingo is the winner. Ask the winning student to describe the work of one of the UN bodies that you have not yet covered. The class should guess which UN body is being described.		

<b>EXTENSION WORK</b>	Challenge tasks/extension activities throughout the lesson plan - these are made explicit on the student worksheets.
<b>HOMEWORK</b>	The UN has special days throughout the year to raise awareness about the work and achievements of different sections of the UN system. Students should research one UN day and create an informative poster/leaflet that raises awareness. These can be used as a display and can be created individually or in groups. The various UN days can also form the basis of active citizenship days or collapsed curriculum days.
<b>CONSOLIDATION</b> (plenary) 10 mins	<p>Return to learning objectives and outcomes. Have the students' ideas changed since the beginning of the lesson? Teacher to highlight the main achievements of the UN system (found on the CD ROM for this pack), linking in student responses from the previous exercise. Students have to identify which of the three UN aims the achievements contribute to. This can be done as a card sort or as a Q&amp;A session.</p> <p><b>Challenge task</b> What difficulties might the UN face in trying to achieve these successes?</p> <p>Review, recap and refocus to next lesson, looking at how the UN keeps peace in the world.</p>
<b>ASSESSMENT OPPORTUNITIES</b>	Informal/formative, through Q&A and discussion, working cooperatively and collaboratively in pairs and small groups, recording information, homework completed to criteria
<b>RESOURCES</b>	Teacher's Handbook, Lesson 1 student worksheets, glossary, UN achievements card sort (optional), list of UN days for homework
<b>DIFFERENTIATION</b>	Challenge tasks/extension activities throughout the lesson plan (they are also explicit on student worksheets), 'trailers' for change of activity, modelling what they will undertake, teacher to provide support to help structure the task and provide additional explanations, help with personal organisation, scaffolds to help record information, carefully graded questions, mixed ability grouping, active working
<b>SKILLS</b>	Contributing to discussion, communicating ideas, using technical language and correct topic-specific vocabulary, sharing conclusions, solving problems, reading key information, interpreting visual and written information, writing, organising and presenting information, using key words and glossaries to aid explanation and get additional information, cooperating and collaborating, using thinking skills to solve problems, information processing skills and reasoning skills

KEY STAGE 3:	DURATION OF LESSON: 60 MINS	LESSON 2 - THE UN: KEEPING THE PEACE	DATE:	UN MATTERS
<b>KEY QUESTION</b> How does the UN keep and build peace around the world?		<b>KEY WORDS</b> Peacekeeping, armed conflict, ceasefire, humanitarian crisis, military, troops, democracy, negotiations, human rights, blue helmets, Sudan, militia		
<b>CURRICULUM LINKS</b> <b>England</b> – Citizenship: 1.1 Democracy & Justice, 1.2 Rights & Responsibilities, 1.3 Identities & Diversity, 2.1 Critical Thinking & Enquiry, 2.2 Advocacy and Representation <b>Wales</b> – PSE: Active citizenship; ESDGC: Wealth and Poverty, Choices and Decisions <b>Northern Ireland</b> – Learning for Life and Work <b>Scotland</b> – One Planet and Sustainable Development				
<b>LEARNING OBJECTIVES</b> <ul style="list-style-type: none"> <li>to identify the powers of the Security Council in peacekeeping</li> <li>to highlight conflict areas around the world</li> <li>to assess the difficulties and successes of peacekeeping</li> <li>to solve problems using case studies</li> </ul>		<b>LEARNING OUTCOMES</b> <ul style="list-style-type: none"> <li>to understand that the UN Security Council tries to secure a ceasefire if conflict breaks out within or between nations</li> <li>to understand the Security Council has stopped conflicts and negotiated peaceful settlements in many conflicts</li> <li>to understand that peacekeeping missions involve UN troops and help countries to build and sustain democracy and social order</li> </ul>		
<b>STRATEGIES</b>		Exposition, Q&A, discussion, presentation, group work; AfL: collaboration, recap, review and refocus		
<b>CONNECTION</b> (starter) 10 mins		<b>Introduction to the topic, outline learning objectives and outcomes</b> Explain structure and purpose of the lesson to students. Ask students to look at the aims of the UN on student worksheet 2.1 and ask them what they think the symbol on the UN flag stands for. Elicit reasons and then explain that one of the key successes of the UN is peacekeeping and trying to stop conflicts around the world. Explain that the UN keeps peace around the world using troops from many member states, who wear blue helmets to show that they are representing the UN.  Students should then highlight regions/countries that they know have recently been or currently are in conflict on a world map on worksheet 2.2.  <b>Challenge task</b> Choose one conflict that has been identified. Why has the conflict come about?		
<b>ACTIVATION</b> (main activity) 20 mins		Provide students with the case study of Darfur, Sudan on student worksheet 2.3. Read through the case study and answer any questions raised. Students should work in groups to come up with the best solution to the conflict. Students should pretend that they will be presenting their solution to the Security Council which will select the best solution and enforce it. Students should use the framework provided on student worksheet 2.4 for the activity. The issues they need to consider are outlined on the worksheets. They are: fighting between the pro-government and anti-government groups; the lack of action by the Sudanese government and its links to the pro-government militias; the millions of people living in refugee camps; the lack of food, clean water, shelter and medicine for the people living in refugee camps; and the fact that the Sudanese government rejects UN help. Students should complete the action plan table and select one member of their group to present their solution to the 'Security Council' (the rest of the class).		

<p><b>DEMONSTRATION</b> (main activity) 20 mins</p>	<p>One student from each group presents their solutions to the rest of the class who use their peer marking forms on student worksheet 2.5 to grade the best solutions. The 'Security Council' must provide feedback as to which group's solution is the best and provide reasons why. Students then vote on the best solution to the situation in Darfur. Alternatively, students can incorporate their ideas to make the most effective solution through a discussion.</p>
<p><b>EXTENSION WORK</b></p>	<p>Challenge tasks/extension activities throughout the lesson plan - these are made explicit on student worksheets.</p>
<p><b>HOMEWORK</b></p>	<p>Ask five people that you know what the word 'peace' means to them. Teach them what you know about the Security Council and the United Nations. Find out five facts you do not already know about the UN and peacekeeping (ask the people you know or look it up on the internet). For more information about UN peacekeeping, see <a href="http://www.un.org/en/peacekeeping">www.un.org/en/peacekeeping</a></p>
<p><b>CONSOLIDATION</b> (plenary) 10 mins</p>	<p>Return to learning objectives and outcomes. Have their ideas changed since the beginning of the lesson? Students should consider how their solution to the conflict in Darfur will benefit the people who live in Sudan and neighbouring countries.</p> <p><b>Challenge task</b> What should happen if a country doesn't implement a solution proposed by the Security Council?</p> <p>Review, recap and refocus to next lesson, looking at how the UN works to eliminate poverty through the Millennium Development Goals.</p>
<p><b>ASSESSMENT OPPORTUNITIES</b></p>	<p>Informal/formative, through Q&amp;A and discussion, working cooperatively and collaboratively in groups, recording information, presenting solutions, peer assessments and justification, homework completed to criteria</p>
<p><b>RESOURCES</b></p>	<p>Teacher's Handbook, Lesson 2 student worksheets, Darfur case study, peer marking forms, glossary, flip chart paper/pens if student presentations are to be visual (optional)</p>
<p><b>DIFFERENTIATION</b></p>	<p>Challenge tasks/extension activities throughout the lesson plan (they are also explicit on student worksheets), 'trailers' for change of activity, modelling what they will undertake, teacher to provide support to help structure the task and provide additional explanations, help with personal organisation, scaffolds to help record information, carefully graded questions, mixed ability grouping, active working</p>
<p><b>SKILLS</b></p>	<p>Contributing to discussion, communicating ideas, using technical language and correct topic-specific vocabulary, sharing conclusions, solving problems, reading key information, interpreting visual and written information, writing, organising and presenting information, using key words and glossaries to aid explanation, cooperating and collaborating, using thinking skills to solve problems, information processing skills and reasoning skills</p>

KEY STAGE 3:	DURATION OF LESSON: 60 MINS	LESSON 3 - THE UN: FIGHTING POVERTY	DATE:	UN MATTERS
<p><b>KEY QUESTION</b> What are the Millennium Development Goals (MDGs) and why are they important? What is UNESCO's role as part of the UN system?</p>		<p><b>KEY WORDS</b> Millennium Development Goals, Education For All, UNESCO, poverty, equality, universal primary education, girls' education</p>		
<p><b>CURRICULUM LINKS</b>  <b>England</b> – Citizenship: 1.1 Democracy &amp; Justice, 1.2 Rights &amp; Responsibilities, 1.3 Identities &amp; Diversity, 2.1 Critical Thinking &amp; Enquiry, 2.2 Advocacy and Representation  <b>Wales</b> – PSE: Active citizenship; ESDGC: Wealth and Poverty, Choices and Decisions  <b>Northern Ireland</b> – Learning for Life and Work  <b>Scotland</b> – One Planet and Sustainable Development</p>				
<p><b>LEARNING OBJECTIVES</b></p> <ul style="list-style-type: none"> <li>to assess the importance of the Millennium Development Goals in fighting poverty</li> <li>to raise awareness about gender inequality in education</li> <li>to prioritise information and present a point of view</li> </ul>		<p><b>LEARNING OUTCOMES</b></p> <ul style="list-style-type: none"> <li>to understand that the MDGs adopted by the UN member states in 2000 aim to reduce poverty and inequality throughout the world</li> <li>to understand that the UN works to promote MDG 2 (universal primary education) and 3 (improving gender equality)</li> <li>to understand the reasons why so many girls are out of school</li> </ul>		
<p><b>STRATEGIES</b></p>		<p>Exposition, Q&amp;A, discussion, presentation, group work; AfL: collaboration, recap, review and refocus</p>		
<p><b>CONNECTION</b> (starter) 10 mins</p>		<p><b>Introduction to the topic, outline learning objectives and outcomes</b>  Explain structure and purpose of the lesson to students. Explain to students what the Millennium Development Goals (MDGs) are and why they were agreed at the Millennium Summit in 2000. If the technology is available, watch a short video called 'Achieving the MDGs', found at <a href="http://www.youtube.com/watch?v=ReRx12QUv54">www.youtube.com/watch?v=ReRx12QUv54</a>  Students should read together what the eight MDGs are (outlined on student worksheet 3.2). Make sure they are clear about what the goals mean through a quick Q&amp;A session, preferably led by students.</p>		
<p><b>ACTIVATION</b> (main activity) 20 mins</p>		<p>Students should imagine that the UN can only tackle one Millennium Development Goal. Students should decide which is the most important and note down their reasons. Students should then go and stand by their chosen goal (posters with these should be spread around the classroom – the set of posters can be found on the CD ROM for this pack). Each group has one minute to try to persuade the rest of the class why their goal should be prioritised. After each goal has been promoted, students should move to the goal they now believe to be the priority, based on the strength of the arguments presented. Elicit positive student feedback about the strengths of the presentations. Elicit reasons as to why students have changed their minds.</p> <p><b>Challenge task:</b> Are there any other goals you think should be included in the MDGs? What are they?</p>		

<p><b>DEMONSTRATION</b> (main activity) 20 mins</p>	<p>Focus on MDGs 2 &amp; 3 and the work of UNESCO on student worksheet 3.3 and 3.4. Students should brainstorm reasons why in many countries girls have greater difficulties accessing education than boys. They should also think about the benefits of education as a way of reducing poverty. Divide the students into groups. Students should act as the UN to create a campaign to encourage girls' education and highlight the importance of ensuring gender parity in education, and outline which medium they would choose to promote their campaign, e.g. presentations, posters, leaflets, videos.</p> <p><b>Challenge task:</b> Who should pay for the Millennium Development Goals that seek to ensure all girls and boys get an education? Think about countries that are very poor. What should rich countries do to help them, and what should the UN do?</p>
<p><b>EXTENSION WORK</b></p>	<p>Challenge tasks/extension activities throughout the lesson plan – they are also explicit on student worksheets.</p>
<p><b>HOMEWORK</b></p>	<p>Many countries in South Asia and sub-Saharan Africa still have work to do to make sure that all children in their countries can attend school. Imagine you are working for the UN and have to make an action plan for the government of one of the countries. The plan should include three steps to make sure all children in the country can go to school. See <a href="http://www.efareport.unesco.org">www.efareport.unesco.org</a> for more information.</p>
<p><b>CONSOLIDATION</b> (plenary) 10 mins</p>	<p>Return to learning objectives and outcomes. Have their ideas changed since the beginning of the lesson? Students taken through recap, review and refocus to next session, looking at the UN and human rights.</p>
<p><b>ASSESSMENT OPPORTUNITIES</b></p>	<p>Informal/formative, through Q&amp;A and discussion, working cooperatively and collaboratively in pairs and small groups, recording information, homework completed to criteria, prioritising and presenting a perspective, successfully justifying opinions</p>
<p><b>RESOURCES</b></p>	<p>Teacher's Handbook, Lesson 3 student worksheets, Millennium Development Goals posters, glossary, video/audio projector for 7-minute MDG video (optional)</p>
<p><b>DIFFERENTIATION</b></p>	<p>Challenge tasks/extension activities throughout the lesson plan (they are also explicit on student worksheets), 'trailers' for change of activity, modelling what they will undertake, teacher to provide support to help structure the task and provide additional explanations, help with personal organisation, scaffolds to help record information, carefully graded questions, mixed ability grouping, active working</p>
<p><b>SKILLS</b></p>	<p>Contributing to discussion, communicating ideas, using correct topic-specific vocabulary, sharing conclusions, solving problems, reading key information, interpreting visual and written information, writing, organising and presenting information, cooperating and collaborating, using thinking skills to solve problems, information processing skills and reasoning skills</p>

KEY STAGE 3:	DURATION OF LESSON: 60 MINS	LESSON 4 - THE UN: PROTECTING HUMAN RIGHTS	DATE:	UN MATTERS
<b>KEY QUESTION</b> What are human rights and children's rights?		<b>KEY WORDS</b> Human rights, Universal Declaration of Human Rights, freedom, law, the Convention on the Rights of the Child, UN Human Rights Council, child labour		
<b>CURRICULUM LINKS</b> <b>England</b> – Citizenship: 1.1 Democracy & Justice, 1.2 Rights & Responsibilities, 1.3 Identities & Diversity, 2.1 Critical Thinking & Enquiry, 2.2 Advocacy and Representation <b>Wales</b> – PSE: Active citizenship; ESDGC: Wealth and Poverty, Choices and Decisions <b>Northern Ireland</b> – Learning for Life and Work <b>Scotland</b> – One Planet and Sustainable Development				
<b>LEARNING OBJECTIVES</b> <ul style="list-style-type: none"> <li>to identify human rights and why they are important</li> <li>to emphasise the work of the UN in protecting human rights around the world</li> <li>to assess if all children have the same rights</li> </ul>		<b>LEARNING OUTCOMES</b> <ul style="list-style-type: none"> <li>to understand everyone should have all human rights</li> <li>to understand that children have rights and responsibilities</li> <li>to understand that the UN promotes human rights around the world</li> <li>to understand that poverty, conflict and lack of democracy can mean some people cannot enjoy their human rights</li> <li>to be able to explain why human rights are important</li> </ul>		
<b>STRATEGIES</b>		Exposition, Q&A, discussion, presentation, group work; AfL: collaboration, recap, review and refocus		
<b>CONNECTION</b> (starter) 10 mins		<b>Introduction to the topic, outline learning objectives and outcomes</b> Explain structure and purpose of the lesson to students. Explain to students what the Universal Declaration of Human Rights (UDHR) is. Students should be given nine human rights outlined in the Declaration (found on student worksheet 4.2). In pairs, students should arrange the nine human rights in their order of importance. Elicit reasons for their decisions as to why they think some rights are more important than others. The aim of this activity is to show that human rights are inter-related and reinforce each other		
<b>ACTIVATION</b> (main activity) 15 mins		Students should read through some of the rights contained in the Convention on the Rights of the Child (CRC) on student worksheet 4.3. Question students about whether or not they think children in the UK have all these rights and if not why not? Students should then think about whether children around the world can exercise their rights and provide examples. Ask students to look at the images of children from different contexts and cultures on student worksheet 4.3. Students should use the rights listed on the worksheet to identify what rights have been taken away from the children in the pictures have or do not have. Elicit justifications for their responses.		

<p><b>DEMONSTRATION</b> (main activity) 25 mins</p>	<p>Provide students with the case study about the child worker in Haiti on student worksheet 4.4. Select a student to read the case study to the rest of the class. In groups, students should identify what rights have been taken away from the child in the case study. Students should also discuss what the child can do about the situation and what the UN could do to help the government in Haiti to make sure all children have their rights. All of these thinking questions are explicit on the student worksheet.</p> <p><b>Challenge task</b> If rights clash with each other, which right should be given most importance? Can you think of an example of when rights might clash?</p>
<p><b>EXTENSION WORK</b></p>	<p>Challenge tasks/extension activities throughout the lesson plan - they are also explicit on student worksheets.</p>
<p><b>CONSOLIDATION</b> (plenary) 10 mins</p>	<p>Return to learning objectives and outcomes. Have their ideas changed since the beginning of the lesson? Students taken through recap, review and refocus to next session, looking at how the UN Security Council makes decisions through a Model United Nations simulation.</p>
<p><b>ASSESSMENT OPPORTUNITIES</b></p>	<p>Informal/formative, through Q&amp;A and discussion, working cooperatively and collaboratively in pairs and small groups, recording information, homework completed to criteria, prioritising and presenting a perspective, successfully justifying opinions</p>
<p><b>RESOURCES</b></p>	<p>Teacher's Handbook, Lesson 4 student worksheets, case study of child worker in Haiti, glossary</p>
<p><b>DIFFERENTIATION</b></p>	<p>Challenge tasks/extension activities throughout the lesson plan (they are also explicit on student worksheets), 'trailers' for change of activity, modelling what they will undertake, teacher to provide support to help structure the task and provide additional explanation, help with personal organisation, scaffolds to help record information, carefully graded questions, mixed ability grouping, active working</p>
<p><b>SKILLS</b></p>	<p>Contributing to discussions, communicating ideas, using technical language and correct topic-specific vocabulary, sharing conclusions, solving problems, reading key information, interpreting visual and written information, writing, organising and presenting information, using key words and glossaries to aid explanation and get additional information, cooperating and collaborating, using thinking skills to solve problems, information processing skills and reasoning skills</p>

KEY STAGE 3:	DURATION OF LESSON: 60 MINS	LESSON 5A: DIPLOMACY IN ACTION	DATE:	UN MATTERS
<b>KEY QUESTION</b> How does the United Nations Security Council tackle global issues?		<b>KEY WORDS</b> Model United Nations, UN Security Council, ambassadors, permanent members, veto, Olympic Truce, debate, diplomacy, negotiations, peace, ceasefire		
<b>LEARNING OBJECTIVES</b> <ul style="list-style-type: none"> <li>To learn about the UN Security Council</li> <li>To learn about the Olympic Truce</li> <li>To prepare for a Security Council simulation</li> </ul>		<b>LEARNING OUTCOMES</b> <ul style="list-style-type: none"> <li>To understand how the Security Council works and that it can make binding decisions on countries and take action to promote and protect international peace and security</li> <li>To understand how symbolic concepts like the Olympic Truce can be used to further international peace and make a tangible difference to people experiencing conflict</li> </ul>		
<b>STRATEGIES</b>		Exposition, Q&A, discussion, presentation, group work; AfL: collaboration, recap, review and refocus		
<b>CONNECTION</b> (starter) 10 mins		<b>Introduction to the topic, outline learning objectives and outcomes</b> Explain the purpose of this lesson to the class: after learning about the UN Security Council and the Olympic Truce, students will use the ideals of the Olympic Truce as a starting point to consider ways in which the international community can address armed conflict. Explain the structure of the lesson to students: this 60-minute lesson will prepare students for a Security Council simulation in the next lesson. During the simulation, students will act as country ambassadors and produce a UN resolution on the Truce.  Ask students to pair up and allocate countries. Teachers should bear personalities and classroom dynamics in mind when allocating countries. Tell students which countries they have been assigned to represent on the Security Council and give them the corresponding country profile and 'student preparation tips' handout. Talk through the profile (you may need to explain terms using the glossary provided) and how the simulation will work.		
<b>ACTIVATION - 1</b> (main activity) 20 mins		Explain the structure and the function of the UN Security Council. Students should then complete the quick quiz on the Security Council on student worksheet 5.1. Using this worksheet, ask students to think about what factors can unite and divide people, and to list three factors for each (they should think in particular about themselves and their peers). Then ask them to consider what unites and divides countries - are there similar factors? During feedback, draw in concepts from the country profiles such as language, religion, ethnicity, economy etc. and mention the role of sport and the Olympic & Paralympic Games in bringing people and countries together.		

<p><b>ACTIVATION - 2</b> (main activity) 20 mins</p>	<p>Optional introductory films:</p> <ul style="list-style-type: none"> <li>- 6-minute film of UNA-UK schools Model UN event on the UN Olympic Truce – <a href="http://www.una.org.uk/truce">www.una.org.uk/truce</a></li> <li>- London 2012 Olympic Truce video: <a href="http://getset.london2012.com/en/get-set-goes-global/get-set-for-the-olympic-truce">http://getset.london2012.com/en/get-set-goes-global/get-set-for-the-olympic-truce</a></li> </ul> <p>Explain the history and aims of the Olympic Truce. In pairs, students should complete student worksheet 5.2 and reflect on how the Olympic Truce could be used to further peace.</p> <p>Explain the purpose and content of the position paper and what a resolution is (information on the glossary). Ask the students to look at their country profiles and start thinking about what their country would like to see included in a resolution on the Truce (3-5 bullet points).</p>
<p><b>CONSOLIDATION</b> (plenary) 10 mins</p>	<p>Students share their ideas about how the Olympic Truce could be used to further peace. Return to the learning objectives and outcomes. Have the students’ ideas changed since the beginning of the lesson?</p> <p>Review, recap and refocus to next lesson. Using the ‘student preparation tips’ handout, consolidate the format of the Security Council simulation, their role as country ambassador, the rules for staying in character, and what their position paper should include. Do students feel prepared to tackle the Security Council simulation? Draw students’ attention to the ‘tips’ handout and go through what each delegation needs to prepare for the simulation.</p>
<p><b>HOMEWORK</b></p>	<p>Students should use their country profile, the work they did today on worksheet 5.2 and the ‘tips’ handout to write their position paper. Extra research is recommended and links are provided on the country profiles.</p>
<p><b>ASSESSMENT OPPORTUNITIES</b></p>	<p>Informal/formative, through Q&amp;A and discussion, recording information, homework completed to criteria</p>
<p><b>RESOURCES</b></p>	<p>Teacher’s Handbook, Lesson 5 student worksheets, glossary and two short videos (optional). ‘Tips’ handout and country profiles for homework.</p>
<p><b>DIFFERENTIATION</b></p>	<p>‘Trailers’ for change of activity, modeling what they will undertake, teacher to provide support to help structure the tasks and provide additional explanations, help with personal organisation, mixed ability grouping, active working, scaffolds to help record information.</p>
<p><b>SKILLS</b></p>	<p>Contributing to discussion, communicating ideas, sharing conclusions, reading key information, interpreting visual and written information, writing and organising information, using key words and glossaries to aid explanation, information processing and reasoning skills, using topic-specific vocabulary</p>

KEY STAGE 3:	DURATION OF LESSON: 60 MINS or 120 MINS	LESSON 5B: DIPLOMACY IN ACTION	DATE:	UN MATTERS
<b>KEY QUESTION</b> How does the United Nations Security Council tackle global issues?		<b>KEY WORDS</b> Model United Nations, UN Security Council, ambassadors, permanent members, veto, Olympic Truce, debate, diplomacy, negotiations, peace, ceasefire, human rights, peacekeeping, aid		
<b>LEARNING OBJECTIVES</b> <ul style="list-style-type: none"> <li>To simulate the work of the UN Security Council</li> <li>To negotiate an Olympic Truce resolution</li> </ul>		<b>LEARNING OUTCOMES</b> <ul style="list-style-type: none"> <li>To experience diplomacy in action at the Security Council and understand the challenges facing diplomats trying to solve global problems</li> <li>To understand how symbolic concepts like the Olympic Truce can be used to further international peace and make a tangible difference to people experiencing conflict</li> </ul>		
<b>STRATEGIES</b>		Exposition, Model UN simulation (presentation, discussion, group work), AfL, recap, review and refocus		
<b>CONNECTION</b> (starter) 10 mins		<b>Introduction to the topic, outline learning objectives and outcomes</b> Explain the purpose and structure of this lesson to the class. Take students through the format of the Security Council debate – presentations, discussion, group work, group presentations and voting – and remind them of the importance of staying in character and following the rules of procedure, answering any questions.		
<b>ACTIVATION</b> (main activity) 20/40 mins		<p>If possible, the classroom should be set up in ‘horseshoe’ layout for this lesson, with country placards arranged in alphabetical order. The teacher should sit at the head of the horseshoe and act as the Chair of the debate. The teacher should remind students of the rules for the debate.</p> <p>As representatives of their country, each delegation will make short opening presentations (1-2 minutes, to be determined by the teacher according to whether this is a 60- or 120-minute lesson) outlining their country’s position. The teacher will then chair a debate, using formal rules, on the points raised during the speeches, with particular focus on the ideas for what to include the Truce resolution. One effective way of doing this is by discussion each point in turn on its merits and demerits. Students should raise their country placards if they wish to contribute and should be given a time limit (30 seconds or 1 minute) to make their points.</p>		

<p><b>DEMONSTRATION</b> (main activity) 20/40 mins</p>	<p>The teacher should divide students into small groups, consisting of three countries (six students) each. Teachers should take into account real-life country relations when allocating the groups. Suggested groups are provided below but should be modified depending on the students representing these countries (i.e. classroom dynamics and personalities):</p> <p>Group 1: China, India and Russia Group 2: Brazil, France and Japan Group 3: Nigeria, South Africa and Turkey Group 4: Egypt, Iran and Pakistan Group 5: Israel, the UK and the USA</p> <p>Each group should produce a draft resolution for the Security Council, listing five actions that the UN and its Member States can take to further the aims of the Olympic Truce. Students then reconvene as the whole Council.</p> <p>Each group then presents their draft resolution to the Council (teacher to allocate speaking time). Depending on whether this is a 60-minute or 120-minute lesson, teachers could hold a second ‘formal debate’ on the ideas presented.</p> <p>After all the presentations, the Council will vote on each draft resolution. The teacher, as Chair, should remind students of the voting rules and the veto powers of the five permanent members. Resolutions will only pass if at least nine countries vote in favour and the permanent members (China, France, Russia, the UK and the USA) either vote in favour or abstain. The Chair should first ask those in favour to raise their country placards, then those against and finally those abstaining. Teachers should make a note of the votes for each resolution.</p>
<p><b>CONSOLIDATION</b> (plenary) 10 mins/30 mins</p>	<p>Using student worksheet 5.3 recap and review the lesson. Talk students through the outcomes of their votes and the reflections on what they learned. Depending on whether this is a 60-minute or 120-minute lesson, either conduct a class discussion on the final question or set this as homework.</p>
<p><b>ASSESSMENT OPPORTUNITIES</b></p>	<p>Informal/formative, through Q&amp;A and discussion, working cooperatively and collaboratively in pairs/small groups, recording information, prioritising and presenting the perspective of their country, successfully justifying opinions, identifying challenges and creating solutions through world issues through resolution writing</p>
<p><b>RESOURCES</b></p>	<p>Teacher’s Handbook, Lesson 5 student worksheets, country placards, glossary, stop watch (to time speeches), flip chart paper/pens to write resolution</p>
<p><b>DIFFERENTIATION</b></p>	<p>Challenge tasks/extension activities throughout the lesson plan and on student worksheets, ‘trailers’ for change of activity, modeling what they will undertake, teacher to provide support to help structure the tasks and provide additional explanation, help with personal organisation, scaffolds to help record information, carefully graded questions, paired working, active working</p>
<p><b>SKILLS</b></p>	<p>Contributing to discussion, communicating ideas, sharing conclusions, reading key information, interpreting visual and written information, writing and presenting information, using key words and glossaries to aid explanation, information processing and reasoning skills, using technical and correct topic-specific vocabulary, identifying and solving problems, reasoning skills, negotiation, diplomacy and conflict resolution</p>