

## Suggestions for using the simulation in class

While the simulation could be used completely online, it is highly recommended that teachers dedicate time in class to the simulation. For static simulations, two-three fifty minute class periods should be dedicated to the simulation itself. More dynamic simulations vary; the simplest simulations may only require two class periods, while other, more complex simulations can be run over more time. Each dynamic simulation will include recommendations.

The first turn of the simulation may or may not involve class time. In this turn, students receive their country assignment and begin researching their topics with the goal of preparing a position paper<sup>1</sup> on the assigned topic prior to the end of turn one. Class time for this turn can include instruction on the position paper, general discussion of the topic at hand, and in class time to begin exploring resources to prepare the position paper. Student should either represent a country individually or be assigned to represent countries in pairs (two students to a country assignment).

Once countries are assigned, students or the teacher should create country placards - sheets of paper with the country name on them. This helps students to identify one another's countries and are useful during other phases of the simulation.

The second turn of a static simulation (and all but the final turn of a dynamic simulation) is where the student action occurs. If the teacher wishes to create a more realistic simulation for students, the teacher can include basic rules of procedure into the simulation<sup>2</sup> and include both formal and informal debate. Formal debate would entail students giving speeches while informal debate is known as "caucusing."

For formal debate, a teacher can either serve as chair or assign a student to do so. The chair can call on speakers in one of several ways.

1. Using a speakers list: The chair initially asks students to raise their placards if they wish to be placed on the speakers' list. S/he adds names to the list up to a point (normally 10 or so), and then invites other student to pass a note to the front if they wish to be placed on the list. The note should simply say, "Please place (country name) on the speakers' list."
2. Exclusively by placard: The chair will ask individuals to raise their placard after each speech if they wish to speak. The chair should keep track of whom is speaking in order to avoid one or more individuals' dominating the conversation.
3. Random assignment: If a teacher wishes to make sure everyone speaks, the teacher should create a speakers' list with all countries on it. This can be done to mirror the [General Debate at the real United Nations](#).

Regardless of the format of formal debate used, the teacher should use a time limit. At MUN conferences, time limits are normally set at 1-2 minutes.

Informal debate, or caucusing, is where the writing of resolutions occurs. Students should work with one another to produce documents addressing their topics. In the more traditional

---

<sup>1</sup> More information is provided on writing position papers elsewhere.

<sup>2</sup> See the suggested rules of procedure.

simulations, students will often prepare several resolutions covering different aspects of the topic. They will not typically work with all students in the room. Rather, countries will normally cluster by regional affiliation or by other interests. For example, on climate issues, Small Island states from around the world will often caucus together, while on human rights issues, countries will often work with regional groups.

The transition between formal and informal debate can be handled in one of two ways

1. The instructor can designate time for each type of debate. S/he could use  $\frac{1}{2}$  of each class period dedicated to the simulation for each type of debate, or could designate one class entirely for formal debate and another for caucusing.
2. Using rules of procedure, the chair can allow for students to make motions to move from formal to informal debate. Such a motion would normally designate a time period for informal debate. For example, a delegate might say, "I move to suspend the meeting for a 15 minute caucus." At the end of 15 minutes, the students would return to a formal setting and would continue to give speeches according to the format adopted by the instructor until another motion to suspend the meeting is made.

If the class will be doing the simulation over multiple days, the teacher must also decide if students can work on resolutions outside of class or if s/he would prefer the students to work on class.

Before the end of the final non-voting turn, all resolutions must be entered into the Statecraft system in order to be voted on. Resolutions not submitted prior to the end of the turn will not be voted on.