

Teacher's Manual

INTRODUCTION

Model United Nation programs are designed to simulate the activities of the United Nations. A model UN can take place in a classroom with a small group of students or it can involve several thousand students in a conference setting. It can simulate a single committee of the United Nations or cover a complex range of UN committees and functions. Model UN activities have become one of the most effective tools for teaching students about the world.

Through participation in model UN simulations, students gain a greater understanding of global issues and the complexity of the international system. They learn about negotiation and compromise; they learn to carry out research, to speak on their feet, and to write in language that is precise and carefully crafted. Perhaps most important, they learn to view world events from the perspective of a particular country. While model UN can be a lot of work for students, it is almost always also a lot of fun. If students take up the task to prepare fully for a simulation, they will enjoy it and it will be a truly meaningful experience.

This manual will help you prepare your students for participation in the Model UN program at Valdosta State University. While it will not give you all the answers, it will guide you in helping your students make the most of their model UN encounter. The manual provides the basics for preparing students; how far you take them is really up to you and them.

We hope you find this manual a useful resource as you prepare your students for participation in Valdosta State University's High School Model UN Conference.

I. VALDOSTA STATE UNIVERSITY MODEL UN

The Model UN has been operating at Valdosta State University for more than 30 years. Students of Valdosta State, under the guidance of the Political Science Department, organize and conduct the conference for the high school students and faculty advisors; these students spend six months preparing for their role as staff of the conference.

The one-day conference is held on a Friday in F

from involving themselves in the simulation; at this point, students need to perform on the basis of what they learned while preparing for the conference.

may, during UN sessions, condemn international human rights violations, but continue to violate human rights at home. The students need to research the problems within their nation regarding ethnic and religious minorities, suppression of dissent, division of wealth, freedom of the press, development, health care, education, poverty, the environment, etc. They also need to note circumstances in which their nation may refuse to take a stand; abstentions on substantive issues are a valid form of expression.

Newspapers and magazines are useful sources of current information on most countries. You will find The New York Times, Washington Post, and USA Today. News stories on current developments can be found in magazines like U.S. News & World Report, Newsweek, and Time. Magazines like Atlantic and The New Republic often have in-depth articles on foreign affairs and other countries. Many of these sources also have extensive web sites on the Internet. You may be able to locate publications in English from your assigned country, which allow you to look at issues and events through the eyes of the people of that country. An important source of information is the embassies and UN missions of countries. You might want to have students write or telephone the embassies in Washington, DC, to obtain general information on the country as well as positions on current issues. Writing the country's UN mission in New York City can yield valuable information on the nation's position regarding issues before the UN. Finally, of course, any library that the students have access to is usually a good source of reference materials.

Learning about a country involves studying the whole country, with all of its regions, ethnic groups, and institutions. From such research, a total picture of the country emerges in which students see all the parts as an integrated whole: the land, the people, the customs and beliefs, the means of earning a living, the institutions, and the means of artistic and individual expression. Understanding a nation includes studying its ties with the rest of the world, commercially, politically, and diplomatically. Your students should focus on the country's international relations and its position on global issues likely to be debated in the UN.

The most important thing to keep in mind is that, to be successful, students must learn to think and react like diplomats from the country they are representing. Doing this requires thorough knowledge of their country's history, culture, social conditions, and external relations.

C. AGENDA TOPICS

Each delegate needs to understand the agenda topics, the assigned country's position on the topics, and the reason the country takes such a position. The first resource your students will use is the committee background guides. The guides include a description of the agenda topics and a bibliography. The background guide will help students get started in developing a thorough understanding of their committee topics. The goal is twofold: first students must understand the topics as general issues, then they must develop positions on these issues that realistically reflect the country they are representing. Research on the agenda topics is thus best broken up into two parts:

- A. Background of the topic
 1. Main elements of the topic
 2. General positions on the topic (positions of other countries and blocs)

they state the importance of the topics for the country and present the country's position on the topics. Position papers can be joint projects, completed by several students, or they can be done on an individual basis. They should be written from the country's perspective, as a document officially stating government position, and should reflect the committee's prior activity, if any, on the topic. Many teachers have students present their position papers orally, to the whole delegation, which can debate and ask questions about the legitimacy of the position from their understanding of the country.

An example of a position paper is included at the end of this manual

Position papers are a perfect device for getting students to integrate all that they have learned--about the UN and their committee, about their country, and about the topics they will be debating. The model UN staff requests that all position papers be turned in by the deadline specified in the conference registration manual.

Resolutions

The United Nations does not pass "laws," it passes resolutions. A resolution is a means of bringing pressure to bear upon Member States, or of expressing an opinion on a pressing matter, or of recommending that some action be taken by the United Nations or some other agency. When drafting or sponsoring a resolution, keep in mind that the wording will greatly influence its appeal (or lack thereof). The resolution should be clear, concise, and specific. The substance should be well researched and reflect the character and interests of the sponsoring nations.

United Nations Resolutions follow a common format, one that you will follow as well. Each resolution has three parts: the heading, the preambulatory clauses, and the operative clauses. The resolution is one long sentence with commas and semi-colons throughout the resolution, and a period only at the very end.

The heading for all draft resolutions should read as follows:

Committee: name of the organ where it was introduced

Subject: the topic of the resolution

Sponsored by: list of sponsoring nation(s)

Preambulatory Clauses:

The purpose of the preamble is to show that there is a problem that needs to be solved. This may also mean demonstrating that the problem is within the jurisdiction of the UN. These two purposes are fulfilled by referring to appropriate sections of the UN Charter, by citing precedents of UN action, or by citing previous resolutions or precedents of international law. The preamble should also point out the key elements of the current problem by specifically referring to situations or incidents. Finally, the preamble may include altruistic appeals to the common sense or humanitarian instincts of members with reference to the Charter, Universal Declaration of Human Rights, etc.

Operative Clauses:

The solution in a resolution is presented in sequentially numbered operative clauses. These clauses may recommend, urge, condemn, encourage, or request certain actions, or state a favorable or unfavorable opinion regarding an existing situation. Each operative clause calls for a specific action. The action may be as vague as denunciation of a certain situation or a call for negotiations; or as specific as a call for a cease-fire or a monetary commitment for a particular project. Keep in mind that only Security Council resolutions may be binding upon Member States. The General Assembly and its Main Committees can only make recommendations.

Examples of preambulatory phrases, operative phrases, and a resolution can be found at the end of this manual.

pending without a vote being taken.

Caucus groups are a means for students to communicate among nations sharing common interests and to engage in the essential compromise, negotiation, and discussion that are the heart of international diplomacy.

IV. IN CLASS SIMULATION

One of the best ways to prepare students for their involvement in the conference is to stage a class simulation. A simulation provides the students a means of applying and integrating all that they have learned and practicing the skills they will use at the model UN. It also gives them familiarity with an "actual" committee session, so they will not feel lost at the conference.

The easiest way to run a simulation is to ask each member of the delegation to represent a nation, then assign agenda topics to be discussed in a simulated committee session. Then what you should do is assign countries to your students and give them a sheet of paper for voting and procedural matters. The actual simulation would involve the students in proceeding through a committee session--practicing the art of setting the agenda, caucusing, introducing a resolution, proposing amendments, and voting. It is good idea to follow the rules of procedure as that is what they will be expected to follow at the conference.

Selecting agenda topics. A helpful hint for agenda topics is to use one of your eqo o kwggau topics for that particular simulation. Then switch out other committee topics to give your students the chance to practice their topics.

Class Simulation: Order of Business

1. Roll call of states.
2. Chairperson calls the meeting to order.
3. The chair declares the speaker's list open for opening statements by the delegates. Each delegate makes a brief statement of his/her country's position on the agenda topics.
4. The chair then declares that the next order of business is the ordering of the agenda by saying, "Are there any motions on the floor?" Delegates can do one of two things at this point:
 - A.

the names of the countries, the chairperson places the names on the list.

6. When delegates speak, they move to the front of the room, remembering that their time is limited so they need to be concise in their comments. The chairperson should call time on delegates that speak longer than the allotted time. Their comments need to be directed to the committee as a whole and not directly to any one delegate.
7. After the speaker's list is completed, the chair will declare the committee in voting procedure. The chairperson will take a vote on each agenda order called for in the speeches. The agenda that gets the most votes is considered the agenda adopted.
8. The chair declares the opening of debate on the first agenda topic.
9. Delegates then move for a caucus or the opening of the speaker's list with a time limit on each speaker. Resolutions can be introduced to the committee during the speeches, after a copy has been presented to the chairperson.
10. After the speaker's list has been exhausted or a motion has been approved for closure of debate, the committee will then move into voting procedures on all resolutions presented. Resolutions will be voted on in the order in which they were introduced.
11. Discussion then begins immediately on the next agenda topic.

This format is one that allows the students to simulate the committee at several different practice sessions, without having to change topics and countries each time they have a simulation. Normally, a complete simulation might take two or three 50-minute class sessions, but "committee sessions" can be suspended until the next class meeting.

The simulation will contribute to the overall effectiveness of the student delegation. It enables students to synthesize and apply all that they have learned about model UN in a setting that closely approximates the actual model UN conference.

RULES OF PROCEDURE: SHORT FORM

<u>Motion</u>	<u>Debate</u>	<u>Vote</u>
Suspension of Meeting (Caucus)	No	Majority
Point of Order	No	Chair *
Division of the Question	2 pro/ 2 con	Majority
Adjournment of Debate (table the topic)	2 pro/ 2 con	2/3 Vote
Adjournment of Meeting (until next scheduled time)	No	Majority
Closure of Debate (to vote)	2 con	2/3 Vote
Time Limit on Speeches	2 pro/ 2 con	Majority
Right of Reply	No	Chair*
Order the Agenda	2 pro/	Majority

Sample Position Paper
(Please type)

Federal Republic of Germany

Position Paper for the Economic and Social Council Committee

I. Definition of Self-determination

Germany has always been an advocate for fundamental rights and equal rights of nations. As a participant in the Third Commi

Phrases for Introducing Resolutions

