

Topic: Dealing with conflict

Lesson: Introductory Lesson to the UN	KS or Year Group: KS 3
Resources: <ol style="list-style-type: none">1. Resource 1 - Angelina Jolie information card2. Resource 2 - Laurence Fishburne information card3. Resource 3 - UN key facts4. Resource 4 - 15 jobs (Deal or No Deal cards)5. Resource 5 - 15 sweets (Deal or No Deal cards)6. Resource 6 - 30 questions for teacher (Deal or No Deal)7. Bag of sweets8. 30 envelopes (numbered 1 - 30)9. Blotack	Outcomes: <ul style="list-style-type: none">• Student should be able to discuss the UN's past and current work• Students should be able to explain what 'UN' stands for• Students should be able to explain what the UN's work involves

National Curriculum

Key Concepts: 1.1c, 1.2b, 1.3c
Range and Content: 3a, 3f, 3k
Curriculum Opportunities: 4h

Lesson

Through a game of Deal or No Deal (based on the TV programme), students will find out about the UN's past and current contributions to the world. They will discover information about some famous people who have been involved with the UN. They will understand that the UN handles both national and international disagreements and conflicts.

Starter

- Share objectives and outcomes with students.
- Distribute **Resources 1 - 3**. Students to be given 15 minutes to read and digest the information on the cards. It is explained to them that they will need to recall the information during the main activity. They should be encouraged to discuss it in pairs and test one another.

Main activity

N.B. For those who have not watched 'deal or no deal', please see additional guidance at the end of this lesson plan.

Activity 1

- Choose a student to play the role of the TV contestant.
- Other students are given an envelope with a number on the front (1 – 30). *It is crucial that envelopes 21 - 30 are given to high-achievers in the class.* Students are told that inside each envelope is a secret card. The card will either be red (representing 1 – 15 sweets) or blue (representing 1 – 15 minutes' worth of jobs for the teacher). Suggested tasks include non-humiliating break-time chores such as putting chairs under tables, helping to take down a display, sharpening pencils, reading to a younger child etc.
- Students are then shown that there is a duplicate set of 15 blue and 15 red cards stuck to the wall. It is explained that every time the contestant chooses an envelope, the card is pulled out of that envelope and the corresponding card is removed from the wall. The final card that is left on the wall (i.e. the last envelope to be chosen) will be the contestant's prize or chore!
- Students holding envelopes are told that when their envelope is chosen they must then stand up and answer the corresponding question on the teacher's question sheet. In other words, the student holding envelope 9 will answer question 9.

Activity 2:

- The 'TV show' commences! The contestant chooses envelopes one at a time and the teacher praises each envelope-holder who answers a question sensibly. Students who are showing particularly good listening skills are also praised.
- It might be a nice touch to have 'the banker' phoning up at regular intervals to offer the contestant sweets if (s)he is willing to stop choosing envelopes! Obviously, if the contestant does make a deal with the banker then the remaining envelopes should still be opened (and the questions should still be answered).

Plenary

Students get into groups of three or four and discuss the following questions:

- What does 'UN' stand for?
- Why do some celebrities think that it's a worthwhile organisation?
- When was the UN formed and why did it come into existence?
- What does the UN's work involve?
- How does the UN help countries to solve their problems?

Aim high

Students are asked to consider which British celebrities they feel would make great 'Goodwill Ambassadors' for the UN and to be able to explain why. An example might be "I think that Lily Allen would get people to support the UN very easily because she could make up songs about the work they do. This would make the information stick in teenagers' minds".

Assessment

As a homework task, students might be asked to find a newspaper story via the internet involving the UN. They could then put the story into their own words and explain what interested them about it. In the following lesson, other students could vote as to who had provided the most interesting comments and information about the UN's work in terms of handling international conflict.

Check the web

www.un.org
<http://news.sky.com>

Summary of key learning

- Students recognise that the UN deals with conflicts within and between many countries
- Students know what 'UN' stands for and can discuss some of the UN's history and recent work

Additional guidance about 'Deal Or No Deal'

This TV programme is hosted by Noel Edmonds and is very popular with many school-aged children. It features members of the public. *It involves no skill whatsoever, rather it is a game of probability.*

- There are 30 boxes, each held by a member of the public and each with a red or a blue card hidden inside.
- 15 red cards = each display a different *large* amount of money.
- 15 blue cards = each display a different *small* amount of money.
- The contestant (member of public) simply chooses the boxes, one at a time, until (s)he is left with one box. To re-iterate the point, there is absolutely no skill to this game!
- The contestant goes home with the money contained in that final box.
- At a few points along the way, Noel Edmonds receives a 'phonecall' (i.e. he talks into the mouthpiece of a phone) from a 'banker'.
- The 'banker' offers the contestant a certain amount of money in exchange for stopping the game at that point. E.g. the contestant may be offered £8,000 to give up the game despite there being five boxes left (two of which contain over £50,000 and three of which contain under £100).
- If the contestant accepts the banker's offer, (s)he must still work through all the boxes to determine what she would have won had the game continued.

Resource 1 – Angelina Jolie information sheet



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Angelina Jolie may well be a famous actress, but she has set her sights way beyond Hollywood! She works as a ‘Goodwill Ambassador’ for the United Nations.

She puts lots of time and energy into helping the public understand the issues facing refugees from approximately 120 countries.

Angelina's first work with the UN was a mission to Sierra Leone (a small African country). Devastation had been caused by civil war in Sierra Leone, so when Angelina met some of the children there, she said she found their stories very sad and that the experience was “life altering”.

Angelina has travelled all over the world to show how much she cares about child refugees. She has visited places like Pakistan, Cambodia, Tanzania and Ecuador.

Angelina has now met thousands upon thousands of people who have been forced to run away from their own countries and start terrifying lives as refugees. "You go to these places and you realise what life's really about and what people are really going through. These people are my heroes," she says.

VOCABULARY:

UN = United Nations

Goodwill Ambassador = charity worker for UN

Refugees = people who run away from their country to stay safe

life altering = makes you see life differently

Resource 2 – Laurence Fishburne information sheet



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Laurence Fishburne is an actor from ‘The Matrix’ and has used his fame to publicise the work of the UN.

He has worked with landmine victims because he says that he is passionate about human rights. He is very keen to help protect children all around the world.

The actor says that it is important for everyone to become more compassionate and support the UN’s work. By talking about their work, he hopes that some of his fans will gain respect for the UN and will take a real interest in the thousands of children who have been injured by landmines in recent years.

VOCABULARY:

UN = United Nations

The Matrix = a very popular film

publicise = get people interested in

landmines = bombs underground

compassionate = feels sadness for other people (and helps them)

Resource 3 – UN information sheet



What is the UN?

In 1945, important people from 50 countries met at a conference in San Francisco. They agreed that they wanted to work together as a big team. The result was a special document called 'the United Nations Charter'.



When did the UN start?

The United Nations was 'born' on 24th October 1945 after the charter had been ratified by many countries including China, France, the Soviet Union, the United Kingdom and the United States. United Nations Day is now celebrated on 24th October every year.



What does the UN do?

It keeps countries peaceful and secure and develops friendly relationships between nations. It solves economic, social, cultural & humanitarian problems whilst promoting respect for human rights.



How is the UN funded?

The UN has a budget of many millions of pounds. The money mainly comes from contributions from the countries in the UN. Richer countries give more money than poorer countries.

Vocabulary

charter = formal agreement

ratify = agree to something

nations = countries

humanitarian = to do with human happiness

promotes = encourages something to exist

contributions = donations

Whilst you are in this lesson, the UN is . . .

**. . . improving human rights,
protecting the environment,
fighting disease and reducing
poverty. . .**

**. . . working on standards for safe and
efficient air travel. . .**



**. . . assisting refugees, clearing
landmines, helping people to produce
more food, and fighting against AIDS . . .**

**. . . leading international campaigns
against drug trafficking and
terrorism . . .**

Resource 4 – 15 jobs

1 minute job	2 minute job	3 minute job	4 minute job	5 minute job
6 minute job	7 minute job	8 minute job	9 minute job	10 minute job
11 minute job	12 minute job	13 minute job	14 minute job	15 minute job

1 sweet	2 sweets	3 sweets	4 sweets	5 sweets
6 sweets	7 sweets	8 sweets	9 sweets	10 sweets
11 sweets	12 sweets	13 sweets	14 sweets	15 sweets

Resource 6 – 30 questions for the teacher

1. When was the first UN Charter drawn up? *1945.*
2. Where was the UN's first official conference? *San Francisco.*
3. How many countries participated in the first UN conference? *50.*
4. When is United Nations Day celebrated? *24th October.*
5. Do all countries in the UN contribute the same amount of money to it? *Richer countries give more than poorer countries.*
6. What is Angelina Jolie's official title within the UN? *Goodwill Ambassador.*
7. Where is Sierra Leone? *Small African country.*
8. Why did Angelina Jolie visit Sierra Leone? *There were lots of refugees there due to a civil war.*
9. Apart from her first trip to Sierra Leone, name two countries in which Angelina Jolie has done UN work. *Pakistan, Cambodia, Tanzania and Ecuador.*
10. Which word (beginning with 'H') does Angelina Jolie use to describe the refugees she has met? *Heroes.*
11. What is a refugee? *Someone who flees their own country so that they can stay safe.*
12. What is civil war? *War between people living in the same country.*
13. Which actor from 'The Matrix' is linked to the UN? *Laurence Fishburne.*
14. Which kind of people has Laurence Fishburne been particularly interested in working with? *Landmine victims.*
15. What are landmines? *Bombs placed underground (which explode when people or vehicles pass over them).*
16. What does 'compassionate' mean? *Cares about other people's suffering and wants to help them.*
17. What do Laurence Fishburne and Angelina Jolie have in common (apart from their work for the UN)? *They are both American actors.*
18. Through working for the UN, which rights are Angelina Jolie and Laurence Fishburne helping to protect? *Human rights.*
19. What does 'publicise' mean? *Encourage people to support/take an interest in.*
20. What does 'UN' stand for? *United Nations.*

For questions 20 -30, there are no right answers, although students would be expected to give a sensible and structured comment. Please note that due to the deliberately open-ended nature of these questions, envelopes 20 -30 must be allocated to the high achievers in the class.

21. What has surprised you the most about what you learnt about the UN today?
22. Why do you think that so many nations are involved in the UN?
23. Had you ever heard of the UN before today's lesson?
24. Why is it important for British students to learn about organisations such as the UN?
25. Why is it useful to the UN for superstars such as Angelina Jolie and Laurence Fishburne to be involved?
26. If you had to explain to a ten-year-old what the United Nations is and what it does, what would you say?
27. How do you feel about Britain being part of the UN?
28. Part of the UN's work is to help countries to produce their own food. Do you think that this is important? Why?
29. Part of the UN's work is to counter terrorism. Do you think that this is important? Why?
30. Part of the UN's work is to offer support to people with AIDS. Do you think that this is important? Why?