

# 2014 Model UN Simulation

## *The Economics of Globalization*

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. Globalization Mini-sim
3. Mini-sim Lesson Plan
4. Country Research Lesson Plan
5. Frequently Asked Questions about Model UN
6. Globalization Placards

## 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 Globalization and are separated into three sections:

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

## Globalization 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 Conference on Trade and Development (UNCTAD)

The United Nations Conference on Trade and Development was established in 1964 to serve as the UN's main body responsible for dealing with trade, investment, and development. UNCTAD promotes trade, investment, and development in developing and underdeveloped countries to help these nations join the world economy. UNCTAD creates policies that cover all parts of development, including technology, finance, investment, trade, and transportation.

UNCTAD is governed by 194 member nations, who meet every four years at a conference. A secretariat located in Geneva, Switzerland, runs the daily affairs of UNCTAD. In addition, every two years UNCTAD holds the World Investment Forum, where the global leaders of the investment industry meet to discuss the challenges and opportunities in international investment and create partnerships to promote sustainable development.

### Background

What is Globalization?

Globalization is a complex and controversial term referring to the increasing movement of people, money, products, and ideas across national borders. This greater interaction—often resulting in greater interdependence—among countries is a provocative topic because it affects even the most personal parts of people's lives, from their jobs to the food they eat to the movies they watch.

Since the end of World War II and especially since the 1980s, the pace of this movement has been rapidly increasing thanks to improvements in transportation and telecommunication technologies, as well as government policies encouraging international trade and investment.

Some look at globalization as natural and beneficial, while others feel it has the potential to endanger people, cultures and the environment. While there is little doubt that the world will continue to “grow smaller” through globalization, a debate has emerged about what form globalization will take in the future. Will globalization mean that corporations gain more power and influence? Will countries’ governments surrender some of their own power? How can we ensure that globalization does not endanger the environment? Will the benefits of globalization be accessible to all people, or just to the elite members of society?

Proponents of economic globalization stress that countries can benefit tremendously from globalization—provided they open up, or liberalize, their economies. A **liberal economy**, also known as a **free market economy**, is one that is based on the operation of markets—the buying and selling of goods and services. In a liberal economy, there is little government regulation or intervention. Development organizations often encourage countries to adopt liberal or free-market economies, as they are believed to be most effective at producing economic growth.

Economic growth often means new jobs and opportunities are created, which can provide people in developing countries with the means to escape poverty. Indeed, in 2010, there were 31% fewer people living on \$1.25 a day (adjusted for inflation) as in 1987.<sup>1</sup> Many economists believe that much of this change can be credited to the economic benefits of globalization.

As countries have liberalized their markets, international trade and investment have increased at unprecedented rates. For example, the amount companies have invested outside their home country (called **foreign direct investment** or FDI) has increased remarkably in the past 25 years. In 2013, global FDI totaled US \$1.4 trillion, compared to just \$207 billion in 1990.<sup>2</sup> **Multinational corporations** (MNCs), companies that operate in more than one country, have become important international actors—their budgets, organization and influence on the world stage rival those of many nations. In 2012, Wal-Mart’s sales<sup>3</sup> (US \$447 billion) were larger than the GDP—the Gross Domestic Product—of all but the 27 largest national economies, ahead of Austria, South Africa, United Arab Emirates, and Venezuela.<sup>4</sup>

### **Statement of the problem**

Globalization opens up new opportunities for development, but it also involves risks. There are different views about the best way to handle these challenges.

#### *Inequality of opportunities*

While globalization increases economic opportunities for many, critics of globalization’s current path are concerned that some people and countries are left out of its benefits. Some firms go out of business when required to compete with foreign companies, while others move production overseas. Both

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<sup>1</sup> [World Bank Group](#)

<sup>2</sup> [UN Conference on Trade and Development \(UNCTAD\)](#)

<sup>3</sup> [MarketWatch](#)

<sup>4</sup> [World Bank Group](#)

situations can lead to jobs being lost, as in the 1990s when most clothing manufacturers in developed countries like the United States and Great Britain closed factories there and opened factories in developing countries such as China, India, and Mexico, which offered lower expenses including the wages paid to workers.

Another concern is that farmers, fishers, and small companies that cannot afford major investments in technology or transport may have a hard time competing with large, multinational corporations that can. Finally, some poor countries have not been able to integrate into the world economy. In 2011, the **Least Developed Countries'** (LDCs) share in global trade [was just 1.12 percent](#),<sup>5</sup> despite being home to [about 12 percent of the world's people](#).<sup>6</sup>

### *The Environment*

Globalization brings changes that can threaten the environment. Growing economies create more industrial waste as developing countries **industrialize**—shift their economies from an agriculture base to an industrial or manufacturing base—and create more air pollution as more people can afford cars and airline travel. This means more fossil fuels are burned and more carbon dioxide (CO<sub>2</sub>) and other pollutants are released into the atmosphere. Most scientists believe that burning fossil fuels contributes to climate change, a series of changes to the environment including a gradual rise in the temperatures on earth, increased droughts, and rising sea level. These changes are a danger to the planet's health.

In addition, some activists worry that globalization enables corporations to act irresponsibly and pollute the environment or endanger animals, particularly when they extract resources from developing countries whose governments have limited ability to enforce environmental laws and standards.

### *Workers' Rights*

Some critics argue that the current system encourages corporations to keep wages low and even set up **sweatshops**—factories where workers are paid very little and work under dangerous conditions. These workers often cannot join unions and in some cases are exploited by their bosses, who make them work long hours without breaks and ignore health hazards. The 2013 [collapse of a Bangladesh building](#) housing five garment factories trained worldwide attention on this issue. After factory owners required workers to return to work despite evidence that the building was damaged, more than 1,000 workers were killed in the event.

Many observers who are concerned about the environmental and labor-related impacts of globalization decry the “race to the bottom”, in which developing countries attract foreign investment by limiting regulations and enforcement, and multinational corporations are accused of seeking out the countries where costs are lowest while disregarding poor labor conditions and environmental impact.

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<sup>5</sup> [World Trade Organization](#)

<sup>6</sup> [United Nations Office of the High Representative for the Least Developed Countries, Landlocked Developing Countries and Small Island Developing States \(UN-OHRLS\)](#)

### *Fair trade*

Both critics and supporters of free trade policies complain that the current system is not really free trade at all. They accuse wealthy countries in the North of hypocrisy. The North claims it is trying to eliminate barriers to trade, but it maintains its own subsidies while asking poor countries to end theirs. Many developing countries choose to protect their industries using **tariffs** that keep imports out of their domestic markets and allow them to sell their goods locally. When these countries are forced to “**liberalize**” trade, these tariffs must be eliminated. Farmers and other businesses then face new competition from abroad.

At the same time, farms and other firms in the European Union, the United States and Japan still benefit from subsidies. This is in part because the governments of rich countries are in a stronger position during the negotiation process. Also, these rich nations are sometimes able to violate trade rules because they can afford the cost of any trade sanctions placed upon them. For example, the United States has ignored a 2005 ruling against its cotton subsidies despite the resulting sanctions. The issue of agricultural subsidies remains one of the primary concerns in world trade negotiations, unresolved by a 2013 agreement reached by all World Trade Organization members. Most developing countries want to see the rich countries eliminate the agricultural subsidies.

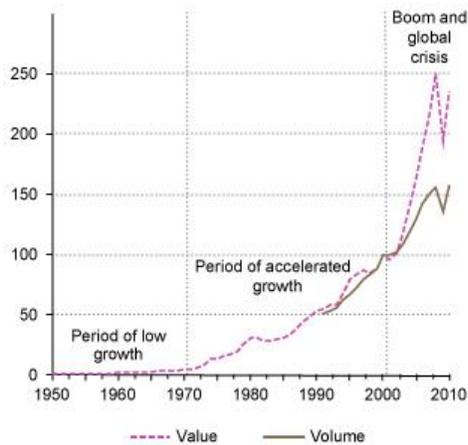
### *Interdependence*

With countries' economies so interconnected, growth in one or a few countries can lead to growth around the world, but the opposite is true as well—crises can beget crises. When the United States suffered an economic downturn beginning in 2008, triggered partially by overpriced housing and risky lending to home buyers, a worldwide recession followed. When European countries including Greece, Ireland, and Portugal nearly failed to pay back their debts a year later, all of Europe was drawn into the crisis and eventually bailed out the struggling countries with rescue loans collectively worth hundreds of billions of euros. Many leaders are nervous about their own countries' economic health being so dependent on decisions made elsewhere.

### **Discussion of the problem**

There is no precise way to determine the overall impact of globalization, but there is an abundance of evidence to consider. It is very clear that globalization is accelerating. The volume of goods traded in 2010 was threefold the level seen in 1990 (see figure 1). Trade in services, international travel, and, of course, cross-border communications (neither the Internet nor mobile phones were in widespread use in 1990) have sharply increased in that time period, as well.

**Figure 1. Long-term trends in value and volume of merchandise exports, 1950-2010**  
(Index numbers, 2000=100)



**Source:** [UNCTAD secretariat calculations](#), based on *UNCTADstat* and CPB Netherlands Bureau of Economic Policy Analysis, *World trade database*

There is a wide range of opinions on whether globalization benefits all people and how the world should address its associated challenges.

### *Inequality of Opportunities*

Extreme poverty, measured by the number of people and the percentage of people living on less than \$1.25 a day, has decreased during this time of globalization; 550 million fewer people were extremely poor in 2010 than in 1987, despite a growing world population. Other positive signs include an increase in average life expectancy, a decrease in the infant mortality rate, and an increase in people's general standard of living. All of these are important statistical measures of societal well-being. Globalization supporters note that the increase in trade across borders has helped spur this major reduction in poverty.

Critics of the current system of globalization contend that although many people have escaped poverty, there are still more than 1.2 billion people living on less than \$1.25 a day, and many more live just above the poverty line. They may still lack the opportunities enjoyed by those in higher classes.

### *The Environment*

Serious environmental concerns have accompanied the current era of globalization, though there is disagreement as to how much globalization contributes to these concerns. Most scientists believe that human activity, such as the burning of fossil fuels for transportation and industrial activity, is releasing gases into the air that trap heat and are therefore cause temperatures to rise. Signs of climate change include rising temperatures (temperatures have risen over the last 30 years, with 2000-2009 being the warmest decade on record), increases in heat waves and drought, melting glaciers, and rising sea level. This is a global problem since gases move around the world, thus affecting all countries and not only those that release the pollutants.

Developed countries tend to have the highest emissions of **greenhouse gases** such as **carbon dioxide (CO<sub>2</sub>)**, but developing and emerging countries, particularly China and India with their large populations and growing economies, now account for most of the growth in fossil fuel use and CO<sub>2</sub> emissions.

Most proposals for reducing environmental damage involve countries agreeing to reduce their greenhouse gas emissions, either voluntarily or through a “cap and trade” system in which countries that pollute must buy permits to do so and countries that keep emissions below an established limit can sell permits and thereby profit from their efforts. See “What is being done?” for more information on one international agreement aimed at reducing emissions.

### *Workers' Rights*

The International Labor Organization, a UN body, has established minimum labor standards “aimed at promoting opportunities for women and men to obtain decent and productive work, in conditions of freedom, equity, security and dignity.”<sup>7</sup> The standards call for protections such as workers’ right to form labor unions, limits on child labor and the elimination of the worst forms of child labor, and the elimination of workplace discrimination.

Some argue that strict measures to enforce these labor standards will lead to job losses, since some companies may choose to close plants or close altogether rather than invest in higher wages, workplace safety, etc. The workers are better off, these observers argue, with jobs where they risk exploitation than with no jobs at all.

Others say that measures, such as government enforcement, must be taken to uphold these rights. Developing countries often argue that they do not have the ability to enforce labor standards, and in some cases developed countries help them strengthen their laws and inspection systems. Some seek to have labor standards included in free trade agreements between and among countries, giving countries an incentive—more or better trade opportunities—if they improve their labor rights protections.

### *Fair trade*

The continued use of agricultural subsidies by wealthy nations has been perhaps the most contentious point in negotiations on international trade rules. This dispute led developing nations to walk out of the 2005 meetings of the World Trade Organization (WTO) and delayed negotiations for several years. Since then, developing and emerging nations such as Brazil and India have begun or increased their own subsidy systems, further complicating the matter. A 2013 agreement, the first by all WTO members, failed to resolve the issue. India almost blocked the deal rather than agree to end its food security subsidies for the poor, but was allowed to keep them for four more years so that a compromise can be reached.

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<sup>7</sup> [International Labor Organization](#)

## **What is being done?**

### *Inequality of Opportunities*

The 2013 agreement of the WTO demands that the Least Developed Countries be allowed to sell more goods in other countries' markets, a move aimed at increasing these countries' participation in the global economy, thereby providing income and development opportunities for their citizens.

### *The Environment*

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 its signature and ratification.

### *Workers' Rights*

Member states of the International Labor Organization are required to report on how well they observe the labor standards they have agreed to uphold. If there are any problems in the application of standards, the ILO seeks to help countries through social dialogue and technical assistance.

Individual countries and small groups of countries have tried innovative approaches. For example, the United States, Cambodia, and the ILO formed an agreement, since expired, in which Cambodia was allowed to export more apparel to the United States as labor conditions improved, as verified by the ILO. Though problems persisted, labor conditions did improve while Cambodia's apparel export industry grew rapidly. When the United States and Colombia signed a free trade agreement in 2012, a Labor Action Plan was included "to address serious and immediate labor concerns". Colombia was required to take steps to protect labor rights before provisions of the agreement went into effect.

### *Fair trade*

The World Trade Organization, as part of its role in international trade, has the duty of resolving trade disputes between nations. When one member country is found to be violating WTO rules, the country that is harmed is allowed to enact sanctions, or penalties, against the offending country.

Developed countries have come under increased pressure to eliminate their agricultural subsidies. Japan's current government has stated plans to do so by 2018. Debates continue internally in the United States and the European Union, but neither has moved to eliminate subsidies. The subject will almost certainly remain a contentious issue in ongoing negotiations.

### **Priorities to be discussed**

- Ensuring all countries and all people benefit from globalization
- Ways to reduce the environmental impact of globalization, such as increased CO2 emissions
- The responsibility of various nations (developing vs. developed nations) in protecting the environment and labor rights
- The role of agricultural subsidies

### **Resolutions**

Globalization affects every country and has both positive and negative consequences for the world. Delegates should consider that different countries experience globalization in different ways depending on the size and interconnectedness of the country's economy; the level of poverty; the strengths of each country's economy (services, manufacturing, agriculture, etc.); and the level of development of each country.

Delegates should carefully consider the effects of globalization in their country and their people's ability to participate in and benefit from the global economy. Then, delegates should select one of the following resolutions:

1. Governments must ensure that international workers' rights are respected.
2. Governments not listed among the UN's Least Developed Countries must eliminate subsidies to their farmers.
3. Governments must reduce carbon emissions by 15% over the next 15 years.

### **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**

Brazil, China, Colombia, Germany, India, Japan, Mexico, Nigeria, Russian Federation, Saudi Arabia, South Africa, Tanzania, United Kingdom, United States of America

# Globalization 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 <sup>8</sup>

### 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.

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<sup>8</sup> 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
- Listening 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 globalization. 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:** Globalization

**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 ensure that international workers' rights are respected.
2. Governments not listed among the UN's Least Developed Countries must eliminate subsidies to their farmers.
3. Governments must reduce carbon emissions by 15% over the next 15 years.

Before you make your choice, think it through!

- What globalization-related changes are happening in your country? \_\_\_\_\_  
\_\_\_\_\_
- What might happen in the future? \_\_\_\_\_  
\_\_\_\_\_
- What items does your country import and export? \_\_\_\_\_  
\_\_\_\_\_
- Is your country's economy based most heavily on agriculture, industry (manufacturing and processing of goods), or information and services? How does that affect your country's interaction with other countries? \_\_\_\_\_  
\_\_\_\_\_
- Is your country becoming more connected to the world (i.e. through more global trade, immigration or emigration, participation in international organizations, etc.)? If so, how? \_\_\_\_\_  
\_\_\_\_\_
- What is your country doing with regard to workers' rights, environmental impact, and equal economic opportunity to ensure that globalization benefits all of its citizens? \_\_\_\_\_  
\_\_\_\_\_
- Does your country need help? What kind of help does your country need? \_\_\_\_\_  
\_\_\_\_\_
- Does your country help other countries? How so? \_\_\_\_\_  
\_\_\_\_\_

Using the 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 UNCTAD on globalization. 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 Globalization, we, the delegates representing \_\_\_\_\_ (name of country), would like to recommend that the United Nations Conference on Trade and Development take the \_\_\_\_\_ (1<sup>st</sup>, 2<sup>nd</sup>, or 3<sup>rd</sup>) option,

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

We have come to this decision because \_\_\_\_\_

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

Thank you.

# Globalization Listening Worksheet

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

<p><b>Brazil</b></p> <p>Position: 1   2   3</p> <p>Why:</p>	<p><b>China</b></p> <p>Position: 1   2   3</p> <p>Why:</p>
<p><b>Colombia</b></p> <p>Position: 1   2   3</p> <p>Why:</p>	<p><b>Germany</b></p> <p>Position: 1   2   3</p> <p>Why:</p>
<p><b>India</b></p> <p>Position: 1   2   3</p> <p>Why:</p>	<p><b>Japan</b></p> <p>Position: 1   2   3</p> <p>Why:</p>
<p><b>Mexico</b></p> <p>Position: 1   2   3</p> <p>Why:</p>	<p><b>Nigeria</b></p> <p>Position: 1   2   3</p> <p>Why:</p>
<p><b>Russian Federation</b></p> <p>Position: 1   2   3</p> <p>Why:</p>	<p><b>Saudi Arabia</b></p> <p>Position: 1   2   3</p> <p>Why:</p>

<b>South Africa</b>  Position: 1   2   3  Why:	<b>Tanzania</b>  Position: 1   2   3  Why:
<b>United Kingdom</b>  Position: 1   2   3  Why:	<b>United States of America</b>  Position: 1   2   3  Why:
<b>Other notes:</b>	

## Globalization 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

### **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.
- 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
- Globalization: Country Research guide and paper for each delegation

### **Vocabulary**

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<sup>9</sup> 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.

Modified from original material provided by the United Nations Association of the National Capital Area

- **Commodities** – Goods for sale.
- **Free market economy** or **liberal economy** – An economic system based on supply and demand with little or no government control.
- **Globalization**—Increased movement of people, goods, money, and ideas across international borders.
- **GDP** – Gross Domestic Product; refers to the value of all goods and services produced within a country in a given period, usually one year; a major indicator of a country's economic health.
- **GDP-per-capita** – This is the GDP divided by the number of residents in a country which indicates an average income per person.
- **Import** – **n.:** A good brought into a country from abroad. **v.:** To bring goods into a country.
- **Industry** – Refers to the production of an economic good. Examples include the automobile industry, the technology industry, and the metal industry.
- **Export** – **n.:** A good sold to a customer in another country. **v.:** To sell goods in another country.
- **Subsidy** – Payments in various forms made by a government to an industry or business to help in order to help the industry or business compete in the market

### 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-world-factbook/index.html>
  - c. BBC Country Profiles: [http://news.bbc.co.uk/2/hi/country\\_profiles/default.stm](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 “Globalization: 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 globalization impact your country?

### Statement of the Problem

Globalization opens up new opportunities for development, but it also involves risks. There are different views about the best way to handle these challenges.

### *Inequality of opportunities*

While globalization increases economic opportunities for many, critics of globalization's current path are concerned that some people and countries are left out of its benefits. Some firms go out of business when required to compete with foreign companies, while others move production overseas. Both situations can lead to jobs being lost, as in the 1990s when most clothing manufacturers in developed countries like the United States and Great Britain closed factories there and opened factories in developing countries such as China, India, and Mexico, which offered lower expenses including the wages paid to workers.

Another concern is that farmers, fishers, and small companies that cannot afford major investments in technology or transport may have a hard time competing with large, multinational corporations that can. Finally, some poor countries have not been able to integrate into the world economy. In 2011, the **Least Developed Countries'** (LDCs ) share in global trade [was just 1.12 percent](#),<sup>10</sup> despite being home to [about 12 percent of the world's people](#).<sup>11</sup>

### *The Environment*

Globalization brings changes that can threaten the environment. Growing economies create more industrial waste as developing countries **industrialize**--shift their economies from an agriculture base to an industrial or manufacturing base--and create more air pollution as more people can afford cars and airline travel. This means more fossil fuels are burned and more carbon dioxide (CO<sub>2</sub>) and other pollutants are released into the atmosphere. Most scientists believe that burning fossil fuels contributes to climate change, a series of changes to the environment including a gradual rise in the temperatures on earth, increased droughts, and rising sea level. These changes are a danger to the planet's health.

In addition, some activists worry that globalization enables corporations to act irresponsibly and pollute the environment or endanger animals, particularly when they extract resources from developing countries whose governments have limited ability to enforce environmental laws and standards.

### *Workers' Rights*

Some critics argue that the current system encourages corporations to keep wages low and even set up **sweatshops**—factories where workers are paid very little and work under dangerous conditions. These workers often cannot join unions and in some cases are exploited by their bosses, who make them work long hours without breaks and ignore health hazards. The 2013 [collapse of a Bangladesh building](#) housing five garment factories trained worldwide attention on this issue. After factory owners required workers to return to work despite evidence that the building was damaged, more than 1,000 workers were killed in the event.

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<sup>10</sup> [World Trade Organization](#)

<sup>11</sup> [United Nations Office of the High Representative for the Least Developed Countries, Landlocked Developing Countries and Small Island Developing States \(UN-OHRLS\)](#)

Many observers who are concerned about the environmental and labor-related impacts of globalization decry the “race to the bottom”, in which developing countries attract foreign investment by limiting regulations and enforcement, and multinational corporations are accused of seeking out the countries where costs are lowest while disregarding poor labor conditions and environmental impact.

### *Fair trade*

Both critics and supporters of free trade policies complain that the current system is not really free trade at all. They accuse wealthy countries in the North of hypocrisy. The North claims it is trying to eliminate barriers to trade, but it maintains its own subsidies while asking poor countries to end theirs.

Many developing countries choose to protect their industries using **tariffs** that keep imports out of their domestic markets and allow them to sell their goods locally. When these countries are forced to “**liberalize**” trade, these tariffs must be eliminated. Farmers and other businesses then face new competition from abroad.

At the same time, farms and other firms in the European Union, the United States and Japan still benefit from subsidies. This is in part because the governments of rich countries are in a stronger position during the negotiation process. Also, these rich nations are sometimes able to violate trade rules because they can afford the cost of any trade sanctions placed upon them. For example, the United States has ignored a 2005 ruling against its cotton subsidies despite the resulting sanctions. The issue of agricultural subsidies remains one of the primary concerns in world trade negotiations, unresolved by a 2013 agreement reached by all World Trade Organization members. Most developing countries want to see the rich countries eliminate the agricultural subsidies.

### *Interdependence*

With countries’ economies so interconnected, growth in one or a few countries can lead to growth around the world, but the opposite is true as well—crises can beget crises. When the United States suffered an economic downturn beginning in 2008, triggered partially by overpriced housing and risky lending to home buyers, a worldwide recession followed. When European countries including Greece, Ireland, and Portugal nearly failed to pay back their debts a year later, all of Europe was drawn into the crisis and eventually bailed out the struggling countries with rescue loans collectively worth hundreds of billions of euros. Many leaders are nervous about their own countries’ economic health being so dependent on decisions made elsewhere.

## 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: Who participates in Model United Nations?

A: The popularity of Model UN continues to grow and more than 400,000 middle school, high school and college/university students worldwide participate every year.

Many of today's leaders in law, government, business and the arts participated in Model UN during their academic careers:

- US Supreme Court Justice Stephen Breyer
- Former World Court Justice Stephen M. Schwebel
- ABC's This Week anchor George Stephanopoulos
- Former first-daughter Chelsea Clinton
- Former Under-Secretary General for Public Information, Kiyotaka Akasaka
- UN Secretary-General, Ban Ki-Moon
- Actor Samuel L. Jackson
- Ryan Seacrest from *American Idol*.
- Rainn Wilson - Dwight from *The Office* (US)



More recently, Model UN has been receiving attention in the mainstream media and has been featured in television programs including *Community*, *Parks and Recreation*, *The Simpsons*, *Like Family*, *Buffy the*

*Vampire Slayer, Will and Grace, The OC, and Gossip Girl.* Model UN was the theme of the Mary Kate and Ashley Olsen movie *Winning London* and mentioned in *The Sure Thing* and *Along Came Polly*. And at least one *Jeopardy!* question has been correctly answered with "What is Model UN?"

**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.

**Starting a Model UN Team**

**Q: How do I start a Model UN program at my school?**

A: You can start a Model UN club or team at your school with a few simple steps. First, you should find a faculty advisor by asking teachers if they would be interested in helping you start a Model UN club. You could start by asking a humanities or social science teacher. You could also ask your principal or social studies chairperson if they know any teachers that would be interested. Next, you need to recruit members and pick a day and time to meet. Most groups meet about once a week. At your meetings you should choose which conferences to attend, organize your fundraising efforts, talk about any new information you may have received, prepare for your conference and hold practice simulations.

For additional help, you can contact Model UN groups in your area. Some Model UN conferences provide outreach and assistance to developing programs, such as delegate and advisor workshops.

**Q: Should we have a Model UN class or a Model UN club?**

A: In order to have a class, your group will need a faculty advisor who has experience with Model UN.

Plus, the teacher would have to ask your school's administration to approve the course. To have a club, your advisor does not have to have prior experiences with Model UN. Consult your teachers or school principal to see which option will work best at your school. Also, find Model UN advisors within your school district who may have experience teaching Model UN in the classroom.

**Q: How do I recruit members for my Model UN team?**

A: You can recruit new members by posting flyers around your school, putting flyers in teachers' mailboxes and setting up a special meeting, either after school or during an activity period. You might also want to discuss what happens at a Model UN conference and which conferences you might want to attend. Aside from setting up a meeting, you could also ask teachers to announce the new club in their classes, or maybe even offer extra credit.

**Q: What is the role of a Model UN faculty advisor?**

A: The faculty advisor is a teacher who takes responsibility for students when the team attends a Model UN conference. Usually the faculty advisor should be fully committed to Model UN, but he or she does not need prior Model UN experience. This person should be able to assist students with their research, serve as a coach during the conference and assist with all of the logistics of attending a conference.

**Q: Can I start a Model UN conference at my school?**

A: Starting a Model United Nations Conference requires a great deal of time and a committed staff. You can learn more by contacting your local U.S. State Department office or your country's United Nations Association.

## **Model UN Conferences**

**Q: What is a Model UN conference?**

A: Some Model UN exercises take place in the classroom and others are school-wide. Model UN events that are regional, national or international are called conferences. Conferences are much larger, with participants from all over the United States and the world. More than one million people have participated in Model UN conferences around the world since the activity became popular. Today there are well over 400 conferences that take place in 52 countries. Conference can have as few as 30 students or as many as 3,000.

**Q: When and where are Model UN conferences held?**

A: There are over 400 Model UN conferences held annually worldwide. These conferences take place virtually every month throughout the school year, with fewer events during the summer and standardized testing dates. Conferences often take place on university campuses, large hotels, and convention centers.

**Q: Where can I find information about conferences in my area?**

A: For dates and more information on conferences all over the world, please visit UNA-USA's [Model UN Conference Calendar](#). If you are a conference organizer, you can also input your conference's information to be accessed by everyone. Lastly, you can simply search for "Model UN conferences" and your location on the Internet.

**Q: How do I decide which Model UN conferences to attend?**

A: For Model UN groups that are just beginning, it's best to attend smaller Model UN conferences that are aimed at first-time participants. Smaller conferences provide more opportunities for you to interact

with other delegates and to have your voice heard. Consider whether your Model UN team will be comfortable in a situation where there are 200+ students in a committee room.

**Q: Where can my organization get the funds to attend a Model UN conference?**

A: Because many Model UN conferences are held at colleges and hotels, fees can range from \$5 to \$250+ per delegate. These fees usually do not include transportation, meals, or lodging. In a few cases, meals and lodging are covered. Some conferences offer an early-registration discount, while others have late fees. Many Model UN groups request funds through their school's administration to cover transportation and conference costs. Other groups apply for scholarships, but these are usually limited to groups traveling abroad. Most groups do a lot of their own fundraising through monthly group activities, dance-a-thons, bake sales, car washes and sporting events.

When determining which conference(s) your group will attend, be sure to consider the following factors:

- Size of the delegation - How many delegates will be attending?
- Transportation, lodging, and meals - Depending on the length and location of the conference, how much more will conference expenses increase?
- Additional advisor support - If your group is part of a school activity, will you need to bring additional chaperones to the conference?

## **Model UN Preparation**

**Q: How should I prepare for my Model UN conference?**

A: Researching is the first and most important step in preparing for a conference. Not only is it necessary to have a grasp on information about the country you are representing and its position on the policies being discussed, it is also important to understand the UN body that your committee is representing. The U.S. State Department's Model UN materials, developed by the United Nations Association of the USA, is a great place to start.

**Q: What is a position paper and how do I write one?**

A: Before attending a conference, it is necessary to have a clear understanding about the workings of your country, as well as its position on the issues that are being discussed. Most conferences will even require a position paper in advance to ensure that delegates have properly researched their country. Position papers should contain your country's relation to the topic, as well as its suggestions for how to solve the issues discussed.

**Q: What should I wear to a Model UN conference?**

A: Dressing professionally and appropriately is an important aspect of Model United Nations preparations. Just like being polite and having proper manners, dressing appropriately is an important way to show respect for the nation you are representing, for your fellow delegates and for the United Nations. At some conferences, delegates may wear their own national dress; however, most conferences require western business attire. Western business attire, or international standard business attire, serves as customary dress for workplaces. It includes wearing a suit, which is made up of pants, a matching jacket, a button-down dress shirt, and a tie. Conservative dress shoes and socks are also important. Skirts and dresses may also be worn as long as they fall to a respectable length and do not expose a lot of skin. The main thing to remember is to always insure that your appearance is tidy and

put together, and that you are well covered.

**Q: What are the rules of procedure at a conference?**

A: In order for a committee session to progress smoothly, it is important for delegates to follow the rules of procedure. These rules ensure that order is kept and delegates have equal opportunities to contribute to the discussion. Rules of procedure also provide the proper format to ask questions and make speeches. Conference organizers usually provide schools with their rules of procedure, sometimes posting them on their website.

**Q: What is caucusing?**

A: Caucusing is informal debate that occurs during a Model UN conference. It serves as an important method of discussion because it allows for greater participation and consensus building. Caucusing can be either "moderated" when speakers are called on by the chair after raising their placards or "un-moderated", which is a designated time for delegates without the intervention of the chair to have discussion and work on resolutions.

**Q: How do I write a resolution?**

A: During a committee session resolutions are essential to promote debate and create solutions to issues that are being discussed. Resolutions not only acknowledge the issues that are being debated, but they also present a series of steps that can be taken resolve the conflict. Writing resolutions can be challenging since they must appeal to a broad range of members with differing concerns if they are going to be successfully passed.

**Q: How can I feel more confident speaking in public?**

A: Public speaking is a big component of a Model UN conference and an essential skill to ensure that your nation's concerns are represented. Speeches are made by individual nations throughout committee sessions from the speaker's list and during moderated caucuses. Negotiation can also occur on an individual and informal level; however, it is important to present your nation's views clearly and eloquently to the entire committee.

## **Registering for a Conference**

**Q: How does my team register for a Model UN Conference?**

A: The UNA-USA [Model UN Calendar](#) is designed to make it as easy as possible for you to select the conference best suited to your schedule, financial resources and location.

To register for a Model UN Conference, your team should:

- Select the dates and location of the Model UN conference appropriate to your group's academic level and financial resources. Also, set goals on what you would like to achieve by attending a particular Model UN conference;
- Write to the Secretary-General or contact person for the Model UN conference to request registration forms, and if you wish, contact information for a faculty advisor or student who attended the conference the year before. Many conferences have websites that provide a good look into the size and scope of a conference. Some sites even have registration forms on-line;
- Keep in mind that many conferences are student-run. If you do not receive your information within a reasonable amount of time, a quick phone call can get things on track;

- Once you have received conference registration forms, complete and return the requested information and fees. Your group will soon receive confirmation of registration and a country assignment as well as a conference schedule, background materials and hotel information. Remember to keep a copy of all materials and checks sent to conference organizers.

**Q: How do we select a country?**

A: When registering for a Model UN conference, participants will usually be asked to indicate which countries they want to role-play at the conference. Although there are 193 countries and numerous non-governmental organizations (NGOs) to choose from, many schools compete for the 15 countries on the Security Council, especially the five permanent members with veto power: China, France, the Russian Federation, the United Kingdom, and the United States.

New teams should request mid-sized countries, as they play an integral role in debate but are not overwhelming. It is worth noting, however, that in the General Assembly, the Economic and Social Council, and most other UN committees and agencies, the principle of sovereign equality governs the proceedings. This means each member state has one vote. Even the "smallest" member state not only has an important role to play, but can sometimes wield considerable influence. Therefore, bear in mind that size and power are not the only important criteria for choosing an interesting country to represent.

Most conferences work on a first-come, first-served basis when it comes to country assignments. Usually, the sooner you send in your registration materials and fees, the better your chances of getting the country of your choice. However, some conference organizers give priority to schools that received awards the previous year.

It may be helpful to consider some of the following criteria when narrowing down country preferences:

- What would your group like to learn from this experience?
- Which countries would help to enhance this learning experience?
- How does each country fit into the group's course of study?
- For example, an advisor wishing to teach a course on economic development may wish to choose a developing or newly-developed economy.
- How much of a challenge does each country pose for the group?
- How familiar are the students in the group with each country or region you are considering?
- Are there enough participants in the group to represent the countries you have chosen? Most conferences provide a matrix that lists the minimum and maximum numbers of delegates needed to represent each country. You may have enough members to represent just one country or several.