

INTERNATIONAL COOPERATION IN THE 21st CENTURY

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WORKING TOWARDS PEACE

THE CENTRAL THEME OF THIS UNIT DEALS WITH THE
CONCEPT OF 'PEACE'

Central Ideas

1. Peace requires cooperation, participating, and respect from parties involved.
2. Respect for differences/diversity and understand that we also have commonalities
3. Peace, human rights, and security are interdependent
4. Lives are affected when we live without peace
5. Media can influence attitudes

SCOPE AND SEQUENCE

4th grade- WI History

5th grade- Am History (Focus on Am. Rev., Civil War, and Pioneer Movement)

6th grade- Geography of North and South America

7th grade- Geography, history, environmental issues of Africa, Asia, Europe, Antarctica Australia/Oceania

8th grade- American History

***You – the audience**

***Giving my students tools to get them where YOU need them!**

***Teach political boundaries-**

(Can't teach them about the Holocaust until they know where Germany is... not to mention Rwanda... Kosovo, etc...)

***7th graders do not have an opinion on most things! Afraid to make a decision. Afraid what their peers might think!**

***Have little background information on what has happened in the world in the past- unless there is a movie about it...have very little knowledge of current events- unless it is a BIG event (like 911)**

***Give basic background on :**

United Nations

Human Rights

New Vocabulary

Grade Level 7th grade
Subject Area geography/world cultures

Time: 2 week unit

Outline of Lesson Topics

Family Beliefs and Customs (Connecting with home/parents)
School Values
School Violence/Bullying
Terminology
What are “Human Rights?”
Who Helps During a Time of Crisis? (The United Nations)
Analyzing the Media
After the Violence
Conceptual Mapping
Action Plan

WISCONSIN STATE STANDARDS
Used in this unit

E.8.14 Describe cooperation and interdependence among individuals, groups, and nations such as helping others in times of crisis.

E.8.12 Describe conflict resolution and peer mediation strategies used in resolving differences and disputes.

E.8.7 Identify and explain examples of bias, prejudice and stereotyping and how they contribute to conflict in our society.

E.8.5 Describe and explain the means by which groups and in institutions meet the needs of individuals and society.

A.8.7 Describe the movement of ideas, diseases, products and people through out the world. (*For this unit- Movement of people in regard to forced migrations*)

Family Beliefs and Customs

Time- 47 minutes

Materials- 3x7 note cards

Colored pencils

Objective: Students will understand that we are all different and that differences are ok. They will also understand that we, as human beings, also have some commonalities

Procedure:

Give each student a 4x6 white notecard for their assignment which will be due the next day. *Also keep it for the following day.*

For that assignment, ask students to talk with their parents about a custom(s) that they participate in and have them draw a picture of the event on the notecard. (An example might be a religious custom like making your confirmation, or always having a birthday cake on your birthday, hiding the pickle in the Christmas tree, celebrating Cinco De Mayo...) On the other side of the card, have the students ask their parents to list some of the values they believe in. (An example might be “working hard in life”, “helping family and friends”...

Have the students return to school with their cards the next day and discuss the pictures that they drew concerning family customs.

After everyone has had a chance to share, ask the students if they found some commonalities amongst the group. (List those on the whiteboard) Then ask the group to list some of the differences that they found. (List those on the whiteboard)

Select one item from the group of commonalities (ex: having a birthday cake for their birthday) Ask students to consider if not having a birthday cake for their birthday makes a student ‘strange’ or ‘bad’. Have students discuss the values on the back of their cards. Again list some of these on the whiteboard.

Discuss the fact that we all have differences and differences are good. Discuss the fact we also have some commonalities as human beings. Explain that both the customs and beliefs often are passed down from our parents or even grandparents.

School Core Values

Time: 25 minutes

Materials: Core Values From Your School (Code of Ethics, Goals, ...)

Objectives: Students will understand that some of the core values of a school will coincide with the values that their family also believes in.

Procedure:

Teacher will write the core values on the white board for the students to see. Have the students get out their white cards from the previous day. Have them compare the values that they (and their parents) wrote on the cards. How do they compare? Are there similarities? Differences?

Specifically take note to see if anyone has a value that talks about “not hurting others” “being kind to others” “helping others”
Tell them that tomorrow they will be doing an activity that deals with those values.

School Violence and Bullying (Technology)

Time: Two- 47 minutes (without additional options)

Materials: White poster paper, colored pencils (or other medium)

Access to the Computer Lab

Objectives: Students will create a poster which shows values such as 'kindness and compassion' dealing with the issue of school bullying. Students will better understand the issue of Bullying by reading from an Internet site.

Procedure:

If the instructor has data dealing with school harassment and bullying, he/she can integrated this material into this discussion. Teacher will take the class into the computer lab where they will access the following website on bullying:

<http://www.bullying.co.uk>

The instructor can look over the website and create some focus questions that help students to better understand the materials, or he/she can use the following questions below.

1. Bullying includes many things. List at least 6 ways someone can bully you.
2. The site lists ways that you can deal with bullying. Write down 4 ways that you could deal with someone that is bullying you.
3. What should you do if someone is bullying you and you can't cope with the situation?
4. List 5 of the "buttons" that bullies sometimes push when they think you might get upset.
5. Explain the concept of "body language" according to the website.

Students can then create a poster on how to handle bullying. Those can be displayed in the hallway or classroom for their peers to see

OPTIONAL: Teachers can create a survey concerning bullying. (e.g., is it happening in your school...where...when... how many times per week... do you see others being bullied... how...) Results could be collected, tallied, and reported.

Bullying Online

Registered Charity Number: 1080923

Advice for Parents



Help and advice for parents who are tackling bullying. We explain, step by step, how to tackle the problem and what happens if you take legal action. Don't forget!! you can always email us for more help or advice.

[More -->](#)

Advice for Pupils



Life can be a misery when you're bullied at school and if you don't have any friends. Here we give advice if you're having a hard time. There's also information on how to stay safe.

Legal Advice



Advice from a solicitor on the school's responsibilities to care for your child at school and what could constitute a breach of that duty of care. Information on how much evidence you need before contacting a solicitor.

[More -->](#)

School Projects



We get many requests every year from pupils who are doing project work on bullying. You'll find plenty of ideas in this section including information on how to do a school survey. There are also new links for teachers about different parts of the world.

Problem page for Parents



Dealing with bullying can be very isolating for a parent. Whether it's trouble in the classroom or playground, or having problems getting the school to take the problem seriously, others have had the same worries.

[More -->](#)

Problem page for Children



Being bullied can be lonely and frightening. We've taken a large number of real emails and replies so that you can see that you're not alone and that other people have the same problem.

Tips

Sometimes bullying seems like the end of the world but if you're a pupil who has successfully come through it you can help others.

Links

There are a lot of other sites that offer support and information. Some are better than others and help you to deal with the problem.



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ADVICE TO PUPILS

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We all know that bullying goes on in every school but it's the way it's dealt with which makes the difference between life being tolerable or a misery. Bullies are very cunning and are expert at getting away with it.

Bullying includes

- People calling you names
- Making things up to get you into trouble
- Hitting, pinching, biting, pushing and shoving
- Taking things away from you
- Damaging your belongings
- Stealing your money
- Taking your friends away from you
- Spreading rumours
- Threats and intimidation

Bullies can also frighten you so that you don't want to go to school, so that you pretend to be ill to avoid them.

If you are being bullied, tell a friend, tell a teacher and tell your parents. It won't stop unless you do. It can be hard to do this so if you don't feel you can do it in person it might be easier to write a note to your parents explaining how you feel, or perhaps confide in someone outside the immediate family, like a grandparent, aunt, uncle or cousin.

Your form tutor needs to know what is going on so try to find a time to tell him/her when it won't be noticeable. You could stay behind on the pretext of needing help with some work. If you don't feel you can do that, then go to the medical room and speak to the school nurse.

The best idea is if a teacher can catch the bullies red-handed. That way, you won't get into bother from anyone for telling tales. It will be clear to everyone what has been going on. Don't be tempted to hit back because you could get hurt or get into trouble.

Try to stay in safe areas of the school at break and lunchtime where there are plenty of other people. Bullies don't like witnesses. If you are hurt at school, tell matron or a teacher immediately and ask for it to be written down. Make sure you tell your parents.

On the school bus, try to sit near the driver, or if it's an ordinary bus, by other adults. If you have to walk part of the way, and you're afraid of being ambushed, then vary your route, try to leave home and school a bit later or a bit earlier, or see if you can walk with other people who live near you, even if they're older or younger.

Terminology

Time: Flexible upon student's prior knowledge

Materials:

Procedure: Flexible based on teacher discretion

Objective: Students will have a better working knowledge of words that they might see in literature and videos or hear in discussion.

Teachers should make sure that the student group understands the difference between the following words:

Discrimination

Prejudice

Stereotype

Racism

This can be done in whatever manner the instructor decides.

It could be basic note taking, discussion, role play...

What Are Human Rights?

Time: Reading (one to two 47 minute periods depending on class discussion of materials.

Video (optional) – 30 minutes

Materials: Books-

1. Human Rights –Opposing Viewpoints

ISBN-1-56510-797-7

Greenhaven Press, San Diego, CA

2. The Universal Declaration of Human Rights

ISBN-9211004233

By: Ruth Rocha and Otavio Roth

United Nations Publications

Videos

1. Human Rights - Zenger Media Productions

2. Creating A Human Rights Agenda-Zenger Media Productions

Objectives: Students will investigate what is meant by “Human Rights” through various medium

Procedure:

The Instructor will read the book, “The Universal Declaration of Human Rights” to her class. Class discussion of the book will follow. Students will recall some of the different human rights they heard about and instructor will list those on the board.

All students will be required to read the Introduction to the book entitled “Human Rights- Opposing Viewpoints.” They will also read the Chapter 1 preface and Viewpoint 1 (Human Rights are Universal). This book is a higher reading level. Some 7th graders may struggle with the material, thus the reason for reading the first book entitled “Universal Declaration of Human Rights.”

An additional option is to borrow or purchase one of the two videos listed in the material section. Students would watch the video and teacher would facilitate discussion on what was viewed.

Who Helps In A Time Of Crisis?

Time: 2-47 minute periods

Materials: **Books-**

1. World Organizations- United Nations
By Linda Melvren
A Franklin Watts Book
ISBN- 0531-14814-9
2. The United Nations Come Along With Me
A United Nations Book

Objectives:

Students will begin to understand the structure and the function of this organization.

Students will understand that groups of people can be bullied and intimidated, and have been in the past

Procedure:

Teacher can facilitate a discussion as to whether or not the students believe that sometime whole groups of people are “bullied.” Can the students list any examples? *The one that some students might recall would be the Jews.*

Go back to the website materials that students accessed from the “Bullying Online” site.

Ask students HOW the Jews were bullied?

Some might look at their list (or just recall) and say: name calling, pushing & shoving, taking things away from you, damaging your belongings, threats and intimidation.... Etc.

Ask if the students are surprised that “Bullying” goes on at a “Global Level?”

Go back to the terminology. *Can students relate any of the new vocabulary to these situations?*

Students should be able to relate the following vocabulary words to the Holocaust: Discrimination, Prejudice, Racism.

Ask what “human rights” were taken away from the Jews.

Students should recall from their reading on the “Human Rights” material.

Answers might include: right to be free, right to live, not to be hurt or punished in cruel or humiliating ways... etc...

At this time, you might want to introduce some new terms.

Those could include:

Genocide

Ethnic Cleansing

Forced Expulsion

Teacher can refer students back to the website on bullying and ask students to recall:

A . What they should do if someone is bullying them?

B. What they should do if they can't cope with the situation?

No have students think about and discuss what large groups of people could do if some one is intimidating or bullying them?

What should they do if they can't cope?

Explain to the students that there are organizations and agencies that try to help in such instances. List the U.N. as one of them.

Teacher and students can then **read the books listed** above.

The book entitled The United Nations by Melvern is excellent for a 7th grade level. The second book entitled The United Nations, Come Along With Me is written at an elementary level, might be perfect for students with special needs.

The instructor can decide on what information is most beneficial for her students to glean from this material. A **'focus' sheet** can be created to help students organize and retain information.

This could be used as **their assessment** of the material.

Areas that could be targeted could include:

- 1. What is the United Nations?*
- 2. How doe the UN work?*
- 3. Explain the Security Council*
- 4. Explain the Secretary- General*
- 5. What do the UN Peacekeepers Do*
- 6. Tell about other UN agencies*
- 7. Tell about the UN in the future*



ICISS

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 a
readiness to take firm and effective
human rights, in the capacity and
worth of the human person, and
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

THE RESPONSIBILITY TO PROTECT

REPORT OF THE INTERNATIONAL
COMMISSION ON INTERVENTION AND
STATE SOVEREIGNTY

Enrichment

Optional: The Responsibility To Protect Document
Using Primary Sources
Upper Level Reading for Differentiated Instruction
Technology Integration

Materials: Paper copy of the “Synopsis of the Responsibility to Protect” or access to the Internet

Website:

http://www.idrc.ca:8080/acb/showdetl.cfm?&DID=6&Product_ID=2681&CATID=15

Or do a search under “Responsibility To Protect”+Document to find other resources.

Explain to the students that in some instances, the U.N. has stepped in to help groups of people. *Give examples such as Kosovo.* Also explain that in 1999 General Kofi Annan (U.N. Secretary – General) addresses the failures of the U.N. to NOT act in certain past situations. *Give examples such as Rwanda.*

Sometimes the U.N. has stepped in, sometimes not. Sometimes it has waited many weeks to make decisions. General Kofi Annan asked that something be done about this situation.

In 2000 the Government of Canada responded to the Secretary-General’s challenge by announcing the establishment of the ICISS (International Commission on Intervention and State Sovereignty) This group started to write a document about when (if when) the United Nations should act.

At this time, you might want to talk about any vocabulary that you believe the students might be challenged by:

An example might be “state sovereignty

Have students go into the website listed above.

Scan down to the middle of the page where it says “Free Online Version” Click on to see document.

Scan down to the section that says “document”

Click on the section “Synopsis” 2001