

LESSON PLAN

UN Family Tree

MODULE ONE. FOUNDATION: *UNIT VI. I International Implementation, Monitoring, and Enforcement*
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LENGTH

2 days

NEBRASKA SOCIAL STUDIES STANDARDS

US History: 12.1.9, 12.1.11, 12.1.14
World History: 12.2.10

McREL NATIONAL STANDARDS

US History: 12.1.5, 12.2.3
World History: 12.4.2, 12.5.2

OBJECTIVES

1. Students will become familiar with the job titles of the six major bodies within the United Nations.
2. Students will discuss and analyze the role of each group and hypothesize why it is needed.
3. Students will create a physical representation of the human body and use it to compare the jobs within the United Nations.

TERMS

United Nations
Secretariat
General Assembly
Security Council
Trusteeship Council
Economic and Social Council
International Court of Justice

MATERIALS

- 5 feet (body length) of butcher paper per each group of 4 students
- Principal Organs of the UN worksheet
- Overhead projector or board and markers
- Students will need copies of the following documents:
 - United Nations System of Organization: Definitions
<http://www.unsystem.org/>
 - United Nations System: Principal Organs Chart
<http://www.un.org/aboutun/unchart.pdf>

(This lesson can be used as a continued look at how the United Nations is run by breaking down the six principal organizations that help to keep the UN running smoothly.)

Day One:

- I. Break students into equal groups (no more than 4) and give each student their own copy of the System of Organization Definitions and the Principal Organs of the UN worksheet for their own use. Each group will need a body length of butcher paper.
- II. On an overhead or board, the teacher will draw a simple figure of the human body. Label each of the following parts:
 - A. HEAD: eye (2), nose, mouth
 - B. BACKBONE: heart
 - C. ARM (2): hand (2)
 - D. LEG (2): foot (2)
- III. Allow the groups time to have one group member draw an outline of a body on the butcher paper. When the groups are ready, hold a quick discussion to decide what the main function(s) of each body part are. Explain to the students that their job is to decide which Principal Organ best represents each of the body parts on the overhead.
- IV. Have the students label each body part with a UN Organ and include a brief explanation as to how that organ is like the body part the group chose.

For example:

The Secretariat is most like the Backbone because it is the group in charge of everyday jobs. Without the Secretariat, the UN would not run or get anything done.

Day Two:

- V. Check to make sure all groups have finished the Six Principal Organs plus their descriptions on the body outline.
- VI. Explain that today's goal will be to go further into the subsidiary job functions within each principal organ. Like the human body, the head must function in coordination with the eyes, ears, nose, and mouth in order for it to work to its best potential. In comparison, the General Assembly (for example) works best when subsidiary committees like UNICEF and UNRISD are functioning properly.
- VII. On the board or overhead, give the students a list of secondary body parts they will be labeling: 2 eyes, 2 ears, nose, mouth, heart, 2 hands, 2 feet. The groups will be responsible for labeling the secondary parts of the body with the Under Committees in System Organization Definitions. Like the day before, students will choose a subsidiary committee they agree best represents each body part. It must be a committee listed under the corresponding Organ.
- VIII. When the groups are done labeling, they should each give reasons why each Under Committee best represented that specific body part.

Day Three:

- IX. **Assessment:** Once the groups have finished their full body representation of the United Nations, each group will be responsible for presenting their final project. If there is time, it might be fun for each group to decorate and personalize their model.
- X. During presentations open up class discussions where there is disagreement and or agreement about body placement. Discuss the possibility of each Organ and subsidiary committee becoming interchangeable as part of the whole system. The overall objective is to get the students to realize that the United Nations works as a whole. Each principal organ and Under Committee must not only be responsible for its own job, but must also be a part of the bigger picture in order for the process to work.

Principal Organs of the UN

<http://www.un.org/aboutun/mainbodies.htm>

Economic and Social Council	The Council serves as the central forum for discussing international economic and social issues, and for formulating policy recommendations addressed to Member States and the United Nations system. It is responsible for promoting higher standards of living, full employment, and economic and social progress; identifying solutions to international economic, social and health problems; facilitating international cultural and educational cooperation; and encouraging universal respect for human rights and fundamental freedoms.
General Assembly	The Assembly considers and makes recommendations on the principles of cooperation in the maintenance of international peace and security, including the principles governing disarmament and arms regulation.
International Court of Justice	Its main function is to act as the World Court, located at the Hague in the Netherlands. It was set up in 1945 under the Charter of the United Nations to be the principal judicial organ of the Organization.
Security Council	The Council's primary responsibility, under the Charter, is for the maintenance of international peace and security.
Secretariat	This international staff, working in duty stations around the world, carries out the diverse day-to-day work of the Organization. It services the other principal organs of the United Nations and administers the programs and policies laid down by the other subsidiary bodies.
Trusteeship Council	The Council's main goal is to promote the development of self-government and ultimate independence of United Nations Trust territories like, for example, Palau.