

# 2020 Competition Information Packet

2020 Clara Barton  
International Humanitarian  
Law Competition

The Clara Barton IHL Competition is a simulation-based competition which puts participants in the roles of humanitarian practitioners to address complex legal issues in realistic environments.

## TABLE OF CONTENTS

<b>1. What is International Humanitarian Law (IHL)?</b>	<b>2</b>
<b>2. Who is Clara Barton?</b>	<b>2</b>
<b>3. What is the Clara Barton IHL Competition?</b>	<b>3</b>
<b>4. Eligibility</b>	<b>3</b>
<b>5. Purpose of the Competition</b>	<b>3</b>
<b>6. Format of the Competition</b>	<b>4</b>
<b>7. Applying for the Competition</b>	<b>5</b>
<b>8. Selection of the Participants</b>	<b>6</b>
<b>9. Travel and Accommodations</b>	<b>6</b>
<b>10. Spirit of the Clara Barton IHL Competition</b>	<b>6</b>

## 1. What is international humanitarian law (IHL)?

International humanitarian law (IHL) is a set of rules which seek, for humanitarian reasons, to limit the effects of armed conflict. Also known as the "law of war" (LOW) or the "law of armed conflict" (LOAC), IHL protects persons who are not or are no longer participating in hostilities, and restricts the means and methods of warfare. The Geneva Conventions of 1949 and their Additional Protocols of 1977 provide the foundation for this legal regime. Despite universal adoption of the Geneva Conventions by nations, violations of IHL persist. The changing nature of warfare and the development of new advanced weaponry and methods of warfare raise significant questions about the application of IHL to modern conflicts.

## 2. Who is Clara Barton?

Clarissa Harlowe Barton - best known as Clara Barton – was a prominent humanitarian and the founder of the American Red Cross. Barton's legacy has inspired generations of individuals to take action to assist people in need throughout the world and exemplifies the humanitarian spirit enshrined in the Geneva Conventions.

Barton's story began in 1861 when she was working for the U.S. federal government as a recording clerk in the U.S. Patent Office in Washington D.C. As the American Civil War escalated and fighting spread to the nation's capital, Barton bore witness to the violence and suffering which engulfed the country. Refusing to be a bystander or flee the conflict, Barton rushed forward onto the battlefield to aid the victims of war. Throughout the course of the American Civil War, Barton provided aid and supplies to sick, wounded, and hungry soldiers, irrespective of their allegiance. She petitioned government officials and army leadership who granted Barton access and safe passage into battle zones to provide lifesaving care. Barton's aid was widely praised, her selfless services earning her the name "Angel of the Battlefield."

Toward the end of the American Civil War, Barton offered families assistance locating loved ones, eventually establishing the Office of Correspondence with Friends of the Missing Men of the United States Army. The Office helped identify over 22,000 missing soldiers, reconnecting them with their families or giving families the comfort of knowing where a loved one was buried.

After the conflict ended, Barton travelled to Europe where she was introduced to the work and writings of Henry Dunant, the founder of the International Committee of the Red Cross. Dunant's work set the stage for the creation of the Geneva Convention of 1864, the first internationally recognized codification of basic principles regarding the conduct of armies in war. During her time in Europe, Barton served with members of the Red Cross movement, assisting in the delivery of humanitarian aid to wounded fighters during the Franco-Prussian War.

Inspired by Dunant's vision of establishing an international network of humanitarian organizations, Barton eventually returned home and formed the American Association of the Red Cross. This association received Congressional charters in 1900 and 1905, evolving into the American Red Cross we know today. She also advocated for the federal government to ratify the 1864 Geneva Convention. Despite resistance from President Hayes in 1877 and delay caused by the assassination of President Garfield, President Chester Arthur finally signed, and the Senate ratified the treaty in 1882.

## CLARA BARTON IHL COMPETITION INFORMATION PACKET

Today, Barton is remembered as one of the most influential women in the field of international humanitarian law. The Clara Barton IHL Competition is a tribute to Barton's contributions to the field of international humanitarian law, serving as a forum to raise awareness of IHL and strengthen the rule of law by training the next generation of advocates.

*"The Clara Barton competition is the best thing I have done in Law School. We were arguing issues that arise in real life situations and learning not only the law, but also how to work with it, how to present it in a compelling way and how to win a legal argument."* - Tessa Stephenson, Santa Clara University School of Law, Participant in 4<sup>th</sup> Clara Barton IHL Competition.

### 3. What is the Clara Barton IHL Competition?

The Clara Barton International Humanitarian Law Competition is a simulation-based, experiential legal competition designed to expose rising professionals to the practice of IHL and to real world challenges facing IHL practitioners during armed conflict. During the Competition, participants will engage in a variety of practical role-playing exercises, during which they will be asked to assume various professional roles and accomplish a wide range of tasks reflective of those performed by practitioners in the field. Unlike traditional moot court competitions, participants will explore the application of the law through fictional, but realistic case studies of armed conflict which continue to evolve throughout the Competition, offering participants a dynamic and creative atmosphere in which to explore complex legal issues. The Competition will test participants' knowledge of international humanitarian law and public international law, as well as their ability to present, advocate for, and defend legal positions to a diverse range of stakeholders in different simulated environments.

### 4. Eligibility

The Clara Barton IHL Competition is open to students currently pursuing Juris Doctor (J.D.), Bachelor of Laws (LL.B.) or Master of Laws (LL.M.) degrees at law schools within North, Central, and South America, as well as students attending United States military academies. While not required, prior study in international humanitarian law is highly recommended. Teams are composed of three individuals representing a single institution. Only one team will be chosen to represent each institution and participants will only be eligible to compete in one edition of the Clara Barton IHL Competition. See the Competition rules for greater detail. The rules can be found on the Clara Barton IHL Competition website.

### 5. Purpose of the Competition

Today's students expect to be equipped with the practical skills necessary to be successful in their chosen careers immediately upon graduation. With its unique hands-on learning model, the Clara Barton IHL Competition offers students a one-of-a-kind opportunity to strengthen essential professional competencies as they prepare to enter the field of international law.

Unlike many other areas of the law, the practice of IHL is unique in that it is not limited to the confines of an office or a courtroom. Humanitarian law practitioners may be military commanders, military legal

## CLARA BARTON IHL COMPETITION INFORMATION PACKET

advisors, non-profit humanitarian workers, government officials, academics, rights advocates, medical service providers, and more. The Clara Barton IHL Competition breaks from the format of typical moot court competitions that present static, two-sided debate through the recitation of legal briefs, and instead utilizes a dynamic case study based approach to take the law out of the books and expose students to a range of real world environments.

During the Competition, students will experience an intensive immersion into the operational practice of IHL. Students will be challenged to understand the mission objectives and operational parameters of these various humanitarian law professionals, work alongside and understand the strengths and limitations of these actors and the organizations they represent, analyze complexities and current developments in the law, advocate and apply the law to achieve operational objectives, identify solutions to challenging real-life situations, and negotiate competing perspectives in practical settings.

By bringing together law students and military cadets, the Competition creates a unique synergy between professional programs and legal paradigms, enhancing the learning experience by providing a holistic look into the practice of law. Students will also have numerous opportunities to network with and receive feedback from leading practitioners within government, the military, international organizations, and academia.

As the only legal competition within the United States concentrating exclusively on international humanitarian law, the Clara Barton IHL Competition is an invaluable opportunity for students to showcase their skills and gain valuable experience before they begin their careers.

*"I decided to compete in the competition knowing virtually nothing about IHL. I ended feeling like I had taken a well-oiled, extremely thorough class. There's so much left to learn and I feel very lucky to have had this learning experience."* - Andrew Hennessy-Strahs, Georgetown University Law Center, Participant in 4<sup>th</sup> Clara Barton IHL Competition.

### 6. Format of the Competition

The Competition is composed of a series of preliminary rounds where all teams compete, one semi-final round featuring the top four teams, and a final round featuring the top two teams. Each round will present a new case study which builds upon a larger hypothetical situation of armed conflict. Each round is composed of two independent parts: time to prepare each case study and the competitive simulations, referred to as advocacy sessions. Teams will receive case studies at the start of each round and will be allotted a specific amount of time to research and prepare the team's position prior to the advocacy session. Teams therefore, will only discover the case study for a particular round at the start of that round and must perform the rapid legal analysis often required of IHL practitioners working in fast-paced and fluid environments.

*"This experience has been tremendous because seldom do you get to put the law into practice and this does give us every opportunity to express our knowledge of the law and to be able to exercise it in a very realistic but, at the same time, very practical simulation."* – William Xu, American University Washington College of Law, Participant in 1<sup>st</sup> Clara Barton IHL Competition.

## CLARA BARTON IHL COMPETITION INFORMATION PACKET

Each case study will require teams to assume different professional roles and accomplish new objectives. Teams will be expected to adjust their positions according to the organization or groups that they represent. For example, teams may be asked to assume the roles of humanitarian aid workers, military commanders, representatives of watchdog organizations, members of non-state armed groups, or other actors in the field.

Advocacy sessions will vary in length and structure based on the context of each case study, ranging anywhere from 15 minutes to 1 hour depending on the complexity and format of the case study and the tasks assigned. The number of teams participating simultaneously in advocacy sessions may also

*“The Competition was a great experience because it really gives you an opportunity to dive into the details of international humanitarian law (IHL), which is a fascinating subject area. Each scenario focused on a relevant current topic of IHL and required our team to work together to figure out not only the answers to the questions posed, but also how best to make the persuasive arguments that conformed to our role’s viewpoints. There are few competitions that allow you to take on the role of senior legal advisors, so Clara Barton offers valuable training in a fun and exciting setting.”* – Melissa Reilly-Diakun, University of Virginia School of Law, Participant in 1<sup>st</sup> Clara Barton IHL Competition.

change. Multiple teams may participate in a single advocacy session simultaneously, while other scenarios may place teams in head-to-head sessions, or require teams to engage one-on-one with the judges. All teams will participate in each round (except the 5<sup>th</sup> and 6<sup>th</sup> rounds), with multiple sessions running in parallel.

Judges for the competition in the past have included current and former Judge Advocates, government officials, representatives of the Red Cross and other humanitarian organizations, and leading academics. A judge’s primary responsibility during the Competition will be to evaluate the performance of teams during each

advocacy session; however, they may also participate as a stakeholder during these sessions. The judge’s level of direct participation in the round will depend on the case study presented. For example, judges may lead advocacy sessions, act as the sole opposition in an advocacy session, or simply observe advocacy sessions.

Rounds will be unpredictable and dynamic, challenging teams’ research and preparation skills, as well as their ability to think on their feet, adapt to rapidly changing situations, and analyze complex problems from a variety of viewpoints.

### 7. Applying for the Competition

Interested teams will complete an application package which includes a registration form, a statement of interest, and an answer to a hypothetical question(s) requiring legal analysis. All application materials, including the Application Package, a copy of the Competition Rules, and an official schedule will be available on the Competition website at <https://www.clarabartoncompetition.org/>

Application materials must be submitted to the Competition Committee by the date specified in the Application Package. Teams must also pay a \$50 non-refundable application fee upon registering for the Competition. All materials should be submitted in electronic form to the Competition Committee at [clarabartonIHLcompetition@gmail.com](mailto:clarabartonIHLcompetition@gmail.com). Additional instructions will be available on the Competition website.

## CLARA BARTON IHL COMPETITION INFORMATION PACKET

*"If a student came to me to ask if he or she should apply [for] the competition, I would say 'definitely yes', because it is a significant event in any law student's academic career. This is the kind of competition that is not only going to make them a better lawyer, but a better citizen." – Gary Solis, Retired Marine Judge Advocate, Adjunct Professor at Georgetown University Law Center and George Washington University Law School, and former Judge, Clara Barton IHL Competition.*

### 8. Selection of Participants

The selection process is competitive and Competition slots are limited. The Competition Committee will evaluate and select teams based on the content of their application packages. The Competition Committee will consider teams based on: 1) the team's answers to the Application Hypothetical; 2) the team's Statement of Interest; 3) the individual team member's educational background in public international law generally, and international humanitarian law in particular; and 4) the individual team member's prior competition experience.

Please consult the [Competition Rules](#), available on the [Competition website](#), for additional information. All interested students are encouraged to apply.

### 9. Travel and Accommodations

Teams will be required to cover all travel expenses (except hotel rooms and meals during the Competition), including public transportation to and from the Competition hotel. Teams will also be responsible for bringing all resources they may utilize during the Competition, including books, props, laptops or other personal electronic devices, and any other materials they intended to use during the event. Teams should not be dissuaded from attending due to cost concerns, however, and should reach out to the Clara Barton IHL Competition Committee at [clarabartonIHLcompetition@gmail.com](mailto:clarabartonIHLcompetition@gmail.com) if facing funding challenges. Fee waivers may be available based on need.

### 10. Spirit of the Clara Barton IHL Competition

The Clara Barton IHL Competition Committee seeks to foster a spirit of collegiality during the Competition and build partnerships for future action. Although a competitive event, participants will be evaluated, in part, on the level of respect shown to their fellow competitors and the humanitarian spirit embraced by participants. Participants will have an opportunity to meet colleagues from many areas, and together will face complex legal dilemmas. The Competition Committee expects all participants to exemplify the spirit of Clara Barton throughout the Competition. Together, participants will thrive and grow, the unique experiences of the Competition providing memories which will last a lifetime.

For more information about the Clara Barton IHL Competition, please visit the Competition website at <https://www.clarabartoncompetition.org/>

# **The 2020 Clara Barton Competition: Frequently Asked Questions – A Guide to Participating in the Competition**

The Clara Barton Competition (CBC) is a simulation-based competition designed to place students in the roles of actors involved in armed conflict situations. The purpose of the Competition is to strengthen knowledge of international humanitarian law (IHL) by presenting the law as it would arise in practice.

This document addresses common questions about the Competition format and preparation. We encourage participants to take advantage of the unique format and experiment in order to determine how best to engage in this opportunity.

Overall, participants should keep the following in mind:

- Read prompts and preparation materials carefully,
- Think strategically about advocacy in each round based on your “character”, and
- Be creative.

<b>Conceptualizing the Competition .....</b>	<b>2</b>
What is a simulation competition? .....	2
How does the Clara Barton Competition simulation work?.....	2
<b>Preparing for the Competition.....</b>	<b>3</b>
How should I prepare for the Competition? .....	3
How should I use the past rounds? .....	4
What are some typical roles to expect? .....	4
Should we bring costumes and props? .....	5
<b>Competing in the Competition .....</b>	<b>6</b>
How is the Competition graded and judged?.....	6
What facts and legal sources should we rely on during the Competition? .....	7
How do three team members argue at the same time? .....	8
Can we use laptops and tablets? .....	8
Who do we contact in case of emergency or if we have questions? .....	9



## **CONCEPTUALIZING THE COMPETITION**

### **What is a “simulation competition”?**

A simulation is an imitation of a real-world scenario designed for training and experiential learning. Simulations can involve a variety of role players and test many different issues at once. Participants are typically given a scenario and expected to engage in negotiation or advocacy in accordance with their assigned role and the parameters of the simulation. Simulation provides an opportunity to enhance legal knowledge, oral advocacy, teamwork, and time management skills.

### **How does the Clara Barton Competition simulation work?**

The Clara Barton Competition is distinct from traditional American moot court competitions, focusing primarily on the practice and application of the law outside of the court room. In the Competition, students assume the roles of different actors during fictional situations of armed conflict designed to strengthen participants’ knowledge of international humanitarian law (IHL) through experience.

Participants are evaluated on their knowledge of IHL and related bodies of law through observation of their performance in a series of simulations. The Competition Committee designs the simulations based on a fictional armed conflict. Each round of the competition is a different simulation based on the same fictional armed conflict with an evolving set of facts. Therefore, each simulation will require competitors to adopt a different role and a different objective based on new facts about the armed conflict.

Prior to each round, participants attend Document Distribution where they receive a set of documents which include:

- Relevant facts (Press release, email, news article, memo, etc.)
- An assigned role (ICRC Legal Advisor, Military Commander, Rebel Group, Government Agency, etc.)
- Identity (and sometimes the role) of opposing teams
- Preparation time
- Location, time, and length of the round

Note that within each round, all teams usually have unique roles giving teams the opportunity to either engage in debate or collaborate over common goals. Out of fairness, no role is designed to have a competitive advantage over any other in the simulation.

### **Illustration:**

According to the Competition schedule, Round 1 Document Distribution is at 8AM in Room A. Your team meets in Room A with other teams to receive the documents for round 1. At 8AM a cover sheet is distributed. The cover sheet shows that your

team will participate in Round 1 from 10:30AM to 11:15AM against 3 other teams in Room B. Your team role is that of a legal advisor to the military; the roles for the 3 other teams could be listed on your sheet or will become apparent based on the facts of the simulation.

You also receive facts applicable to Round 1, including an e-mail from a supervisor describing an armed conflict and asking you to prepare arguments about its classification. You have 8AM to 9AM to prepare, and should arrive at Room B “in role” with notes and other supporting materials ready to engage in the simulation.

## **PREPARING FOR THE COMPETITION**

### **How should I prepare for the Competition?**

**Learn the law.** The Clara Barton Competition is different than a traditional appellate advocacy competition—so prepare and strategize differently than you would for a traditional competition. Learn as much IHL as possible in preparation for the Competition, as well as the other bodies of law that intersect with IHL, such as public international law, international human rights law, and international criminal law. Remember: The Competition is a legal competition, so participants must possess strong oral advocacy skills.

**Create a study plan.** Since it is difficult to anticipate all the legal issues that will arise during the Competition, teams should devise a study plan and competition strategy that maximizes the time and abilities of all three team members. All team members should strive to understand the basic principles of IHL, but individual team members may want to become experts on certain subtopics, treaties, and cases.

### **Illustration:**

The team may divide and assign readings from the reference materials provided, which offer competing perspectives on important issues in IHL. A successful team is able to evaluate the law from all angles. The team may look up important organizations—especially the United Nations and the ICRC—to learn about their mission, objectives, and guiding principles.

The team may condense and organize information into a format that can be easily referenced. Since computers may not be practical in certain simulations, consider printing hard copies of the materials. The team may research current challenges in IHL and consider how the basic principles of IHL could be applied to different scenarios.

**Develop a study strategy.** Use strategies that will help the team learn the law and play various roles. Act out the sample simulations to practice applying the law while in character and under time restraints. Hold rotating team meetings where one teammate teaches the others about a specific area of IHL. Ask a professor to give an informal lecture on issues in

IHL. Make flashcards for important treaties, cases, and topics. Find methods that work best given the particular team dynamic and the strengths and weaknesses of individual team members.

**Testimonial:**

Will, Mañuela, and I met for brunch and took turns talking about a specific topic we had each selected in advance. While we drank our coffee, Will broke down the basics of the international criminal courts. Once the food arrived, Mañuela and I led discussions about the principle of proportionality and classification of non-international armed conflicts. It was a great opportunity to share our research while bonding over coffee and waffles; we also created a strong team foundation to support us during some of the more intense moments of the Competition.

–Chelsea Z. (2014 Participant)

**Devise an oral advocacy strategy.** Each participant is expected to possess traditional oral advocacy skills, but teams can excel in the Competition by recognizing their strengths and weaknesses. Teams can divide up main points based on team member's expertise or whether the simulation requires more antagonistic or conciliatory advocacy skills. Teams can develop a system to transition between speakers, pass notes discretely during a simulation, or identify when speakers need to be more aggressive or more passive. Make sure that all team members are prepared to talk in each simulation, regardless of topic or role.

**How should I use the past rounds?**

**Practice.** Use the past rounds to help prepare for the Competition. Each round will describe a scenario, similar to those used in the Competition. It will include different actors, the format of the simulation, and the time constraints, as well as the purpose of each simulation. Practice these past rounds by assuming a role and, under time constraints, using available resources to present according to the rules of the simulation. The past rounds from the 2019 Competition are available on the Competition website.

**Use coaches.** Schedule simulation sessions with coaches or mentors who can observe or participate in the simulation with the team. The coaches should also be able to provide feedback on the substantive law, teamwork, and role-playing.

**Perform with others.** Recruit professors, other students, or previous competitors to play different roles in a simulation. Approach each sample simulation as if it were a real life situation. Assume a role and apply the law, keeping the objectives of the actor in mind. Practice the sample simulation multiple times, assuming a different role each time to help examine the application of the law from a variety of perspectives.

**What are some typical roles to expect?**

Teams will often be assigned to play actors in the field of international humanitarian law.

Potential roles include lawyers for the government or the military, non-governmental (NGO) representatives, or ICRC delegates.

### **Illustration:**

Your team is acting as ICRC delegates and the goal of the simulation is to (1) inspect a detention facility, (2) interview a detainee, and (3) debrief the facility commander on your findings and recommendations.

A successful team might:

- Clearly explain the job of an ICRC delegate;
- Discuss the law in plain language;
- Negotiate for changes in detention policies at the facility.

An unsuccessful team might:

- Chastise the commander for poor facility conditions;
- Assume the commander knows the significance of international treaties;
- Make unrealistic demands or recommendations.

Within each round, teams will have to interact with the other teams in accordance with their character *and* the objective of the simulation. How would a lawyer for the armed forces interact with a rebel leader when discussing the law on detained persons? How would an NGO focused on child soldiers work with an NGO addressing gender-based violence in armed conflict? Does the scenario require consensus-building or is it adversarial? These considerations should influence how teams assume their respective roles.

### **Should we bring costumes and props?**

**Assuming the role.** Although teams are primarily evaluated on their knowledge and application of IHL, teams will also be evaluated on their ability to assume the assigned role in each round. Some simulation roles may allow students to adjust their wardrobe or bring props. Using costumes and props encourages participants to think like the actors they represent, creates a greater sense of realism, and adds an element of creativity to alleviate the stresses of competition. Teams should think critically about their assigned role and determine whether costumes or props would be useful in each scenario.

### **Testimonial:**

One simulation called for us to represent the Defense Ministry at a meeting with all sectors of the government. Since the Defense Ministry are usually staffed by military personnel, my team and I dressed in green military fatigues with matching caps. Our designated point person for this particular round also taped a sticky note to his chest, marked with an officer's rank.

– William Xu (2014 Participant)

**Evaluation of costumes and props.** Teams are not graded on the sophistication of their costumes and props; rather, judges consider whether the costumes and props demonstrate that the team understands and assumes the assigned role. Wearing special attire is not required and the Competition Committee does not encourage participants to purchase items specifically for the Competition. Participants should be creative with their available resources when considering how to dress for their role.

**Illustration:**



At a similar IHL competition, one team wore military uniforms while representing members of a fictional army. The opposing team improvised costumes, turning business attire into formal navy uniforms. In addition to newspaper sailor hats, they made medals and badges out of sticky tabs. Judges recognized both team's role-playing efforts. (Photos courtesy of Alicia Hartmann).

**Preparing costumes and props.** Costumes and props can show judges that the team is committed to its role and may help team members mentally get into character. It might be easier to pretend to be an ICRC delegate while wearing a giant Red Cross armband made from a scrap of white fabric and a red permanent marker. Teams may wear fatigues if they are representing members of the armed forces, or bring a hand-drawn map to illustrate movements of a military force. Props could include pins, medals, hats, or symbols/emblems—anything that could identify the team's role.

Because preparation time may be limited before each round, participants should focus on preparing content rather than costumes and props. Accordingly, teams should prepare basic costumes and props in advance of the Competition. While it may seem silly, these extra details really enhance the Competition experience.

**Weapons.** For the safety and security of participants, all items resembling weapons are strictly prohibited.

## **COMPETING IN THE CBC**

### **How is the Competition graded and judged?**

**Legal knowledge.** Teams are evaluated primarily on their knowledge of the law and their

ability to convey the law in the simulation. Concision, precision, and depth of analysis are crucial.

**Role-playing.** Additionally, teams must demonstrate an understanding of the assigned role by approaching the simulation as their real-life counterparts would. A complete grading rubric is provided in a separate document and explained in detail at the beginning of the Competition.

**Judges.** Each round consists of a panel of judges, although the number of judges per round can change. Judges observe all participating teams and fill out a grading score sheet for each team. In some instances, judges are part of the simulation, for instance, acting as a military commander requesting advice from legal advisers. At other times, judges do not interact with the teams and participants are expected to conduct the simulation themselves, for instance, a bilateral negotiation between two teams.

#### **Illustration:**

Round 2 simulates a meeting where four branches of government meet with a high-level official. The simulation documents assign each team a branch of government and an agenda item to prepare. In the simulation, a competition judge plays a high-level official: running the meeting, gathering the viewpoints of each team, asking questions, prompting teams for additional information, and challenging teams to negotiate and resolve conflicts. The other judge takes notes and evaluates teams.

#### **Illustration:**

Round 3 simulates a hearing for a detainee by the legal advisors on a detention review board. The simulation documents state that judges will not interact with teams during this round. The legal advisor team arrives to the round early to prepare the room and call in the opposing team at the appropriate time. The teams conduct their discussion as they have planned it, keeping track of time themselves and concluding in an appropriate fashion. During this entire process, judges will be seated in the room observing and grading, and should not be consulted for any reason except emergencies.

For further detail on grading and feedback, please read the official Competition Rules available at the Competition website.

### **What facts and legal sources should we rely on during the Competition?**

**Core documents.** All teams should be familiar with the core documents of IHL, including:

- Geneva Conventions of 1949 and Additional Protocols
- Documents and resolutions from the United Nations
- International treaties
- Decisions of international judicial bodies

Teams should also reference other sources including journals, academic publications, textbooks, and treatises.

**Competition facts.** Since all simulations take place within the same fictional universe, teams should incorporate pertinent facts and law from the Competition fact pattern given in the Competition application and clarification, as well as previous rounds during the Competition. In addition, legal precedent and historical events from the “real world” are allowed and use of analogy is encouraged.

While the Competition encourages creativity in assuming simulation roles, teams may NOT manufacture new facts or precedent, and may not reference the facts from previous Competitions.

### **How do three team members argue at the same time?**

**Speaker strategy.** Each team member is expected to speak in each round; teams should devise a strategy in their preparation for each round to ensure that each team member has an opportunity to speak. A common strategy is to divide a problem into three main issues and assign a different team member to address each point. However, do not feel confined to “one speaker per point”. Team members can take over the presentation of a struggling speaker, or a single issue can be split into three sub-issues where each speaker seamlessly passes the floor to the next.

**Speaking strategy.** In larger simulations, finding speaking time will be an important dimension of the exercise. Various strategies are available. For example, teams may choose to assert dominance over the proceedings or plan to control the end of the discussion by relying on rebuttals. Whatever the situation, remember that respectful interaction with opponents will factor into grading and that legal professionals are expected to *tactfully* argue and convince others. Think about the simulated role—how would that actor behave in real life?

**Communication.** While only one person can speak at a time, team members can simultaneously contribute in various ways, such as researching more facts for the speaker to deliver, devising a way to transition to his/her own topics of presentation, or working on a counterargument to a previously discussed issue.

Whatever the strategy, effective communication is absolutely crucial. Team members are encouraged (without disrupting the simulation) to discuss quietly amongst themselves and share notes and observations as the round progresses.

### **Can we use electronic devices?**

Preparatory session. During the preparatory part of the round, teams are encouraged to use electronic devices to assist their research.

Advocacy session. In past years electronic devices were not allowed in the advocacy sessions (the portion of the rounds where teams are in front of the judges). This year we are allowing teams to use electronic devices during Competition rounds. This includes laptops, tablets, and cell phones. However, teams should keep in mind that the simulations are fast paced, and it may be a benefit or a detriment for a team to try to reference electronic devices during the advocacy sessions. Due to the role play nature of the simulations, it may be seen as improper in a particular role for team members to have electronic devices with them. For example, if a legal adviser is going in to a meeting to brief the Prime Minister, should legal advisers take a laptop or tablet with them to the meeting? Or if a phone rings during a session, the Prime Minister and other senior officials may feel like the team doesn't think the meeting is important enough to silence phones. Also, referring to an electronic device during an advocacy session to answer a question, may cause the judges to question your knowledge of the subject of the question.

**Who do we contact in case of an emergency or if we have questions during the Competition?**

During the Competition if an emergency arises and immediate medical attention is needed, please call 911. For non-life-threatening situations with which assistance from the Competition Committee is requested, please find a Competition volunteer and they will take you to the organizers.