

KEY STAGE 3:	DURATION OF LESSON: 60 MINS	LESSON 1 – THE UN: WORKING FOR US ALL	DATE:	UN MATTERS
<b>KEY QUESTION</b> Why does the UN exist and what does it do?		<b>KEY WORDS</b> United Nations, General Assembly, Security Council, UNICEF, UNDP, UNESCO, WHO, IAEA, peace, poverty, human rights, development, member states.		
<b>CURRICULUM LINKS</b> <b>England</b> - Citizenship: 1.1 Democracy & Justice, 1.2 Rights & Responsibilities, 1.3 Identities & Diversity, 2.1 Critical Thinking & Enquiry, 2.2 Advocacy and Representation <b>Wales</b> - PSE: Active Citizenship; ESDGC: Choices and Decisions, Wealth and Poverty, Identity and Culture; Geography: People and Planet <b>Northern Ireland</b> - Learning for Life and Work <b>Scotland</b> - People in Society, Economy and Business				
<b>LEARNING OBJECTIVES</b> <ul style="list-style-type: none"> <li>- to introduce the aims of the United Nations (UN)</li> <li>- to identify the work of key UN bodies/agencies within the UN system</li> <li>- to explore some of the successes of the UN</li> <li>- to work collaboratively to solve problems</li> </ul>		<b>LEARNING OUTCOMES</b> <ul style="list-style-type: none"> <li>- to understand that the main aims of the UN are: secure international peace, eliminate poverty and promote human rights</li> <li>- to understand that the UN is made up 192 countries, called member states</li> <li>- to understand that the UN is broken down into different parts that work on particular areas, for example, UNICEF focuses on helping children around the world</li> <li>- to understand that the UN has had many successes (including stopping conflicts, reducing poverty, promoting human rights and development), but that challenges remain</li> </ul>		
<b>STRATEGIES</b>		Exposition, Q&A, discussion, group work; AfL: collaboration, recap, review and refocus		
<b>CONNECTION</b> (starter) 10 mins		<b>Introduction to the topic, outline learning objectives and outcomes</b> Explain the structure and purpose of the lesson to students. Students read the information boxes on the student worksheet 1.1 and 1.2 and then complete the crossword.  <b>Challenge task</b> Students should create sentences about the work of the UN using the key words from the crossword and present them to the class.		
<b>ACTIVATION</b> (main activity) 15 mins		Teacher to explain the structure of the UN system and the type of work it does to achieve its aims (see teacher's notes & student worksheets). Outline the examples of different bodies of the UN on student worksheet 1.2. In groups of three, students re-read the information boxes on student worksheet 1.2 and sum up in one word the main role/focus of each UN body mentioned.		
<b>DEMONSTRATION</b> (main activity) 25 mins		Play UN bingo using the different UN bodies covered on student worksheet 1.2. Students choose the names of four bodies. Teacher to read the descriptions from the information boxes on worksheet 1.2. The first student to mark off all four names and shout UN bingo is the winner. Ask the winning student to describe the work of one of the UN bodies that you have not yet covered. The class should guess which UN body is being described.		

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

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

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

KEY STAGE 3:	DURATION OF LESSON: 60 MINS	LESSON 3 – THE UN: FIGHTING POVERTY	DATE:	UN MATTERS
<p><b>KEY QUESTION</b> What are the Millennium Development Goals (MDGs) and why are they important? What is UNESCO's role as part of the UN system?</p>		<p><b>KEY WORDS</b> Millennium Development Goals, Education For All, UNESCO, poverty, equality, universal primary education, girls' education</p>		
<p><b>CURRICULUM LINKS</b>  <b>England</b> - Citizenship: 1.1 Democracy &amp; Justice, 1.2 Rights &amp; Responsibilities, 1.3 Identities &amp; Diversity, 2.1 Critical Thinking &amp; Enquiry, 2.2 Advocacy and Representation  <b>Wales</b> - PSE: Global citizenship; ESDGC: Wealth and Poverty, Choices and Decisions <b>Northern Ireland</b> - Learning for Life and Work <b>Scotland</b> - People in Society, Economy and Business</p>				
<p><b>LEARNING OBJECTIVES</b>  - to assess the importance of the Millennium Development Goals in fighting poverty  - to raise awareness about gender inequality in education  - to prioritise information and present a point of view</p>		<p><b>LEARNING OUTCOMES</b>  - to understand that the MDGs adopted by the UN member states in 2000 aim to reduce poverty and inequality throughout the world  - to understand that UNESCO works to promote MDG 2 (universal primary education) and 3 (improving gender equality)  - to understand the reasons why so many girls are out of school</p>		
<p><b>STRATEGIES</b></p>		<p>Exposition, Q&amp;A, discussion, presentation, group work; AfL: collaboration, recap, review and refocus</p>		
<p><b>CONNECTION</b> (starter) 10 mins</p>		<p><b>Introduction to the topic, outline learning objectives and outcomes</b>  Explain structure and purpose of the lesson to students. Explain to students what the Millennium Development Goals (MDGs) are and why they were agreed at the Millennium Summit in 2000. If the technology is available, watch a short video called 'Achieving the MDGs', found at <a href="http://www.youtube.com/watch?v=ReRx12QUv54">www.youtube.com/watch?v=ReRx12QUv54</a>  Students should read together what the eight MDGs are (outlined on student worksheet 3.2). Make sure they are clear about what the goals mean through a quick Q&amp;A session, preferably led by students.</p>		
<p><b>ACTIVATION</b> (main activity) 20 mins</p>		<p>Students should imagine that the UN can only tackle one Millennium Development Goal. Students should decide which is the most important and note down their reasons. Students should then go and stand by their chosen goal (posters with these should be spread around the classroom – the set of posters can be found on the CD ROM for this pack). Each group has one minute to try to persuade the rest of the class why their goal should be prioritised. After each goal has been promoted, students should move to the goal they now believe to be the priority, based on the strength of the arguments presented. Elicit positive student feedback about the strengths of the presentations. Elicit reasons as to why students have changed their minds.</p> <p><b>Challenge task:</b> Are there any other goals you think should be included in the MDGs? What are they?</p>		

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

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

<p><b>DEMONSTRATION</b> (main activity)</p>	<p>Provide students with the case study about the child worker in Haiti on student worksheet 4.4. Select a student to read the case study to the rest of the class. In groups, students should identify what rights the child in the case study does not have. Students should also discuss what the child can do about the situation and what the UN could do to help the government in Haiti to make sure all children have their rights . All of these thinking questions are explicit on the student worksheet.</p> <p><b>Challenge task</b> If rights clash with each other, which right should be given most importance? Can you think of an example when rights clash?</p>
<p><b>EXTENSION WORK</b></p>	<p>Challenge tasks/extension activities throughout the lesson plan – they are also explicit on student worksheets.</p>
<p><b>HOMEWORK</b></p>	<p>Read the factsheet on nuclear disarmament in preparation for the Security Council simulation next week.</p>
<p><b>CONSOLIDATION</b> (plenary)</p>	<p>Return to learning objectives and outcomes. Have their ideas changed since the beginning of the lesson? Students taken through recap, review and refocus to next session, looking at how the UN Security Council makes decisions through a Model United Nations simulation.</p>
<p><b>ASSESSMENT OPPORTUNITIES</b></p>	<p>Informal/formative, through Q&amp;A and discussion, working cooperatively and collaboratively in pairs and small groups, recording information, homework completed to criteria, prioritising and presenting a perspective, successfully justifying opinions</p>
<p><b>RESOURCES</b></p>	<p>Teacher’s notes, lesson 4 student worksheets, human rights activity sheet for ‘diamond nine’, case study of child worker in Haiti, glossary</p>
<p><b>DIFFERENTIATION</b></p>	<p>Challenge tasks/extension activities throughout the lesson plan (they are also explicit on student worksheets), ‘trailers’ for change of activity, modelling what they will undertake, teacher to provide support to help structure the task and provide additional explanation, help with personal organisation, scaffolds to help record information, carefully graded questions, mixed ability grouping, active working</p>
<p><b>KEY SKILLS</b></p>	<p>Contributing to discussions, communicating ideas, using technical language and correct topic-specific vocabulary, sharing conclusions, solving problems, reading key information, interpreting visual and written information, writing, organising and presenting information, using key words and glossaries to aid explanation and get additional information, cooperating and collaborating, using thinking skills to solve problems, information processing skills and reasoning skills</p>

KEY STAGE 3:	DURATION OF LESSON: 60 OR 120 MINS	LESSON 5: MODEL UNITED NATIONS	DATE:	UN MATTERS
<b>KEY QUESTION</b> How does the United Nations Security Council tackle global issues?		<b>KEY WORDS</b> UN Security Council, Model United Nations, debate, peace, nuclear weapons, security, diplomacy, negotiations, permanent members, missiles, disarmament		
<b>CURRICULUM LINKS</b> <b>England</b> - Citizenship: 1.1 Democracy & Justice, 1.2 Rights & Responsibilities, 1.3 Identities & Diversity, 2.1 Critical Thinking & Enquiry, 2.2 Advocacy and Representation <b>Wales</b> - PSE: Global citizenship; ESDGC: Wealth and Poverty, Choices and Decisions <b>Northern Ireland</b> - Learning for Life and Work <b>Scotland</b> - People in Society, Economy and Business				
<b>LEARNING OBJECTIVES</b> <ul style="list-style-type: none"> <li>- to simulate the work of the Security Council in tackling global issues</li> <li>- to create a blueprint for a world free of nuclear weapons</li> <li>- to develop skills of conflict resolution, negotiation, public speaking, debate and diplomacy</li> </ul>		<b>LEARNING OUTCOMES</b> <ul style="list-style-type: none"> <li>- to understand that the Security Council can make binding decisions about action to promote international peace and security</li> <li>- to understand that different member states have different opinions about the best way to achieve peace and security</li> <li>- to be able to present a view from a member of the Security Council</li> <li>- to create a blueprint for a world free of nuclear weapons that all members of the Security Council will find acceptable</li> </ul>		
<b>STRATEGIES</b>		Exposition, Q&A, discussion, presentation, group work; AfL: collaboration, Model UN Simulation, recap, review and refocus		
<b>CONNECTION</b> (starter) 10 mins		<b>Introduction to the topic, outline learning objectives and outcomes</b> Explain structure and purpose of the lesson to students. Students should be working in pairs for this lesson. Explain the powers and structure of the Security Council. Students should complete the quick quiz about the Security Council. Explain that students will be acting as the Security Council for the purpose of this lesson and representing the views of the fifteen countries which sit on the Security Council. Each pair of students represents a different country. Students should read the information about their country included on their country placards (found on the CD ROM for this pack). Students should then organise themselves across the room from highest to lowest Gross National Income (GNI). Elicit reasons about what this tells us about the standard of living in each country. Students should then organise themselves according to average life expectancy in their countries. What does this tell us about the standard of living in each country? This exercise enables students to visually see that there are inequalities and differences between countries. Students should then return to their seats.		
<b>ACTIVATION</b> (main activity) 15/60 mins		As a class, discuss the information on student worksheet 5.2 and 5.3 on nuclear weapons. Students should use the questions on worksheet 5.3 to highlight what the issues are in terms of international peace and security. Use a world map to show students where the countries with nuclear weapons are located and where the Security Council members and other relevant countries are in relation to them. Students should then complete their country viewpoint using the framework provided on student worksheet 5.4, based on their country factsheet and the discussion so far. Each country then has one minute to present their ideas on why this is an issue the Security Council should tackle and what the best solution for the international community is. The teacher should chair/manage this discussion. This is often most effective when students stand up or speak from the front. The speeches will give the students an understanding of all the different viewpoints. They should make notes as they hear each speech to think about which countries they agree and disagree with.		

<p><b>DEMONSTRATION</b> (main activity) 20/60 mins</p>	<p>Students, as representatives of their country, should then enter into a debate about the pros and cons of the points raised during the speeches. One effective way of doing this is by discussing each point raised on its merits and demerits. Students should raise their country placards if they wish to speak. Limit each country's speaking time to about 30 seconds, to ensure that all countries get to speak and no single country dominates the discussion. Again, the teacher should chair/manage this discussion. Students still representing their countries, should then break into groups according to the countries they agree with and write down five actions that the Security Council should take to work towards a world free of nuclear weapons, using the framework provided.</p>
<p><b>EXTENSION WORK</b></p>	<p>Challenge tasks/extension activities throughout the lesson plan – they are also explicit on student worksheets. Leading student working groups to create resolutions.</p>
<p><b>CONSOLIDATION</b> (plenary) 10 mins</p>	<p>Students should present their resolutions to the rest of the Security Council (there should be 2-3 different resolutions). The Security Council should vote for each resolution by raising their placards if they want to pass it and put it into action. The resolution will only pass if the USA, France, China, the UK and the Russian Federation either vote for it or abstain from voting.</p> <p><b>Challenge task</b> Is it fair these five countries can veto any major decisions made in the Security Council? Are there any other countries that you think should be able to do this?</p> <p>Return to learning objectives and outcomes. In what ways have they changed their ideas since the beginning of the lesson? Students taken through recap and review of the lesson.</p>
<p><b>ASSESSMENT OPPORTUNITIES</b></p>	<p>Through question Q&amp;A, working cooperatively and collaboratively in pairs/small groups, recording information, prioritising and presenting a perspective from their allocated country, successfully justifying opinions, creating solutions to world issues through resolution writing</p>
<p><b>RESOURCES</b></p>	<p>Teacher's notes, lesson 5 student worksheets, country placards with country information, case study on nuclear weapons, glossary, stop watch (for teacher to time speeches), flip chart paper/pens to write resolutions</p>
<p><b>DIFFERENTIATION</b></p>	<p>Challenge tasks/extension activities throughout the lesson plan – they are also explicit on student worksheets, 'trailers' for change of activity, modelling what they will undertake, teacher to provide support to help structure the task &amp; provide additional explanation, help with personal organisation, scaffolds to help record information, carefully graded questions, paired working, active working</p>
<p><b>KEY SKILLS</b></p>	<p>Contributions to discussion, communicating ideas, using technical language and correct topic-specific vocabulary, sharing conclusions, solving problems, reading key information, interpreting visual and written information, writing, organising and presenting information, cooperating and collaborating, using thinking skills to solve problems, information processing skills, reasoning skills, negotiation, diplomacy and conflict resolution</p>