

## Model UN Unit of Study

# Clean Water

### Unit Overview

UNAGB's Model UN Unit of Study on Clean Water explores how the global community is working together to provide people all over the world with access to clean water. This unit introduces students to key global actions aligned to the achievement of UN Sustainable Development Goal 6: Clean Water and Sanitation, while giving students the skills to make change both globally and locally.

Over the course of the unit, students will develop a deeper understanding of the UN, the issue of clean water, and the ways in which different countries can work together to improve access to clean water worldwide. This unit culminates in a school-based Model UN simulation in which students showcase their research, writing, and public speaking skills by assuming the role of delegates to the United Nations, representing countries all over the world as they come together to discuss and debate the issue of clean water.



This unit is meant to provide a starting place for teachers to engage students in meaningful civic action related to the topic. Teachers are encouraged to expand and adapt materials to best center students' identity, lived experiences, and passions. We encourage teachers to engage students in community action at the end of the unit, building a bridge between learning in the classroom and taking action in the real world.

### Engaging Students in Deeper Learning<sup>1</sup>

Throughout the unit, tasks are designed to give students the opportunity to build knowledge and develop 21st century skills by doing the authentic work of global citizenship.



Mastery

- Students engage with meaningful, grade-level content and skills designed to simulate the process of global civic engagement.
- Student products created throughout the unit have a clear and authentic purpose and audience, with the opportunity to share their ideas with peers and those directly affected by the global issue locally.
- Students work collaboratively and assume group responsibility for the success of their work.



Creativity

- Students display creativity by finding multiple, defensible solutions to key global challenges.
- Students demonstrate social action by drafting resolutions that can be shared with local stakeholders to impact the world.
- Students use multiple strategies to respond to moments of challenge and reflect on their learning during the unit.



Identity

- Students see themselves as active participants in the work of achieving the SDGs.
- Students complete the program with a belief that they can influence the world by taking the incremental steps toward sustainable development.

<sup>1</sup> See Deeper Learning Guidance from Massachusetts Department of Elementary and Secondary Education ([www.doe.mass.edu/DeeperLearning](http://www.doe.mass.edu/DeeperLearning))

## Supports for Literacy Skills Used in Model UN

The culminating Model UN simulation challenges students to research, write, present, and engage in discussion. With this in mind, we've provided suggested supports for these skills that can be used throughout the unit as well as before/after the unit:

- **Leveled Texts:** Throughout the unit, specific core readings are provided at multiple levels to support students at multiple reading levels. Leveled readings are available in the lesson materials for Lessons 10-12.
- **Reading using Annotations:** This strategy is designed to get students actively engaged in informational reading. Students mark-up text as they read, using a combination of symbols and margin notes to dissect a text. Suggested annotation marks are shown in [Introduction to the UN and Model UN \(Lesson 1\)](#).
- **Primary Source Analysis Strategy (Contextualization):** This strategy is designed to help students identify the context in which a document was created in order to help them understand the motives behind the text, the "why," and the "how." Suggested process is shown in The Preamble of the UN Charter (Lesson 2).
- **Public Speaking Skills:** Public speaking can be nerve-racking for many students—and adults! Suggested lesson plan and rubrics in Write and Practice an Opening Speech (Lesson 11).
- **Discussion and Debate:** Students will need to engage each other in discussion and debate during the final Model UN simulation, so we have provided ideas and sentence frames to help them do that. Suggested discussion supports shown in the Final Simulation (Lesson 12).

## Supporting Social and Emotional Learning (SEL) Growth:

Over the course of the unit, students will engage in learning tasks that are designed to build key social/emotional competencies in the areas of Social Awareness, Engagement, and Self Management. Teachers may choose to engage in an optional free extension to survey student growth using Panorama Education's nationally recognized survey.

## Planning Considerations

**Cooperative Learning:** Teachers are encouraged to support students to work in pairs for the duration of the unit. By allowing students to work together, they will have the opportunity to develop interpersonal communication skills, social awareness and self management. Teachers should assign pairs to a "delegation" for the duration of the unit using the roll call list. Teachers may choose to give students additional ownership and choice by allowing them to pick their own group members. *Please reach out to [education@unagb.org](mailto:education@unagb.org) for additional guidance on pairing strategies.*

**Writing the Position Paper** A key assessment for the unit is the position paper. Writing a position paper will help students organize their ideas and position so that you can communicate key ideas to the rest of the committee. Teachers may choose to chunk this assignment into smaller pieces over the course of the unit, have students write the position paper in one sitting, or assign the position paper for homework. The instructor should make a decision on how the position paper will be written in advance of beginning the unit.

## Broad Overview

There are many options for how to structure and teach this unit. Often, teachers familiar with Model UN use this broad version to create their own instructional sequence. Please share your favorite ideas with us!

- **Part I: Introduction to the UN:** Students are introduced to the role of the United Nations and the actions it can take to address global issues.
- **Part II: Issued Analysis and Perspective Taking** Teach students about the global issue to create a shared understanding of the issues' root causes, key players, consequences, and what the international community has done to address it. Students also learn about their country's experience with the global issue.
- **Part III: Prepare for the Conference** students should prepare opening speeches and notes to be used during the formal discussions.
- **Part IV: Reflect and Take Action:** Students use what they have learned to take local civic action.

## Curriculum Plan

Below is a suggested list of lessons for this unit of study on clean water. Each lesson includes a lesson plan, student worksheets, and other resources created to serve as a foundation for further adaptation. This unit has been designed to work for students in grades 5-10. Given the broad age range, there are key points where a differentiated curriculum is suggested. All documents are in GoogleDrive format so that teachers can make personal copies and adjust to the learning needs and styles of the students in their classrooms. We would love to know how teachers choose to adapt our materials, so please do share your modifications with us!

### ESSENTIAL QUESTIONS:

*How can countries work together to address a global challenge?  
How does learning from multiple perspectives change my understanding? My actions?*

### UNIT AT A GLANCE:

<u>Part I</u> Building Background Knowledge	<u>Part II</u> Issue Analysis and Perspective Taking	<u>Part III</u> Consensus Building	<u>Part IV</u> Globally Informed Civic Action
Minimum Time: 5 lessons	Minimum Time: 5 lessons	Minimum Time: 2 lessons	Minimum Time: 1 lessons
Students are introduced to the global issue, The UN, Model UN, and their country.	Students research their country's experience of the global issue.	Students prepare for and participate in the Model UN simulation.	Students use what they have learned to take local civic action.
Core Lessons: 0,1,3,4,5,6	Core Lessons 8,9,10,11,12,13	Core Lessons 15,16	Core Lessons 17
Products: Quiz	Products: Position Paper Resolution Statements	Products: Opening Speech Simulation Participation	Products: Reflection & Global Advocacy Letter

## Part One: Introduction to the topic, MUN, and assigned country

Core lessons are shaded yellow. Based on timing, teachers may choose not to teach unshaded lessons. If time permits, teachers may teach the extension lessons that appear at the end of part 1.

Part One: Introduction to the Global Issue and Country Research		
#	Lesson Plan	Brief Description
0	Thinking Locally About the Issue of Clean Water	Students are introduced to the global issue through an American case study of Flint, Michigan
1	<a href="#">Introduction to the United Nations and Model UN</a>	Students learn about what the UN is (and intro to how Model UN works).
2	The Preamble of the UN Charter	Students analyze the Preamble of the UN Charter.
3	Parliamentary Procedure Training	Students learn parliamentary procedure that will be used in the final simulation. Taught onsite by UNAGB facilitator.
4	UN Resolutions	Students learn how to write a UN Resolution.
5	Basic Country Research	Students learn basic information about their country, such as it's location, flag, languages spoken and more.
6	Country Data Analysis	Students use information from the CIA World Fact Book to analyze data about the country.
7	Country Political Analysis	Students analyze the political past and present of their country by using information on the BBC Country profiles.
Extension Lessons:		
EX1	EX1:Introduction to Human Rights	Students read excerpts of the Universal Declaration of Human Rights.
EX2	EX2: Introduction to the Sustainable Development Goals	Students are introduced to the UN's Sustainable Development Goals
Formative Assessment: (Key) Vocabulary Quiz		

## Part Two: Issue Analysis and Country Specific Research

Core lessons are shaded blue. Based on timing, teachers may choose not to teach unshaded lessons.

Part Two: Issue Analysis		
#	Lesson Plan	Brief Description
8	The Importance of Clean Water and Sanitation	Students are introduced to the global issue and can articulate why the issue is important.
9	Who responds to Clean Water Issues?	Students are introduced to the key international actors who play a role in responding to clean water issues.
10	Subtopic 1:Water Pollution	Students are introduced to the subtopic of water pollution and its causes and effects.

11	Subtopic 2: Water Scarcity	Students explore the subtopic of water scarcity by learning about economic and physical water scarcity.
12	Subtopic 3: Water Management	Students are introduced to the subtopic of poor water management and infrastructure and its causes and effects.
13	Country Research: Part II	Students read and take notes on their country's experience of the global issue. Country profiles and research links are included. Levelled text country profiles are included.
Extension Lessons		
EX3	EX 3: Water as a Human Right	Students debate whether or not their state should pass a law protecting clean water as a human right.
14	Summative Assessment: Position Paper	Students demonstrate their understanding of the global issue and its impact on their country. Graphic organizers and writing templates are included.

### Part Three: Preparing and Participating in the Model UN Simulation

Core lessons are shaded green. Based on timing, teachers may choose not to teach unshaded lessons.

Part Three: Preparing and Participating in the Model UN Simulation		
#	Lesson Plan	Brief Description
15	Write and Practice an Opening Speech	Students prepare for the final simulation by writing and practicing an opening speech. Templates are included.
16	The Simulation:	Chaired by UNAGB staff. Templates are included.

### Part Four: Taking Civic Action

Core lessons are shaded maroon. Based on timing, teachers may choose not to teach unshaded lessons.

Part Four: Taking Civic Action		
#	Lesson Plan	Brief Description
17	Self Reflection:	Students reflect on their learning throughout the unit and pledge to take action.
	<i>Resource: Additional Information and Templates</i>	<p><i>There are so many ways to take action locally! Please see the resources below to assist in taking local action on the issue of clean water!</i></p> <ul style="list-style-type: none"> <li><a href="#">Globally Informed Local Advocacy (Letter Template)</a></li> <li><a href="#">Clean Water Civic Action One Pager (Massachusetts)</a></li> </ul> <p><a href="https://www.sdgactioncorner.org/">https://www.sdgactioncorner.org/</a></p>