

## Writing and Making Speeches for Model UN

### OBJECTIVE(S)

By the end of this lesson, students will be able to:

1. Demonstrate appropriate classroom public speaking and listening skills (body language, articulation, listening, being able to identify specific examples of the speaker's coordination of talking and action) that could influence or change someone's mind or way of thinking about a topic.
2. Understand outlining main ideas.
3. Create a persuasive speech.
4. Develop methods to analyze other students' speeches.

### REQUIREMENTS

**Level:** 7-12 Grade(s)

**Time:** 45-90 minutes

**Materials:** Student position papers, Speech Graphic Organizer or Speech outline, and Public Speaking Skills handout

---

### PROCEDURE (Please use additional space as needed)

#### I. Lesson Introduction/Activation of Prior Knowledge

Ask students to define and explain how people make decisions based on what they see and hear. Explain that sometimes we have to use skills to convince others about our positions. Have the students recall and list their own experiences trying to convince their friends about something, and then ask them to share these with the class.

#### II. Activity

With their assigned partner, ask the students to think of their assigned country and the topic they have been researching. Have them think about how they would like to present this topic to an audience in their assigned committee and discuss a few of their ideas. Pass out Public Speaking Skills handout and discuss how they can use these skills to present their ideas about their country and topic.

Have them Use their position papers, and remind them that a position paper is meant to be shared! There is a lot of information in the paper, and they should be able to identify when it is appropriate to use different pieces of it. Students can try using position papers to write three different speeches:

1. **An introductory speech**
  - Introduce the country and its position to the committee
  - Draw on all the main points of the paper
  - Summarize the most important parts of the ideas
2. **A resolution proposal,**
  - Acknowledge the existing problem as the country sees it
  - Draw on the conclusion and recommendations in the position paper
  - Address the points the committee has already discussed, but also bring up ideas of new things a resolution can do
3. **A counter argument to another opinion,**
  - Restate the problem as the country sees it
  - Use the specific facts (statistics, quotes, resolutions, and policies) gathered
  - Explain why the country feels this way and why it is valid

## FOUNDATIONS FOR LEADERSHIP

Ask students to write out the first three introductory sentences of their speech, and then list bullet points they want to cover while they speak. Use the graphic organizer to help them write a short speech covering each of these topics, or the outline to help them write a longer speech covering their full position.

Discuss with students the idea that the voice and the body are the best tools in making a speech. Every time someone enters a conversation, he or she engages in elementary persuasion techniques. It is true that any time students make a statement of fact, they are asserting its validity and assuming that their listener agrees. Tell the students to assume that not everyone will agree with them from the start, and it is their job to make the rest of the class see things their way. The goal of this speech is to change someone's mind or way of thinking about a topic. Their message is, of course, very important in this speech, but their voice and body language are even more important. Each student will then practice delivering their speech in front of the class while the rest of the students take notes and prepare to give the speaker feedback on the speech.

Here are some additional tips you can provide your students:

**Establish Credibility**-- When students are trying to convince someone of something, they must first sell themselves before they sell their message. If people feel that they are not being reasonable or rational, they do not stand a chance.

**Be committed**-- They must be committed to the ideals and goals of their speech and what they are saying. They should not use words such as "maybe" or "might"- they should use positive words such as "will" and "must."

**Be an authority figure**-- Students must portray themselves as the authority figures in this speech, so they had better supply enough information to prove their points so that they can seem knowledgeable, and they had better know their material cold. People can usually spot someone who is trying to "wing" a speech.

**Be truthful**-- They should also appear to be truthful - even when they are really stretching a point. If they do not appear to be earnest, even if their message is the 100% truth, people will doubt their word and tune out their speech.

**Show a little emotion** - this is not a sterile or static speech. Students' bodies and voices must match the tone of their words. If their language is strong, they must present a physical force to go along with their deliveries.

### III. Closing/Wrap-Up

After each pair of students has a chance to present their speech have the class provide feedback. Remind the class that they are to focus on the speaker's body language, words and actions.

- Were the speaker's body, words, and actions in synchronization and harmony?
- Did one support the other or was there tension between the body and the voice?
- Were the students persuaded? Why or why not?

### **OPTIONAL ACTIVITIES**

#### Future In-class Follow-Up for Teachers

Once students have practiced drawing on their position papers to make speeches on a topic and position they are already familiar with, have them trade position papers with other students who represent a different country or are in a different committee, and try to do the same thing. They should practice using the information available to make short speeches.

#### Homework

If students wrote one longer speech in class, ask them to write three short ones. If they wrote three short ones, have them write one longer one.