



LESSON PLAN: INTERNATIONAL FORUM ON IRAN'S NUCLEAR PROGRAM

Procedures:

Day One:

1. Provide students with a background on the issues surrounding Iran and its nuclear program by accessing two Online NewsHour segments: "Iran's Nuclear Program" http://www.pbs.org/newshour/bb/middle_east/jan-june06/iran_1-10.html and "Reaction to Iran's Nuclear Ambitions" http://www.pbs.org/newshour/bb/middle_east/jan-june06/iran_1-12.html#
You may print a transcript of each segment and have students follow along while they watch the video. (This can also be done as homework the night before.)
2. Discuss the following questions after reviewing the news segments:
 - a. What actions has Iran recently taken that has the international community so concerned?
 - b. What previous actions by Iranian officials led the United States and Britain to suspect Iran is developing nuclear weapons?
 - c. Look at a map of the Middle East region. Why are Western officials concerned if Iran develops a nuclear weapons program?
 - d. What has Iran said about the purpose of its nuclear program?
3. Review the Online NewsHour map at http://www.pbs.org/newshour/bb/middle_east/iran/map.html and click "nuclear sites." Review the information about each of the nuclear facilities. You also may print the individual nuclear facility descriptions and distribute to students. After reviewing the map materials, ask students how would they assess Iran's nuclear program – peaceful or developing weapons?
4. Explain to students that they are going to participate in an international forum to develop a policy addressing Iran's nuclear program. There are six countries attending the forum: China, European countries (representatives from Britain, France and Germany), Iran, Israel, Russia and the United States.
5. Divide students into six groups each representing one of the countries attending the forum. Print copies of each of the handouts and distribute to students. Review the directions in Handout One, "Background Dossier."
6. Then direct the groups to Handout Two and review the positions of their country and the other countries and the draft policy options contained in their handout. Make sure each

group is familiar with the similarities and differences of their country's position and the positions of the other countries. Also have them review the Potential Policy Options presented. If time is available, students can conduct further research to help develop their policy.

7. Tell students they can develop their policy in isolation, or they can choose to send a representative from their country to other countries to negotiate an agreement for support. Review with students the protocol in Handout One for sending a representative to speak with another country found on their handout. Remind students that they are to stay as true to their country's initial policies and position as possible.
8. Tell students to use Handout Three, the Policy Decision-making Chart to develop their country's policy decision that will address the concerns surrounding Iran's nuclear program. Time permitting, students may conduct further research to gather necessary information to develop their policy.
9. After they have established their country's position on the issue and developed a policy, they are to present the policy and their reasons at the forum. (Presentations could be done the next day)

Day Two:

1. After each country has presented its policy, have students vote on the policy they believe is best. You can decide if students are to vote in their country's block or as independent delegates.
2. Debrief students with the following questions:
 - a. What were the highlights of this activity? What did you learn?
 - b. Has this activity changed your view of Iran and its nuclear program? If so, how? If not, why not?
 - c. What type of policy did countries with economic ties to Iraq present? Were their concerns considered in the eventual policy that was approved?
 - d. Did the group's final policy affect Israel's position in any way and if so, how?
 - e. Would you describe the class' final policy proposal as "hardline" or appeasing Iran's position and demands? Did you agree with this position? Why or why not?