



UN Ideals

Age: Secondary

Level: A2-B1

Global Knowledge or Global Attitudes and Action:

Global Knowledge

Standard for Learning Outcome: Student learns about global institutions.

Learning Outcome: S.D1.S5.LO1 Demonstrate understanding of the UN and some of its ideals

Standard for Global Skill: Student acquires the skills to be a communicative citizen.

Global Skill: S.D3.S3.LO1 Identify a problem and provide an innovative solution

Sustainable Development Goals: 4: Quality

Education, 16: Peace, Justice, and Strong Institutions

Part 1 (15 mins)

- A.** Ask students to read the instructions and ask if they have heard of the UN. Ask what they know about the role of the UN, accepting all answers at this stage. Ask if they know what the flag of the UN looks like. (A blue background with a white olive wreath surrounding a map of the world). Then have them read the text and match the underlined words and phrases to the photos. Check their understanding of any unfamiliar words.

Answer Key: 1. d 2. b 3. a 4. c 5. e

To check comprehension, display these sentences halves. Ask students to match them to make correct sentences. Encourage them to find sentences from the text that helped them find the answer.

1. The United Nations started
 2. The original goal of the United Nations was
 3. The offices of the organization are
 4. The members of the United Nations decide
 5. Almost every country in the world
- a. in different parts of the world.
 - b. how to solve problems.
 - c. is a member of the UN.
 - d. after World War II.
 - e. to stop another world war.

Answer Key:

1. **d:** "It started on October 24, 1945, at the end of World War II."
2. **e:** "Its main goal was to stop wars and to work for world peace."
3. **a:** "The headquarters of the UN are in New York City, but there are also important offices in Nairobi in Kenya, Geneva in Switzerland, and Vienna in Austria."
4. **b:** "Countries send representatives to hold meetings and make decisions about world problems."
5. **c:** "When it started, there were 51 member countries. Today, there are over 190 countries, almost all the countries in the world."

Part 2 (20 mins)

- A.** Ask students to read the text about *The Universal Declaration of Human Rights* (UDHR). Ask if they have heard of it before and what they know about it. Tell students to locate any unfamiliar words they find in the text and encourage them to guess the meaning. Go over the meaning of any unfamiliar vocabulary. Then have them choose the correct answers on the next page. Ask them to point out the parts of the text that give them the answers. Check answers as a class.

Answer Key:

1. **c:** "Human rights are the human freedoms that everyone in the world should have: ..."
2. **b:** "The UDHR is about goals for human rights around the world."
3. **a:** "Originally, the UDHR was in English and French. Now it is in about 500 different languages."

Ask students to note down any other human rights that they think might be included on the UDHR. Tell them they will find out if they are correct in activity B.

- B.** Give students a few minutes to read the information in the infographic. Explain that these are some of the goals of the UDHR, and explain any unfamiliar vocabulary. Divide the class into pairs. Have them make notes of the three human rights that they think are the most important. Point out the example and the phrases to introduce and give opinions. Have students discuss their opinions in pairs, helping with vocabulary as needed. If time permits, after pairs finish discussing their ideas, invite volunteers to share their opinions. Accept all students' opinions.



Secondary | Teacher's Notes

Ask students if they know of any other basic human rights in the UDHR. If they need help, provide this list as a reference. Check comprehension of any unfamiliar terms.

- The right to have a home.
- The right to be free.
- The right to help from a government when they need it.
- The right to be treated fairly by the law of a country.
- The right to be considered innocent until found guilty.
- The right to move between countries.
- The right to hold public meetings.
- The right to take part in cultural events in the local community.

Part 3 (15 mins)

A. Have students read the instructions. Then ask students if they know what a disability is: a condition in which someone can't use part of their body, or their brain, in the usual way. Ask if they are surprised by the number of people around the world with disabilities. Explain that securing rights for people with disabilities is an important goal. Give students a few minutes to read the text and identify which human rights from activity B Part 2 are not protected.

Answer Key: Possible answers

the right to travel freely, the right to have a good standard of living, the right to get an education

B. Divide the class into pairs. Have them talk about and write down ways to help Misha. Monitor their discussions, helping with vocabulary where necessary. Elicit students' ideas and write them on the board. Ask students which ideas they like best. Encourage them to give reasons.

Answer Key: Possible answers

- Raise money to build a ramp at her school.
- Write to a local politician or the Minister for Education and ask for help.
- Find a local builder who might build an access ramp for free.
- Ask local businesses to help.
- Use websites such as *GoFundMe* and *JustGiving* to ask people for money.
- Have classes outside the school so Misha can attend.

Extension

A. Ask students to read the text about the Model UN and the Model UN Discussion Topics. Check comprehension of unfamiliar terms. Then have students check the topic or topics that they would like to discuss as a class. Ask for a show of hands to decide which discussion topic is the most popular. Alternatively, you can choose a topic that you would like the class to discuss.

B. This activity will probably work best if you act as the Chairperson of the General Assembly. After the class chooses a discussion topic, give students a few minutes to make notes on their ideas. Provide help with vocabulary as needed. To start the discussion, say: *The UN General Assembly will discuss an important question. Read the discussion question and say: If your answer is "yes," raise your hand. Now if your answer is "no," raise your hand.* Then ask students to give reasons for their answers. Elicit your students' ideas, encouraging them to give examples to support their opinions.

C. Ask students to think about whether they enjoyed the discussion or not. You could provide the following questions:

1. Did you learn anything new about the topic?
2. Did you have a chance to give your opinions?
3. Was the discussion topic interesting? Why or why not?
4. Do you understand more about the role of the UN?

If students would like to learn more about the Model UN, they can download a free app called *mydiplomat*.

If there is not enough time, have students to research the discussion topic they chose for homework.

Encourage them to use the internet to research different opinions and examples on the topic. When you have the class discussion, encourage students to cite where they found the information.