



JUHAN
KULIS
DOCUMENTARY
PHOTO
CENTRE

ONE DAY, I WILL

...

Vincent Tremeau's photo exhibition
and the UN and military conflicts

Teaching resource material
Upper secondary school



REPUBLIC OF ESTONIA
MINISTRY OF FOREIGN AFFAIRS



UN75
2020 AND BEYOND



ESTONIA
DEVELOPMENT COOPERATION



STAGE OF STUDY

upper secondary school (age 16–19)

SUBJECT COURSE

Civics and citizenship education or optional course "Globalised world"

INTEGRATION

History – military history, causes and consequences of crises and conflicts, international crises and conflicts, NATO and UN. Globalising world – refugee problems in today's world. Child labour and modern slave trade. Cultural misunderstanding and its consequences, intercultural conflicts. Poverty and humanitarian aid in today's world. International trade and global injustice. Social and environmental problems arising from armed conflicts.

Personal education – gender equality, gender roles.

Civics and citizenship education – international security and cooperation organisations (United Nations), international crises and conflicts. Social relations and institutions, human rights and the rights of the child. Globalisation, impact of global problems on relationships between countries, quests for solutions. Principles and nature of humanitarian law, cases of violation of international humanitarian law. Child soldiers. Illegal immigration and refugees. Human trafficking.

National defence – crises, wars and armed conflicts in the world today.

Art education – art and visual culture in the 21st century, photographic art, contemporary art.

Native language and literature – the skill of the critical analysis of texts, media literacy skills, extracting and critical assessment of information, completion of assignments in line with formal requirements.

LEARNING OUTCOMES

The pupil...

- is able to explain the concepts of *humanitarian crisis*, *humanitarian aid*, *refugee*, *gender stereotype*;
- can explain what the United Nation (UN) is, its functions, the UN subsidiary organs and related fields of activity;
- is familiar with the current problems in different regions of the world, knows their causes and possible consequences;
- values gender equality and is able to explain why and how girls in conflicts often suffer more than boys;
- is able to search for information and use reliable sources;
- can read subject-related texts in English and prepare a summary in Estonian;
- is able to analyse the interconnections between the natural conditions, development of the population, culture, economy and society in the relevant regions and provide examples of the effects of globalisation on various regions of the world;
- knows and values the principles of democracy and human rights.



DURATION OF THE LESSON

2 x 45 minutes

REQUIRED EQUIPMENT

- "One Day I Will_stage IV" slide show (available also to pupils)
- computer classroom
- resource materials for the teacher
- analysis sheet for the pupil (a separate Word file, can be downloaded by everyone)

LEARNING PROCESS

The handling of the subject is divided into two parts: the introduction of the author, background story and general information of the UN, followed by a virtual tour together with analysis of the exhibition and the issues featured in the exhibition.

The teacher asks the pupils to open the "One Day I Will_stage IV" slide show. Together they work through slides 1 to 7 of the presentation, consisting of an introduction to the subject, i.e. preparation for the following analysis.

Slide 1 – introductory slide

Slide 2 – information about the author

Slide 3 - The teacher explains to pupils the meaning of humanitarian crisis and humanitarian aid:

A humanitarian crisis or humanitarian disaster is a situation where the health, well-being and security of a community or a larger group of people is in danger as a result of a certain event(s). The region affected by the crisis lacks sufficient resources to solve the situation on its own. Therefore, international aid or humanitarian aid is needed. Humanitarian aid is short-term and urgent aid to save human lives in crisis and alleviate suffering in the event of a conflict, natural disaster, famine or epidemic.

Slide 4 – Background story of the exhibition

Slide 5 – Map of the countries involved in the exhibition (author's country of residence during the preparation of the exhibition is marked in red)

Slide 6 – UN in a nutshell

Slide 7 – UN fields of operation

Slide 8 – Start a tour in the virtual gallery



Prior to the beginning of their independent assignment, the teacher explains the task and objective of the assignment. The pupils visit the exhibition, look at the photos and read the stories of the children and the additional information. The analysis sheet guides them to seek information from other additional sources. The teacher stresses the need to use reliable sources (such as the Estonian Ministry of Foreign Affairs, Permanent Mission of Estonia to the UN, United Nations official website, etc.). The pupils fill in the analysis sheet, save the document under their own name and deliver it to the teacher through an agreed channel (e-mail, study information system, other learning environment). Each pupil works at his/her own speed with a computer, either at home or in a computer classroom.

There are 6 exercises on pupil's analysis sheet.

Exercise 1. Analysis of the exhibition and the children's stories: consequences of military conflicts for children and girls; rights of the child and violation of those rights.

Exercise 2. International organisations and the work of the UN subsidiary organs.

Exercise 3. Video analysis with an emphasis on the characteristics of the current era in history.

Exercise 4. Regional estimate for 2021 by the UN humanitarian aid organisation OCHA.

Exercise 5. The necessity of the United Nations.

Exercise 6. How to achieve peace?

FOLLOW-UP ACTIVITIES

After filling in and submitting the analysis sheet, a discussion could be held (in class or through Zoom or any similar environment) to discuss the selected questions and answers together with the class. At the beginning, questions of a more general nature could be asked: which of the stories at the exhibition resonated the most, which one shocked, which one seemed uninteresting. This could lead to a discussion and exchange of opinions about the necessity/tasks of the United Nations, and the prospects for a more peaceful world. Students could also be asked how much they talk at home about international conflicts, whether they seek information about this subject and from where, and how easy or complicated it was to find information to fill in the analysis sheet. As one of the follow-up activities, the teacher could suggest that pupils watch a documentary (view the choices [here](#)).



ONE DAY, I WILL...

VINCENT TREMEAU'S PHOTO EXHIBITION AND THE UN AND MILITARY CONFLICTS

"The UN was not created to take mankind to heaven, but to save humanity from hell."

Dag Hammarskjöld, UN Secretary-General (1953–1961)

1. Look at the photos at V. Tremeau's virtual exhibition "One Day, I Will..." and read the children's stories and the information materials. Answer the following questions:

1. What are the consequences of military conflicts on children in general?
2. Which problems affect girls in particular?
3. Analyse the imagery: what do you notice in the photos (e.g. background, props, facial expressions, body language)?
4. Why it is that so many children wish to become military men/soldiers? What could be the long-term result of such a choice?
5. Which violations of the rights of a child did you recognise in these stories? You can look at a brief list on pages 20–21 [here](#) (you can also use any other reliable source). Indicate 6 violations.
6. Which story resonates the most with you from the whole exhibition? Explain your choice.

2. When speaking about international organisations, many abbreviations in capital letters are use. Which are the organisations behind the following abbreviations? Look for information from reliable online sources.

UN
UNHCR
IOM
UNICEF
UN WOMEN
OCHA



3. Watch an excerpt of a video (6:37–9:55) of a discussion at the exhibition on the topic of **"Where does peace end and war start?"**, where the floor is given to Liis Lipre-Järma, Director of the Foreign Ministry's Division of International Organisations and Human Rights. *Why is the current era in the history of the humankind so special?*

NB! This video is in Estonian. If your class does not speak Estonian, search for an appropriate video in English

4. The humanitarian aid of the United Nations is coordinated globally by OCHA, and on its website it has highlighted 10 major crisis areas in the world in 2021. These include the sites visited by the photographer V. Tremeau. Look for information and fill in the table, following the example provided in the cells for Afghanistan.

COUNTRY OR REGION	OUTCOMES OF CRISIS	INTERESTING FIGURES
Syria		
Yemen		
Democratic Republic of the Congo		
Sahel region (Mali, Chad, Niger, Nigeria)		
Myanmar and Bangladesh		
<i>Afghanistan</i>	<i>Natural disasters, chronic food shortage, high number of internally displaced persons, economic crisis and a resulting national debt, high number of civilians among victims.</i>	<i>Every second child below the age of 5 and a quarter of expecting or breast-feeding mothers suffer from severe malnutrition. Half of the whole population needs humanitarian aid.</i>



5. Re-read the quotation at the beginning of the worksheet and once again think about the stories and dreams of the children living in the major humanitarian crisis areas in the world. *With this in mind, how do you explain the necessity of the United Nations and its subsidiary organs?*
6. Watch an excerpt of a video (7:42–9:46) of a discussion at the exhibition on the topic of "No peace without women?", where the floor is given to Ilmar Raag, who has participated at several international peace-keeping operations. *In what way could we continue and promote peace processes among this particular young generation? What are your thoughts and ideas?*

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