

CAMPAIGN NEWS DIGEST

APRIL 2008

EXPLOSIONS IN ALBANIA

LAST WEEK there were numerous deadly explosions at a military ammunition depot in Albania, near the village of Vore. Eighteen people were killed in the incident, and hundreds were injured by the blast. The explosions continued during the night, destroying over 300 homes, and damaging over 200 buildings.

Albania has requested a United Nations disaster assessment and coordination team for help. The team will help the Albanian authorities deal with the aftermath of the explosions.

The UN Office for the Coordination of Humanitarian Affairs (OCHA) reported that 4000 people have been evacuated from the area. They have been offered emergency shelter.

In addition, the area around the depot is littered with artillery shells, mortar shells, grenades and small arms ammunition from the explosion.

Currently, there are numerous depots in Albania, where up to 130 000 tons of old ammunition still needs to be destroyed.

UN FORCE IN LEBANON

THE UNITED NATIONS INTERIM FORCE IN LEBANON (UNIFIL) represents 25 different national contingents. The 'Blue Helmets' have been peacekeeping in Lebanon for 30 years this month. A ceremony was held at the UNIFIL headquarters in Naqoura to mark this occasion. Force Commander Major-General Graziano addressed UNIFIL personnel, representatives from the Lebanese armed and security forces, local officials and diplomats.

The Force Commander talked about the Force, which was created by the UN in 1978 to maintain peace and stability in south Lebanon. UNIFIL personnel also provide medical, dental and veterinarian aid to the local communities.

Currently, UNIFIL has around 12 500 troops, including 1000 civilian and local staff, as well as 1500 naval personnel of the UNIFIL Maritime Task Force. The UNIFIL Maritime Task Force supports the Lebanese navy; their task is to prevent illegal arms from entering the country.

The day was dedicated to the memory of UNIFIL peacekeepers who lost their lives in the line of duty.

NATO FORUM HELD

THE 2ND NATO SCIENCE FORUM on environmental security took place on March 12th, in Brussels.

Over 120 environmental security experts attended the event at NATO to discuss the relationship between the environment and security. The participants were from NATO member, Partner, and Mediterranean Dialogue countries

Experts gave presentations on global security, climate change and energy security. They also discussed some of the actions being taken to resolve ongoing conflicts

The Forum discussed the role of international organizations in the field of environmental security. They discussed NATO projects that are carried out in cooperation with other international organizations. Last on the agenda was a discussion about possible threats to environmental security in the future.

COMMANDOS ON THE ARCTIC

COMMANDO BRIGADE ROYAL MARINES are carrying out a training exercise in northern Norway. Exercise 'Armatura Borealis' is training the Marines for their deployment to Afghanistan. Spanish, German, Belgian and Dutch troops are also participating in the exercise.

The exercise trains commando forces to land in a hostile environment. The Norwegian forces are taking part in the exercise, providing a 'live enemy' to the Royal Marines.

Norway's terrain and harsh Arctic climate provides a difficult test for the commandos. As one Royal Marine explained, "If you can fight and survive in Norway, then you can do it anywhere."

Albania seeks UN assistance after deadly blasts at ammunition depot, *UN News Centre*, March 19, 2008

<http://www.un.org/apps/news/story.asp?NewsID=26039&Cr=albania&Cr1=>

UN force marks 30 years of peacekeeping in southern Lebanon, *UN News Centre*, March 19, 2008

<http://www.un.org/apps/news/story.asp?NewsID=26041&Cr=lebanon&Cr1=>

NATO Security Science Forum on Environmental Security, *NATO OTAN*, March 20, 2008

<http://www.nato.int/docu/update/2008/03-march/e0312b.html>

Commandos take on the Arctic, *Defence News*, March 6, 2008

<http://www.mod.uk/DefenceInternet/DefenceNews/TrainingAndAdventure/CommandosTakeOnTheArctic.htm>

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Student Worksheet

Task 1: pre-reading vocabulary

Before reading the articles, match the words on the left to the definitions on the right.

- | | |
|--------------|--|
| 1 depot | a) severe, difficult |
| 2 aftermath | b) to speak publicly to a group |
| 3 deal with | c) not hospitable, unfriendly |
| 4 to litter | d) a list of things to be discussed in a meeting |
| 5 to address | e) continuing |
| 6 forum | f) to take actions with regard to something |
| 7 ongoing | g) to leave objects on the ground in an untidy manner |
| 8 agenda | h) a place for keeping military supplies |
| 9 harsh | i) a public meeting or lecture involving audience discussion |
| 10 hostile | j) the period immediately following an unfortunate event |

Task 2: comprehension check

Write short answers to the following questions:

- 1 What happened in Albania recently?
- 2 How is the UN responding to the situation?
- 3 What was the purpose of the ceremony in Lebanon?
- 4 What does UNIFIL do in Lebanon?
- 5 What was the purpose of the NATO Science Forum?
- 6 What items were discussed at the meeting?
- 7 What is exercise 'Armatura Borealis'?
- 8 What is the objective of the exercise?

Task 3: discussion

The third article in this month's Campaign News Digest is about a meeting on environmental security. You are going to practise speaking about the environment as a group. Imagine you are at the NATO Science Forum on the environment. Your teacher will give you a role card and you must decide the most important actions we can take to save the environment. Try to convince the others to agree with you. At the end of the meeting, you will have to vote for the action that you think will do the most to save the environment.

Task 4: writing

The first two articles in this month's Campaign News Digest describe the situation in a country where the UN is present. Write a report about the situation in a country you have worked in or read about. Use these websites to help you write your report:

<http://www.nato.int/eadrcc/2008/03-albania/080319-sitrep-02.pdf>

<http://www.nato.int/eadrcc/2008/03-albania/080318-sitrep-01.pdf>

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Teacher's Notes

Task 1: pre-reading vocabulary

Before reading the articles, match the words on the left to a definition on the right. Encourage students to try to deduce the meaning of the words from the context using clues from the text.

- | | |
|--------------|--|
| 1 depot | h) a place for keeping military supplies |
| 2 aftermath | j) the period immediately following an unfortunate event |
| 3 deal with | f) to take actions with regard to something |
| 4 to litter | g) to leave objects on the ground in an untidy manner |
| 5 to address | b) to speak publicly to a group |
| 6 forum | i) a public meeting or lecture involving audience discussion |
| 7 ongoing | e) continuing |
| 8 agenda | d) a list of things to be discussed in a meeting |
| 9 hostile | a) not hospitable, unfriendly |
| 10 harsh | c) severe, difficult |

Task 2: comprehension check: short answer questions

Write short answers to the following questions.

- 1 There was a series of explosions; people were killed and injured, and buildings and homes were destroyed.
- 2 They have sent a rescue team who are evacuating people from the area and offering shelter.
- 3 The ceremony marked 30 years of UN peacekeeping in Lebanon.
- 4 It maintains peace and stability in south Lebanon; peacekeepers also provide humanitarian aid.
- 5 The purpose of the meeting was to examine the linkage between the environment and security.
- 6 They discussed environmental security, ongoing conflicts, and possible future threats to the environment.
- 7 It is a multinational training exercise in Norway that is training Marines for their deployment to Afghanistan.
- 8 The exercise is a simulation of landing commando forces in a hostile environment, like Afghanistan.

Task 3: discussion

The aim of this activity is to practise speaking in a group.

As a lead-in, brainstorm words related to problems in the environment, such as air pollution, smog, oil spill, global warming, water conservation, climate change, natural catastrophes, toxic waste, radioactive contamination, energy conservation, acid rain, etc... Then ask your students what the most serious environmental problems in their country are, and if they can suggest any solutions.

Tell your students they are going to have a group discussion addressing the ways we can help save the environment. Organize a group role play as follows:

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Tell your students that they are military representatives at the NATO Forum on the environment. The objective of the meeting is to determine the three most important actions to take to save the environment.

Give each student a role card (on separate page). Ask your students to state and argue their positions (according to their role card) to convince the other representatives. At the end, ask your students to vote for one that is not their own to reach a consensus.

Give your students some time to prepare their arguments. You can monitor this activity, providing input where necessary. Alternatively, you can set this task for homework and ask students to research their positions using the Internet.

Nominate a chairman to manage the meeting. Tell them it is their responsibility to control the discussion and to make sure that everybody contributes and gives their opinion. If you have more than 9 students, divide the class into groups. You may also need to prompt students at the beginning, so that the activity takes the form of a discussion and not a sequence of individual presentations.

You may want to present or review strategies for interrupting, agreeing, disagreeing, giving opinions, and suggesting before you start the discussion. Brainstorm phrases for doing this as a class and collect the suggestions on the board. You can leave these written suggestions on display for reference.

To extend this activity, or for homework, ask your students to access this website: <http://www.carbonfootprint.com> Here students can measure how much harm they cause to the environment in their everyday lives (also called 'carbon footprints', because it is measured in units of carbon dioxide.)

As an additional reading activity for more advanced students, you could suggest they visit the CNN website: <http://www.time.com/time/specials/2007/environment/> There is a guide called *51 Things We Can Do to Save the Environment* which provides excellent environment-related vocabulary.

Task 4: writing

The aim of this exercise is to develop reporting skills. Ask your students to go to the NATO website or print out copies of the reports for your students to read.:

<http://radio.un.org/http://www.nato.int/eadrcc/2008/03-albania/080318-sitrep-01.pdf>
<http://www.nato.int/eadrcc/2008/03-albania/080323-sitrep-04.pdf>

There are two good example situation reports that your students can use as a model for their writing. Remind your students that a report should be clear and concise, and answer the questions: *Who, What, When, Where* and *Why*, without focusing on any specific report format

You may want to review reporting skills and the simple past before your students begin their reports.

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Group Role Play

Role Card

<p>You think that it is the responsibility of large factories to save the environment, and not individual citizens.</p> <p>Think about:</p> <ul style="list-style-type: none">• things factories can do to reduce toxic waste and pollution• actions factories can do to make them more energy-efficient.	<p>You think recycling is the most important way to save the environment.</p> <p>Think about:</p> <ul style="list-style-type: none">• things people could recycle in their homes• products people should avoid using.
<p>You think it is the individual citizen's job to save the environment.</p> <p>Think about:</p> <ul style="list-style-type: none">• what people could do in their homes to save energy• everyday actions that individuals can do.	<p>You think that the best way to save the environment is to raise environmental awareness.</p> <p>Think about:</p> <ul style="list-style-type: none">• what schools can do to raise awareness• promotional activities that could encourage more people to join environmental organisations.
<p>You think it is the government's job to save the environment.</p> <p>Think about:</p> <ul style="list-style-type: none">• actions the government could take to save the environment• what the government can do to encourage individuals to take action.	<p>You think water conservation is the best way to save the environment.</p> <p>Think about:</p> <ul style="list-style-type: none">• what countries could do to preserve rainforests• what individual citizens could do to conserve water.
<p>You think that the best way to save the environment is through research.</p> <p>Think about:</p> <ul style="list-style-type: none">• the most important areas of research in this field• alternative sources of energy that could be developed.	<p>8. You think transport regulation is the best way to save the environment.</p> <p>Think about:</p> <ul style="list-style-type: none">• actions the government could take to regulate public transport• actions people could take to save fuel.

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