

ABOUT THIS SIMULATION

The following scenario is ideal for a class of up to 35 (with up to three students representing each country). It has been designed as a light introduction for students and teachers new to Model United Nations. Participants will become familiar with basic MUN-style debate, public speaking, and international diplomacy. This simulation is ideal to help students prepare for an upcoming conference. This guide has been developed such that previous background research or knowledge on the part of participants is not required.

This simulation will require approximately one to two hours to complete, although it can be shortened or lengthened according to your needs. It is not expected that the entire simulation be completed in one class, so allow for approximately two to three classroom sessions.

Please note that we have included a simplified version of the rules and procedures for MUN-style debate. Although it contains procedures similar to actual MUN-style debate, several simplifications have been made. One significant difference is that this simulation will *not* involve the passing of resolutions.

There are also two crises scenarios included in this simulation. The first crisis should be used when debate has become stagnant and uneventful. Ideally, the second crisis should be introduced just as the class is finished resolving the first crisis.

Project Connect would welcome your comments, suggestions, and feedback, which can be e-mailed to wesley@cgya.ca. Our website is <http://project-connect.ca>.

TEACHER INSTRUCTIONS

Print out the attached placards on standard letter size paper (you may find it beneficial to print out thicker cardstock). Placards should be folded lengthwise. Each placard has the country's name, as well as their position on the back of the placard.

Participants should be seated in a circle or "U" shape, such that every person is facing each other. The moderator should be seated in a position facing all participants at the

front of the room. Assign each participant to one of the 12 countries. If there are more than 12 participants, you may need to partner students in groups of two or three (the student(s) representing a particular country will be hereafter referred to as a “delegation”). Seat delegations in alphabetical order by country name, placing the placards face out in front.

If your students are entirely new to Model United Nations, you may want to show the “Mock MUN” short film to give them a better idea of what MUN-style debate looks like. The video can be accessed at http://youtube.com/watch?v=aBh_RaX0gvs.

Begin by reading out the included scenario to explain the situation at hand. Give students a few minutes to review the positions outlined on the reverse of the placards, and acquaint themselves with their allies. Then proceed with a roll call vote. After calling out each country’s name, the delegation should raise their placard and respond with “Present.” Record the countries present and absent as the roll call vote is being performed. Every session should always begin with a roll call vote.

We suggest that you begin with speaking times of 45 seconds. This means that every delegation may speak for up to 45 seconds each time it addresses the committee. On a chalkboard or projector, keep a record of the Speaker’s List. This is the list that determines the order in which delegates may speak. To open debate, ask for delegates wishing to be added to the Speaker’s List: “*All delegates wishing to be added to the Speaker’s List, please raise your placards now.*” Call out the country names as you add them to the list to acknowledge that their request has been received.

Once countries have been added to the Speaker’s List, acknowledge the first country to address the committee: “*Country X, the Chair recognizes you for 45 seconds.*” The delegate may speak for 45 seconds, after which you should end their speech. Move on by acknowledging the next country on the Speaker’s List, crossing off each country as the debate moves along. To keep the Speaker’s List populated, you may periodically ask for delegates wishing to be added to the list. On the right is an example of what a Speaker’s List may look like. Canada, Russia, and Denmark have already spoken, and Saudi Arabia is next.

SPEAKER’S LIST

Canada
Russia
Denmark
Saudi Arabia
China
Canada
Venezuela

Delegates may motion for an unmoderated caucus by raising their placards in between speeches: “*Motion for an unmoderated caucus for ten minutes.*” An unmoderated caucus is a period of time where the formal rules of debate are placed on hold, such that participants are free to move around and speak as they wish. It is up to you, the Chair, to decide whether or not the motion is in order. If it is in order, proceed to a vote to the committee (delegates raise placards to vote in favour). If it passes with a majority, the unmoderated caucus is begun.

Allow time for the delegations to express their opinions to the committee, share their potential solutions, and respond to the positions of other countries. As the debate progresses, conflicting viewpoints and “blocs” of countries with similar positions should emerge. If the debate begins to stagnate or stall, you may want to introduce the crisis to the committee. The crisis is designed to shift the flow of debate, add some unexpected twists, and maintain the energy level. Enclosed with this simulation are two crises.

MUN-style debate typically ends with the passing of resolutions. However, this simulation will not cover the writing of resolutions. If you or your students have previous Model United Nations experience, you may incorporate a resolution writing and passing process to conclude the debate. However, you may choose to end the debate after the crises have been introduced, key issues have been addressed, and potential solutions proposed by delegations. As time permits after the debate is ended, we would recommend a debriefing discussion on the simulation experience: the frustrations associated with opposing viewpoints, the difficulty in establishing unanimity amongst countries, and the overall complexity of global affairs.

SCENARIO

On October 12, a team of geologists have recently confirmed a large oil deposit near the North Pole in internationally disputed territory. The oil reserves are potentially larger than any other known deposit, with estimates of up to 350 billion barrels of oil. This discovery comes at a time when oil supplies have been dwindling while consumption has increased. Since the discovery, various nations in close proximity to the Arctic circle have renewed their interest in claiming sovereignty over the disputed areas.

In a move that shocked the international community, at 12:00am on October 21, the Russian government released a statement that unilaterally asserted their sovereignty over the North Pole, citing a government-sponsored geological survey that proved Russia's continental shelf extended into the Arctic region. Russian naval ships and air patrols have been mobilized in the Arctic region to enforce their control over the contested area. Canada, the United States, and Norway currently have submarines and icebreaker ships in the region. Russia has demanded that they exit, or else face the threat of force. As a result of the conflict, oil and natural gas commodity prices have spiked, causing turmoil and chaos in international markets. Tensions remain high as the world watches...

CRISIS 1

The USCGC Friedman, an American icebreaker vessel, was attacked by an underwater submarine. The Friedman only suffered minor damages and no casualties. The submarine has been identified as a Russian vessel. The Russian government has yet to respond, but America has expelled the Russian embassy and is appealing to the United Nations Security Council to condemn this "act of war."

CRISIS 2

New reports have shown that the USCGC Friedman was actually attacked by a Norwegian submarine, who misidentified the American ship. Oil prices have now reached an all time high, wreaking havoc on the energy industry.

COUNTRIES & POSITIONS

Country	Potential Allies	Position	Suggested Actions
Russia	China, Saudi Arabia	<ul style="list-style-type: none"> - the Arctic region rightfully belongs to Russia - from a geological perspective, Russia's continental shelf extends into the Arctic region 	Make sure the US and its allies do not gain control of the region.
United States	Canada, United Kingdom, France	<ul style="list-style-type: none"> - the Arctic region may, or may not, belong to the United States. Exploration is currently underway to determine how far the continental shelf from Alaska extends - do not let Russia claim sovereignty over the Arctic - this will give them a lot of access to valuable oil reserves 	If you cannot convincingly stake your claim for the Arctic, lobby for Canada's claim to ownership.
Canada	United States	<ul style="list-style-type: none"> - the Arctic region rightfully belongs to Canada - Canada has more Arctic land mass than any other country - Canada's claim to the Arctic is historical in nature: in the past, the Canadian government relocated Inuit families to the Arctic regions to establish a northern presence - as the US is highly dependent on your oil supply, you do not want the US to gain control of the Arctic for fear of losing trade. 	Focus on the fact that in absolute terms, Canada has the largest share of the Arctic in terms of land mass than any other country, and there are historical ties to the Arctic as well.
Norway		<ul style="list-style-type: none"> - the Arctic region rightfully belongs to Norway - from a geological perspective, Norway's continental shelf extends into the Arctic region 	
Denmark	France, United Kingdom	<ul style="list-style-type: none"> - the Arctic region rightfully belongs to Denmark - Greenland, a province of Denmark, has the nearest coastline to the North Pole 	
China	Russia	<ul style="list-style-type: none"> - although you have no territorial stake, you want Russia, a close ally, to gain control of the Arctic region as a stable source of oil for your growing economy 	Make it known that you have unconditional support for Russia should any military confrontations arise.
United Kingdom	United States, Canada	<ul style="list-style-type: none"> - Despite having no geographical claim to the Arctic, you would prefer that either Denmark, Finland, the US or Canada gain control of the Arctic as opposed to the Russians, who have a track record of using their monopoly on the European energy market to achieve political ends. 	Ideally, you would want a EU member state to gain control of the resources so that the EU would not be so dependent upon Russian energy.

Country	Potential Allies	Position	Suggested Actions
France	United States, Canada, Denmark, Finland	- Despite having no geographical claim to the Arctic, you would prefer that either Denmark or Finland (EU member states) to gain control of the Arctic as opposed to the Russians, who have a track record of using their monopoly on the European energy market to achieve political ends. If that seems impossible, you would still prefer the US and Canada to Russia.	Ideally, you would want a EU member state to gain control of the resources so that the EU would not be so dependent upon Russian energy.
Saudi Arabia	Russia	- As a member of OPEC, the dispute regarding the Arctic is causing huge increases in oil prices, which is good news because you are one of the largest oil-exporting countries in the world	Try and prevent the US from gaining ownership of the Arctic, as they are highly dependent on your supply of oil.
Venezuela	Russia	- As a member of OPEC, this dispute is good for your economy as oil prices are going up, and you are an oil-exporting country.	The ongoing dispute is good for your economy, so find a way to keep it going for as long as possible.
Iran	Russia	- As a member of OPEC, this dispute is good for your economy as oil prices are going up, and you are an oil-exporting country.	Support Russia, and try to prevent any western country (any country allied with the US) from seizing the Arctic.
Finland	United Kingdom, France	Geographically speaking, you are in close proximity to the Arctic, which puts you in contention for ownership of the region.	