

M O D E L O



ARGENTINA 2018

MODEL G20

Suggested Classroom Activities



This document offers a set of educational and ludic activities to supplement Model G20 delegates' preparation. We invite you to take advantage of this toolkit to work in the classrooms so as to build upon the knowledge being transferred and strengthened throughout the preparation for the Model.

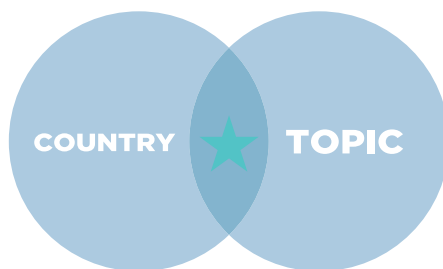
The activities suggested are aimed at working on different abilities students will exercise during the simulation and at proposing different research dynamics on delegations and topics to be addressed. ***There is no order or sequence for their use!*** Several dynamics are innovative since they aim at consolidating tools and abilities to enrich oral and written communication and forming arguments, and action strategies elaboration, among others, using simple and quick games.

Further insight into the Model G20 specific contents can be gained by consulting the subject guide and accessing G20 official website.

Finally, we would like to thank MINU and Eidos Foundation, both civil societies organizations for their help to the G20 Argentine Presidency 2018 on the elaboration of this Guide.

“Complete Proposal”

Purpose: to overview the delegation’s specific preparation and to practice formulating of proposals.



Development: Following specific preparation (i.e., researching the topic as well as preparing the position for the Model), it is ideal to look for a point of contact between both sides –represented by the star in the figure above. The delegation should be asked to present at least 3 (three) public policies related to the topic, respecting the stance of their country and the debate framework with others.

“Don’t judge a book by its cover”

Objective: To deconstruct social pre-concepts; which shall prove particularly useful for all topics to be addressed in the model.



Development: Work with the images in the Teachers’ Kit and to break down students’ prejudices. For more information, visit: <http://www.un.org/es/letsfightracism/index.shtml>.

Resources: Below you will find the images for the exercise, provided by the United Nations’ programme “Let’s fight racism!”:



“Tongue Twisters”

Purpose: To train modulation and oratory and to practice reading of speeches.

Development: Split the students into groups of 2 or 3. Each group will be given a tongue twister. The idea is to practice reading the tongue twister aloud, first individually, and then all together. To mix it up a little, we can also try doing it more quickly and more slowly. Use tongue twisters to work on how rhythm, when speaking, helps make the speech both interesting, intelligible and, to which end, modulation will be crucial. Bear in mind that our voice is the main vehicle through which we transmit the message to our listener; therefore, a weak, dull, bogus or forced voice does not maintain others' attention span. To accomplish this, we need to take into account the tone, rhythm and volume of our voice:

TONE

The tone must be neither very soft nor very authoritative; it must be gentle, but carrying certainty about what is being said.

RHYTHM

The speed and pauses we put in our expressions. We should not speak very quickly, but rather make the necessary pauses for our listener to interpret ideas.

VOLUME

The volume of our voice must be handled according to the type of audience we have. In addition, we must use the volume to emphasise certain words or phrases we wish to highlight.

Resources: Tongue twister examples are below. Excerpts from social referents and politicians' speeches may also be used, if deemed appropriate.

Peter Piper picked a peck of pickled peppers. A peck of pickled peppers Peter Piper picked. If Peter Piper picked a peck of pickled peppers, Where's the peck of pickled peppers Peter Piper picked?

I wish to wish the wish you wish to wish, but if you wish the wish the witch wishes, I won't wish the wish you wish to wish.

How much caramel can a canny cannonball cram in a camel if a canny cannonball can cram caramel in a camel?

“Role plays”

Purpose: to practice interpretation and defending arguments on a particular issue



Development: As a previous step to the handling of their delegation’s argument, students may practise through a role play. The teacher will distribute cards that contain a summary of the topic argument to small groups of students. Students will then receive a card with the character’s name and role, and a brief list of arguments.

After reading and discussing the card, each group must briefly present their character’s argument. The teacher must underscore the grounds the different characters have in common and those differentiating them to show that something similar will take place in the Model.

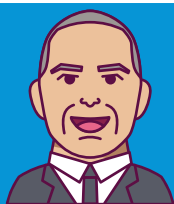
Resources: Below, you will find the cards with the different stances. This time, the characters to be represented won’t be countries; and the topic will be quite well-known, and different from the Model’s topics.



NATALIA YELENA

The governor of an island in the Pacific

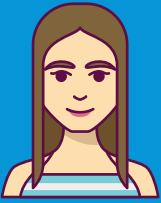
You are the president of a region made up of small islands with vast biodiversity. If, as scientists point out, the sea level rises as a result of higher global temperature, in a couple of years, a large surface of your community territory will disappear under water. In your community, people are used to natural catastrophes and are better equipped to deal with them every time. This new situation, however, brought upon you by the world’s most developed countries, which may end up consuming your land, your people’s way of life and culture. You demand those countries be held accountable for the problem and to drastically curb their emissions by changing their way of life (efficient use of energy in industry, transport, especially by private vehicles, housing and mindless urbanisation). You also demand them to promote the creation of CO2 sinks and finally, to help you get ready for the possible consequences of climate change.



HECTOR HARRISON

A representative of nuclear power generation producers

You propose that the clearest option to reduce CO2 emissions is to open new nuclear power plants for electricity generation and to close power plants that use hydrocarbons or coal for power generation, thereby avoiding generation of millions of tons of CO2. You also support the development and use of electric vehicles. Although that may not solve all the problems because there will still be vehicles with non-electric engines, it would significantly reduce emissions and would provide some time to study the climate change issue at greater length. Besides, it is not necessary to worry about nuclear power plants safety, since you are of the view that they are very safe, and work is being undertaken to solve the problem of nuclear waste.



DÉBORA SAMAL

A representative of environmental defence NGOs.

In addition to being an ecologist, you are an expert consultant in sustainable development matters. You are socially committed and represent a group of ecological associations in support of the environment and development cooperation.

You demand compliance with international agreements on climate change, but you know they are completely inadequate to stop its consequences, and, for this reason, you support a greater curb on greenhouse gas emissions (GHG) to ensure the reduction, mitigation, and adaptation to their serious impacts on human societies and ecosystems. There is enough information to act RIGHT AWAY.

You believe this is, along with poverty and famine, humanity's greatest challenge. Its primary originators are wealthy countries, but it will first affect the poorest ones, and it will do so more severely.

You can demonstrate that at present, through the use of new, clean and efficient technologies, product eco-design, good environmental practices and ways of life that are not so much based on wild consumption (applicable on a small and large scale) along with political determination and regulatory compliance, it is possible to balance the current processes and adapt thereto.



JORGE AUSTER

A representative of one of the five wealthiest countries in the world

You believe that citizens' freedom is valued above all else. Therefore, limiting the number or the use of private vehicles to move cannot be set.

As your country is currently experiencing a mild recession, you believe that consumption must pick up in order for your country to return to growth. Industries must be able to develop with no barriers, but, in spite of this, you are making an effort to improve efficiency in the production processes. In any event, you put the smooth running of your country's economy before any other consideration. For this reason, you do not accept any greater curb on emissions than those prevailing today, and you do not mind disobeying them as long as it is for the benefit of your country's economy.



MARISA ÁLVAREZ

A Climatologic Scientist

You are an academic expert in climate who has been climate issues and climate change for the past 20 years.

You think, just like your fellow important researchers who you are in regular contact with, that it is highly probable that climate change is produced by human activity, multiple greenhouse gas emissions and the rise of their concentration in the atmosphere. This results in an increase of the natural greenhouse effect, causing global warming, a rise in the average temperature of the planet and a human-induced climate change. Almost 95% of the world's scientists who are devoted to studies on the climate share your views.

You think it is pressing to take drastic emission cutback measures as per the latest studies provided by research groups.

In addition, it is essential to plan and envisage measures to mitigate potential and serious effects that will take place in the upcoming years: the rise in sea level; a greater intensity of extreme weather events, such as droughts and floods; yield change in agriculture, spread of infectious and parasitic diseases; damages to species and ecosystems and many other severe effects.



TOMAS REPSHELL

A Representative of
oil companies

You are in favour of environment protection in spite of the stereotype which is usually ascribed to oil producing companies.

However, you believe there is no absolute certainty about climate change being human-induced and you believe that the measures to be adopted would be so drastic that they would entail a cutback in the way and quality of life of developed countries. This would prevent the economic growth of developing countries: industry, farming, transportation... All these sectors would have to be restricted.

You think that measures limiting wasteful consumption of fossil fuels must be promoted and that companies must look for more efficient ways of producing and using these fuels having as little impact on the environment as possible.

Write your signature

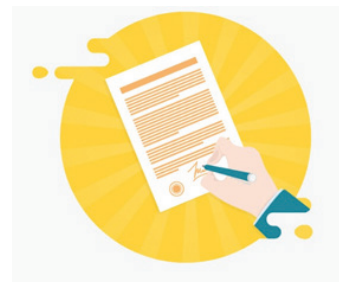
Purpose: To practice proposal and drafting of the communiqué with students.

Development: Resuming the role play, the teacher will ask each character's group to get together to write different communiqués to solve the issue.

Drafts should not be too long; students are only expected to practise getting together and working collaboratively to draft a communiqué.

Groups may use the document in which the dynamics are explained to start getting used to format of the Model. Upon completion of the

draft, teachers will proceed to the sharing of the different proposals, analysing the reasons leading to their drafting.



Resources: Use the roles adopted in the preceding activity.

Press Conference

Purpose: for delegates to learn how to pose constructive questions contributing to the debate in a positive fashion.

Development: Students will be proposed a game in which one of them will go to the front of the room, will get a card and will try to communicate its content without disclosing it directly; this person will be the “interviewee”. To that end, the interviewee will depend on the questions asked by the audience (the other students), the “reporters”.

Those asking the questions must find out what or who the “interviewee” is, and s/he must do so without lying, but not revealing too much (and being

consistent with the card throughout all his/her answers). The interviewee must be able to answer the reporters' questions with “YES/NO/IT DOESN'T MATTER”;

however, and should teachers deem it appropriate, they can let interviewees expand

on their answers to make the activity more fluent. The winner will be the participating “reporter” who is able to discover the situation. This game addresses the following skills: making specific questions, listening to other people's questions to benefit from them as well, and discursive consistency when answering things that I do not have in writing.



Resources: We provide some examples that might be used:

The interviewee is the presidency of the G20 during this 2018: Argentina.

The interviewee is in charge of carrying out a large part of the negotiations during the G20 meetings: Sherpa.

The interviewee is the largest international organisation in existence: the United Nations.

The interviewee is the place in which G20 priorities associated with financial regulations are laid down: the Finance Track

“Mock Speech”

Purpose: Practicing speech drafting and reading and to evaluate contrasting opinions.

Development: Students will be split into groups.

Starting from a general topic – for example: What are the benefits of a healthy diet? Each team will be given a stance, featuring both positive and negative elements.

Each group will make a presentation based on that opinion by way of proposal. Any such presentation will not exceed one and a half minutes in length and will consist of 3 parts:

a presentation, a brief description of the argument and the solutions proposed to address the problem (just like the Speeches!). Students work on the selection of what information to use for the speech, what to set aside, and what to expect others to remember from what has been presented. In turn, simulate the reading of those speeches as if they were their first address within the debate.



Resources: We propose some examples of arguments that can be adopted facing this topic:

- Certain foods that are extremely harmful to people’s health should be forbidden.
- Awareness-raising-campaigns on the benefits and harms of the different foods that the population tends to consume should be conducted.
- People are aware of what meals are healthy; therefore, it is not necessary to take action in this respect. We should let them consume whatever they wish.



Thank You!

