

# GLOBAL CLASSROOMS: PEACEKEEPING UNIT TEACHER'S GUIDE

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Model U.N.

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## LESSON PLAN 6

# Role-Playing

*The Millennium Summit, held in September 2000 at U.N. Headquarters in New York, was a historic opportunity for the Member States to agree on a process for fundamental review of the role of, and the challenges facing, the U.N. in the new century. This lesson uses actual speeches given by Heads of State and/or Government Representatives of U.N. Member States, to teach the students how to role play their assigned country's representative.*

### Rationale

In the previous lesson, students outlined their speech for their assigned country's position, and learned effective speech making techniques. This lesson will give the students the opportunity to practice their speech making techniques, as they role-play their assigned country's head of state or government representative at the Millennium Summit.

### Objectives

Students will:

1. Research the speech delivered by their assigned country's head of state or representative at the Millennium Summit;
2. Edit speeches;
3. Critique the delivery of a speech;
4. Practice giving a 90 second speech;
5. Participate in a mini-Millennium Summit;
6. Role-play a head of state or representative from their assigned country.

**Methods and Skills:** Editing, large group discussion, listening skills, note-taking, organizing information, providing constructive criticism, role-playing, and small group discussion

### Standards

**Social Studies:** Culture, and Global Connections  
**ELA:** 1, 3, 4, 5, 6, and 9

### Requirements

#### Materials Needed

1. Speeches from the Millennium Summit
2. Placards with names of countries

#### Time

Three class sessions.

#### Web Resources

1. <http://www.un.org/millennium/webcast/indexe.htm>
2. <http://www.un.org/millennium>

### Student Workbook

- I. Role-Play Evaluation Worksheet, p. 46
- II. Millennium Summit Notes, pp. 47–49

## Procedures

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1. Provide students with background on the Millennium Summit. See Web Resource #2.
2. Make certain that students have copies of the Millennium Summit speeches for their assigned country.
3. Assign students to read through speeches and time the length of the speech. For speeches that exceed 90 seconds, students will be asked to edit the speech down, while maintaining the speaker's message and language.
4. Review effective speech making techniques with students.
5. Assign students a peer reviewer. Have students complete the "Role-Play Evaluation Worksheet," Student Workbook, p. 46.
6. Prepare the classroom to host a mini Millennium Summit. Make country placards. Fold 8½" x 11" paper horizontally, and write country's name clearly. Arrange desks and chairs to rows of half circles. Replicate the U.N. flag to be placed in front of the classroom. Set up a podium for speakers.
7. Facilitate a mini Millennium Summit. Students will be called alphabetically according to their assigned country, and allowed to deliver a 90 second speech. Students listening will take notes on other delegates' speeches, as it will provide them with issues that are of most interest to the country and suggestions for how the Security Council might deal with the issues. See "Millennium Summit Notes," Student Workbook, pp. 47–49.

## Evaluation

Role-Play Evaluation Worksheet, Student Workbook, p. 46

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## Time Saver Options

- Have copies of country speeches ready for students.
- Change 90-second speech limit to 60 seconds.

## Extension Activities

- See Case Studies for Role-Playing p. 163. In groups of six, have students role-play the cases.
- Pair students to role-play their U.N. diplomat and a television reporter. Reporters will prepare questions to ask their ambassador, summarize their findings into a two-minute report and present their report orally in the role of a newscaster. Presentations can be done in class, or students may choose to videotape and or record their report for review. Students can then switch roles with ambassadors now playing the role of the newscasters and newscasters role-playing ambassadors.

# Lesson 6. Role-Playing

## I. Role-Play Evaluation Worksheet

In the previous lesson, you learned effective speech making techniques. As your class prepares to hold a mini Millennium Summit, you will be asked to critique one of your fellow delegates. The information is to help your fellow students role-play U.N. diplomats better.

Directions: Familiarize yourself with the following statements. Comment on the delivery and content of one of your fellow delegates' speeches. The score of 4 is the highest, and 1 is the lowest.

Evaluation for: \_\_\_\_\_ Date: \_\_\_\_\_

### *Delivery of Speech*

LOW HIGH

- |  |   |   |   |   |
|--|---|---|---|---|
| 1. Makes eye contact with the audience | 1 | 2 | 3 | 4 |
| 2. Speaks slowly and clearly           | 1 | 2 | 3 | 4 |
| 3. Projects voice for everyone to hear | 1 | 2 | 3 | 4 |
| 4. Varies tone and speed of voice      | 1 | 2 | 3 | 4 |
| 5. Displays appropriate demeanor       | 1 | 2 | 3 | 4 |
| 6. Meets time requirement              | 1 | 2 | 3 | 4 |

### *Content of Speech*

- |  |   |   |   |   |
|--|---|---|---|---|
| 7. Speech flows from beginning, middle, end            | 1 | 2 | 3 | 4 |
| 8. Speech focuses on assigned country's interest       | 1 | 2 | 3 | 4 |
| 9. Speech addresses country's interest in U.N. actions | 1 | 2 | 3 | 4 |

### *Role-Playing*

- |   |   |   |   |   |
|---|---|---|---|---|
| 10. Speech incorporates appropriate "diplomat" language | 1 | 2 | 3 | 4 |
| 11. Student remained in character                       | 1 | 2 | 3 | 4 |

12. What did s/he do positively?

13. What aspects should s/he try to improve on?

## II. Millennium Summit Notes

Each box will provide you with an opportunity to take notes on the speeches delivered by your fellow delegates. The notes will help you better understand other countries' interests and the role that they believe that the U.N. should play. Country A-C are for countries that are parties to the conflict. Use the following outline to help you take notes:

- I. Issues that a country's head or state representative addressed
- II. Head of state or representative's view of what role the U.N. should play in the new millennium

|       |
|-------|
| CHILE |
| I.    |
|       |
| II.   |
|       |

|       |
|-------|
| CHINA |
| I.    |
|       |
| II.   |
|       |

|          |
|----------|
| COLOMBIA |
| I.       |
|          |
| II.      |
|          |

|            |
|------------|
| COSTA RICA |
| I.         |
|            |
| II.        |
|            |

|                |
|----------------|
| CZECH REPUBLIC |
| I.             |
|                |
| II.            |
|                |

|        |
|--------|
| FRANCE |
| I.     |
|        |
| II.    |
|        |

JAPAN

I.

II.

LAOS

I.

II.

NORWAY

I.

II.

RUSSIA

I.

II.

RWANDA

I.

II.

SOUTH AFRICA

I.

II.

UGANDA

I.

II.

UNITED KINGDOM

I.

II.

UNITED STATES

I.

II.

COUNTRY A

I.

II.

COUNTRY B

I.

II.

COUNTRY C

I.

II.