GLOBAL CLASSROOMS

OFFICIAL GUIDEBOOK

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**COMMITTEE:**

**COUNTRY:**

**SCHOOL:
DELEGATE NAME:**

**GLOBAL CLASSROOMS GUIDE**

This collection of materials will serve as an essential guide for Global Classrooms as you navigate the research and writing processes. Don´t lose it!

**PLAGIARISM, PARAPHRASING, AND CITATIONS**

Plagiarism: Copying one´s work and claiming it as your own

* Copy and pasting
* Failing to cite your sources
* Failing to paraphrase a text into your own words correctly

How do you paraphrase correctly?

* Change the exact words with synonyms
* Change the order of the words
* Change the order of the sentences

Citations:

* Position paper must include in text citations and a Works Cited page
* In-text citations go throughout your paper
	+ Example: (Author´s last name, page #)
* Works Cited page goes at the end of your paper
	+ Example:
* Follow the official MLA guidelines for in-text citations and the Works Cited page. Purdue OWL (<https://owl.english.purdue.edu/owl/resource/747/01/>)

**MODEL UN: RULES, PROCEDURES & FLOW OF DEBATE**

**Flow of Debate:**

1. Roll Call: Rapporteur calls on each country and delegates say present
2. Formal Debate: Speaker’s List when countries get 90 seconds to present their opening speeches on the podium
3. Suspend Debate for either:
	1. Moderated Caucus
	2. Unmoderated Caucus
4. Closure of Debate: Ends debate and moves into voting procedure
5. Voting Procedure: The Committee votes on amendments or resolutions. Use a group or a roll call vote.

**Three Types of Debate:**

|  |  |
| --- | --- |
| Formal Debate | Delegates’ names are written on a speakers list. Delegates speak for a certain time. This is the ‘default’ type of debate. Usually the conference starts with this type of debate. |
| 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. This allows a freer exchange of opinions than would be possible in a formal debate. |
| Unmoderated Caucus | A type of caucus in which delegates leave their seats to mingle and speak freely for a limited amount of time. This allows for the free sharing of ideas.  |

**How to Make a Motion:**

1. When the floor is **open**, raise your placard
2. Chair says: “Delegation from \_\_\_\_\_\_ (country name).”
3. You say: “Honorable Chair, \_\_\_\_\_\_\_(country name) moves to suspend debate for the purpose of a Moderated Caucus with a total time X minutes and a speaking time of X seconds.”
4. Chair: “Motion to suspend debate for the purpose of a moderated caucus is on the floor. Is there a second?”
5. Another country **seconds** the motion by raising their placard.
6. **Vote** on the motion.

**How to Make a Point:**

1. When the floor is **open**, raise your placard.
2. Chair says: “Delegation from \_\_\_\_\_\_\_\_(country name).”
3. You say: “Honorable Chair, \_\_\_\_\_\_\_\_ (country name) has a point of.... (Personal privilege, order, inquiry, information)”
4. Chair: “To what point do you arise?”
5. You: (ask your question)

**Four types of Points:**

|  |  |  |
| --- | --- | --- |
| *Points* | *Description* | *When to Use* |
| Point of Personal Privilege | Addresses any personal discomfort  | If you can’t hear, the room is too hot, etc… |
| Point of Order | Addresses a procedural matter. Doesn’t allow delegate to speak on the topic of debate  | If you think the chair has made a mistake on procedure |
| Point of Inquiry | Addresses any clarification of parliamentary procedure  | If you have a question on procedure or what to do/how to do it |
| Point of Information | Addresses other delegates to ask them questions about speeches and draft resolutions | If you want to ask a question to another country |

**Yields:**

If you finish speaking in formal debate or a moderated caucus before the time is up, you can yield your remaining time to someone else. There are three options:

1. Yield time to the Chair (ends your time)
2. Yield to another delegate (this allows another delegate with similar views to speak)
3. Yield to questions (other delegates can ask you questions)

USEFUL VOCABULARY

|  |  |
| --- | --- |
| *Terms* | *Definition* |
| Agenda | The order in which the issues before a committee will be discussed. |
| Chair | A member of the dais (the group of people in charge of the Model UN conference) that moderates debate, keeps time, rules on points and motions, and enforces the rules of procedure. |
| Placard | A piece of paper 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. |
| Delegate | Representative of a country. |
| Motion | A request made by a delegate that the committee as a whole do something. |
| Point | A question or comment by a country related to the structure of the meeting. |
| The floor | The place where the delegates sit in the UN meeting. |
| To “have the floor” | The right or opportunity to speak. |
| The floor is closed | When another delegate is speaking. |
| Simple majority | More than 50% of the delegates support the vote. |
| Two-thirds majority  | More than two-thirds of the delegates support the vote. |
| Second | To agree with a motion being proposed.  |
| Blocs | Groups of countries with a similar opinion on a particular topic. |
| Resolutions | A document passed by an organ on the UN that aims to address a particular problem or issue. The equivalent of a law. |
| Amendments | A change to a draft resolution on the floor. |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Motions | Description | What do you say? | Interrupt speaker? | Vote required?  |
| Motion to Open the Speakers List | Allows delegates to sign up for the Speakers List by raising their placards. | “Honorable Chair, (Country Name) moves to open the Speakers List.” | No | Yes, simple majority required |
| Motion to Set the Speaker’s Time | Specifies the time allowed for speeches during caucusing. | “Honorable Chair, (Country Name) moves to set a speaker’s time of (x) (usually >2 minutes).  | No | Yes, simple majority required |
| Motion to Suspend Debate(for a moderated or unmoderated caucus) | Enters into informal debate. A specific time must be included. | “Honorable Chair, (Country Name) moves to suspend debate for the purpose of a moderated/unmoderated caucus for (x) minutes.” | No | Yes, simple majority required |
| Motion to Close Debate | Ends debate and moves into voting procedure. | “Honorable Chair, (Country Name) motions to end debate on the topic of (x).” | No | Yes, 2/3 majority required |
| Adjourn Debate | Ends the meeting for a specific purpose (e.g. lunch, dinner, etc.) | “Honorable Chair, (Country Name) motions to adjourn the debate for the purpose of (x).” | No | Yes, simple majority required |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Points | Description | What do you say? | Interrupt speaker? | Vote required?  |
| Point of Personal Privilege | Addresses any personal discomfort (e.g. can’t hear, room is too hot...) | “Honorable Chair, (Country Name) has a point of personal privilege...” | Yes | No |
| Point of Order | Addresses a procedural matter. Doesn’t allow delegate to speak on the topic of debate. | “Honorable Chair, (Country Name) has a point of order...” | Yes | No |
| Point of Inquiry | Addresses any clarification of parliamentary procedure. | “Honorable Chair, (Country Name) has a point of inquiry...” | No | No |
| Point of Information | Addresses other delegates to ask them questions about speeches and draft resolutions. | “Honorable Chair, (Country Name) has a point of information...” | No | No |

USEFUL DEBATE VOCABULARY

**“I’m listening to the other side.”**

* I see your point, but I think…
* Yes, I understand, but my opinion is that…
* That is all very interesting, but the problem is that...
* I’m afraid I cannot quite agree with your point.
* I think I’ve got your point, now let me respond to it.
* We can see what you’re saying. Here is my reply…

**“I need to say something now.”**

* I’m sorry to interrupt, but you have misunderstood our point.
* Excuse me, but that is not quite correct.
* Sorry, I just have to disagree with your point.
* Let me just respond to that, please.
* Forgive me for interrupting, but I must respond to that.
* Hold on a moment, that is not correct.
* If you would allow me to add a comment here...
* If you do not mind, I would like to take issue with what you just said.

**“You have not replied yet.”**

* We would like the other side to explain why...
* We said that…but the other side has not replied to our point yet.
* I would like to focus on two points that the other side has failed to address.
* There are two points that we have succeeded in establishing…
* I want to call your attention to an important point that the delegation of …has not addressed yet.
* I would like to point out that there are two issues our opponents have failed to dispute

**“Well, I think that…”**

* The first point I would like to raise is this…
* Our position is the following…
* Here is the main point I want to raise…
* I would like to deal with two points here. The first is…
* The delegation of …has still not addressed the question we raised a moment ago…
* The other side has failed to answer our point about…
* Let me just restate my position.
* Just to be clear, here is what I mean…

**“So finally, we…”**

* To sum up, here are the main points…
* We pointed out that…
* Other delegations have claimed that…
* To recap the main points…
* Let’s sum up where we stand in this debate.
* Let me summarize our position in this debate.
* In summary, we want to point out that…
* Let’s see which arguments or problems are still standing.
* Let’s think about where we are in this debate.

DEBATING PHRASES

**Stating an opinion**

* In my opinion...
* I think that...
* I feel that...
* I believe that...
* It seems to me that...
* If you ask me...
* I'd say that...
* The point is...
* As I see it...

**Asking someone to repeat or explain**

* I don't understand what you mean
* Would you explain that, please?
* I'm sorry, but I didn't understand your point.
* Could you give an example?
* What do you mean by...?

**Agreeing with someone**

* You're right
* I think so, too
* I agree with you
* You could be right
* I couldn't agree more
* That's a good point
* I see what you mean
* That's just what I was thinking
* I agree entirely
* You know, that's exactly what I think

**Disagreeing with someone**

* Yes, but...
* I'm sorry but I have to disagree there
* That's not the point
* No, I think you're wrong
* I can't agree with you there
* Up to a point, but...
* Yes, that's quite true, but...
* I'm not sure I quite agree
* Well, you have a point there, but...
* Perhaps, but don't you think that...
* I see what you mean, but...
* I totally disagree with you there

**Persuading someone**

* You must admit that...
* Do you really believe that...?
* Don't you think that...?
* Don't you agree that...?
* Wouldn't you say that the reverse is also true?

**GC: POSITION PAPERS**

The Position Paper is one of the most challenging and time-consuming pieces of the Global Classrooms process. Each delegation will spend a good part of the year preparing a paper on their country’s position on the assigned topic. This is a formal research paper that should include in-text citations and a Works Cited page in MLA format. Position Papers are turned in before the conference and are used as part of the evaluation process to demonstrate that students have adequately researched and prepared for debate. Here are the basics:

* 1 to 1.5 pages in length
* Gives facts about the country and the topic
* Includes proposals for resolutions (ideas of what should be done in the future)
* Resolutions are actions for ALL countries, not just your country
* Can be used later to write Opening Speeches

The fundamental elements of the Position Paper are:

1. Introduction
2. Domestic Action
3. International Action & Collaboration
4. Future Resolutions
5. Conclusion (Optional)
6. Works Cited (and in-text citations throughout)

Follow the official MLA guidelines for in-text citations and the Works Cited page. Purdue OWL (<https://owl.english.purdue.edu/owl/resource/747/01/>) is a good and simple resource.

GC POSITION PAPER: INTRODUCTION

The introduction of your Global Classrooms’ position paper should provide a synopsis of the basic facts of the topic of debate, with a slight skew (or bias) towards your own country’s position. It should address the main issues of the debate, why the UN should care, why your country cares, and should end with your country’s position. The introduction should be 4-5 sentences, or 2-3 longer, more developed sentences.The following page contains an example. DO NOT simply copy the information from the example or you will receive no credit.

**OUTLINE: EXPANDING THE ROLE OF WOMEN IN GOVERNANCE**

**Heading:**

Name of Country

Name of Committee

Name of School

Topic (Expanding the Role of Women in Governance)

**First Sentence:** Why is expanding the role of women in governance important for the committee to address?

* Make sure to have an interesting first sentence that grabs the reader’s attention
* Start off general and assume the reader doesn’t know anything

**Second Sentence:** What is the debate over women’s roles in governance about?

* Provide a quick summary of the debate so that your reader knows where you are coming from and what the tension or problem is
* Why does something need to be done?

**Third/Fourth Sentence:** Why does your country care about expanding the role of women in governance? Do women in your country suffer from this issue?

* Think about education, job opportunities, discrimination, and gender roles in your country. How are women affected by these problems and why do they result in inequality?
* This is a good place to use quotes or statistics to support what you are saying

**Fourth/Fifth Sentence:** What is your country’s opinion/attitude towards this topic?

* Do you believe the debate over women in governance needs to be addressed?
* Is your country in favor of taking action in the debate? Will your country be active in addressing the problems of the debate, and then taking action to solve the problems before it is too late?
* Remember to have a strong ending that will stick in the reader’s mind.

GC POSITION PAPER: BODY PARAGRAPHS

Your body paragraphs will be divided into two sections: National and International Actions. This means you should only need two paragraphs, but it is ok to separate them if needed. The body paragraphs are the meat of the paper, and are meant to provide the reader with a history of your country’s actions, so that your stance and proposed resolutions are clear. This is where you will have a chance to provide more quotes and statistics to support your country’s opinion.

Both paragraphs should be 4-6 well-developed sentences.This worksheet is a guide to help you in structuring your paragraphs, and addresses questions that you should answer. Remember that this is a GUIDE, and you are free to write as you choose.

**PARAGRAPH 1: NATIONAL ACTIONS ON THE TOPIC OF EXPANDING THE ROLE OF WOMEN IN GOVERNANCE**

**First (and maybe second) Sentence:** Is access to an education or the opportunity to work outside the home for women a problem in your country? Do they participate in politics and can they vote in elections? Why or why not?

* This is your chance to delve further into how opportunities for women are limited/a source of contention in your country. If you didn’t have time to address it in the introduction, you have time to address it here.
* What kind of role do women play in your country? What are some statistics that could support your opinion on the need for gender equality?

**Second Sentence:** First example of an action (law, measure, program, petition, etc.) that your country has done to address the issue of gender inequality *within the country.*

* This should come from a government website
* Has your country made education available to women?
* Has your country granted women the right to vote?
* Do women participate in politics and in elections?

**Third Sentence:** Explain how this action shows your country is working towards addressing the debate on gender inequality.

* What does this action show the reader/UN?
* Was this action successful?
* How does the action show your side of the issue?
* Why should the UN care that you took this action?
* What did you learn from taking this action?

**Fourth Sentence:** Second example of an action (law, measure, program, petition, etc.) that your country has done to address the issue of gender inequality *within the country.*

* + This should come from a government website
	+ Has your country implemented some sort of program to help women find jobs outside the home?
	+ Has your country implemented some sort of program or quota system to increase women’s participation in government?
	+ Does the government work to help women reach high-level positions?

**Fifth Sentence:** Explain how this action shows your country is working towards addressing the debate of gender inequality. Was this action successful?

* What does this action show the reader/UN?
* Was this action successful?
* How does the action show your side of the issue?
* Why should the UN care that you took this action?
* What did you learn from taking this action?

**Sixth Sentence:** Summary of what these actions have meant, and a lead-in to international actions.

* Provide a clear statement of what these national actions should mean within the context of the debate on gender inequality and your country’s opinion
* Remember to end strong, and provide a means of transitioning into international actions

**PARAGRAPH 2: INTERNATIONAL ACTIONS ON THE TOPIC OF EXPANDING THE ROLE OF WOMEN IN GOVERNANCE**

**First Sentence:** Show your country recognizes the international importance of this issue.

* What is your attitude about this topic within the context of the international effects and the world?

**Second/Third/Fourth Sentence:** What has your country done on the international scale in order to address the debate on gender inequality?

* Are you a member of any international organization that has taken action on this issue?
* What conventions, treaties, resolutions, etc. has your country supported on the issue?
* What actions has your country taken on an international scale?
* The use of quotes or statistics would be very effective here.

**Fifth/Sixth Sentence:** What do these international actions show?

* So why should the UN care that you have taken these actions/supported certain treaties, etc.?
* Make sure your stance is clear. Use all the information from the previous paragraphs as support for your countries position.
* Transition into proposed resolutions.

GC POSITION PAPER: RESOLUTIONS + CONCLUSION

Your concluding paragraph is the last paragraph of your position paper. This is the main purpose of your paper, in which you state your country’s recommendations for what actions should be taken in order to bring about a solution to the debate. This solution should be biased towards your country, but should be feasible within the context of the entire international community. Your proposed recommendation is what you will try to pass as a resolution at the actual conference, but you should present TWO resolution ideas. The conclusion should be 4-5 well-developed sentences in length. This worksheet is a guide to help you in writing your conclusion. Remember to make your recommendation clear and specific.

**CONCLUSION:**

**First Sentence:** What does your country recommend?

* + Remember to tie this into to your previous paragraph using transition words
	+ State the action you believe should be taken: Do you believe the current system should be changed?
	+ Do you believe a new system should be put in place?

**Second-Fourth Sentences:** Explain how your country would suggest following through with your recommendation.

* + WHO should take action?
	+ WHERE should that action take place?
	+ WHEN should this action occur? Do you have a goal date to finish?
	+ HOW??? This is the most important question. Make sure you address where funding or resources will come from.

A famous saying in the USA is “Money doesn’t grow on trees.” Make sure you know how you will support your recommendation.

*\*\*Your recommendation may involve several parts- that is ok as long as it all works towards achieving the same goal. You must do this step TWICE in the paragraph.*

**Fourth/Fifth Sentence:** What role should the international community take? Concluding opinion.

* Now you should once again make clear what the role is you expect other countries to take in solving the debate on gender inequality.
* End with a “grabber” ending that will stick in the minds of the reader and really make them feel how important this issue is.

**OPENING SPEECHES**

Opening speeches are given at the beginning of the formal debate or “**Speaker’s List**.” It is a basically a summary of what you have written in your position paper and tells the rest of the delegates your **country’s basic position on the topic and possible ideas for resolutions**. It should be ***no longer* than 90 seconds**. This means keeping your speech around half a page. Below you will find the basic format your speech should follow.

Using your position papers, you are going to write an opening speech. Be sure to use **clear, concise language** – you only have 90 seconds to fit everything in! **Practice** your speech at home to make sure it is **the right length** and that you **use good public speaking skills**.

***Your opening speech is the introduction of yourself and your country, so make***

 ***it a good first impression!***

*“Thank you honorable Chair and esteemed delegates,*

*The country of \_\_\_\_\_\_\_\_\_\_\_\_\_ feels the issue of \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ is….”*

Explain why it is important to the United Nations

Explain why it is important to your country

Talk about statistics that illustrate the problem in your country

*“This committee should understand that due to these problems….”*

Explain the effects of the problem on your country

*“The government of \_\_\_\_\_\_\_\_\_\_\_\_ has been trying to deal with the issue of \_\_\_\_\_\_\_\_\_\_ by…”*

Talk about actions your country has taken on a national level to address the problem

Talk about actions your country has taken on an international level

*“The country of \_\_\_\_\_\_\_\_\_\_\_\_ encourages the committee to:”*

List your recommendations for the committee, which will be what you want to see in the resolutions at the end of the debate.

*“In conclusion, the country of \_\_\_\_\_\_\_\_\_\_ believes that:”*

Summarize your previous statements.

“*Thank you for your time.” or “Thank you honorable Chair.”*

PUBLIC SPEAKING: DOS AND DON’TS

**Do** have good posture. Stand up straight, balanced on both feet, with hands at your sides.

**Don’t** slouch. Don’t lean. Don’t sway. Don’t pace back and forth.

**Do** make eye contact. Look up every sentence or two to make sure you have your audience’s attention. Eye contact also helps to establish a bond of trust between you and the audience.

**Don’t** read what’s on your paper word-for-word. People will start to snore.

**Do** use hand gestures to add emphasis to what you’re saying verbally. 

A palm held toward the audience signifies stopping, denying, or being against

something.

Example: “Nuclear proliferation needs to stop.”



Raised fingers can be used when numbering your main points.

Example: “We need to prioritize the clearing of landmines for three reasons. Firstly…. Secondly… Lastly…”



A palm opened up signals giving, receiving, or asking.

Example: “We ask the General Assembly to vote in favor of our resolution…”



A palm held down signals suppressing, completion or stability.

Example: “We are sure that solar power is the best solution for our energy needs...”

**Don’t** tap your fingers. Don’t pick your fingernails. Don’t bite your fingernails. Don’t play with your hair or your clothing. Just don’t fidget!

**Do** speak loudly, clearly, and slowly. Pronounce each word carefully. Use the tone and pitch of your voice to emphasize your most important points.

**Don’t** mumble. Don’t giggle. Don’t speak in monotone. Don’t be shy.

**GC: RESOLUTION DRAFTS**

The final result of debate and negotiation are resolutions—written suggestions for addressing a specific problem or issue. Resolutions, which are drafted by delegations during unmoderated caucuses, are voted on by the committee after debate is closed.

1. Preambulatory clause is written with gerunds and commas
2. Operative clause is written with present simple suggestive verbs and semi-colons
3. Each clause (preamble or operative) should relate to **one idea**
4. Any operative clauses should have some connection with a preambulatory clause as background and the reason for needing the operative clause
5. Instead of putting many ideas in one operative clause, separate them into several distinct clauses and use connector words like “Further” and “Additionally” to connect the idea
6. Put all the operative clauses related to one idea (leakage, environment, etc.) together and then start the next grouping of clauses
7. On conference day, you should aim for around 5 sponsors, and as many signatories as possible
8. Remember to be **specific**! For example, DON´T say “Suggests creating educational programs about the environment.” Instead, say “Suggests creating educational programs based on international video conferences with students in primary schools from different environments in order to better educate future generations about the environmental damage caused by tourists.” (Then follow this up with another clause stating how you will fund it).
9. Questions to answer in a resolution:
	1. What? (What problems should be addressed? What will we do to address them?)
	2. Why? (Why should we address the problems? Why does this affect my country and countries around the world?)
	3. How? (How are we going to fix these problems? How will we get the money? How will we get people to do what we suggest?)
	4. Who? (Who should be fixing these problems? Who should be educated about it? Who should be paying? Who is suffering? Who needs the most help? Who is responsible?)
	5. Where? (Where are the problems occurring? Where should we help?)
	6. When? (When does this need to be solved by? When is a realistic goal of reaching this resolution?)
10. BE SPECIFIC!!!