



Unit 1

Introducing the United Nations

Teacher Primer #1

The United Nations is an organization divided into 6 main parts. The **General Assembly**, the **Security Council**, the **Secretariat**, the **Trusteeship Council**, and the **International Court of Justice** all focus on various areas that help promote peace and social progress in the world.

Each of the 6 organs has a different purpose. The **General Assembly (G.A.)** is the central organ of the United Nations in which representatives from all member countries meet to discuss pertinent international issues and decide on a budget for the United Nations. When the UN was formed in 1945, there were 51 Member States. Today, that number has grown to 193 Member States. Every member state of the UN has an equal vote in the General Assembly, regardless of the country's size. The General Assembly meets for about 3 months starting in September of every year at the UN headquarters located in New York City.¹ However, the land on which the United Nations was built is not a part of the United States. The land, divided on the east and west by the East River and First Avenue and on the North and South by 42nd Street and 48th Street, is international territory. The area is entirely independent of New York City, complete with its own post office and fire department.

The **Security Council (S.C.)** is the part of the UN that deals with peacekeeping. There are 15 members on the Security Council. Five are permanent and 10 are voted to the council by the General Assembly for 2-year terms. France, the Russian Federation, the United Kingdom, China, and the United States are the 5 permanent members. These five members hold veto power on the council. In order for the Security Council to pass a decision, all 5 of the permanent members must vote for it. The Security Council works to get countries to negotiate with each other to come to an agreement. In the case of civil war, the Council cannot intervene unless the war poses a danger to the rest of the world. Peacekeeping soldiers, called Blue Helmets, are sometimes sent to help initiate negotiation. They are neutral and do not fight.²

The **Economic and Social Council (ECOSOC)** works to improve world economic problems. ECOSOC focus on human development, women's issues, children, environment, food, and many more social issues. Because ECOSOC's job is so huge, it works with smaller organizations in order to address the various issues in which it is involved. ECOSOC works

¹. ABCs of the UN (New York: UNA, 1995)

². A World In Our Hands. (Berkeley; Tricycle Press, 1995) 30-32

with commissions such as the office of the UN High Commissioner for Human Rights and the Commission for Social Development. Specialized Agencies, such as the International Labor Organization (ILO) and the United Nations Educational, Scientific, and Cultural Organization (UNESCO), work to help ECOSOC. Other UN Programmes that work with ECOSOC are the United Nations Children's Fund (UNICEF) and the Office of the High Commissioner for Refugees (UNHCR).³

The **Secretariat** is the organizational body of the UN. It makes sure that the other organizations are doing their jobs. The Secretariat is run by the Secretary-General who is elected by the General Assembly to serve a five-year term. Currently, the Secretary-General is Ban Ki-Moon from South Korea.

The **Trusteeship Council** works to bring independence to colonies protected by the UN called Trust Territories. When the Trusteeship Council was formed, there were 11 such territories. In 1994, the last territory, Palau, became independent. Accordingly, the council no longer meets annually as it did in the past; instead, it meets "as occasion requires." The fate of the Trusteeship Council is still in debate – it is said that the Council is currently "on sabbatical," but it has by no means been dissolved. While this situation progresses, the Trusteeship Council meeting room is used for general meetings of any committee or organization.

The **International Court of Justice** is made up of 15 judges who make decisions on disagreements between countries. Individuals cannot bring cases before the International Court of Justice – only countries can do that.

These 6 organs of the United Nations make up what is often referred to as the "UN family."⁴

Although the **International Criminal Court** (ICC) is not a branch of the United Nations, its activities are very closely linked with the UN. The ICC was established in 1998 with the Rome Statute. Many UUs and members of the UU-UNO were involved in the writing of that document! The International Criminal Court handles international violators of human rights, such as leaders who commit war crimes, aid in genocide, or commit crimes against humanity.

Non-Governmental Organizations (NGOs) are another major aspect of the UN structure. As you will read later, without NGOs, the United Nations would not be able to carry out the volume of work that it does.

The **Unitarian Universalist United Nations Office** is one such non-governmental organization. The UU-UNO promotes the goal of world community with peace, liberty and justice for all, as reflected in the United Nations Charter. Through targeted education, advocacy, and outreach, we engage Unitarian Universalists in support of international cooperation and the work of the United Nations.

As part of the UU-UNO mission, the "Every Child is Our Child Program" focuses on children made vulnerable by HIV/AIDS and works toward achieving the Millennium Development Goals (MDGs) of universal primary education, fighting HIV/AIDS, reducing hunger and poverty, and promoting gender equality. This effort is guided by our partnership with the Queen Mothers Association in the Manya Krobo region of Eastern Ghana.

³. What's the United Nations? (New York: United Nations, 1993).

⁴. A World In Our Hands. (Berkeley: Tricycle Press, 1995) 39.

Unit 1: Introducing the United Nations

Goal: The purpose of this unit is to orient participants to the United Nations. Participants will learn to recognize the United Nations symbol, gain a rough idea of the structure of the United Nations, and start forming questions about the various jobs the United Nations performs throughout the world.

Activity 1 (20 minutes)

You will need - Appendices 1, 2, 3, and 4.

- Space on Dry Erase Board or 3 sheets of poster board to make 3 lists

Post the pictures of the United Nations logo and the Unitarian Universalist chalice in the front of the room (Appendix 1).

Start by asking why Unitarian Universalists use the chalice as a symbol of their beliefs. How does the chalice symbolize unity? Peace? Knowledge? Make a list of the children's answers. Explain that the UU symbol – a unique combination of the classical chalice and the flame – was designed during World War II by Hans Deutsch while working with the UU Service Committee. To him, it symbolized sacrifice and love. What does it symbolize to the participants?

Then focus on the UN logo. Ask participants what they guess about the UN's beliefs and goals from the logo? What can they infer from the name United Nations? Make a separate list of the children's answers.

Draw comparisons between the two lists. How might the Unitarian Universalist goals be similar to those of the United Nations? How does the UU Principle that promotes “the goal of world community with peace, liberty, and justice for all”⁵ relate to the United Nations?

Then go on to introduce the United Nations as an organization made up of many countries throughout the world. Explain that these countries that formed the United Nations work to promote peace and justice in the world.

Print out a copy of the 7 UU Principles, the Preamble to the UN Charter, and the 30 Articles of the Universal Declaration of Human Rights (Appendices 2-4). Have the children pass them around and take turns reading the 7 Principles and each line of the Preamble. Ask them questions about the similarities between the two documents. Then have them look through the Declaration. Do any of these articles mirror the wording from the other two documents?

Lastly, put the Unitarian Universalist United Nations Office symbol in-between the UN symbol and the UU Chalice. How does this symbol combine the ideas of the other two? What might that say about this office? Furthermore, what do you think this office might do to combine the ideas of the United Nations and those of Unitarian Universalists? Explain the mission of the UU-UNO to the participants and describe the “Every Child is Our Child” program – information from the Teacher Primer.

Activity 2 (15 minutes) Choose either option 1 or 2.

Option 1 (easy) – Global Juggling



You will need - 3 balls or rolls of masking tape (or anything you can juggle with)

⁵. UUA Principles and Purposes. (Boston:UUA)

Divide participants into 3 groups. Have groups 1 and 2 line up in 2 rows that are facing each other; group 1 on one side, group 2 on the other. Tell group 3 to scatter around the room outside of the 2 lines.

Start passing the first ball down the line, having the participants throw the ball to the person across from them so that the ball zig-zags down the line. When it gets to the end of the line, the participants should keep it going in the opposite direction. Try to get them to have 3 balls going at the same time.

Explain that when a ball is dropped, no one in groups 1 or 2 needs to worry about picking it up. Tell group 3 that their job is to pick up a ball whenever it falls and hand it to the person who dropped the ball.

After about 5 minutes, stop the game. Ask for the reactions. Did group 3 enjoy the game? Did they think it was fair? Ask them what would make the game more fun.

Add group 3 to the lines. (If there is not enough room, break up the line so that there are 2 sets of lines facing each other.) Try the game again for a few minutes with everyone playing. It is now everyone's job to pick up the balls that were dropped.

Review the game a second time. Talk about how the game was different this time. Was it better?



Option 2 (advanced) - Alien Olympics

You will need - Index card that explain the rules stated below for the 3 groups.

- 1 bag of jellybeans

Divide the class into 3 groups. Explain that each group is a team of aliens representing a different planet at the Alien Olympics. Give each of the groups a card that explains one of the following sets of instructions:

Purplations: You are from the planet Purpla where everyone travels from place to place on tightropes. You have learned to be very careful because the ground is several feet below the tightropes. If you fall off, you could hurt yourself. Even though you are not on your planet now, and you are not walking on tightropes, you still travel as if you were. You must walk very cautiously! The heel of your foot must touch the tip of the toes behind it when you move forward.

Fips: Your planet is Fipey. Fipey is a very small planet where everybody knows everyone else very well. Because of this, every time a Fip is walking down the street, he or she always has to stop to talk to a friend who happens to be walking by. Over time Fips have developed a habit when they walk. Every time they take 3 steps forward, they take one step backward. You must walk this way now because it is the only way you know how to get around.

Viloticks: Your home is Vilotitia where everything happens twice as fast as it does everywhere else. The days pass by rapidly. People eat very quickly. People grow old much more quickly than on Earth. Because of the speed with which things happen on the planet Vilotitia, people need something faster than walking to get from place to place. Instead of walking, they skip to their destinations. Here at the Olympics, you will skip whenever you travel from place to place.

After the teams have had time to read their cards, explain the event. Tell participants that they will all line up at the back of the room. The first entire team to get to the jelly beans wins the candy for their planet. On the count of 3 tell them all to go.

After the 1st race, ask the teams what they thought about the competition. Who won? Was it obvious from the beginning that a certain team would win? Brainstorm how the race could be fairer.

Try it again with the solutions the participants come up with (possibly giving the Fips and the Purplations a head start). Talk about how this race was different. Was it better?

At the end of class divide the candy evenly among the participants.

Activity 3 (5 minutes)

Defining Justice

Write the word justice on the blackboard. Explain that justice is another word for fairness. Explain that one of the things the United Nations does is support justice for people in every part of the world. The United Nations works to create a world in which everyone's rights are honored and people have equal chances in life.

Ask the participant how he or she feels about fairness. How does it feel to be treated unfairly? What do they think about everyone having an equal chance? Is it true that everyone has the right to an equal chance?

For further discussion, ask participants about a time when they felt that their rights were violated. What about a time when their rights were affirmed? How did their experience define how they think of others whose rights are sometimes violated?

Activity 4 (15 minutes)

United Nations Body

You will need - a copy of Appendix 5 for each participant (its two pages, so try to double side it!)

- 6 pieces of paper each with one of the names of the 6 main bodies of the United Nations.

Write at the top of each page: The General Assembly, The Secretariat (led by the Secretary General), The International Court of Justice, The Economic and Social Council, The Trusteeship Council, and the Security Council.

Refer to page 7 to explain the function of the 6 groups that make up the body of the United Nations. Then have them divide quickly into 6 groups. Give each group one of the papers. Have them decide what part of the human body their section would be. They should draw this body part with pens or markers on the sheet of paper. Paste the sheets of paper together somewhere in the classroom to create the United Nations Body.

Discuss what each group decided after they have pasted the papers together. Is there more than one body part that each of the divisions of the United Nations could be? If two groups picked the same part of the body, discuss why that happened. How many of these groups act like the brain? The heart? See the next page for an example of what may happen in class.

Before dismissing class, review the day's lessons and activities. Ask the participants to go over the six main branches of the UN and how they can help people all over the world, and discuss briefly how the activity made them feel about justice.

Don't forget to pass out the homework before they leave class if you desire to do so!

Appendix 1



Appendix 2

Preamble to the United Nations Charter

WE THE PEOPLES OF THE UNITED NATIONS DETERMINED

- to save succeeding generations from the scourge of war, which twice in our lifetime has brought untold sorrow to mankind, and
- to reaffirm faith in fundamental human rights, in the dignity and worth of the human person, in the equal rights of men and women and of nations large and small, and
- to establish conditions under which justice and respect for the obligations arising from treaties and other sources of international law can be maintained, and
- to promote social progress and better standards of life in larger freedom,

AND FOR THESE ENDS

- to practice tolerance and live together in peace with one another as good neighbours, and
- to unite our strength to maintain international peace and security, and
- to ensure, by the acceptance of principles and the institution of methods, that armed force shall not be used, save in the common interest, and
- to employ international machinery for the promotion of the economic and social advancement of all peoples,

HAVE RESOLVED TO COMBINE OUR EFFORTS TO ACCOMPLISH THESE AIMS

Appendix 3

The Seven Unitarian Universalist Principles

The inherent worth and dignity of every person

Justice, equity and compassion in human relations

Acceptance of one another and encouragement to spiritual growth in our congregations

A free and responsible search for truth and meaning

The right of conscience and the use of the democratic process within our congregations
and in society at large

The goal of world community with peace, liberty, and justice for all

Respect for the interdependent web of all existence of which we are a part.

Appendix 4

Universal Declaration of Human Rights

Article 1: All human beings are born free and equal

Article 2: Everyone is entitled to the same rights without discrimination of any kind.

Article 3: Everyone has the right to life, liberty, and security.

Article 4: No one shall be held in slavery or servitude.

Article 5: No one shall be subjected to torture or cruel or degrading treatment or punishment.

Article 6: Everyone has the right to be recognized everywhere as a person before the law.

Article 7: Everyone is equal before the law and has the right to equal protection of the law.

Article 8: Everyone has the right to justice.

Article 9: No one shall be arrested, detained, or exiled arbitrarily.

Article 10: Everyone has the right to a fair trial.

Article 11: Everyone has the right to be presumed innocent until proven guilty.

Article 12: Everyone has the right to privacy.

Article 13: Everyone has the right to freedom of movement and to leave and return to one's country.

Article 14: Everyone has the right to seek asylum from persecution.

Article 15: Everyone has the right to a nationality.

Article 16: All adults have the right to marry and found a family. Women and men have equal rights to marry, within marriage, and at its dissolution.

Article 17: Everyone has the right to own property.

Article 18: Everyone has the right to freedom of thought, conscience and religion.

Article 19: Everyone has the right to freedom of opinion and expression.

Article 20: Everyone has the right to peaceful assembly and association

Article 21: Everyone has the right to take part in government of one's country.

Article 22: Everyone has the right to social security and to the realization of the economic, social and cultural rights indispensable for dignity.

Article 23: Everyone has the right to work, to just conditions of work, to protection against unemployment, to equal pay for equal work, to sufficient pay to ensure a dignified existence for one's self and one's family, and the right to join a trade union.

Article 24: Everyone has the right to rest and leisure.

Article 25: Everyone has the right to a standard of living adequate for health and well-being, including food, clothing, housing, medical care, and necessary social services.

Article 26: Everyone has the right to education.

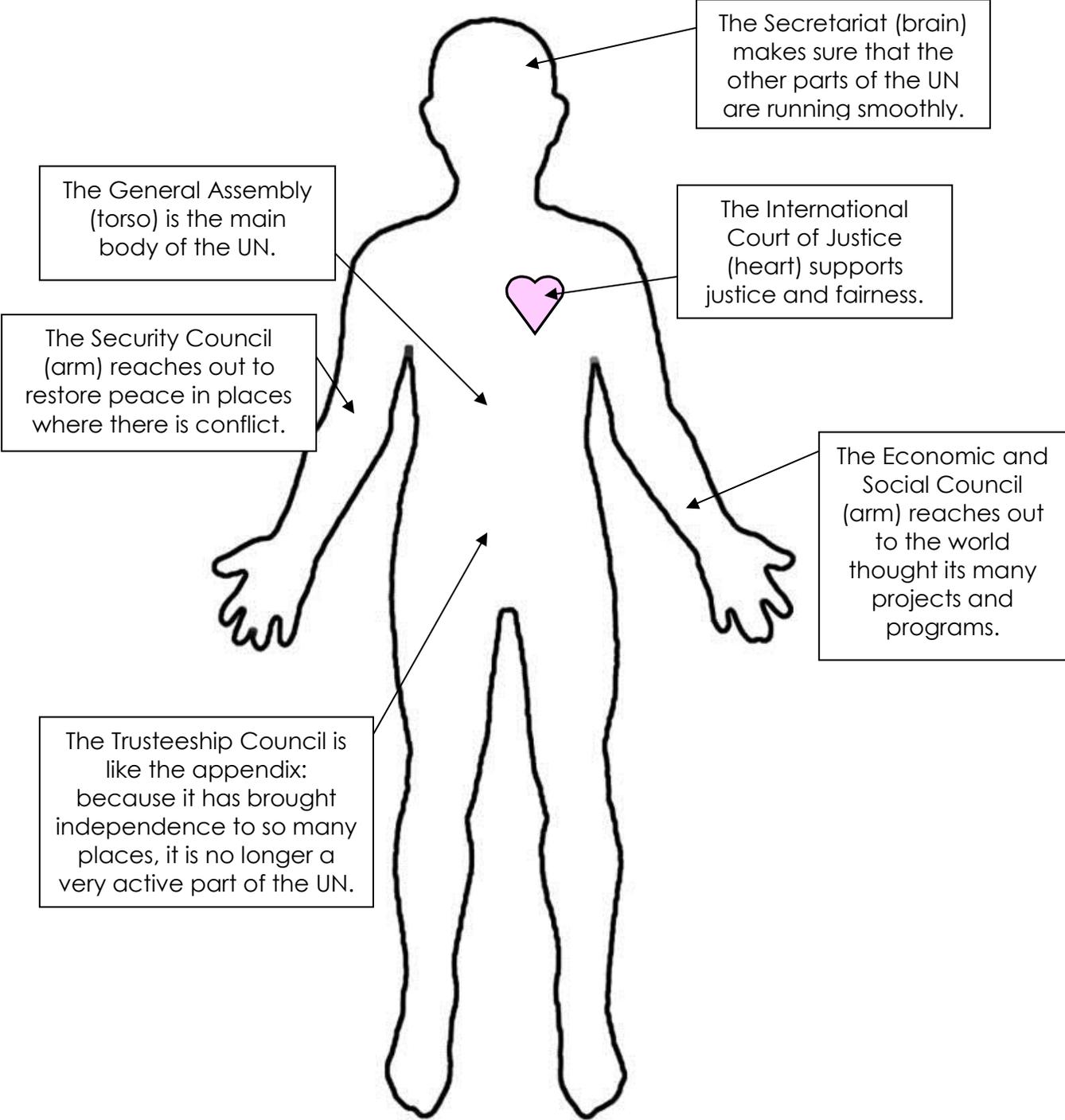
Article 27: Everyone has the right to participate freely in the cultural life of the community.

Article 28: Everyone is entitled to a social and international order in which these rights can be realized fully.

Article 29: Everyone has duties to the community.

Article 30: No person, group or government has the right to destroy any of these human rights. No one human right can violate another.

United Nations Body (example)



UN System⁶

The 6 main parts of the United Nations can be compared to parts of the human body. What else can the UN system be compared to? Draw a picture of a machine, an animal, a piece of food, or anything you can think of, and label it with the 6 main parts of the United Nations. (They're listed below to help you out.) Use the bottom of this sheet for design.

Security Council

The Security Council is in charge of keeping peace in the world. There are 5 permanent members on the Security Council: France, Russia, the United States, the United Kingdom, and China. Ten other members are elected to the Security Council for two-year terms.

Secretariat

The Secretariat helps the other parts of the UN complete and organize their projects.

The Secretary-General leads the Secretariat. Currently, the Secretary-General is Ban Ki-Moon.

Economic and Social Council

The Economic and Social Council works on such issues as human rights, population control, and development for women.

Trusteeship Council

The Trusteeship Council helps colonies gain their independence. All of the 11 countries the Trusteeship Council was originally placed in charge of are independent now. This part of the UN may not be needed in the future.

General Assembly

General Assembly is a 3 month long meeting where all of the UN member countries meet to hear reports from the other 5 parts of the UN, to make decisions on international issues and to decide on

The International Court of Justice

The International Court of Justice is made up of 15 judges and makes decisions on disagreements between different countries.

⁶. ABCs of the UN (New York: UNA, 1995)

Unit 2



Sharing Facts & Opinions

Teacher Primer #2

Currently, the United Nations has 193 **Member States**. In order for a state to become a member, it must accept the goals outlined in the UN Charter, which was adopted at the San Francisco Conference on June 26, 1945. The United Nations officially came into force on October 24, 1945, when the 51st Member State ratified the Charter.

The **specialized agencies** and UN Programmes of the United Nations exemplify how the United Nations touches multiple parts of our lives. The Universal Postal Union (UPU) is a monitoring organization that works to improve delivery of international mail. Another specialized agency, the International Telecommunication Union (ITU), works to improve television reception. The World Health Organization (WHO) works to improve peoples' health throughout the world. Its biggest triumph is the eradication of smallpox.⁷ The United Nations Children's Fund (UNICEF) provides aid to children in developing areas of the world, as children suffer the worst effects of conflict, poverty, and disease.

Other small groups that work on specific United Nations concerns are **Non-Governmental Organizations (NGOs)**. Only a few NGOs work directly with the **Economic and Social Council (ECOSOC)**. These NGOs are generally associated with the Department of Information. They report to the UN about their work and research. Many of them have worked for UN conferences such as the Copenhagen World Summit for Social Development. The Unitarian Universalist United Nations Office is a North American NGO.⁸

UUA holds ECOSOC consultative status, for which the UU-UNO is the representative in New York. The UU-UNO also has its own consultative status with the UN's Department of Public Information.

The UUA Commission on Social Witness – a five member committee – is charged with the mission of “engaging individuals, congregations, and districts in an ongoing process of study, action and reflection on pressing social issues to deepen our faith, to foster a greater sense of association among Unitarian Universalists, and to proclaim our vision of justice in the world.”

⁷. Hope for Tomorrow (New York: UN department of Public Information, 1985).

⁸. A World In Our Hands. (Berkeley: Tricycle Press, 1995) 48-49.

Unit 2: Sharing Facts and Opinions

Goal: The purpose of this unit is to help participants to recognize some of the issues with which the UN is concerned. Participants should begin to form and organize their own opinions on the subjects of children's rights, the environment, and peacekeeping.

Activity 1 (20 minutes)

Human Barometer

This activity is a way to initiate class discussion. Tell the participants that you will be reading several statements. They will be asked to give their own opinions on these statements. Ask the class to stand. Explain that when you read a sentence, everyone who agrees with the sentence should move to one side of the classroom, and everyone who disagrees should go to the other side of the room. People who are not sure or undecided should stand in the middle. (Write the words Agree, Undecided, and Disagree on large colored posters and post them in different areas of the room, or find another way to divide the space visually.) After each statement, go around the room and ask several participants why they are standing where they are.

Here are the statements you should read to your class: (Note: You can start by saying sample statements, like "I have a sister," but you may not get through all of them.)

- I am here today because I want to be.
- All children have the right to an education.
- Caring about the world is an important part of being a Unitarian Universalist.
- We should protect the environment in all situations, even when it means that people will lose their jobs.
- All Unitarian Universalists are very interested in politics.
- People should be able to keep guns in their homes.
- Growing up with my gender identity is more difficult than growing up with a traditional boy/girl identity.
- When people are in one country fighting with each other, other countries should mediate the conflict.
- Being a Unitarian Universalist means being someone who wants to help people who don't have the things they need in order to live and be healthy.
- Children should not have to fight in war.
- People who make laws should listen to youth's ideas and opinions.

Activity 2 (15 minutes)

More Symbols

You will need – copies of Appendix 6 for each person in the class. (It's two pages, so try to double-side it!)

Explain that the issues you just discussed are some of the many things the UN works with.

Read to the class the following examples of how the UN touches peoples' lives:

- Children: The UN helps people start schools and day care centers in countries where children don't have places to go to learn. They also teach people how to improve their water supply in places where water is dirty and disease-infested.
- Hunger: The UN has programs to increase food production in places where there is not enough food.⁹
- Refugees: The UN finds safe homes for people who are in danger in their own countries.¹⁰
- The UN also monitors mail that people send around the world. When you send a letter out of the United States, it is probably handled by the UN.
- Another United Nations organization works to make sure your T.V. and radio don't get a lot of static when you turn them on.
- Another organization makes sure that planes are safe when they are flying all over the globe.¹¹

After reading this, pass out Appendix 6. Explain that all the pictures are symbols for different organizations that are part of the United Nations. Have children guess by looking at the symbols what kind of issue they may be in charge of. (You can either put the participants in groups or have them fill out the handout individually).

After about 5 minutes, they can turn over their sheets and review the answers. (You may want to point out and discuss the similarities between the United Nations Office of the High Commissioner for Human Rights emblem and the Unitarian Universalist chalice.)

Activity 3 (10 minutes)



International Hot Potato

- You will need* - A ball or roll of masking tape (something to throw)
- Appendix 7 (list of Member States of the UN)

Ask participants to stand in a circle. Explain to the participants that they should throw the ball around the circle. (They don't necessarily have to throw the ball to someone who is next to them.) As the ball goes around the circle, you will go through the alphabet. For each letter, the participant with the ball should say the name of a country that is a member of the United Nations. For example: The first person to get the ball could say Afghanistan. The second person to get the ball could say Bosnia. Each participant has a list to refer to if he or she can't think of a country.

Teacher's note: When you get to the letters W and X, the participants will have a hard time coming up with countries. This is because no countries start with W or X! Explain this to them and move on to Y.

⁹. Hope For Tomorrow. (New York: UN Department of Public Information, 1985)

¹⁰. ABCs of the UN (New York: UNA, 1995).

¹¹. Hope For Tomorrow. (New York: UN Department of Public Information, 1985)

Activity 4 (15 minutes)

Case Study

Read the following story out loud to the participants:

My name is Patricio Nthupuela. When I was born, my country was at war. One day an armed group of people entered our village, bombed our houses, and burned them. Both my parents were killed, too. A few years later, more violence rocked our village. Armed people kidnapped my sister and several of my cousins. Luckily, I was able to escape the attack. Many people left our village, crossed the borders, and went into neighboring countries. They now live in refugee camps.

I had always wanted to study. A few years ago, after realizing that I could not study in my village because of the war, I decided to move to a town 100 miles away. As I was traveling, a land mine blew up our car. In the explosion I lost both my arms.

It was very hard for me to be without both arms. But I wasn't going to give up. I soon learned to write by holding a pencil in my mouth. In spite of my disability, I was admitted to a school, and later, I passed the fourth and fifth grades. Now I am in the sixth grade. At school, my friends are very helpful, always ready to do whatever they can. I can put my clothes on but I can't fasten the buttons.

I would like to have artificial arms. I have even traveled to the capital to find them. So far, I have not been lucky. Luck is not on your side when you are crippled and have nobody in the world.

Discuss how the participants would feel to be this child. Have the participants break into pairs or three groups and discuss the following questions. What does your name mean to you? Does it represent your culture and your family? How might changing your name change who you are? Would you change your name if you could, and why? How much different is this child's life than your own lives? How are this child's rights being violated? How could the UN help this child? After a few minutes, bring them all back together to share their questions and answers with the rest of the group.

Before dismissing class, talk briefly again about the symbols of the UN, Unitarian Universalism, and the UU-UNO - what does that make them think about their role as Unitarian Universalists in the UN's work? How did the sharing facts and opinions activity make them think about global problems and issues? Were they surprised by how many countries there are in the world and how different the experiences of many of the people from other parts of the world are (like Patricio)?

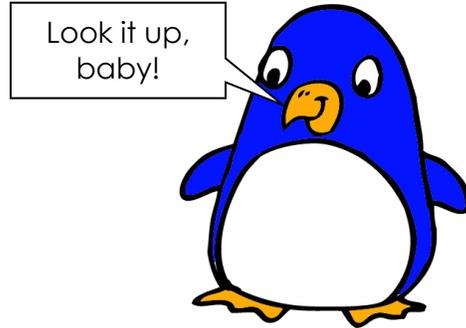
Don't forget to pass out the homework before dismissing them if you desire to do so!

Homework

Flag Bearing

Pick a country, any country from the list of UN member nations that you received in class. (How about choosing a country you've never heard of before?)

Look it up!



Draw its flag here ↩

Find out some other information and write it here ↩

Name of country: _____

How big is it? _____

How many people live there? _____

What's the climate like? _____

How much money does the average person make? _____

What else is interesting? _____

Name something about the country that you found surprising.

Appendix 6

Identifying Symbols

Now you know the symbol for the United Nations. Now, try to match the symbols below of smaller organizations that are part of the UN to their mission.

Then try to guess what the group that this symbol represents might do. Write down you guess on the lines by the symbols.





unicef







Human Rights

WORD BOX:

United Nations Center for Human Settlements (HABITAT)

World Health Organization

United Nations Children’s Fund

Office of the United Nations High Commissioner for Refugees

United Nations Office of the High Commissioner for Human Rights

Universal Postal Union

Appendix 6 (cont.)

Identifying Symbols (the answers!)¹²

Now you know the symbol for the United Nations, try to identify some of the symbols of some smaller organizations that are part of the UN. Look at what is being shown in each symbol. Then try to guess what the group that this symbol represents might do. Write down your guess on the lines by the symbols.



United Nations Center for Human Settlements (HABITAT) works to find and build housing for people who otherwise cannot afford it.

United Nations Children's Fund works to bring food, health services, clean water, and schooling to children all over the world.



Office of the United Nations High Commissioner for Refugees helps people who can't safely stay in their home countries find places to live. They also help to return refugees to their homes when it is safe to do so.

World Health Organization works to improve health throughout the world.



Universal Postal Union helps to improve international postal service.

United Nations Office of the High Commissioner for Human Rights focuses on the rights of the people of the world, working for equality and fair treatment for all human beings.



¹². A World In Our Hands. (Berkeley: Tricycle Press, 1995) 40-44.

Appendix 7

Member States of the United Nations (as of July 2008)

- * Afghanistan
- * Albania
- * Algeria
- * Andorra
- * Angola
- * Antigua and Barbuda
- * Argentina
- * Armenia
- * Australia
- * Austria
- * Azerbaijan
- * Bahamas
- * Bahrain
- * Bangladesh
- * Barbados
- * Belarus
- * Belgium
- * Belize
- * Benin
- * Bhutan
- * Bolivia
- * Bosnia and Herzegovina
- * Botswana
- * Brazil
- * Brunei Darussalam
- * Bulgaria
- * Burkina Faso
- * Burundi
- * Cambodia
- * Cameroon
- * Canada
- * Cape Verde
- * Central African Republic
- * Chad
- * Chile
- * China
- * Colombia
- * Comoros
- * Republic of the Congo
- * Costa Rica
- * Côte d'Ivoire
- * Croatia
- * Cuba
- * Cyprus
- * Czech Republic
- * Democratic People's Republic of Korea
- * Democratic Republic of the Congo
- * Denmark
- * Djibouti
- * Dominica
- * Dominican Republic
- * Ecuador
- * Egypt
- * El Salvador
- * Equatorial Guinea
- * Eritrea
- * Estonia
- * Ethiopia
- * Fiji
- * Finland
- * France
- * Gabon
- * Gambia
- * Georgia
- * Germany
- * Ghana
- * Greece
- * Grenada
- * Guatemala
- * Guinea
- * Guinea-Bissau
- * Guyana
- * Haiti
- * Honduras
- * Hungary
- * Iceland
- * India
- * Indonesia
- * Islamic Republic of Iran
- * Iraq
- * Ireland
- * Israel
- * Italy
- * Jamaica
- * Japan
- * Jordan
- * Kazakhstan
- * Kenya
- * Kiribati
- * Kuwait
- * Kyrgyzstan
- * Lao People's Democratic Republic
- * Latvia
- * Lebanon
- * Lesotho
- * Libyan Arab Jamahiriya
- * Liechtenstein
- * Lithuania
- * Luxembourg
- * Madagascar
- * Malawi
- * Malaysia
- * Maldives
- * Mali
- * Malta
- * Marshall Islands
- * Mauritania
- * Mauritius
- * Mexico
- * Federated States of Micronesia
- * Moldova
- * Monaco
- * Mongolia
- * Montenegro
- * Morocco
- * Mozambique
- * Myanmar
- * Namibia
- * Nauru
- * Nepal
- * Netherlands
- * New Zealand
- * Nicaragua
- * Niger
- * Nigeria
- * Norway
- * Oman
- * Pakistan
- * Palau
- * Panama
- * Papua New Guinea
- * Paraguay
- * Peru
- * Philippines
- * Poland
- * Portugal
- * Qatar
- * Republic of Korea
- * Romania
- * Russian Federation
- * Rwanda
- * Saint Kitts and Nevis
- * Saint Lucia
- * Saint Vincent and the Grenadines
- * Samoa
- * San Marino
- * Sao Tome and Principe
- * Saudi Arabia
- * Senegal
- * Serbia
- * Seychelles
- * Sierra Leone
- * Singapore
- * Slovakia
- * Slovenia
- * Solomon Islands
- * Somalia
- * South Africa
- * South Sudan
- * Spain
- * Sri Lanka
- * Sudan
- * Suriname
- * Swaziland
- * Sweden
- * Switzerland
- * Syrian Arab Republic
- * Tajikistan
- * Thailand
- * The Former Yugoslav Republic of Macedonia
- * Timor-Leste
- * Togo
- * Tonga
- * Trinidad and Tobago
- * Tunisia
- * Turkey
- * Turkmenistan
- * Tuvalu
- * Uganda
- * Ukraine
- * United Arab Emirates
- * United Kingdom of Great Britain and Northern Ireland
- * United Republic of Tanzania
- * United States of America
- * Uruguay
- * Uzbekistan
- * Vanuatu
- * Venezuela
- * Vietnam
- * Yemen
- * Zambia
- * Zimbabwe

Unit 3



Peace and Conflict Resolution

Teacher Primer #3

Peacekeeping is not mentioned in the UN charter. The first need for peacekeeping occurred during the Suez Crisis. Since then, it has become an important part of the work of the United Nations. In total, there have been 68 UN Peacekeeping missions around the world. Past Secretary-General Boutros Boutros-Ghali outlined some rules for peacekeeping in the *Agenda for Peace*.

The Security Council has had several recent successes in the area of peacekeeping. In 2005, UN peacekeeping forces pulled out of Sierra Leone after bringing peace to this region that was torn by civil war, poverty, and rebels. Another UN success story occurred in 2006 when a UN-sponsored ceasefire went into effect, officially putting an end to the Israeli-Lebanon Conflict.

<http://www.un.org/en/peacekeeping/operations/>

Unit 3: Resolving Conflict

Goal: This unit should familiarize participants with the peacekeeping work of the United Nations. Additionally, participants should gain some skills in managing conflicts that occur in their own lives.

Activity 1 (10 minutes)

Defining Conflict: Write the definition of conflict somewhere in the front of the room.

Conflict: What happens when two or more people with different opinions disagree and are unable to reach an understanding.

Read the definition to the participants, and then ask them to name some conflicts they have had. After hearing a few examples, write the word conflict on the board. Ask participants to name some emotions they felt last time they had a conflict. Write these emotions around the word conflict.

Activity 2 (10 minutes)

Conflict Shattering:

You will need - 2 copies of Appendix 8 (conflict script)

Give 2 participants the conflict scripts and have them act out one of the scenarios from the paper in front of the class.

Scenario 1: Phillippe and Inyong

Phillippe: Hey Inyong! How was your weekend?

Inyong: Terrible.

Phillippe: I'm sorry. What happened?

Inyong: Why are you asking me stupid questions? Why do you care?

Phillippe: What is your problem Inyong? I'm just trying to be nice!

Inyong: Well maybe if you weren't annoying I'd feel like telling you!

Phillippe: Why don't you just shut up? I can't stand you anyway. I don't know why I was even talking to you.

Ask participants, what was the cause of the fight? Was anyone in a bad mood already? How does a person's mood affect his/her actions? Is there a way the two could have talked without yelling? Did yelling at each other help the situation? How did the way each person handled the situation make the conflict escalate?

Scenario 2: Damien and Maria

Damien: You said we would go to the movies last night. Why didn't you call me?

Maria: Oh, I forgot.

Damien: Why do you always do that to me?

Maria: I told you, I forgot.

Damien: I waited for you to call last night, and that's all that you can tell me? I can't stand you Maria! I'm never talking to you again!

Ask participants what the cause of the fight was. Was anyone in a bad mood already? How does a person's mood affect his/her actions? Is there a way the two could have talked without yelling? Did yelling at each other help the situation? Can you think of some ways that you can apply UU values in a conflict? How can you resolve conflict without violence?

Activity 3 (15 minutes)

Suls and Ickthalonians¹³

You will need - 1 bag of Starburst
- 1 bag of Jolly Ranchers

Divide participants into 2 groups, one called the Suls, the other, the Ickthalonians. Have them gather in separate parts of the room. Give participants in the Suls group 3 Starbursts each. Give everyone in the Ickthalonians 3 Jolly Ranchers each. (You can also use cards that say 3 Starbursts and 3 Jolly Ranchers on them if passing out candy may be a problem during the game.) Then read the instructions below to the two groups, making sure that each group cannot hear the other group's rules.

Suls: You are now the Suls, a people from a distant island whose main product is Starbursts. The problem is that your people are getting sick of Starbursts. You have been sent to New York City to trade your candy away for Jolly Ranchers, which are produced by the Ickthalonians. As individuals of this delegation on this important mission, you must keep in mind all the rules of your culture.

1. The Suls are a very family-oriented culture. When you meet a new person it is considered rude if you do not ask about how their parents are. No Sul would ever think of conducting business before talking about his/her own parents and family.
2. Suls are very affectionate and must warmly shake the hand of anyone they meet.
3. You love Jolly Ranchers and would really like to trade for them.

Ickthalonians: You are now the Ickthalonians, a people from a distant island whose main product is Jolly Ranchers. The problem is that your people are getting sick of Jolly Ranchers. You have been sent to New York City to trade your candy for Starbursts, which are produced by the Suls. As individuals of this delegation on this important mission, you must keep in mind all the rules of your culture.

1. The Ickthalonians are very private people. You value hard work and successful business transactions. Family and other personal matters are very private.

¹³. Massachusetts Norfolk County District Attorney's Office.

2. Ickthalonians are very formal. When you meet someone, you formally bow and then begin discussing the business at hand.
3. It is considered rude to stand less than 3 feet from someone you are talking to. You want to respect people's personal space.
4. You love Starbursts and would love to trade for them.

After reading the directions to each group, explain to the participants that they should trade and follow their rules even if in real life they like the other kind of candy better. They can pick what they want at the end of class.

Stop trading after about 5 minutes. Ask if the trade was successful. What made trading difficult? Was it frustrating that the people you were trading with acted differently than you did? How did you try to work around differences? Did you learn anything about a different group of people from the trade? Can you see how differences in culture could cause conflicts?

Activity 4 (10 minutes)

The Security Council

You will need - Copies of Appendix 9 for each person in the class

Explain that sometimes differences between people in the same country or in different countries cause wars. When this happens, the United Nations tries to get people to talk to each other so they can compromise and work around differences. The Security Council is the part of the United Nations whose main job is peacekeeping. It is made up of 9 different countries which decide how to stop the fighting when a war breaks out.

Explain also that the UN has soldiers, sometimes called the Blue Helmets, who go to places where there are wars to keep peace.¹⁴

Explain also the role of Women in Peace-Keeping during conflict and what kind of efforts they provide. Also discuss what the UN Security Council Resolution says about women and their equal participation in resolving conflict.

- Look at (http://www.un.org/events/res_1325e.pdf) for the Resolution.
- Connect discussion to UU-UNO mission to promote Gender Equality.

Pass out Appendix 9. Discuss the worksheet.

Activity 5 (15 minutes)

The Security Council and the Suls and the Ickthalonians

Read this to the class:

¹⁴. A World in Our Hands, (Berkeley: Tricycle Press, 1995) 34-35

News flash! At a recent trading session between the Suls and Ickthalonians, an Ickthalonian got scared when a Sul tried to shake his hand. The Ickthalonian jumped backward and ended up stepping up on another Sul's toe. The Sul thought that this was an attack and started hitting the Ickthalonian. A little while later all the Suls and Ickthalonians were fighting with each other.

Now the Suls and Ickthalonians have declared war on each other.

Explain to the class that they are the Security Council. They will be voting on what to do about the Suls and Ickthalonians. Begin by asking some questions. How did the fight start? What could happen if the Suls and Ickthalonians fight with each other? Could the Security Council help if the Suls and Ickthalonians meet and talk to each other? What should the United Nations do to help? How could the importance of Starbursts and Jolly Ranchers influence whether the two groups fight?

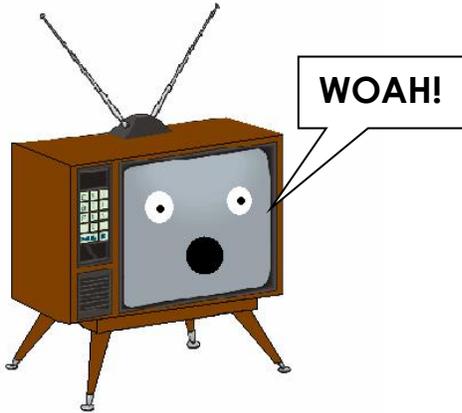
Then have a vote on these ideas. If the participants came up with their own suggestions, vote on those instead.

- The United Nations should not get involved.
- The United Nations will hold a meeting on neutral ground between the Suls and Ickthalonians.
- The United Nations should not send Jolly Ranchers or Starbursts to either of the nations until they stop fighting.
- The United Nations will send peace troops to demand they stop the war.

Before dismissing class, review the day's lessons and activities. Ask the participants to go over how they felt during the conflict discussions and what they think about the UN's role in helping people resolve conflicts. What about the role of UUs in resolving conflicts? Did all of the conflicts start for good reasons? How should people decide how a conflict is resolved? What does compromise mean, and how should that be used in conflict resolution?

Don't forget to pass out the homework before they leave class if you desire to do so!

Show Time



T.V. shows and Internet videos aren't always violent, but they often are. Sometimes we don't even realize how much violence happens in a program. Take a closer look at a T.V. show or Internet video and find out what's happening. Maybe it won't be violent at all. Maybe it will. Fill out this sheet while you watch.

Name of show _____

Time of show (if applicable) _____ Channel (if applicable) _____

Number of times there was a conflict between two people: _____

Number of times people raised their voices at each other: _____

Number of times people hit or punched each other: _____

Did you see any weapons on the show? _____

Were there any conflicts that were resolved without violence? _____

On a scale of 1 to 10 (1 is not violent at all, 10 is really violent) how violent was the show? _____

Do you think T.V. and Internet affects the way people live their own lives?

Do you think violence on T.V. and the Internet is a problem? _____

Conflict Script

Scenario 1: Phillipe and Inyong

Phillipe: Hey Inyong! How was your weekend?

Inyong: Terrible.

Phillipe: I'm sorry. What happened?

Inyong: Why are you asking me stupid questions? Why do you care?

Phillipe: What is your problem Inyong? I'm just trying to be nice!

Inyong: Well maybe if you weren't annoying I'd feel like telling you!

Phillipe: Why don't you just shut up? I can't stand you anyway. I don't know why I was even talking to you.

Scenario 2: Damien and Maria

Damien: You said we would go to the movies last night. Why didn't you call me?

Maria: Oh, I forgot.

Damien: Why do you always do that to me?

Maria: I told you, I forgot.

Damien: I waited for you to call last night, and that's all that you can tell me? I can't stand you Maria! I'm never talking to you again!



Appendix 9

The Security Council ¹⁵

The Security Council has 15 members.

5 of them are permanent members: China United Kingdom, the Russian Federation, France, and the United States.

The other 10 are elected by the General Assembly for 2-year terms.

When a conflict between 2 countries arises, the **Security Council** meets to decide what to do to get them to come to a peaceful agreement. They helped both sides come to an agreement in the Iran-Iraq war. They helped set up elections in Cambodia and Namibia.

The United Nations Security Council believes that women also have an important role in preventing conflicts and in peace-building. They must have participation and full involvement in keeping peace and security around the world.

Sometimes the Security Council sends United Nations peacekeeping soldiers to places where there is war. These soldiers are often called Blue Helmets because... well, because their helmets are blue. These soldiers do not fight. They try to get people on both sides to talk to each other so that there can be peace again.



¹⁵. A World In Our Hands. (Berkeley: Tricycle Press, 1995) 30-35.

Unit 4



Focusing Internationally

Teacher Primer #4

The **history of the United Nations** goes back to the League of Nations, which was formed after World War I to ensure that another world war would not happen. It was the first attempt at forming a world coalition dedicated to keeping peace.¹⁶

Tragically, the League of Nations was not successful in preventing World War II. It had, however, planted an idea in the mind of U.S. President Franklin Delano Roosevelt. In 1941, he talked about forming a new international organization in which its members would be nations dedicated to maintaining world peace. Roosevelt called this new organization the United Nations. The plan that the two men wrote up during that initial meeting is called the Atlantic Charter.

The following year, plans for the United Nations continued. In Washington D.C., 26 countries signed the United Nations Declaration which was a promise to go through with plans of creating the United Nations after the war ended.

In 1943, the Moscow Declaration was signed by representatives of China, the United Kingdom, the United States, and Russia. It was another pledge to form the United Nations.

Initial plans for the United Nations were created in 1944 at the Dumbarton Oaks Conference, which was again held in Washington D.C. In 1945, the pace of work on the nascent United Nations sped up. Early in the year, the Allied Powers drafted an agreement with Russia on the voting system that the Security Council would use. From April 25th to June 26th, the United Nations Charter was written at the San Francisco Conference. On October 24th, 1945, the United Nations Charter officially came into force. The United Nations was born. This day is now celebrated as United Nations Day.¹⁷

¹⁶. [A World In Our Hands](#). (Berkeley: Tricycle Press, 1995) 14-15.

¹⁷. [What's the United Nations?](#) (New York: United Nations, 1993).

Unit 4 – Focusing Internationally

Goal: The purpose of this unit is to help the children learn about interdependence through working together and thinking together to solve small and global issues. They will also consider the UN charter and examples of interconnection.

Activity 1 (15 minutes)

The Tangled People Web (A.K.A: The Human Knot)

Have participants stand in a very close circle. Tell them to use their right hands to hold the hand of someone else in the circle. It can't be the person standing directly to the participant's left or right. Then tell them to do the same thing with their left hands. (If you have a large class, you may want to divide them into 2 groups.)

Explain to the participants that their job is to untangle themselves so that everyone's arms are uncrossed and at their sides. However, the participants cannot let go of anyone's hands. Allow the participants to take time to untangle themselves. (They will have to weave over and under each other's hands.)

Afterwards, have participants sit down and discuss what happened. What happened after you got yourself untangled? Were there more people who still needed help? Was it important for participants to work together? Did people help each other by giving them suggestions?

Explain that the United Nations sees the world as a big web in which everyone must help each other.

Activity 2 (10 minutes)

Defining Interdependence

Write the word interdependence on the board along with the following UU Principle: "We, the member congregations of the UUA covenant, to affirm and promote...respect for the interdependent web of all existence of which we are all a part."¹⁸ Explain that the people of the United Nations see the world as an interdependent place. Ask the participants what they think that means.

Explain that, just like in the Tangled People Web game, the United Nations believes everyone in the world must help each other when they have problems. What would have happened if someone let go of someone else's hand during the game? What would happen if people in the United States stopped caring about people who don't have clean water or enough food or education?

Interdependence means that every part of the whole depends upon the others. In terms of the world, it means that all the people of all the places in the world need to help each other to have healthy, happy lives.

¹⁸. UUA Principles and Purposes. (Boston: UUA).

Activity 3 – The Global Village Game (20 minutes)

You will need – copies of Appendices 10 and 11 for each person in the class

Divide the class into four groups. Give the groups ten minutes to discuss what they would do to help the people in the Global Village (Appendix 10) and to think about the discussion questions in Appendix 11.

Use another ten minutes for each group to present their ideas to the whole class one by one (2.5 minutes per group). You should make a copy of both appendixes and cut them out so that each group can have its own task in front of them.

Activity 4 (10 minutes)

United Nations Charter

You will need – copies of Appendix 12 for each person in the class.

Pass out the copies of the Charter. Explain that these are the conditions that countries must agree to when they become members of the United Nations. Tell the class that this Charter went into effect when the United Nations began on October 24th, 1945. This day is celebrated as the birthday of the United Nations.¹⁹

Discuss the charter. What concerns does the charter address? After reading this Charter, what do you think the United Nations finds important? Are the things you just did in the Global Village game related to what the Charter talks about? What does the Charter not address?

Activity 5 (5 minutes)

A Brief History of the UN

You will need - Copies of Appendix 13 for each person in the class.

Pass out Appendix 13, and have the class read it out loud.

Before dismissing class, review the day's lessons and activities. Were the participants surprised by some of the ways people are connected that we don't always realize? What were some examples of that interconnection? How does the UN Charter address that interconnection and how does the history of the UN show a commitment to that Charter and to that interconnection?

Don't forget to pass out the homework before they leave class if you desire to do so!

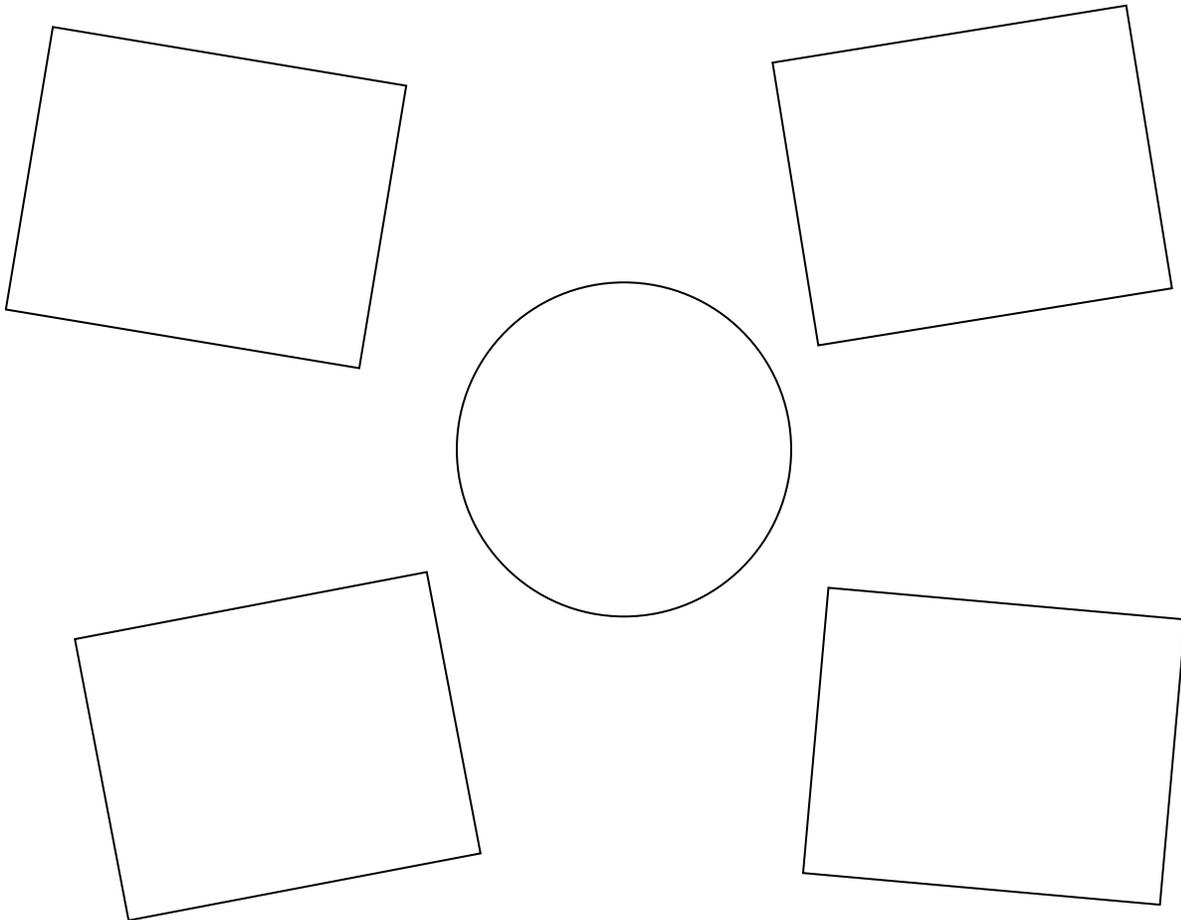
¹⁹. Hope For Tomorrow. (New York: UN Department of Public Information, 1985).

Homework

Web Making

What's important to you?

1. Draw a picture of yourself in the middle circle.
2. Fill in the open spaces with pictures or descriptions of the things in your life that are important. You could draw friends, family, things you like to do, places you like to go, anything you can think of. (If you don't have enough spaces, draw more. If there are too many spaces, just fill up what you need.)
3. Draw lines from your pictures to the things you've drawn.
4. Smile, you've made your own web!



Global Village

Group 1: Land Mines

Land mines are a kind of explosive used during war. When war is over, however, no one removes these landmines. They remain hidden in the ground. When people walk over them, an explosive goes off. Innocent people often lose limbs and are severely hurt because of these land mines.

Somiko is a 12-year-old girl who lives in a village in Sudan. There are many landmines around the village and the main road where she lives. Many people in her village have lost legs or arms because of these land mines. What can you do to protect Somiko and the others in her village from land mines?

Group 2: Drought

Micha lives in the country of Chad in Africa. There is a drought where he lives. It has barely rained at all for the past year. There is very little water. His family's and his neighbors' crops can't grow because there is no water for them to thrive on. What can be done to help Micha and his village?

Group 3: Education

Yuri and his sister, Juana, live with their family in a small village. They live on a farm and spend long days tending the crops. Yuri and Juana both want an education, but the nearest school is a very long walk away. They were only able to go there until the second grade. Then they both had to stop so that they could help out at home. Many of the other children in Yuri and Juana's village have had to do the same thing. What can be done to help Yuri, Juana, and the other children in the village get a better education?

Group 4: Child Labor

Odile's family is very poor. She is only 13, but she had to quit school so that she could work in a factory to earn some money for her family. She works very long hours and gets paid very little money. Now, her 8-year-old brother is going to have to start working too. The family really needs the money. What can be done to help Odile and her brother?

Global Village Discussion Sheet (What the UN is doing)

Land Mines: The UN is working to remove land mines from the places where they are hidden, but it is a slow process. People have to be specially trained to remove the mines by hand without setting them off. This takes a lot of time and money.

The UN also helps to educate people about land mine safety, showing them how to identify a land mine so that they will be able to stay away from it.²⁰

Drought: The UN helps to raise money and send aid to people living in places where there is a drought. For example, in 1985 there was a famine in Africa and 300 million people were starving. The Secretary-General of the United Nations (who was Javier Perez de Cuellar at the time) called a conference and organized groups to raise money and send people to help set up irrigation systems and ration food.²¹

Education: The UN helps set up schools for the people in places where there are none. They also organize tutoring systems so that people will work together to help each other to learn. The UN helps raise awareness to promote primary education around the world as one of their Millennium Goals.

Child Labor: The International Labor Organization (ILO) of the United Nations works to establish fair treatment for workers. They are also working to stop children from having to work long hours under extremely dangerous conditions. They eventually want child labor to be completely eliminated.²²

DISCUSSION QUESTIONS:

- What are some problems that the UN might face in addressing the issues in your Global Village?
- What are some other ideas about what the UN can do to address these issues?
- What are some things the UU Congregations can do to raise awareness about the issues in this Global Village?



²⁰. Land Mine Facts. (New York: United Nations).

²¹. Hope For Tomorrow. (New York: UN Department of Public Information, 1985)

²². A World In Our Hands. (Berkeley: Tricycle Press, 1995) 41.

Appendix 12



tintim.com

United Nations Charter²³

Below are some excerpts from the United Nations Charter. Countries have to agree to this charter in order to become members of the United Nations. Read the excerpts below and then rewrite them in your own words on the lines provided.

We the Peoples of the United Nations Determined

to save succeeding generations from the scourge of war...

... to reaffirm the faith in fundamental human rights...

... to promote social progress and better standard of life...

... to practice tolerance and live together in peace with one another
as good neighbors...

... to unite our strength to maintain international peace and security...

Accordingly, our respective governments... have agreed to the present
Charter of the United Nations and do hereby establish an international
organization to be known as the United Nations (The Charter was signed
on June 26, 1945 in San Francisco).

²³. A World In Our Hands. (Berkeley: Tricycle Press, 1995) 7.

A Brief History of the United Nations ²⁴

After World War I (1919)... The League of Nations was created to keep peace in the world so that another world war would not happen.

But in 1938... Another world war did happen. When World War II started, it was clear that the League of Nations was not working as the creators had originally envisioned.

In 1941... The United States President, Franklin Delano Roosevelt, met on a boat with Winston Churchill, the Prime Minister of England. World War II was still going on, but the two men agreed to create a new organization that would work to maintain peace after World War II was over. They decided they would call this organization the United Nations.

In 1944... The United States, England, the Soviet Union, and China had a meeting in Washington D.C. They created the beginning plans of the United Nations. This meeting was called the Dumbarton Oaks Conference.

In 1945... The San Francisco Conference was held. It lasted from April 25 to June 26. During the conference, representatives from 50 countries wrote the United Nations Charter.

October 24, 1945... The day the United Nations Charter went into effect. October 24th is celebrated every year as the UN's birthday. It is called **United Nations Day**.



Thanks!

Happy Birthday!



²⁴. What's the United Nations? (New York: United Nations, 1993).

Unit 5



Applying New Knowledge of the UN

Teacher Primer #5

The United Nations holds special conferences on certain issues that give Non-Governmental Organizations (NGOs) and other agencies of the UN a chance to voice their opinions and findings. At each of these conferences, speakers discuss pressing issues and situations. The UN can create a formal plan of action or a set of priorities. It is then up to individual governments to put these plans into action in their own countries.²⁵ Some such conferences have been the UN Conference on the Environment in Stockholm (1972), the UN Convention on the Rights of the Child (1989), the Fourth World Conference on Women (Beijing, 1995), the Habitat II Conference (1996), and the Kyoto Protocol (1997). One of the more recent conferences was the 2000 World Summit. At this conference 189 Member States agreed to the Millennium Development Goals (MDGs). The eight goals expected to be accomplished by 2015 are listed below:

1. Eradicate extreme poverty and hunger.
2. Achieve universal primary education.
3. Promote gender equality and empower women.
4. Reduce child mortality.
5. Improve maternal health.
6. Combat HIV/AIDS, malaria, and other diseases.
7. Ensure environmental sustainability.
8. Develop a global partnership for development.

²⁵. Intermediate School Kit on the United Nations. (New York: United Nations, 1995) 13.

Unit 5: Applying New Knowledge of the United Nations

Goal: This unit is an opportunity for participants to use role-playing to review what they have already learned. Participants should also get a better sense of how the UN works from this lesson. Finally, the participants will get the chance to apply what they have learned to a class project.

Activity 1 (20 minutes)

General Assembly

Read the Introduction below and then choose either version 1 or version 2

Review the fact that the General Assembly is one of the 6 main parts of the United Nations. The General Assembly is a meeting of the major organs of the United Nations that takes place every year. It starts in September and lasts for about 3 months. Tell participants that they are going to take part in a much shorter, mock General Assembly.²⁶

The United Nations Headquarters, where the General Assembly meets, is located in the United States in New York City. However, the land that the UN is built on is not part of the United States. It is international territory and belongs to all the countries of the United Nations.

The participants should picture themselves on international territory at the General Assembly building. They are in a large meeting room, about to begin.

Have participants represent the country they chose for the homework from Unit 2. (If two participants chose the same country, they can work together.)

Version 1 -

You will need - 1 copy of I Dream of Peace put out by UNICEF. It is available for \$0.01 on the Barnes and Nobles Website (http://www.barnesandnoble.com/w/i-dream-of-peace-unicef/1000406396?ean=9780062511287&r=1&cm_mmc=AFFILIATES-_-Linkshare-_-GwEz7vxbIVU-_-10%3a1&). (The UU-UNO recommends this book for your RE library.)

Explain to the class that the book you are about to show them is a collection of drawings created by children who have lived through war. Show several of the pictures, reading the descriptions and asking participants what they think about each one. We suggest pages 23, 33, 39, 41, 52, 59, and 64. How does the child who made the drawing feel? What do you think it would be like to live that child's life? Are these children's rights being violated?

Then ask the class to talk about what they would do to try to help these children. The children should picture themselves as the representatives from a country sitting in a large meeting room, about to begin the General Assembly. What would be some issues that the country may want to speak about at the meeting? Make a list of the participants' ideas and suggestions on the board.

Version 2 -

²⁶. Hope For Tomorrow. (New York: UN Department of Public Information. 1985).

Ask participants to brainstorm issues with which the United Nations is concerned. What issues do they think their countries (from the Flag Bearing activity) would be concerned with? Poverty? Immunizations? Environment? Peace? What have we talked about in the past 4 weeks? What issues does the UN deal with? What is something new that you learned about the UN? (You can use the human barometer game from Unit 2 if it is difficult to get the conversation started.)

Activity 2 (30 minutes)

Class Project

Option 1 – UN Chalice

You will need - Paper and Crayons
- Appendices 2 and 3 (from Unit 1)

Ask participants to think about the issues they just discussed in the General Assembly. Paste the chalice and the United Nations symbol somewhere in the front of the room. Tell participants that they will be making their own symbols that show some of the things that the UN does. Participants should pick an issue they are interested in and then draw a chalice that has a design that focuses on that issue. For example, if someone is really interested in children's rights, he or she could make a chalice with drawings of children on it. (You may want to make some photocopies of the chalice from Appendix 3 so that participants draw their designs on top of it. Participants can also make their own designs that depict an issue that interests them without using the chalice theme.)

If there is time, participants should share their creations with the rest of the class.

Option 2 – Stickers

You will need - Paper cut into wide rectangular strips (bumper sticker size)
- Crayons and markers

Ask participants to think about the issues they just discussed in the General Assembly. Tell them to pick an issue that particularly concerns them (for example: the environment, education, and children's rights.) Ask participants to design a sticker that would encourage people to get involved in that issue. Participants do not need to think of a slogan. They can draw pictures if they would prefer.

Participants should share their designs with the class if there is time. They can put their stickers on their car bumper, on a refrigerator, on a window, or on anything they want!

Option 3 – Paper Doll Mural



You will need - Paper, crayons, and markers

- Several chains of paper dolls (See next page for directions on how to make them); Appendix 13

Ask participants to think about the issues they just discussed in the General Assembly. Have them pick an issue in which they are interested and show what they would

do to eliminate the problem. For example, a child interested in children's rights could draw a picture of a group of children working together.

The participants should share their drawings, explaining what issue they thought about in creating the picture. The drawings should be pasted next to each other on available wall space. Then have the children connect pictures that focus on the same issue by pasting a chain of paper dolls to run between them.

To make paper dolls - Cut out the figure from Appendix 13 and trace it onto a piece of paper folded over as if you were making a paper fan. (An 8 ½" by 11" piece of paper can be folded about three times the long way in order for this pattern to work.) It is important that the arms and legs of the figure reach the edge of the folded paper. (This is so that the cutouts will be connected when you unfold the paper.) Unfold the paper to reveal a chain of paper dolls.

Activity 3 (10 minutes)

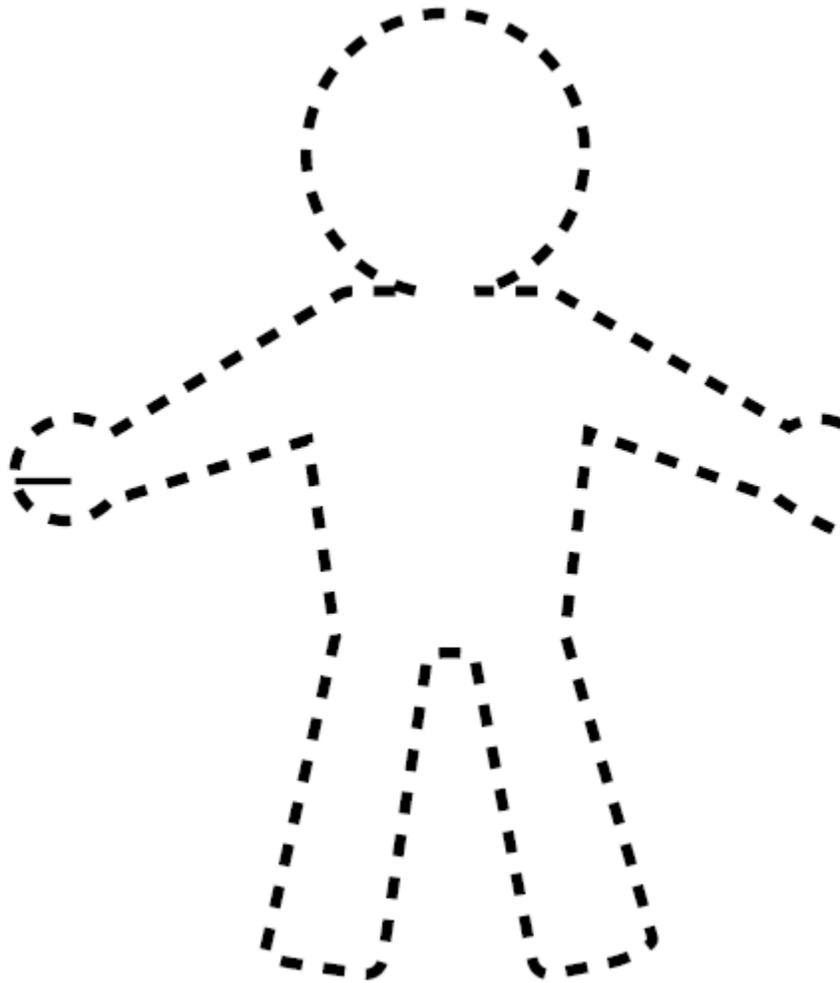
Personal Charters

You will need - Copies of Appendix 15 for each participant

Pass out the papers to each participant. Ask them to think about what they learned and think about what they can do to be a part of the United Nations effort. Tell them to make their own personal Charter, like the United Nations Charter discussed in the last unit. The personal Charter should be one thing that you decide to do in order to be involved in global issues.

Have children take their time in completing their Personal Charter and complete it as a Homework Assignment. Have several volunteers share their Personal Charter ideas during the next RE lesson.

Paper Doll Pattern



Appendix 15

Personal Charter

So now that you know a little bit about this United Nations stuff, it's up to you to figure out what you think of it. Does it make sense? Are you interested in what you learned about?

Remember the United Nations Charter that listed the goals of the United Nations? Now, it's your turn to make your own charter! What are your goals? Do you want to be involved in world issues?

Maybe you want to do something small like read the newspaper a couple of times a week. Maybe you want to volunteer somewhere in the community. Maybe you're not convinced just yet by this whole United Nations thing and want to know more. Maybe you're just not ready to promise anything right now – that's cool too. Just write down what you are thinking on this piece of paper.

My thoughts on the United Nations:

My thoughts on getting involved in the community:

My thoughts on being a Unitarian Universalist:

This is what I pledge to do:
