Rationale and Overview: First time participants in Model UN are usually unfamiliar with the format of Model UN. The need to speak in public, jargon, role of delegates and general procedure may be foreign to many students. In order to introduce basic rules of procedure, a topic for debate is introduced for which no prior knowledge is required, in this case, school uniforms. Students assume the identity of various stakeholders (e.g. parents, students, teachers, etc.) and then debate, negotiate, and problem solve using Model UN techniques.

Materials:
- Instructions (and materials) for Public Speaking Game
- A gavel or similar object
- Handout: Introduction to the Rules of Procedure
- Handout: Opening Speech Outline
- Placards (cardstock works best)
- Timer

Teaching the Lesson

Step One: Warm up with a Public Speaking game, 5 min
- Use one of the short public speaking games to help students become comfortable.

Step Two: Hook student interest, 3-5 minutes
- Pose the following prompt on the board or chart “School uniforms should be implemented in all Malden Public Schools” and create a simple “T-Chart” labeled “pro” and “con”
- Solicit reasons for and against the proposal, record student responses on the “T-Chart”
- Try to get 4-5 responses on each side of the chart and encourage students to consider alternate perspectives

Step Three: Discuss the problem, 5 minutes
- Divide into pairs, pass out stakeholder placards (students, teachers, parents, etc.)
- Allow students a few minutes (2-5) to discuss the issue in their groups from the viewpoint of their assigned stakeholder and complete Handout: Opening Speech Outline

Step Four: Briefly Introduce Rules of Procedure, 3 minutes
- Distribute Handout: Rules of Procedure introducing Model UN procedure and review the processes contained therein

Step Six: Engage in debate, 25 minutes
Lesson Plan: Public Speaking and Silly Simulation

Open the Debate: 5-7 minutes
- Instruct students to review the back side of their placard, which details common procedures for Model UN debate
- Remind students of the issue to be debated and commence the debate formally using the gavel
- Open the debate with a speaker’s list by telling students to raise their placards if they wish to speak about the issue and then write the names on the board
- Use the timer to allow between 5-6 students to speak for 45 seconds each

Moderated Debate: 3-7 minutes
- Prompt a student to “motion for a moderated caucus” by saying “The chair would look favorably on a motion for a moderated caucus”
- After the motion is made, state, “All those wishing to speak please raise your placards” and call on students to speak, this time for only 30 seconds
- When time has run out, prompt a student to make a motion for an unmoderated caucus by saying, “The chair would look favorably on a motion for an unmoderated caucus”

Unmoderated Debate: 3-5 minutes
- After the motion is made, announce to students, “We are now in an unmoderated caucus for 5 minutes” You may want to explain to students that it is now appropriate for them to move freely about the room to discuss the issue with other stakeholders
- When time has run out, state, “This is the end of the unmoderated caucus could everyone please take their seat”

Return to Moderated Debate: 5 minutes
- Ask students, “Are there any more points or motions?” and solicit a motion for a moderated caucus
- State, “All those wishing to speak please raise your placards” and allow selected students to resume debate, each student having 30 seconds to speak

Close the Debate: 3-5 minutes
- Prompt a student to make a motion to close the debate, and announce that a vote will be taken
- It is helpful to say, “All those in favor, raise your placards” and “All those against, raise your placards”

Student De-Briefing: Wrapping it up, 5 minutes
- Solicit student responses to the following questions: What was the benefit of doing the simulation? What were the challenges of doing the simulation?