



Written by [Joe Wolverton, II, J.D.](#) on June 22, 2012

UN: Turning America's Students Into Good Global Citizens

The United Nations is actively trying to infiltrate American classrooms with a curriculum designed to transform our students into better “global citizens.”

The initiative, known as [UN Global Classrooms](#), is being marketed by the global government-in-waiting as a way to inculcate students with the “valuable insight into the growing influence of globalization.”



One prong of this pernicious attack on our sovereignty is known as the [Model United Nations](#).

As many parents will know, the Model United Nations is a program created by the UN to engage “middle school and high school students in an exploration of current world issues through interactive simulations and curricular materials. Global Classrooms cultivates literacy, life skills and the attitudes necessary for active citizenship.”

Global citizenship, not American citizenship. If the two collide, there is little doubt which allegiance the UN would prefer our young people to declare. In 2008, the Model UN project was [promoted in a statement made by the United Nations Secretary General Ban Ki-moon in Los Angeles](#):

You are here to step into the shoes of UN Ambassadors — to draft resolutions, to plot strategy, to negotiate with your allies as well as your adversaries. Your goal may be to resolve a conflict, to cope with a natural disaster or to bring nations together on an issue like climate change. You may be playing a role, but you are also preparing for life. You are acting as global citizens.

Again, the emphasis is not on being good citizens of their home countries; rather it is to diminish that concept in favor of the creation of global citizens who will see participation in worldwide government as their primary responsibility, regardless of national sovereignty or principles of national law.

The United Nations is proud of the proliferation of the Global Classroom program. On its website, it crowds about the growth it is enjoying around the world.

Over the past decade, Global Classrooms has [held conferences in 24 major cities around the world](#), helping bridge the gap in the Model UN community between experienced programs and traditionally underserved public schools or schools new to Model UN. Global Classrooms is distinguished by its teacher and student resources that develop critical thinking, conflict resolution and communication skills for middle and high school students.

A detached observer of this plan could see in it the potential for harm to the United Nations itself. Should students truly be trained to think critically, resolve conflicts, and communicate effectively, would they not be liable to see through the United Nations’ propaganda and perhaps recognize the wisdom and virtue of our own Constitution and the writings of those who created our own government?

Naturally, the United Nations apparatchiks overseeing the Global Classroom/Model UN initiative would be savvy to that possibility, as well, hence the emphasis placed on “global citizenship” and the prompting to use these skills to solve international crises. Is it too farfetched to believe that one of these crises could include the resistance of the United States to the implementation of United Nations



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climate-change resolutions? Would the thousands of American students taught at the knee of Ban Ki-moon and his associates be willing to use their academic tools to dismantle the Constitution in favor of a more global-minded government?

The number of [American educators and students participating in the UN Global Classroom](#) project is remarkable. Currently, students in school districts across the country have active chapters of the United Nations Global Classroom operating in their schools. The list is long but includes schools in New York City, Los Angeles, Chicago, Houston, Dallas, Tampa, Minneapolis, Miami, Boston, Birmingham, Phoenix, Denver, and Atlanta. The opening of chapters in school districts in Detroit and New Orleans was announced at a recent UN conference. The list of international partners is just as lengthy.

Of course, the resources needed to maintain these academic outposts of the United Nations don't come cheap. The list of global corporate partners that support this project is impressive and not at all surprising to those familiar with the close connection between big business and the push toward one world government.

Among others, the following enterprises with very familiar names have "[generously supported](#)" the [spread of United Nations doctrine](#) and devotion in the classrooms of the United States:

Merrill Lynch/Bank of America Corporate Philanthropy;

Deutsche Bank;

Goldman Sachs Foundation;

The New York Times Company Foundation;

Microsoft;

United Parcel Service (UPS); and

The United States State Department.

Last week at the annual United Nations Association Leadership Conference, Esther Brimmer, the Assistant Secretary of State at the Bureau of International Organization Affairs, [praised the UN Global Classroom team for its "terrific work"](#) in helping American children learn about the "positive story of the UN's vital work worldwide."

The message is getting through to our kids.

One teenage participant at the annual Model United Nations Conference held last month in New York City [lamented the difficulty she experienced](#) as an "ambassador" in getting around the roadblocks of national laws often placed in the UN's path toward establishing one world government.

Alison Hiatt, 17, a student from New Hampshire, reported that her experience in the Model United Nations had prompted her to choose to study international relations in college so that she could be better able to help the United Nations accomplish its goals.

Regarding her time participating in the Model UN program, Hiatt said, "It would be good for more people to do it so they can be exposed to it and realize how hard it is for this organization [the United Nations]" to effectively implement its programs.

Don't think for a minute that the powers that be at the United Nations don't appreciate the ability of these young people to push the plan along.

[Speaking at the Model UN/Global Classroom conference in New York](#), Secretary-General Ban Ki-moon



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took the opportunity to educate students about “sustainability” and the other tenets of Agenda 21 being discussed right now at the Rio+20.

Ban Ki-moon told the students, “Time is tight. In about four weeks, five days, 14 hours and 50 minutes, we will open the United Nations Conference on Sustainable Development. The truth is: I am disappointed with the negotiations. They are not moving fast enough.”

Finally, Ban Ki-moon gave the students his list of three things he would like to see accomplished at the Rio+20 meetings and how they could help:

1. Inspire new thinking: “the old economic model is breaking down” said Ban. He called for businesses to put an emphasis on a “triple bottom line” that includes social environment and economic instead of just profit.
2. Make Rio about people. Teach people that sustainable development “offers concrete hope for real improvements in daily lives.” He also called for a greater voice for women and young people saying that “women should be empowered as engines of economic dynamism and social development.”
3. Issue a “waste not” call to action: “Mother Earth has been kind to us. Let humanity reciprocate by respecting her natural boundaries,” said Ban as he called for better protection of our air, water, and forests and the improvement of the quality of life in our cities.

The United Nations will not be deterred in its quest to inform our children of their responsibility to protect their “Mother Earth” from the evils of humanity. The priority now is to preach this gospel in each and every American classroom. As the website explains:

The popularity of Model UN simulations in the U.S. has grown steadily at both the high school and middle schools levels. However, most simulations are sponsored and conducted by private academic institutions. With the expansion of the Global Classrooms program over the last decade, UNA-USA brings the experience to an increasing number of public schools and their students.

The United Nations’ drive to teach our children how to be better “global citizens” is accelerating and may soon come to a school district near you.



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