

GLOBAL VOICES IN THE CLASSROOM: Ο ΟΜΙΛΟΣ MUN (MODEL UNITED NATIONS) ΩΣ ΕΡΓΑΛΕΙΟ ΒΙΩΜΑΤΙΚΗΣ ΕΚΜΑΘΗΣΗΣ ΤΩΝ ΑΓΓΛΙΚΩΝ ΣΤΟ ΓΥΜΝΑΣΙΟ



ΜΑΡΙΑ ΡΕΝΤΖΗ

ΜΑ,ΜΕd

ΠΕΙΡΑΜΑΤΙΚΟ ΓΥΜΝΑΣΙΟ ΠΑΝΕΠΙΣΤΗΜΙΟΥ ΠΑΤΡΩΝ

What is MUN?

- Simulated UN Conference
- Students take on roles as diplomats representing countries in UN committees
- Students do research on real global issues
- Students draft resolutions, debate, negotiate and vote



What is MUN?

- Immersive learning experience
- Students become diplomats instead of just learning about diplomacy (they are referred to as “delegates”)
- Students have authentic practice in a controlled, safe environment



Our MUN school club

- This year it consisted of 16 students of all three grades.
- Meetings were held every Tuesday from 2:15 - 3:45 in the computer lab of our school.
- Students were of mixed ability in the English language (from intermediate to advanced).
- Two students had learning difficulties (dyslexia).
- We collaborated with the Rhetoric club of the school.



Our Objectives

- To provide students with practice aimed at their active participation in a simulation of UN proceedings, representing countries and discussing important issues of global concern.
- To enhance political thinking, public discourse, and responsible argumentation, and to strengthen students' ability to negotiate, collaborate, and make decisions by proposing and defending positions and policies.
- To have students practise English in a challenging, authentic environment and develop leadership qualities through participation in real-life parliamentary procedures.
- To give students the opportunity to participate in UN simulation conferences in Greece and abroad.

Methodology

- The students conducted research and learned about, among other things, current international events, political, economic, and social issues, environmental concerns, and global peace.
- They learned to process information, draft proposals, and formulate resolutions in accordance with the principles of parliamentary procedure; to boost their rhetorical and communication skills; to present arguments; and to develop their diplomatic skills.
- They developed political awareness and coherent public discourse and practised the English language by delving deeper into the structures of both written and spoken language, transforming their knowledge of the language into a tool for communication.
- Implementation methods: experiential activities, games (Kahoot), role play, group work, and individual activities.

Why MUN matters- Research Foundation

- Second language acquisition research shows effective learning requires
 - Meaningful communication in authentic contexts
 - Active engagement with real-world problems
 - Social interaction
 - Cognitive challenge
 - Intrinsic motivation
- Communication skills are essential for optimal language learning



The English Learning Connection

- Speaking with purpose and audience awareness
- Listening to counter-arguments and adapting thinking
- Reading complex policy documents
- Writing formal speeches, resolutions, amendments
- Critical thinking about global issues
- Collaboration toward shared goals



Specific benefits - Speaking skills

- Students of Junior High School are often anxious about public speaking
- MUN reframes speaking as persuasion, not performance
- Students deliver opening statements, rebuttals, debate
- The focus is on the *idea*, not on the *self*, since students are delegates of countries
- Psychological safety through role-play
- Intensive, repeated practice builds fluency



- 💬 **"The United States believes..."**
- 💬 **"I rise on a point of order..."**
- 💬 **"Our delegation would like to propose..."**

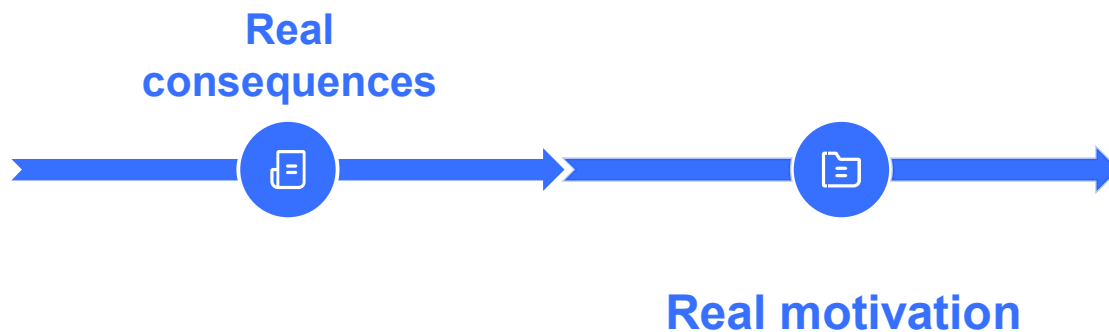
Specific benefits - Listening and Comprehension

- Active listening at high level
- Students follow complex arguments in real time
- Students identify logical fallacies and weak points
- Students synthesize information from multiple speakers
- Students develop critical comprehension



Specific benefits - Writing skills

- Purposeful, formal writing
- Position papers (2-3 pages explaining country stance)
- Resolutions (formal policy proposals in UN language)
- Amendments (proposed changes to resolutions)
- Immediate consequences (poorly written work does not achieve goals)
- Authentic motivation for quality writing.



Example of a position paper

POSITION PAPER

Forum legal committee (GA6)

Question of : Examining the legal status of U.S. sanctions on Iran

Country: United Kingdom

The United Kingdom believes that the question of U.S. sanctions against Iran is not only a matter of foreign policy but also a test of how international law is respected in practice. Sanctions can be a legitimate tool when they are rooted in collective decisions and legal frameworks. However, when they are applied unilaterally, they raise serious concerns about equality, fairness, and their impact on the international system. U.S. sanctions on Iran have been in place since the late 1970s, and over time they have expanded to cover almost every sector of the Iranian economy. After the U.S. withdrawal from the JCPOA in 2018, these measures became even stricter, with extraterritorial effects that punish companies outside the United States for engaging with Iran. This practice challenges the principles of sovereignty and free trade, and it creates tension with allies who continue to support multilateral agreements.

The United Kingdom has imposed its own sanctions on Iran, but always within the framework of UN Security Council resolutions and, previously, in coordination with the European Union. For the UK, legitimacy comes from collective action, not unilateral measures. The UK insists that sanctions must comply with international law and the UN Charter, and it is concerned that unilateral sanctions undermine trust between allies and weaken the credibility of the international system. While acknowledging Iran's destabilizing activities, the UK believes that sanctions should be balanced with diplomacy and dialogue.

In this context, the United Kingdom proposes strengthening reliance on UN mechanisms rather than unilateral actions, calling for an international legal review of extraterritorial sanctions and their compatibility with WTO rules, and guaranteeing humanitarian exemptions so that ordinary civilians are not harmed. At the same time, the UK encourages renewed negotiations with Iran, building on the JCPOA framework, to combine pressure with constructive engagement.

The United Kingdom's approach is clear: sanctions must be effective, but they must also be lawful and legitimate. By examining the legal status of U.S. sanctions against Iran, the UK seeks to defend the rule of law, promote multilateral cooperation, and ensure that international relations are guided by fairness rather than unilateral pressure.

Example of a resolution

A resolution consists of a *preamble* (preambulatory clause) and an *operative* clause

TITLE: Special Political and Decolonization Committee (4th GA)

QUESTION OF: The situation in Pakistan

SPONSORED BY: Brazil

COSPONSORED BY: Argentina, Belarus, Iran, Mexico, Somalia, Venezuela

THE 4TH GENERAL ASSEMBLY COMMITTEE,

Guided by the principles and the objectives of the Charter of the United Nations and the Universal Declaration of Human Rights,

Expressing its appreciation for the work of the United Nations Development Programme (UNDP)

in Pakistan,

Calls for the implementation of measures to ensure that the madrassas (religious schools)

refrain from recruiting mujahideen fighters and religious terrorists, such as but not limited to:

1. Revision of the current legislation for schools stating that:

i. The State is mainly responsible for providing education to children, ii.

iii. School education is free of charge for all children,

iv. Interference of UN peacekeeping forces for a limited period of time;

Proposes the cooperation of the Security Council and the Disarmament Committee as far as

v. Disarmament of Pakistani armed terrorists is concerned;

vi. Decides to remain actively seized of the matter.

Example of an amendment

AMENDMENT

1. Add a clause

This means you want to add a clause to a resolution

Amendment 1.3 to Resolution 1.1

- Add a clause to the end of the resolution, which will be clause 7
 - o 7. Understands that sushi is the best food on earth

2. Strike a clause

This means you wish to remove a clause from the resolution, e.g:

Amendment 1.1 to Resolution 1.1

- Strike Clause 3 from the Resolution

3. Amend a Clause

This means you wish to change a clause to replace or remove text, e.g

Amendment 1.2 to Resolution 1.1

- Amend Clause 2 from the resolution which originally reads the following
 - o 2. Declares that Noodles are delicious
- To:
 - o 2. Declares that Noodles are **Very** delicious

Specific benefits - Vocabulary

- Domain-specific vocabulary (point of information, right of reply, moderated caucus, unmoderated caucus, point of personal privilege)
- Topic-specific vocabulary (sustainable development, cybersecurity, humanitarian intervention)
- Learned in context, used repeatedly
- Attached to meaningful concepts
- Vocabulary that sticks to mind



PRE-AMBULATORY CLAUSES

Phrases for Pre-ambulatory Clauses:

Affirming	Deeply disturbed	Guided by
Alarmed by	Deeply regretting	Having adopted
Having considered	Observing	Having considered further
Aware of	Emphasizing	Having devoted attention
Believing	Expecting	Realizing
Bearing in mind	Having examined	Recalling
Confident	Having studied	Recognizing
Contemplating	Fulfilling	Having heard
Convinced	Fully aware	Having received
Declaring	Fully alarmed	Keeping in mind
Deeply concerned	Fully believing	Noting with regret
Deeply conscious	Further deploring	Noting with satisfaction
Deeply convinced	Further recalling	Noting with deep concern
Taking note	Welcoming	Desiring
Noting further	Seeking	Referring

OPERATIVE CLAUSES

Active Verbs for Operative Clauses:

Accepts	Affirms	Approves
Authorizes	Calls	Calls upon
Condemns	Confirms	Considers
Declares accordingly	Deplares	Designates
Draws attention	Emphasizes	Encourages
Endorses	Expresses its hope	Further invites
Further proclaims	Further recommends	Further reminds
Further requests	Further resolves	Notes
Proclaims	Reaffirms	Recommends
Regrets	Reminds	Renews
Requests	Resolves	Solemnly affirms
Supports	Takes note of	Urges

Some of the topics we dealt with



Implementing MUN - An overview



- Phase 1: Foundation - Procedure training
- Phase 2: Research and writing - Position papers
- Phase 3: Classroom conference
- Phase 4: Reflection - assessment




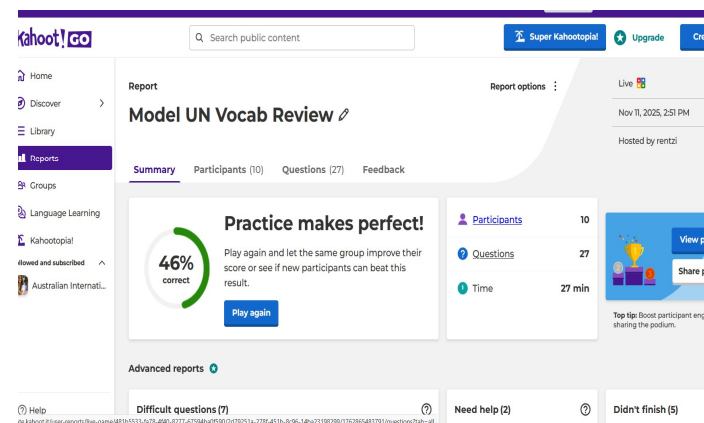
Phase 1: Foundation - procedure training

- Frame as the “rules of the game”
- Teach: committee structure, debate rules, resolutions, voting
- Show videos from actual MUN conferences
- Build excitement and model for students
- Make it engaging, not boring.

Friendly vs Unfriendly Amendments

 Friendly	 Un-Friendly
Definition: Changes that all sponsors agree to.	Definition: Changes not supported by all sponsors.
Process: Automatically adopted without debate or vote.	Process: Requires signatories and a formal vote.
Purpose: Minor tweaks.	Purpose: Major or Controversial Changes.
Key Advantage: Saves time and avoids committee-wide debate.	Key Challenge: May face resistance from committee.

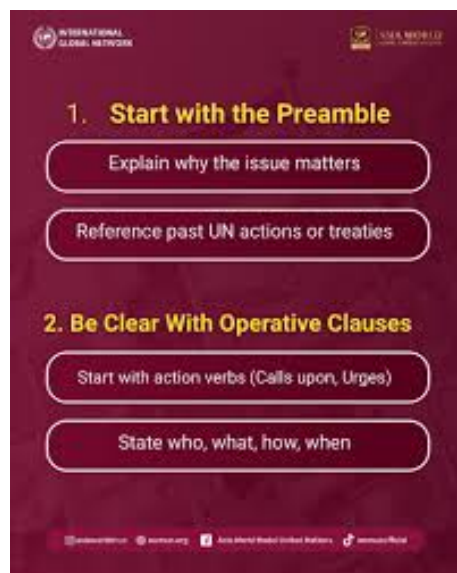
 MUNprep




The screenshot shows the Kahoot! report interface for a game titled "Model UN Vocab Review". The main display features a green progress indicator showing "46% correct" and a "Play again" button. To the right, a summary box lists "Participants: 10", "Questions: 27", and "Time: 27 min". Below this, there are sections for "Advanced reports" including "Difficult questions (7)", "Need help (2)", and "Didn't finish (5)". The top navigation bar includes the Kahoot! logo, a search bar, and options for "Super Kahootopia!" and "Upgrade".

Phase 2: Research and writing

- Assign country and 2-3 global issues
- Students write formal position papers for each issue
- Structure: Introduction, background, country's past stance, proposed solutions, conclusion
- Rigorous writing instruction in authentic context





Country Profile Activity

Part I. Answer the following questions on a separate sheet of paper.

Physical Geography	1. What is your country's official name? 2. What region of the world is your country located in? 3. How big is your country in square miles? 4. Who are your country's neighbors? 5. How would you describe your country's physical features and climate?
Cultural Geography	6. How many people live in your country? 7. What is your country's ethnic composition? 8. What is your country's official language? What other languages are spoken in your country? 9. What is your country's capital? What are some of its major cities? 10. How would you describe the quality of life for the average person living in your country?
Political Geography	11. When was your country founded? 12. What type of government does your country have? 13. Who are some of your country's leaders? 14. How many people serve in your country's military? 15. Who are your country's allies? Who are your country's enemies?
Economic Geography	16. What is your country's total gross domestic product (GDP)? 17. What are some of your country's natural resources? 18. What is your country's currency? 19. What are your country's major exports and imports? 20. Who are your country's biggest trading partners?

Part II. Prepare a brief presentation that answers the following the questions.

How do you say "Hello" in the official language of your country?

Briefly describe the history of your country.

Name one major difference between this country and the United States.

What is one important problem facing your country?

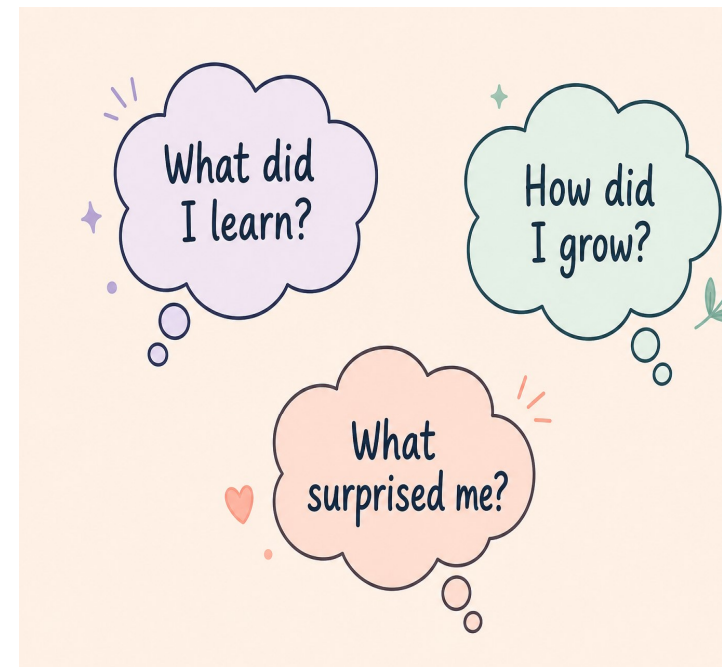
Phase 3: Classroom conference

- Opening session: each country delivers a 2-3 minute opening statement
- Committee sessions: work through agenda items one at a time
- Follow actual MUN procedure: speakers' list, moderated caucus, unmoderated caucus, formal debate
- Voting and closing



Phase 4: Reflection and Assessment

- Reflective composition on MUN experience
- Questions:
 - What did you learn about the issue?
 - How did your thinking change?
 - What communication skills were developed?
 - How did you feel about speaking and writing?
- *Reflection* boosts learning
 - provides insight into student growth
 - completes the learning cycle



Practical Tips - Strategic assignment

- Do not allow students to self-select countries
- Assign strategically to challenge appropriately
- Struggling students: simple, clear country stance
- Advanced students: complex, competing interests
- Differentiation should be built into the activity

Example: Beginning learner:
simple stance
(Norway - pro-climate action)

Intermediate learner: **moderate complexity** (India-balance development with environment)

Advanced learner: **complex** (UAE-energy interests vs climate commitments)

Practical tips - Scaffolding

- Provide templates: position papers, speech outlines, resolution language
- Gradually reduce scaffolding as students become more independent
- Early scaffolding: access for all students
- Builds towards independence and mastery

MUN Position Paper Outline



II-IV. Paragraphs Two, Three, and Four (maybe more): The Body of your paper
(These are the facts on what you wish to present or say)

Reason #1 (weakest reason):

Supports for #1:

Reason #2:

Supports for #2:

Reason #3 (strongest reason):

Supports for #3:

United Nations



COMMITTEE NAME

D
0

Resolution 0000 (YEAR)

Sponsors: Argentina, Belgium, Croatia, Denmark (Sponsors alphabetically)

Signatories: Ecuador, Finland, Georgia, Honduras (Signatories alphabetically)

**Adopted by the COMMITTEE NAME
at its meeting on DAY MONTH YEAR**

The COMMITTEENAME,

Affirming delegates full commitment to use this WiseMee.com MUN resolution template for educational purposes,

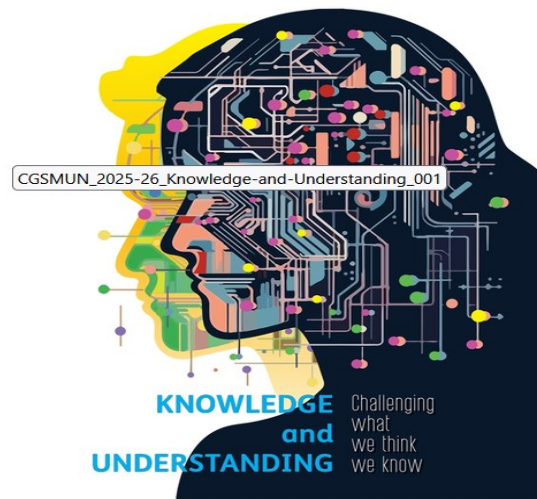
Emphasizing that you can find the full list of preambulatory and operative phrases at <https://www.wisemee.com/preambulatory-and-operative-clauses/>,

Bearing in mind each preambulatory clause has the first word written in italics,

MUN conferences we participated in this year

MUN

20th CGS MUN
December 12th -14th, 2025



We took part in the 20th MUN held in CGS schools in Pallini, Attica with 10 students representing the United Kingdom in the committees: *Disarmament and International Security, Economic and Financial, Social, Humanitarian and Cultural, Special Political and Decolonization, Legal, World Health Organization, UN Women.*

The two youngest students participated in the *Youth Assembly.*

THANK YOU FOR YOUR ATTENTION!

