

The UN: WORKING FOR US ALL

In this lesson you will learn about the origins, goals and structure of the United Nations (UN), and how all the different parts of the UN work together to improve the lives of men, women and children all over the world. You will work with your classmates, have lots of discussions and like the UN, try to solve global problems. There's a competition too, so be prepared.

LEARNING OBJECTIVES FOR TODAY:

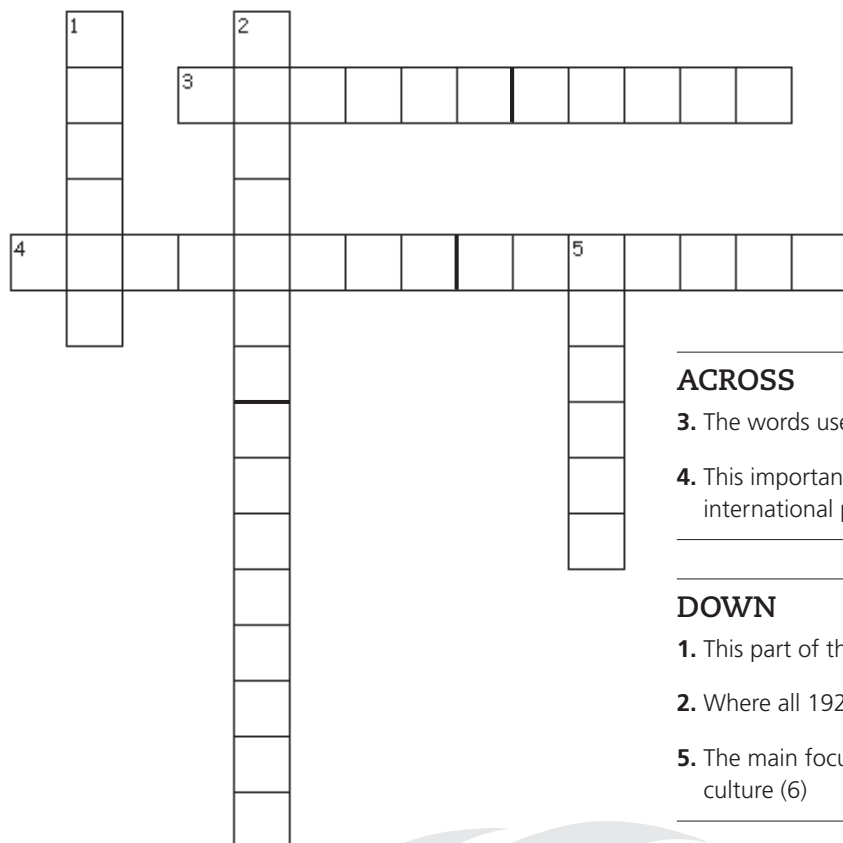
- to explore the work of the United Nations
- to work together to solve problems

THE MAIN AIMS OF THE UN ARE:

1. Secure international peace
2. Eliminate poverty
3. Promote human rights

QUICK CROSSWORD QUIZ ON THE UN!

Make sure you read the text box to the left and the information boxes on the next page before you start the crossword.



ACROSS

3. The words used to describe each country in the UN (6, 5)
4. This important part of the UN focuses on maintaining international peace and security (8,7)

DOWN

1. This part of the UN focuses on helping children (6)
2. Where all 192 member states meet to discuss world issues (7,8)
5. The main focus of this UN agency is education, science and culture (6)

What is the United Nations (UN) and why was it created?

The UN is an international organisation that was created in 1945 as the world emerged from the Second World War. Its founders were shocked by the destruction of the war and the horrors of the Holocaust. They wanted to create an organisation that they hoped would be able to prevent such catastrophes from happening in the future and improve the lives of the world's people.

What are the aims of the UN?

The main aims of the UN are to secure international peace, eliminate poverty and promote human rights.

Who runs the UN and how does it work?

The purpose of the UN is to bring all countries of the world together to work towards these aims. It is made up of 192 countries, known as 'member states'. These countries finance the UN's work and govern its activities. They are like the shareholders of a company. The UN Secretary-General is like the company's director – he or she looks after the day-to-day running of the organisation.

What is the structure of the UN?

The UN is made up of many important parts. Each part works on different aspects of the UN's aims. You will find out more about them on the next page.

Lesson one STUDENT WORKSHEET 1.2

This factsheet tells you about the work of some of the main parts of the United Nations (UN) system. Read it carefully. You'll need to know this information for the crossword and the competition. After reading each information box, sum up in just ONE word the main role/focus of each agency or organisation.

The **General Assembly** is where all 192 member states of the UN meet to discuss global problems. It is the closest thing we have to a world parliament. Each country – large, small, rich or poor – has one vote. The **General Assembly's** decisions are written in documents called 'resolutions'.

Now sum it up in one word: _____

UNICEF (UN Children's Fund) works for children's rights, their survival, development and protection. **UNICEF** works to ensure that all children, everywhere in the world, enjoy the same human rights. **UNICEF** tries to make sure that children have access to education and healthcare, and that they are free from problems such as child labour, abuse and neglect.

Now sum it up in one word: _____

WHO is the UN's World Health Organisation. It is the international authority on global health and helps people to be free from preventable diseases like malaria and HIV/AIDS. **WHO** works to strengthen healthcare systems in every country so that all people can stay healthy and live longer, happier lives.

Now sum it up in one word: _____

IAEA (International Atomic Energy Agency) is the UN's nuclear watchdog. It inspects countries suspected of producing nuclear weapons, monitors the safety of existing nuclear facilities and helps countries to get rid of nuclear weapons safely. It also helps those countries that want to produce nuclear power for peaceful reasons, such as energy.

Now sum it up in one word: _____

The **Security Council** is responsible for maintaining peace and tries to settle conflicts that threaten international security. All UN member states must respect and abide by its decisions. It can set up peacekeeping operations in countries where there is a war going on. These operations protect civilians and help warring parties to resolve their differences peacefully. The **Security Council** has 15 members, of which 5 are permanent: China, France, Russia, the UK and the USA. The permanent members can veto (stop) any decision in the **Security Council**.

Now sum it up in one word: _____

UNDP (UN Development Programme) works to eliminate poverty. One of its main tasks is to coordinate global efforts to achieve the Millennium Development Goals (MDGs). The MDGs are eight targets that were agreed by world leaders in 2000 to eliminate poverty and inequality throughout the world.

Now sum it up in one word: _____

UNESCO is the UN's Educational, Scientific and Cultural Organization. Its role is to promote international cooperation in education, science, culture, and communication and information. One of **UNESCO's** priorities is making sure all children in the world have the opportunity go to school. **UNESCO** also helps protect special cultural and natural places around the world through the World Heritage List.

Now sum it up in one word: _____

CHALLENGE TASK!

Create sentences about the work of the UN using the key words from the crossword on student worksheet 1.1.

Lesson one STUDENT WORKSHEET 1.3

And now for the competition! Make sure you have had a good read of the factsheet you were just working on because you'll need to remember what the different parts of the UN do in order to succeed. To make it a bit harder, you're not allowed to look at the factsheet for the competition (so turn it over now). The purpose of this competition is to see how well you've understood the different parts of the UN. Then to finish the lesson, you'll be thinking about the UN's achievements and the challenges it faces as it works towards peace, development and human rights for all.

UNITED NATIONS BINGO

Fill in the boxes with four of the UN bodies you have learnt about today. Then let's play UN bingo!

REFLECTIONS

Have we met our learning objectives?

Explain three ways the UN tries to make the world a better place.

Have your ideas about the UN changed since the beginning of the lesson? What more do you want to know?

HOMEWORK FOR NEXT WEEK

The UN has special days throughout the year to celebrate and raise awareness about its work. Go to www.una.org.uk/UNdays Choose a UN day that interests you. Create an informative poster or leaflet that promotes this day. Your class can display them to celebrate your work on the United Nations and teach others about the work of the UN.

CHALLENGE TASK!

What problems might the UN face in achieving its aims?

The UN: KEEPING THE PEACE

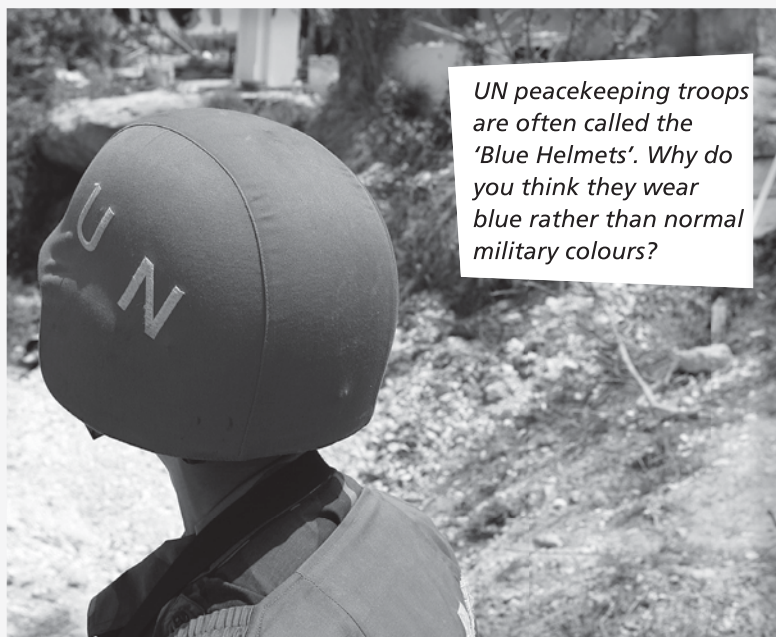
In this lesson you will be learning about how the United Nations (UN) works to prevent wars and build peace. The Security Council is the part of the UN that is responsible for maintaining peace. It tries to settle armed conflicts that threaten international security. It can set up peacekeeping operations to protect people in war-torn countries and help the parties to a conflict to resolve their differences peacefully. You will be learning about peacekeeping operations and applying this learning to a serious conflict taking place in Sudan. Peacekeeping is a difficult but essential job, so be prepared!

LEARNING OBJECTIVES FOR TODAY:

- to explore how the UN Security Council works to keep peace around the world
- to make an action plan for peace in Sudan

THE MAIN AIMS OF THE UN ARE:

1. Secure international peace
2. Eliminate poverty
3. Promote human rights



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THE UN BUILDS PEACE

The UN has helped to prevent many violent conflicts from becoming full-scale wars. It has also played a major role in helping warring parties to reach peaceful solutions through discussions and negotiation. The Security Council is the UN body tasked with maintaining international peace and security.

What is the UN Security Council?

The Security Council is one of the most important parts of the United Nations. It is made up of 15 of the UN's member states. Five of these countries are permanently on the Security Council: China, France, Russia, the UK and the USA. The other ten members are elected to serve two-year terms. All UN member states must abide by the decisions of the Security Council.

How does the Security Council try to prevent and resolve violent conflict?

When a particular armed conflict is brought before the Security Council, it usually first asks the parties involved in the conflict to reach agreement by peaceful means, for example, through negotiations. If fighting breaks out, continues or gets worse, the Council tries to secure a 'ceasefire'. A ceasefire is a temporary stop to an armed conflict. The Council might then send a peacekeeping mission to the troubled area to restore peace and protect civilians caught up in the violence. Peacekeepers must remain neutral at all times and should only shoot in self-defence.

Peacekeeping missions

The UN has sent 63 peacekeeping and observer missions to conflict areas across the world over the past 60 years. The UN does not have its own army and must seek contributions of troops, equipment and money from its member states every time a peacekeeping mission is set up. At present there are 17 peacekeeping operations around the world carried out by some 117,516 men and women from 118 countries. Currently, there are missions in countries such as the Democratic Republic of the Congo, Haiti, Timor-Leste and Sudan.



www.una.org.uk



United Nations
Educational, Scientific and
Cultural Organization



UNESCO Associated Schools
www.unesco.org.uk

Lesson two STUDENT WORKSHEET 2.2

Sadly, there are many conflicts going on in the world today despite the UN's best efforts. This is why peacekeeping is so important. Look at the map of the countries of the world. Can you identify any areas where there is currently a conflict? Colour in conflict areas/countries and label the countries involved.

WORLD CONFLICT MAP



Now share your ideas with the rest of the group (list them below:)

- 1 _____
- 2 _____
- 3 _____
- 4 _____
- 5 _____
- 6 _____
- 7 _____
- 8 _____

UN PEACEKEEPING

61 years of peacekeeping (1948-2009)

63 peacekeeping operations since 1948

17 current operations (2009)

117,516 personnel serving in current peacekeeping operations

ONE Nobel peace prize

CHALLENGE TASK!

Choose one conflict that you have highlighted on your map. Can you explain some of the reasons for why this conflict has happened?

Lesson two STUDENT WORKSHEET 2.3

Now that you have learnt about peacekeeping it is time for you to step into the role of the UN Security Council yourselves! You may have highlighted Darfur in Sudan on your map in the previous activity. The conflict in Darfur began in 2003 and is still unresolved. It has caused a devastating amount of human suffering in Sudan and its neighbouring countries. The UN is working hard to solve the problem but needs your ideas to help find effective ways to create lasting peace.

- First, we are going to learn about the situation in Darfur so that we know a little more about the origins of the conflict and the problems it is causing for the people living there.
- Then it will be up to you to come up with an action plan for peace. Good luck!

DARFUR CONFLICT

The ongoing conflict in the Darfur region of Sudan has produced one of the world's worst humanitarian crises. Since the conflict began in 2003 around 300,000 people have been killed and almost three million more have had to flee their homes.

BACKGROUND

Darfur is a region in Sudan – Africa's largest country – and is approximately the size of France. Sudan has two major distinct cultures: Arab and Black African. The Sudanese government is dominated by people with an Arab background, while the majority of Darfur's population have a Black African background. The conflict in Darfur began in 2003 when Darfuri rebel groups began attacking the government. These groups claimed that the government was neglecting the people of Darfur because of discrimination. As a result, the province had few services such as schools and hospitals, and its population was poor and marginalised. In response the Sudanese government, along with supportive militia groups, launched a military campaign in Darfur that killed thousands of people and forced millions of civilians to flee from their homes.

THE ONGOING PLIGHT OF DARFURI CIVILIANS

Along with an estimated two million civilians displaced in Darfur itself, around 250,000 Darfuris were forced to cross the border into neighbouring Chad to escape the fighting. They remain there as refugees in makeshift camps in the desert along Chad's border with Sudan. Over 150,000 of these refugees are children – more than half of them are of primary school age. The camps have very few resources – such as food, clothes, toys etc. They offer little protection, leaving children at risk of being abused, abducted for forced labour or recruited as child soldiers by rebel groups.

INTERNATIONAL RESPONSE

A joint UN and African Union peacekeeping force arrived in Darfur in January 2008 to try to protect the civilians at risk. However, the peacekeeping mission is struggling to do its job. This is in part because the Sudanese government refuses to work with it, and in part because the international community has not provided the mission with enough peacekeepers and vital equipment such as helicopters. As of October 2009, there were 19,290 peacekeepers in Darfur, much less than its target of 26,000.

CURRENT SITUATION

Despite the UN's best efforts the region remains insecure. Civilians and aid workers are regularly attacked by armed groups. Ongoing violence makes it difficult for the UN to provide for the civilians caught up in the conflict. It also makes it impossible for refugees to return home. Some aid agencies have been forced to suspend their operations. One of the major obstacles to finding a lasting solution to the conflict is the reluctance of the rebel groups and the government to hold talks with each other.

Lesson two STUDENT WORKSHEET 2.4

Now it is time for you to create an action plan to bring much-needed peace and security to Darfur. You need to make sure that you find a way for the UN Security Council to resolve the conflict, create lasting peace, and ensure the safety, security and well-being of the people in Darfur.

ACTION PLAN FOR PEACE IN DARFUR

You will be presenting your solutions to the rest of the class to decide which solutions are the best for peace.

CHALLENGES	SOLUTIONS	HOW IT WILL HELP THE PEOPLE IN DARFUR
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 in Sudan and Chad		
The lack of food, clean water, shelter and medicine for the people living in refugee camps		
The fact that the Sudanese Government rejects UN help		

CHALLENGE TASK!

What problems might you, working as the UN, face in trying to implement these solutions? What should the Security Council do if Sudan does not implement these solutions?

Lesson two

STUDENT WORKSHEET 2.5

Listen to each group present its solutions to the class. Imagine you are the Security Council and you have to decide which are the best solutions. Make notes in the table below to highlight the strengths of the presentations. You need to be able to justify your decisions according to why they will be effective in achieving peace.

SECURITY COUNCIL PEER ASSESSMENT FORM

CHALLENGES	WHICH IS THE BEST SOLUTION?	WHY DO YOU THINK THIS IS THE BEST SOLUTION?
Fighting between the pro-government and anti-government groups		
The lack of action by Sudanese Government and its links to the pro-government militias		
The millions of people living in refugee camps in Sudan and Chad		
The lack of food, clean water, shelter and medicine for people in the refugee camps		
The fact that the Sudanese Government rejects UN help		

CLASS VOTE!

Now that you've heard all the solutions and have evaluated which solutions are the best, have a class vote to decide which Action Plan for Peace in Darfur the Security Council should implement.

REFLECTIONS

Have we met our learning objectives?

How have your ideas changed since the beginning of the lesson?
What are the difficulties involved in peacekeeping in conflict situations?

HOMEWORK FOR NEXT WEEK

Ask 5 people you know what peace means to them. Bring their ideas to the next lesson. Teach them what you know about UN peacekeeping.

For more information about UN peacekeeping see www.un.org/depts/dpko/dpko

The UN: FIGHTING POVERTY

In this lesson you will learn about the UN's biggest-ever initiative to fight poverty: the Millennium Development Goals (MDGs). The MDGs are eight goals agreed by world leaders in 2000 with the aim of eliminating poverty and inequality throughout the world. Each goal has a set of targets to be achieved by 2015. You will consider the importance of the goals and present your ideas to the class. You will then look specifically at the goals that focus on education, something that not every child in the world has access to, and what UNESCO is doing to change this.

LEARNING OBJECTIVES FOR TODAY:

- to assess the importance of the Millennium Development Goals (MDGs)
- to prioritise and present your views

THE MAIN AIMS OF THE UN ARE:

1. Secure international peace
2. Eliminate poverty
3. Promote human rights

What are the Millennium Development Goals and why were they created?

In 2000 world leaders met at the UN headquarters in New York for a 'Millennium Summit'. At this meeting, they agreed that all countries, rich and poor, share the responsibility to end poverty and its root causes. They drew up a list of 8 goals to be achieved by 2015 to fight poverty and inequality. These goals are called the 'Millennium Development Goals' or 'MDGs'.

All 192 UN member states have pledged to help the UN to achieve the MDGs. While the UN is leading the MDG efforts, the primary responsibility for meeting the targets lies with individual countries (member states). The world has the money, resources and technology to achieve the goals but only if governments work together to take urgent and concrete action.

1. Read through the Millennium Development Goals to see what each goal aims to achieve. They are on student worksheet 3.2.

2. Imagine that the United Nations can only tackle one goal. Note down in secret the Millennium Development Goal that you think the UN should tackle – the goal you think is most important.

3. Why have you chosen that particular goal over the others? Think on your own for five minutes about the reasons why and make some notes about your ideas. You will need these to help you present your ideas to the class.

4. Now, go and stand by the goal that you think is most important. The posters are displayed around the classroom.

5. Each goal should have at least one speaker to represent it and you need to agree who is going to speak for your goal. You have just one minute to persuade the others that your goal is the most important.

6. Have you changed your mind since hearing the speeches from the rest of the class? If so, move to the goal you now think is the most important.

CHALLENGE TASK!

Are there any other goals you think should be included in the MDGs? What are they?

MILLENNIUM DEVELOPMENT GOALS



Reduce extreme hunger and poverty:

Reduce by half the number of people who suffer from hunger and who live on less than £1* a day.



Make sure everyone can attend and finish primary school:

Make sure that all boys and girls attend and finish primary school and that primary school is free for everyone.



Promote gender equality and women's rights:

Make sure girls and boys have an equal opportunity to go to school. Increase the number of women in parliaments around the world.



Reduce the number of children dying before the age of 5:

Improve the health of the world's children by cutting by at least two thirds the number of children who die before their fifth birthday.



Improve the health of mothers:

Improve the health of mothers in the world by reducing the number of women who die during or shortly after giving birth, or from complications during their pregnancy.



Combat HIV/AIDS, malaria and other diseases:

Halt the spread of HIV/AIDS through education and medicine. Provide treatment for malaria and other diseases that can be cured.



Reduce actions that damage the environment:

Cut down on using resources that damage the environment. Increase the number of people who have access to clean drinking water.



Develop a global partnership for development:

Make sure countries work together to achieve these goals by making world trade fairer, creating better jobs for people in poor countries and sharing technology to help each other.

* The actual target set in 2000 was 1 US dollar a day. This has now been adjusted to 1.25 US dollars a day.

The United Nations Educational, Scientific and Cultural Organization (UNESCO) supports the Millennium Development Goals (MDGs) in many ways. UNESCO particularly focuses on making sure that all children in the world – boys and girls – can go to school (MDGs 2 and 3).

Education for All

You might not think so (!), but you are lucky to be able to go to school and get an education. Even though all children have the right to go to school, 75 million children across the world are still missing out on their education. 55% of the children missing out on school are girls. Even more girls miss out on secondary education.

Education is key to fighting poverty. It provides children with skills and knowledge to improve their health and their lives. It also gives children the power to reflect and make informed choices so that they can enjoy a better life.

Education doesn't only benefit the child who receives it. It can improve the health and welfare of entire families and communities. For example:

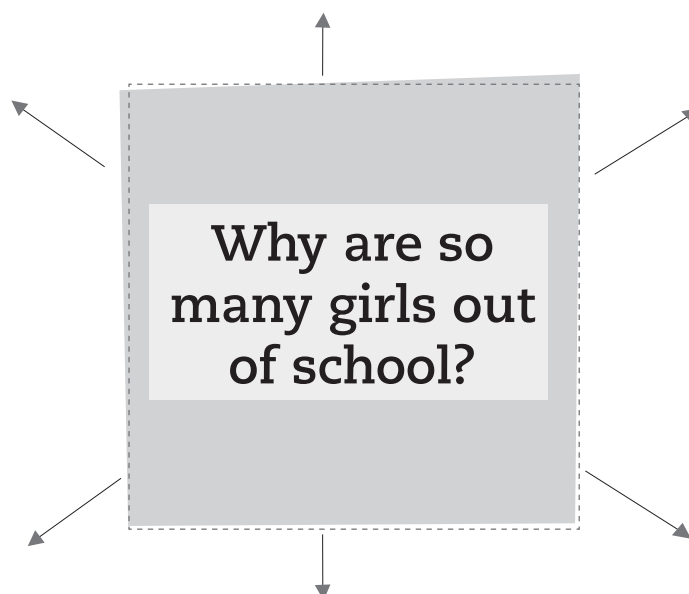
- When girls are educated, they are more likely to earn higher wages and obtain better jobs, to have fewer and healthier children and to enjoy safer childbirth
- A single year of primary school increases the wages people earn later in life by 5-15% for boys and even more for girls
- A child of a Zambian mother with primary education has a 25% better chance of survival than a child of a mother with no education



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BRAINSTORM

UNESCO is leading the way to ensure 'Education for All' – that every child has the opportunity to go to school. As you have learned, millions of children are still not getting an education. Many more girls than boys miss out on primary and secondary education. In regions like sub-Saharan Africa and Oceania, and in some former Soviet Republic countries, the ratio of girls to boys in secondary school has actually dropped during the last ten years. Think about what reasons there could be for girls missing out on their education (e.g. child labour, early marriage, discrimination, poverty, lack of female role models etc.)



Now that you have considered why so many girls are missing out on getting an education, it is time to take action! Imagine you are working for UNESCO: you are going to create a global campaign to promote girls' education.

STEPS TO SUCCESS

1. Activity:

Create a global campaign to promote girls' education (MDGs 2 and 3).

2. How to make your campaign a success:

You need to think about who you are aiming your campaign at – it can be focused on a particular country, or it can be a global campaign to raise awareness about the importance of girls and boys having equal access to education.

3. Think about who are you trying to influence:

Which groups need to know about the importance of girls' education? Think about governments, community groups, families, children and teachers.

4. What to include:

Make sure you highlight the benefits of girls and boys having a good education – think about why it is important to be able to read and write. Education gives people of all ages better job opportunities, but it also means people can lead healthier, happier lives.

5. How to present it:

Be creative! You could make a poster, a leaflet, a video, or a power point presentation. Decide which format you think would be most persuasive!



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REFLECTIONS

Have we met our learning objectives?

How have your ideas changed since the beginning of the lesson? Do you think the United Nations will achieve the Millennium Development Goals by the target of 2015?

HOMEWORK FOR NEXT WEEK

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 UNESCO and have to make an action plan for the government of one of these countries. The plan should include 3 steps to make sure all children in the country can go to school. See www.efareport.unesco.org for more information.

CHALLENGE TASK!

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 UNESCO do?
