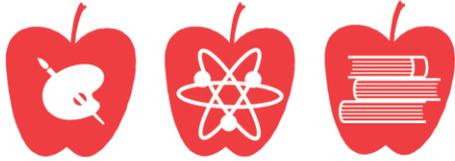


LYCEUM
of Monterey County



WWW.LYCEUM.ORG



Model United Nations Advisor Guide



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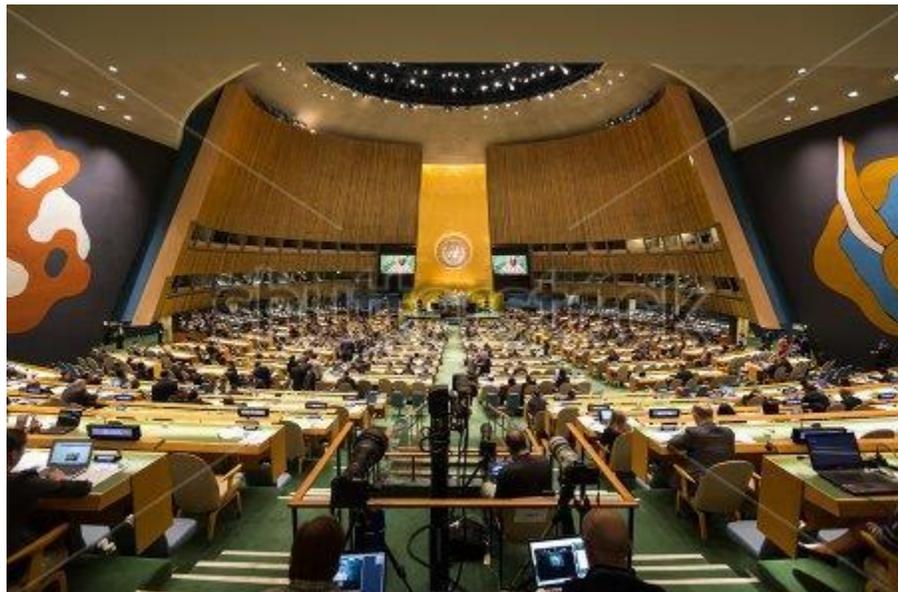
Welcome!

Welcome to the Lyceum Model UN Conference! This guide will provide you with information on the conference, as well as activities and ideas for preparing your students for the conference.

The Lyceum Model United Nations, open to all 5th through 8th grade students of Monterey County, is an 8–10 week program that culminates in a one-day conference at the Middlebury Institute of International Studies.

The Lyceum Model UN is a simulation of the “real-life” United Nations. Each student is assigned a country to represent, and students come to the Model UN conference as delegates from those countries. Students then take part in some of the same activities that the real UN ambassadors participate in. Student delegates will research, debate, and establish policies and resolutions on international issues, including disputes between countries, peacekeeping responsibilities, stabilizing financial markets, and dealing with diseases and poverty.

Through Model UN, students are able to bring current international issues to life and gain a better understanding of geography, history, and current events. You can implement a Model UN program as a daily class through the social studies curriculum or as an after-school or lunch-time club.



What is Model UN?

This guide is designed to help prepare you and your students for a Model UN Conference, but just what do you have to know about Model UN before you even start? In this section, you will find important terms and concepts that you and your students should be familiar with.

Model UN Overview

Model UN is a simulation of the “real-life” United Nations. Students act as ambassadors from various countries around the world, and debate topics that are relevant to current global affairs. All Model UNs look slightly different, but at the Lyceum Model UN, students prepare for at least 8 to 10 weeks before attending the conference. The conference is then a one-day event in which students participate in two committee sessions, one in the morning and one in the afternoon.

Student Delegates

When attending the Model UN conference, students are referred to as “delegates” from their respective country. At the conference, when debating issues, delegates act as though they were representing their assigned country. This means that they may be arguing a perspective that they do not personally believe in. It is important that they understand that they are there to represent the views of their country, and not their own personal views. This type of role-play allows students to understand world issues from another point of view, other than just their own.



Country Assignments

The Lyceum assigns students, in pairs, a country to represent. Students may choose their first, second, and third choice of country, but ultimately the assignments given by the Lyceum are final. It is important that we have a diverse set of countries in each committee session, and for that reason students may not always receive their first choice.

In order to have as many countries represented as possible, student pairs are assigned one country and one committee. This means that if two students from your school are assigned China in the General Assembly, it is possible for two students from another school to also be assigned China, but in the Security Council. This also means that your students will represent a wide range of countries, generating valuable discussion and debate among your own students.

You should print out a copy of the “Country/Committee Wish List” (found in Appendix A) for each of your students, and return them to the Lyceum within the first few weeks of your preparation. The due date for submission is available on the Lyceum’s website.

Committee Assignments

In addition to being assigned a country, students are assigned one of three committees: General Assembly, Security Council, or General Council of the Food and Agriculture Organization (FAO). While the General Assembly encompasses all countries, the Security Council and FAO have a rotating smaller list of countries. Check the Lyceum’s website for a current list of countries.

Debate Topics

Each committee is assigned a debate topic which will be the focus of the conference-day proceedings. The debate topics are announced on the Lyceum website before you begin your preparations, and students should take the topics into consideration when they are ranking their committee choices. The topics should also be the focus of your students’ research as they prepare to attend the conference.

The goal of the Model UN Conference is to write and pass a resolution that works toward solving the issue presented by the debate topic. It is important for students to remember that the United Nations cannot pass laws, and with the exception of the Security Council, they cannot require countries to follow their decisions. The resolutions should provide suggestions or recommendations for future action.

Additional Resources

This guide provides you with an extensive list of activities to help prepare your students for the Lyceum Model UN Conference. However, if you would like additional resources, suggestions, or explanations, we have also provided you with a list of websites that include other Model UN preparation guides and manuals (Appendix B). Please use these guides as well in preparing your students, and give the links to your students to use on their own.

Suggested Timeline

It is recommended that you and your students spend at least 8 to 10 weeks preparing for the Model UN Conference. Here, we have included a suggested timeline for your preparation. Each topic listed below refers to a section in this guide. Please note that this timeline should be taken only as a guideline, and should be altered as you see fit for your own students.

WEEK	SUGGESTED ACTIVITIES
10	<ul style="list-style-type: none"> • Begin community building activities • Begin discussing real-world UN
9	<ul style="list-style-type: none"> • Continue community building activities • Continue discussing real-world UN • Submit country/committee requests to Lyceum (check the Lyceum's website for deadline)
8	<ul style="list-style-type: none"> • Continue community building activities • Continue discussing real-world UN • Begin country-specific research
7	<ul style="list-style-type: none"> • Continue discussing real-world UN • Continue country-specific research
6	<ul style="list-style-type: none"> • Continue discussing real-world UN • Continue country research • Begin debate topic research
5	<ul style="list-style-type: none"> • Continue country research • Continue debate topic research

4	<ul style="list-style-type: none"> • Begin discussing Model UN procedures • Continue debate topic research • Begin writing position papers • Continue Model UN procedures
3	<ul style="list-style-type: none"> • Continue research and position papers • Continue Model UN procedures • Begin discussing resolutions
2	<ul style="list-style-type: none"> • Continue research and position papers • Continue discussing resolutions • Hold mock conference • Hold meeting with parents (if necessary/desired)
1	<ul style="list-style-type: none"> • Submit final position papers to the Lyceum (check the Lyceum's website for deadline) • Write opening statement, if desired • Final research and preparations
0	<ul style="list-style-type: none"> • Last minute preparations!

Community Building

These activities are intended to help bring your group together. Since Model UN spans multiple grade levels, your students might not all know each other. Use these activities during the first few weeks of your preparations to help build a sense of community within your group.

The Name Game

Students stand in a circle. The first student says his or her name, and does a movement at the same time. They could spin in a circle, wave their arms, jump up and down, or more. The next student has to repeat the first student's name and movement, and then say his or her name with another movement. This continues around the circle, with each student repeating the names and movements before them, and then adding on their own. This game can also be played with adjectives, such as "Beautiful Bobby" or "Clever Carla", instead of movements.

Two Truths and a Lie

Everyone in the group writes down two things about themselves that are true, and one thing that is not true. Going around the room, each person then reads their two truths and a lie, and the whole group has to guess which of the three is the lie.



Memory Ball Toss

For this game, you will need four or five small balls or hacky sacks. The whole group stands in a circle, and the teacher starts with one ball. The teacher throws the ball to a student, and says his or her name at the same time. That student then throws the ball to another student, again saying his or her name as they throw it. The ball goes around the group, with every student receiving the ball ONCE before it gets passed back to the teacher. The teacher then starts the ball moving again, with each person throwing the ball to the same person from the first round. Once everyone gets the

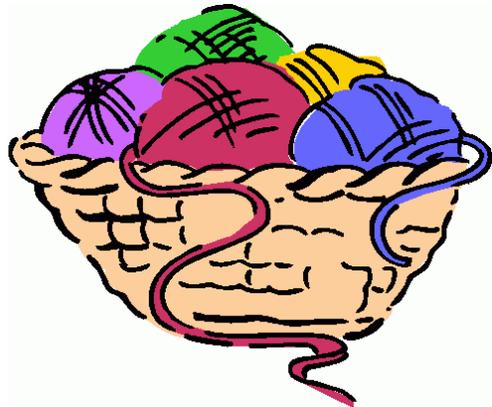
hang of it, the teacher adds in a second, or third, or fourth ball. The goal is to not drop any balls and get each one back to the teacher!

Guess Who

Everyone in the group writes their greatest strength or best characteristic on a small piece of paper. All the pieces of paper are then placed in a large bowl or hat. The bowl is passed around the group, and each person draws a piece of paper at random, and reads it aloud to the group. Everyone in the group then has to guess who wrote the characteristic.

String Toss

This game is best done after your group has been working together for a few weeks. Everyone in the group stands or sits in a circle. Using a ball of yarn, the teacher wraps the end around their wrist several times. The teacher picks someone from the group, and says something they've learned about that person during the past few meetings. Then, the teacher throws the ball of yarn to that person. This continues until everyone has gone at least once (go around twice if you prefer). When the yarn gets back to the beginning, a cool web of yarn will be formed. Use scissors to cut the yarn and have everyone tie the yarn around their wrist as bracelets and reminders of the bonds they have formed in the group.



UN in the Real World

These activities are intended to help your students learn about the real United Nations and current issues and events occurring around the world. It is important for students to understand what is going on in the “real world” so that they learn the most from their Model UN experience. These activities work best during the first couple weeks of your preparations, before your students have received their country and committee assignments.

Introduction to the UN

Students fill out a KWL chart about the United Nations. A KWL chart has three columns: what the students currently **know** (K) about the UN, what they **want** (W) to

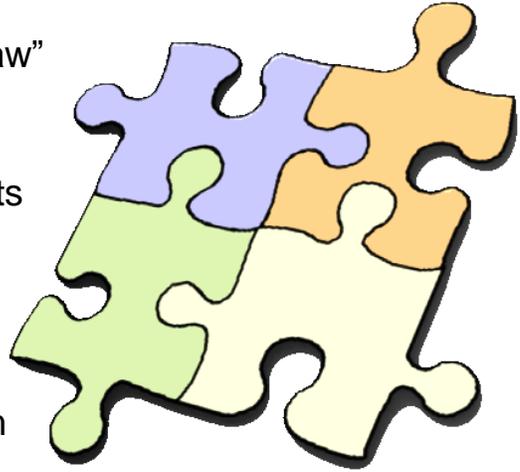
know about the UN, and what they have **learned** (L) about the UN. They begin the activity by filling out the “K” and “W” columns. Then, they read the document “Introduction to the United Nations” (Appendix C) with a partner or in small



groups. If you don't have time for them to read the entire document, assign each group a section. After reading the document, they complete the “L” column of the chart. They can also add more questions to the “W” column, and do their own research to answer these questions for homework. If each group only read one section of the document, have them share their findings with the rest of the group.

UN Organs Jigsaw

Distribute the “United Nations Organs Jigsaw” document (Appendix D) and “What is the REAL United Nations” document (Appendix E) to your students in small groups. Students should cut up the small squares on the second page of the Jigsaw document. Using the “Real United Nations” document to find the relevant information, students must rearrange the squares and paste them in the appropriate rows and columns.



Magic Wand

Give students about 10 or 15 minutes to free-write responding to the following questions:

1. If you had a magic wand and could change any one thing about the world, what would it be?
2. Who do you think might oppose, or criticize, the change you made? Why would they oppose it?
3. What would you say to these people to try and convince them that you made the right decision?

Once students have had adequate time to answer the questions, place them in groups of 3 or 4 students to discuss their answers. It is particularly important that they focus on questions 2 and 3 — looking at the issue from the perspective of someone different from them, and re-thinking their own reasons for why the issue is so important. Lastly, have one spokesperson from each small group explain to the whole class what they discussed.

Weekly News Summaries

This activity should be on-going throughout your Model UN preparations. Each week, students should share a short summary with the rest of the group regarding what they found in the news that week. Students can be assigned different regions of the world, specific newspapers or other media sources, or particular current events to focus on. You can also ask them to focus on whatever they find interesting or believe to be relevant to their Model UN research. Students will not only learn about important news stories occurring in the world, but will also get in the habit of following the news and researching current events.

UN Direct Video Feed

The United Nations allows online visitors to watch daily live coverage of their proceedings. Have students watch these videos in class, and ask them what their reaction is. These videos can be helpful for introducing discussions regarding the power that the UN actually has over countries, or the procedures followed in official UN meetings. The direct video feeds can be found at the following addresses:



Security Council:

<http://www.unmultimedia.org/tv/webcast/c/security-council.html>

General Assembly:

<http://www.unmultimedia.org/tv/webcast/c/general-assembly.html>

Food and Agriculture Organization (FAO):

<http://www.fao.org/news/audio-video/en/>

Country Assignments

Once your students have received their country assignments, they will need to do a lot of research to find out important information about their country. Because Model UN may include any country in the world, your students may have never even heard of their country before! You never know what information may become relevant in debate, and for this reason it is important for your students to adequately research their country. These activities will help your students learn all about the country they have been assigned.

Country Background Guide

Pass out the “Country Background Guide” document (Appendix F) to your students. Go over all of the terms in the document, making sure students understand what each term means. If necessary, you can use the United States as an example, and discuss what the answers would be for the United States. If time and resources permit, have students complete the background guide for their assigned country in class.

Otherwise, ask the students to complete the guide for homework.

The following websites will be helpful to your students when researching their country, but they should be encouraged to search other credible websites as well:

<https://www.cia.gov/library/publications/the-world-factbook/>

http://news.bbc.co.uk/2/hi/country_profiles/

<http://memory.loc.gov/frd/cs/profiles.html>

<http://www.un.org/en/member-states/>



Country Scavenger Hunt

Using the “Country Scavenger Hunt” document (Appendix G), students go around the room and find delegates from countries that match the descriptions included in the worksheet. The first student to fill in every square wins! If you do not have enough countries represented in your group to complete every square, have your students work as a group to come up with other countries (NOT represented by your group) that would work for each description.

Debate Topics

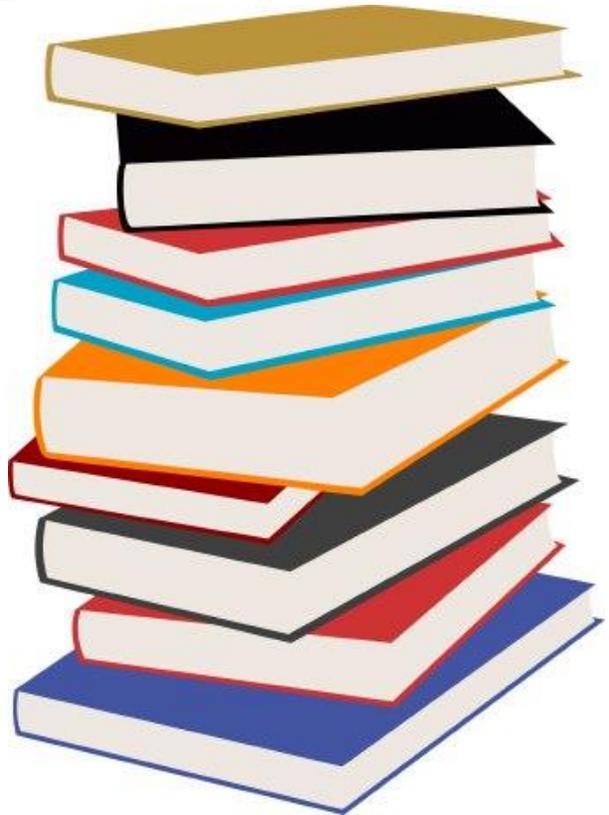
After your students have researched general information about their countries, they will need to begin working on their country's stance on the topics up for debate in their particular committees. This mostly involves researching the topics, and culminates in the writing of a position paper for their country (see section 10).

Topic Background Guides

The Lyceum provides background guides for each debate topic on our website. They are updated each year as the topics are decided, and can be downloaded from the Model UN page, here:

<http://www.lyceum.org/home/model-un>

The background guides provide students with a very general introduction to the debate topic. They are certainly not exhaustive, and do not focus on any particular country. Students should read the background guides, and consider how the issue may affect their country based on the research they have previously conducted. At the end of the background guide, there is a list of websites for additional research, as well as a few questions for further consideration. Students may want to begin their research by answering these questions.



Current News Articles

Using current news articles discussing the various debate topics, have students fill out a KWL chart. Students write what they **know** (K) in one column and what they **want** (W) to know in the next column. After reading the article, they fill out the third column with what they **learned** (L). They can also go back to the “W” column to see if all their questions were answered, or add more questions that have come up. Students should then do their own research at home to answer the remaining questions in the “W” column.

Below you will find a few online resources for finding appropriate news articles for your students to work with. Click on the links to go to each website. Students should also be reminded to look at print newspapers and other resources, as well as the ones below.

UN Daily News Center: An online news source dealing directly with UN issues and events. <http://www.un.org/news/>

UN Chronicle: Quarterly publication on current UN issues and debates. <https://unchronicle.un.org/>

International Newspapers: Many international newspapers have English versions or translations on their website. Once your students have found the name of a major newspaper from their country, have them google the name of the newspaper and “English version” to see if such a version exists.

Public Speaking

An important component of the Model UN Conference is public speaking and debate. Public speaking is a skill that can be taught and must be practiced. The activities in this section will help your students to understand the importance of good public speaking skills, and give them a chance to practice these skills before attending Model UN.

Partner Interview

Students get with a partner and interview each other in general about their life, and more specifically about why they are interested in Model UN. After the short interviews,

each student will present their partner to the rest of the group, as if their partner were a visiting guest. During the presentation, the partner should stand next to the presenter without saying anything. Each partner will present each other. The rest of the group should be paying attention to each presentation, taking notes on what the presenter is doing during the presentation

(hand gestures, body posture, voice volume, etc.). These notes will be useful in the next activity, "Presentation Discussion," explained on the next page.



Presentation Discussion

In order to generate discussion, you should do two short presentations on a topic that is very familiar to the students. The first presentation should use very bad public speaking skills. For instance, you can chew gum, fidget with pens or objects in front of you, mumble and speak softly, and present the topic itself in a very disorganized fashion. In the second presentation, you should use good public speaking skills, such as providing eye contact with the students, speaking loudly and clearly, and giving an organized and understandable speech. During each presentation, students should take notes on what you are doing, and what they notice about the presentation.

Using their notes, have students make a list of good presentation techniques and bad presentation techniques. Use poster board or a dry erase board to allow students to write their ideas so the whole class can see. They should concentrate on listing the “do”s and “don’t”s of public speaking.

Some references you and your students may also wish to use in order to learn more about public speaking are:

UNA-USA “Public Speaking”: <http://www.unausa.org/global-classrooms-model-un/how-to-participate/model-un-preparation/public-speaking>

Six Minutes “25 Public Speaking Skills Every Speaker Must Have”: <http://sixminutes.dlugan.com/25-skills-every-public-speaker-should-have/>

Topic Presentations

Have students prepare a short presentation on their country’s position on one of their debate topics. The presentation should include an introduction of who they are (a delegate representing their country at the UN conference), why the topic is important to be discussed, and their position on the issue. Give them time to prepare their presentation, reminding them to of the “good techniques” they have discussed. Students can present to the rest of the group, or to their parents at a parent meeting.

Model UN Procedures

Some students find that the hardest part of Model UN is following the parliamentary rules and procedures. For this reason, it is important that you practice these procedures with your students before they attend the conference. The committee chairs will help students with the procedures at the conference, but students should still be comfortable with the terms and rules beforehand.

Model UN Vocabulary

Use the “Model UN Vocabulary” document (Appendix H) to introduce students to important vocabulary terms used in a Model UN conference. Students should match each word in the list under the word search with its definition on the first page. Then, students can find the word in the word search. The third page includes the answers to the matching activity.

Model UN YouTube Videos

Students will probably want to see examples of Model UN conferences, to give them an idea of what it will be like. The following YouTube videos are useful in showing students how a Model UN conference is run. It is important to keep in mind that these videos only show mock conferences, and that in fact the real conferences tend to be much more lively and fun!

Full simulation: https://www.youtube.com/watch?v=aBh_RaX0gvs

Animated simulation: <https://www.youtube.com/watch?v=268ROcmJjLU>
(please note that this simulation includes working papers, which are not used in the Lyceum Model UN)

Model UN Do's and Don'ts: <https://www.youtube.com/watch?v=i9Rwhw-L2iU>

Points and Motions

Write the nine points and motions from the “Points and Motions” document (Appendix I) on the board. Give students 5-10 minutes to discuss in small groups what they think the meaning of these terms may be, explaining that they are all terms used by delegates in a Model UN committee session. If necessary, give students the definition of certain words, such as “adjourn” and “appeal”. Then, pass out the second page of the document, titled “What do you say?” Have students try to match the terms on the board with the appropriate definition, using what they discussed in their groups. Once students have completed the worksheet, or are stumped on certain terms, pass out the first page containing the answers.

Mock Conference

Students will find that they are most comfortable with the rules of procedure if they have practiced them before attending the conference. It may therefore be useful to hold a mock conference before the real one.

Students could debate a topic that they are very comfortable with (such as, whether they should wear school uniforms, or whether the school cafeteria should serve soda) so that they can focus on the rules of procedure.

During the mock debate, the teacher should take the role of the committee chair. It will be useful for the teacher, as well as the students, to have a copy of the Lyceum Model UN Procedures (Appendix J). This document contain the rules of procedure that we follow in our Model UN conference, since all conferences are slightly different. The general outline (Appendix K) and sample narrative of what a Model UN conference looks like (Appendix L) will help you and your students understand how to use the rules of procedure during the conference. These appendices will be extremely useful to you during your mock conference in preparation for the real Lyceum event.

Model UN Papers

There are two documents that students will need to draft before and during the Model UN Conference: a position paper and a resolution. The position paper is written before the conference, helping students to organize their country's position on each topic. The resolution is written during the conference, as a solution to the topic at hand. The activities in this section further explain the roles of these papers, and prepare students for writing them.

Position Papers

Each student delegation must write a position paper on each of their committee's debate topics. The position papers must be turned into the Lyceum before the conference. They serve to help students organize their country's position on a topic, and prepare them for debate. The position paper should include at least the following information:

1. How the topic affects the country and/or the country's history with the topic
2. At least 3 things the country proposes should be done in light of the issue. Examples include: following procedures already in place (the status quo), committing money or aid to address the issue, or developing sanctions or "punishments" for other countries.



Go over the position paper guidelines (Appendix M) with your students. Discuss ideas of what they should and should not include in their position papers, and the formatting requires by the Lyceum in order to be considered for a position paper award. If time permits, give them time to start writing their papers in class, so that you can help them.

Position Paper Peer Editing

Peer editing will benefit students not only by receiving feedback, but also providing feedback to other students. After giving students some time to work on their position papers at home, have them bring in a draft of the paper. Assign students partners who are not on the same delegation, or even in the same committee if possible. When reading each other's papers, students should consider what the paper explains well, and what they are still confused about after reading the paper. Explain to the students that peer editing does not just mean pointing out "bad" parts of the paper, but providing clear and helpful suggestions for improving the paper.

Resolutions

The ultimate goal of each committee in a Model UN Conference is to write and vote on a resolution for each debate topic. Delegates draft resolutions during the committee sessions, incorporating all ideas that have been discussed and debated in the position papers and on the committee floor.

Go over the resolution documents (Appendices N and O) with students so that they are comfortable with the format and wording. If your students are doing a mock debate (see page 22), it would be useful for them to also draft a mock resolution. Please note that in the Lyceum Model UN, only the committee chairs have laptops. So, students can draft resolution ideas on paper or on the whiteboard, but they must communicate final resolution ideas to the committee chair to type up.

Conference Day Preparation

Now that the conference is near, please be sure to refer to the Appendix P checklist so that you and your students can make sure you are prepared for the conference! Not only do we highly recommend dressing in conference attire (also known as western business attire) we also recommend that students bring copies of their positions papers and the rules of procedure.

Appendices

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Model United Nations
Country and Committee Wish List

NAME: _____

SCHOOL: _____

Have you participated in Model UN before? Circle all options that apply if you have. Leave blank if this is your first time participating in Model United Nations.

Middle School High School 1 year 2 years 3 or more years

Please list below your top 4 country choices, and top 3 committee choices. You should put your first choice in the number 1 slot, your second choice in the number 2 slot, etc.

Note: Only certain countries are on the Security Council and ECOSOC Committees, and these change periodically. If you wish to be on these committees, please double-check on the UN's website that your country choices are on these committees.

Top 4 Country Choices:

1. _____
2. _____
3. _____
4. _____

Top 3 Committee Choices:

1. _____
2. _____
3. _____

Two representatives may be assigned to each country. If you wish to work with a friend, be sure to make the same country and committee choices above, and also list that person's name here:

I would like to work with: _____

We will do our best to accommodate your choices! However, remember that you might not receive your number 1 choice, and you might not be working with your best friend. Be sure that you will be happy receiving any of the choices on this sheet! Thank you!



Lyceum
OF MONTEREY COUNTY



Model United Nations
Additional Resources

UNA-USA Preparation Guide:

Tips and information on preparing for a Model UN, including activities for students.

<http://www.unausa.org/global-classrooms-model-un/how-to-participate/model-un-preparation>

Model UN Glossary:

Glossary of useful terms.

<http://www.unausa.org/global-classrooms-model-un/how-to-participate/getting-started/model-un-glossary>

Country Research Guide:

Blog post containing useful information about country research.

<http://bestdelegate.com/how-to-teach-model-un-country-research/>

UN Resources:

A database of resources that students can use during their research.

<http://www.onlinemodelunitednations.org/un-resources>



The United Nations An Introduction for Students

The UN emblem (above) shows the world held in the “olive branches of peace”.

The United Nations officially came into existence on 24 October 1945, when the UN Charter had been ratified by a majority of the original 51 Member States. The day is now celebrated each year around the world as United Nations Day.

The purpose of the United Nations is to bring all nations of the world together to work for peace and development, based on the principles of justice, human dignity and the well-being of all people. It affords the opportunity for countries to balance global interdependence and national interests when addressing international problems.

There are currently 193 Members of the United Nations. They meet in the General Assembly, which is the closest thing to a world parliament. Each country, large or small, rich or poor, has a single vote, however, none of the decisions taken by the Assembly are binding. Nevertheless, the Assembly's decisions become resolutions that carry the weight of world governmental opinion.

The United Nations Headquarters is in New York City but the land and buildings are international territory. The United Nations has its own flag, its own post office and its own postage stamps. Six official languages are used at the United Nations - Arabic, Chinese, English, French, Russian and Spanish. The UN European Headquarters is in the Palais des Nations, Geneva, Switzerland. It has offices in Vienna, Austria and Economic Commissions in Addis Ababa in Ethiopia, Amman in Jordan, Bangkok in Thailand and Santiago in Chile. The senior officer of the United Nations Secretariat is the Secretary-General.

The Aims of the United Nations:

- To keep peace throughout the world.
- To develop friendly relations between nations.
- To work together to help people live better lives, to eliminate poverty, disease and illiteracy in the world, to stop environmental destruction and to encourage respect for each other's rights and freedoms.
- To be a center for helping nations achieve these aims.

The Principles of the United Nations:

- All Member States have sovereign equality.
- All Member States must obey the Charter.
- Countries must try to settle their differences by peaceful means.
- Countries must avoid using force or threatening to use force.
- The UN may not interfere in the domestic affairs of any country.
- Countries should try to assist the United Nations.

The Predecessor: The League of Nations

The League of Nations was founded immediately after the First World War. It originally consisted of 42 countries, 26 of which were non-European. At its largest, 57 countries were members of the League. The League was created because a number of people in France, South Africa, the UK and the US believed that a world organization of nations could keep the peace and prevent a repetition of the horrors of the 1914-18 war in Europe. An effective world body now seemed possible because communications were so much better and there was increasing experience of working together in international organizations. Coordination and cooperation for economic and social progress were becoming important.

The League had two basic aims. Firstly, it sought to preserve the peace through collective action. Disputes would be referred to the League's Council for arbitration and conciliation. If necessary, economic and then military sanctions could be used. In other words, members undertook to defend other members from aggression. Secondly, the League aimed to promote international cooperation in economic and social affairs.

The Covenant of the League of Nations begins...

In order to promote international cooperation and to achieve international peace and security by the acceptance of obligations not to resort to war, by the prescription of open, just and honorable relations between nations, by the firm establishment of the understandings of international law as the actual rule of conduct among Governments, and by the maintenance of justice and a scrupulous respect for all treaty obligations in the dealings of organized peoples with one another, Agree to this Covenant of the League of Nations."

The End of the League

As the Second World War unfolded, it became clear that the League had failed in its chief aim of keeping the peace. The League had no military power of its own. It depended on its members'

contributions; and its members were not willing to use sanctions, economic or military. Moral authority was insufficient.

Several Big Powers failed to support the League: the United States crucially never joined; Germany was a member for only seven years from 1926 and the USSR for only five years from 1934; Japan and Italy both withdrew in the 30s. The League then depended mainly on Britain and France, who were understandably hesitant to act forcefully. It was indeed difficult for governments long accustomed to operating independently to work through this new organization.

The UN Charter

Even as the Second World War raged, the leaders of Britain, China, the US and the USSR, under intense pressure from the press and public, discussed the details of a post-war organization. In 1944 representatives of China, the UK, the US and the USSR meeting at Dumbarton Oaks in Washington, DC, prepared a blueprint for an international organization. Towards the end of the war representatives of 50 countries gathered in San Francisco between April and June 1945 to hammer out the final text that would lay the foundations of international cooperation. This was the Charter of the United Nations, signed on 26 June by 50 countries. Poland, the 51st country, was not able to send a representative to the San Francisco conference but is considered an original member.

Although the League was abandoned, most of its ideals and some of its structure were kept by the United Nations and outlined in its Charter. The ideals of peace and social and economic progress remained the basic goals of the new world organization. However, these were developed to fit the new and more complex post-war world.

The League's Council was transformed into the Security Council consisting of the five victors of the war as permanent members and ten other countries serving two year terms. The five permanent members - China, France, the UK, the USSR, and the US were also given veto power, which means that decisions taken by the Security Council can be blocked by any of the five permanent members. This is significant firstly because the Security Council is the principle UN organ responsible for ensuring peace, and, secondly, because it is the only body whose decisions are binding on all Member States. Since the creation of the UN the balance of Big Powers has changed and over one hundred new Member States, mainly non-Western, have joined. With these changes have come increasing demands to reform the Security Council.

The brief provision for Social Activities in the League's Covenant was turned into a comprehensive prescription for international economic and social cooperation, with the aim of achieving conditions of stability and well-being recognized as essential for peaceful relations among nations. Under the aegis of a new organ, the Economic and Social Council, the work of existing and anticipated Specialized Agencies in the fields of labor, education, health, agriculture, development and many others would be coordinated within the UN system. Racism and repression demanded that another, new, people's element should enter emphatically into the Charter, that of rights. Many sorts of rights, from the right to self-determination, which

encouraged the independence of colonized peoples, to general human rights, which aimed to protect individuals, are enshrined in the Charter, the Universal Declaration of Human Rights and two Covenants which have become major, standard-setting additions to international law.

The UN System

The basic structure of the United Nations is outlined in an organizational chart. What the structure does not show is that decision-making within the UN system is not as easy as in many other organizations. The UN is not an independent, homogeneous organization; it is made up of sovereign states, so actions by the UN depend on the will of Member States, to accept, fund or carry them out. Especially in matters of peace-keeping and international politics, it requires a complex, often slow, process of consensus-building that must take into account national sovereignty as well as global needs.

The Specialized Agencies, while part of the UN system, are separate, autonomous intergovernmental organizations which work with the UN and with each other. The agencies carry out work relating to specific fields such as trade, communications, air and maritime transport, agriculture and development. Although they have more autonomy, their work within a country or between countries is always carried out in partnership with those countries. They also depend on funds from Member States to achieve their goals.

Recently, international conferences organized by the UN have gained significance. UN conferences have been held since the 1960s, but with the Conference on Environment and Development, known as the Earth Summit, in Rio de Janeiro, Brazil, in 1992, they turned into a real forum for deciding on national and international policy regarding issues that affect everyone, such as the environment, human rights and economic development. Since the Earth Summit, UN conferences have turned into forums in which non-governmental organizations (NGOs) can voice their concerns alongside those of governments. Such conferences focus world attention on these issues and place them squarely on the global agenda. Yet, once the international agreements produced by these conferences are signed, it is still up to each individual country to carry them out. With the moral weight of international conferences and the pressures of media and NGOs, Member States are more likely to endorse the agreements and put them into effect.

Organization of the UN

General Assembly

Secretariat

Security Council

International Court of Justice

Economic & Social Council

Trusteeship Council

UNITED NATIONS MAJOR ORGANS

HANDOUT A: THE UNITED NATIONS ORGANS

	Who are the members?	What do they do? What topics do they discuss?	If it is a voting body, how does it vote?	When and where does it meet?	What makes it different from other organs?
Secretariat					
General Assembly					
Security Council					
International Court of Justice					
Economic and Social Council					
Trusteeships Council					
Food and Agriculture Organization					

UNITED NATIONS MAJOR ORGANS

HANDOUT B: THE UNITED NATIONS ORGANS PUZZLE

Simple Majority	These are the employees of the United Nations; they do the work of the United Nations	UN Headquarters New York, NY United States	15 Member States (5- Permanent, 10- Rotating)	They do not vote	54 Member States elected by the General Assembly
Simple majority OR 2/3 majority if the issue is declared an important question	Simple Majority	UN headquarters New York, NY United States	This organ is located in the same city as the International Criminal Court in The Hague, Netherlands	Debates international economic and social issues	Oversees trust territories
191 member nations	Settles legal disputes among countries not people	The five permanent members of the Security Council ran this council when it was active	15 judges are elected by the General Assembly for their judicial expertise; they do not represent their countries	Discusses issues of Peace and Security. Members must be available at a moment's notice in cases of Crisis.	This Council no longer meets because it has fulfilled its mission. If necessary it will be recalled by the General Assembly
This body can discuss any topic that the members wish to speak about	They work all over the world	This body regularly works with NonGovernmental Organizations (NGOs)	The decisions are legally binding and may be enforced through sanctions	Assisted territories in achieving independence or joining neighboring countries	This body provides legal opinions on cases and on the interpretation of International Treaties
This body ceased to exist with the independence of Palau.	UN Headquarters New York, NY United States	This body meets with the full membership of the United Nations	Simple Majority	UN Headquarters New York, NY United States	This is not made up of Member States

California YMCA Youth & Government (edited)

Model United Nations

What is the “REAL” United Nations?

The United Nations was established on October 24, 1945 with 51 member states (nations). Today, there are 193 member states. The primary purpose of the United Nations, as set out in its charter, is to maintain international peace and security; to develop friendly relations among nations, based on respect for the principals of equal rights and self-determination of peoples; to achieve international cooperation in solving economic, social, cultural, and humanitarian problems; to promote respect for human rights and fundamental freedoms; and to be a center for harmonizing the actions of nations in attaining these common ends. The UN has been called the “world’s town hall”. In fact, it is an international diplomatic conference that is permanently in session. It is not a world government, but more of a forum where nations meet to discuss international issues. The United Nations can offer solutions to international problems, but cannot force its member nations to accept any of its decisions, nor can it enforce any of its claims. This leads to a great deal of negotiation between nations to resolve disputes, concerns and issues.

FUNCTION AND STRUCTURE OF THE UNITED NATIONS

The United Nations is about the global efforts to solve the problems that challenge humanity. The UN has six core “organs” and over 30 affiliated organizations that are known as the UN system. The affiliated organizations may be directed and funded by the UN, like the United Nations Children’s Fund (UNICEF) or the United Nations Environment Program, or may be linked by special relationship agreements, like the International Monetary Fund (IMF) or International Telecommunication Union. Some of these organizations are actually older than the U.N.

The United Nations six “organs” are part of the core system. Each organ focuses on different aspects of international issues. The organs include:

General Assembly – This is a forum where all 193 member states meet to discuss matters of global concern. The General Assembly (GA) is divided up into several committees focusing on specific issues (for example, the Special Political Committee; the Social, Humanitarian and Cultural Committee; Legal Committee, etc.) Resolutions are drafted in these committees and then brought to the GA to be debated and voted on. Each country has one vote. In recent years an effort has been made to reach decisions through consensus rather than by formal votes, although votes are still taken on most major issues.

Economic and Financial- (General Assembly Second Committee) This committee is responsible to examine problems of global finances and economies. They discuss issues regarding financing for development, sustainable development, situations concerning poverty and technologies for global development.

Security Council – The Security Council (SC) is made up of 15 members (including what are called the “Big 5” - China, the Russian Federation, United Kingdom, United States and France) and has as its main function maintaining international peace. The “Big 5” members are permanent assignments, while the other 10 members are rotating assignments. The SC deals with the crisis situations amongst countries. It has the ability to veto resolutions from the GA, and any one of the “Big 5” has the ability to veto any action of the Security Council. Under the Charter, all member states are obligated to carry out the Security Council’s decisions. The Security Council can take actions to enforce its decisions. It can impose economic sanctions or order an arms embargo. On rare occasions, the SC has authorized member states to use “all necessary means”, including collective military action, to see that its decisions are carried out. The SC also makes recommendations to the GA on the appointment of a new Secretary General and on the admission of new members to the UN.

Economic and Social Council (ECOSOC) – The ECOSOC is made up of 54 members (including the “Big 5”) and makes recommendations to the GA regarding economic and environmental issues and human rights issues. The GA votes on the ECOSOC resolutions. ECOSOC works closely with many of the affiliated organizations of the U.N. ECOSOC also develops and submits the U.N. Budget to the GA.

International Court of Justice (ICJ) – Made up of 15 people who do not represent the countries they are from, but act as individuals. Ten of the positions on the ICJ rotate among nations, while 5 are always held by the “Big 5”. The ICJ presides over cases/hearings called “Memorials” that involve countries dealing with border disputes, fishing and mineral rights, and other issues dealing with international law. They do not deal with war crimes. The GA or Security Council will sometimes ask the ICJ for an advisory opinion.

Secretariat – The Secretariat is the “Resource Center” for the U.N. It carries out the bulk of the administrative work of the UN as directed by the SC, GA and other organs. The Secretariat is headed by the Secretary General, who provides overall administrative guidance. It provides knowledgeable experts for councils and committees, and is responsible for helping to select and prepare topics for each council and committee.

Trusteeship Council – Established to provide international supervision for the 11 trust territories administered by 7 member states (like Guam, Puerto Rico, etc.). Since all the trust territories have attained self-government or independence, its work is completed, and the Trusteeship Council only meets occasionally.

Food and Agriculture Organization (FAO) - The FAO has over 194 member states and works in over 130 countries around the world. This agency focuses on ending hunger, food insecurity and malnutrition around the world. There are 49 member nations that consist in the General Council of FAO. They normally hold 5 sessions per 2 years.

HOW IS THE U.N. RELEVANT TO OUR DAILY LIVES?

The U.N. has had a number of impacts on our lives. Some of these include:

The flow of mail between countries is made possible by agreements supervised by the Universal Postal Union, an agency of the U.N.

The World Health Organization led the effort to eradicate smallpox.

The International Civil Aviation Agency has set safety standards for international airlines.

UNAIDS, a joint program of six UN Agencies, provides health officials in all nations with the latest information and techniques for preventing and treating AIDS.

The UN negotiated the treaty banning the production of gases that destroy the ozone layer.

American farmers use reports from the World Weather Watch (part of the UN World Meteorological Organization) to determine when and where to plant their crops.

Copyright and intellectual property rights of business are protected in other countries by the World Intellectual Property Organization.

US Scientists and educators engage in international exchanges and research projects under the sponsorship of the UN Educational, Scientific and Cultural Organization (UNESCO).

SECURITY COUNCIL

BACKGROUND

The organ, which has primary responsibility for the maintenance of international peace and security, is the Security Council. The Council is composed of five permanent members-- China, France, The Russian Federation, the United Kingdom, the

United States, and 10 non-permanent members, elected by the General Assembly for two year terms and not eligible for immediate re-election. The number of nonpermanent members was increased from six to ten by an amendment of the Charter, which came into force in 1965.

FUNCTIONS AND POWERS

While other organs of the United Nations may make recommendations to governments, the Council alone has the power to make decisions, which all member States are obligated under the Charter to accept and carry out.

The Council may investigate any dispute or situation, which might lead to international friction and may recommend methods of adjusting such disputes or the terms of settlement. Disputes and situations likely to endanger international peace and security may be brought to the attention of

the Council by any Member State, by a Non-Member State which accepts in advance the obligations of pacific settlement contained in the Charter, by the General Assembly, or by the Secretary-General.

The Council may determine the existence of any threat to the peace, breach of the peace or act of aggression. It may make recommendations or decide to take enforcement measures to maintain or restore international peace and security. Enforcement actions may include a call on Members to apply economic sanctions and other measures short of the use of armed force. Should it consider such measures inadequate, the Council may take military action against an aggressor. Under the Charter, all Members undertake to make available to the Council on its call, in accordance with special agreements to be negotiated on the Council's initiative, the armed forces, assistance and facilities necessary for maintaining international peace and security. The Council is also responsible for formulating plans to regulate armaments. In addition, the Security Council exercises the Trusteeship functions of the United Nations in areas designated as strategic. The Security Council makes annual and special reports to the General Assembly.

The Security Council and the General Assembly, voting independently, elect the judges of the International Court of Justice. On the Security Council's recommendation, the General Assembly appoints the Secretary-general.

VOTING & PROCEDURE

Each member of the Council has one vote. Decisions on matters of procedure are taken by an affirmative vote of at least nine of the 15 Members. Decisions on substantive matters also require nine votes, including the concurring votes of all five permanent Members. This is the rule of "great power unanimity," often referred to as the "veto." All five permanent Members have exercised the right of veto at one time or another. If a permanent member does not support a decision but has no desire to block it through a veto, it may abstain; an abstention is not regarded as a veto.

A state which is a member of the United Nations, but not of the Security Council, may participate, without vote, in its discussions when the Council considers that the country's interests are specially affected. Both Members of the United Nations and Nonmembers, if they are parties to a dispute being considered by the Council, are invited to take part, without vote, in the discussions. However, the Council lays down the conditions for participation by a Nonmember state.

The presidency of the Council is held monthly in turn by members in English alphabetical order. The Council decides its own rules of procedure and may establish subsidiary organs.

There are two standing committees; the Committee of Experts, which studies and advises the Council on rules of procedure and other technical matters, and the Committee on Admission of New Members; each is composed of representatives of all Council Members. Over the years, the Council has also established many ad hoc bodies.

The Military Staff committee, composed of the Chiefs of Staff of the five permanent members of their representatives, was established under the Charter to advise and assist the Security Council

on such questions as the Council's military requirements for the maintenance of peace, the strategic direction of armed forces placed at its disposal, the regulation of armaments and possible disarmament.

UNITING FOR PEACE

The General Assembly in November 1950 adopted a three-part resolution entitled "United for Peace." Under that resolution, if the Security Council, because of the lack of unanimity of its permanent Members, failed to exercise its primary responsibility in the maintenance of peace, in a case where there appeared to be a threat to the peace, breach of the peace or act of aggression, the Assembly would consider the matter immediately with a view to making recommendations to Members of collective measures, including the use of armed force when necessary, to maintain international peace and security. If not in session, the Assembly would meet in emergency special session within 24 hours of a request for such a session by seven members of the Security Council (now amended to nine) or by a majority of General Assembly members.

DECISIONS OF THE SECURITY COUNCIL

Resolutions of the Security Council: The resolution has been the major vehicle of Security Council action. There are two distinct types of resolutions: 1) consensus resolutions and 2) resolutions adopted by vote. The consensus resolution is a creation of the post-1966 Council. The consensus form is ideal for the council for several reasons. It places the emphasis on an image of unanimity when, in some cases, the members would feel obliged to vote against or abstain on a resolution that was formally voted on.

The resolution adopted by vote is the more traditional approach. Resolutions are adopted by vote when, in spite of consultations, the Council members have failed to reach a consensus; any member may object to an attempt to adopt a resolution by consensus, and thereby force such a vote.

Presidential Statements of Consensus: Often the Council finds that its consensus does not fit conveniently into a resolution form. In this case the Council will resort to a Presidential Statement of consensus. The President may, if he perceives a consensus and sees no resolution, wish to consult with Members concerning the substance of a formal statement. The President then reads that statement in a formal session, and the statement is made an official decision of the Council.

Communications of the President of the Consensus of the Body: This is the subtlest of forms available to the Council. This form is like the Presidential Statement of Consensus except that it is less public. This technique is used when the Council wishes to minimize damaging debate.

To learn more about resolutions see Writing Resolutions in the supplemental section of this manual.

INTERNATIONAL COURT OF JUSTICE

BACKGROUND

In 1920, the League of Nations approved the Statute of the Permanent World Court. Neither the United States nor the Soviet Union became parties to the statute, but the court did play a role in world affairs throughout its life (1920 - 1940). In 1945, the Permanent Court was reconstructed as the International Court of Justice by a statute annexed to the United Nations Charter. Thus, all United Nations members are parties to the statute.

REPRESENTATION

Fifteen justices sit on the court. Ten positions are rotated, while five are always held by "The Big Five" (China, France, Russian Federation, United Kingdom and United States). When disputes involve parties not already represented on the Court, an "ad hoc" justice may be appointed by the unrepresented country to act as a full, voting member for that case.

Technically, the justices are to act as neutral arbitrators in all matters presented to them. All but the President, however, do represent a flag and thus, are concerned with serving their nation's best interests. In preparing for the conference, familiarize yourself with your country's stance on a wide range of international issues. Members of the Court are expected to strike a balance between serving their country and serving the international community. The more you know, the better a justice you will be.

FUNCTIONS AND POWERS

The basic function of the International Court is to decide, in accordance with international law, such disputes as are submitted to it. Its jurisdiction comprises all cases on a truly international level that parties submit to it and all matters specifically provided for in the Charter of the United Nations. In resolving issues, the court is not limited to the suggestions made by the submitting parties. They can render any decision that they deem the best solution to the problem. The Court's power in enforcing its decisions is, however, limited. The strongest move the Court can make is recommending that the Security Council or the General Assembly take action against a nation.

SUBMITTING CASES

To present a case to the ICJ, a party must prepare a memorial. The Memorials must contain (1) the submitting party's (applicant's) name and signature, (2) the responding party's name(s), (3) Claims of Fact, (4) Assertions of Law and (5) Prayers for Relief. All Memorials must be typed. An example is included in the Supplemental Information section of this manual.

CLAIMS OF FACT

This is a brief outline of issues and facts relevant to the case. The facts detail the events leading up to the dispute. Historical, legal and political research will aid the finding and stating of

relevant facts. The facts must be truthful but may be stated in a manner favorable to the applicant.

ASSERTIONS OF LAW

These are the pertinent principles and laws in question. Examples of valid sources of law are international treaties, international conventions, customary law, previous ICJ decisions, United Nations resolutions and the works of noted international law writers and jurists.

PRAYERS FOR RELIEF

This is the section where the submitting party asks the court to act in its favor and states its recommended action. Applicants generally request that the Court direct the Respondent to correct the wrong, recommend sanctions against the Respondent or declare what rights and duties exist between the disputing parties. Respondents generally request dismissal or seek counter relief against Applicants.

PRESENTATION OF CASES

Each party has a designated amount of time to present its case. Judges may ask questions of the presenters at any time throughout the presentation. The basic format for presentation is 10 minutes for Applicant presentation, 10 minutes for Respondent presentation and five minutes for rebuttals per side. The format can be altered by the current Model Court.

DELIBERATION

Judges deliberate for as long as they deem necessary. No justices may leave during presentations of deliberations if they plan to vote on the case at hand. They may, however, participate in deliberations even if they have forfeited their vote.

DECISIONS OF THE COURT

Voting is done in closed chambers by roll call. Official opinions must then be written for the majority opinion and for each dissenting opinion. The President will make the assignments. All opinions will be collected and announced in the General Assembly.

ECONOMIC AND SOCIAL COUNCIL

The Charter established the Economic and Social Council as the principal organ to coordinate the economic, social, and related work of the United Nations and the specialized agencies and institutions - known as the United Nations family of organizations.

FUNCTION AND POWERS:

To serve as the central forum for the discussion of international economic and social issues of a global or interdisciplinary nature and the formulation of policy recommendations on those issues addressed to Member States and to the United Nations system;

To make or initiate studies and reports and make recommendations on international economic, social, cultural, educational, health and related matters;

To promote respect for, and observance of, human rights and fundamental freedoms;

To call international conferences and prepare draft conventions for submission to the General Assembly on matters falling within its competence;

To negotiate agreements with the specialized agencies defining their relationship with the United Nations;

To coordinate the activities of the specialized agencies by means of consultations with and recommendations to them and by means of recommendations to the General Assembly and the Members of the United Nations;

To perform services, approved by the Assembly, for Members of the United Nations and, on request, for the specialized agencies;

To consult with non-governmental organizations concerned with matters with which the Council deals.

MEMBERS

The Economic and Social Council has 54 members, elected for three-year terms by the General Assembly. Voting in the Council is by simple majority; each member has one vote.

SESSIONS

The Council generally holds several short sessions throughout the year to deal with the organization of its work, as well as one four-week substantive session in July, alternating between New York and Geneva. The session includes a high-level segment, attended by Ministers and other high officials, to discuss major economic, social and humanitarian issues. The year-round work of the Council is carried out in its subsidiary and related bodies.

SUBSIDIARY AND RELATED BODIES

The Council's subsidiary machinery includes:

Nine functional commissions, which are deliberative bodies whose role is to consider and make recommendations on issues in their areas of responsibility and expertise: Statistical Commission, Commission on Population and Development, Commission for Social Development, Commission on Human Rights, Commission on the Status of Women, Commission on Narcotic Drugs, Commission on Crime Prevention and Criminal Justice, Commission on Science and Technology for Development and Commission on Sustainable Development;

Five Regional Commissions: Economic Commission for Africa (Addis Ababa, Ethiopia), Economic and Social Commission for Asia and the Pacific (Bangkok, Thailand), Economic Commission for Europe (Geneva, Switzerland), Economic Commission for

Latin America and the Caribbean (Santiago, Chile) and Economic and Social Commission for Western Asia (Beirut, Lebanon).

Five standing committees and expert bodies: Committee for Program and Coordination, Commission on Human Settlements, Committee on Non-Governmental Organizations, Committee on Negotiations with Intergovernmental Agencies and Committee on Energy and Natural Resources;

A number of expert bodies on subjects such as development planning, natural resources, and economic, social and cultural rights.

The Council also cooperates with and to a certain extent coordinates the work of United Nations programs (such as UNDP, UNEP, UNICEF and UNFPA) and the specialized agencies (such as FAO, WHO, ILO and UNESCO), all of which report to the Council and make recommendations for its substantive sessions.

RELATIONS WITH NON-GOVERNMENTAL ORGANIZATIONS

Under the Charter, the Economic and Social Council consults with non-governmental organizations (NGOs) concerned with matters within its competence. Over 1,600 NGOs have consultative status with the Council. The Council recognizes that these organizations should have the opportunity to express their views, and that they possess special experience or technical knowledge of value to its work.

NGOs with consultative status may send observers to meetings of the Council and its subsidiary bodies and may submit written statements relevant to its work. They may also consult with the United Nations Secretariat on matters of mutual concern. Over the years, the relationship between the United Nations and affiliated NGOs has developed significantly. Increasingly, NGOs are seen as partners who are consulted on policy and program matters and seen as valuable links to civil society. NGOs around the world, in increasing numbers, are working daily with the United Nations community to help achieve the objectives of the Charter.

GENERAL ASSEMBLY

BACKGROUND INFORMATION

The General Assembly is the main deliberative organ of the United Nations. It is composed of representatives of all Member States, each of which has one vote. Decisions on important questions, such as those on peace and security, admission of new Members and budgetary matters, require a two-thirds majority. Decisions on other questions are reached by a simple majority. These decisions may be adopted without a vote, or with a vote, which may be recorded, non-recorded or by roll call.

While the decisions of the Assembly have no legally binding force for Governments, they carry the weight of world opinion on major international issues, as well as the moral authority of the world community.

The work of the United Nations year-round derives largely from the decisions of the General Assembly-- that is to say, the will of the majority of the Members as expressed in resolutions adopted by the Assembly. That work is carried out by committees and other bodies established by the Assembly to study and report on specific issues, such as disarmament, outer space, peace-keeping, decolonization and human rights; in international conferences called for by the Assembly; and by the Secretariat of the United Nations-- the Secretary General and his staff of international civil servants.

FUNCTIONS AND POWERS

Under the Charter, the functions and powers of the General Assembly include:

To consider and make recommendations on cooperation in the maintenance of international peace and security, including disarmament and arms regulation;

To discuss any question relating to international peace and security and, except where a dispute or situation is being discussed by the Security Council, to make recommendations on it;

To discuss and, with the same exception, make recommendations on any question within the scope of the Charter or affecting the powers and functions of any organ of the United Nations;

To initiate studies and make recommendations to promote international political cooperation, the development and codification of international law; the realization of human rights and fundamental freedoms for all, and international collaboration in economic, social, cultural, educational and health fields;

To make recommendations for the peaceful settlement of any situation, regardless of origin, which might impair friendly relations among nations;

To receive and consider reports from the Security Council and other United Nations organs;

To consider and approve the United Nations budget and to apportion the contributions among Members;

To elect the non-permanent members of the Security Council, the members of the Economic and Social Council and those members of the Trusteeship Council that are elected;

To elect jointly with the Security Council the Judges of the International Court of Justice; and, on the recommendation of the Security Council, to appoint the Secretary-General.

Under the "Uniting for Peace" resolution adopted by the General Assembly in November 1950, the Assembly may take action if the Security Council, because of a lack of unanimity of its permanent members, fails to act in a case where there appears to be a threat to the peace, breach of the peace or act of aggression. The Assembly is empowered to consider the matter

immediately with a view to making recommendations to Members for collective measures, including, in the case of a breach of the peace or act of aggression, the use of armed force when necessary to maintain or restore international peace and security.

GENERAL ASSEMBLY SESSIONS

The General Assembly's regular session begins each year on the third Tuesday in September and continues usually until the third week of December. In recent years, the Assembly has been in session throughout the year. At the start of each regular session, the Assembly elects a new President, 21 Vice-Presidents and the Chairmen of the Assembly's six Main Committees. The Assembly also holds a general debate, in which Member States express their views on a wide range of matters of international concern. To ensure equitable geographical representation, the presidency of the Assembly rotates each year among five groups of States: African, Asian, Eastern European, Latin American and Caribbean, and Western European and other States.

In addition to its regular sessions, the Assembly may meet in special sessions at the request of the Security Council, of a majority of Members of the United Nations or of one Member if the majority of Members concurs. Emergency special sessions may be called within 24 hours of a request by the Security Council on the vote of any nine members of the Council, or by a majority of the United Nations Members, or by one Member if the majority of Members concurs.

MAIN COMMITTEES

Because of the great number of questions that the Assembly is called upon to consider (166 separate agenda items at the 51st (1996/1997) session of the Assembly, for example), the Assembly allocates most questions to its six Main Committees:

First Committee--Disarmament and International Security Committee (DISEC)

Second Committee--Economic and Financial Committee (ECOFIN)

Third Committee--Social, Humanitarian and Cultural Committee (SOCHUM)

Fourth Committee--Special Political and Decolonization Committee (SPECPOL)

Fifth Committee--Administrative and Budgetary Committee

Sixth Committee--Legal Committee

There is also a General Committee, composed of the President and 21 Vice-Presidents of the Assembly and the chairmen of the six Main Committees, and a Credentials Committee. The Credentials Committee consists of nine members appointed by the Assembly on the proposal of the President at each session who reports to the Assembly on the credentials of representatives. Some questions are considered directly in plenary meetings, rather than in one of the Main Committees. All questions are voted on in plenary meetings, usually towards the end of the regular session, after the committees have completed their consideration of them and submitted draft resolutions to the plenary Assembly.

FOOD AND AGRICULTURE ORGANIZATION COUNCIL

Background information

The United Nations Interim Commission on Food and Agriculture met in Quebec on 16 October 1945 and signed the Constitution of the Food and Agriculture Organization of the United Nations. Under Article 1 in the Constitution of the FAO, the organization shall collect, analyze, interpret and disseminate information relating to nutrition, food and agriculture. The Organization should promote and where appropriate, recommend national and international action.

The Conference is the sovereign governing board of the FAO. They meet normally once every two years and is comprised of the 194 Member States. The Conference created the Council in order to act as the executive branch between sessions. The Council deals in particular with world food and agriculture situations around the world and is made up of 49 Member Nations, elected by the Conference. As per Article 5, the Council shall be assisted by a Programme Committee, a Finance Committee, and a Committee on Constitutional and Legal Matters, which shall report to the Council. The Committee on Commodity Problems, Committee on Fisheries, Committee on Forestry and Committee on Agriculture will report to Council on programme and budget matters and to the Conference on policy and regulatory matters.

Functions and Powers

The Council under Article XIV, may, by a vote concurred in by at least two thirds of the membership of the Council, approve and submit to Member Nations

Agreements concerning questions relating to food and agriculture

Supplementary conventions or agreements designed to implement any convention or agreement

Article XV: Agreements between the Organization and Member Nations

The Conference may authorize the Director-General to enter into agreements with Member Nations for the establishment of international institutions dealing with questions relating to food and agriculture.

THE SECRETARIAT

The Secretariat -- an international staff working in duty stations around the world -- carries out the diverse day-to-day work of the Organization. It services the other principal organs of the United Nations and administers the programs and policies laid down by them. At its head is the Secretary General, who is appointed by the General Assembly on the recommendation of the Security Council for a five-year, renewable term.

The duties carried out by the Secretariat are as varied as the problems dealt with by the United Nations. These range from administering peacekeeping operations to mediating international

disputes, from surveying economic and social trends and problems to preparing studies on human rights and sustainable development. Secretariat staff also inform the world's communications media about the work of the United Nations; organize international conferences on issues of worldwide concern; and interpret speeches and translate documents into the Organization's official languages.

The Secretariat has a staff of about 8,900 under the regular budget drawn from some 170 countries. As international civil servants, staff members and the Secretary General answer to the United Nations alone for their activities, and take an oath not to seek or receive instructions from any Government or outside authority. Under the Charter, each Member State undertakes to respect the exclusively international character of the responsibilities of the Secretary General and the staff and to refrain from seeking to influence them improperly in the discharge of their duties.

The United Nations, while headquartered in New York, maintains a significant presence in Addis Ababa, Bangkok, Beirut, Geneva, Nairobi, Santiago and Vienna, and has offices all over the world.

Name: _____
Country: _____

Country Background Guide

GENERAL INFORMATION

Other Names for Country: _____

Nationality Name(s): _____

Languages Spoken: _____

Flag Description:

GEOGRPAHY

Location: _____

Bordering Countries: _____

Climate: _____

Terrain: _____

Natural Resources: _____

ENVIRONMENT

Current Environmental Issues:

Natural Hazards or Potential Natural Disasters:

Environmental- International agreements:

POPULATION

Population: _____

Age Breakdown:

Birth Rate/ Death Rate: _____

Infant Mortality Rate: _____

Ethnic Divisions:

Prominent Religions:

GOVERNMENT

Government Type:

Country Leader (President, Prime Minister, etc): _____ Capital:

Independence/ National Holiday:

Legal System:

Political Parties:

Political/ Social Pressure Groups:

ECONOMY

Economic Overview:

_____ GDP:
_____ Inflation Rate: _____ Unemployment Rate: _____

Major Industries:

Agriculture:

Exports:

Imports:

Import/Export Partners:

Currency/Exchange Rates:

COMMUNICATIONS

Radio Stations/ TV Stations:

Major Newspapers:

Country Scavenger Hunt

“Find a country (and its delegates) that.....”

Write in the name of the country and the delegates that correspond to each square.

Try to use every member of the group only once if you can!

<p>A country with a population over one billion</p>	<p>A country with blue in their flag</p>	<p>A country that has Islam as its main religion</p>
<p>A country where French is one of the official languages</p>	<p>A country that produces petroleum products (gasoline, oil)</p>	<p>A country that was colonized by Spain</p>
<p>A country that is an island</p>	<p>A country that is a democracy or republic</p>	<p>A country that has a desert within its borders</p>
<p>A country that is land-locked (has no access to the ocean)</p>	<p>A country that is considered a poor country</p>	<p>A country that has Catholicism as its main religion</p>
<p>A country that has a lot of mountains</p>	<p>A country that once colonized another country</p>	<p>FREE SQUARE A country whose main industry is _____.</p>

MODEL UN VOCABULARY

DEFINITION MATCHING

Identify the word that matches the definition below and find that word in the word search puzzle on the next page.

Vocabulary Word	Definition
	1. A sign that identifies your country
	2. Countries that are the principal authors of Model UN resolutions
	3. Person who facilitates Model UN Debate
	4. Attendance at the beginning of every Model UN Session
	5. The vested power of the "P5" countries to refuse approval of a draft resolution
	6. Countries that would like to see a certain draft resolution debated
	7. When a delegate is present and wishes to vote
	8. Informal meeting in which delegates discuss country positions and ideas for draft resolutions
	9. To give up time, usually to questions or another delegate
	10. A group of nations
	11. A person authorized to act as a representative for a country
	12. The number of members that must be present before official business can be conducted
	13. A paper that helps delegates to organize their ideas and aid in formatting and representing a country's policy
	14. The final result of discussion, writing and negotiation, including suggestions for addressing a specific problem or issue
	15. An international organization or nations pledged together to promote world peace and security
	16. The most senior staff of a Model UN conference
	17. A list that determines the order in which delegates will speak
	18. To discuss opposing reasons or to argue
	19. The group of people, usually high school or college students, in charge of a Model UN committee. It generally consist of a Chair, Director and a Rapporteur
	20. The tool shaped like a small wooden hammer that the Chair uses to keep order

MODEL UN VOCABULARY

WORD SEARCH

Circle the vocabulary words from above. Words are written up, down, diagonally and backwards.

S D U C Q S I M P S O R I A Q F I Q V
 T L I F J U S V O W V M R P Q X V K N
 D P P D P C E K S R E L S J Z O W R B
 E Z R L M U I Z I M T Z N Z E G U G M
 L X E J U A R C T Y O Q O N B A C L I
 E R S J R C O O I I K F I O P V H X W
 G O E J O D T A O E M S T I J E A K V
 A L N B U E A O N L L P A T X L I A S
 T L T J Q T N G P D U L N U T Y R H P
 E C A R N A G S A T L A D L D F P H O
 B A N V I R I A P T N C E O E I E V N
 R L D C G E S I E M L A T S B M R T S
 C L V V X D N D R C O R I E A B S X O
 O X O N M O I Q I I D D N R T O O B R
 L X T E K M T Z G U T O U D E U N T S
 B Q I E R N P Y E X E W S W M V W N S
 A I N Z W U R S P E A K E R S L I S T
 H E G K U C N F U Z D G M L O H B Z T
 K C H S V X T A I R A T E R C E S Y T

Bloc
 Chairperson
 Debate
 Delegate
 Dias
 Gavel
 Placard

Position paper
 Present and voting
 Quorum
 Resolution
 Roll call
 Secretariat
 Signatories

Speakers list
 Sponsors
 United Nations
 Unmoderated caucus
 Veto
 Yield

MODEL UN VOCABULARY

MODEL UN VOCABULARY WORD SEARCH ANSWERS

Vocabulary Word	Definition
Placard	21. A sign that identifies your country
Sponsors	22. Countries that are the principal authors of Model UN resolutions
Secretariat	23. Person who facilitates Model UN Debate
Roll call	24. Attendance at the beginning of every Model UN Session
Veto	25. The vested power of the “P5” countries to refuse approval of a draft resolution
Signatories	26. Countries that would like to see a certain draft resolution debated
Present and voting	27. When a delegate is present and wishes to vote
Unmoderated caucus	28. Informal meeting in which delegates discuss country positions and ideas for draft resolutions
Yield	29. To give up time, usually to questions or another delegate
Bloc	30. A group of nations
Delegate	31. A person authorized to act as a representative for a country
Quorum	32. The number of members that must be present before official business can be conducted
Position Paper	33. A paper that helps delegates to organize their ideas and aid in formatting and representing a country’s policy
Resolution	34. The final result of discussion, writing and negotiation, including suggestions for addressing a specific problem or issue
United Nations	35. An international organization or nations pledged together to promote world peace and security
Secretariat	36. The most senior staff of a Model UN conference
Speakers List	37. A list that determines the order in which delegates will speak
Debate	38. To discuss opposing reasons or to argue
Dias	39. The group of people, usually high school or college students, in charge of a Model UN committee. It generally consist of a Chair, Director and a Rapporteur
Gavel	40. The tool shaped like a small wooden hammer that the Chair uses to keep order

Points and Motions: What do you say? (Handout H)

Short Form – Rules of Procedure and Order of Precedence				
Rule	Second?	Debatable?	Vote required?	Description
3.1 Point of Order	No	No	None	Point out a misuse of the rules.
3.2 Point of Information	No	No	None	Ask any question of the Chair, or gain a clarification.
3.3 Point of Inquiry	No	No	None	Ask a question of a speaker at the end of his or her speech, prior to the Delegation's yielding the floor.
4.1 Suspension of the Meeting	Yes	No	Simple Majority	Recess the meeting for a specific period of time.
4.2 Moderated Caucus/Consultative Session	Yes	No	Simple Majority	Suspend rules for a moderated caucus.
4.3 Adjournment of the Meeting	Yes	No	Simple Majority	Used to end the meeting for the year.
4.4 Adjournment of the Debate	Yes	2 pro 2 con	Simple Majority	Remove from consideration any proposal on the floor without a vote on the content of that issue.
4.5 Closure of Debate	Yes	2 pro 2 con	Simple Majority	End debate on any proposal on the floor and bring it to an immediate vote.
4.6 Consideration of Agenda Topics	Yes	No	Simple Majority	Change the order in which agenda items are discussed.
4.7 Limits on Debate	Yes	No	Simple Majority	Impose (or repeal) a limit on the length of any form of debate.
4.8 Reconsideration of Proposal	Yes	2 pro 2 con	2/3 Majority	Reconsider an item on which debate has been adjourned or upon which a vote has been taken.
4.9 Consideration of Draft Resolutions	Yes	No	Simple Majority	Bring a draft resolution to the floor for discussion.
4.10 Consideration of Amendments	No	No	None	Bring an amendment to the floor for discussion.

Points and Motions: What do you say? (Handout I)

Using the Handout H: Rules of Procedure and Order of Precedence Short Form, determine which point or motion is being made under the Description. Then write exactly what you would say in order to make this point or motion.

<i>Description</i>	<i>What do you say?</i>
The delegate has a question regarding the rules of procedure.	
Delegate wishes to adjourn the meeting until next session. Usually used to adjourn for lunch or dinner.	
Delegate wishes to yield time to points of information or questions from other delegates about his/her speech.	
Delegate wishes to suspend debate in order for a moderated or un-moderated caucus. The purpose and the length of the suspension need to be stated.	
Delegate wishes to end the debate on the topic. This topic can be returned to at a later time. Before going to a vote, two delegates must speak in favor of tabling the debate and two must speak against it.	
A delegate has just finished their speech. Another delegate would like to ask him/her a question about the speech. (Please note, that a speaker must be open to questions.)	
Delegate wishes to close the debate and move to voting.	
Delegate wishes to propose a draft resolution that he/she would like to be discussed.	
Delegate would like to pick up the discussion on landmines again after it had been previously adjourned for later debate.	
Delegate is in a committee discussing two agenda topics, and would prefer to address the second topic before the first topic.	

Points and Motions: What do you say? (Handout I)

Using the Handout H: Rules of Procedure and Order of Precedence Short Form, determine which point or motion is being made under the Description. Then write exactly what you would say in order to make this point or motion.

<i>Description</i>	<i>What do you say?</i>
The delegate has a question regarding the rules of procedure.	Honorable Chair, (Country Name) has a Point of Inquiry.
Delegate wishes to adjourn the meeting until next session. Usually used to adjourn for lunch or dinner.	Honorable Chair, (Country Name) moves to suspend debate for the purpose of lunch.
Delegate wishes to yield time to points of information or questions from other delegates about his/her speech.	Honorable Chair, (Country Name) yields to points of information OR Honorable Chair, (Country Name) is open to questions.
Delegate wishes to suspend debate in order for a moderated or un-moderated caucus. The purpose and the length of the suspension need to be stated.	Honorable Chair, (Country Name) moves to suspend the meeting for the purpose of a moderated caucus to discuss landmines for 25 minutes, with a 1 minute speaking time. OR Honorable Chair, (Country Name) moves to suspend the meeting for an unmoderated caucus for 20 minutes.
Delegate wishes to end the debate on the topic. This topic can be returned to at a later time. Before going to a vote, two delegates must speak in favor of tabling the debate and two must speak against it.	Honorable Chair, (Country Name) moves to adjourn the debate on the topic of landmines, to be discussed at a later time.
A delegate has just finished their speech. Another delegate would like to ask him/her a question about the speech. (Please note, that a speaker must be open to questions.)	Honorable Chair, (Country Name) has a point of information for the delegate.
Delegate wishes to close the debate and move to voting.	Honorable Chair, (Country Name) moves for Closure of Debate on this topic.
Delegate wishes to propose a draft resolution that he/she would like to be discussed.	Honorable Chair, (Country Name) would like to bring Draft Resolution 1/1 to the floor.
Delegate would like to pick up the discussion on landmines again after it had been previously adjourned for later debate.	Honorable Chair, (Country Name) moves for a Reconsideration of Proposal regarding the topic of landmines.
Delegate is in a committee discussing two agenda topics, and would prefer to address landmines before the first topic, cyberwarfare.	Honorable Chair, (Country Name), moves for a Consideration of Agenda Topics and suggests that we discuss ____ before ____.

Lyceum Model United Nations

Rules of Procedure

Governing Rules and Rules of Conduct

1.1 Precedence of Rules of Procedure.

The Lyceum Model United Nations Rules of Procedure shall be the official Rules of Procedure for all Lyceum Model United Nations simulations. The Rules of Procedure shall be provided to all Representatives prior to the Conference. While these rules may not be exhaustive, the Chairperson will assist the committee to use the rules toward advancing the work of the deliberative body.

1.2 Quorum/Majority.

A quorum is one-fourth of the member delegations in attendance for each Committee; a majority is one-half of the member delegations in attendance for each Committee; a quorum for the Security Council is 15;

- A quorum must be present at all times during Committee sessions,
- A majority must be present for a substantive question to be put to a vote,
- It is the responsibility of the Chair to ensure that a quorum is present at all times.

1.3 Chairperson.

In addition to exercising such authority conferred upon the Chair elsewhere in these rules, the Chair shall,

- Declare the opening and closing of each session,
- Ensure the observance of the rules,
- Direct the discussions of the Committee, and accord the right to speak,
- Advise the Committee on methods of procedure that will enable the body to accomplish its goals, and
- Rule on Points and motions, and subject to these rules, have complete control of the proceedings of the Committee and the maintenance of order at its meetings.

1.4 Selection of Agenda Topics.

Agenda topics shall be selected and approved by the Lyceum of Monterey County prior to the start of the conference. Once selected, these topics are fixed for the duration of the conference.

1.5 Diplomatic Courtesy.

All participants in the Lyceum Conference must accord Diplomatic Courtesy to all credentialed Representatives, Staff, Faculty Advisors, and Observers at all times. Representatives who persist in obvious attempts to disrupt the session shall be subject to expulsion from the Committee by the Chair,

- The Lyceum staff reserves the right to expel any Representative or delegation from the Conference.

2.1 Speeches.

The rights of the delegation to the floor when recognized are paramount and shall not be infringed. No Representative may address the Committee without obtaining the permission of the Chair,

- Delegations, not Representatives, are recognized to speak; more than one Representative from the same delegation may speak when the delegation is recognized,
- Speakers must keep their remarks germane to the subject under discussion,
- Representatives, at the conclusion of a substantive speech, will be allowed, if they are willing, to answer questions concerning their speech,
- A delegation that desires to ask a question of the speaker should signify by raising a Point of Inquiry,
- A speaker may yield the floor only to the Chair and not to another delegation.

2.2 Recognition of Speakers.

In order to better facilitate debate, and provide, with the exception of Points, Delegations wishing to speak on an item before the body will signify by raising their placards,

- The Chair shall recognize speakers in a fair and orderly manner,
- Motions take the same precedence as speeches.

2.3 Right of Reply.

The Chair may accord a Right of Reply to any Representative if a speech by another Representative contains unusual or extraordinary language clearly insulting to personal or national dignity,

- Requests for a Right of Reply shall be made in writing to the Chair.

2.4 Draft Resolutions.

Chairpersons and those delegated with such authority shall assist delegations in the resolution drafting process throughout the conference. Upon completion, draft resolutions may be submitted to the Committee Chairperson for acceptance,

- For a draft resolution to be considered, it must be organized in content and flow, in the proper format, have a minimum of 25% of the delegations in attendance listed as sponsors,
- After acceptance by the Dais, draft resolutions shall be provided to the body at which point they shall be available for discussion and Closure of Debate.

2.5 Amendments.

Amendments with 15% of the body as sponsors may be submitted at any time after the respective resolution has been made available for discussion.

- An amendment will be considered “friendly” if all sponsors of the draft resolution are also sponsors of the amendment.

2.6 Method of Voting.

The Committee shall normally vote by a show of raised placards. A delegation may vote in favor, opposed, or abstain from the vote.

- The Chair may grant a request by a delegation for a roll call vote on any substantive matter,
 - Representatives shall reply “yes,” “no,” “abstain,” or “abstain from the order of voting” and
 - A member may abstain from the order of voting once during a roll call; a second abstention from the order of voting will be recorded as an abstention.

2.7 Conduct During Voting.

Immediately prior to a vote, the Chair shall describe to the Committee the item to be voted on, and shall explain the consequences of a “yes” or a “no” vote. Voting shall begin upon the Chair’s declaration “we are now in voting procedure,” and end when the results of the vote are announced,

- Once in voting procedure, no Representative shall interrupt the voting except on a Point of Order or Point of Information concerning the actual conduct of the vote,
- Rights of Explanation are permitted on all substantive votes after voting. The Chair may limit time for Rights of Explanation.

2.8 Adoption by Consensus. The adoption of draft resolutions and amendments by consensus is desirable when it contributes to the effective and lasting settlement of differences, thus strengthening the authority of the United Nations,

- Any Representative may request the adoption of an amendment or draft resolution by consensus at any time after Closure of Debate has passed,
- The Chair then shall ask whether there is any objection to a consensus and then shall ask if any Member States wish to abstain from consensus,
- If there is no objection, the proposal is approved by consensus, and
- If any Representative objects to consensus, voting shall occur as otherwise stated in these rules.

Points

3.1 Point of Order.

During the discussion of any matter, a Representative may rise to a Point of Order if he/she believes that the Committee is proceeding in a manner contrary to these rules,

- The Representative will be recognized immediately by the Chair and the point ruled on,
- A Representative rising to a Point of Order may not speak substantively on any matter,
- If a Representative’s ability to participate in the Committee’s deliberations is impaired for any reason, the Representative may rise to a Point of Order, and
- A Point of Order may interrupt a speaker.

3.2 Point of Information.

A Point of Information is raised to the Chair if a Representative wishes to obtain a clarification of procedure or a statement of the matters before the Committee,

- Representatives may not interrupt a speaker on a Point of Information.

3.3 Point of Inquiry.

During substantive debate, a Representative may question a speaker by rising to a Point of Inquiry,

- Questions must be directed through the Chair and may be made only after the speaker has concluded his/her remarks, but before he/she has yielded the floor,
- Representatives may not interrupt a speaker on a Point of Inquiry.

Rules of Procedure

4.1 Suspension of the Meeting.

During the discussion of any matter, a Representative may move to suspend the meeting. Suspending a meeting recesses it for the time specified in the motion,

- This motion requires a second,
- This motion is not debatable,
- The Chair may request that the delegation making the motion modify the time of suspension,
- If the motion passes, the Committee, when it reconvenes, will continue its business from the point at which the suspension was moved.

4.2 Suspension of the Meeting for Moderated Caucus/Consultative Session.

The Committee may choose to suspend the rules and enter a moderated caucus/consultative session if the members determine that this process will better facilitate the discussion of a particular issue,

- The motion should specify a length of time and a moderator for the consultative session,
- A moderator can be a Representative or Chair from the Committee,
- This motion requires a second,
- This motion is not debatable,
- The Chair may request that the delegation making the motion modify the time of suspension,
- The body will move immediately into a formal session at the conclusion of consultative session.

4.3 Adjournment of the Meeting.

The motion of adjournment means that all business of the Committee has been completed, and that the Committee will not reconvene until the next annual session,

- This motion requires a second,
- This motion is not debatable.

4.4 Adjournment of Debate.

During the discussion of any draft resolution or amendment, a Representative may move for Adjournment of Debate,

- Adjournment of Debate on a draft resolution or amendment has the effect of tabling that item and allows the Committee to move on to another draft resolution or amendment,
- This motion requires a second,
- Two delegations may speak in favor of the motion, and two opposed; the motion shall then be put to a vote, and
- An item upon which debate has been adjourned must pass a vote of Reconsideration before it may be brought back to the floor for consideration.

4.5 Closure of Debate.

A Representative may move to close debate on a draft resolution or amendment before the Committee at any time during consideration of the draft resolution or amendment. The effect of this motion, if passed, is to bring a draft resolution or amendment that is on the floor to a vote,

- This motion requires a second,
- This allows for two delegations to speak in favor and two against closure; the motion shall then be put to a vote,
- Representatives should specify whether the motion for closure applies to an amendment or a draft resolution,
- If closure passes on a draft resolution, all amendments on the floor will be voted on in the reverse order from which they were moved to the floor, and
- After voting on all amendments is completed, the draft resolution shall be voted upon in accordance with these rules. At the conclusion of voting procedure, the draft resolution or amendment being voted on is removed from consideration for future discussions, regardless of whether the proposal passes or fails. Debate then continues on the current agenda topic under discussion.

4.6 Consideration of Agenda Topics.

Agenda topics will be considered in the order in which they appear on the Lyceum website, unless that order is altered by the passage of a motion for Consideration of Agenda Topics,

- This motion requires a second,
- This motion is not debatable.

4.7 Limits on Debate.

A motion to limit or extend the time allotted to each delegation, or limit the number of times each delegation can speak on a proposal, is in order at any time,

- This motion requires a second,
- This motion is not debatable,
- The time allotted for substantive speeches shall be no less than two minutes,
- The time allotted for procedural speeches shall be no less than one minute,
- This motion may limit the number of Points of Inquiry a speaker may accept to a minimum of one, and

- A motion to limit the time of debate on an agenda topic, draft resolution, or amendment is also in order.

4.8 Reconsideration of Proposals.

A motion for Reconsideration of Proposals is in order on an amendment or draft resolution which has passed or failed when put to a final vote. The motion is also in order for proposals on which Adjournment of Debate has passed (rule 4.4),

- This motion requires a second and a two-thirds majority vote for passage,
- Two delegations may speak in favor and opposed to the motion, and
- If the motion passes, the issue is brought back before the body for debate and may be voted on again.

4.9 Consideration of Draft Resolutions.

A draft resolution may be moved to the floor by a motion for Consideration of Draft Resolutions,

- This motion requires a second,
- The motion is not debatable,
- Only one draft resolution may be on the floor at any time,
- If the motion passes, the delegation moving consideration will be allowed to speak first on the draft resolution, if desired.

4.10 Consideration of Amendments.

To bring an amendment to the floor for discussion, a delegation must first be recognized by the Chair,

- No verbal second is required,
- The Committee Secretariat will present the amendment to the body, and
- The delegation moving consideration will be allowed to speak first on the amendment, if desired.

Short Form – Rules of Procedure and Order of Precedence

Rules	Second?	Debatable?	Vote required	Description
3.1 Point of Order	No	No	None	Point out a misuse of the rules.
3.2 Point of Information	No	No	None	Ask any question of the Chair, or gain a clarification
3.3 Point of Inquiry	No	No	None	Ask a question of a speaker at the end of his or her speech, prior to the Delegation's yielding the floor
4.1 Suspension of the Meeting	Yes	No	Simple Majority	Recess the meeting for a specific period of time
4.2 Moderated Caucus/Consultative Session	Yes	No	Simple Majority	Suspend rules for a moderated caucus.
4.3 Adjournment of the Meeting	Yes	No	Simple Majority	Used to end the meeting for the year.
4.4 Adjournment of Debate	Yes	2 pro 2 con	Simple Majority	Remove from consideration any proposal on the floor without a vote on the content of that issue
4.5 Closure of Debate	Yes	2 pro 2 con	Simple Majority	End debate on any proposal on the floor and bring it to an immediate vote
4.6 Consideration of Agenda Topics	Yes	No	Simple Majority	Change the order in which agenda items are discussed
4.7 Limits on Debate	Yes	No	Simple Majority	Impose (or repeal) a limit on the length of any form of debate
4.8 Reconsideration of Proposal	Yes	2 pro 2 con	2/3 Majority	Reconsider an item on which debate has been adjourned or upon which a vote has been taken.
4.9 Consideration of Draft Resolutions	Yes	No	Simple Majority	Bring a draft resolution to the floor for discussion
4.10 Consideration of Amendments	No	No	None	Bring an amendment to the floor for discussion

Lyceum Model United Nations General Format of Procedure

The following is a general outline of the procedures that typically take place and the order in which they take place, at the Lyceum's Model United Nations conference. Please note that this format is just a guide and that the debate may take a different form depending on the debate topic(s) and the will of the body.

- I. Committee Chairs welcome representatives and take roll.
- II. The Chair looks for speakers or motions.
 - a. Representatives should raise their placards in order to be called on.
 - b. Representatives can make speeches and present their positions.
 - c. Speakers may yield to Points of Information or not, and can also yield any remaining speaking time to the Chair.
 - d. Representatives may continue to request to speak after initial speakers have been recognized by raising their placards.
- III. Between speakers, representatives may motion to suspend debate for moderated or unmoderated caucus.
 - a. If moderated, the representative should indicate the topic of discussion, the speaking time, and who should moderate. Representatives raise their placards when they wish to speak and the Chair calls on each representative.
 - b. If unmoderated, representatives stand up and discuss topics informally with each other.
- IV. There may be several instances of returning to formal debate and motioning to enter caucus again.
- V. Representatives write draft resolution(s)
 - a. While representatives may wish to take notes and collaborate with each other via Google Docs, the Chair should be the only person typing the final resolution. This will be done on a projector for all to see so that amendments may be made.
 - b. Representatives may wish to return to moderated and unmoderated caucuses in order to continue changing and re-drafting resolutions, indicating to the Chair in formal debate what should be included in the final draft.
- VI. Closure of debate
 - a. Representatives may motion to close debate for the purpose of voting on the resolution at hand.
 - b. If passed, the draft resolution is adopted and formal debate on the topic resumes unless a motion to adjourn the meeting is made.
 - c. If not passed, delegates may motion for caucus to continue debating the resolution. The draft resolution is not adopted.

Lyceum Model United Nations Narrative of a Sample Model UN Simulation

The following is a brief example of how the rules of procedure function within a typical conference. While some of the actual processes may be different at other conferences, the types of interactions with the chairperson will be very similar.

While this does not cover many of the rules, training from the long form of the rules, engaging in this type of dialogue, and practice will allow participants to apply all the rules and their research in order to perform as distinguished representatives of their assigned countries.

- *Italics indicate activity occurring in the room by the Chair or Representatives.*
 - **Bold indicated Chair speaking.**
 - "Normal font is Representatives speaking."
-

Vice Chair Calls Roll:

"Algeria." Algeria replies, "present." **"Algeria is present."**

"Brazil." Brazil replies, "present." **"Brazil is present."**

"Canada.....Canada? Denmark." Denmark replies, "present." **"Denmark is present."** Etc.

Thank you Representatives.

(Applicable for committees with more than one topic. As stated in the rules of procedure, the committee will automatically enter into debate on Topic Area I, which is Security Council Reform. Should a delegation wish to discuss Topic Area II, Nuclear Disarmament, the motion for "Consideration of Agenda items" would be in order.)

Please remember that speeches and motions are of the same precedence, so the Chair will now look for speakers or motions. If you would like to make a speech or a motion, simply raise your placard and wait to be called upon.

Representatives raise their placards.

Denmark.

Denmark then walks to the front of the room and delivers a speech on Topic Area I. Denmark indicates that they are open to Points of Inquiry.

Thank you Denmark. If there are any points of inquiry for the Representative, simply raise your placard and *call out* "Point of Inquiry!"

Two delegations raise their placards and call out Point of Inquiry.

On Inquiry, Ghana.

Ghana asks a question to Denmark. Denmark responds.

Are there other Points of Inquiry? ... Seeing none, the Chair is now again looking for speakers or motions. Sweden.

"Sweden moves for a 10 minute suspension of the meeting."

Thank you, Representative. There is a motion on the floor for a 10-minute suspension of the meeting. Is there a second for this motion?

Several Representatives call out "Second!"

Hearing multiple seconds, Representatives, were this motion to pass, it would have the effect of us essentially entering into a caucus where the committee can begin discussing the topic informally and begin to formulate a resolution on this issue. During this time you can form blocs, speak with other delegations, approach the Chair if you have questions or concerns. Are there any Points of Information about what we are about to vote upon?

Brazil raises placard. "Point of Information!"

On information, Brazil

"When the 10 minutes is up and we want to keep caucusing, do we have to vote again?"

Good question, Brazil. When it comes close to the time that the suspension will expire, and the committee appears to be making good progress, the Chair will ask if there are any objections to continuing the suspension. If there are any objections, we'll return to our seats and re-enter formal debate. At which point another motion would be in order, but others may also choose to continue formal debate. Did that answer your question, Representative?

"Yes, Madame Chair."

Once again, we are voting on a 10-minute suspension of the meeting, having multiple seconds. All those in favor of a 10-minute suspension of the meeting, please raise your placards at this time. Chair counts. All those opposed. Chair counts. All those abstaining. Chair counts.

Thank you, Representatives. With a vote of 10 in favor, 2 opposed, and 1 abstention, this motion passes. We are now in a 10-minute suspension of the meeting.

10 minutes elapse and the Chair feels that the committee needs to return to formal debate.

Representatives, the time for the suspension has expired. Please return to your seats.

The Chair will now look for speakers or motions.

“Point of Order”

On Order, Cameroon.

“Are we allowed to talk about resolutions in our speeches?”

Thank you, Cameroon, for your question. This would actually be a Point of Information as you’re asking the Chair for information about the proceedings. A Point of Order can be used when you believe something is occurring that is contrary to the rules and proceedings. So, on your Point of Information, Cameroon, yes, at any time during debate you may talk about resolutions. We are here to solve an issue and we wouldn’t limit you talking about solutions and coming up with a document that would help achieve this. Does that answer your question, Representative?

“Yes, Madame Chair.”

Thank you Representative. The Chair is looking for speakers or motions.

Several speeches occur.

Ukraine finishes her speech. “I’m open to Points of Inquiry.”

Thank you Representative. If delegations have a question for the Representative of Ukraine, simply raise your placard and call out “Point of Inquiry”.

... Thank you Representatives. Speakers or motions? Germany.

“Germany moves to limit debate to 5 minutes on substantive speeches and 30 seconds on procedural speeches.”

Thank you Representative. Representative, I’d like to direct you to rule 4.7 in your rules and short form of the rules. In this rule it states that procedural speeches shall not be limited to less than 1 minute. Germany, would you like to amend your motion to have procedural speeches limited to 1 minute?

“Yes, Madame Chair.”

Thank you Representative. Germany has made a motion for a limit on debate, setting speaking time to no more than 5 minutes on substantive speeches, and no more than 1 minute on procedural speeches. This motion requires a second. Do I hear a second? *Shouts of “Second!”* Hearing multiple seconds, we are now voting on a limit on debate for 5 minutes for substantive speeches and 1 minute on procedural speeches.

“Point of Information!”

On information, Malaysia.

“What are the current speaking times?”

Good question. This conference starts with no limits on debate, so currently there is no limit on speaking time. I would like to point out that no one yet has spoken for very long, so perhaps a limit isn’t necessary, but that is up to the will of the body. You can always change the limits, or remove the limits at a later time, as well. Does that answer your question, Representative?

“Yes, Madame Chair.”

Thank you Representative for your Point.

We are resuming voting on the motion of limits on debate moved by Germany. All those in favor of setting the limit on speaking time to 5 minutes for substantive speeches and 1 minute on procedural speeches, please raise your placards at this time. *Counting.* Thank you Representatives. All those opposed? *Counts.* Thank you Representatives. All those abstaining. *Counts.* Thank you Representatives. From a vote of 4 in favor, 7 opposed, and 2 abstentions, this motion fails.

Thank you Representatives. Speakers or motions? Denmark.

“Denmark would like to bring Draft Resolution 1/1 to the floor.”

Thank you Representative. That motion is in order at this time. Denmark has moved to bring Draft Resolution 1/1 to the floor. This is the resolutions sponsored by Denmark, Italy, Brazil, Canada, and Greece. This motion would have the effect of making the resolution available for discussion and to act upon it. Only one resolution can be on the floor at a time, but the Chair has not received any other resolutions at this time.

This motion requires a second. Is there a second? *Shouts of “Second!”* Hearing multiple seconds. This motion requires a simple majority to pass. All those in favor of considering draft resolution 1/1, please raise your placards at this time. All those opposed. All those abstaining. *It passes.*

Denmark, as you were the delegation that made the motion, would you like to speak first on the resolution?

“Yes, Madame Chair.”

You have the floor.

Denmark speaks.

The Chair is looking for speakers or motions. Canada.

“Canada moves for a moderated caucus of 15 minutes to discuss and work out the resolution as a group.”

Thank you, Representative. Canada, would you like the caucus to be moderated by a Chair or by a Representative? It can be you or anyone else, or none. But I do recommend having one.

“I’d like Ghana to be the moderator.”

Thank you. Canada has moved for a 15-minute moderated caucus, also known as a consultative session, to be moderated by Ghana.

The Chair will briefly explain how this segment would work were this motion to pass. The committee would enter a suspension of the rules, while still maintaining a semblance of formality. There are no time limits or rules, so it can be structured how you wish. Typically it’s an opportunity for Representatives to have a free-flowing debate without the formalities. This is typically used to hash out problems as a group while maintaining decorum. So one person would be recognized to speak, then another, etc. At the end of 15 minutes, we’ll come back to formal

session unless significant progress is being made, then the Chair will give that option, as long as there is no opposition to extending it.

Are there any points of information regarding how we'll proceed?

Once again, Canada has moved for a 15 minute moderated caucus to be facilitated by Ghana. Is there a second? Hearing multiple seconds. All those in favor of a 15 minute moderated caucus please raise your placards at this time. All those opposed? All those abstaining. *Announces vote.* Thank you Representatives, we're now in a 15 minute moderated caucus. Please keep in mind that the Chair is still here as a resource and we can help you out. Also keep in mind that we will still enforce diplomatic courtesy at all times. Go ahead.

Moderated caucus ensues.

It looks like you've made some progress and are ready to come back to formal debate. The time for the moderated caucus has expired.

Thank you Representatives. Speakers or motions? Slovenia.

Slovenia gives a speech. At the conclusion of their speech they make a motion for closure of debate on resolution 1/1.

Thank you Representative. There is a motion on the floor for closure of debate on resolution 1/1. This motion is in order at this time. Before I take a second to this motion, let me explain the results of the motion should it pass.

If the motion of the closure of debate were to pass, we would move into voting procedure on draft resolution 1/1. We would first vote on any amendments if there are any, and then we would vote on the resolution as amended. At that time you can vote in favor, opposed, or abstain. Upon completion of voting, we would return to formal debate on the topic. While we encourage consensus on committee documents, more than one resolution may be discussed and passed.

Are there any Points of Information on what were are voting on?

Thank you Representatives we are now voting on closure of debate of draft resolution 1/1. All those in favor of Closure of debate on draft resolution 1/1 please raise your placards at this time. Thank you Representatives. All those opposed. All those abstaining. Thank you Representatives. With a vote of 13 in favor, 0 opposed, and 0 abstentions, this motion passes.

We are now in Closure of Debate on Draft Resolution 1/1. No amendments have been submitted for this resolution, so we will move into immediate voting procedure on draft resolution 1/1.

In the pause, a placard goes up.

Azerbaijan.

“Azerbaijan requests a roll call vote.”

There is a request for a roll call vote, and the Chair will grant that.

The vice Chair will call your country’s name and you can respond with one of the following options: Yes, No, Abstain, and Abstain from the Order. If you abstain from the order, your name will be marked and at completion of the list, we will come back around and call your country again, at which time you can cast your vote. If you abstain from the order a second time, you will be recorded as an abstention. After voting is complete, the Chair will take a moment to count and record the vote. At that time we will offer the opportunity for any delegation wishing to briefly explain their vote. After these explanations, the Chair will then announce the voting results.

Is this clear? Are there any points of information on what we are about to do?

Seeing none, the vice Chair will now begin the roll call vote.

Germany. “Yes!” Germany votes yes.

Ghana. “No!” Ghana votes no.

Libya. “Abstain from the order.” Libya abstains from the order.

Mauritius. “Abstain.” Mauritius abstains.

(continues)

Libya. “The great Arab nation of Libya proudly endorses this resolution and votes yes!”

Libya votes yes.

Thank you Representatives, one moment.

Are there any delegations wishing to explain their vote? 15 seconds each.

Afterwards, the Chair will announce the final vote.

Thank you Representatives. We are still in discussion of Topic Area I, which is Security Council Reform. The Chair will now look for speakers or motions.

Written by Brendan Tarnay of MIIS United Nations and American Model United Nations.



Lyceum's Model United Nations Position Paper Guidelines

A position paper is a country's official opinion on the topic(s) being addressed by the Model United Nations. It is your guide to your country's stance on committee topics, and will keep your views consistent and focused when forming a resolution in committee. Position papers also guide Committee Chairs regarding the issues of greatest interest within the topic, and help them better facilitate committee debate. Additionally, position papers typically show which delegates are the best prepared for the conference.

Each delegation is required to write **one (1)** position paper on the topic(s) that your committee is addressing and submit it to the Lyceum. Please do not submit more than one position paper for countries with two delegates (a joint paper should be submitted). The due date for position papers is listed on the Lyceum's website.

On the subject of plagiarism: Please note that the position papers must be composed entirely of original writing. *Position papers found to contain instances of plagiarism will be disqualified from the position paper awards process. This includes the topic background guides themselves.* Having said this, formal citations are not required like for an academic paper. When directly quoting outside sources, simply citing the committee name and resolution number is enough (e.g., UNHRC 16/18), or, if quoting a website verbatim, the author and page name.

Tips to writing successful position papers:

- It is to your own benefit to include as much information as you can regarding your country's stance on the topic(s) while still keeping it concise and thoughtful. You want to make your position clear to everyone, including yourself.
- Be accurate and organized in writing your paper. Be sure to include a brief introduction to your country's history regarding the topic, your country's policies and actions taken with respect to the issue, what your country believes should be done, and a conclusion.
- You should be presenting your country's official opinion about what should be done regarding the issue. This may not reflect your own personal opinion, but, since you are the ambassador for your country, you should remain consistent with their views.
- Use your background guide. If you are unable to find your country's views explicitly, then you can use your background guide to help lead you towards a position.
- If possible, include statistics and graphs as evidence. It may come in handy in convincing other countries to agree with your view.
- Keep focused on the topic at hand. Strong ideas and statistical proof will be helpful to sway votes in your favor, along with direct quotes from your country's leaders.

Position paper guidelines for the Lyceum's Model United Nations Conference:

1. Page length: Approximately **half (1/2)** a page, with a hard max of **one (1)** page.
2. Margins: **One-inch (1")** margins all around the page.
3. Font: Please use **Times New Roman** size **ten (10)** to **twelve (12)**.
4. Alignment: Please **justify** your paper so the left and right margins of the text both have straight edges (like this document).
5. Spacing: **Single**.
6. Labeling: **Country name, school name, committee, and delegate(s) name(s)** must be clearly labeled on the first page.
7. Title: Include the **agenda item** (issue) to be discussed in the title of your paper.
8. Format: Papers may be submitted as **Word** or **PDF** documents.

One person, preferably your Model United Nations advisor or club president, should submit all papers to MUN_MS@lyceum.org (for middle schoolers) or MUN_HS@lyceum.org (for high schoolers) on or before the due date on the Lyceum's website.

Furthermore, position papers that are submitted according to the below guidelines on or before the due date are eligible for position paper awards. These awards recognize outstanding pre-conference preparation. The following four criteria shall be used to evaluate position papers:

- Overall quality of writing (including grammar, format, style, and so on).
- Referencing relevant UN documents and resolutions.
- Consistency with regional/geopolitical constraints as well as United Nations constraints.
- Deeper analysis of the issues instead of paraphrasing the topic background guides.



Model United Nations Writing Resolutions*

The final results of discussion, writing and negotiation are resolutions—written suggestions for addressing a specific problem or issue. Resolutions, which are drafted by delegates and voted on by the committee, normally require a simple majority to pass (except in the Security Council). Only Security Council resolutions can compel nations to take action. All other UN bodies use resolutions to make recommendations or suggestions for future action.

Draft Resolutions

Draft resolutions are all resolutions that have not yet been voted on. Delegates write draft resolutions alone or with other countries. There are three main parts to a draft resolution: the heading, the preamble and the operative section. The heading shows the committee and topic along with the resolution number. It also lists the draft resolution's sponsors and signatories (see below). Each draft resolution is one long sentence with sections separated by commas and semicolons. The subject of the sentence is the body making the statement (e.g., the General Assembly, Economic and Social Council, or Security Council). The preamble and operative sections then describe the current situation and actions that the committee will take.

Bringing a Resolution to the Floor for Debate

A draft resolution must always gain the support of a certain number of member states in the committee before the sponsors (the delegates who created the resolution) may submit it to the committee staff. Many conferences require signatures from 20 percent of the countries present in order to submit a draft resolution. A staff member will read the draft resolution to ensure that it is relevant and in proper format. Only when a staff member formally accepts the document and assigns it a number can it be referred to in formal debate. In some cases a delegate must make a motion to introduce the draft resolution, while in other cases the sponsors are immediately called upon to read the document. Because these procedures can vary, it is essential to find out about the resolution process for the conference you plan to attend.

Tips for Resolution Writing

- Be sure to **follow the format** for resolutions provided by the conference organizers. Each conference may have a slightly different format.
- Create a **detailed resolution**. For example, if your resolution calls for a new program, think about how it will be funded and what body will manage it.
- Try to **cite facts** whenever possible.
- **Be realistic**. Do not create objectives for your resolution that cannot be met. Make sure your body can take the action suggested. For example, the General Assembly can't sanction another country – only the Security Council can do so.
- Try to find **multiple sponsors**. Your committee will be more likely to approve the resolutions if many delegates contribute ideas.
- **Preambulatory clauses** are historic justifications for action. Use them to cite past resolutions, precedents and statements about the purpose of action.
- **Operative clauses** are policies that the resolution is designed to create. Use them to explain what the committee will do to address the issue.

Preambulatory Clauses

The preamble of a draft resolution states the reasons for which the committee is addressing the topic and highlights past international action on the issue. Each clause begins with a present participle (called a preambulatory phrase) and ends with a comma. Preambulatory clauses can include:

- References to the UN Charter;
- Citations of past UN resolutions or treaties on the topic under discussion;
- Mentions of statements made by the Secretary-General or a relevant UN body or agency;
- Recognition of the efforts of regional or nongovernmental organizations in dealing with the issue; and
- General statements on the topic, its significance and its impact.

Sample Preambulatory Phrases

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

Operative Clauses

Operative clauses identify the actions or recommendations made in a resolution. Each operative clause begins with a verb (called an operative phrase) and ends with a semicolon. Operative clauses should be organized in a logical progression, with each containing a single idea or proposal, and are always numbered. If a clause requires further explanation, bulleted lists set off by letters or roman numerals can also be used. After the last operative clause, the resolution ends in a period.

Sample Operative Phrases

Accepts	Encourages	Further recommends
Affirms	Endorses	Further requests
Approves	Expresses its appreciation	Further resolves
Authorizes	Expresses its hope	Has resolved
Calls	Further invites	Notes
Calls upon	Deplores	Proclaims
Condemns	Designates	Reaffirms
Confirms	Draws the attention	Recommends
Congratulates	Emphasizes	Regrets
Considers	Encourages	Reminds
Declares accordingly	Endorses	Requests
Deplores	Expresses its appreciation	Solemnly affirms
Designates	Expresses its hope	Strongly condemns
Draws the attention	Further invites	Supports
Emphasizes	Further proclaims	Takes note of
	Further reminds	Transmits
		Trusts

*Document taken from the UNA-USA's Global Classroom, accessed at:
<http://www.unausa.org/munpreparation/resolutions>



SAMPLE DRAFT RESOLUTION

Please note: The sample resolution presented below is shown for formatting purposes only. While roughly based on past United Nations resolutions, it is intentionally simplistic, and it is not meant to represent the content of an actual draft resolution.



American Model United Nations
General Assembly Plenary (Concurrent)

GA Plen/I/Unofficial

SUBJECT OF RESOLUTION: Protection of Human Rights and Fundamental Freedoms while
Countering Terrorism

SUBMITTED TO: The General Assembly Plenary (Concurrent)

The General Assembly Plenary (Concurrent),

1 *Reaffirming* its resolutions 61/171 of 19 December 2006 and 59/191 of 20 December 2004, as well as Security
2 Council resolution 1757 (2007) of 30 May 2007,

3 *Additionally reaffirming* the tenets of the Universal Declaration of Human Rights,

4 *Further reaffirming* that acts of international terrorism constitute a threat to international peace and security
5 as well as an impediment to stable growth in least developed countries,

6 *Recognizing* the need to combat, by all means in accordance with the United Nations Charter, threats to
7 international peace and security caused by international terrorism,

8 *Deeply concerned* that the international increase in acts of terrorism, especially those motivated by intoler-
9 ance or extremism, will result in an increase of retaliatory violence that will claim the lives of many who are innocent
10 of any kind of terrorism,

11 *Guided by* the principle established by the General Assembly in its declaration of 24 October 1970 (resolution
12 2625 (XXV)) and reiterated by the Security Council in its resolution 1189 (1998) of 13 August 1998, namely that
13 every State has the duty to refrain from organizing, instigating, assisting or participating in terrorist acts in another
14 State or acquiescing to organized activities within its territory directed towards the commission of such acts,

15 1. *Urges* all States to enforce existing resolutions and agreements, to the best of their abilities, including
16 those designed to:

17 (a) *Further urges* all States to refrain from providing any form of support, active or passive, to
18 entities or persons involved in terrorist acts, to suppress recruitment of new members to terrorist groups, and to
19 eliminate the supply of weapons to terrorists;

20 (i) The suppression of monetary funds used for international terrorism;

21 (ii) The utilization of education to combat intolerance and extremism;

22 (iii) Criminalize the willful provision or collection, by any means, directly or indirectly, of funds by
23 their nationals or in their territories with the intention that the funds should be used, or in the
24 knowledge that they are to be used, in order to carry out terrorist acts;

25 (b) Criminalize the willful provision or collection, by any means, directly or indirectly, of funds by
26 their nationals or in their territories with the intention that the funds should be used, or in the knowledge that they
27 are to be used, in order to carry out terrorist acts;

28 2. *Further urges* all States to refrain from providing any form of support, active or passive, to entities or
29 persons involved in terrorist acts, to suppress recruitment of new members to terrorist groups, and to eliminate the
30 supply of weapons to terrorists;

31 3. *Requests* that States take the necessary steps to prevent the loss of innocent life while combating inter-
32 national terrorism;

33 4. *Additionally requests* that all States make an effort to help those who have been injured or displaced as
34 a result of combating international terrorism or because of a terrorist attack.



CHECKLIST FOR RESOLUTION FORMATTING

The Checklist for Resolution Formatting details the common formatting and stylistic requirements for all draft resolutions at AMUN. Before submitting a draft resolution to the Dais Staff for review, please confirm that the following criteria are met. If there are significant formatting errors, the Dais Staff will ask representatives to correct the errors before approving the resolution.

DOCUMENT FORMAT AND STYLE:

- All preambular and operative phrases are italicized.
- The first word of all clauses, sub-clauses and sub-sub-clauses is capitalized. In a clause with a two-word introductory phrase (e.g., *Further noting*) both words are italicized, but only the first is capitalized.
- All preambular clauses begin with an “ing” form verb (e.g., *Acknowledging, Recalling*), or other appropriate phrase (e.g., *Alarmed by*).
- All operative clauses begin with a verb that demonstrates action (e.g., *Requests, Calls upon*).
- All words should be spelled according to standard American usage, except in formal program or organization names or titles (e.g., World Food Programme).
- Acronyms and initialisms are appropriate in resolutions, except when referring to the United Nations and its principal organs (e.g., the General Assembly, the Economic and Social Council), which should always be spelled out in full.
- Acronyms and initialisms are written out in full the first time they are used within a resolution, followed by the abbreviation in parentheses (e.g., African Development Bank (ADB)).
- Full dates should always be used, including in reference to resolutions (e.g., 9 October 1977 or resolution 61/171 of 19 December 2006).
- In Security Council resolutions, the year the resolution was passed should be in parentheses along with the full date (e.g., resolution 1757 (2007) of 30 May 2007).
- When referencing a resolution, use the short resolution number instead of the full document symbol (e.g., resolution 61/171 instead of resolution A/Res/61/171).
- Numbers under 10 are written out, except in fractions, in lists or comparisons, in percentages, vote counts, ratios, etc.
- Numbers between 10 and 999,999 should be written in figures, except at the beginning of a clause/sentence.
- Millions, billions and trillions, write these numbers as follows: 1 million, 4.3 billion, etc.
- Isolated references to weights and measurements are spelled out (e.g., ten kilometers).

SAMPLE AMENDMENT FORM

AMENDMENT FORM		
Committee/Council: <u>The General Assembly Plenary</u>	Delegations to Contact: <u>Switzerland and Greece</u>	
Topic: <u>Protection of Human Rights and Fundamental...</u>	Resolution Number: <u>GAPlen/1</u>	Doc#: <u>16</u>
<div style="border: 1px solid black; padding: 2px;"> Rapporteur Use Only: <i>Approved by:</i> _____ <i>Amendment Letter:</i> _____ <i>On Floor?</i> _____ </div>		
Amendment Copy: <i>(Please Write Legibly)</i>		
REMOVE from the preambular clause starting with ‘Recognizing’ “by all means in accordance with the United Nations Charter”		
REPLACE operative clause 1(a) (beginning with “Prevent terrorist acts”) with “Prevent future actions of terrorism through:”		
REPLACE in operative clause 3 (beginning with “Additionally requests”) “make an effort” with “make additional efforts”		
ADD operative clause 5 (after operative clause 4 which begins with “Additionally requests”) “Further reminds all States to follow applicable protocols of the Geneva Convention when dealing with suspected terrorists.”		



Lyceum
OF MONTEREY COUNTY



Model United Nations Conference Day Checklist

Below you will find a list of items and considerations for the Lyceum's Model UN Conference event. Though this list is not exhaustive, we recommend that you read it carefully and make sure to share it with your students. It is important that students come prepared to the conference both mentally and in terms of the items they bring with them! Students may wish to bring a bag, backpack, or briefcase that will fit the materials and other items they would like to bring.

Attire

Due to this being a formal and serious event, students should dress in conference attire. This is also known as Western business attire.

- Yes: Suits, blouses, dresses, button-down shirts, ties, slacks, skirts, close-toed shoes.
 - Students should avoid high heels if they think they will be uncomfortable.
- No: T-shirts, jeans, shorts, hats, sneakers, open-toe sandals.

Students will be provided with clip-on name badges that they can attach to their shirts or coats.

Written Materials

Students should bring the following materials with them, whether electronically or printed:

- Copy of the Rules of Procedure (short and long form)
- Copy of the Position Paper that their delegation wrote
- Other notes from research that the student carried out on the issue
 - Students may also wish to bring their Topic Background Guide
- Copy of the Resolution Writing Tips
- Notes for an opening speech, if students have decided to prepare one

Other Items

Students should also bring the following items with them to the conference:

- (Reusable) Water bottle
 - Students can refill water bottles at fountains locating around campus, but sometimes these are not close to the session rooms.
- Pen or other writing utensil
- Paper
 - Representatives are allowed to pass notes to each other and to the Chair, and should come prepared with paper in case they decide to do this.
 - Students may wish to bring an electronic device such as a laptop or iPad in addition to or in lieu of taking notes on paper.

Lyceum of Monterey County's Electronics Policy for MUN Conferences

Students are fully responsible for the electronic devices that they bring to the conference. The Lyceum will not be held liable for any electronic item lost, stolen, or damaged at any time during, before, or after the conference.

- Cellular devices must be turned completely off during the conference.
 - Exception: Students may use cell phones during lunchtime.
- Laptops, iPads, and similar computing devices are allowed, but should only be used expressly for conference purposes such as resolution drafting (not social media).

Any student who violates this policy will have the electronic device in question confiscated for the remainder of the conference, to be returned after the closing ceremony.

THE LYCEUM'S MODEL UNITED NATIONS CONFERENCE AWARD POLICY

Outstanding Position Papers

The Outstanding Position Paper Award recognizes outstanding pre-conference preparation. The Lyceum grants Outstanding Position Paper awards to 2-3 delegations per committee. Position papers are eligible for Outstanding Position Paper awards if emailed to MUN_MS@lyceum.org (for middle schoolers) or MUN_HS@lyceum.org (for high schoolers) by the due date on the Lyceum's website. Position papers submitted after this deadline will not be considered for awards. Position papers containing instances of plagiarism, including plagiarism of the Lyceum topic background guides, will be disqualified from the Outstanding Position Paper award process.

The Model United Nations Club at the Middlebury Institute of International Studies provides student volunteers who carefully select winning position papers based on the following criteria:

- Referencing relevant UN documents and resolutions.
- Consistency with regional/geopolitical constraints as well as United Nations and committee purview.
- Relevant analysis of the issues at hand instead of paraphrasing the topic background guides.
- Overall quality of writing (including grammar, format, style, etc.).

Position papers should adhere to the following style guidelines:

- One half-page in length, single-spaced, with a hard cut-off at one full page.
- One inch margins on all sides.
- Times New Roman, 10-12 point.
- Justified alignment.
- Clear labelling of country name, school name, committee, and delegates' names.
- Title includes the agenda item to be discussed.
- Paper submitted electronically to MUN_MS@lyceum.org (for middle schoolers) or MUN_HS@lyceum.org (for high schoolers) as a Word or PDF file.

Outstanding Representation

The Outstanding Representation award recognizes delegations that exhibit a deep understanding of the issues at hand and demonstrate this knowledge through their participation, leadership, and representation of their country. The Conference grants Outstanding Representation awards to 2-3 delegations per committee. Committee Chairs have been trained to look for the following qualities in representatives in order to select award recipients:

- Understanding and thoughtful analysis of the agenda items being discussed.
- Understanding and thoughtful analysis of policies related to the agenda items (previous, current, and potential/proposed).
- Active participation as a speaker and during caucuses.
- Respect and recognition of limits on speaking time.
- All of the above in relation to representation of their assigned country.