



How effective is NATO at Global Governance?

Instructions for teachers

These instructions should accompany the OCR resource 'How effective is NATO at Global Governance' activity which supports OCR A Level Geography



The Activity:

This activity allows investigation of the role of NATO in global governance.



This activity offers an opportunity for English skills development.

Associated materials:

Learner Activity Sheet 'How effective is NATO at Global Governance?'.



This resource is an exemplar of the types of materials that will be provided to assist in the teaching of the new qualifications being developed for first teaching in 2016. It can be used to teach existing qualifications but may be updated in the future to reflect changes in the new qualifications. Please check the OCR website for updates and additional resources being released. We would welcome your feedback so please get in touch.



Introduction to the task:

This exercise is designed to help students learn about the significance of cooperation in effective global governance of sovereignty and territorial integrity issues. There are many international institutions involved in resolving conflict; the focus here is specifically on the role of **NATO**.

About NATO:

The North Atlantic Treaty Organisation has developed since the signing of the North Atlantic Treaty in 1949. Its purpose is to safeguard freedom and security by political and military means for its 28 member states. Currently it has many operations in diverse locations. The NATO web site is a very useful starting place for students to complete some independent research <http://www.nato.int/>. The level of detail is high and content engaging. Students can investigate NATO operations in geographically diverse areas where threats to sovereign nation-states have led to conflict and associated problems.

The lesson involves students in a meeting, with you (the teacher) acting as NATO Secretary General. The students will need to report their findings concerning the effectiveness of current NATO operations. Prior to the lesson you could provide a brief background on:

1. The history of NATO,
2. Current organisation and purpose of NATO
3. Direct students to its website as a starting point.

Located areas of conflict should be allocated, and following their research, students prepare a presentation to demonstrate the nature of operations in their chosen area. The follow up work is to write a report on ways in which NATO attempts to govern issues effectively. A possible extension topic is to consider how NATO aims to promote the role of women in peace and security.





Task instructions:

Objective: How does NATO operate and how successful is it in the governance of conflict.

Specification link: This task is from the specification, which considers ways in which supra-national institutions attempt to resolve threats to sovereignty and territorial integrity.

Before the lesson: Pair students up and allocate each pair an area to investigate the work of NATO in resolving conflict. Areas such as Turkey, Jordan, Ukraine, Afghanistan or Kosovo are a good choice. For each area the students prepare a presentation of about 10 minutes. This is in effect their report back to the NATO Secretary General (their teacher, who chairs the meeting) and to the other groups.

The brief: to establish background to the causes and nature of the conflicts in the chosen area; the impact on people / communities; and particular emphasis on what NATO has done to successfully alleviate the problems; and which problems remain and why. The presentation should include maps, photographs; any relevant statistics and could include clips from videos.

During the lesson: each group delivers their presentation at the request of the Secretary General and during this time other groups note the effectiveness of the policies. At the end of the presentations, the Secretary General raises the issue of partnerships and leads discussion on the importance of coordination and cooperation in NATO operations and how it improves governance.

After the lesson: students now write their report evaluating the effectiveness of NATO with respect to a range of exemplar material from the various presentations. For example: '*With reference to examples examine the role of NATO in its governance of sovereignty and territorial integrity issues*'. Or '*To what extent has NATO adopted successful strategies in the governance of conflict over sovereignty and territorial issues?*'





A Level Geography

Lesson Element

Teacher preparation before the lesson and their role during the lesson:

Students should be introduced to background information on NATO, its origins, member states and purpose; Task Sheet A for basic note-taking on this is provided.

Guidance should be given regarding useful sources of information such as the NATO web site <http://www.nato.int/> and how it could be used including relevant internal links such as:

<http://www.nato.int/nato-on-duty/index.html> (interactive map of current operations)

<http://www.nato.int/cps/en/natohq/51288.htm> (partnerships)

<http://www.nato.int/cps/en/natohq/91057.htm> (role of women)

A simple sheet for note taking during the presentations to record aspects of success and failure in each geographical area would be helpful – see Task Sheet B in the Learner Activity Sheet “*How effective is NATO at Global Governance?*”.

The role of the teacher is to chair the meeting of representatives and to act as NATO Secretary General to whom they report http://www.nato.int/cps/en/natohq/who_is_who.htm

At the end of the presentations, it is expected that the value of establishing partnerships, coordination and cooperation in NATO policy is emphasised and discussed as a means of good governance. The Secretary General should therefore become familiar with the relevant part of the NATO website <http://www.nato.int/cps/en/natohq/81850.htm> (partnerships) and http://www.nato.int/cps/en/natohq/topics_80925.htm (partnership tools) for example.

In addition it would be helpful to introduce the work of other institutions to demonstrate the value of this approach. For example the importance of working with NGOs some of which are very effective in monitoring, mediating and shifting norms, with their ‘in-the-field / bottom-up’ approach.

To consolidate understanding students are:

- instructed to write an evaluative style essay or report
- encouraged to pursue extension work.....examples of which are suggested above



A Level Geography

Lesson Element



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