



MODEL UNITED NATIONS PROGRAMME
GLOBAL CLASSROOMS

CANTABRIA

FUNDACIÓN BOTÍN

Orientaciones didácticas



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Hello incoming Fulbrighters and Global Classrooms faculty!

Welcome to Global Classrooms Cantabria! We hope you're looking forward to the year ahead, as it promises to be full of challenges, rewards, and opportunities to grow. What you'll be doing for most of this year is a bit different from what many other Spain ETAs are doing. Essentially, **you'll be running a Model United Nations-style program** at your assigned high school.

One of the primary goals of Global Classrooms is to promote and develop students' international consciousness. Students should walk away from the program with a newfound sense of confidence in and engagement with their lives as global citizens. In addition, as a cornerstone of the Fundación Botín's **Educación Responsable** initiative, which promotes the emotional, intellectual, physical, and social growth of students, Global Classrooms Cantabria aims to cultivate enduring life skills in its participants through involvement in the program.

You, Fulbrighters, have a very special role to play in the development of your students. Along with the help of the teachers at your school, you will be guiding students through the process of learning about the United Nations, understanding the year's conference **topics** (each grade level has its own), **researching** their assigned countries, writing **position papers** stating their countries' views on the topics, preparing and delivering **speeches** that will eventually be given at a formal conference, learning and practicing the **formal rules of procedure** of the UN, and collaborating with other students to write **resolutions** in the style of the UN. Some of your students will have done the program in previous years; some will be doing it for the first time.

The way the program unfolds at your respective high schools will differ depending on you, your students, your coordinator, the other teachers, and the school's administration. It is important to remember that **there is no single "correct" way to do Global Classrooms**. Though there is a general timeline and order of events, there is nothing wrong with going at your own pace and doing things differently from another school. We encourage you to consult and participate in the Cantabria Global Classrooms blog:

<http://globalclassrooms.fundacionbotin.org/>

Global Classrooms is an international program with participating classrooms in 24 cities around the world. This guide is the result of our efforts to tailor and translate (figuratively speaking, of course!) the official Global Classrooms manual to the Spanish context, and specifically to Cantabria. Where possible, we have added our personal materials and suggestions; you should feel free to use and adapt these materials to your own classes. Some of you may also find guides at your schools left behind by previous Fulbrighters and teachers. Don't worry if you're a bit lost on what all of this means - this guide is here to help explain each component of the program and to help you be successful in teaching it, and we welcome new materials for forthcoming updates.

Good luck!



1| The United Nations and the Millenium Development Goals

The first step to successfully implementing Global Classrooms is to make sure your students have a good understanding of how the program works and what their place in the program is. Since your students will spend the year modeling the way the United Nations handles its affairs, it makes sense to **begin by reviewing what the UN is**, a bit of its history, its structure, and its global function.



- 1 Ban Ki-Moon, Secretary-General of the UN
- 2 UN headquartes in New York City
- 3 UN logo



You may wish to spend some time discussing the UN's Millennium Development Goals with your students. The MDGs are 8 international development goals established in 2000 that all UN member states have agreed to achieve by 2015.

The following activity is an interactive way to get students to recognize the need for the MDGs.

Demographic Simulation Activity

This simulation should be used *before* the MDGs have been discussed and before the students know what the topic of the class is. It should be started without much explanation. The purpose of this activity is to demonstrate inequality in the world and encourage students to think critically about how these inequalities can be reduced. It is **very** simplified and obviously not an accurate model of the world, but it can certainly help students understand the complexity of various social injustices on an emotional level. This activity has the potential to spark a great discussion about global issues and served as a nice intro to the MDGs.

Steps

The students will represent citizens of high- and low-income countries. The majority of the class should be from low-income countries.

Space/comfort: Tell your low-income students to stand up and move to the back of the classroom. Meanwhile, your high-income students can spread out, put their feet on their neighbor's chair, etc.

Money: Give large stacks of money (Monopoly money, paper money, whatever you have) to the wealthy students. Give a few coins to the low-income ones.

Food: Give several pieces candy to your high income students, and just a few pieces to be shared among your low-income students.

Education: Give your high income students pens, pencils, paper, etc. Tell your poor students that they can't go to school; they have to work in the fields, factories, etc.

Housing: Show a picture of beautiful mansions –these houses are for your rich group. Show a picture of slums– this is where your poor group lives.

Women: Pull all of the women from your poor group and send them to the back corner. They cannot interact with men, participate in politics, etc. They have minimal rights.

Now ask the students to take a look around the classroom. Does this seem fair? How do they feel?

Discussion

Ask the students to identify the different steps of the simulation. Do these problems really exist in the world? Where? What is being done to solve them? This is a great way to start talking about the MDGs –the kids immediately understand why they are so important.



Six Main Bodies of the UN Matching Activity

There are six main **bodies** (parts or groups) of the United Nations. Match the name of each body to its corresponding description!

- ___ General Assembly (GA)
- ___ The Security Council (SC)
- ___ The Economic and Social Council (ECOSOC)
- ___ The International Court of Justice
- ___ The Secretariat
- ___ The Trusteeship Council

1. This is the judicial body of the UN that decides disputes between countries. It has 15 judges and is sometimes known as the World Court.
2. This body is led by the Secretary-General. It handles day-to-day administrative work, such as planning meetings, publishing documents, and talking to the media.
3. All UN **member states** (countries who belong to the UN) are represented in this body. Each member state has one vote. This body makes international recommendations but cannot **force** (oblige) countries to act.
4. This body focuses on **issues** (topics) like social development, crime prevention, the environment, and the status of women. It coordinates the economic and social work of the UN and the UN family of organizations.
5. This body **suspended** (stopped) operation on November 1, 1994. Historically, it was established to help 11 “Trust Territories” prepare for independence.
6. This body has 5 permanent members (China, France, Russia, the UK, and the US) and 10 temporary members that **serve** (work) for 2 years each. Its primary responsibility is maintaining international peace and security.

The United Nations Bodies

The General Assembly

All UN Member States are represented in the General Assembly –a “parliament of nations”– which meets regularly and in special sessions to consider the world’s most pressing problems. Each Member State has one vote. Decisions on key issues such as international peace and security, admitting new members and the UN budget are decided by two-thirds majority. Other matters are decided by simple majority. In recent years, a special effort has been made to reach decisions through consensus, rather than by taking a formal vote. The assembly cannot force action by any State, but its recommendations are an important indication of world opinion and represent the moral authority of the community of nations.

The General Assembly can discuss any topic that its members wish to speak on. For example, in 2000 the General Assembly produced its Millennium Declaration, a set of goals and recommendations related to reducing poverty, addressing security, maintaining human rights, and improving the functioning of the United Nations. In another example, during the main part of its 2004 session, the Assembly took up more than 150 different topics, including United Nations reform, restoring respect for the rule of law, the needs of small island developing States, climate change and related humanitarian dangers, and the war in Iraq.

The Assembly holds its annual regular session from the third week in September to December at the UN Headquarters in New York City. When necessary, it may resume its session or hold a special or emergency session on subjects of particular concern. Its work is also carried out by its six Main Committees, other subsidiary bodies, and the UN Secretariat.

The Security Council

The UN charter gives the Security Council primary responsibility for maintaining international peace and security. The Council may convene at any time, whenever peace is threatened. It meets at the UN Headquarters in New York City. Under the UN Charter, all Member States are obligated to carry out the Council’s decisions. In addition to keeping peace, the Council makes recommendations to the General Assembly on the appointment of a new Secretary-General and on the admission of new Members to the UN.

There are 15 Council members. Five of these –China, France, the Russian Federation, the United Kingdom and the United States– are permanent members. The other 10 are elected by the General Assembly for two-year terms. Decisions of the Council require nine yes votes (a simple majority). Except in votes on procedural questions, a decision cannot stand if there is a no vote, or a veto, by a permanent member.

When the Council considers a threat to international peace, it first explores ways to settle the dispute peacefully. It may suggest principles for a settlement or undertake mediation. In the event of fighting, the Council tries to secure a ceasefire. It may send a peacekeeping mission to help the parties maintain a truce and to keep opposing forces apart.

The decisions of the Council are legally binding, and the Council can take measures to enforce its decisions. It can impose economic sanctions on a country or order an arms embargo. On rare occasions, the Council has authorized Member States to use “all necessary means”, including collective military action, to see that its decisions are carried out.

The Economic and Social Council

The Economic and Social Council, under the overall authority of the General Assembly, coordinates the economic and social work of the United Nations and the UN family of organizations. The Council plays a key role in fostering international cooperation for economic and social development. It also consults with non-governmental organizations (NGOs), thereby maintaining a vital link between the United Nations and civil society.

The Council is composed of 54 Member States, elected by the General Assembly for three-year terms. It meets throughout the year at the UN headquarters in New York City and holds major session in July, during which a high-level meeting of Ministers discusses major economic, social and humanitarian issues.

The Council's subsidiary bodies (or sub-commissions) meet regularly and report back to it. The Commission of Human Rights, for example, monitors the observance of human rights throughout the world. Other bodies focus on such issues as social development, the status of women, crime prevention, narcotic drugs, and sustainable development.

The Trusteeship Council

The Trusteeship Council was established to provide international supervision for 11 Trust Territories. Trust Territories were countries/territories designated by the UN as needing assistance with running their country. The UN body and seven Member States were in charge of assisting with the administration of these territories to ensure that adequate steps were taken to prepare them for self-government or independence. By 1994, all Trust Territories had attained self-government or independence, either as separate States or by joining neighbouring independent countries. The last to do so was the Trust Territory of the Pacific Islands –Palau– which was administrated by the United States and became the 185th UN Member State.

When it was active, the Trusteeship Council did not vote. It was solely in charge of mentoring newly-emerged nations, which did not require voting. Its work now completed, the Trusteeship Council no longer meets. Today it consists of the five permanent members of the Security Council. It has amended its rules of procedure to allow it to meet as and when the occasion may require.

The International Court of Justice

The International Court of Justice, also known as the World Court, is the main judicial organ of the UN. It consists of 15 judges, who are elected by the General Assembly and the Security Council. The judges are chosen for their expertise, and they do not represent countries. In fact, no two judges on the International Court of Justice can be from the same country.

The Court decides disputes between countries (not individuals), based on the voluntary participation of the States concerned. If a State agrees to participate in a proceeding, it is obligated to comply with the Court's decision. The Court also gives advisory opinions to the United Nations and its specialized agencies. The Court meets in The Hague, Netherlands, and its term runs from August 1 through July 31.

The Secretariat

The Secretariat –an international staff working in duty stations around the world– carries out the diverse day-to-day work of the UN. It services the other principal organs of the United Nations and administers the programs and policies laid down by them. At its head is the Secretary-General, who is appointed by the General Assembly on the recommendation of the Security Council for a five year, renewable term. The current Secretary-General is Ban Ki-Moon of South Korea.

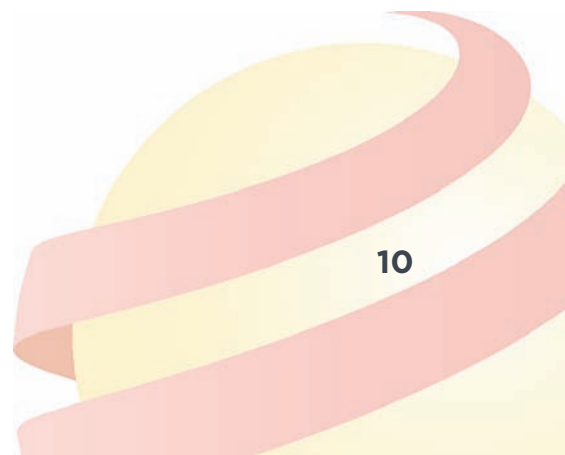
The duties carried out by the Secretariat are as varied as the problems dealt with by the United Nations. These range from administering peacekeeping operations to mediating international disputes, from surveying economic and social trends and problems to preparing studies on human rights and sustainable development. Secretariat staff also inform the world's communications media about the work of the United Nations, organize international conferences on issues of worldwide concern, and interpret speeches and translate documents into the Organization's official languages.

The Secretariat has a staff of about 8,900 people from some 170 countries. As international civil servants, staff members and the Secretary-General answer to the United Nations alone for their activities and take an oath not to seek or receive instructions from any Government or outside authority. The Secretariat does not vote because it is not made up of member states. Headquartered in New York, the Secretariat has offices all over the world in places such as Addis Ababa, Bangkok, Beirut, Geneva, Nairobi, Santiago and Vienna.

United Nations Puzzle

Directions: please place the number of the answer in the correct box. You can only use each description once.

	Secretariat	General Assembly	Security Council	International Court of Justice	Economic and Social Council	Trusteeship Council
Who are the members?						
What do they do? What topics do they discuss?						
If it is a voting body, how do they vote?						
When and where does it meet?						
What makes it different from other bodies?						



Answers

- 1 Simple majority, but the permanent members have a veto
- 2 These are the employees of the UN; they do the actual work of the United Nations
- 3 They meet at UN headquarters beginning 3rd week of September
- 4 15 Member States. 5 permanent, 10 rotating
- 5 They do not vote, due to the fact that they are functionaries
- 6 54 Member State Regional Body that is elected by the General Assembly
- 7 Simple majority or if declared an important question, a 2/3 majority
- 8 This body needs a simple majority vote, but Member States are expected to confer with their region before voting
- 9 This body meets when it is asked by the Secretary General or a Member State in crisis at UNHQ
- 10 This body is located in the same city as the International Criminal Court. The term runs from Aug. 1 through July 31
- 11 Debates international economic and social issues
- 12 Oversight Trust Territories
- 13 All 192 Member States of the United Nations
- 14 This body provides legal opinions on cases
- 15 The 5 permanent representatives ran this council when it was active
- 16 15 judges are elected by the General Assembly for their expertise, they do not represent countries
- 17 Discusses issues of peace and security. Members must be available at a moment's notice
- 18 This council no longer meets because it has fulfilled its mission. If necessary, it will be recalled by the General Assembly
- 19 This body can discuss any topic their members wish to speak on
- 20 These individuals work all over the world implementing the work of the United Nations
- 21 This body regularly works with non-governmental organizations (NGOs) to promote economic and social welfare
- 22 The decisions are legally binding and may be enforced through sanctions
- 23 This body did not vote, it mentored newly emerged nations
- 24 Settles legal disputes among nations, not individuals
- 25 This body ceased to exist with the independence of Palau
- 26 This body meets regionally and then sends their elected representatives to serve in the plenary at UNHQ in New York
- 27 This is the only body that regularly meets with a representative of all Member States
- 28 There are offices all around the world where the UN's mission is being carried out
- 29 The composition of the court of this body cannot have more than one member of a nationality represented at a time
- 30 This is not made up of Member States



United Nations Puzzle Answer Sheet

	Secretariat	General Assembly	Security Council	International Court of Justice	Economic and Social Council	Trusteeship Council
Who are the members?	2	13	4	16	6	15
What do they do? What topics do they discuss?	20	19	17	24	11	12
If it is a voting body, how do they vote?	5	7	1	14	8	23
When and where does it meet?	28	3	9	10	26	18
What makes it different from other bodies?	30	27	22	29	21	25

UN History Worksheet

Arabic 51 non-member countries 193 New York relations peace and security keep peace
 Spanish 1945 French *olive branches of peace* Ban Ki-moon highest power failed

The League of Nations was founded after the First World War (WWI).

It was created because some countries (France, South Africa, the UK, and the US) believed that a world organization of nations could _____ and prevent a repeat of the horrors of the war in Europe.

After the Second World War (WWII) it was clear that the League of Nations had _____ in its chief aim of keeping peace.

The **Allied Countries** got together to discuss how to create a new, stronger organization.

In _____, 51 countries met in San Francisco and signed an agreement called a **charter** that created **the United Nations**.

The UN is an **international organization** founded in 1945 after WWII by _____ countries.

President Roosevelt coined the term 'United Nations' to describe the Allied Countries.

There are currently _____ Members of the United Nations

Spain joined/was admitted into the UN in 1955

Vatican City, Kosovo, and Taiwan are the only three _____.

The United Nations Headquarters are in _____.

Six official languages are used in the United Nations: _____, Chinese, English, _____, Russian, and _____.

The UN emblem shows the world held in the "_____".

The Aims of the UN are:

To maintain international _____

To develop friendly _____ among nations

To promote social progress, better living standards, and human rights

The United Nations needs a lot of money to **keep up** its organizations and programs. It gets most of its money from the world's rich countries like the United States (about 25%), Japan, Germany, France, and Great Britain.

A lot of this money is used for **peacekeeping missions**.

The **Secretary General** has a lot of power in the UN. He is the _____, elected to a five-year term by the General Assembly. Currently, _____ (South Korea) is Secretary General. He was elected in 2006.

Introductory Global Classrooms Survey

Name _____

- 1 What do you know about Global Classrooms?
- 2 What do you think you will do in Global Classrooms this year?
- 3 What is the UN? How many countries do you think there are in the UN? In the world?
- 4 What are you looking forward to?
- 5 What do you have questions about?
- 6 If you have participated in the program before, what recommendations do you have for this year? Feel free to include things that you have enjoyed from previous years, along with concerns and things you would have done differently.

2| Understanding Topics and Conducting Research

Soon after school begins you will receive the year's **topics** for Global Classrooms. Each grade level (2º ESO, 3º ESO, and 4º ESO) has a different topic that they'll be working on throughout the year, and all grade levels across participating schools in Cantabria receive the same topics.

One of your most important responsibilities as a Fulbright is to make sure that each group understands the intricacies of its respective topic, which will allow students to discuss issues surrounding that topic with greater sophistication later on. Topic assignments may come accompanied by a UNA-USA **background guide**, generally around 10 pages long and designed as an introductory text for you, your students, faculty, and anyone else seeking information and resources on the topic. It's important to keep in mind that the background guide is written for an audience of native English speakers, and that it will require some adaptation on your part. In this section you will find a Background Guide Graphic Organizer that you can use with your students to help them organize the guide's content into manageable categories.

You may wish to take any of the following approaches:

- 1 When students are reading the background guides, ask them to underline words they don't know, and then try to find out what these words means and how they relate to the topic.
- 2 When you or your students have made a list of new vocabulary, compile it all into one document and distribute it to your students as a reference document for the whole year. Having these "power words" on hand will help the students debate more effectively and will help them feel more confident, motivated and prepared for the conference.
- 3 Ask students to try to distinguish statements in the background guide that are fact from those that could be debated. How would different countries approach these statements?
- 4 Have your students practice paraphrasing the information in the background guide, which will be a useful skill when it comes time to write position papers.
- 5 Each background guide has a "Questions to Consider" section at the back, which can be a useful starting point for students to begin considering how the issue affects their countries.

Background guides also contain **Research Aid** and **References** sections in the back, both of which are extremely useful in jumpstarting the research process for your kids. Direct them to this ready-made list of resources and ask them to spend some time browsing the various websites for information.

IT IS HIGHLY RECOMMENDED TO **START TEACHING AND PRACTICING RESEARCH SKILLS AS SOON AS POSSIBLE IN THE YEAR** - you don't have to wait for the topics arrive.



Skills as soon as possible in the year

Around this time of the year, you will also start **assigning your students into delegations**. You will receive a list of your school's assigned countries from the Fundación Botín, and it's up to you and the teachers at your school to pair up students and assign them countries (delegations of two are standard but delegations of one are fine if need be). Included in this section is a self-evaluation that you may wish to use with your students to help you get a better feel for who would make successful partners, and also for the general English/confidence level of your students.

You will also find in this section a graphic organizer that students can use to help organize the information they obtain from the background guide and from their outside research. Following this is a country information worksheet that students can fill in once they have been assigned into delegations. This also includes additional resources that will help students jumpstart the research process.

Finally, this section includes a committee overview chart, which can help familiarize students with the committees into which their respective years have been assigned, such as the General Assembly, the World Health Organization, etc. At the regional conference, proceedings for each year will be conducted under that year's specific committee's structure.



Country Information Chart

Government

Official Country Name: _____
 Governmental System: _____
 Head of State: _____
 Official language(s): _____
 Region: _____
 Allies/blocs: _____

People

Population and growth rate: _____
 Major religions/cultures: _____
 Standard of living: _____

Economy

Economic system: _____
 GDP and growth rate: _____
 Major cities: _____
 Infrastructure status (good, poor, etc.): _____

 Trade blocs/associations: _____

 Balance of payments/trade: _____
 Major exports/imports: _____

 Major trade partners: _____

 IMF, World Bank positions (debtor nation? Donor nation?)

 Natural resources: _____

 Energy sources (both the type of energy and its origin)

Development

Development status: _____
 Climate: _____
 Environment (problems, innovations, etc.):

 Has this nation met the Millennium Development
 Goal targets? _____

Military

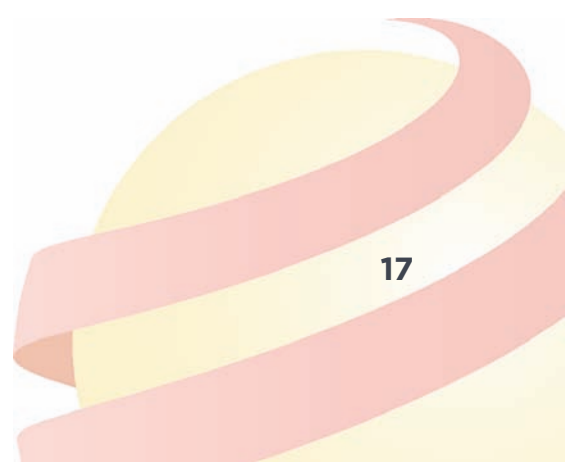
Military organization:
 Military expenditures (% GDP spent on defense):
 Major weapons, arsenal, nuclear capability, etc.:

Conflicts/Issues

What are four problems/threads that affect this nation?
 Ethnic/cultural issues:
 Refugees problems:
 Major conflicts both past and present:

United Nations

Date admitted to United Nations:
 UN dues payment status:
 Has the UN ever intervened in a conflict involving this nation? If so, where and how?
 How does the country contribute to UN peacekeeping?
 Has the UN cited this nation for human rights violations? If so, why?
 Based on your research, what do you feel is at the heart of this nation's identity?
 Try to find at least one recent article that is about or makes reference to this nation (preferably from the past two weeks):



Resources to find information on countries



<https://www.cia.gov/library/publications/the-world-factbook/>

<http://www.state.gov/r/pa/ei/bgn/>

<http://www.unicef.org/infobycountry/index.htm>

http://news.bbc.co.uk/2/hi/country_profiles/default.stml

It's also very important to familiarize yourself with the speech of your country's representative at the opening session of the General Assembly

<http://www.un.org/en/ga/>

Directions for Research Graphic Organizer

Box 1

Place the name of your topic in this box.

Box 2

Identify the key facts of the topic from the background guide and your research

Box 3

Identify three key international actions. These can be international treaties, conferences, or UN Resolutions or they can be ongoing programs and policies of the UN and any of its bodies. After you are finished, follow the arrow to box 4.

Box 4

Identify the goals of the international actions. Include main agreements that Member States decided on in negotiating which actions would occur. Follow to Box 5.

Box 5

Identify the main players in the negotiation. Those who agreed to the terms of the agreements above should be identified in this box. In the case of ongoing programs and policies, identify the main donors or actors. This will help in your caucusing at the conference.

Box 6

Identify those main players that did not agree to the negotiation, and place their names here. List the major opponents of the policies and programs discussed above.


Box 7

Include the reasons why the Member States in Box 6 do not agree with the actions/agreements/resolutions.

Box 8

Identify the key players in the topic at hand. This will be useful when in committee.

Research Graphic Organizer

<p>Key Facts:</p> <p>2</p>	 <p>Topic/ Issue:</p> <p>1</p>
<p>International Actions:</p> <p>3</p> <p>1. 2. 3.</p>	<p>Terms of Agreement:</p> <p>4</p>
<p>Key Non-Signatories:</p> <p>6</p>	<p>Key Signatories:</p> <p>5</p>
<p>Reasons for Not Signing:</p> <p>7</p>	<p>Countries Most Affected:</p> <p>8</p>



Background Guide Graphic Organizer

Definition of the problem:

Explanation of how the problem can be solved:

Prediction of what will happen in the future if things stay the same:

Recommendations for what needs to be done:

Committee Overview Chart

It is important to understand the purpose of a committee and how it works in order to debate effectively on a topic within that committee structure. Try to answer the questions below, using the background guide and outside sources to help.

Question	Answer	Resource Used
Why was the body established? Where does it do most of its work?		
What UN document helped to establish the committee?		
What kind of topics does it usually discuss?		
How many member states will be represented in the body? Is anyone else represented?		
How does voting work? Can everyone vote? Do all votes count the same way?		
How often does the body meet?		
What happens to resolutions that the body develops? Does the body have any special powers, or things it specifically can't do?		
Does this body manage programs or policies?		

Global Classrooms Self-Evaluation

Name:

Class:

Please provide at least one comment for each section.

(not at all comfortable) 1 2 3 4 5 (very comfortable)

How comfortable do you feel writing in English?

1 2 3 4 5

Comments:

How comfortable do you feel reading in English?

1 2 3 4 5

Comments:

How comfortable do you feel speaking in English?

1 2 3 4 5

Comments:

How comfortable do you feel using the Internet to research a topic?

1 2 3 4 5

Comments:

Rate your ability to work independently:

1 2 3 4 5

Comments:

Rate your ability to work with a partner:

1 2 3 4 5

Comments:

3| Position Papers

The position paper is the central deliverable of the Global Classrooms process. Delegations will spend a good part of the year each preparing a short paper on their country's position on the assigned issue. Position papers are usually turned in about 4 weeks before the Global Classrooms conference to demonstrate that students have adequately researched and prepared for debate. The position paper is also an excellent way to gauge students' progress in research and critical thinking.

The prevailing question from your students when you begin writing position papers will be, "But, how?" Position papers are generally about **1 page** long and should be written in a clear, concise, and focused manner. There are several key components to the position paper that should be used as a framework. In this section we have compiled several aids to help your students understand the format of a position paper, along with examples of position papers that were successful at past Cantabria conferences. These examples vary in length, depth, and style, but you should keep to the specifications outlined in the "General Guidelines for Position Papers" document included in this section.

The basic structure of a position paper is as follows:

1. Introduction (at least 3-4 sentences), including:

- a. Why the topic is important for the committee to address
- b. How the issue affects your country (or, in some cases, does not)

2. Background on your country and its history concerning the topic (at least 7-8), including:

- a. National and foreign policy
- b. Specific actions taken by the government
- c. Conventions, resolutions, and other UN actions supported or opposed
- d. Quotes from government officials and statistical data to back up your position

3. Conclusion (at least 3-4), including:

- a. Your country's recommendations to the committee on how best to resolve the issue
- b. What your country would like to accomplish in the committee's resolutions

Much of your job as a teacher will be spent helping students improve their writing skills. This will range from teaching them how to make a sound argument to how to paraphrase and cite properly. For many students, this may be the first research-style paper that they have ever written. Because synthesizing information and paraphrasing in a second language can be especially difficult, we've included some materials to make it a bit more palatable.

Position Paper Formatting Activity

Committee: Human Rights Committee

Topic: 1. _____

Country: Sudan

Delegates: Danielle Bishop and Maite Roldán

The Republic of Sudan is an Arabic country in Africa. We have some of the highest poverty levels in the world. Because of this, our citizens struggle everyday to grow their own food and have water to drink. Sudan is in a state of emergency, since our water supply is now nonexistent 2 _____

Our water supply has fallen the past five years to a record low. In 2004, we had a water supply of 1.5 million metric liters of water. In the present, we have only 3,000 metric liters left in our reserves. 3 _____

The government of Sudan has dealt with this issue by starting the construction of new water plants that will be able to clean more water than in the past. Our water plants will not be completed until two years from now. 4. _____ A new law has also been passed that makes it a crime to waste water.

The government of Sudan has also worked with other governments to solve our water problem. Our country has bought hundreds of liters of water from our neighbor, Egypt. 5. _____

In conclusion, we need the help of all the countries in the United Nations to solve our water issue. We recommend:

1. 6. _____.
2. Countries share their water-cleaning technology.

Missing Sentences

- a All countries begin water trade to Sudan.
- b The country of Sudan feels that the issue of water access is important because it is a vital necessity for our citizens and their health.
- c Our government has also started making new wells in every city in southern Sudan.
- d These reserves are just enough to give a single glass of water to each of our citizens for two months.
- e Water Access in Sudan.
- f The country of Sudan has reached an agreement with the United Kingdom to share some of their water-recycling technology.

Position Paper Peer Review (Form 1)

Please put a **grade** in each box:

5=Excellent! 4=Good 3=Fair/OK 2=Needs work 1=Unacceptable

INTRODUCTION

- Enough sentences?
- Are ideas presented clearly? (Do they make sense?)
- Interesting?
- Who/What/When/Where/Why?
- Is information accurate (correct)?

HOW RELATED TO YOUR COUNTRY

- Enough sentences?
- Are ideas presented clearly? (Do they make sense?)
- Who/What/When/Where/Why?
- Is information accurate (correct)?

NATIONAL ACTION

- Enough sentences?
- Are ideas presented clearly? (Do they make sense?)
- Statistics and figures?
- National policy references?
- Quotes from government officials?
- Is information accurate (correct)?

INTERNATIONAL ACTION

- Enough sentences?
- Are ideas presented clearly? (Do they make sense?)
- References to international conferences, meetings, resolutions?
- Is information accurate (correct)?

CONCLUSION/RECOMMENDATIONS

- Enough sentences?
- Are ideas presented clearly? (Do they make sense?)
- Are logical recommendations given?

Position Paper Peer Review (Form 2)

Introduction

- 1 Does the introduction present the topic and the country clearly? If it does not, please suggest how to improve the clarity.
- 2 Is there any additional information that should be included in the introduction, or any information that should be taken out?

Body

- 3 Identify the main idea of each body paragraph. Are the ideas presented clearly?
- 4 Are the arguments well-supported with facts, quotes, and statistics?
- 5 Is there any important information that is missing, or any information that is unnecessary?

Conclusion

- 6 Do the authors make effective suggestions for future action?

General Comments

- 7 What is your reaction to this paper? Did you enjoy reading it, and why? Is it easy to understand?
- 8 Is the paper organized well? Did you ever feel lost or confused?
- 9 List two strengths and two weaknesses of this paper.
- 10 What specific recommendations can you make for improving this paper?

Paraphrasing Practice

Try to paraphrase the following statements:

Nuclear safety is the responsibility of every nation that utilizes nuclear technology. National governments are responsible for regulations that govern how safety at nuclear facilities is maintained, as well as to reduce radiation risks, including emergency response and recovery actions, to monitor releases of radioactive substances to the environment and to regulate the safe decommissioning of facilities and disposal of radioactive waste. Nuclear facility operators are ultimately responsible for the safety of their facility.

There are several different kinds of waste, but the two most important are low level and high level material. Low level nuclear material, which makes up the bulk of all nuclear waste, is not a major concern for the international community. It is comprised of anything that has become radioactive through exposure to neutron radiation. This can be clothing, cleaning materials, medical supplies, or even tissue samples. It can be stored for a short time until it no longer poses a threat to the environment and then be properly disposed.

High level materials, either spent reactor fuel or waste materials remaining after spent fuel is reprocessed, are the most pressing issue facing the international community, despite comprising by far the smallest amount of nuclear material. High level waste is by far the most dangerous and harmful to both people and the environment. Even very small amounts of this waste can have damaging effects if not stored correctly. There is currently no international standard for storing high level nuclear material, so it falls upon individual nations to find the best solution to their situation. High level waste also comes from nuclear weapons, and the facilities that originally manufactured them.

One solution that has been put forth by several international actors is to reuse nuclear waste as fuel. There are only five nations that currently reprocess, or attempt to reuse, spent nuclear fuel; Russia, France, UK, India, and Japan. Reprocessing fuel allows it to be used in other, specially made or modified, reactors. Reprocessing can add from twelve to twenty-two percent more power to the lifecycle of a sample of nuclear material. This allows for more power to be drawn out, and reduces the need to mine and process more material.



Sample Position Paper

Committee: The World Health Organization

Topic: Dealing with an Aging Population

Country: St. Lucia



St. Lucia is an island nation located in the Caribbean. We have 2 million inhabitants and 5% of them are over the age of 65. An aging population is a world problem because the cost of pensions and health care for elderly people is very high. This is a big issue in the world because of higher life expectancies due to improved health-care and nutrition. Families are also having fewer children than in the past.

8% of the population of the world is over the age of 65. In St. Lucia we have fewer older people than the world average, but it is still a big problem because we are a developing country and don't have enough money to pay for pensions. Many children have to stay home to care for their grandparents and can't go to school. By the year 2050 12% of our population will be over 65, which will be difficult for us. We also receive 2 million dollars a year from the United States. If the US has to spend more money on their aging population, they will not be able to help us which will cause problems for our economy.

To deal with this problem on a national level, the St. Lucian Department of Health and Human Services has created the Administration on Aging. The president of the AOA said, "We need to develop a comprehensive, coordinated and cost-effective system of home and community-based services that help elderly individuals maintain their health and independence in their homes and communities." AOA wants to help the younger population to take care of the aging population and help the elderly to be more independent.

St. Lucia has also attended many international conferences about the issue of an aging population. In 2005 we attended the Caribbean Aging Population Conference. This conference allowed different Caribbean nations to talk about the best ways to help elderly people. Additionally, in 2002 we attended the World Assembly on Aging. This meeting was to talk about pensions and healthcare. We are also part of the international organization, Global Aging. This organization works with countries all over the world to find solutions to an aging population.

An aging population is an important issue and St. Lucia recommends that all countries agree to raise their retirement age to at least 70 years old. This is a good idea because it would save money which we could spend on education and healthcare. We also recommend that all of the developed countries agree to start a fund to help developing countries pay for the healthcare of their elderly. This is necessary because many countries can't afford to pay for pensions and their elderly live in poverty.

In conclusion, we would like to work with other countries of the UN to find a solution to this serious problem.

www.healthcare.com

www.stluciahealth.com

www.worldhealthorganization.com

www.elderlycaribbean.org

www.agingpopulation-stlucia.org

Sample Position Paper (Linking Words/Transitions Practice)

Canada General Assembly Goodwill Ambassadors

The United Nations has an important program of making celebrities “Goodwill Ambassadors”. **Certainly**, celebrities such as Angelina Jolie and Leo Messi do good work as Goodwill Ambassadors. **However**, Canada finds it unjust that most UN Goodwill Ambassadors are from the United States of America. **For this reason**, Canada nominates Justin Bieber to be a Goodwill Ambassador for the UN.

Canada is a very peaceful country domestically and internationally. **It is important to remember that** Canada has been a faithful member of the United Nations since 1945 and has contributed more peacekeeping missions than any other country. **Thus**, Canada should be better represented in world affairs.

In pursuit of this goal, Canada has started a national program to prepare Justin Bieber to be a Goodwill Ambassador. **For example**, professors have been assigned to teach Justin Bieber the name and location of each continent. **Furthermore**, all Canadians have been told to quiz Justin Bieber on world affairs if they see him. **Until now**, 34% of Canadians have participated in this project. **Internationally**, Canada has begun a project to teach the world that Justin Bieber is Canadian, **due to the fact that** 9 out of every 10 people think he is American. **Specifically**, part of this project was the successful movie “Never Say Never.”

In 1989 Canada helped to write the first resolution suggesting the Goodwill Ambassador program. **Also**, it has sent a representative to each UN Convention responsible for nominating Goodwill Ambassadors. **Nevertheless**, not a single Canadian has been appointed.

Canada’s prime minister, Stephen Harper, is in full support of the nomination. **For instance**, in a weekly address to the people of Canada, he argued, “Canada is a great country and should have a stronger voice in world affairs. Who has a stronger or more beautiful voice than Justin Bieber?” **Correspondingly**, 65% of the Canadian population said that they agree.

Who has a stronger or more beautiful voice than Justin Bieber? No one. **To be sure**, he understands hard work and struggle. **In addition**, he is a strong leader among teenagers, encouraging this young population to “Never Say Never.” **Provided that** the world is faced with the problem of an aging population, it is especially important to encourage the younger generation to be creative and work hard. **In conclusion**, we hope all nations can come together and make Justin Bieber a UN Goodwill Ambassador.



The “Hamburger” organizer

Position papers should include...



Introduction: includes topic and brief statement on the country’s policy

Background: 1. National and Foreign Policy

2. Specific actions taken by the government

3. Conventions and resolutions supported

4. Quotes from government officials

Conclusion: country’s recommendations to committee on how best to resolve the issue

Position Paper Format

Position Papers serve as an evaluation of students' research on their topics. After students have gathered information about their country and the issue, they write the position paper to synthesize their research in order to express their country's policy on the issue.

Position papers allow delegates to organize their ideas and aid in formatting and representing a country's policy. It is important not only to include the right information in a position paper, but also to organize it correctly and use the right kind of language. Delegates should avoid overly complicated language, and keep writing diplomatic. String together simple facts and ideas to convey a point, rather than using vague language. Don't forget to cite your sources to show where you found your facts and statistics.

Students often forget to make suggestions for possible resolutions, which can leave them at a loss for ideas when they finally arrive at the conference. A good position paper will make a great introductory speech, will include ideas for resolutions, and will help you stick to your country's policies during debate.

Position papers can consist of any number of paragraphs, depending on the organization of the writer. It is often easier to think of a position paper as three paragraphs, just one page, as opposed to a daunting paper. However, each position paper should follow the general format outlined below:

Appropriate Heading:

Name of Country _____
 Name of Committee _____
 Name of Topic _____
 Name of School _____

First Section: Opening Statement (3-4 sentences)

1. Why is this topic important for the committee to address?
2. Why does your country care about this topic in general?
3. How does your country justify its beliefs on the issue?

Second Section: National and International Actions (6-10 sentences)

1. Is the topic an issue in your country?
2. What actions has your country done to address the issue on a national level?
3. Have government officials spoken on this topic, or passed legislation? Include pertinent quotes and relevant documentation.
4. Can you find any statistics that back up your country's position on the topic?
5. How has your country addressed the issue on an international level?
6. What international conventions and resolutions has your country supported?

Fourth Section: Recommendation for Action (3-4 sentences)

1. What recommendation(s) would your country make to the international community to address the problem?
2. What issues would your country like addressed in your committee's resolutions?

Position Paper Rubric

	Major Improvement Necessary (1)	Needs Improvement (2)	Average (3)	Above Average (4)
Background Guides	Shows limited understanding of the task, with vague, unclear references to the documents.	Attempts to address some aspects of the task, making limited use of the documents.	Addresses most aspects of the task or addresses all aspects in a limited way; uses some of the documents.	Thoroughly addresses all aspects of the task by accurately analyzing and interpreting most of the documents.
References	Presents no relevant outside information. Attempts to complete the task, but essay demonstrates a major weakness in organization.	Presents no relevant outside information. Presents few facts, examples and details; simply restates contents of the documents.	Incorporates limited or no relevant outside information. Uses some facts, examples and details, but discussion is more descriptive than analytical.	Incorporates relevant outside information. Includes relevant facts, examples and details, but discussion may be more descriptive than analytical.
Mechanics	Communicates with a lack of control and understanding of the conventions of English grammar and usage. Uses inappropriate and/or incorrect language and sentence structure.	Communicates with partial control and understanding of the conventions of English grammar and usage. Uses familiar language and simple sentence structures.	Writes a satisfactory developed essay, demonstrating a general plan of organization. Restates the theme in the introduction and concludes with a simple restatement of the theme.	Communicates with full control and understanding of the conventions of English grammar and usage. Experiments with sophisticated language and varied sentence structures.
Purpose	Limited awareness of audience and purpose.	Attempts to establish and maintain purpose and communicate with the audience.	Focuses on a purpose, evidence of voice and suitable tone.	Establishes and maintains clear focus: evidence of distinctive voice and appropriate tone.
Policy Development	Minimal policy development; limited or unrelated details, no evidence of successful negotiation.	Lack of elaborated policy development, unelaborated or repetitious details, little evidence of successful negotiation.	Depth of policy development and success of negotiation supported by elaborated, relevant details.	Depth and complexity of policies supported by rich, engaging and pertinent details; evidence of analysis, negotiation, reflection and insight.
Reference to the Real World	Few references to international treaties, international organizations and real-world stakeholders.	Some references to international treaties, international organizations, and real-world stakeholders.	Numerous references to international treaties, international organizations, and real-world stakeholders.	Frequent reference to international treaties, international organizations and real-world stakeholders.

General Guidelines for Position Papers

Global Classrooms Cantabria

- Each delegation represents one country within a designated committee and should submit one position paper by the due date. The deadline will not be extended.
- The position paper should be one, single-spaced page (or 600 words, whichever comes first) in length, using 12-point, Times New Roman font with 1-inch or 2.5-centimeter margins.
- Each position paper should include a left-justified heading with the following format:
 - Committee
 - Topic
 - Official Country Name
 - Delegation: Student names and surnames followed by school name
- Each delegation can also add a right-justified country seal. This step is optional.
- Position papers are typically divided into six parts, but the organization is flexible. Clearly, many of these parts can easily overlap and therefore the final structure is open to interpretation. The best position papers generally cover each of these parts, but exceptions exist.
 - Introduction: Presents the country and its history concerning the topic and committee
 - Background: Explains how the issue affects the country
 - National and Foreign Policy: Includes specific actions with respect to the topic and the international community
 - Past Agreements (or lack thereof): Highlights convention(s) and resolution(s) that the country has ratified as well as UN actions that the country has supported or opposed
 - Supporting Evidence: Employs quotes and/or statistics to illustrate the country's position
 - Conclusion: Provides recommendations for future action and details what the country would like to contribute to the committee's resolution(s)
- Information from outside resources should be cited using endnotes. Although citations are not restricted to any standard format, they should include enough information for readers to easily verify the source.
- In order to create a strong position paper, it is recommended that students make multiple revisions while still dedicating ample class time and attention to other aspects of conference preparation (debating, opening speeches, moderated caucuses, etc).
- All revisions and final position papers should ultimately reflect the students' development and work. Please remember that the best position papers are not necessarily the most linguistically immaculate.
- All position papers will be evaluated by the same rubric.
- Position papers will not be returned to students after submission.
- **SUBMISSIONS GUIDELINES:** All position papers must be submitted individually by e-mail attachment, with the text also copied into the body of the message. The subject line should include the country name and committee name.

4| Speeches and Public Speaking

Once your students have completed their position papers, they will distill the paper into its key points, eventually creating a speech that they will deliver at the conference. Delivering a successful speech and participating in floor debate will require **public speaking skills**. In this section we have compiled materials to help your students write their speeches and then deliver them with conviction. Here are some tips to aid delegates in becoming better public speakers:

- **Prepare:** Decide how you feel most comfortable delivering your speech. You may choose to read from a few notecards with key points or you may feel more comfortable without any written material at all. If you plan to use a word or phrase that is unfamiliar to you, make sure you learn its meaning and how to pronounce it properly.
- **Be spontaneous:** Practice public speaking and spontaneous debate as much as you can. This not only helps to *quitar los nervios* but also makes the conference more exciting when you are really listening and responding to each other's ideas. (After some time practicing spontaneous debate, students will love the opportunity to show off their well-developed understanding of the topic and their quick thinking skills in responding to other delegates during a moderated caucus.)
- **Rehearse:** Practice your speech in front of a friend, a classmate, a parent, or a mirror. When you listen to a speech, provide constructive feedback rather than criticism.
- **Eliminate unnecessary "filler" words:** Fillers are words and phrases such as "emm," "o sea," "bueno," "pues," etc. These words take away from the message you are trying to convey.
- **Use meaningful pauses:** Leaving a moment of silence between sentences can be a powerful public speaking tool. Pausing after an important point or before answering a question will help to hold the audience's attention. A pause can also give you time to formulate your next statement.
- **Pace yourself:** Don't talk too fast or too slow. Remember that most speakers have a tendency to talk too quickly. Since you'll be communicating in English, it's important that you speak slowly and clearly so that you are understood by the rest of the delegates.
- **Choose a confident posture:** Be aware of the way you are standing when you speak. Slouching, tilting your head, and crossing your arms will take away from your message. Stand up straight, relax your shoulders, plant your feet firmly, and keep your knees unlocked to help you communicate confidence.
- **Project:** While you don't want to speak too loud, make sure you're speaking loud enough to be easily heard. Focus on speaking with enthusiasm and energy.
- **Gesture:** It is worthwhile to use your face, hands, arms, and body to help you communicate as long as your motions do not distract the audience from what you're saying.
- **Make eye contact:** Glance at your notes rather than reading them directly so that you can make eye contact with other delegates. It is often helpful to speak directly to individual members of the audience.
- **Get to the point:** This is especially important during debate. Speak concisely so that your audience does not lose your main argument. Try not to speak in circles.
- **Be positive:** Rather than criticizing another point of view, critique it in a constructive way. Always provide alternatives and be sure to back up your arguments.

Speech Template

Honorable chair, fellow delegates,

The country of _____ feels that the issue of _____ is important for the committee to discuss because: (give reasons why this issue is important to discuss and why your country cares about the issue)

1.

2.

3.

The government of _____ has dealt with the issue of _____ on a national level by: (actions on national level)

1.

2.

3.

On an international level, the government of _____ has: (international actions)

1.

2.

3.

The country of _____ encourages the committee to: (recommendations for future actions)

1.

2.

Thank you honorable chair.

Top Ten Presentation Rules

- 1 Prepare your speech in advance
- 2 Keep it “short and sweet”
- 3 Be confident when talking
- 4 Believe in what you are saying
- 5 Don’t read!
- 6 Look at your audience
- 7 Speak loudly
- 8 Speak clearly
- 9 Be aware of your body language!
- 10 Prepare an activity for your peers



Introductory Speech Outline

Name _____ Date _____

This is an **outline** of the first speech that you make during Formal Debate. It should be no more than 90 seconds, and should **summarize** the most important information in your position paper.

Thank you, Honorable Chair.

1 The country of _____ feels that the problem of _____ is:

- Explain why it is important to the United Nations
- Explain why it is important to your country

2 The Government of _____ is trying to fix the problem of _____ by:

- Talk about past and present actions of your country to help the problem

3 The country of _____ recommends:

- Talk about your recommendations for the committee
- What countries do you want to work with?

4 In conclusion, the country of _____ believes that:

- Summarize your ideas

Thank you for your time (or: Thank you, Honorable Chair)

Sample Speech:

The country of Senegal feels that the problem of global warming is a serious problem for everyone. In our country, the coasts are in danger because the sea level is rising and many people live on the coasts. Also, our people depend on agriculture, and if the weather is extreme we can't cultivate enough food.

Senegal signed the Kyoto Protocol in 1997, but we are disappointed with the results. We want more cooperation from the developed countries because they are responsible for this problem. We support carbon emissions trading with developed countries so that we can have money to stop deforestation in our country and protect our natural ecosystems. We are interested in talking to other African countries about a possible agreement.

In conclusion, Senegal wants to help prevent global warming, but we can only do it with the help of other countries. Thank you, Honorable Chair.

Speech template 2

Honorable Chair, fellow delegates,

The country of _____ feels that the issue of _____ is important for the committee to discuss because: (give reasons why this issue is important to discuss and why your country cares about the issue)

1.

2.

3.

The government of _____ has dealt with the issue of _____ on a national level by; (actions in national level)

1.

2.

3.

On an international level, the government of _____ has: (international actions)

1.

2.

3.

The country of _____ encourages the committee to: (recommendations for future actions)

1.

2.

Thank you, Honorable Chair

Grading Rubric: Public Speaking Peer Review

Names of delegates _____

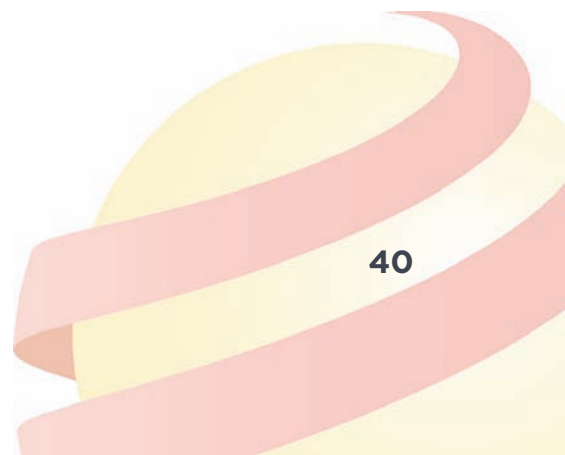
Country _____

Information/ Knowledge	Organization:	Vocabulary:	Clarity:	Public Speaking:
Do the delegates present a complete picture of their country, with all the information we asked for? Do they <i>know</i> the information? or are they just reading from the sheet?	Do the delegates speak in an organized fashion, covering all that we asked for? Does it seem like they prepared ahead of time, or just thought about it during class?	Do the delegates use the correct words in speaking about the topics we asked about?	Is this information clear? Do they explain anything they have found that might be confusing for others in the class?	Can you understand the delegates? Do they practice correct techniques for public speaking, or are they playing with their hair, chewing gum, not making eye-contact, etc.?

1	1	1	1	1
2	2	2	2	2
3	3	3	3	3
4	4	4	4	4
5	5	5	5	5

1-5

- 1 The delegates lack the information to complete this section.
- 2 The delegates have the information, but they haven't prepared or taken this section seriously.
- 3 The delegates have done an okay job, but missed something in the category.
- 4 The delegates did a great job, but missed something in the category.
- 5 The delegates did everything nearly perfectly!



Reading Numbers Practice

- 1 1976 (year):
- 2 2015 (year):
- 3 One point two million:
- 4 \$5.32:
- 5 1.37%:
- 6 \$4,327:
- 7 Fifteen thousand, nine hundred and ten:
- 8 8,349,219,476:
- 9 1800 (year):
- 10 2000 (year):
- 11 7,000,000,000 people:
- 12 Primero:
- 13 Segundo:
- 14 Tercero:
- 15 15:
- 16 $\frac{1}{2}$:
- 17 3.587%:
- 18 $\frac{2}{5}$:
- 19 \$5.8 billion:
- 20 11/25/2011:

Global Classrooms Activity

TOPIC: Impromptu Public Speaking

By Erik Fogel, Global Classrooms Middle School Lead Teacher, Bronx School for Law, Government and Justice

OBJECTIVE(S)

By the end of this lesson, students will be able to:

- 1 Learn public speaking skills
- 2 Learn Impromptu speaking
- 3 Learn how to evaluate other speakers
- 4 Learn how to evaluate your own speech

REQUIREMENTS

Level: Grades 5th-12th

Time: 2 class periods (lesson can be repeated)

Teacher Materials Needed: Student Notes on Public Speaking Handout, Impromptu Public Speaking Outline, Judge's Ballot, Self-Evaluation, Impromptu Topic Cards

Student Materials: Notes from Lesson 8, Pen, Paper

PROCEDURE

I. Activation of Prior Knowledge

Distribute the attachment "Student Notes on Public Speaking" or you can copy notes on the board and have students copy them. (Recommendation - do not try to go through them all in one day)

II. Activities

- 1 **Teacher Modeling:** As you explain the notes, demonstrate each of these skills (what you should do and what you should not do). Then you can also model speaking skills and ask students which skill you are modeling.
- 2 **Student Modeling:** Select students to model each of the speaking skills (what you should do and not do). You can also ask students to select a skill on their own and it is up to the rest of the class to guess which skill they are demonstrating.
- 3 **Mini Speeches:** Have students stand up and talk about any topic. Speech of introduction; Speech about class assignment; Speech about personal interests; Speech about what they did last weekend; Speech about family; Speech about native country, etc. Have them try to use 1-2 of the public speaking skills they learned.

4 Impromptu Speeches:

- A) Explain to students that they will be doing an activity called “Impromptu Speaking” where they will have a limited amount of time to prepare a speech on a topic that they choose.
- B) Have students select three cards and instruct them to choose one. Attached are various topic card themes (UN topics, UN system topics, international current event topics, school topics, pop culture topics). Advice would be to start with school topics or pop culture topics, which everyone has some background knowledge about to speak about. There are also blank topic cards, so whatever you are studying you can fill in subjects for students to speak about.
- C) Provide students with an allotted amount of time (5-10 minutes) to prepare a short speech (depending on their level, you can increase or decrease this preparation time). They may use the outline attached to help.
- D) Select students to speak on their topic and demonstrate public speaking skills.
- E) At first, select only 1-2 public speaking skills to focus on.
- F) As students speak, the rest of the class can act as “judges” and complete the ballots which are attached.
- G) After the student speaker is done, they may also complete a Self-Evaluation which is also attached to this lesson.

IV. Closing/Wrap-Up

- Distribute the ballots. Have the audience share their ballots with the individual speakers. Have the speakers share their self-evaluations. You can write a list on the board of advice to speakers.
- Speech Contest. You can have the audience vote on their favorite speakers. You can pass out ribbons, homework passes, or small prizes to the winners and every participant should get some sort of small prize.

OPTIONAL ACTIVITIES

Homework

- You can have students select their own “theme” and fill in a blank page of topic cards with topics relating to that theme. The following day, students can choose a theme to speak on.
- Have students write out a speech on a topic and practice at home public speaking skills.
- Have students memorize a short poem and practice their public speaking skills while delivering that poem to the rest of the class.

IMPROMPTU TOPIC CARDS

Theme: United Nations Issues

CHILD REFUGEES	DECLARATION OF HUMAN RIGHTS	DISARMAMENT	HIV/AIDS	MILLENNIUM DEVELOPMENT GOALS
LANDMINES	POVERTY	WAR CRIMINALS	GENOCIDE	CHILDREN
OVERPOPULATION	HUMAN RIGHTS	WOMEN	SUSTAINABLE DEVELOPMENT	HUNGER
POLLUTION	REFUGEES	TRADE	NUCLEAR WEAPONS	HEALTH
CHILD LABOR	GLOBAL WARMING	EDUCATION	NORTH KOREA	IRAN
RELIGION	BIODIVERSITY	TERRORISM	IRAQ	HUMAN TRAFFICKING

IMPROMPTU TOPIC CARDS

Theme: United Nations Organization

UNITED NATIONS (UN)	DECLARATION OF HUMAN RIGHTS	SECURITY COUNCIL (SC)	JOINT UN PROGRAMME ON HIV/AIDS	MILLENNIUM DEVELOPMENT GOALS
GENERAL ASSEMBLY (GA)	ECONOMIC AND SOCIAL COUNCIL (ECOSOC)	INTERNATIONAL COURT OF JUSTICE (ICJ)	UNITED NATIONS CHILDREN'S FUND (UNICEF)	SECRETARIAT
UNITED NATIONS POPULATION FUND (UNFPA)	UNITED NATIONS COMMISSION ON HUMAN RIGHTS (UNHCR)	UN DEVELOPMENT FUND FOR WOMEN (UNIFEM) AND COMMISSION ON THE STATUS OF WOMEN	UN DEVELOPMENT PROGRAMME AND COMMISSION ON SUSTAINABLE DEVELOPMENT	WORLD BANK AND INTERNATIONAL MONETARY FUND (IMF)
UN ENVIRONMENT PROGRAMME (UNEP)	UN HIGH COMMISSIONER FOR REFUGEES (UNHCR)	WORLD TRADE ORGANIZATION (WTO)	INTERNATIONAL ATOMIC ENERGY AGENCY (IAEA)	WORLD HEALTH ORGANIZATION (WHO)
INTERNATIONAL LABOR ORGANIZATION (ILO)	WORLD METEOROLOGICAL ORGANIZATION (WMO)	INTERNATIONAL FUND FOR AGRICULTURAL DEVELOPMENT (IFAD)	UN CONFERENCE ON DISARMAMENT	FOOD AND AGRICULTURE ORGANIZATION (FAO)
UN EDUCATIONAL, SCIENTIFIC, AND CULTURAL ORGANIZATION (UNESCO)	INTERNATIONAL MARITIME ORGANIZATION (IMO)	INTERNATIONAL CIVIL AVIATION ORGANIZATION (ICAO)	INTERNATIONAL TELECOMMUNICATIONS UNION (ITU)	WORLD INTELLECTUAL PROPERTY ORGANIZATION (WIPO)
UNIVERSAL POSTAL UNION (UPU)	UN INSTITUTE FOR TRAINING AND RESEARCH (UNITAR)	TRUSTEESHIP COUNCIL	UN INTERNATIONAL DRUG CONTROL PROGRAMME AND COMMISSION ON NARCOTIC DRUGS	UN SPECIAL COMMITTEE ON PEACEKEEPING OPERATIONS



IMPROMPTU TOPIC CARDS

Theme: National Current Events

HOMELESSNESS	POVERTY	CRIME	GANGS	EDUCATION
HEALTH CARE	PRESIDENT BUSH	DEMOCRATS V. REPUBLICANS	GOVERNOR	POLLUTION
IRAQ WAR	DEATH PENALTY	TERRORISM	SMOKING	RACISM
DRAFT	COLLEGE	STEROIDS	MINIMUM WAGE	POLICE BRUTALITY
DOMESTIC VIOLENCE	NEW YORK CITY	DIVORCE	ABORTION	AIDS
CHILD ABUSE	OBESITY	INTERNET	KIDS	ANIMAL ABUSE
SEXUAL HARRASMENT	DRUG ABUSE	IMMIGRATION	RACISM	DEMOCRACY
UNEMPLOYMENT	WELFARE	ALCOHOL	CANCER	RELIGION
9/11	GLOBAL WARMING	ENVIRONMENT		



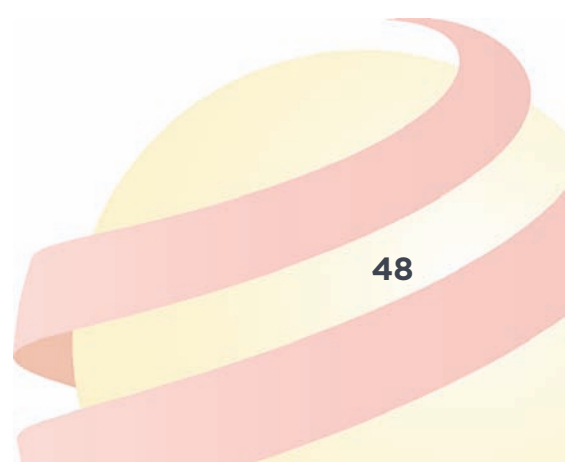
IMPROMPTU TOPIC CARDS

Theme: School Topics

SCHOOL UNIFORMS	HOMEWORK	VIOLENCE	TEACHERS	GRADES
WEAPONS	LUNCH	JUNK FOOD	YEAR ROUND SCHOOL	SUMMER SCHOOL
DROP OUTS	ATTENDANCE	HOLIDAYS	TECHNOLOGY	AFTERSCHOOL
BREAKFAST	STUDENT GOVERNMENT	FREEDOM OF SPEECH	PRINCIPALS	STEALING
GOSSIP	CELL PHONES	MUSIC	RELATIONSHIPS	FRIENDSHIPS
SEX EDUCATION	FACEBOOK	TEACHING & LEARNING	METAL DETECTORS	LOCKER SEARCHES
BULLYING	HARRASSMENT	HOMOPHOBIA	RACISM	GANGS
SEXISM	PRIVATE SCHOOLS	TRIPS	PARENTS	DISCIPLINE
SPORTS	PHYSICAL EDUCATION	RECESS	MATH	ENGLISH
SOCIAL STUDIES	SCIENCE	MUSIC	MODEL UNITED NATIONS	FIRE DRILLS
EDUCATION	TEACHER PAY	CLASS SIZE	GRAFFITTI	BATHROOM
BOOKS	COMMUNITY SERVICE	DANCING	DETENTION	CONFLICT RESOLUTION
SCHOOL PRAYER				



IMPROMPTU TOPIC CARDS (BLANK)



Speech making

Name: _____

Title: _____

Main reason #1

Facts or examples

Goal or Thesis

Main reason #2

Facts or examples

Main reason #3

Facts or examples

Speech Outline

Thank you honorable Chair,

The country of _____, feels that the issue of _____ is (why is this important to speak about):

-
-
-

This body should understand that due to the problem, (state facts about the issue):

-
-
-

The government of _____ has dealt with the issue of _____ by: (actions on national and international level):

-
-
-

The country of _____ encourages the committee to:

-
-

Public Speaking Skills

- Body Language** Make sure that you have good posture. If your shoulders are sagging or your legs are crossed, you will not appear sincere, and people will not listen your message.
- Articulation** Articulation is how your total vocal process works. It is important to use good diction and articulation so that others can easily understand what you are saying.
- Pronunciation** Students need to pronounce each word clearly. Avoid slang, except to make a point, and do not slur words. Avoid saying “like,” “um,” “you know,” or other filler phrases. It’s okay to pause to collect your thoughts. It may seem like you are silent for an eternity, but those listening to you probably won’t notice, and you will seem much more professional if you can avoid using fillers.
- Pitch** Pitch refers how high or low a voice is. What is most important is to avoid a monotone, and vary pitch as you speak to convey meaning.
- Speed** The speed, or pace, is an important variable to control. Between 140-160 words per minute is the normal pace for a persuasive speech. If you speak too fast you will be difficult to understand, but if you speak too slowly you may sound like you are lecturing or talking down to your audience. If you are not sure about your speed, tape yourself for one minute and then replay it. How do you sound?
- Pauses** The pause is a critical persuasive tool. When you want to emphasize a certain word, pausing just before it will highlight the word. If you really want to make your point stand out, pause before and after the word.
- Volume** Volume is another good tool for a persuasive speech, but you should use it with caution. If you yell all the way through your speech, people will become accustomed to it and it will lose its effectiveness. On the other hand, a few well-timed increases in volume can liven up a speech. Try to “project,” or throw your voice out over the entire room. Everything you say should be audible in the very last row.
- Quality** Quality of voice is gauged by the overall impact that your voice has on your listeners. Quality of voice is the net caliber of your voice, its character and attributes. You should try to keep the vocal quality high; it is what separates your voice from everyone else’s.
- Variance** Variance of vocal elements is the most important consideration of all. Try to change your pitch, volume, and speed at least once every 30 seconds, if only for just one word. Never go more than one paragraph without a vocal variance. This keeps the audience listening, if for no other reason than it sounds interesting! Let your words speak for themselves; reflect what you are saying with your voice. If you use the word “strangle,” say it with a hint of menace in your voice. If you say the word “heave,” let the audience feel the force behind it.

STUDENT NOTES: PUBLIC SPEAKING SKILLS

Eye Contact: you should be looking at the audience the entire time. You also want to look at different people. The more eye contact you make with every single person, makes you more personal. But you also don't want to stare and make people feel uncomfortable!

Hand Gestures: your hands should not be in your pockets, or touching any clothes, or be behind you. Use your hands! You can emphasize points with your hands.

Body Movement: you want to control your body, but that doesn't mean not moving at all. You can take a couple paces during your speech between your main points. Use your body to put feeling, passion and emotion into your speech.

Posture: you need to stand straight with feet shoulder length apart.

Confidence: no matter how nervous, shy, or scared you are – you need to appear as confident, strong as possible.

Volume: nice loud voice, but also change your volume. You don't want to have a monotone (flat) voice.

Emotion: you need to believe in what you say. Have feeling and passion behind your words.

Speed: Don't talk too fast. Don't talk too slow. Speak in a normal, conversational voice. But you also want to vary your speed at times. You do not want to talk at the same speed the entire speech or it will be boring.

Dramatic Pauses: when you want to emphasize something very important.... pause! Don't say anything for a couple seconds so the audience is paying more attention to see what you will say.

Clear Voice: Clearly articulate your voice. A good practice technique is putting a pen or pencil in your mouth while you speak and try to speak as clearly as possible.

The Introduction: The Introduction is where you want to get the attention of the audience. First, you should have a hook (story, quotation, statistic, joke, or other attention grabber). Second, you need to state your topic. Third, you need to give a preview of your three main points.

The Body: This is where you talk in depth about your three main points. You need to provide evidence, details, and examples for each of your main points.

Conclusion: This is where you summarize and emphasize your points. Try to draw all your information together and leave the audience with an attention grabber, question, quotation, or fact to think about after you are done speaking.

Global Classrooms Activity

REQUIREMENTS

Level: 5th-12th grades

Time: 1 class period (this lesson can be repeated as often as you like)

Materials Needed: Pen, Paper, Note Taking Sheet, Mini Conference (Attached)

PROCEDURE

This lesson can be used repeatedly to practice flowing debates. There are many activities listed in the Activity section, so choose only 1-2 in a given day.

I. Activation of Prior Knowledge

- Have students write down as many (1) abbreviations as they can; (2) symbols as they can. Alternatively, read students lists and have them (1) abbreviate; (2) write in symbols.
- Read students a selection and have them take notes. Ask at the end why taking notes is important.

II. Lesson Introduction

One of the most important skills in any debate is taking notes of other speakers. “Flowing” is the system used to take notes during a debate. Arguments “flow” across the page as they relate to each other.

You make a flow by taking notes of each speaker in a column and writing down their main points. Do not try to write down every word your opponent says. Try to capture only the major ideas and arguments of your opponent. It will be important to use symbols and abbreviations to help you take more efficient notes.

Flowing also allows you to plan responses based upon what other speakers say. As you write down what other speakers say, you can also write down your own responses to their main points.

III. Notes for Students to Copy

- Listening and taking notes is the most important part of any debate.
- Do not try to write everything they say! Only write down their main points!
- Use as many abbreviations as possible. Examples: United Nations (UN), United States (US), United Nations Declaration of Human Rights (UDHR)
- Create your own abbreviations. Examples: Human Rights (HR), Resolution (R), Sustainable Development (SD).
- Leave out vowels. Examples: Pollution (Pllt), Environment (Envrnmnt), Venezuela (Vnzl).
- Use as many symbols as possible. Examples: Money (\$), and (&), number (#), increases (↑), causes (→)
- Use your partner. If you missed an argument, you can ask your partner.
- Always keep flowing! First, if you miss something – don’t worry! Second, it makes you look good that you are paying attention to everyone’s speeches.

IV. Activities

Distribute the MUN Flow (see Attachment A) or have students draw a Model UN Flow using the template attached as a model.

- 1 Flowing a MUN Play. Have students “flow” you as you make up a topic and conference. Attached is a short hypothetical mini conference that students can flow. You may assign parts to students to read. Feel free to make your own on the spot. The important thing of this lesson is not what you actually say, but whether students can flow what you say. You can also have students write their responses and continue on with the conference after the script ends.
- 2 Flow Music. Play 1-2 minutes of any song. Start with a slow or medium pace song and then increase the speed. Students write down as many lyrics as they can in the “Arguments” column. Ignore the “Country” column.
 - You can also then have students write their responses to the lyrics in the “Your Response” column.
 - With a music album you can have students write the title of each song in the “Country” column and then what they think is the main point of each song in the “Arguments” column, and then their response to the theme of the song in the “Your Response” column. You can also change the name of each column to make it clearer.
 - Encourage students to bring in their own music.
- 3 Flow ELA readings. ELA Exams have a listening selection where students should write down as many notes as they can. You can have students practice MUN and test taking at the same time!
- 4 Flow a debate. Have a class debate on any topic. Example: Schools should have uniforms. Direct each student to come up with an argument (pro or con). Write a speakers list. Begin a formal debate and have all students flow. Students should write the name of each speaker in the “Country” column, the main point of each speaker in the “Argument” column and their response to each speaker in the “Your Response” column. If a student wants to speak, they must use their flow sheets to review and respond to each speaker’s arguments.
- 5 Mini MUN Simulation. Hold a mini Model UN simulation where students flow the formal debate and use their flows in their speeches.
- 6 Impromptu MUN Simulation. Assign each student a “country.” Assign the class a quick debate topic (Examples: nuclear weapons, terrorism, pollution, etc.) and have each student make one argument on the topic while everyone flows. Have all students write down the name of each speaker, their main argument, and what their response would be.

V. Closing/Wrap-Up

- Ask students questions on why they think flowing is important, any tips they have for flowing, and difficulties of flowing.
- Flowing Contest: Read a list of items, or play a song, or read an ELA selection and make it into a competitive activity with small prizes going to the top “flows.”

OPTIONAL ACTIVITIES

Homework

- Have students write their own Mini-MUN plays based on their MUN topics. The following day students can share their plays and flow the plays.
- Practice MUN Simulation. Assign each student a “country.” Assign the class a quick debate topic (Examples: nuclear weapons, terrorism, pollution, etc.) and have each student for homework generate arguments on their topic. The following day you can hold a MUN simulation and have students use the flow sheets to write down other students’ arguments and their own.
- Have students flow their own music at home. You can have students bring in their music into class and play the songs that students had flowed best and have the class flow as well.



ATTACHMENT: MINI CONFERENCE TO PRACTICE FLOWING

THE TOPIC IS REDUCING WORLDWIDE POLLUTION.

Chair: The Chair recognizes the United States

United States: we need to reduce worldwide pollution but also take into account business, jobs, and the economy. We can't just give into the scary stories of environmentalists that global warming is going to destroy the earth. We need more studies. We need more conferences. We need to make sure what the problem is and what the solution is.

Chair: The Chair recognizes China.

China: the UN should not interfere with the rights of a country. Countries should do what pleases their own country. China is concerned with its economic growth first and foremost. We have millions of people living in poverty. We must grow to accommodate our population. In the long term our goal is to reduce pollution.

Chair: The Chair recognizes Venezuela.

Venezuela: the United States and their Western allies are the world's worst polluters. They need to change their ways. Poor countries are struggling for survival. For hundreds of years the rich countries of the West have been free to pollute their own land and the land they conquered. And now all of a sudden they turn to us and try to force us to stop our businesses, our growth, our freedom. They are threatened by us.

Chair: The Chair recognizes Norway.

Norway: Pollution is threatening the entire world. Greenhouse gases are at an all time high and global warming is leading to chaotic changes in climate, oceans, and natural disasters. We need immediate action. Our country have some of the world's strictest pollution standards. Other countries should model what we have done.

Chair: The Chair recognizes Iran.

Iran: The United Nations continues to duck the real problems. We have war all around us and all that we are talking about are birds and fish. What about our own needs? Our own safety? We will be willing to reduce our pollution if we are allowed to build nuclear weapons.

JUDGE'S BALLOT

Use this checklist to evaluate the speaker

Name of Judge _____ Date of Speech _____

Name of Speaker _____ Speaker's Topic _____

4 Excellent 3 Very Good 2 Average 1 Needs Work

RATING

_____ Eye Contact

_____ Hand Gestures

_____ Body Movement

_____ Posture

_____ Confidence

_____ Volume

_____ Emotion

_____ Dramatic Pauses

_____ Clear Voice

_____ Introduction

_____ Body

_____ Conclusion

_____ OVERALL RATING

What did the speaker do well?

What does the speaker need to improve?

SELF EVALUATION

Use this checklist to evaluate your speech

Name of Speaker _____ Speaker's Topic _____

4 Excellent 3 Very Good 2 Average 1 Needs Work

RATING

_____ Eye Contact

_____ Hand Gestures

_____ Body Movement

_____ Confidence

_____ Volume

_____ Emotion

_____ Dramatic Pauses

_____ Clear Voice

_____ Introduction

_____ Body

_____ Conclusion

_____ OVERALL RATING

What do you think you did well?

What do you think you need to improve on?

Country	What did they say?	What do I think?

Countries that are part of my bloc:

Countries I want to speak with during the unmoderated caucus:

5| Rules of Procedure and Flow of Debate

One of the more complex components of the Global Classrooms curriculum is formal procedure. Students will learn how actual proceedings are conducted at the UN and mimic the format. This involves learning how to caucus, make points and motions, use technical language, and generally behave as a diplomat. Though it may seem overwhelming at first, we assure you that all students eventually do quite well with it!

In this section we have included a suggested script for how the conference should proceed from beginning to end. In addition, we have included more specific instructions on how debate should flow, and definitions for each of the points/motions that delegates are allowed to make.

- 1 Formal Debate:** Before formal debate commences, delegations raise their placards to be added to a speaker's list maintained by the dais. Formal debate then begins with the first delegation on the list, and delegations proceed to speak in the order that they are listed. Formal debate is an opportunity for delegates to share their views with the entire committee. Delegates take the stage to make speeches (generally for a maximum of 90 seconds), answer questions (if they have any remaining time), and introduce and debate resolutions and amendments (toward the close of the conference). Formal debate also includes a system of yields, which delegates need to use if they finish speaking before they run out of time, explained below.
- 2 Moderated Caucus:** Moderated caucus is a mix of formal and informal debate. To move from formal debate into a moderated caucus, a delegate makes a motion to suspend debate and the committee votes. A simple majority is needed for the motion to pass. During a moderated caucus, anyone may speak and delegations need only raise their placards and wait until they're called on by the dais. Delegates must speak from their seats. Caucusing helps to facilitate discussion between delegations, especially when there is a long speakers list.
- 3 Unmoderated Caucus:** This is considered informal debate, and also requires a motion and a simple majority vote to pass. During unmoderated caucusing, delegates are free to move around the room and meet informally with one another and the committee staff to discuss and negotiate draft resolutions, amendments, and other issues. While moderated caucuses are more frequent toward the beginning and middle of debate, unmoderated caucusing should be utilized more in the later parts of the conference, as it provides a forum for delegations to form blocs and write draft resolutions.

In order for debate to change style, delegates need to make points and motions:

Points

Point of Inquiry

Addresses procedural matters, and can be used by the delegate to get help from the chair in clarifying how debate procedures work

Point of Information

Concerns the topic at hand, and can address either the chair or another delegate. This can only be used at specific times during the conference, such as when a delegate yields to questions

Point of Personal Privilege

Concerns personal comfort of the delegate, such as being cold or unable to hear, and can be made at any time including in the middle of another delegate's speech

Motions

To open/close/reopen the speakers list

Allows people to add their names or stops this process

To suspend debate

For a moderated caucus - need to specify speaking time, total time, and purpose

“Guyana motions to suspend debate for a moderated caucus of 5 minutes with a speaking time of 30 seconds to discuss financing natural disaster response.”

For an unmoderated caucus - need to specify total time, can specify purpose

“Thailand motions to suspend debate for an unmoderated caucus of 10 minutes to work on draft resolutions.”

To close debate

Moves to voting procedures - 2/3 majority required

Happens automatically when the speakers list ends

To adjourn the meeting

Ends the simulation entirely - simple majority required

Yields

To questions/points of information

Delegates allow other delegations to ask them questions about their speech

To the chair

The remaining time is absorbed by the dais and goes away

To another delegation

Speakers choose to share their remaining time by passing it off to someone else

During the conference, **discretion of the chair** may also be used to make, modify, or overrule motions for whatever reason the chair deems necessary (often time constraints).

Points and Motions

Motions	Description	Vote to Pass
<i>Suspend Debate</i>	Suspending debate means calling for a moderated or unmoderated caucus. When moving to suspend the meeting, delegates should specify the purpose for and length of the suspension. This motion requires an immediate vote.	Simple majority
<i>Adjourn Debate</i>	Adjourning the meeting ends the committee session until the next session, which may be held the following year. The motion is most commonly made to end a committee session for the purpose of lunch or Closing Ceremonies. It requires an immediate vote.	Simple majority
<i>Close Debate</i>	Closing debate allows the committee to move into voting procedure. Once a delegate feels that his or her country's position has been made clear, that there are enough draft resolutions on the floor and that all other delegates are ready, he or she can move for the closure of debate. Two delegates usually speak against the closure of debate, but none speak for it.	Two-thirds majority
<i>Appeal the Chair's Decision</i>	This motion is made when a delegate feels that the chairperson has made an incorrect decision. The appeal must first be made in writing.	No vote
<i>Point of Order</i>	Points of order are used when delegates believe the chair has made an error in the running of the committee. Delegates rising to points of order may not speak on the substance of the matter under discussion. They should only specify the errors they believe were made in the formal committee procedure.	No vote
<i>Point of Inquiry</i>	When the floor is open (<i>i.e.</i> no other delegate is speaking), a delegate may rise to a point of inquiry in order to ask the chairperson a question regarding the rules of procedure.	No vote
<i>Point of Personal Privilege</i>	Points of personal privilege are used to inform the chairperson of a physical discomfort a delegate is experiencing, such as the inability to hear another delegate's speech.	No vote
<i>Point of Information</i>	After a delegate has given a speech in formal debate, he or she may yield time to points of information, or questions from other delegates concerning the speech.	No vote

Debate Vocabulary

Terms	Definition
Dais	The moderators in control of the committee who direct the procedures, content, and voting of the committee.
Director	A member of the dais who monitors the substantive content of debate, edits and approves resolutions, and keeps members informed of committee happenings.
Rapporteur	A member of the dais who keeps track of who is present in committee and who is speaking, keeps time and runs voting procedures.
Placard	A piece of cardstock with a country's name on it that a delegate raises in the air to signal to the Chair that he or she wishes to speak.
Agenda	The order in which the issues before a committee will be discussed.
Chair	A member of the dais that moderates debate, keeps time, rules on points and motions, and enforces the rules of procedure.
Formal Debate	The "default" type of debate at a Model UN conference, in which delegates speak for a certain time in an order based on a speakers list.
Moderated Caucus	A type of caucus in which delegates remain seated and the Chair calls on them one at a time to speak for a short period of time, enabling a freer exchange of opinions than would be possible in formal debate.
Motion	A request made by a delegate that the committee as a whole do something.
Point of Personal Privilege	A request raised by a delegate to address any personal discomfort (e.g. can't hear).
Point of Order	A request raised by a delegate to address a procedural matter.
Point of Inquiry	A request made by a delegate to address any clarification of procedure needed by the delegate.
Point of Information	A request made by a delegate to ask questions in relation to speeches and working papers.
Speakers List	A list that determines the order in which delegates will speak.
Unmoderated Caucus	A type of caucus in which delegates leave their seats to mingle and speak freely. Enables the free sharing of ideas to an extent not possible in formal debate or even a moderated caucus.
Yield to Chair	A request made by delegate to give remaining time back to the Chair.

Yield to Questions	A request made by delegate to give remaining time to other delegates for points of information.
Yield to another delegate	A request made by delegate to give remaining time to another delegate who is prepared to speak.

Debate Vocabulary

Terms to be Familiar With	Definition
Dais	
Chair	
Director	
Rapporteur	
Placard	
Agenda	
Formal Debate	
Moderated Caucus	
Motion	
Point of Personal Privilege	
Point of Order	
Point of Inquiry	
Point of Information	
Speakers List	
Unmoderated Caucus	
Yield to Chair	
Yield to Questions	
Yield to another Delegate	



Quick Reference Guide for Points and Motions

All procedural matters in committee are subject to the discretion of the Chairperson. The Chair may undertake any action that is not covered in the Rules of Procedure in order to facilitate the flow of debate at the conference. The following motions are in order of precedence.

Motion or Point	Rule #	Second Required	Debatable	Interrupt Speaker	Vote to Pass	Notes
Points						
Point of Personal Privilege	13	No	No	Yes	None	Addresses any personal discomfort (e.g. can't hear, too hot/cold, etc..)
Point of Order	14	No	No	Yes	None	Addresses a procedural matter. Doesn't allow delegate to speak on topic of debate.
Point of Inquiry	16	No	No	No	None	Addresses any clarification of procedure needed by a delegate.
Point of Information	15	No	No	No	None	Addresses other delegates to ask questions in relation to speeches and draft resolutions.
Motions						
Suspend Debate (Caucus)	17	Yes	No	No	Simple majority	Enters into informal debate. A specific length of time must be included.
Closure of Debate	18	Yes	2 Against	No	Two-thirds majority	Ends debate and moves into voting procedures on current topic.
Adjourn the Meeting	19	Yes	No	No	Simple majority	Ends the meeting for the day.
Other						
Right of Reply	11	No	No	No	None	Must be submitted in writing to the Chair. Addresses the need to rebut derogatory remarks.
Appeal the Chair's Decision	12	No	No	No	None	Must be submitted in writing to the Chair. Addresses what a delegate feels is an incorrect decision by the Chair.
Yields	10	No	No	No	None	Can be done after a delegate speaks. Can only yield to questions, another delegate, or to the Chair.

Conference Script

[INTRODUCTION and OPENING REMARKS]

Chair:

Welcome to the United Nations [COMMITTEE NAME]. Today the topic we'll be discussing is [TOPIC]. Delegations will share problems related to [TOPIC DESCRIPTION].

I now call this meeting to order. My name is _____ and I will be serving as Chair.

As Chair, I will be moderating debate, keeping time, ruling on points and motions and enforcing rules and procedure.

Director:

My name is _____ and I will be serving as Director today. As Director, I will be monitoring the content of the debate, editing and approving resolutions, and helping throughout this conference.

Rapporteur:

My name is _____. I will be serving as Rapporteur. The Rapporteur is responsible for keeping track of who is present in committee and who is speaking, keeps time and runs and explains voting procedures.

Assistant Director:

My name is _____. I will be serving as Assistant Director. I will be assisting during moderated caucus and helping to pass notes.

[EXPLAIN THE RULES]

Chair:

Let me explain some important rules for this conference.

Points

Point of Personal Privilege – uncomfortable

Point of Inquiry – question for the Dais

Point of Order – Dais makes a mistake

Point of Information – question for another delegation following a speech

Yields

Yield to the Chair

Yield to Questions (or Points of Information)

Yield to Another Delegation – must let them know ahead of time

Passing Notes

Delegates may pass notes to one another asking questions

They may also pass a note to an Assistant Director asking to go to the toilet.

[CALL ROLL]

Rapporteur:

I will now call roll. **Roll call** is a type of attendance. I call the name of each delegation. When I call your delegation, please stand, raise your placard, and say the name of your delegation followed by “present.” Example—“The Kingdom of Denmark is present.”

REMEMBER TO REPEAT WHAT THEY SAY

Rapporteur: "Australia."

Delegate: "Australia is present."

Rapporteur: "Australia is present."

If a country does not respond after you say its name once, repeat the country name again. If no one answers after the second time, you may say, "[COUNTRY] is not present."

[SET THE SPEAKERS LIST]

Chair:

At this time, we will now place countries on the speakers list. By placing your country's name on the speakers list, you will be able to give a one minute and thirty second speech to share your country's policy with all the other delegates.

All countries that would like to be on the speakers list, please raise your placards.

[Start to acknowledge students to be put on the SPEAKERS LIST]
[The Chair selects the delegations and the Rapporteur writes them down]

Chair:

Explain what will be happening during formal debate:

Speeches should focus on stating country positions and offering recommendations for action.

This is a **formal session**. Decorum is expected, and each delegate should be **listening to the speaker** and **taking notes** to see which delegations have similar ideas. This will be helpful when writing draft resolutions.

Explain the use of the gavel: One tap means ten seconds remaining, two means when time has expired.

It is okay not to use all 90 seconds, and remember you can **yield** your remaining time.

Are there any points or motions on the floor at this time?

FOR POINTS:

Mexico raises placard

Chair: "Delegation of Mexico"

Mexico: "Point of Inquiry"

Chair: "Established"

If there are none: Seeing none, we will move to the speakers list.

[Begin with SPEAKERS LIST]

Chair:

Honorable delegation of _____, you have the floor for one minute and thirty seconds.

Thank the delegation for a good job, being brave, speaking well, proposing a good solution, etc. Point out what they did well.

The Chair would also like to note that the delegation:

Has exhausted its speaking time

Has _____ seconds remaining. (Remind delegates of yields)

The Chair would also like to remind all delegates that if you wish to be added to the speakers list, you can give a note to the Assistant Director with your country name saying that you want to be placed on the speakers list. If you send more than one note asking to be put on the speakers list, you will not be placed on it.

Chair:

Are there any points or motions on the floor at this time?

If there are none: Seeing none, honorable delegation of _____ you have the floor.

Read the summary from the previous delegation while the next delegation takes the floor.

As the speakers change places, the Chair reads the two-sentence summary of the country's position (taken from speech - the students should submit it before the conference) so that all delegates understand.

After every few, ask if there are any delegates that would like to be added to the speakers list.

[Move to MODERATED CAUCUS]

Chair:

At this moment, the Chair would look favorably upon a motion to move into a moderated caucus so that we can hear the opinions and ideas of all delegations.

Explain what it is:

During a moderated caucus, delegations will be called on by the Chair to address the committee in short speeches. You should focus on offering possible solutions and ways to compromise. Remember, you should not be reading your position papers at this point.

Are there any points or motions on the floor?

If there is a point or motion: Honorable delegation of _____, to what point or motion do you rise?

[Hold a vote for MODERATED CAUCUS]

Chair/Rapporteur:

There is a motion on the floor for moving to a moderated caucus of _____ minutes with a speaking time of _____ seconds, and that motion is in order. This motion requires a second. Is there a second?

This motion has been seconded

This motion requires a simple majority vote, which means we will need more than one half in favor in order for this vote to pass, which means [NUMBER OF VOTES] votes. Since this is a procedural vote, **everyone** must vote.

All those in **favor** of the motion for a moderated caucus, please raise your placards now.

All those opposed?

With _____ votes in favor and _____ votes opposed, this motion passes/fails.

Chair:

I would like to remind you that I will tap the gavel when there are five seconds remaining. During a moderated caucus, you may raise your placard to speak as many times as you want, including if you want to ask questions of another delegation. The only point or motion that will be acknowledged is a Point of Personal Privilege.

You do not need to yield if you do not use all of your time.

If participation is scarce, do use “discretion of the Chair” to have all delegates speak: At this time, the Dais is very interested in hearing from all delegations about their country’s perspective on this topic. I will use “discretion of the Chair” to invite all delegations to speak during this moderated caucus, and remember, you do not need to use all the time that is given. Please speak loud enough for everyone to hear.

In this case, make sure that you call on all the delegations even if it means extending the moderated caucus to allow for all delegations to have the chance to speak

Chair:

Before moving into a moderated caucus, I would like to pass the floor to our Honorable Director who has some words for you.

Director:

Provide delegates with a brief substantive analysis of what has been presented in committee thus far.

Explain what they should be doing/talking about in this caucus: You can ask questions, present problems of your country, express agreement/disagreement with other delegates, or ask for aid.

Committee is now in a _____ minute moderated caucus with a speaking time of _____ seconds. I would now like to pass the floor back to the Honorable Chair.

Chair:

The delegation that made the motion speaks first, and the delegation that gives the second speaks second.

The Chair recognizes the delegation of _____ (delegation that made motion).

The Chair recognizes the delegation of _____ (delegation that seconded motion).

All delegations wishing to speak at this time, please raise your placards.

[Conclude MODERATED CAUCUS]

Chair:

The time for this moderated caucus has elapsed. The Dais would like to thank you for your participation. Are there any Points of Information about this moderated caucus?

If there are none: Seeing none, the Chair would like to pass the floor back to the Director.

Director:

Provide a summary of the moderated caucus.

I would now like to pass the floor back to the Honorable Chair.

[Return to SPEAKERS LIST]
[Open UNMODERATED CAUCUS]

Chair:

I would now look favorably upon a motion to move to a _____ (15) minute unmoderated caucus.

[Hold a vote for UNMODERATED CAUCUS]

Chair/Rapporteur:

There is a motion on the floor for moving to an unmoderated caucus of _____ minutes and that motion is in order. This motion requires a second. Is there a second?

This motion has been seconded.

This motion requires a simple majority vote, which means we will need more than one half in favor in order for this vote to pass, which means [NUMBER OF VOTES] votes. Since this is a procedural vote, **everyone** must vote.

All those in **favor** of the motion for a moderated caucus, please raise your placards now.

All those opposed?

With _____ votes in favor and _____ votes opposed, this motion passes/fails.

Chair:

During an unmoderated caucus, delegations may leave their seats to speak with other delegates with similar positions and interests, form blocs, and begin the process of writing resolutions.

I would like to remind you that a **resolution** is a document that is a result of debates and discussions. In the resolution, you should give background information on the topic, and then offer solutions or recommendations for resolving this topic. Start writing ideas down on paper.

Afterwards, thank the delegates for sharing their opinions.

[Close UNMODERATED CAUCUS]

Chair:

The time for this unmoderated caucus has elapsed.

Speeches should now focus on results from the unmoderated caucus. Delegations should share their new ideas with the rest of the body.

[Return to SPEAKERS LIST]
[Open a second MODERATED CAUCUS]

Chair:

I would now look favorably upon a motion to move to a _____ (10) minute moderated caucus.

[Hold a vote for MODERATED CAUCUS]

Chair/Rapporteur:

There is a motion on the floor for moving to a moderated caucus of _____ minutes with a speaking time of _____ seconds, and that motion is in order. This motion requires a second. Is there a second?

This motion has been seconded

This motion requires a simple majority vote, which means we will need more than one half in favor in order for this vote to pass, which means [NUMBER OF VOTES] votes. Since this is a procedural vote, **everyone** must vote.

All those in **favor** of the motion for a moderated caucus, please raise your placards now.

All those opposed?

With _____ votes in favor and _____ votes opposed, this motion passes/fails.

Chair:

The delegation that made the motion speaks first, and the delegation that gives the second speaks second.

The Chair recognizes the delegation of _____ (delegation that made motion)

The Chair recognizes the delegation of _____ (delegation that seconded motion)

All delegations wishing to speak at this time, please raise your placards.

[Conclude MODERATED CAUCUS]

Chair:

The time for this moderated caucus has elapsed. The Dais would like to thank you for your participation. Are there any Points of Information about this moderated caucus?

If there are none: Seeing none, the Chair would like to pass the floor back to the Director.

Director:

Provide a summary of the moderated caucus

I would now like to pass the floor back to the Honorable Chair.

[Return to SPEAKERS LIST]

[Open a second UNMODERATED CAUCUS]

Chair:

I would now look favorably upon a motion to move to unmoderated caucus of _____ (10) minutes.

[Hold a vote for UNMODERATED CAUCUS]

Chair/Rapporteur:

There is a motion on the floor for moving to an unmoderated caucus of _____ minutes and that motion is in order. This motion requires a second. Is there a second?

This motion has been seconded.

This motion requires a simple majority vote, which means we will need more than one half in favor in order for this vote to pass, which means [NUMBER OF VOTES] votes. Since this is a procedural vote, **everyone** must vote.

All those in **favor** of the motion for a moderated caucus, please raise your placards now.

All those opposed?

With _____ votes in favor and _____ votes opposed, this motion passes/fails.

Director:

I would now like to review the resolution process with delegates. As you know, a resolution is a paper discussing the background on your topic and describing past action. It also gives recommendations for future action on how problems related to this topic can be resolved.

I'd like to remind you that **sponsors** are the authors of the document, and **signatories** are delegations that would like to see the resolution voted upon.

If there are two similar resolutions, you can work with other delegations to combine them. You can do this by taking the most important points from each document. Combining is helpful because the resolution will gain more votes and a larger support base.

[Second UNMODERATED CAUCUS]
[Close UNMODERATED CAUCUS]

Chair:

The time for this unmoderated caucus has elapsed.

[Break into RECESS]

Chair:

The Chair would now look favorably on a motion to adjourn the meeting for lunch.

There is a motion to adjourn the meeting for lunch.

This motion requires a simple majority vote, which means we will need more than one half in favor in order for this vote to pass, which means [NUMBER OF VOTES] votes. Since this is a procedural vote, **everyone** must vote.

All those in **favor** of the motion for a moderated caucus, please raise your placards now.

All those opposed?

With _____ votes in favor and _____ votes opposed, this motion passes/fails.

During this time, review and type up resolutions. Assign numbers to each resolution.

[End RECESS]

Director:

I now will give the floor to sponsor delegates to read their resolutions to the assembly. During this time, sponsors will read the operative clauses. They are allowed two Points of Information. After the document has been read, debate will resume following the speakers list.

I would like to remind delegates that there is a draft resolution on the floor, and your speeches and questions should focus on the substance of this draft resolution.

Chair:

At this time the Dais would like to acknowledge that draft resolution #_____ is being presented on the screen at the front of the room. The Dais would like to invite the sponsors of resolution #_____ to read out their operative clauses.

Sponsors of Resolution #_____ you have the floor.

Allow them to read.

Thank you Honorable Delegates. At this time, the Chair would like to open the floor to two Points of Information to the sponsors of the resolution. This would allow delegations to ask questions of the sponsors on any specific or general part of the resolution. Sponsors will be given three minutes to answer each of the Points of Information.

Are there any Points of Information on the floor at this time?

IF THERE IS OPPOSITION, have another unmoderated caucus to write amendments, or to combine two similar draft resolutions. If not, start voting procedures. Vote on amendments and then resolutions

Chair:

The Dais would now look favorably upon a motion to close debate. Closing debate means that we will move directly into voting on the draft resolutions and that we will finish all discussions. If we close debate, we will not have another opportunity to speak or to voice our opinions and positions.

There is a motion to close debate, which means the committee will move into voting on the draft resolution. Is there a second?

After the motion is seconded:

Are there any oppositions to this motion or is anyone against this motion?

Option A: There are oppositions

We will have two delegates speak against this motion. The honorable delegates of [COUNTRY NAME] and [COUNTRY NAME] will speak against closure of debate for 30 seconds each.

Option B: There are not oppositions

We will now vote on this motion.

Rapporteur:

In order to pass this motion, a two-thirds majority vote is required, which means [NUMBER OF VOTES] votes in favor of closing the debate. Since this is a procedural motion, all delegations are required to vote. Please vote either 'in favor' or 'opposed' to this motion.

[Take vote on CLOSING DEBATE]

Rapporteur:

All those in favor?

All those opposed?

Chair:

With _____ votes in favor and _____ votes opposed, this motion passes/fails.

[Transition to VOTE ON RESOLUTIONS]

Rapporteur:

We will now move into voting on resolutions. We will be doing a roll call vote. This means that we will call the name of each delegation and they will announce their vote. For each resolution, your delegation may vote 'yes,' 'no,' or 'abstain' however you must vote.

We will now vote on draft resolution #_____. When I call your country's name, you must say 'yes,' 'no,' or 'abstain.'

If there is time: Please stand up when you say your vote.

Repeat each vote after it is cast. i.e. "Australia votes yes."

With _____ votes in favor, and _____ votes opposed, this resolution passes/does not pass.

After all votes have occurred,

Resolution(s) # _____ has/have passed.

Applause is in order.

Chair:

At this time, the Dais would look favorably upon a motion to adjourn or end the meeting.

Rapporteur:

A motion to adjourn the meeting requires a simple majority, which means [NUMBER OF VOTES] votes in favor of adjourning the meeting.

All those in favor?

All those opposed?

Rapporteur:

With _____ votes in favor, and _____ votes opposed, this motion passes/does not pass.

Chair:

Thank you honorable delegates. Today, you have done excellent work. You have given speeches, debated, negotiated, and collaborated to make resolutions regarding [TOPICS]. We, the Dais, are proud of you and of the way you represented your countries. We hope that you continue to acknowledge different perspectives and work together in your global community. I now officially call the Cantabria [201X] [COMMITTEE NAME] session to a close.



Global Classrooms Conference Tips

- 1 DON'T coach your students to specifically attack other countries or their positions.** This goes against the spirit of the program and introduces an unfair sense of competition. In the end, this not only embarrasses the delegates who are blindsided, but also reflects poorly on the delegates who ask the questions.
- 2 Instead, DO let your students do their own research and develop their own intelligent questions for other delegations.** They can get a heated debate going that mirrors real life UN activity, and still not purposely embarrass other delegations. The point is to let students control their own flow of information and debate, rather than guiding them to ask these questions.
- 3 DON'T let your students ask pointed questions to other delegations just because they are friends in real life.** They can ask questions, but they should be respectful and relevant to the conference proceedings.
- 4 DO remember that the point is to have fun!** The conference is not a competition, but rather an opportunity to practice all the skills they have learned over the course of the year.
- 5 DON'T come to the conference with pre-prepared resolutions!** This is a no-brainer, clearly stated by both the Fundación Botín and the MUN in their official guidelines.
- 6 DO prepare students to make a list of some materials that they can use in the moderated caucus** (like important facts, treaties, or viewpoints),
- 7 But DON'T let them prepare entire written paragraphs for the moderated caucus!** They should have these facts to reference at the appropriate time during spontaneous debate, but not just to read at random times when they want to participate!
- 8 DO remind your students that they must take their own initiative at the conference.** Opportunities to speak and debate during the conference will not fall into students' laps, but must be sought out actively by the students themselves. Encourage your students to participate when opportunities arise.



Moderated Caucus Info Sheet 1

What is it?

- Delegates raise their placards and when the chair calls on them, they speak for a short time.
- Anyone can speak, during a moderated caucus there is no speaker's list.

How to start a moderated caucus:

- Raise your placard
- When the chair calls on you say: "I motion to suspend debate for a moderated caucus of _____ minutes with a _____ second speaking time."
- Another delegate must second the motion.
- Everyone must vote in favor (yes) or opposed (no).
 - You can make a motion for a moderated caucus at any time between speeches. Sometimes the chair will also suggest that it is time to have a moderated caucus.

When to have a moderated caucus:

- When there are still a lot of countries ahead of you on the speaker's list.
- When you want to respond to another country.
- When you have ideas that you want everyone to hear.

What to talk about:

- Recommendations for the committee.
- Mention an important point from your speech.
- Respond to another delegate.
- Talk about ideas from the unmoderated caucus.

Useful phrases:

- I agree with the delegate from _____ and I also think that...
- I respectfully disagree with the delegate from _____ because...
- We [recommend/suggest/advise] that...

Moderate Caucus Info Sheet 2

- 1 STAND UP AND SPEAK LOUDLY
- 2 USE **SHORT, CLEAR, EASY TO UNDERSTAND** SENTENCES
- 3 SPEAK AS A REPRESENTATIVE OF YOUR COUNTRY; e.g. *Spain feels that . . .*
- 4 MAKE SURE YOUR CONTRIBUTION IS **RELEVANT TO THE DEBATE**
- 5 GET YOUR VOICE HEARD BEFORE YOU ARE CALLED ON **SPEAKER'S LIST**

SUMMARIZE YOUR POSITION:

- *The country of Italy has a large aging population. We recommend creating age-friendly environments and improving the pension system to deal with this challenge.*

EXPLAIN YOUR PROBLEMS:

- *Zimbabwe informs the committee that although our country has a young population right now, we will have many old people in the future.*
- *Egypt would like the committee to know that our government does not have enough money to provide adequate pensions to its citizens.*
- *Cuba is very concerned about aging because we have a low fertility rate and a high emigration rate, so our country has few young people and many old people.*

EXPRESS YOUR OPINION:

- *Spain is in favor of creating a pension plan based on income; people who had low-paying jobs before retirement will receive more aid, while people who had high-paying jobs will receive less aid because they don't need it as much.*

COMMENT ON OTHER DELEGATIONS POSITIONS:

- *Thailand agrees with Japan. We feel that aging has become an important problem that needs to be addressed immediately.*

ASK FOR AID:

- *Rwanda would like to ask other countries for help. We need to develop better sanitation systems. Our country also needs water experts and monetary aid.*
- *Pakistan would like to thank Japan for helping us with monetary aid in the past. Pakistan urges Japan and other countries to continue helping us.*

ASK OTHER DELEGATIONS SPECIFIC QUESTIONS ABOUT THE TOPIC:

- *This question is for Nigeria. Does your country have a pension system?*
- *This question is for Ethiopia. Why do you need aid to take care of the elderly when you have such a small aging population?*

FORM BLOCS:

- *Mexico **would like to meet** with Pakistan, Germany and Australia during the unmoderated caucus.*
- *The country of Sweden **is interested in working on a resolution with the following delegations:** Japan, Burma, Qatar, and Ethiopia.*
- *Trinidad and Tobago **shares the position of** Portugal and Jamaica. We **invite these countries to meet with us to talk about a resolution.***

Unmoderated Caucus Practice

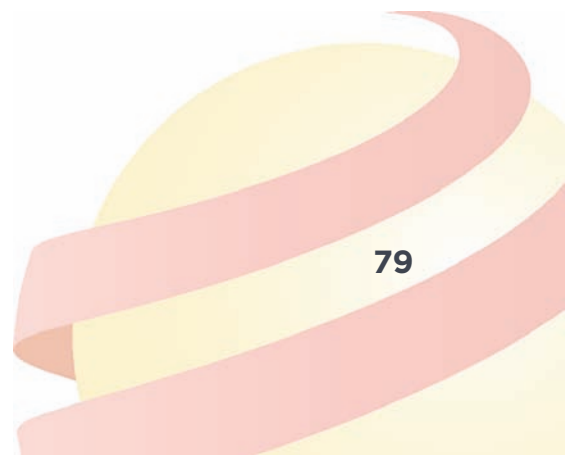
Talk to 2 other countries and find out the answers to these questions

Country 1	Country 2
-----------	-----------

1) What is the situation in their country with _____?

2) What is their plan for dealing with _____?

3) What is one suggestion they have for the committee _____?



Debate Simulation Guide

Topic

The morning break is 30 minutes. Should the break be longer than 30 minutes? And should all students be allowed to leave school property during this time?

Delegates:

2nd ESO students

Café owners

Friends at school

Teachers

Parents

The Principal

Roll Call

The Chair reads each delegate's name. Delegates respond by saying "— is present."

Chair: "With — delegates present, we have a quorum."

Setting the Speakers List

Chair: "We will now move on to formal debate and opening the speakers list. Are there any points or motions on the floor?"

An enthusiastic delegate: "— moves to open the speakers list."

Chair: "All those wishing to be placed on the speakers list please raise your placards. Keep your placards raised until your name is called!"

Debate

Formal Debate

Chair: "Thank you for volunteering to speak. Let us begin the speakers list. Honorable delegate, you have 90 seconds."

The Chair will ask for points and motions after each speaker. You may make a motion to suspend debate for a moderated or unmoderated caucus! This will give you an opportunity to share ideas and meet with other delegates.

Informal Debate - Moderated Caucus

Delegate: "— motions to suspend debate for a moderated caucus of 5 minutes to talk about —. Each delegate will have a speaking time of 30 seconds."

Informal Debate - Unmoderated Caucus

Delegate: "— motions to suspend debate for an unmoderated caucus of 10 minutes draft resolutions. Each delegate will have a speaking time of 30 seconds."

Resolutions

Chair: "At this time, does anyone have any resolutions to propose?"

VOTE ON RESOLUTIONS AND CLOSE DEBATE!

Parliamentary Procedure Test

- 1 The conference begins with roll call. What do you say and do when your country is called?

- 2 The next step is formal debate, which begins with the opening of the speakers list.
 - a. What is the speakers list?
 - b. Why do you want to be on the speakers list?
 - c. How do you get on the speakers list?

- 3 After the speakers list is set, we are ready to begin formal debate.
 - a. How much time do you have to speak?
 - b. Do you have your speech prepared before the conference? What do you talk about?
 - c. What happens if you do not use the full amount of speaking time?
 - d. What should you do while other delegates are speaking? Circle the correct answer.
 - Talk to your friends
 - Take a little siesta
 - Pay attention and take notes about the country's policies and recommendations
 - Draw pictures on your placard

- 4 After a few speeches, a delegate motions to suspend debate for a moderated caucus.
 - a. Explain what happens during a moderated caucus.
 - b. Can you speak during a moderated caucus if you are not on the speakers list?
 - c. Do you have your moderated caucus speech prepared before the conference?

- 5 A few minutes later, a delegate motions to suspend debate for an unmoderated caucus.
- Explain what happens during an unmoderated caucus.
 - Who should you talk to during this time? Circle all appropriate choices.
 - No one; your country doesn't want to make any friends
 - Your boyfriend/girlfriend, even though he/she is a delegate of a country that disagrees with your country
 - Countries with similar interests and goals to your country
- 6 After an exciting day of debate, you feel prepared to propose a solution. A delegate motions to suspend debate for an unmoderated caucus for the purpose of drafting resolutions. What should you talk about in your resolution?
- 7 Match the following words with the appropriate definition.

Placard	Used to ask a question to a delegate after the speech, only after he/she has yielded
Yield to questions	used to ask the chair a question regarding the rules of procedure
Point of personal privilege	Used to express physical discomfort, such as the inability to hear a speech
Yield to another delegate	Used when delegates believe that the chair has made an error in running the committee
Point of order	A request made by delegate to give remaining speaking time for questions
Yield to chair	A request made by a delegate to open remaining speaking time for questions
Point of inquiry	A request made my delegate to give remaining speaking time to another delegate who is prepared to speak
Point of information	A piece of paper with the country's name – the delegate must raise this paper to signal that he/she wants to speak

Diplomacy Practice

Fill in the blanks with the correct diplomatic vocabulary.

reaffirm
encourages
condemns
imperative
endorses

1) Spain agrees with the Convention on Nuclear Safety.
Spain _____ the Convention on Nuclear Safety.

2) The member states of the IAEA must find a way to manage nuclear waste.
It is _____ for the member states of the IAEA to find a way to manage nuclear waste.

3) The United States wants to say again that it supports the Nuclear Non-proliferation Treaty.
The United States _____ its support for the Nuclear Non-proliferation Treaty.

4) Bahrain wants the committee to approve the resolution.
Bahrain _____ the committee to approve the resolution.

5) The United States does not like Iran's nuclear program.
The United States _____ Iran's nuclear program.

Translate these sentences into diplomatic language.

1) I don't think you should be giving us homework this weekend.

2) I think that shirt looks ugly on you.

Some Diplomatic Language and Phrases

Agreement	Disagreement	Making recommendations	Acknowledgement	Making a declaration
Affirms <i>Afirmar</i>	Disapproves <i>Desaprobar</i>	Calls upon <i>Pedir</i>	Recognizes <i>Reconocer</i>	Resolves <i>Resolver</i>
Confirms <i>Confirmar</i>	Condemns [strong] <i>Condenar (fuerte)</i>	Encourages <i>Animar</i>	Notes <i>Notar</i>	Declares <i>Declarar</i>
Endorses <i>Aprobar</i>	Deplores [very strong] <i>Deplorar (muy fuerte)</i>	Advises <i>Aconsejar</i>	Acknowledges <i>Agradecer</i>	Proclaims <i>Proclamar</i>
Supports <i>Apoyar</i>		Requests <i>Pedir</i>	Takes note of <i>Notar</i>	

Say vs Think

What You Say

- A| yield to the chair
- B| yield to questions
- C| yield to another delegate
- D| motion to suspend debate
- E| motion to close debate
- F| motion to adjourn
- G| point of inquiry
- H| point of information
- I| point of personal privilege
- J| motion for a moderated caucus
- K| motion for an unmoderated caucus

What You're Thinking

- 1| "I want my friend to talk for the rest of the time."
- 2| "I want to go home!"
- 3| "I want to work in small groups and talk about the debate."
- 4| "I can't hear you!"
- 5| "Can we just finish this and vote now?"
- 6| "I'm done talking and I don't want anyone else to talk."
- 7| "Does anyone have any questions for me?"
- 8| "Chair, are we speaking for 30 or 60 seconds?"
- 9| "Do the delegates want _____ for their country?"
- 10| "I want everyone to make a short speech."
- 11| "When do I get to eat?"

Answers:

- A6
- B7
- C1
- D11
- E5
- F2
- G8
- H9
- I4
- J10
- K3

Global Classrooms Activity

REQUIREMENTS

Level: 5-12 Grade(s)

Time: 45 minutes - 2 hours

Materials Needed

- 1 Points and Motions handout and Flow of Debate
- 2 Quick Reference Guide for Points and Motions handout
- 3 UNA-USA Video that shows clips from the MUN conference (optional)
- 4 Wall charts displaying Three Types of Yields and Types of Motions
- 5 Placards (or blank paper to make placards)
- 6 Stopwatch
- 7 Gavel

PROCEDURE (Please use additional space as needed)

I. Lesson Introduction/Activation of Prior Knowledge

- Ask students to recall the general debate guidelines you have already discussed. Remind students why there are strict rules of debate in the United Nations. (There are 193 member nations, a massive agenda, and nothing will get done if debate is chaotic!)
- Optional: If you have time, show the UNA Video. Students should get excited that they could be debating at UN Headquarters! Students will also see that UN debate has a specific structure.

II. Activity

As a class, simulate every aspect of UN debate:

1 Roll Call

- a In this simulation, students represent themselves. Ask students to create placards using a folded sheet of paper. Students can make up countries using their names, such as “United States of Jeremy” or “Jessicastan”.
- b *Ask students what the purpose of using a placard is.*

2 Setting the agenda

- a This seemingly tedious part of UN debate is actually very important! Think about how many global issues the UN must face. Which should they debate first? If an issue is relegated to the end of the agenda, how long will it be before the UN passes a resolution? Obviously, each country will want their pet issue to come up first.

- b For this simulation, come up with TWO issues that require no research and relate to students' everyday lives. *Ask the students for ideas.* For instance: "Should hats be allowed in school?" or "Should cutting class result in detention?" Now you have Topic A and Topic B.
- c Ask students to make a motion to set the agenda. Designate two speakers for Topic A and two speakers against Topic A. Then two for Topic B and two against Topic B. They each have 30 seconds to speak on their issue. Then have the class vote on setting the agenda.

3 Formal Debate and the Speakers List

- a This is the DEFAULT type of debate. (What is a default? Use Microsoft Word as an example - the default setting is Times New Roman, 12 point font). Delegates will always return to this if they are not in moderated or unmoderated caucus.
- b Explain that the Speakers List allows every country to express their opinion in an orderly fashion. Delegates must be asked to be put on the speaker's list. Countries must wait their turn to speak. *Amount of time delegated for speaking is 90 seconds (or less for an introduction).*
 - I Speeches should focus on stating the country's position and offering recommendations for action.
 - II Delegates can be put back on speakers list once they have addressed the committee by writing a note to the Chair.
 - III *During formal debate, delegates should take notes and focus on whether their country agrees with another country's policy and if they would like to draft a resolution with them later on*
- c Ask for a motion to open a speakers list. Make sure that you set a time limit. Add names to the speakers list.
- d Debate!
- e In between every speaker, ask, "are there any points or motions on the floor?" REFUSE TO ACKNOWLEDGE ANY STUDENT WHO DOES NOT ADDRESS THE CHAIR USING A POINT OR MOTION!
- f If a speaker does not use up his allotted time, explain that he can yield his time to the Chair, to points of information, or to another delegate.
- g After ten to fifteen minutes, ask students what are the pros and cons of formal debate. The cons are that formal debate limits delegates' ability to respond directly to one another. If they disagree with a delegate, they must wait their turn to respond. Introduce the idea of a moderated caucus.

4 Moderated Caucus

- a This is one type of Informal Debate
- b Moderated Caucus is like a classroom setting. The chair calls on delegates one at a time. The format allows delegates to immediately respond to one another.
- c Ask for a motion to begin a moderated caucus. Be sure to set a speaking time.
- d Debate!
- e Periodically ask if there are any points or motions on the floor.
- f After the debate has ended, what happens next? (Back to the DEFAULT: formal debate).

5 Unmoderated Caucus

- a Ask delegates what the end product of a UN debate should be (a RESOLUTION). How does a resolution get written? Not during active debate!
- b Unmoderated caucuses allow delegates to go off on their own, form alliances, write working papers/resolutions/amendments.
- c Ask for a motion to begin an unmoderated caucus. Set a time limit. Set specific goals for the unmoderated caucus.

6 Closing debate

- a Review three ways to end a debate. Say, "Seeing that the time is 4:00, the Chair would be amenable to a motion to adjourn"

III. Closing/Wrap-Up

Ask students to recap the flow of debate. See if they can recreate the basic timeline, from roll call to closing debate.

By the time the debate has finished, students will likely be exhausted - this is a long lesson! Congratulate them on their hard work and let them free!

OPTIONAL ACTIVITIES

Future In-class Follow-Up for Teachers

Write a journal entry on their experiences with participating in the stimulation, including how they felt and what they would do differently in future stimulations.

Students can also write a one minute speech on their country's position on an issue and practice their speech skills in front of friends and family.

Flow of Debate

Roll Call

The Chairperson will announce each country's name. After delegates hear their country, they should answer "present."

Setting the Agenda

When Model UN committees have more than one topic available, the body must set the agenda to begin working on one of these issues. At this time a delegate typically makes a motion, stating "The country of [name] moves to place [topic A] first on the agenda, followed by [topic B] and then [topic C]." Once the motion has been made, three delegations must speak in favor of the motion, and three other delegations will speak against it. These speeches should alternate between those in favor and those opposed. Once these six speeches have been given, a vote is taken. Setting the agenda requires a simple majority vote.

Debate

Formal Debate: Formal debate revolves around a speakers list. The Chair begins by asking all delegates interested in addressing the other members to raise their placards. The Chair then chooses delegates to be placed on the speakers list. A country may only be on the speakers list once, but delegates may add their country to the end of the list after their speech.

1. When the session begins, speeches focus on stating country positions and offering recommendations for action.
2. After blocs have met, speeches focus on describing bloc positions to the entire body.
3. Delegates now make statements describing their draft resolutions to the committee.
4. Delegates try to garner more support through formal speeches and invite others to offer their ideas.
5. Delegates make statements supporting or disagreeing with specific draft resolutions.
6. Delegates present any amendments they have created.

Informal Debate: Informal debate involves discussion outside of the speakers list. During moderated caucuses, the Chair calls on delegates one-by-one so that each can address the committee in short speeches. During unmoderated caucuses, the committee breaks for a temporary recess so that delegates may meet with each other and discuss ideas.

1. After several countries state their positions, the committee breaks for caucuses (often in blocs) to develop regional positions.
2. Writing begins as countries work together to compose draft resolutions.
3. Countries and groups meet to gather support for specific draft resolutions.
4. Delegates finalize draft resolutions.
5. Draft-resolution sponsors build greater support for their resolution and look to incorporate others' ideas through friendly amendments.

Close of Debate

Once the speakers list is exhausted, the committee automatically moves to voting. Also, once a delegate feels that his or her country's position is clear to others and that there are enough draft resolutions on the floor, he or she may make a motion to proceed into voting procedure by moving for the closure of debate.

Voting Procedures

Once a motion to close debate has been approved, the committee moves into voting procedure. Amendments are voted on first, then resolutions. Once all of the resolutions are voted on, the committee moves to the next topic on the agenda.

6| Resolutions

The final results of debate, writing, and negotiation are resolutions—written suggestions for addressing a specific problem or issue. Resolutions, which are drafted by delegates during unmoderated caucusing and voted on by the committee after debate is closed, normally require a simple majority to pass (except in the Security Council).

Draft resolutions are resolutions that have not yet been voted on. Delegates write draft resolutions alone or with other countries. There are three main parts to a draft resolution: the heading, the preamble, and the operative section. The heading shows the committee and topic along with the resolution number. It also lists the drafts sponsors and signatories. A helpful way to explain draft resolutions to your students is describing them as one long sentence, which they are, with sections separated by commas and semicolons. The subject of the sentence is the body making the statement (e.g., the GA, ECOSOC, or the Security Council). The preamble and operative sections then describe the current situation and actions that the committee will take.

Sponsors of a draft resolution are the principal authors of the document and agree with everything in it. Although it is possible to have only one sponsor, this rarely occurs at the UN, and students should look for support for their resolutions. Sponsors control a draft resolution and only the sponsors can approve immediate changes.

Signatories are countries that may or may not agree with the substance of the draft resolution but still wish to see it debated so that they can propose amendments. Generally 20% of the committee must be either sponsors or signatories to a draft resolution in order for it to be accepted.

Preambulatory Clauses: The preamble of a draft resolution states the reasons why the committee is addressing the topic and highlights past international action on the issue. Each clause begins with a present participle (called a preambulatory phrase) and ends with a comma. Preambulatory clauses can include:

- References to the UN charter;
- Citations of past UN resolutions or treaties on the topic under discussion;
- Mentions of statements made by the Secretary-General or a relevant UN body or agency;
- Recognition of the efforts of regional or nongovernmental organizations in dealing with the issue; and
- General statements on the topic, its significance, and its impact.

Operative clauses identify the actions or recommendations made in a resolution. Each operative clause begins with a verb in the present active tense (called an operative phrase) and ends with a semicolon. Operative clauses should be organized in a logical progression, each containing a single idea or proposal, and are always numbered. If a clause requires further explanation, bulleted lists set off by letters or roman numerals can also be used. After the last operative clause, the resolution ends with a period.

Resolutions Cheat Sheet

1. PURPOSE

- A The resolution is the product of a conference. It is the result of the debate, negotiation, and discussion during the speeches and caucuses.
- B The resolution contains the committee's recommendations and ideas for addressing a problem.

2. PROCESS

- A Write a draft resolution in groups during the unmoderated caucuses. The delegates who write the resolutions are called **SPONSORS**.
- B Get support from other delegates. The delegates who want your resolution to be debated and voted on must sign it. The delegates that sign the resolution are called **SIGNATORIES**.
- C Submit the resolution to the dais. Before you submit a resolution, 20% of the countries at the conference must sign it.
- D Read the resolution to the committee and answers questions about it. Add amendments and then vote on the resolution.

3. FORMAT [3 parts]

- A Heading
 - i. Sponsors
 - ii. Signatories
 - iii. Topic
- B Preambulatory Clauses [include 3-4]
 - i. Gives reasons why the committee believes this topic is important.
 - ii. Gives examples of past international action.
 - iii. Each phrase begins with present participle (-ing) or a past participle (-ed) and ends with a comma.
- C Operative Clauses [include 4-5]
 - i. Gives recommendations and actions.
 - ii. Each phrase is numbered, begins with a verb, and ends with a semicolon.

Sample Resolution

Resolution WHO/1.1

Sponsors: Japan, Spain, and the United Kingdom

Signatories: Canada, France, Italy, Singapore, South Korea, and the United States

Topic: Dealing with an Aging Population

The World Health Organization,

Reminding the committee that the Madrid International Plan of Action on Aging says that the elderly should not suffer from violence,

Alarmed by occurrences of abuse toward older people,

Recognizing that the elderly deserve to be treated with respect and dignity,

- Condemns violence against the elderly;
- Calls upon countries to create strong laws protecting the elderly from abuse;
- Supports efforts to educate the population about identifying and preventing abuse against older citizens; and
- Declares accordingly that from now on November 2nd will be International Elder Abuse Awareness Day.

Amendments Cheat Sheet

An amendment is a change made to a resolution after the resolution has been written and submitted to the dais. Amendments are used to help resolutions gain more support by allowing delegates to make changes to the preambulatory and operative clauses.

Types of Amendments

1. Friendly Amendment

- A change that all of the sponsors agree with
- Process:
 - Sponsors write amendment.
 - All sponsors must sign the amendment.
 - Sponsors give amendment to chair or director and it is added to the resolution.

2. Unfriendly Amendment

- A change that some or all of the sponsors DO NOT support
- Process:
 - Delegates write amendment.
 - Obtain signatures from 20% of the committee.
 - Submit amendment to chair or director.
 - Whole committee votes on all of the unfriendly amendments.

Preambulatory and Operative Phrases

Preambulatory Resolution Phrases

Affirming
 Alarmed by
 Approving
 Aware of
 Bearing in mind
 Believing
 Confident
 Contemplating
 Convinced
 Declaring
 Deeply concerned
 Deeply conscious
 Deeply convinced
 Deeply disturbed
 Deeply regretting
 Desiring
 Emphasizing
 Expecting
 Expressing its appreciation
 Expressing its satisfaction
 Fulfilling
 Fully alarmed
 Fully aware
 Fully believing
 Further deploring
 Further recalling
 Guided by
 Having adopted
 Having considered
 Having considered further
 Having devoted attention
 Having examined
 Having heard
 Having received
 Having studied
 Keeping in mind
 Noting with deep concern
 Noting with regret
 Noting with satisfaction
 Noting further
 Noting with approval
 Observing
 Reaffirming
 Realizing
 Recalling
 Recognizing
 Referring
 Seeking
 Taking into account
 Taking into consideration
 Taking note
 Viewing with appreciation
 Welcoming

Operative Resolution Phrases

Accepts
 Affirms
 Approves
 Authorizes
 Calls
 Calls upon
 Condemns
 Confirms
 Congratulates
 Considers
 Declares accordingly
 Deplores
 Designates
 Draws the attention
 Emphasizes
 Encourages
 Endorses
 Expresses its appreciation
 Expresses its hope
 Further invites
 Further proclaims
 Further reminds
 Further recommends
 Further requests
 Further resolves
 Has resolved
 Notes
 Proclaims
 Reaffirms
 Recommends
 Regrets
 Reminds
 Requests
 Solemnly affirms
 Strongly condemns
 Supports
 Takes note of
 Transmits
 Trusts that

Conference Dress Code and Behavior for all conferences

Global Classrooms Cantabria

Dress Code- be professional!

Boys should wear:

- Pants: no jeans, ripped pants, pants covered with pockets, or shorts
- A nice sweater or solid color, button-up long-sleeved shirt
- A belt
- Shoes that are not sneakers or sandals
- Boys may wear neckties or dress jackets, although this is not a requirement

Girls should wear:

- Dresses that are no more than 5 centimeters above the knee OR Skirts that are no more than 5 centimeters above the knee with tights/pantyhose OR
- Dark dress pants (no white, please)
- A nice blouse or sweater
- Shoulders should be covered (this may require girls to wear a cardigan over a dress)
- Shoes that are not sneakers, sandals, or have a very tall heel

Conduct

- Delegates must obey instructions from any conference staff member, teacher, or advisor both inside and outside of the committee sessions; it does not matter whether the person is from his/her school or not.
- Cell phones and other electronic devices (iPods, etc.) are not allowed inside the committees.
- Delegates must ask permission before leaving the committee room to use the bathroom or for any other personal reason.
- Students should remember that this is a professional conference and they should be respectful of all speakers, Global Classrooms staff, and fellow delegates.
- Any notes passed during the committee meetings must be related to the conference.
- Delegates are responsible for collecting any of his/her trash before leaving committee rooms.
- Delegates are not permitted to bring pre-written "resolutions" to the conference. Resolutions by nature must be written in conjunction with other delegations *during* the conference.
- Delegates are not permitted to bring pre-written paragraphs or questions for the moderated caucus

The Global Classrooms staff reserves the right to dismiss **any** participant from the conference due to violation of **any** dress code or conduct regulation.