

2013 Model UN Simulation

Climate Change

A Model UN exercise for the global leaders of tomorrow, created by the United Nations Association of the USA's Global Classrooms project, and sponsored by the U.S. Department of State.



UNITED NATIONS ASSOCIATION
of the United States of America
A PROGRAM OF THE UNITED NATIONS FOUNDATION

Contents

1. How to Use this Guide
2. Climate Change Mini-sim
3. Mini-sim Lesson Plan
4. Country Research Lesson Plan
5. Frequently Asked Questions about Model UN

How to Use this Guide

At its most basic level, Model UN is a debate between students who are representing the viewpoints of countries, rather than themselves. The following materials will take you step-by-step through the process of facilitating such a debate, so that your students will have the benefit of looking at the world from a different perspective, and developing the skills necessary to express themselves effectively.

The materials focus on Climate Change and are separated into three sections:

- **Climate Change Mini-sim:** A topic guide and materials that students can use to debate;
- **Mini-sim Lesson Plan:** A lesson plan that focuses on helping students prepare for debate; and
- **Country Research Lesson Plan:** A lesson plan that focuses on actually facilitating the debate.

If you are short on time, you can simply give students the materials in the “Climate Change Mini-sim,” have them read about the topic and the brief list of facts about their assigned country, and let them begin debating from there. If you’d like to support local teachers or schools and help them to facilitate the debate more effectively, the “Mini-sim Lesson Plan” will walk them through the process. Finally, if teachers are interested in extending the process and helping students prepare for a more engaging and substantive debate, they can begin with the “Country Research Lesson Plan” before diving into the actual Model UN mini-simulation.

In addition, this packet includes further information on Model UN if you’re interested in moving beyond the included mini debate simulation, in the form of “Frequently Asked Questions.” This document clarifies what Model UN is and how it works, who participates and why, and how schools can get involved in Model UN outside the classroom.

Climate Change Mini-Simulation: Background Guide

United Nations

The United Nations (UN) is an international organization founded in 1945 after the Second World War by 51 countries committed to creating a better and safer world for all people. Today, the UN has 193 member countries. The UN has 4 main purposes:

- To keep peace throughout the world;
- To develop friendly relations among nations;
- To help nations work together to improve the lives of poor people, to conquer hunger, disease and illiteracy, and to encourage respect for each other's rights and freedoms; and
- To be a center for harmonizing the actions of nations to achieve these goals.



Committee: United Nations Environmental Programme (UNEP)

The UNEP was established in 1972 to serve as the UN's main body for environmental education and awareness. UNEP focuses on climate change, disasters, ecosystem management, environmental governance, harmful substances, and resource efficiency. UNEP reviews national and international environmental policies, assesses the global environmental situation, and provides guidance in setting environmental policies. It is based in Nairobi, Kenya.

The UNEP Governing Council has 59 members who serve four-year terms. Member states are elected by the General Assembly and are selected to represent each region of the world. The Governing Council meets each year at the Global Ministerial Environmental Forum to address important environmental concerns. It may also convene in special sessions.

Background

Although Earth's **climate**¹ naturally changes over time, it is currently changing in ways that most scientists agree are not natural. Instead, human activity is the cause. The evidence for today's rapid climate change includes sea level rise, global temperature rise, warming oceans, shrinking ice sheets, declining Arctic sea ice, glacial retreat, extreme weather events, and **ocean acidification**².

¹ **Climate** – Climate refers to average weather conditions in a place over many years. People refer to regional climates, the climate in one area of the world, and global climate, which is the average climate around the world.

² **Ocean acidification** – Decrease in the pH of the earth's oceans which is caused when the ocean absorbs carbon dioxide from the atmosphere. Coral reefs, fish, and many marine creatures cannot survive in a more acidic environment.

Statement of the problem

Earth's air, water, and land are all linked together to create the climate. When one aspect of climate is affected, the others are eventually affected as well through a chain reaction. A change to the temperature of the air can cause a change in the temperature of the water, which can have effects on



Gases in the Earth's atmosphere help trap the sun's heat. This keeps the Earth from getting too cold. However, with all of the extra gases released by humans, the Earth is getting too hot.

the land. Scientists agree that human activity is causing climate change, which is often called **global warming**³. Many scientists and academics prefer to use the term *climate change* instead of *global warming* because there are more effects than just a rising temperature. Shrinking glaciers, melting Arctic ice, longer and more intense heat waves, and accelerated sea level rise can already be seen

around the world. Climate change is defined as the increase in Earth's temperature due to human activity by way of greenhouse gas emissions. Additionally, the UN International

Panel on Climate Change (IPCC) reports that scientists expect to see a number of other possible changes that could potentially be disastrous to the planet; these changes vary from region to region. In Africa, for example, increased **water stress**⁴ will decrease agricultural productivity. Floods, heat waves, and an increase of malaria will cause a higher death rate. North America can expect to see decreased snow pack in the mountains and an increase in the duration and intensity of heat waves. These heat waves would be even more intense in cities that already experience heat waves.

Human activity is causing the global climate change. More than 100 years ago, people started burning large amounts of **fossil fuels**⁵ (coal, oil and natural gas) to power their homes, factories, and vehicles. Around the world, people continue to burn more and more fossil fuels to meet modern energy needs. Burning fossil fuels releases carbon dioxide into the atmosphere. Carbon dioxide, along with other greenhouse gasses, stays in the Earth's **atmosphere**⁶ and warms the planet. Earth needs these to help keep it warm enough for plants and animals to live. However, humans are releasing more gases than ever before, which is causing climate change.

³ **Global warming** – An increase in the average temperature of Earth's atmosphere

⁴ **Water stress** – when the demand for water is greater than the amount that is available

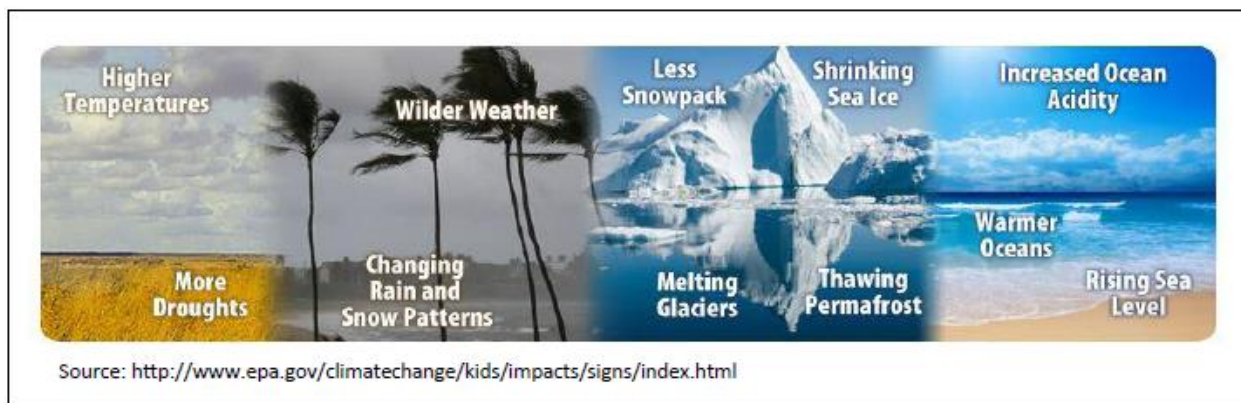
⁵ **Fossil fuels** – Fuels that result from the compression of ancient plant and animal life former over millions of years

⁶ **Atmosphere:** the alyer of gasses that protects the Earth and make it possible to sustain life..

The gases in the atmosphere are called **greenhouse gases**⁷, and they trap heat to make the Earth warmer. This process is known as the **greenhouse effect**⁸. The Earth's atmosphere naturally contains certain chemicals that trap heat from the sun. This trapped heat is what helps warm the planet. Human activity is also contributing to the greenhouse effect by adding more chemicals to the atmosphere. These chemicals are causing the planet to warm more than it would on its own. People are adding and increasing several types of greenhouse gases: **carbon dioxide**⁹, **methane**¹⁰, and **nitrous oxide**¹¹, among others. These gases are primarily released by burning fossil fuels for energy but gases are also released from farms (raising livestock and fertilizing soil), landfills (as trash breaks down over time, methane is released), leaking coolants (from air conditioners and refrigerators), cutting down and burning trees, and some factory methods. People produce more carbon dioxide than any other gas, and it is responsible for most of the warming. Once in the air, these gases move around the world. This means that the concentration of gases is about the same throughout the world. Some countries produce more greenhouse gases than others, but all are equally affected. Climate change is an international problem because the climate is a resource that all nations share and the effects of climate change reach everyone. Immediate attention is required to stop our high levels of greenhouse gas emissions.

Discussion of the Problem

Signs of Climate Change



- *Rising temperatures*: The average temperature of the Earth is rising. Temperatures have risen over the past 30 years. The warmest decade on record was 2000-2009.
- *Heat waves*: **Heat waves**¹² are becoming more common and lasting for longer periods of time.

⁷ **Greenhouse gases** – gases that trap the heat of the sun in Earth's atmosphere, producing the greenhouse effect. Major greenhouse gases are carbon dioxide, water vapor, methane, ozone, chlorofluorocarbons, and nitrogen oxides.

⁸ **Greenhouse effect** – the process in which greenhouse gases keep the Earth warm. Too many gases in the atmosphere cause the earth to warm up at a faster rate.

⁹ **Carbon dioxide** – one of the most common greenhouse gases. It comes from burning fossil fuels and trees.

¹⁰ **Methane** – another common greenhouse gas that comes from livestock, landfills, natural gas and coal

¹¹ **Nitrous oxide** – another common greenhouse gas that comes from farming

¹² **Heat wave** – a prolonged period of hot weather

- **Changing precipitation¹³ patterns:** As temperatures rise, more moisture evaporates into the atmosphere, which means more rain and snow. Climate change also causes changes in air and ocean currents which means that this extra precipitation is not spread evenly around the world. Some regions are getting more precipitation while others are getting less.
- **Droughts:** Since 1970, **droughts¹⁴** have become longer and more extreme around the world. Droughts mean less water is available for drinking, irrigating crops, and making electricity. They can also lead to more wild fires since land that has been dry for an extended period of time is more likely to burn.
- **Flooding:** Too much rain can cause **flooding¹⁵**.
- **Wilder storms:** Warmer air and oceans means that tropical storms are becoming stronger. These tropical storms, along with increased rainstorms and snow storms, can cause flooding, harm crops, and put people in danger.
- **Warmer oceans:** The oceans, especially the top layer, absorb some of the heat from rising air temperatures. This top layer is getting warmer at a rate of 0.2°F per decade. Warmer oceans affect weather patterns, cause more powerful tropical storms, and can impact marine life.
- **Rising sea level:** Over the past 100 years, the average worldwide sea level rose 7 inches. Rising sea levels threaten people that live in low lying areas, like Bangladesh and New York City.
- **Melting sea ice and glaciers:** Melting sea ice and glaciers also contribute to rising ocean levels. Decreasing sea ice also means that less light is reflected back into space (snow and ice reflect a lot of light which keeps the planet from getting too warm). With less ice, the Earth absorbs more heat from the sun and gets warmer.
- **Ocean acidification:** Oceans also absorb carbon dioxide and this added carbon dioxide makes the oceans more acidic. Increased ocean acidity harms fish and coral reefs when species cannot survive in a more acidic environment.

Effects on People and the Environment



- **Agriculture¹⁶** Rising temperatures are affecting when and where crops can grow. Droughts and floods can damage crops.

¹³ **Precipitation** – rain, sleet, hail, snow and other forms of water falling from the sky

¹⁴ **Drought** – a prolonged period of abnormally low precipitation and the resulting shortage of water

¹⁵ **Flood** – and overflow of a large amount of water beyond its normal space

- *Energy*: Climate change is affecting the amount of energy people use. Air conditioning requires a lot of energy typically from fossil fuels, which release more greenhouse gases. Higher demands for energy supplies can cause power outages.
- *Water supply*: Water supplies worldwide are in danger. Rising temperatures, shifting patterns of rain and snow, and longer droughts will affect the amount of water in lakes, streams, rivers and ground water deposits.
- *Human health*: Extreme weather, like heat waves and storms, can hurt or even kill people. In hot, humid regions, there is an ever increasing risk of infectious diseases (mosquito populations are growing and they transmit **malaria**¹⁷ and **West Nile virus**¹⁸).
- *Ecosystem changes*: **Ecosystems**¹⁹ around the globe are changing. Arctic ice, glaciers, and tundra are melting. Forests and grasslands are more prone to wildfires. Coral reefs are disappearing.

What is being done?

Climate change is a global issue because the climate is shared by all the world's nations. UNEP works to develop environmental education and awareness as well as promote **sustainable development**²⁰.

The most significant international document related to climate change is the United Nations Framework Convention on Climate Change (UNFCCC) with the attached Kyoto Protocol was adopted in 1997 and went into force in 2005. The treaty aims to get countries to reduce their greenhouse gas emissions and adapt to climate change. The Kyoto Protocol also introduced emissions trading, which allows countries that exceed their emission quotas to purchase emission credit from countries that are able to stay below their limits. This provides developed countries, which emit large quantities of greenhouse gases, with greater flexibility and gives developing countries an economic incentive to reduce emissions. As of September 2011, 191 states have signed the treaty. The United States, Afghanistan, Andorra, and South Sudan have not ratified the treaty. In 2011, Canada removed their signature and ratification.

Priorities to be discussed

- Signs and effects of climate change;
- Ways to reduce greenhouse gas emissions;
- Ways to adapt to a changing climate;
- Efforts already underway to curb global warming;
- Responsibility of various nations (developing vs. developed nations);

- The relationship between economic development and carbon emissions; and
- The responsibilities of individuals, governments, and the international community to fight climate change.

¹⁶ **Agriculture** – farming; growing crops and raising livestock for food

¹⁷ **Malaria** – an infectious disease most commonly found in tropical climates, spread by mosquitos.

¹⁸ **West Nile virus** – an infectious disease most commonly found in temperate and tropical climates also spread by mosquitos.

¹⁹ **Ecosystem** – a community of living organisms and the nonliving components of their environments.

²⁰ **Sustainable development** – when we continue to use resources to meet our needs but preserve the environment while doing so.

Resolutions

Climate change affects every country and has potentially disastrous consequences for the world. Delegates should consider that different countries emit different amounts of greenhouse gases, but people everywhere feel the effects of climate change. Delegates should also realize that countries rely on fossil fuels (oil, coal etc.) for day-to-day life. So, delegates cannot simply pass a resolution banning the use of fossil fuels.

Delegates should carefully consider the effects of climate change that are happening in their country and the amount of greenhouse gases their country releases into the atmosphere. Then, delegates should select one of the following resolutions:

1. Governments must reduce carbon emissions by 10% over the next 5 years.
2. Governments must invest in renewable energy.
3. Governments must pay a tax on carbon usage.

Tasks

- Review the list of priorities and possible resolutions;
- Read the country information on the back of your placard;
- Answer the questions on *Speech Worksheet 1*;
- Prepare a 30-60 second speech about your country's position and the resolution you recommend on *Speech Worksheet 2*;
- Listen to other countries' points of view and debate the resolutions; and
- Vote on the resolutions.

Stakeholders

United States, China, India, Canada, Egypt, Colombia, Norway, Russian Federation, Tuvalu, Japan, Germany, Switzerland, United Kingdom, Indonesia, Iran, Tanzania, Bangladesh

Credit

The content included in this Mini-simulation has been modified from original material provided by the United Nations Association of the National Capital Area.

Climate Change Mini-Simulation: Lesson Plan

Objectives

Students will:

- Understand what Model United Nations (MUN) is;
- Participate in a Model UN mini-simulation through role play as UN delegates;
- Deliver a position speech; and
- Engage in educated and informed debate with peers.

Overview

Students will participate in a Model UN mini-simulation. This can be accomplished in one long activity session, or divided in two sessions: The first session explains Model UN and MUN preparation, while the second session is a committee debate session. Students will work in pairs to represent a country. No outside research is needed as basic facts are already provided on the country placards.

Time

2 sessions, 45 minutes each

Standards Addressed

GLOBAL COMPETENCE MATRIX ²¹

Investigate the World

Students investigate the world beyond their immediate environment.

- Students will develop an argument based on compelling evidence that considers multiple perspectives and draws defensible conclusions.
- Students will explore a range of domestic and international texts and media to identify and frame researchable questions of local, regional, or global significance.

Recognize Perspectives

Students recognize their own and others' perspectives.

- Students will examine perspectives of other people, groups, or schools of thought and identify the influences on those perspectives.
- Students will examine scientific ways of knowing and perspectives about science of other people, groups, and schools of thought, and identify the influences on those perspectives.

²¹ Global Competence is the capacity and disposition to understand and act on issues of global significance. The Global Competence Matrices for Social Studies and English Language Arts were created as part of the Council of Chief State School Officers' EdSteps Project, in partnership with the Asia Society Partnership for Global Learning.

Communicate Ideas

Students communicate ideas effectively with diverse audiences.

- Students will listen to and communicate effectively with diverse people, using appropriate verbal and nonverbal behavior, language, and strategies.
- Students will reflect on how effective communication impacts understanding, collaboration, negotiation, and development in an interdependent world.

Take Action

Students translate their ideas and findings into appropriate actions to improve conditions.

- Students will use language arts skills to act, personally and collaboratively, in creative and ethical ways to contribute to sustainable improvement, and assess the impact of the action.

Materials

- Country placards
- Speech worksheet 1
- Speech worksheet 2
- Note-taking worksheet
- Gavel, to signal the beginning and end of committee sessions and speeches

Vocabulary

- **Delegate** – A person who represents a country in an official capacity.
- **Formal debate** – Formal debate revolves around the speakers list. Delegates use this time to deliver prepared speeches about country positions, recommendations for action, and resolution ideas.
- **Moderated caucus** – A moderated caucus involves discussion outside of the speakers list. The chair calls on delegates one-by-one to deliver short speeches.
- **Placard** – A sign that is labeled with a country name that represents a country's delegation. This sign is raised when a delegate wishes to be recognized in a committee session.
- **Speakers List** – This is the list that directs formal debate. The chair usually controls the list of countries waiting to speak.
- **Unmoderated caucus** – In an unmoderated caucus, the rules of debate are suspended. Delegates may leave their seats and discuss the topic freely with other delegates.

Introduction

- Adults from around the world participate in debates at the United Nations. Students take on the role of UN delegates from different nations in Model UN.

Instructional Procedures

1. Divide the class into 2-person delegations (2 people sharing the same country will be a delegation). Assign each pair a country (by giving them a country placard). With an odd number of participants, one delegation can have an additional person or solo student.
2. Give delegations time to read the information on the back of their placards (this is information about how the topic relates specifically to the country the students are representing).
3. Present the three options for recommended actions (these are like resolutions without fancy resolution language).
4. Each delegation selects the option that their country would choose based on what they read on the back of their placards (*Speech Worksheet 1*).
5. Each delegation prepares their position speech (*Speech Worksheet 2*) and what they will say to other delegates.
6. Committee session. *Note: Students guide the entire committee session at actual Model UN conferences. For example, students suggest and vote on speaking times. However, students may need more support/direction during mini-simulations. The following procedures provide chair-directed structure so students become accustomed to the usual format of Model UN debate.*
 - a. You are the committee chair. Bang gavel and say “Welcome to the Model UN committee session on climate change. I will now call roll. Please raise your placard and say ‘Present,’ when your country is called.”
 - i. Call each country name (traditionally done in alphabetical order). Students raise placard and say “Present.”
 - b. “The chair will now open the speakers list to begin formal debate.”
 - c. “The speaking time will be set at (60) seconds. All those in favor, raise your placards.” [gesture /encourage students to raise placards, as it is simpler if the vote passes] (Count votes.) “All those opposed, raise your placards.” (Count votes)
 - d. “With ____ (number of) votes, the motion passes and the speaking time is set at (60) seconds.” [If the motion does not pass, say “...the motion fails” then make speaking time motion again with different time length.]
 - e. “All those wishing to be added to the speakers list, please raise your placard at this time.” Students raise placards.

Remind students to take notes on the included Listening Worksheet (country grid) so they know which resolution each country supports and will be able to negotiate better. Speakers’ list speeches are the prepared speeches (Speech Worksheet 2)

 - i. Record country names (those with raised placards) on a list. You will cross the country name off as the delegation speaks.
 - ii. Call first country on the list. Delegates present speech from worksheet 2.

- iii. After each speech, say, "Thank you honorable delegates from _____." Then "The chair now recognizes the delegates from _____ (next country on list)."
- f. Every 3-5 speeches stop the speakers list and encourage students to select a new debate format (moderated or unmoderated caucus). When the moderated or unmoderated caucus ends, return to the next country on the speakers list.
 - i. Unmoderated caucus:
 - 1. "The committee will now move to an unmoderated caucus for (5-10) minutes. Delegates, please speak with a country or countries that agree with you." (Students mingle and discuss) OR...
 - 2. "The committee will now move to an unmoderated caucus for (5-10) minutes. Delegates, please speak with a country that disagrees with you." (Students mingle and discuss)
 - 3. To end caucus: "The time for unmoderated caucus has expired. We will now return to the speakers list."
 - ii. Moderated caucus:
 - 1. "The committee will now move to a moderated caucus for (5-10) minutes. Any delegates wishing to speak may raise their placard. The speaking time will be set at (30) seconds.
 - 2. The chair calls on any country that wants to speak (no list). The same country may speak more than once. Bang gavel at the end of 30 seconds and go to a new delegation.
 - 3. To end caucus: "The time for moderated caucus has expired. We will now return to the speakers list."
- g. Move to voting procedures (when every country on the speakers list has been crossed off).
 - i. "As everyone on the speakers list has spoken, we will move into voting procedures."
- h. Voting
 - i. "All those in favor of recommendation/resolution (number/title), please raise your placard. (Count votes. Simple majority wins.)
 - ii. "Resolution (number of title) passes with (number of votes)." OR "With only (number of votes), recommendation (number or title) fails."
 - iii. Repeat i. and ii. for each proposed resolution.
- i. End of Committee Session
 - i. "The chair would like to thank the honorable delegates for their participation in today's committee session. (Tap gavel) Committee adjourned."

Evaluation

- Student participation
- Worksheets

Reflection

- What did you like about your Model UN Committee Session? Why?
- What didn't you like about Model UN debate? Why?
- What would you do differently next time?
- How can you prepare for Model UN?

Credit

The content included in this Mini-simulation has been modified from original material provided by the United Nations Association of the National Capital Area.

Session Opening

The chair welcomes the delegates and announces the topic of discussion.

Roll Call

Attendance: the Chair or rapporteur calls country names and delegates say "Present."

Debate

Formal Debate

Formal debate revolves around the speakers list. The Chair asks delegates who would like to speak. Delegates raise their placards and are recorded on a list. This is called the speakers list. Speakers are called one by one according to the list.

- Speeches focus on stating country positions & offering recommendations for action.

Moderated Caucus

A moderated caucus involves discussion outside of the speakers list. The Chair calls on delegates one-by-one (this does not follow the speakers list, it follows whoever raises their placards) so that delegates can give short speeches.

- Speeches comment on what other delegates have said
- Speeches can bring up new ideas for the committee to think about

Unmoderated/ Informal Caucus

In an unmoderated caucus, the rules of debate are suspended. Delegates may leave their seats and discuss topics freely.

- Delegates talk to each other
- This is a good time to talk to countries that share your point of view
- This is a good time to try and persuade countries that disagree with you

Close of Debate

If everyone on the speakers list has spoken, debate automatically stops. A delegate can also motion to close debate if he/she feels that the committee is ready to vote.

Voting Procedures

The committee votes on each resolution

Speech Worksheet 1

Issue: Climate Change

Country: _____

Your delegation will select one of the following options for a resolution (*at a conference you will write your own resolution*).

1. Governments must reduce carbon emissions by 10% over the next 5 years.
2. Governments must invest in renewable energy.
3. Governments must pay a tax on carbon usage.

Before you make your choice, think it through!

- What climate related changes are happening in your country? _____

- What might happen in the future? _____

- Does your country emit greenhouse gases? _____
- What is your country doing to reduce greenhouse gas emissions? _____

- Does your country need help? What kind of help does your country need? _____

- Does your country help other countries? How so? _____

Using this information on the back of your placard and the answers to your questions as a guide, decide which of the three options for resolutions to suggest to the UNEP on climate change. Circle the option your delegation (country) chooses.

Give two short reasons or arguments why your delegation chose this resolution.

1. _____

2. _____

What will you say to countries that disagree with you?

- _____

Speech Worksheet 2

Complete the following worksheet to prepare your speech:

Thank you, honorable chair and fellow delegates. On the issue of Climate Change, we, the delegates representing _____ (name of country), would like to recommend that the United Nations Environment Programme take the _____ (1st, 2nd, or 3rd) option, _____

_____ (describe the option you chose in your own words.)

We have come to this decision because _____

_____ (write the best of the two arguments your group came up with on speech worksheet 1).

Thank you.

Climate Change Listening Worksheet

Take notes about what other countries think so you can debate!

United States of America Position: 1 2 3 Why:	China Position: 1 2 3 Why:
India Position: 1 2 3 Why:	Canada Position: 1 2 3 Why:
Egypt Position: 1 2 3 Why:	Colombia Position: 1 2 3 Why:
Norway Position: 1 2 3 Why:	Russian Federation Position: 1 2 3 Why:
Tuvalu Position: 1 2 3 Why:	Japan Position: 1 2 3 Why:

Germany Position: 1 2 3 Why:	Switzerland Position: 1 2 3 Why:
United Kingdom & Northern Ireland Position: 1 2 3 Why:	Indonesia Position: 1 2 3 Why:
Iran Position: 1 2 3 Why:	Tanzania Position: 1 2 3 Why:
Bangladesh Position: 1 2 3 Why:	

Climate Change, Country Research: Lesson Plan

Objectives

Students will:

- Examine their assigned country; and
- Investigate and research their assigned country's facts.

Time

One to two 45 minute sessions

Standards Addressed

GLOBAL COMPETENCE MATRIX ²²

Investigate the World

Students investigate the world beyond their immediate environment.

- Students will develop an argument based on compelling evidence that considers multiple perspectives and draws defensible conclusions.
- Students will explore a range of domestic and international texts and media to identify and frame researchable questions of local, regional, or global significance.

Recognize Perspectives

Students recognize their own and others' perspectives.

- Students will examine perspectives of other people, groups, or schools of thought and identify the influences on those perspectives.
- Students will examine scientific ways of knowing and perspectives about science of other people, groups, and schools of thought, and identify the influences on those perspectives.

Communicate Ideas

Students communicate ideas effectively with diverse audiences.

- Students will listen to and communicate effectively with diverse people, using appropriate verbal and nonverbal behavior, language, and strategies.

²² Global Competence is the capacity and disposition to understand and act on issues of global significance. The Global Competence Matrices for Social Studies and English Language Arts were created as part of the Council of Chief State School Officers' EdSteps Project, in partnership with the Asia Society Partnership for Global Learning.

- Students will reflect on how effective communication impacts understanding, collaboration, negotiation, and development in an interdependent world.

Take Action

Students translate their ideas and findings into appropriate actions to improve conditions.

- Students will use language arts skills to act, personally and collaboratively, in creative and ethical ways to contribute to sustainable improvement, and assess the impact of the action

Materials

- Computers for research
- Country fact books from a library
- Paper
- "Climate Change: Country Research" guide

Vocabulary

- **Commodities** – Goods for sale.
- **GDP** – Gross Domestic Product refers to the value of all goods and services produced within a country in a given period, usually one year.
- **GDP-per-capita** – This is the GDP divided by the number of resident in a country which indicates an average income per person.
- **Import** – Goods brought into a country from abroad.
- **Industry** – Refers to the production of an economic good. Examples include the automobile industry, the technology industry, and the metal industry.
- **Export** – Sending goods to another country for sale.
- **Natural resources** – Resources supplied by nature. Some examples of natural resources are wood, metal, oil, and water.

Introduction

- In order to participate in the event(s), student delegates, just like real delegates, need to be prepared. Preparation includes research and speech writing.

Instructional Procedures

7. Divide students into groups.
8. Have students research information about their adopted country using:
 - a. GCDC Wikispace: <http://globalclassroomsdc.wikispaces.com/Country+Research>
 - b. CIA World Factbook: <http://www.cia.gov/library/publications/the-worldfactbook/index.html>
 - c. BBC Country Profiles: http://news.bbc.co.uk/2/hi/country_profiles/default.stm
 - d. US Department of State Background Notes: <http://www.state.gov/r/pa/ei/bgn/>

9. Have students record their findings on the “Climate Change: Country Research” sheet.
10. Have students write a policy speech and notes for a resolution.

Evaluation

- Based on their compiled research, notes, and outlined policy statements, have students deliver a practice speech.

Reflection

- What are the most surprising findings about your country? Why?
- How do you think your country facts may compare to neighboring countries? To the USA?
- How does climate change impact your country?

Statement of the Problem

Earth's air, water, and land are all inked together to create the climate. When one aspect of climate is affected, the others are eventually affected as well through a chain reaction. A change to the temperature of the air can cause a change in the temperature of the water, which can have effects on the land. Scientists agree that human activity is causing climate change, which is often called *global warming*. Many scientists and academics prefer to use the term *climate change* instead of *global warming* because there are more effects than just a rising temperature. Shrinking glaciers, melting Arctic ice, longer and more intense heat waves, and accelerated sea level rise can already be seen around the world. Climate change is defined as the increase in Earth's temperature due to human activity by way of greenhouse gas emissions. Additionally, the UN International Panel on Climate Change (IPCC) reports that scientists expect to see a number of other possible changes that could potentially be disastrous to the planet; these changes vary from region to region. In Africa, for example, increased water stress will decrease agricultural productivity. Floods, heat waves, and an increase of malaria will cause a higher death rate. North America can expect to see decreased snow pack in the mountains and an increase in the duration and intensity of heat waves. These heat waves would be even more intense in cities that already experience heat waves.

Human activity is causing the global climate change. More than 100 years ago, people started burning large amounts of fossil fuels (coal, oil and natural gas) to power their homes, factories, and vehicles. Around the world, people continue to burn more and more fossil fuels to meet modern energy needs. Burning fossil fuels releases carbon dioxide into the atmosphere. Carbon dioxide, along with other greenhouse gasses, stays in the Earth's atmosphere and warms the planet. Earth needs these to help keep it warm enough for plants and animals to live. However, humans are releasing more gases than ever before, which is causing climate change.

The gases in the atmosphere are called greenhouse gases, and they trap heat to make the Earth warmer. This process is known as the greenhouse effect. The Earth's atmosphere naturally contains certain chemicals that trap heat from the sun. This trapped heat is what helps warm the planet. Human activity is also contributing to the greenhouse effect by adding more chemicals to the atmosphere. These chemicals are causing the planet to warm more than it would on its own. People are adding and increasing several types of greenhouse gases: carbon dioxide, methane, and nitrous oxide, among

others. These gases are primarily released by burning fossil fuels for energy but gases are also released from farms (raising livestock and fertilizing soil), landfills (as trash breaks down over time, methane is released), leaking coolants (from air conditioners and refrigerators), cutting down and burning trees, and some factory methods. People produce more carbon dioxide than any other gas, and it is responsible for most of the warming. Once in the air, these gases move around the world. This means that the concentration of gases is about the same throughout the world. Some countries produce more greenhouse gases than others, but all are equally affected. Climate change is an international problem because the climate is a resource that all nations share and the effects of climate change reach everyone. Immediate attention is required to stop our high levels of greenhouse gas emissions.

Credit

The content included in this Mini-simulation has been modified from original material provided by the United Nations Association of the National Capital Area.

Model United Nations Frequently Asked Questions (FAQs)

Model UN Overview

Q: What is Model United Nations?

A: Model United Nations is a simulation of the UN General Assembly and other multilateral bodies. In Model UN, students step into the shoes of ambassadors from UN member states to debate current issues on the organization's agenda. While playing their roles as ambassadors, student "delegates" make speeches, prepare draft resolutions, negotiate with allies and adversaries, resolve conflicts, and navigate the Model UN conference rules of procedure - all in the interest of mobilizing international cooperation to resolve problems that affect countries all over the world.

Before playing out their ambassadorial roles in a Model UN simulation, students research the issue that their committee will address. Model UN participants learn how the international community acts on its concerns about topics including peace and security, human rights, the environment, food and hunger, economic development and globalization. Model UN delegates also look closely at the needs, goals and foreign policies of the countries they will represent at the event. The insights they gain from their exploration of history, geography, culture, economics and science contribute to the authenticity of the simulation when the role playing gets under way. The delegates' in-depth knowledge of their countries guarantees a lively and memorable experience.

Q: How did Model UN begin?

A: While there is no official record of how Model UN began, we do know that Model UN is the successor of a series of student-led Model League of Nations simulations. Some people believe that the first Model UN conference was held at Harvard University, although other colleges claim they held the first conference. Regardless, simulations of international organizations began even before the birth of the United Nations!

Q: What types of topics are discussed in Model UN conferences?

A: The agenda items discussed in committee vary at each conference. Most conferences tend to focus on current affairs issues that are being discussed in the United Nations. These issues can highlight political, financial and/or social concerns. However, the task of some committees might be to address hypothetical concerns or issues from the past or future. For example, many conferences have "crisis" committees, in which delegates must react to a hypothetical or actual crisis situation. Other conferences host historical or future Security Council simulations.

Q: What is a Model UN delegate?

A: A Model UN delegate is a student who assumes the role of an ambassador to the United Nations in a Model UN simulation. Prior to a conference or event, a Model UN delegate does not need extensive experience in international relations. Anyone can participate in Model UN, so long as they have the ambition to learn something new and to work with people to try and make a difference in the world. Model UN students tend to go on to become great leaders in politics, law, business, education and medicine, such as the people mentioned above.

Q: Why should I participate in Model UN?

A: Model UN promotes students' and teachers' interest in world around them and broadens a student's

knowledge in a variety of subjects. Model UN also teaches vital skills in negotiation, public speaking, problem solving, conflict resolution, research and communication. Finally, Model UN gives students and teachers the opportunity to meet interesting new people and make new friends.

Q: What are some of the educational benefits of Model UN?

A: For over 60 years, teachers and students have benefited from and enjoyed this interactive learning experience. It not only involves young people in the study and discussion of global issues, but also encourages the development of skills useful throughout their lives, such as research, writing, public speaking, problem solving, consensus building, conflict resolution and compromise and cooperation.

Getting to Know Your Country

Government

Official country name: _____

Capital: _____

Government System: _____

Head of State: _____

Official language(s): _____

Region: _____

Geography

Continent: _____

Border countries: _____

Bodies of water: _____

Climate: _____

Natural resources: _____

People

Population: _____

Population growth rate: _____

Major religions: _____

Development

Standard of living: _____

Development status (developed or developing):

Energy sources: _____

Environment (problems, innovations, etc.):

Economy

Economic system: _____

GDP: _____

GDP per capita: _____

Population below poverty line: _____

Major cities: _____

Major export: _____

Major industries: _____

United Nations

Date admitted to the UN:

Has the UN ever intervened in a conflict involving this state? If so, when and how?

Conflict/Issues

What are four problems that affect this country:

1. _____

2. _____

3. _____

4. _____

Major conflicts (past): _____

Major Conflicts (present): _____

Major conflicts in neighboring countries:

Other interesting facts: _____

Getting to Know Your Topic: Climate Chang

Kyoto Protocol

Has your country signed or ratified the Kyoto Protocol? _____

If no, why not? _____

Does your country participate in emissions trading? How? _____

Greenhouse Gases

Where do greenhouse gases come from in your Country? _____

Is your country trying to reduce greenhouse gas emissions? If yes, how? If no, why not? _____

What are some possible effects of climate change in your community? _____

Signs of Climate Change Economy

What climate related changes are being observed in your country? _____

Effects of Climate Change

What are some possible effects of climate change in your community? _____

Laws

How does your nation manage climate change?

Does your country have specific laws about greenhouse gas emissions? _____

What are some of these laws? _____

Economy

How might climate change affect the economy? _____

How do citizens in your country react to climate change? _____

Resolutions

Committee discussion, writing, and negotiation results in **resolutions**. **Resolutions** are documents that delegates from different countries write together during a conference. While in draft form, they are called **working papers**. **Working papers** and **resolutions** are written suggestions for addressing a specific problem or issue. Delegates work together on working papers. Delegates then collect signatories, which are delegates who agree or support the working paper you have created (the chair will announce how many are needed to bring the working paper to the floor for voting). Outline important points that you would like to see in working papers and resolutions. Outline points that you do NOT want on resolutions (so you remember not to sign anything that includes those points).

Three points to include in a working paper/ resolution:

- _____

- _____

- _____

Three points that this country will not sign:

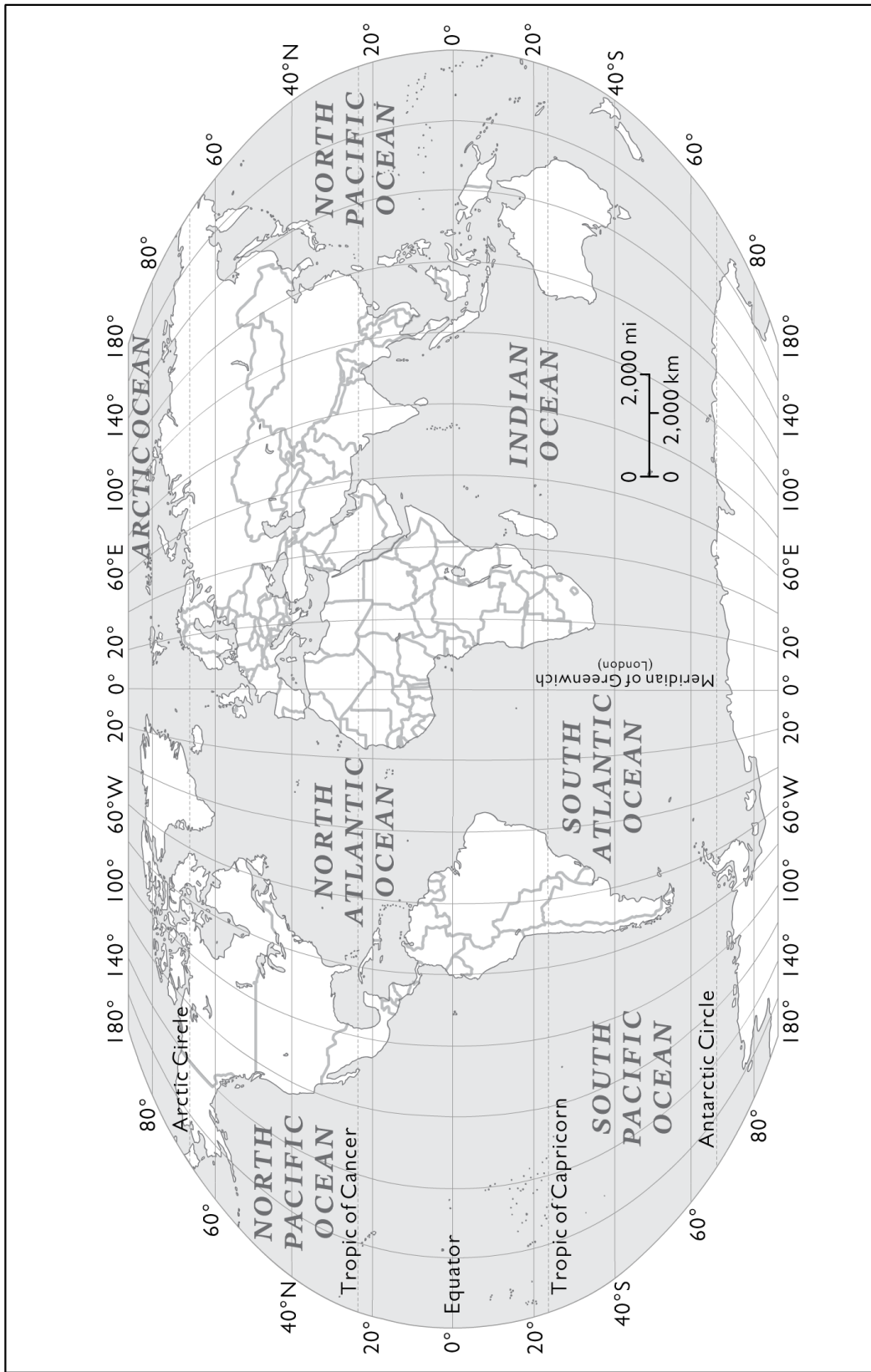
- _____

- _____

- _____

Countries that might have a similar point of view:

_____	_____	_____
_____	_____	_____
_____	_____	_____



Copyright © 2011 National Geographic Society, Washington, D.C

THE WORLD

