



World Federation of United Nations Associations – Youth

Toolbox for

# Mini Classroom-MUNs

*JUNON is providing the materials of the former WFUNA-Youth network for the purpose of international exchange of best practices.*

*All MATERIALS were developed by WFUNA-Youth!*

Last edited on: 31.07.2009

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## 0. INTRODUCTION TO THE TOOLBOX FOR MINI CLASSROOM MUNs

*This document was last updated on: 31.07.2009*

### 1. Contents of the toolbox

This toolbox contains all material needed by a UNYA to carry out a Mini Classroom-MUN. **This toolbox is written for MUNs in which the UN Security Council is simulated.** If another UN-body is simulated, a few small changes must be made; especially during the introductory session and regarding the majority demands for resolutions and amendments in the delegate's handbook. In total, this toolbox contains the current document and a further 19 documents:

- 2 Guidelines (both in doc- or pdf-format)
- 17 annexes (15 as .doc-documents, 2 as .ppt-documents; or as pdf)

#### 0. Introduction to the toolbox for Mini Classroom-MUNs

1. Guideline (checklist) for the preparation of a Mini Classroom-MUN
2. Guideline for the implementation of a Mini Classroom-MUN and the follow-up

Annex 01 – Sample letter to be sent to high-schools

Annex 02 – Sample flyer

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Annex 14 – Doorsign Security Council Session

Annex 15 – Certificate template

Annex 16 – Online list of materials

Annex 17 – Comments on the background-guide

### 2. What is a Model United Nations?

During a **Model United Nations** (also known as Model UN or MUN) the students take on the role of diplomats of a certain country in a UN-body. The bodies simulated most are the UN-Security Council, the General Assembly or the Human Rights Council. The students also get to know the process of informal negotiations, in which resolution drafts are negotiated, as the formal sessions in which the debates about the resolution drafts take place according to UN-procedures and rules (modified to the needs of MUNs at schools).

**The central goal of a MUN is to show students that international problems have to be solved jointly by all states.** The students experience this “the hard way” During the MUN they get to know the difficulties of negotiating and finding a compromise on the international level, but they also find out that international cooperation is possible if common interests are emphasised stronger than contrary positions. Last but not least they experience that –all difficulties aside – the only way to solve common problems is through common solutions; A solution, which was not developed by all and is therefore not accepted by all actors, or which might not include all aspects of the problem, cannot work.

### 3. How to use this toolbox

This toolbox is provided both in .pdf- and .doc/.ppt-format. The pdf-version is supposed to make downloading easier for those ones who just want to look through it.

However, those who decide to use the box should download the Word/PowerPoint-version and **modify the texts to their own MUN and own group.**

This should be done especially for:

- The parts in which the details of the UNi-Gruppe are used for demonstration (e.g. in “guidelines 1”)
- The certificate template

- The topic examples in the introductory lesson

We recommend modifying all texts of this toolbox, not only the ones mentioned above, to the needs of the MUN and the taste of the organizing UNYA. The MUN can only become a successful project if you feel comfortable with the rules, procedures and the used texts! Holding on to this template may in some cases be contra-productive.

#### 4. English or mother tongue?

It is recommended to carry out Mini Classroom-MUNs in the mother tongue of the students. Otherwise the general quality of the MUN and especially the content of the debates and negotiations will suffer unduly because of language difficulties.

An exception is to be made if the teacher wishes to use the MUN specifically in order to promote the level of English of the students.

#### 5. If you have any questions

Für den LF 0 der Mini-MUN-Toolbox:

If you have any questions regarding this Mini-MUN-Toolbox or if you need any advice when carrying out a Mini-MUN, please feel free to contact us.

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#### 6. Author and Copyright

##### Authors

This toolbox was originally written in German. The original version was developed in the working group for Model UN of the United Nations Youth Association – Germany.

Young members of local UN-student-groups all over Germany participated in the development:

Guidelines 1 and 2. and the annexes except for the delegate's handbook and the chairing handbook.

Markus Leick (UNi-Gruppe, Berlin). Edited by Kimon Haars (UNi-Gruppe, Berlin)

Delegate's handbook: Kimon Haars (UNi-Gruppe, Berlin), Markus Leick (UNi-Gruppe, Berlin) and Nadine Ebert (MUN Schleswig-Holstein). Edited by Patrick Rosenow (MUN Schleswig-Holstein).

Chairing handbook: Kimon Haars (UNi-Gruppe, Berlin), Markus Leick (UNi-Gruppe, Berlin), Henning Blunck (Schüler Planspiel United Nations (SPUN), Bonn). Edited by Nadine Ebert (MUN Schleswig-Holstein) and Patrick Rosenow (MUN Schleswig-Holstein). The speaking text of the chairing handbook is based on the JUNON-publication „Chairing Model United Nations“. The text has been translated and strongly adopted to the needs of MUNs in schools.

This toolbox has been translated into English by members of the German United Nations Youth Organisation Junges UNO-Netzwerk Deutschland e.V.:

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Source: World Federation of United Nations Associations – Youth

**Logo of the UNi-Gruppe**

Source: UNi-Gruppe of the Berlin-Brandenburg Chapter of the United Nations Association Germany

In Annex 02:

**Photos of MUNs** of the UNi-Gruppe.

Source: UNi-Gruppe of the Berlin-Brandenburg Chapter of the United Nations Association Germany

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In Annex 03 and accordingly in the Powerpoint-Slide-Screenshots in Annex 04:

Slide 2-32: **UNO Flag**.

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Slide 4: **Map with member states**

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Slide 6: **Secretary General Ban Ki-Moon**

UN Photo by Mark Garten

Slide 7: **General Assembly**

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Slides 8, 17, 20, 21: **Security Council**

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Slide 9: **Negotiations**

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Slide 10:

Upper left, **plant**

Quelle: [http://de.wikipedia.org/wiki/Bild:Air\\_pollution\\_1.jpg](http://de.wikipedia.org/wiki/Bild:Air_pollution_1.jpg) (07.09.2008).

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Upper right, **blue helmet soldier**

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Lower left, **Justitia**

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upper right, **drilling**

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Slide 13: **signing of the UN Charter**

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Slide 15: **allegory of an argument**

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Slide 16: **Camerun-Nigeria Agreement**

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Slide 18: **China**

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Slide 19: **USA**

UN Photo by Evan Schneider

# 1. GUIDELINE (CHECKLIST) FOR THE PREPARATION OF A MINI CLASSROOM-MUN

<b>When to use this:</b>	When you wish to arrange a Mini Classroom-MUN
<b>Summary of content:</b>	<p>This guideline covers the preparation phase of the Mini Classroom-MUN.</p> <p>This guideline does not include the holding of the introductory session and the holding of the MUN. For that, see "2. Guideline for the implementation of and the follow-up to a Mini Classroom-MUN" and the corresponding annexes.</p>
<b>Goal:</b>	The goal of a Mini Classroom-MUN is to provide the possibility for students to get to know the essential message of international politics by being diplomats themselves: Worldwide problems can only be solved collectively; one-sided actions do not lead to solutions. The participants are supposed to undergo the problems of finding a compromise, but they shall also experience that it is still possible to find solutions.
<b>Related Guidelines:</b>	<p>0. Introduction to the toolbox for Mini Classroom-MUNs</p> <p><b>1. Guideline (checklist) for the preparation of a Mini Classroom-MUN</b></p> <p>2. Guideline for the implementation of a Mini Classroom-MUN and the follow-up</p>
<b>Related Annexes:</b>	<p>Annex 01 – Sample letter to be sent to high-schools</p> <p>Annex 02 – Sample flyer</p> <p>Annex 03 – Presentation – Introductory session for the preparation of the Mini Classroom-MUN</p> <p>Annex 04 – Script – Introductory session for a Mini Classroom-MUN</p> <p>Annex 05 – Sample resolution White Socks</p> <p>Annex 06 – Delegate’s handbook</p> <p>Annex 07 – Chairperson’s handbook</p> <p>Annex 08 – Sample internal schedule</p> <p>Annex 09 – Crisis template</p> <p>Annex 10 – Name placards</p> <p>Annex 11 – Country placards</p> <p>Annex 12 – Evaluation sheet</p> <p>Annex 13 – Follow-up options for students</p> <p>Annex 14 – Doorsign Security Council Session</p> <p>Annex 15 – Certificate template</p> <p>Annex 16 – Online list of materials</p> <p>Annex 17 – Comments on the background-guide</p>

This document was last updated on: 31.07.2009

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## 1. Guideline (checklist) for the preparation of a Mini Classroom-MUN

**1. In advance****Contacting the school**

There are 3 possibilities for contacting a teacher or school:

1. Go to a school and talk to a teacher
2. Send advertising letters including flyers to the teachers (see „Annex 01 – Sample-letter to be sent to high-schools” and “Annex 02 – Sample flyer”)
3. Contact schools with which there have been projects before (personally, by phone, email)

Sometimes teachers may hear of your group and contact you through the contact information you provide on your website.

Requests by teachers will be answered by the coordinators of the responsible group. The coordinators will then find out in which (broad) period the Mini Classroom-MUN is supposed to take place and how many students are likely to be involved.

**2. Designate a contact person for the project**

The coordinators find a person who will be the contact person and therefore in charge of the Mini Classroom-MUN.

The most important task this person has to fulfil is to stay in contact with the school or the teacher. Furthermore he/she is responsible for overseeing over all the tasks to be distributed within the group and make sure in time that all the tasks are being fulfilled in time. **The following checklist has been made to help with this task** (it is recommended that you **print** this list and check off all the completed tasks):

**3. Clarification with the teacher (personally, by phone or email)**

As early as possible; latest 2 weeks before the introductory lesson is held

<b>Start-Up</b>	✓
1. Decide on - or agree - the topic of the session with the teacher	
2. Decide on dates (ideal: 90 min. introduction + ca. 1 week later 360 Min. MUN – Minimum: 45 Min. introduction + 1 week later 240 min MUN)	
3. If attendance of the MUN is voluntary and will therefore be open to all students from the school, you might ask the teacher to promote the project among the students; for example by distributing an informational flyer etc.	
4. Find out the mobile phone number and email address of the responsible teacher; make sure this teacher has your own phone number and Email address	
5. Inform the teacher that his/her presence is necessary during the duration of the whole MUN (background: We are neither able to declare sanctions against rebellious students, nor do we want to do so. If we have to rebuke someone, this should be done by the teacher)	
<b>Class</b>	
6. Get to know the age of the students	
7. Are the students a class or a group of interested students or a mixed group? Is taking part in the Mini Classroom-MUN compulsory? (We recommend that taking part is compulsory. Otherwise there probably won't be enough participants or a rather high percentage will decide not to come in the last minute. This might result in having	

## 1. Guideline (checklist) for the preparation of a Mini Classroom-MUN

important countries without representation.)	
8. Ask for the number of students. (In case there are more than 40 it is reasonable to split the group into committees – even debating the same topic).	
9. Get to know how much knowledge the students already have (→ Adjust the presentation)	
<b>Goals</b>	
10. Clarify the goals, expectations and general preferences of the Mini Classroom-MUN with the teacher	
11. Is the acquired knowledge relevant for some test/exam?	
12. Will there be a follow-up with the class?	
13. In which language will the Mini Classroom-MUN take place - mother tongue or foreign language? (For most cases we recommend to have the MUN in the mother tongue since otherwise the quality of the MUN might suffer from language barriers. Exception: The teacher's explicit goal for the MUN is to develop the students' knowledge of a foreign language.)	
<b>Logistics</b>	
14. Specify what room you will need (the room must provide enough space to form a „U“-formation. In the best case it is a room in which the students can stay for the time of the informal sessions so that you can easily keep track on where the students are at the moment → only in emergency cases you should take a room which does not fulfil those criteria!)	
15. Is there a video projector or overhead projector in the room? (These should, if possible, be available during the introductory lesson.)	
16. Is a copier accessible? (Are there limitations to the number of copies you are allowed to make?)	
17. Is a printer available (for the resolution on the laptop)?	
18. Is adhesive tape available?	
19. Eventually ask for coffee/tea and goodies.	
20. Will there be a lunch break? Is there a canteen available? (Also mention whether there are vegetarians in the organizing group.)	
<b>Distribution of tasks</b>	
21. If necessary, arrange whether a student will give a presentation during the introductory session	
22. Ask the teacher to print the following documents which will be distributed during the introductory session!!! (send updated list to teacher)	
a. Background guide (see the explanations in „Annex 17 – Comments on the background-guide“)	
b. Delegate's handbook (see „Annex 06 – Delegate's Handbook“)	
c. Evaluation sheet (see “Annex 12 – Evaluation sheet”)	
d. White Socks Resolution [in case you decided to use it (see “Annex 04 - Script - Introductory session for the preparation of a Mini Classroom-MUN”, point 11) and “Annex 05 – Sample resolution White Socks“).	
23. Decide within the preparatory group which countries of the Security Council should be given to strong students. "Strong" does not mean that they have to have good grades, but that they behave in a confident way and are able to speak up. The distribution of the	

## 1. Guideline (checklist) for the preparation of a Mini Classroom-MUN

countries should be done using the following considerations: The country which is the topic of the session should have a very strong student; furthermore 2 or three veto powers should be given to strong students. The rest should be mixed well. You should have in mind a mixed result instead of making all of the strongest students even stronger (by letting them simulate a veto power). This would in return probably lead the other students to be very passive.	
24. Ask the teacher to distribute the countries according to the scheme of point 23. The distribution should – if possible – be done by the teacher, because he/she can evaluate in a better way which students are strong and which not.	

## 4. Clarification within the responsible UNYA

<b>Thoughts about the goals and the type of the one-day Mini Classroom-MUN</b> <i>As early as possible</i>	
1. Clarification of own goals (The goal of a Mini Classroom-MUN is to provide a possibility for students to get to know an essence of international politics by being a diplomat themselves: Worldwide problems can only be solved collectively; one-sided actions do not lead to solutions. The participants are supposed to undergo the problems of finding a compromise, but they shall also experience that it is still possible to find solutions.	
2. Remembering how this goal can be met (in a Mini Classroom-MUN the students learn by „doing“. They are supposed to undergo the problems of finding a compromise, but they shall also experience that it is still possible to find solutions. Although the students discover this in an interactive way, it is <u>absolutely necessary</u> , that this core message is mentioned and repeated several times during the introductory lesson and during the Mini Classroom-MUN (by the chair).	
<b>Internal logistics</b> ( <i>the contact person checks everything in the list</i> ) <i>As early as possible, at least one week before the introductory session takes place everything should be arranged.</i>	
3. Which UNYA-members will give the introductory session? (2 people are ideal)	
4. Which UNYA-members will take part in the Mini Classroom-MUN? (At least 2 people, in best case: 3-4)	
5. Initiate meeting of all UNYA-members involved in the Mini Classroom-MUN and the introductory session	
6. Distribution of tasks:	
a) Which member of the UNYA will chair the session?	
b) Which members will do the co-chairing (in best case 2)?	
7. The contact person should have the mobile phones numbers of <i>all</i> participating UNYA-members (very important!!!). He/She should also make sure that every participating member has at least the contact person's number saved in their mobile as well.	
8. Send the address of the school, the starting time of the introductory session AND the time when all participating UNYA-members will meet to all members.	
9. Make sure that the needed material (see point 22 and following) is available. [Overview who has what material can be seen in the online list of materials (also see " <b>Annex 16 – Online list of materials</b> ")]	
10. Confirm with the teacher that everything will take place as discussed.	
11. Send teacher the updated background-document, delegate's handbook, evaluation sheet and White Socks Resolution (if you decided to use it)	

1. Guideline (checklist) for the preparation of a Mini Classroom-MUN

<b>Latest 2 days before the introductory lesson takes place</b>			
12. Adjust and divide the speaking text (see “Annex 04 - Script - Introductory session for the preparation of a Mini Classroom-MUN”)			
13. Adjust PowerPoint-presentation for the introductory lesson (see “Annex 03 - Presentation - Introductory session for the preparation of a Mini Classroom-MUN”)			
<b>On the day of the introductory lesson</b>			
14. take all necessary material with you:			
a. Background document, delegate’s handbook, evaluation sheet and White Socks Resolution (if not copied by the teacher)			
b. Laptop containing the updated PowerPoint-presentation			
c. Extension cable for the laptop (optional, ask beforehand)			
15. be in the room half an hour before the introductory lesson starts:			
a. Check technical equipment (video projector, laptop)			
b. Go through materials at rest			
<b>Latest 2 days before the Mini Classroom-MUN will take place and to be taken to the MUN (Except for point 16 ☺).</b>		ready	packed
16. send reminder email to other members of UNYA who are involved and confirm that everything will run as planned		↙	↘
17. Prepare the chair’s opening speech for the Mini Classroom-MUN			
18. Prepare the chair’s closing speech to the students			
19. Adjust the Chair’s-handbook (see “Annex 07 – Chairpersons-Handbook”)			
20. Print internal schedule of the MUN (see “Annex 08 – Sample internal schedule”)			
21. In case the Mini Classroom-MUN lasts more than one day or the problems are solved too quickly, you should prepare a crisis situation that can “happen” at the end of the 2 <sup>nd</sup> day			
22. Take along material. A general rule: Everyone brings what he/she needs for his/her part of the introductory session [it is helpful to start an online-material list to know who holds which material (see “Annex 16 – Online list of materials”).			
a. Laptops			
b. Country placards (see “Annex 11 – Country placards”)			
c. Name placards (see „Annex 10 – Name placards”)			
d. Tags for name placards)			
e. Gavel, table bell or similar			
f. Alphabetical list of countries for the chair			
g. Adjusted & printed chairing handbook (has to be brought by chair)			
h. camera (and wire for the laptop connection)			
i. Certificate template (male and female Version printed at least one time so that it can be copied. Often printers cause problems while copying-machines work fine) (see “Annex 15 – Template for a Certificate of Participation”)			
j. Thicker light-blue (UN-blue) – coloured paper to be used for the certificates			
k. Door sign Security Council Session (printed 3 times) (also see “Annex 14 – Door sign Security Council Session”)			
l. Name placards for the chairs (optional; see „Annex 10 – Name placards”)			

## 1. Guideline (checklist) for the preparation of a Mini Classroom-MUN

m. Follow-up options for students printed for every student (see "Annex 13 – Follow-up options for students")		
n. UN-flag (optional)		
o. Adhesive tape/Sellotape		
p. Scissors		
q. Evaluation sheet (if not yet printed by the teacher (see "Annex 12 – evaluation sheet")		
r. USB-Stick (to be used for the resolutions)		
s. Flyer about projects for schools for the teacher (see "Annex 02 – Sample flyer" )		
23. external material (all optional):		
a. UN basic information, for example from your national UNA or your national/regional United Nations Information Center		
b. School-projects poster		
c. Charter of the United Nations		
d. more information about the topic, e.g. from <a href="http://www.un.org/Overview/uninbrief/">http://www.un.org/Overview/uninbrief/</a>		
<b>At the day of the Model United Nations</b>		
24. Meet with the teacher in the classroom at least 45 minutes before the Mini Classroom-MUN begins (sounds long but is definitely needed)		
a. Go through the procedures with the teacher without the students so the teacher can ask questions which might be asked by students during the MUN and so he/she feels comfortable about what is going on. Important: make sure the teacher understands that the goal of the MUN is to let the students experience that worldwide problems can only be solved collectively and that one-sided actions do not lead to solutions and that the United Nations provide the forum for that. If you do not succeed in making the teacher understand that this is the central message, it can easily happen that the teacher "destroys" the MUN, for example by an own ending speech which points into a totally different direction.		
b. Ask the teacher whether there are any open questions concerning the MUN (often they are confused themselves and might make the students confused as well).		
c. Form tables into an U-formation; at the open end is a table for the chairing team		
d. Connect the video projector to the laptop and turn it on		
e. Let show how the copying-machine works (try out yourself)		
f. Let show how the printer works (try out yourself)		
g. Hang up the door sign "Security Council session"		
h. Prepare the documents for the chair		
i. Place the gavel ready		
j. Hang up UN-flag. If it is not possible to hang it on the wall, you can put it on the front side of the chairing table by using adhesive tape		
k. Put country placards in place		
l. Put name placards in place		

## 2. GUIDELINE FOR THE IMPLEMENTATION OF A MINI CLASSROOM-MUN AND THE FOLLOW-UP

<b>When to use this:</b>	Day of the MUN
<b>Summary of content:</b>	This guideline is about the holding of the Mini Classroom-MUN and about the follow-up thereto.  Not included in this guideline is the process of preparing, including the preparations on the Mini Classroom-MUN. For this, see: 1. Guidelines (checklist) for the preparation of a Mini Classroom-MUN
<b>Goal:</b>	The goal of the Mini Classroom-MUN is to give the students a possibility to experience a central insight of international politics by going through international negotiations themselves. Worldwide problems can only be solved collectively; one-sided actions do not lead to solutions. The participants are supposed to get to know the difficulties of finding a compromise, but also experience that it is possible to find solutions.
<b>Related Guidelines:</b>	0. Introduction to the toolbox for Mini Classroom-MUNs 1. Guideline (checklist) for the preparation of a Mini Classroom-MUN <b>2. Guideline for the implementation of a Mini Classroom-MUN and the follow-up</b>
<b>Related Annexes:</b>	Annex 01 – Sample letter to be sent to high-schools Annex 02 – Sample flyer Annex 03 – Presentation – Introductory session for the preparation of the Mini Classroom-MUN Annex 04 – Script – Introductory session for a Mini Classroom-MUN Annex 05 – Sample resolution White Socks Annex 06 – Delegate’s handbook Annex 07 – Chairperson’s handbook Annex 08 – Sample internal schedule Annex 09 – Crisis template Annex 10 – Name placards Annex 11 – Country placards Annex 12 – Evaluation sheet Annex 13 – Follow-up options for students Annex 14 – Doorsign Security Council Session Annex 15 – Certificate template Annex 16 – Online list of materials Annex 17 – Comments on the background-guide

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## 2. Guideline (checklist) for the implementation of a Mini Classroom-MUN and the follow-up

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## 1. Start of the MUN, role of the chairperson

The MUN starts when more or less all students are present. ☺ It is a widely used policy that the teacher stays in the classroom for the whole duration of the MUN. As explained in "1. Guideline (checklist) for the preparation of a Mini Classroom-MUN", the teacher should be briefed well about the course of the MUN.

The course of the MUN is dictated by the "main" chairperson. It is his/her duty to lead the sessions. He/she will mainly stick to the prepared speaking text of the file "Annex 07 – Chairpersons-Handbook" This document has been adapted to the needs of the concrete MUN by the chairperson as part of the preparation before the MUN takes place (see again "1. Guideline (checklist) for the preparation of a Mini Classroom-MUN").

## 2. Role of the co-chairperson

During the entire MUN

If possible there should be two Co-Chairpersons (or Co-Chairs)

Task for *both* Co-Chairs:

The Co-Chairs also function as delegate mentors. Just as the other delegate mentors, they only act after consulting the Chairperson BEFOREHAND.

Task for *one of* the Co-Chairs:

Assist the Chairperson and advise him/her of mistakes or overlooks - if possible not by interrupting but on paper. (NOTICE: You should never disturb the flow of the MUN by unnecessary comments!)

*Specific* tasks for respectively one co-Chair:

1. Co-Chair: Receiving resolutions and amendments and placing of document numbers. Each incoming document gets a new number. By what system those numbers are arranged can be read in the last 2 pages of "Annex 07 – Chairing handbook". The numbers contribute to the clearness of the MUN process. They will be recorded firstly on the last two pages of the Chairing handbook, and secondly onto the documents themselves. Serving best are eye-catching colours.

2. Co-Chair: Works with laptop: project the resolution onto the wall, include amendments using the "show track-changes"-function. In front of the amendments is to be written [A1], [A2] and so forth. When an amendment is discussed, the Chair can find it easily by using the "search"-function [Ctrl + F] and type in [A1], [A2] and so forth to show the amendment via the projector.

## 3. Delegate Mentors

During the entire MUN

Those UNYA-members who are not Chair- or co-Chairpersons have two tasks:

1. Make copies
2. Mentor delegates

The mentoring of delegates takes place due to directives of the Chair. This means that every mentoring must be advised by the Chair BEFOREHAND and that the kind of mentoring may not exceed to what has been approved by the Chair.

## 2. Guideline (checklist) for the implementation of a Mini Classroom-MUN and the follow-up

The mentoring might include delegates' questions about the composition of resolutions; or advises how a certain delegation, which has embodied their role in a profoundly wrong way, should act. Another situation is that a certain delegation is too silent. This delegation might be asked to give a speech.

Further tasks can come up during the MUN. In this case the Chair informs the mentors how they are supposed to react.

### 4. Prepare certificates of participation

During the first opening speeches and during the first session interruption

During the opening speeches the attendant certificates have to be printed onto the light blue paper. It is important to make sure that the correct amounts of male and female versions are printed (see "Annex 15 - Template for a Certificate of Participation").

The following should take place in a way that the students do not notice anything about the certificates. They should be a surprise:

1. During the first interruption of the session the names of the students and the country of the according delegation must be filled in.
2. The certificates have to be signed by the teacher or someone else on behalf of the school and by the Chair or another UNYA-member.
3. The completed certificates are put on the Chairing table – face down, of course. ☺

### 5. Take pictures

During the entire MUN

The delegate mentors should take pictures every now and then during the entire MUN – during the formal as well as the informal sessions.

### 6. Evaluation and follow-up options

After the MUN took place, but still 20 minutes before school ends

Distribute evaluation sheets (see "Annex 12 – Evaluation sheet"). If possible, also try to get oral feedback. Furthermore the information sheet about the follow-up options for students should be distributed (see "Annex 13 – Follow-up options for students").

### 7. Send photos to the contact person

In the end of the MUN

Experience shows that the contact person has to wait several weeks to get the photos if he/she does not get them directly after the MUN. ☺ For this reason, please upload the pictures to the contact person's Laptop / Memory Stick directly.

### 8. Talk about follow-up projects with teacher

During the MUN or afterwards

The teacher should be asked whether he/she is interested in being involved in further projects with the UNYA. You should try to complete the teacher's contact information. If the teacher agrees, you should inform him/her about the UNYA's activities in regular emails (e.g. every third month). This way you can make sure the UNYA will not be forgotten. and after a while there will be a bigger contact list of teachers who can be called in the case of a lack of projects.

### 9. Follow-up is important !!!

Follow-up is important. That's why the following steps should be taken DIRECTLY after the MUN. The contact person is personally responsible for the immediate execution of these steps.

### 10. Immediate internal evaluation

After finishing the MUN

The responsible UNYA-members analyse internally what worked well and what can be improved and especially for which concrete special situations one should be prepared. This evaluation is placed in an online-document [Google-Document which can be edited by everyone (see also "Annex 16 – Online list of materials")] one day after the presentation. It is advised to add the new experiences into the same,

## 2. Guideline (checklist) for the implementation of a Mini Classroom-MUN and the follow-up

---

developing, online-document after each MUN. In that way you do not have to read all the evaluation documents from each and every former MUN but you can find all evaluations in a single document.

### 11. Email to the school-project subgroup

The day after the MUN

The contact person of the MUN writes an email (about 10 lines long) to the school-project subgroup in which he/she informs the group about how the MUN went.

### 12. Report for the homepage

The day after the MUN

The contact person of the MUN writes a report (about 10 lines long) about the MUN. The report is to be published on the homepage and its use is to be suggestive of how a MUN works. It is meant for teachers, students and potential new UNYA-members and should advertise the carrying-out of MUNs at their own schools or join the UNYA. For this reason, the text should not be too plain but should instead be an inspiring advertising text. :-P

### 13. Photos for the homepage

The day after the MUN

The contact person of the MUN sends nice pictures (maybe including short descriptions of each picture meant as a caption) of the MUN to the person who is in charge of the homepage. The photos should not only be background for the report text, but should on the contrary animate participants of the MUN to browse through the pictures of "their" MUN and reminisce about their experiences.

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## **ANNEX 01 – SAMPLE LETTER TO BE SENT TO HIGH-SCHOLS**

<b>When to use this:</b>	As soon as you decide that you would like to hold a Mini Classroom-MUN.
<b>Summary of content:</b>	This Annex is the example for the letter the United Nations Youth Association can use for postal advertising.
<b>Goal:</b>	The aim is to call the teachers' attention to the United Nations youth association and their offer.
<b>Notice:</b>	To be used together with "Annex 02 – example for a flyer" Next to changing the text, logo etc. <b>do not forget to change the header and footer of the document</b>
<b>Related Guidelines:</b>	0. Introduction to the toolbox for Mini Classroom-MUNs 1. Guideline (checklist) for the preparation of a Mini Classroom-MUN 2. Guideline for the implementation of a Mini Classroom-MUN and the follow-up
<b>Related Annexes:</b>	<b>Annex 01 – Sample letter to be sent to high-schools</b> Annex 02 – Sample flyer Annex 03 – Presentation – Introductory session for the preparation of the Mini Classroom-MUN Annex 04 – Script – Introductory session for a Mini Classroom-MUN Annex 05 – Sample resolution White Socks Annex 06 – Delegate's handbook Annex 07 – Chairperson's handbook Annex 08 – Sample internal schedule Annex 09 – Crisis template Annex 10 – Name placards Annex 11 – Country placards Annex 12 – Evaluation sheet Annex 13 – Follow-up options for students Annex 14 – Doorsign Security Council Session Annex 15 – Certificate template Annex 16 – Online list of materials Annex 17 – Comments on the background-guide

This document was last updated on: 01.11.2008

DGVN LV BB e.V. c/o UNi-Gruppe Karlsbad 4-5 10785 Berlin

«School's name»

Coordinator for faculty politics/history

«Adress»

«City»



Dear teachers,

**Why do the United Nations exist? How do international politics function? How do nations work together? What are the rules?**

All these question arise from several lessons about international cooperation. We, the United Nations youth association [country: x], want to support you to answer these questions for the students.

**What do we offer?**

There are different ways to inspire student's interest for global issues. During a Model United Nations students personate different delegates and advance their positions in international discussions. Moreover we organise introductory sessions into the United Nations and sessions about special issues (e.g. human rights, climate change). Further information you can see in the annexed flyer.

The sessions are appropriate for history- or politics-lessons in high-schools and colleges. Besides the photocopying of the necessary materials for the students no further costs will arise for the school.

If you are interested in a project we will be looking forward to receiving an e-mail at [schulprojekte@uni-gruppe.de](mailto:schulprojekte@uni-gruppe.de).

Yours sincerely,

-----

United Nations Youth Association [country: x]

## Annex 02 – Sample Flyer

**When to use this:** You send out this flyer together with „Annex 01 – Sample to be sent to high-schools“ by post or email as soon as you wish to carry out a Mini Classroom-MUN.

**Overview:** This annex contains a sample flyer which can be sent out to schools together with „Annex 01 – Sample to be sent to high-schools“ by post or email.

**Goal:** To advertise the Mini Classroom-MUN

**Zugehörige Leitfäden:**

0. Introduction to the toolbox for Mini Classroom-MUNs
1. Guideline (checklist) for the preparation of a Mini Classroom-MUN
2. Guideline for the implementation of a Mini Classroom-MUN and the follow-up

**Anhänge:**

- Annex 01 – Sample letter to be sent to high-schools
- Annex 02 – Sample flyer**
- Annex 03 – Presentation – Introductory session for the preparation of a Mini Classroom-MUN
- Annex 04 – Script – Introductory session for a Mini Classroom-MUN
- Annex 05 – Sample resolution White Socks
- Annex 06 – Delegate’s handbook
- Annex 07 – Chairperson’s handbook
- Annex 08 – Sample internal schedule
- Annex 09 – Crisis template
- Annex 10 – Name placards
- Annex 11 – Country placards
- Annex 12 – Evaluation sheet
- Annex 13 – Follow-up options for students
- Annex 14 – Doorsign Security Council Session
- Annex 15 – Certificate template
- Annex 16 – Online list of materials
- Annex 17 – Comments on the background-guide

*This document was last updated on: 01.11.2008*

### UN-Basics Session

Introduction to the UN

**Duration:** ca. 90 min

**Content:** The UN-Basics Session gives basic information about the tasks and organs of the UN. In interactive sessions, group-works and discussions the students find out the most important information about the UN. These methods are supported by a presentation which visualizes the cornerstones of the UN.

**Goal:** The students gain basic knowledge about the UN and are sensitized for the field of international politics.

**Target group:** This session is suitable for all grades. It is suitable for students that do not have prior knowledge about the UN.

### UN thematic session

Introduction to a thematic field of the UN

**Duration:** Ca. 90 min.

**Content:** During the thematic session the students look at the work of the UN more intensively by concentrating on a certain area of activities of the UN i.e. on a certain UN-topic. In interactive sessions, group-works and discussions the students find out the core information and

interdependencies of the UN-topic which the thematic session deals with.

**Goal:** The students develop a differentiated view on the problems and opportunities concerning the topic and in particular the role of the UN regarding the topic.

**Possible topics:** Human Rights, Peacekeeping, Millennium Development Goals, Childrens Rights and others.

**Target group:** The session is suitable for all grades but students should have prior basic knowledge about the UN. This basic knowledge can also be gained by holding a UN-Basics Session.

### Model United Nations

**Duration:** Ein Schultag (ca. 6 Stunden) und eine zusätzliche Vorbereitungsstunde (60-90 Min., ein bis zwei Wochen vorher)

**Content:** During the Model UN the students simulate a session of a UN forum. Usually the Security Council is simulated. In several rounds of negotiations the students develop common solutions for international problems. By being states’ delegates themselves the students get to know the problems and possibilities of international politics.

One or two weeks before the Model UN we carry out an introductory session with the

students in which they receive basic information about the structure of the UN and about the issue which the Model UN will deal with.

During the Model UN each state is represented by one or two students. The students receive background-information about the issue that will be dealt with at the Model UN and they receive advice for further research.

**Possible topics:** Darfur, Kosovo, climate change

**Goal:** By being diplomats themselves the students get to understand the problems and possibilities of multilateral diplomacy on the international level.

They get an in-depth insight into the working of international politics and start becoming interested in UN-issues. They develop a differentiated and critical view on global politics.

**Target group:** Students that are above 15 years old. No prior knowledge about the UN is necessary.

The members of the UNYA are all volunteers. Therefore our projects do not create any costs for the school or the students.

UNYA-projects for schools:  
schulprojekte@uni-gruppe.de

*International Politics for Students*

**Who we are**



The UNYA is a group of young people who work as volunteers and do projects that inform the public about the UN. It is our aim to increase interest in and awareness of international politics among young people and to raise support for the aims and principles of the UN. Next to carrying out projects at schools we organize speaker-events and Model UN conferences at university and hold an annual seminar on UN-issues.

For further information and for reports on our past projects see:  
[www.uni-gruppe.de](http://www.uni-gruppe.de)  
Contact for suggestions and questions:  
[schulprojekte@uni-gruppe.de](mailto:schulprojekte@uni-gruppe.de)

How do international politics function?

What does the UN want??



Who has how much power and why?

**United Nations Youth Association**



**We are looking forward to cooperating with you!**

Postal address: UNI-Gruppe c/o Markus Leick,  
Lübecker Str. 51, 10559 Berlin



**Projects for schools**  
[www.uni-gruppe.de](http://www.uni-gruppe.de)

# Annex 03 – Presentation – Introductory session for the preparation of a Mini Classroom-MUN

**When to use this:** This presentation is shown during the introductory session

**Overview:** This presentation contains information about the aims and organs of the UN and about the course of the Model UN itself as well as about the role of the delegates. This presentation does not contain slides about the topic of the Model UN – you need to create those slides yourselves.

**Goal:** To visualize the core contents of the introductory session

**Zugehörige Leitfäden:**

**Anhänge:**

0. Introduction to the toolbox for Mini Classroom-MUNs
  1. Guideline (checklist) for the preparation of a Mini Classroom-MUN
  2. Guideline for the implementation of a Mini Classroom-MUN and the follow-up
- Annex 01 – Sample letter to be sent to high-schools
- Annex 02 – Sample flyer
- Annex 03 – Presentation – Introductory session for the preparation of a Mini Classroom-MUN**
- Annex 04 – Script – Introductory session for a Mini Classroom-MUN
- Annex 05 – Sample resolution White Socks
- Annex 06 – Delegate's handbook
- Annex 07 – Chairperson's handbook
- Annex 08 – Sample internal schedule
- Annex 09 – Crisis template
- Annex 10 – Name placards
- Annex 11 – Country placards
- Annex 12 – Evaluation sheet
- Annex 13 – Follow-up options for students
- Annex 14 – Doorsign Security Council Session
- Annex 15 – Certificate template
- Annex 16 – Online list of materials
- Annex 17 – Comments on the background-guide

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*This document was last updated on: 31.07.2009*

UNI-Gruppe



DGVN

Landesverband Berlin-Brandenburg

**Preparation for a Model UN  
Referees: [Insert names]**

**[www.insert-group's-name.com](http://www.insert-group's-name.com)**



# Outline

- Die UN and its organs
  - In particular: The Security Council
- The Model UN
  - Your Task
  - The schedule of the MUN
  - The rules of procedure
- Short introduction to the conflict



„UN“

UN =

United Nations



# The UN-Member States

Almost all States of the world are members of the UN.





# The three main Organs

- The UN Secretary-General
- The UN General Assembly
- The UN Security Council



# The Secretary General





# The UN General Assembly





# The UN Security Council





# The UN General Assembly

Finding common solutions for international problems





# Why do States cooperate?

Because international problems can better be solved together





The UN -  
a place where States can find common solutions to  
international problems

# Why do States cooperate?





The UN -  
a place where States can find common solutions to  
international problems

## Why do States cooperate?

Because international problems can better be solved together

### The UN



**Finding common solutions to  
international problems**

**Also on the international level**



The UN -  
a place where States can find common solutions to  
international problems

# The foundation of the UN - 1945



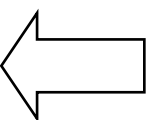


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a place where States can find common solutions to  
international problems

The *UN*, the General Assembly, the Security  
Council

are composed of

**all States of the World.**



Not precise: ~~The UN has failed.~~

Better: The States of the World have failed.



The UN -  
a place where States can find common solutions to  
international problems





The UN -  
a place where States can find common solutions to  
international problems





The UN -  
a place where States can find common solutions to  
international problems

# The UN Security Council





The UN -  
a place where States can find common solutions to  
international problems

## The UN Security Council





The UN -  
a place where States can find common solutions to  
international problems

# The UN Security Council



# The UN Security Council



What the Security Council is

- 5 permanent members with **Veto-power**
- 10 non-permanent members, they change every 2 years; elected by GA

Non-permanent members:

- 3 Africa
- 2 Western Europe and Others
- 1 Eastern Europe
- 2 Asia
- 2 Latin America

The 5 permanent Members

China

France

Russia

USA

UK



# The UN Security Council

## **Competences:**

- Deals with international peace and security
- Can pass legally binding resolutions
- Can order sanctions through resolutions

## **Possible measures of the UN Security Council:**

- Economic sanctions (freezing of bank accounts, trade- and arms embargo)
- Military interventions
- Political sanctions
- Facilitate negotiations



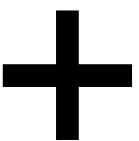
The UN -  
a place where States can find common solutions to  
international problems

## UN Security Council Resolutions

= Decisions of the UN Security Council

9 votes in

favour



No Permanent

Member of the UN  
Security Council

voting against



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international problems

## The Model UN

**You are diplomats and your country pays your salary in order for you to:**

- **work hard for small achievements**
- **to reach at least minimal consensus**



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international problems

## The Model UN

You are diplomats and you country does:

**Not** pay your salary, so that you can be stubborn  
and never accept a compromise – even if this  
means zero progress;

**But** pays your salary, so that you get through your  
country's interests. If possible in a way that no one  
notices it but that everyone thinks that they have  
gotten exactly what they themselves wanted.



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international problems

## The Model UN

**Your task:**

**To negotiate measures to be taken by the UN  
Security Council**

- **Humanitarian aid** (built up refugee camps, supply  
food)
- **Trade Embargo**
- **UN-troops**



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international problems

## The Model UN

# Interests

instead of  
~~positions~~



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a place where States can find common solutions to  
international problems

## The Model UN

**Your task:**

**To negotiate measures to be taken by the UN Security Council**

The UN Security Council decides on sanctions in a resolution.

A resolution is a decision in written form, that is formulated in a certain format (refer to page 4 of the delegate's handbook)

# Example of a resolution

Topic: Fashion at the UN

**Submitted by: The United Kingdom of Lagerfeld**

*The Security council,*

- Strongly condemns the wearing of white tennis socks at the United Nations Headquarters;
- Calls upon all Member States to promote high fashion at both the national and international level;
- Instructs all Member States to provide for their Permanent Missions to the United Nations annual subscriptions to Vogue, Elle, GQ and other appropriate fashion guides;
- Approves the wearing of clothing which accentuates the figure and thereby furthers international relations;
- Establishes a working group to further study the effects that fashion has on society;
- Decides to remain seized of the matter.



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international problems

# Agenda of the simulation

## 1. Introductory speeches

Positions and proposals for measures that should be  
taken

**Take notes !!!**

## 2. Informal session

Talk first with the States in line with your suggestions

Then convince the other States

States with similar points of view write a resolution  
together (2-3 resolutions in total)

finished draft resolutions are submitted to the  
Chairperson



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international problems

## Agenda of the simulation

### 1. Introductory speeches

### 2. Informal session

### 3. Formal session

Discuss draft resolutions

Submit amendments

and: **your chance to debate!**

Voting on draft resolutions



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international problems

# The Rules of Procedure

- Rederecht
- Point of information
- Right to reply
- Point of order
- Point of inquiry



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international problems

## Preparation for the simulation

What are your country's interest in the conflict?

What **measures** do you propose to be included in the resolution?

Formulate some paragraphs for the resolution before the simulation.

Write a short **introductory speech**.

**From here on you include slides  
dealing with the concrete topic  
of your MUN**

## Annex 04 – Script – Introductory session for a Mini Classroom-MUN

- When to use this:** Introductory Session
- Summary of content:** This Annex contains the text you should use in the introductory session for a Mini Classroom-MUN.  
The text should be presented in a rather colloquial way.
- Goal:** The purpose of the introductory session is to provide students with necessary background knowledge. Furthermore, students should be informed about MUN rules of procedure. Finally they are given advice concerning their research as well as instructions for negotiating. These are of great importance because only if the students get into the right mindset they are ready for the simulation.
- Notice:** This annex is to be used together with „Annex 03 – Presentation – Introductory session for preparing a Mini Classroom-MUN“.  
  
It is advisable to divide the text in this script by chapters among the participating UN Group Members. We suggest printing the document before.
- Related Guidelines:**
0. Introduction to the toolbox for Mini Classroom-MUNs
  1. Guideline (checklist) for the preparation of a Mini Classroom-MUN
  2. Guideline for the implementation of a Mini Classroom-MUN and the follow-up
- Related Annexes:**
- Annex 01 – Sample letter to be sent to high-schools
  - Annex 02 – Sample flyer
  - Annex 03 – Presentation – Introductory session for the preparation of the Mini Classroom-MUN
  - Annex 04 – Script – Introductory session for a Mini Classroom-MUN**
  - Annex 05 – Sample resolution White Socks
  - Annex 06 – Delegate’s handbook
  - Annex 07 – Chairperson’s handbook
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  - Annex 10 – Name placards
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  - Annex 16 – Online list of materials
  - Annex 17 – Comments on the background-guide

This document was last updated on: 31.07.2009

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8.	Preparation to the MUN .....	15
9.	Sharing out the countries to the students (if not done yet).....	15
10.	Tutorial: White Socks resolution (optional, only if time left).....	15
11.	Distribution of the Handbook for Delegates.....	16
12.	Request to bring laptops.....	16
13.	Renewed reminder of the dress code.....	16
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15.	Space left.....	16
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**Legend:**

**Yellow:** Instructions for lecturers

**Green:** Modifications regarding different times, different lecturers etc.

**Red:** Instructions regarding the slides

## 1. Presenting the UN Group and its members

3 min

### Slide 1



Preparation for a Model UN  
Referees: [Insert names]

[www.insert-group's-name.com](http://www.insert-group's-name.com)

Hi, we are... [name, university, field of study, etc.]

„The UNYA-XYZ is a group of students who are dedicated to informing about the United Nations. We organize projects like this MUN, lectures, discussion etc. You can find further information about our activities on our website: [www.unya-xyz.org](http://www.unya-xyz.org).”

## 1. Presenting the structure

2 min

Slide 3 [If you include the White Socks Resolution you should mention it here]



### Gliederung

1. Die UNO und ihre Organe
  - a) Speziell: Der Sicherheitsrat
2. Das Planspiel
  - a) Eure Aufgabe
  - b) Der Ablauf des Planspiels
  - c) Verfahrensregeln
3. Kurze Einführung in den Konflikt

What are we going to do today? First of all, we would like to introduce you into the United Nations in general, subsequently into its most important institutions. In this context we would like to draw your attention to the Security Council. Then we will talk about the MUN. What are you supposed to do? What will the MUN be like? What are the rules of the game? Afterwards we will give you the Handbook for Delegates and the background paper. Finally you will know what country you are going to present. Before we close the session we will give you a short introduction into the conflict you are supposed to deal with. All in all we will be finished within two hours.

## 2. What is the UN?

12 min

Let's start by telling you something about the UN. What does it stand for? [Asking the students]

Exactly: United Nations

### Slide 3



## Begriff „UNO“

**UNO =**  
**United Nations Organisation**

(auch VN: Vereinte Nationen  
oder UN: United Nations)

You can also say “United Nations” instead of “UN”, but do not confuse it with the OAS, the AU, the EU, NATO, or something like that. [Smiling.] Today, we will only use the term UN in order to avoid confusion.

So, what is the UN? The UN is an international, that is to say inter-governmental [stress separately] organization. Does anyone know how many countries are in the UN? [students ask, just let them guess, „Will anyone offer more/ less?“]

### Slide 4



Die UNO-Mitgliedstaaten  
So gut wie alle Staaten der Welt sind Mitglieder der UNO.



The UN has 192 member states, that is all the states colored green here. You can imagine it like a club nearly all the countries of the world have joined. The few countries which do not belong to the UN are for example the Western Sahara, Taiwan or Vatican [showing all the countries on the map; alternatively mentioning the Kosovo or Palestine]. The Western Sahara, because it's still occupied by Morocco. Taiwan, because of problems with China and Vatican hasn't strived for becoming a member yet, but sits in on the UN as observer. And of course the Antarctica doesn't belong to it.

But how does the UN function in concrete? The UN contains various organs. Now, we are going to present you the three most important ones.

### Slide 5



## Drei Hauptorgane

- Der Generalsekretär
- Die Generalversammlung
- Der Sicherheitsrat

Here they are: It's the Secretary-General, the General Assembly and the Security Council.

We'd like to treat the Secretary-General very briefly. Maybe you remember the name of the man who's often mentioned in connection with the UN, the actual Secretary-General? Exactly, Ban-Ki Moon [important: always repeat the students' answers even if they are correct, because class-mates often don't listen carefully to each others' answers, but trust more in „authorities“ we represent].

### Slide 6

 Der Generalsekretär




Here you can also see him. You could say that he's the one, who settles the whole administrative work of the UN. Besides, he can give political statements in the name of the UN. He is a bit like your headmaster, who has both a lot to do with organization and administration, and gives lessons.

All in all, this is the Secretary-General's job.

Well, what happens at the UN? Perhaps you know it: Every year in September, the representatives of all countries meet in New York at the General Assembly. At that time, half New York is closed and all the news is reporting on it. In fact, this is our second main organ: the General Assembly.


**Slide 7**

 Die UNO-Generalversammlung



During this General Assembly, the representatives of all countries in the world discuss topical global problems. Last September, it dealt with the very topical issue of Burma/Myanmar, as you may remember. There was a lot about it in the news, too. The countries come to agreements on common solutions to these global issues at the General Assembly.

**Slide 8**


 Der UNO-Sicherheitsrat



The Security Council you can see here acts similarly. However only 15 countries participate and don't debate so many subjects, but deal with security policy. Before presenting it in a more detailed way, we have to answer a question at the example of the General Assembly.

What do you think: Why do all countries of the world send highly paid diplomats to the General Assembly every year? Why do they do that? Which reasons can you imagine? [Asking the students, collect several ideas, don't write them down, when they've no more ideas, continue with the text, if possible continue with something tied on to the students' ideas to give them a feeling of success.]

**Slide 9**

 Die UNO-Generalversammlung

Einigung auf **gemeinsame Lösungen** für internationale Probleme



In fact, it can be reduced to a quite simple formula why all countries of the world send their representatives to the General Assembly every year: This happens, because the countries have understood that common problems can only be solved in common.

**Slide 10**

 Warum arbeiten Staaten zusammen?  
Weil sie internationale Probleme gemeinsam besser lösen können



Examples: The climatic change the picture in the top left corner symbolizes cannot be stopped by a single country. Wars can only be stopped by the effort of all countries together. By the way, you can see an african UN-soldier here. Who knows how these UN-troops can be called, too? **[Asking the students]**. That's right, Blue Helmets. Maybe you also get the idea of bringing them into action during the MUN. At present, there are about 100.000 UN-soldiers in action around the globe. Unfortunately, they normally come from poor countries, because as serving as a Blue Helmet is much higher paid than serving as a soldier for a developing country, it's worth it for these countries. What could the picture in the bottom left corner represent? What do you see? **[Asking the students]**. We have chosen this picture as an example of human rights. One has to discuss and to exchange opinions in order to spread the idea of human rights. And how can you interpret the picture in the bottom right corner? What can you see here? **[Asking the students]**. You're right, this shows development aid. If it comes to catastrophes, especially in poor countries, we need co-operation and a worldwide community that helps united and collectively.

**Slide 11 and 12**

 Die UNO  
Ein Ort an dem die Staaten internationale Probleme gemeinsam lösen können  
Warum arbeiten Staaten zusammen?  
Weil sie internationale Probleme gemeinsam besser lösen können



Warum arbeiten Staaten zusammen?  
Weil sie internationale Probleme gemeinsam besser lösen können

Again let me sum up: Why do countries cooperate? They can solve international issues much better in common.

The UN was founded in 1945 with the aim to prevent and solve conflicts together, to stop ecological destruction, promote economic development and strengthen human rights.

**Slide 13**



The UN serves as a platform where countries can come together negotiating how to reach their common aims best. It's very important to keep in mind: The UN can only act if the member states decide it. As you see this makes a distinction between the UN and our government, which has the task to decide on its *own* how to act. The UN cannot do that, but it's the member states who decide about how the UN shall act.

**Slide 14** [two parts appear]



Again let me illustrate this: the UN, the General Assembly and the Security Council. What do they consist of? [click] They consist of the world's countries. Instead of saying, the UN did this and that, or not this we should say precisely : "The *countries of the world* did this and that or not". [click] When we read in the news "the UN-Security Council didn't manage to impose its will on the USA and to stop war in Iraq", we should rather say: "the countries of the world didn't manage to impose their will on the USA and to stop war in Iraq". When we read: "the UN's General Assembly has condemned the violation on human rights in China in a too gentle way", we'd better say: "the world's countries have condemned the violation on human rights in China in a too gentle way".

The problem in this case is the fact that it's often hard for countries to find common solutions to common issues.

**Slide 15**



They don't give in. Sometimes they prefer letting negotiations break down instead of giving in on the way of finding common solutions. And citizens have to suffer under this problem.

Later, you will experience this problem during the MUN. [Suit the example to the MUN's topic!] You want to come to an agreement on how to finish civil war in Dafur. For instance trough ordering an economic embargo, that is to say you impose a trade barrier on the country. By that, you hope to force the government to let UN-troops enter the country who shall observe the keeping of the peace treaty and stop its infringement militarily if necessary. China, on the other hand, intends to do oil business with Sudan and hinders the countries from an economic embargo or UN-troops. And just because of China's "egotistical" interests, there's no solution.

But: Apart from these problems it is possible to come to a conclusion and to solve the problem.

**Slide 16**



In a lot of conflicts, the UN contributes decisively to their settlement. The agreement you will reach in your MUN will possibly not be as fantastic as you desire it in your dreams, but nevertheless it is an agreement and it *is* a solution, it is a *progress*. And making this solution possible is the merit of the UN. Making these common solutions possible – as *unsatisfying* as they may be – that's the purpose and benefit of the UN.

Any questions so far? **[Asking the students]**

### 3. What is and what does the Security Council

10 Min.

But now let's go on to the body you're going to simulate!

#### Slide 17



Der UNO-Sicherheitsrat



Here you can see the Security Council meeting in New York.

#### Slide 18

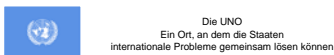


Der UNO-Sicherheitsrat



Here you see the Secretary-General again as well as the delegate of Congo.

#### Slide 19



Der UNO-Sicherheitsrat



Another impression.

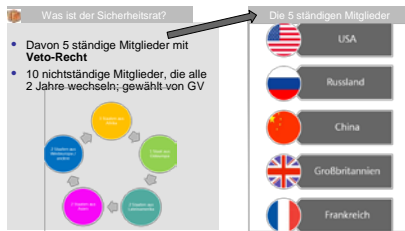
Does anyone know how many countries sit in the Security Council? **[Asking the students]** That's right. 15 countries. Five of these are permanent members. Do you know them? **[Asking the students]** Exactly, it's [www.wfuna-youth.org](http://www.wfuna-youth.org)

China, Russia, USA, Great Britain and France. What strikes you about these 5 countries, when you consider the year the UN was founded? Why exactly these? [Asking the students] That's correct. They are the victorious powers of the Second World War.

### Slide 20



#### Der UNO-Sicherheitsrat



Here you can see this all as a diagram. As the name explains it on its own, the “permanent members” are part of the Security council. The other ten nations are elected by the General Assembly for two-year terms according to their regions, that is to say three from Africa, one from Western Europe, one from Eastern Europe, two from Latin America, two from Asia and two from the remaining Western World.

All countries which have joined the UN – so nearly all countries of the world – commit themselves to carry out all decisions of the Security Council completely. And it's extraordinary to see that the most keep the agreement. You could say the decisions binds them legally.

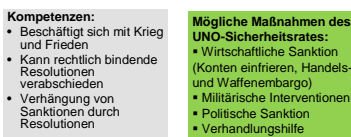
**Pay attention to slide 20: Let only the heading appear, then continue with the text!**

### Slide 21



#### Der UNO-Sicherheitsrat

Die Praxis



Now we're going to deal with the competencies of the Security Council. What is its main occupation? [Asking the students, if they don't say anything, you could refer to the word “Security”.] Exactly, it occupies itself above all with war and peace. [Now click until the left column appears completely] Here you see also the word „resolutions“. Do you know what this means? [Asking the students without demanding the answer]. Resolutions are decisions made by the Security Council. The countries of the Security Council decide on resolutions at the end of their negotiations. You possibly see the connection between „solution” and “resolution”. **Next Week** you're going to write your own resolution, too! :-)

On what can the Security Assembly decide? What comes back to you? [Asking the students, collect several proposals and enquire if necessary] [Now click until the whole diagram is visible]

**[Explaining words you haven't explained yet:]**

Sanctions are a special kind of punishment for countries which misbehaved. For example one could block all foreign accounts of a country, a government, or rebels. Or you order “economic embargoes“: Then, no country is allowed anymore to run trade relations with the affected country or region. No goods are sold or bought anymore. In the same way you can also order an embargo on certain goods. The most important example therefore is certainly the arms embargo in order to stop the supply of arms to parties in conflict.

Apart from that you've already mentioned *military interventions*. In this case, aforementioned Blue Helmets are sent into a region. Or there are political sanctions, which signifies the exclusion of certain countries from special positions.

*Negotiating help* means: „All right, in this conflict more discussions are needed, and because of that a commission consisting of Russia, the USA and Germany is going to lead the following negotiations.“

**[Important:]** As we've said: When the Security Council has made a decision, all countries have to follow. The difficult thing is to find a decision accepted by all Security Council members!

But how does the Security Council get to a resolution? Is there a decision-maker or how does it work?

**[Asking the students without demanding an answer]**

## Folie 22



Die UNO  
Ein Ort an dem die Staaten  
internationale Probleme gemeinsam lösen können

Resolutionen des UNO-Sicherheitsrats  
= Entscheidungen des UNO-Sicherheitsrats

9 Stimmen  
dafür + Kein Ständiges  
Mitglied des  
Sicherheitsrates darf  
dagegen sein

Exactly. It takes a vote. Each decision requires at least nine yes votes and if there's a no vote or a veto by a permanent member, the decision is failed. That is to say they're allowed to abstain. Is that understood?

## 4. The MUN: Who are you going to be? What are you going to do? What will be the result of your work?

10 Min.

Very well. After hearing a lot about the UN, let's talk about your MUN in detail **[date]**. We're going to simulate a meeting of the Security Council. It will be up to you to play the representatives of a country. We're going to treat the following topic **[...]**.

**Slide 23 [Attention! You possibly have to suit the following slide to your topic or leave it out!]**



Die UNO  
Ein Ort an dem die Staaten  
internationale Probleme gemeinsam lösen können

### Das Planspiel

Eure Aufgabe:

Maßnahmen des Sicherheitsrats aushandeln

- **Humanitäre Hilfe** (Flüchtlingslager aufbauen, Versorgung mit Lebensmitteln)
- **Wirtschaftsembargo**
- **UNO-Truppen**

It will be your task to negotiate the measures of the Security Council with regard to the conflict. So mainly what you've seen on the slide. **[click]** Should war victims get humanitarian help, which signifies supplying them with food and drugs and constructing refugee camps? Should one impose an embargo **[click]**, to pacify opposing parties. **[click]** or is it better to send UN-troops there in order to reinstall and secure peace?

Negotiations concerning the Security Council's decision will be very difficult, because the countries' interests regarding the conflict differ a lot. **[Whereas China wants to keep the status quo because it gains a lot of money in the actual situation, several other countries want to end the peoples' suffering and plead for UN-troops].**

## transparency 24



Die UNO  
Ein Ort an dem die Staaten  
internationale Probleme gemeinsam lösen können

### Das Planspiel

Ihr seid Diplomaten

und ihr werdet von euren Staaten dafür bezahlt:

- auch für **kleine Fortschritte** zu kämpfen
- wenigstens einen **Minimalkonsens** zu erreichen

It will be your task to make use of the Security Council's opportunities in order to find the best consensus apart from all obstacles. You also have to fight for every little progress and to try to reach a minimal consensus.

### Slide 25



Die UNO  
Ein Ort an dem die Staaten  
internationale Probleme gemeinsam lösen können

#### Das Planspiel

Ihr seid Diplomaten und ihr werdet von euren Staaten:

**Nicht** bezahlt, um damit angeben zu können, dass ihr euch immer durchsetzt oder bockig jeden Kompromiss verweigert;

**Sondern** dafür bezahlt, dass ihr die Interessen eures Staates durchsetzt. Und zwar am besten so, dass es keiner merkt, sondern dass alle denken, sie hätten genau das bekommen, was sie selber wollten.

Always remember: You're diplomats of a country! You're highly paid by your government! And you're not paid for leaning back because it's boring or because you don't reach as much as you'd like to. You get paid for fighting about every little progress or trying to reach a minimal consensus.

That signifies: Don't insist on your opinion, for instance **"no UN-troops to Sudan!!"**. Instead, you need to focus on the interest of the country you're going to represent.

The question you always have to ask yourself: What's the *real* interest of your country? **Let's stick to our example: China has nothing against UN-troops in general, but as is wants to get oil from Sudan, it tries to avoid conflicts with the government, and so they are against any action there. If one comes to an agreement with the government of Sudan, China won't have anything against UN-troops anymore.**

### Slide 26



Die UNO  
Ein Ort an dem die Staaten  
internationale Probleme gemeinsam lösen können

#### Das Planspiel

## Interessen

statt

~~Positionen~~

We've found a solution, because we didn't keep on slogans like *[speaking with an uncouth voice]* **"no UN-troops to Sudan"**, but through searching for the other countries' interests, that is to say for the motivation standing behind certain actions and positions. Only if you orientate to the others' position, you'll be able to find a common solution.

**Back to our example with China, because that's really fundamental to understand the MUN: They say: No UN-troops to Sudan. If you don't intend to understand the interests behind the positions, you'll barely be able to change it. But if you understand its interests, than you possibly can They want to get oil. By means of negotiations with them and the guarantee to meet their needs, you get the chance to change their position "no UN-troops into Sudan". So that's why we need to know each others' interest: What does the country want? That's how they negotiate in international circles.**

### Slide 27



Die UNO  
Ein Ort an dem die Staaten  
internationale Probleme gemeinsam lösen können

## Das Planspiel

### Eure Aufgabe: Maßnahmen des Sicherheitsrats aushandeln

Der Sicherheitsrat beschließt die Maßnahmen in einer Resolution.

Eine Resolution ist ein schriftlicher Beschluss, der in einem bestimmten Format verfasst wird (siehe Seite 4 des Delegierten-Handbuchs)

Recapitulating let me say: It's up to you to negotiate the actions the Security Council will take. And to put these decisions in the shape of a resolution. That is to say we want to formulate a written decree in a special form.

Here's an example of such a resolution [Attention: The resolution only contains operative parts and no introductory parts because the students should rather focus on contents and the rules of writing operating parts are already difficult enough.]:

### Slide 28

#### Beispielresolution

Thema: Mode in der UNO

Eingebracht von: Das Vereinigte Königreich von Lagerfeld

Der Sicherheitsrat,

- 1. Verurteilt scharf das Tragen von weißen Tennissocken im UNO-Hauptquartier;
- 2. Ruft alle Mitgliedsstaaten auf sich für hohe Modestandards auf nationaler sowie internationaler Ebene einzusetzen;
- 3. Empfiehlt allen Mitgliedsstaaten für ihre bei der UNO festangestellten Abonnements der hiesigen Modezeitschriften wie Vogue, Elle, GQ oder weiteren bereitzustellen;
- 4. Drückt die Hoffnung aus, dass sich das Tragen den Körper betonender Kleidungsstücke mit dem Ziel die internationalen Beziehungen zu verbessern durchsetzt;
- 5. Richtet eine Arbeitsgruppe zur weiteren Erforschung der Auswirkungen von Mode auf die Gesellschaft ein;
- 6. Entscheidet sich mit der Sache weiter zu befassen.

That's just a sample of a resolution [reading it aloud quickly, if the students understand it, you may leave out several points] When you write a resolution consider:

1. to write the topic on top
2. to write the resolution's submitting countries on top
3. to start with „the Security Council“
4. to start half sentences with special vocabularies – We will give you a paper with special vocabularies.
5. to finish half sentences with a semicolon.

Don't worry, you'll find these rules in your Handbook for Delegates you'll get at the end of the lesson.

[Note that the students should be sensitized, but don't have to remember every single word. In their guide there's an example of a resolution as a draft.]

## 5. Break

5 Min.

Break ☺ [Postponing it if necessary– your decision]

## 6. Procedure of the MUN


7 Min.

Now you know that your negotiations finish with writing a resolution. You also know that this resolution has to contain the measures the Security Council has passed, for example military sanctions, economic embargoes or the like.

Let's turn towards how to write a resolution. In other words: how will the game go on?

click on the slide again and again: each point appears separately““

## Slide 29



Die UNO  
Ein Ort an dem die Staaten  
internationale Probleme gemeinsam lösen können

Zeitlicher Ablauf des Planspiels

- 1. Eröffnungsreden**  
Standpunkte und Maßnahmenvorschläge  
**Mitschreiben !!!**
- 2. Informelle Verhandlungen**  
Zuerst mit den Gleichgesinnten  
Dann die übrigen Staaten überzeugen  
Staaten mit ähnlichen Ansichten schreiben  
gemeinsam einen Resolutionsentwurf (2-3 insgesamt)  
fertige Resolutions-Entwürfe werden bei dem/der  
Vorsitzenden eingereicht

At the beginning, each country will deliver an opening speech **click**. **click**. [If there's more than one delegate per country, continue saying: If you are in twos, you can also give the speech alternately, meaning one takes the first part and the other the second part.]

Each country uses the opening speech to present its opinion with regard to the topical issue. It also has to mention its main proposals regarding measures it wants to work in to the resolution. This shouldn't take longer than **one and a half minutes**. Please pay attention to the others' orations and note down **click**, their point of view and their proposed measures. That's important to know your allies and enemies...um... those you're not allied with :-).


After the opening speeches you'll have time to negotiate informally, you see. **click** This signifies you can go around freely and form groups. At first, you can get together with countries that share your opinion. Very often these countries come from your region. **click** Then, you come to an agreement on a common position. Next, you try to convince as many countries as possible of as many parts of your position as possible. **click** After that, you meet with those more or less like-minded countries and together you formulate a draft of a resolution. **click** All this still happens during the informal negotiation. You see, that's where the real work is done! Do not form too many different groups, because in this case no resolution will have a chance. But you should neither work on one single resolution from the very beginning. Very often it's more effective to collect several ideas in groups and to elaborate a common resolution with your like-minded partners afterwards. So it would be best to divide into two or three groups which are going to work on a draft of a resolution. **click**

When you've finished your concepts, **click** they'll be passed to the chairperson who'll give a number to each draft, let them copy and hand out to all delegations.

After that the formal meeting starts. But before talking about it: Do you have any questions so far? **click** Then let us proceed to the formal part.

click on the slide: each subitem (all in all 3) appears separately““

## Slide 30



Die UNO  
Ein Ort an dem die Staaten  
internationale Probleme gemeinsam lösen können

Zeitlicher Ablauf des Planspiels

- 1. Eröffnungsreden**
- 2. Informelle Verhandlungen**
- 3. Formelle Sitzung**  
Resolutionsentwürfe diskutieren  
Änderungsanträge einbringen  
und: **Eure Gelegenheit für große Debatten!!**  
Abstimmung über Resolutionsentwürfe

During the formal meeting all draft resolutions will be discussed. **click** You will be given the possibility to express arguments in favour of your draft and against other ones. But don't stop by doing that. Also try to modify the others' drafts until they come up to your expectations by means of moving amendments. **click**

You find a model of an amendment on the last page of your Handbook for Delegates. We're going to speak about how such an amendment has to look like on the day of your MUN, too. After writing an amendment, you have to submit it in writing to the chairperson. Next, you'll get the permission to speak and your amendment will be discussed briefly and put to the vote. But more about that **next week**.

It's of paramount importance that you use the formal conference not only to propose motions and to praise your resolution, but also as a forum for an overall discussion about the topic. **click** Remember that the formal conference is public, and it's broadcasted on each country's television. You can say it's the platform for great speeches and eloquent debates.

At the end of the formal part you finally take a vote on all resolutions. **click**

If you want to know better how to negotiate skillfully in order to represent your interests best, please read page 5 of your Delegate's Handbook.

## 7. Explanation of the rules of procedure

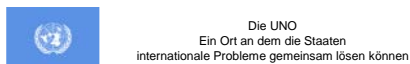
10 Min.

Let's move on to the rules of procedure of our MUN **next week on thursday**:

As we've seen, the conference starts with opening speeches, after that follows an informal and a formal part. Concerning the formal part you have to obey specific rules we'd like to bring closer to you:

**continue clicking on the slide: each subitem appears seperately (altogether 4)"**

### Slide 31



#### Die Verfahrensregeln

- Rederecht
- Antrag auf Information
- Antrag auf Richtigstellung
- Antrag zur Geschäftsordnung
- Antrag auf Nachfrage an den letzten Redner

How does the formal part look like?

The chairperson is going to ask which delegation wishes to speak. If you want to get the floor, hold up your country placards. Next, the chairperson calls on a delegation that is allowed to hold its speech. Afterwards the chairperson will ask for motions. Altogether it's possible to propose four different kinds of motions. These motions are of primary importance for the debate!

Let us demonstrate this: A **(Name of one of you)** is going to play the USA **[it would be best if A held a short speech]**

**A:** „The USA consider that human rights violation has to be punished all over the world! We stand in therefore. Of course Guantánamo is not the issue, because no human rights are abused there. We're talking about crimes the cruel Chinese commit.“

That was the speech. As I said before, the chairperson is going to ask for motions. There are four kinds:

1. **click** Point of Inquiry to the Chair: Here you may ask questions concerning the procedure if you don't know how to continue. Example: **changing the speaker: B (one of you, too) is asking**: „Dear chairperson, when can I announce my request to hold a speech? The chairperson is going to answer.
2. **click** Right of Reply. Do not misuse it. Only if you feel offended you hold up your hand and propose that motion. The chairperson will decide whether you're right or wrong and allow you to give vent to your displeasure- or not :-). Example: **changing the speaker: B is declaring**: „We, the delegation of China, want to correct the assertion to be cruel and we refuse to tolerate that kind of comment from all of you.“
3. **click** Point of Order: If you get the impression that the chairperson offended against a rule, you propose that motion. Example.: **changing the speaker: B is saying**: „Honourable chairperson has failed to see our request.“
4. **click** Point of Information to a Delegate: This is the most important motion during formal session: Here it's possible to ask questions regarding a speech of another delegate. But before letting a delegate as another delegate a question, the chairperson will ask the speaker whether he accepts inquiries. He can also refuse them saying : I don't accept the inquiry.“ Let us suppose the USA have

accepted an inquiry: Then, Russia is going to ask its question. **B**, please: [changing the speaker: B is saying]: „The Russian delegation would very much like to know: Why do the USA refuse to understand the crimes committed in Guantánamo as human rights violation?“ After that, the USA has time to answer. And inquiries on inquiries are not allowed. Look out: An inquiry should always end with a question mark ;-). If all inquiries are settled, we pass to the next speakers and the procedure is repeated until all orators have spoken. The chairperson can also interrupt the conference and appoint informal negotiations again.

We're going to explain this again during the MUN. But it's important to have heard of the rules of procedure. You can also find the rules in your Delegate's Handbook.

Do you have questions left? [Asking the students]

## 8. Preparation to the MUN

4 Min.

Let me sum up: How can you prepare the MUN?

[go on clicking on the slide: each subitem appears separately (altogether 4)]

### Slide 32



Die UNO  
Ein Ort an dem die Staaten  
internationale Probleme gemeinsam lösen können

Vorbereitung auf das Planspiel

Was sind die **Interessen** eures Landes im Konflikt?

Welche **Maßnahmen** wollt ihr für die Resolution vorschlagen?

Einige Absätze für die Resolution vor dem Planspiel **vorformulieren**.

Eine kleine **Eröffnungsrede** schreiben.

Now we've [....] weeks left until the MUN starts. Use this time not only to read the background information and the Handbook for delegates, but above all to do researches on your country's interests in relation to the conflict [click]. You'll find more ideas concerning the research in your folder with background information or you can write us an e-mail if you have no idea how to proceed [schulprojekte@uni-gruppe.de](mailto:schulprojekte@uni-gruppe.de). You'll find the address in the footer of your Handbook for Delegates.

Put stress on preparing measures you want to insert in the resolution. [click] Do you want an embargo? If so, an economic embargo? An arms embargo? Or block foreign accounts of the country? or, or...

We also recommend you to prepare paragraphs you want to insert in the resolution before the game starts. [click]

Besides you have to write the opening speech [click]. As said, this speech is traditionally broadcasted in your home country. Not at the edge, but at prime time! So make every effort to write a perfect speech. It's time to put on a show. ;-)

Any questions so far? [Asking the students]

## 9. Sharing out the countries to the students (if not done yet)

2 Min.

Reading out the list which says which students will represent which countries.

## 10. Tutorial: White Socks resolution (optional, only if time left)

20 Min.

[see „Annex 05 – Sample resolution White Socks“

Description: The students sit in the order they're going to sit during the MUN. The White Socks Resolution is distributed, at least two students should have one resolution.

One member of the UNYA plays the republic Lagerfeld and another the kingdom Gucci. The republic Lagerfeld makes the first (short!) speech about the resolution. The kingdom Gucci proposes a motion for inquiry. Afterwards, the students hopefully propose motions etc., if not, Gucci is allowed to speak and

Lagerfeld proposes a motion for inquiry. From now on, the students really have to talk on their own and propose motions for enquiry.

If the students don't make use of their motions, the countries Lagerfeld and Gucci present them to the students. But attention: No disturbing motions, but only ones to explain the rules to the students.]

## 11. Distribution of the Handbook for Delegates

3 Min.

[Distributing the Handbook for Delegates to everyone, asking them to write down their name and country on the first page.]

## 12. Request to bring laptops

2 Min.

During the MUN you're going to write resolutions. You can write them by hand. However we're going to copy them and project them onto a wall. Because of that it would be more useful if one or two could bring a laptop. It would be ideal to have one laptop per delegation. But it's also enough to have 3 to 5 laptops for the whole class. All in all, if you can bring a laptop, please do so.

## 13. Renewed reminder of the dress code

2 Min.

Just a remark concerning the dress code: We want the MUN to be as realistic as possible, and to give you the right diplomatic feeling it's common practise to dress formally. That means suit and tie for men and a suit or something similar for women. It would be great if everyone could respect this dress-code. Alternatively you're free to wear the traditional habit of your country. – If anyone owns such a dress, you can surely wear it instead of a suit.

## 14. Short introduction to the conflict (optional)

6 Min.

[In the presentation in the „Annex 03 – Presentation - Introductory session for the preparation of a Mini Classroom-MUN“, we've talked about Darfur in brief. That is to say: Where is it situated, what happens there, why is it so important to discuss it. Avoid going into detail. The introductory lesson's function is giving them an overall impression of what it's about and putting them in an earnest mood.]

## 15. Space left

10 Min.

At the end of the introductory lesson 10 minutes are left just in case something unexpected happens

## 16. Leave-taking

1 Min.

Now we've nearly finished. What are the most important points? [You can conumerate the points visibly with your hand] You should read [1] the Handbook of delegates and [2] research the interest of your country. If you have any problems, don't hesitate to write us! We will try everything to help you as much as possible. But please don't expect to get an answer one day before the MUN starts [motivating them to start early enough] Then [3] you write your opening speech [if there are two in one delegation: you can also give a speech two by two]. We're going to see each other again next week at MUN in the right dress code, that is to say chic at punctual at 8 o'clock in this room. Thank you very much for your attention and we're looking forward to the MUN! Take care!

## ANNEX 05 – SAMPLE RESOLUTION WHITE SOCKS

<b>When to use this:</b>	In the introductory session
<b>Summary of content:</b>	A fun resolution that can be used in the introductory session to train the rules of procedure
<b>Goal:</b>	To make the students at ease with the rules of procedure so that the MUN runs even smoother from the beginning.
<b>Related Guidelines:</b>	0. Introduction to the toolbox for Mini Classroom-MUNs 1. Guideline (checklist) for the preparation of a Mini Classroom-MUN 2. Guideline for the implementation of a Mini Classroom-MUN and the follow-up
<b>Related Annexes:</b>	Annex 01 – Sample letter to be sent to high-schools Annex 02 – Sample flyer Annex 03 – Presentation – Introductory session for the preparation of the Mini Classroom-MUN Annex 04 – Script – Introductory session for a Mini Classroom-MUN <b>Annex 05 – Sample resolution White Socks</b> Annex 06 – Delegate’s handbook Annex 07 – Chairperson’s handbook Annex 08 – Sample internal schedule Annex 09 – Crisis template Annex 10 – Name placards Annex 11 – Country placards Annex 12 – Evaluation sheet Annex 13 – Follow-up options for students Annex 14 – Doorsign Security Council Session Annex 15 – Certificate template Annex 16 – Online list of materials Annex 17 – Comments on the background-guide

This document was last updated on: 31.07.2009



## Security Council

Topic A: White Socks in the United Nations

1/13/2008

Submitter States: The People's Republic of Lagerfeld

1 *The Security Council,*

2

3 Recognizing the important contribution of fashion to the culture of a society,

4 Noting that fashion and thereby „good looks“ foster relations among diplomats,

5 Deeply concerned by the fact that on several occasions white tennis socks have been observed at the  
6 United Nations Headquarters,

7

8 1. Strongly condemns the wearing of white tennis socks at the United Nations Headquarters;

9 2. Calls upon all Member States to promote high fashion at both the national and international  
10 level;

11 3. Instructs all Member States to provide for their Permanent Missions to the United Nations  
12 annual subscriptions to Vogue, Elle, GQ and other appropriate fashion guides;

13 4. Approves the wearing of clothing which accentuates the figure and thereby furthers  
14 international relations;

15 5. Establishes a working group to further study the effects that fashion has on society;

16 6. Decides to remain seized of the matter.

## ANNEX 06 – DELEGATE’S HANDBOOK

- When to use this:** To be handed out at the end of the introductory-session.
- Summary of content:** This Annex contains the course of the MUN, the rules of procedure, one sample resolution, words and phrases to be used at a MUN and in a resolution, as well as examples of how to write an amendment.
- Goal:** This handbook aims to give students an overview about a MUN. This document contains large parts of the introductory-session in written form. This is in order for the participants to have a look at the handbook if they have forgotten about something in the presentation as well as to look up the rules of procedure if necessary (either at home or during the MUN itself).
- Remark:** You have to replace the logo of the UNi-Gruppe on the first page with your UNYAS’ logo. Also adapt the header and footer and everything that is marked green.
- Related Guidelines:**
0. Introduction to the toolbox for Mini Classroom-MUNs
  1. Guideline (checklist) for the preparation of a Mini Classroom-MUN
  2. Guideline for the implementation of a Mini Classroom-MUN and the follow-up
- Related Annexes:**
- Annex 01 – Sample letter to be sent to high-schools
  - Annex 02 – Sample flyer
  - Annex 03 – Presentation – Introductory session for the preparation of the Mini Classroom-MUN
  - Annex 04 – Skript – Introductory session for a Mini Classroom-MUN
  - Annex 05 – Sample resolution White Socks
  - Annex 06 – Delegate’s handbook
  - Annex 07 – Chairperson’s handbook
  - Annex 08 – Sample internal schedule
  - Annex 09 – Crisis template
  - Annex 10 – Name placards
  - Annex 11 – Country placards
  - Annex 12 – Evaluation sheet
  - Annex 13 – Follow-up options for students
  - Annex 14 – Doorsign Security Council Session
  - Annex 15 – Certificate template
  - Annex 16 – Online list of materials
  - Annex 17 – Comments on the background-guide

This document was last updated on: 31.07.2009



# Delegate's - Handbook

*For high-school Model United Nations*

Name of the Delegate:

Name of represented State/NGO:

## Contents

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## 1. The Running Order of the Conference

### a) Opening speeches

In the beginning of the conference, each delegation delivers an opening speech lasting up to 1 ½ minutes. The first member state to speak is drawn by lot. Thereafter, first all the member states to speak will be called upon alphabetically, followed by Observers and NGO's (Non-Governmental Organisation) in alphabetical order.

As a delegate, you should use this opportunity to inform everyone about your state's or NGO's basic policy and your main suggestions for action on the agenda topics. Opening speeches are the time for **big rhetoric** and will be broadcasted in your home country, so prepare your speech well. You might also criticize other countries' policies but remember to speak diplomatically.

Make sure to **take notes** of the other delegates' speeches. That way you have a written overview of everyone's position which enables you to better follow your lobbying strategy.

### b) Informal and formal session

After the opening speeches, you will be switching between informal and formal session. During informal session, you will be able to speak with other delegates in an informal way and negotiate the resolution's content. During formal session, you will be delivering formal speeches in order to convince everyone to support your resolution.

### c) Introducing a resolution

Every member state of the Security Council may introduce a draft resolution. To introduce your draft resolution, all you have to do is to hand it to the Chair as soon as it is finished. The Chair will then give it a document number and have it photocopied and distributed to all delegates. Please check the formal requirements for a resolution below.

**d) Amendments:**

After the draft resolutions have been introduced, they are discussed in formal session. Here you have the opportunity to suggest changes to any of the introduced resolutions. These changes are called amendments. In order to propose an amendment, you need to write your suggestion for a change on a sheet of paper and give this paper to the Chair. Use an extra sheet for every single amendment!

After an amendment has been handed in, the Chair will give the floor to the delegation that has introduced the amendment in order for them to explain it. The Chair will then ask all the draft resolution's submitters, whether they consider the amendment friendly (no objections) or unfriendly. If the amendment is considered friendly, it will directly, without any discussion, become part of the draft resolution. If it is considered unfriendly, a debate will follow. Two speakers will speak in favour of the amendment and two speakers will speak against it. Finally, all the Security Council's members will vote on the amendment.

**e) Voting on Draft Resolutions:**

At the end of the conference, all the draft resolutions that have been introduced are voted for. In order for a resolution to pass, it needs 9 votes in favour plus none of the permanent members of the Security Council (China, France, Russia, UK, USA) may vote against it. If one permanent member votes against it, the resolution fails. The abstention of a permanent member is not considered as an "Against". Hence, if a permanent member abstains the draft resolution will pass (provided that there are 9 votes in favour).

The voting on the draft resolutions is done by roll call: every member-state will be given the floor one by one to state their decision on the resolution. This voting will be conducted in two rounds: In the first round, every member-state states whether it is in favour of the resolution, against it, abstains or passes. When a delegation passes, it will be asked in the second round once again to state their decision. Abstentions are then, however, not considered in order any more.

Please note: It is in order to pass more than one resolution on the same agenda topic at the same session.

**f) Scheme: Running Order of a Security Council Session**

*(Words in italics are explained above and below)*

- *Formal Session:*
  - The Chair checks whether every state is present
  - Every state and NGO delivers its *Opening Speech*
  - The Chair closes the formal session
- *Informal Session:*
  - The delegates leave the plenum to negotiate and to begin writing the draft resolution(s)
- *Formal Session:*
  - The Chair calls the house to order. The delegates go back to their seats and the formal session is reopened
  - *1. Right to speak:* Delegations present their actual progress and/or draft resolutions in a few words. After that, the Chair asks for points:
    - *Point of Inquiry*
    - *Right to Reply*
    - *Point of Order*
    - *Point of Information*
  - *2. Right to speak...*

- *Point of Inquiry*
- Etc.
- The Chair closes formal session.
- Informal Session:
  - The delegates continue working on their draft resolutions.
- Formal Session:

The segments above are repeated throughout the whole MUN. When draft resolutions have been submitted, Formal Sessions will also include the dealing with amendments:

- Introduction of an *Amendment*
  - Points
    - The Chair asks the *submitters of the resolution* whether they consider the amendment friendly or unfriendly
      - *Friendly*: The amendment is adopted without vote
      - *Unfriendly*: Two speakers in favour and two against will be chosen
        - Speech in favour
          - Points
        - Speech against
          - Points
        - Etc.
        - *Vote on the Amendment* (by all member states)
          - At least nine votes in favour and no permanent member against it are required
- Etc. till all Amendments were dealt with
- *Vote on Draft Resolutions*
  - At least nine votes in favour and no permanent member against it are required

## 2. Rules of Procedure

The rules are intended to facilitate debate and to accord to all members their right to voice an opinion. The Chairs will apply the rules to this end. Obstructive, restrictive and dilatory use of the rules of procedure will be out of order. Delegates should, at all times, act in accordance with the articles and principles of the United Nations Charter and the Universal Declaration of Human Rights.

### Delivering a speech

If you would like to deliver a speech you need to wait for the Chair to ask “Are there any delegations wishing to speak”. At that point you should raise your placard in order for the Chair to give you the floor.

**Function of Speeches:** Of course most of the convincing will be done during informal session. But if you have good speeches prepared for the formal session you might still manage to **get some more votes**. Additionally you should keep in mind that the formal session is the part of the Security Council’s work which is visible to the public. Your speeches in formal debate are what will be shown on TV in your home state. So make sure you actively participate **so that your government and your people**

**can see that their nation is playing an important, constructive and wise role** in international affairs. Creating this impression at home is part of your job.

### Points

During formal session you may raise different points. This works as follows: You raise your placard until the Chair recognizes you. You then tell him/her about the specific point you have (see below). Thereupon, the Chair gives you the floor. You first thank the Chair and then make your point.

#### 1. Point of Inquiry to the Chair

A point of inquiry is a question directed to the Chair concerning the rules of procedure.

#### 2. Right of Reply

This is a point that you make if you want to answer to someone who you feel has insulted you. You should only use this point if you have been truly insulted, do not use this point when you simply disagree with a statement. This point has first to be granted by the chair. If the right is granted, you will be given the floor to reply to the accusations.

#### 3. Point of Order

This point concerns the rules of procedure. Every delegation that thinks that the rules of procedure have not been adhered to either by the Chair or any delegation without the Chair having noticed it may raise this point.

#### 4. Point of Information to a Delegate

A point of information means that a delegate can raise a question to the delegate who has just held a speech. The question **must** address the preceding speaker and has to be formulated as a question (not as a comment). 4 steps are included: 1. A point of information is raised. 2. The Chair asks the preceding speaker, whether (s)he allows this point of information. 3. If (s)he does, the question can be raised. 4. The preceding speaker answers the question. Please note that a point of information to a point of information is not in order.

**Tip:** Points of Information may also be used to, ask **tricky questions** with which you may steal some support of the speaker's position you disagree with. Hence, raising a Point of Information is a tactical tool that you should make good use of.

### No Interruption of Speakers

None of the above mentioned points may interrupt a speaker; the only exception is a Point of Personal Privilege, when the speech is inaudible. Points should only be raised when the Chair asks for them.

### Amendments

The intention of proposed amendments to resolutions should normally be to improve the resolution with the objection of achieving a wider consensus and thus helping the resolution to pass. It might be handed in to the chair as soon as a resolution was introduced to the council. The Chair decides about the point in time, when no further amendments are in order.

- All member states, observers and NGOs are allowed to introduce amendments to *any* draft resolution
- For an amendment it is enough if *one* delegation is the submitter
- Each delegation can submit several amendments to every resolution.
- Amendments on amendments are out of order. You may, however, change an already amended clause by a new amendment later on.

### Special Provisions

1. **Conference language:** The conference language is English. In the interest of giving all delegates the full benefit from their participation, at this Model UN, it is imperative that all negotiations, formal as well as informal debate is held in English.

2. **NGOs and Observers:** NGOs and Observer States are treated equally in this MUN. They have basically the same rights as the SC member states, except that they are *not* allowed to a) submit resolutions, b) vote on substantive matters (resolutions and amendments).
3. **Calling upon delegations:** The Chair may, in the interest of debate, or in order to work towards consensus, call upon a particular delegation to speak, even if they have not requested the floor. The Chair may also, for the same purposes, restrict the speaking time of an individual delegate.
4. **Control of Rules:** Only the Chair or the Secretary General is empowered to call recesses or adjournments or to suspend the rules.
5. **Dress Code:** All participants of a Model UN conference are expected to dress formally, i.e. in "western business formal" attire or according to the official formal dress code of the state the delegate represents.

### 3. The Role of Non-Governmental Organizations (NGOs)

#### 1. NGO's goals: Monitoring, Criticizing, Campaigning, Lobbying

Your goals as an NGO are quite clear: You want to draw attention to the moral and humanitarian aspects of the conflict regardless of the political agenda of the national delegates (i.e. you serve as an upholder of moral standards). This, of course, is not an easy task, especially since your role in the Security Council is not as important and influential as that of most national delegates. This implies that you cannot vote on a resolution and therefore have to find other ways to influence the outcome of the negotiations.

#### 2. Why states should include the expertise of NGOs

The Security Council Session and the ongoing negotiations will be closely monitored by NGOs. Many NGOs have significant expertise on the issue and have conducted valuable and long-term work in **conflict-ridden Sudan**. Often, their representatives have access to first-hand knowledge from the conflict and can offer important insight into the situation. Remember that NGOs are often among those partners that have to work within the framework agreements.

For your country, it might be of great use to cooperate with NGO delegates. The broader your consensus is, the more you will be able to gain support for your decisions at home. If NGO representatives ask you for meetings, regard these requests with respect. Treat the NGO delegates with the same professional manner, in which you would treat your fellow diplomats.

Even if you have worked together on a resolution, NGO representatives might criticize your work and the outcome of the conference publicly. Do not let this interfere with your professional relationship – after all, advocacy and monitoring are core responsibilities of human rights NGOs.

### 4. Useful Phrases for Delegates

All speeches should begin with: ***"Honourable Chair, Distinguished Delegates..."***.

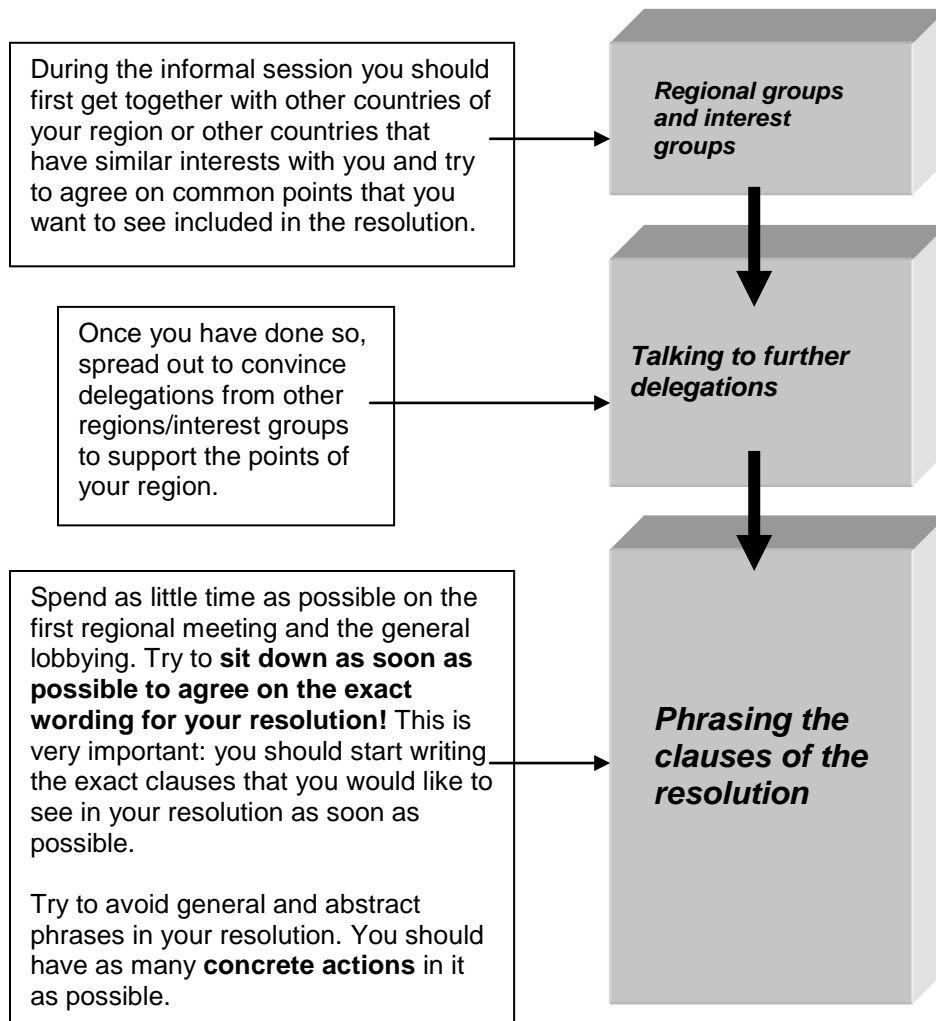
All references to other speakers should be in the third person, e.g. points of information should begin with a phrase such as: **"Is the speaker aware that..."** and never: "Do you think...". Within a speech, a speaker should not say: "France, you said..." but: **"As the honourable delegate of France has told this Council..."**

Examples of phrases to be used by delegates:

- Mister/Madam Chair...
- France requests the floor to speak
- Spain rises to a point of information / point of order.

- Russia wishes to speak in favour of / against this motion / resolution / amendment because...
- Is the delegate of South Africa (not) aware that...
- Does the honourable delegate of Thailand (not) agree with Benin that...
- China withdraws her motion/ amendment/ point of ...
- UK move to amend the resolution by striking / inserting / adding the words...
- Germany urges the house to give us their support by voting for / against this motion / draft resolution / amendment.

## 5. The Process of Negotiating the Draft Resolution



## 6. Formal Requirements of a Resolution

[Information note: This resolution contains parts out of the Security Council Resolution 1679 (2006) concerning the situation in Darfur region of Sudan. The submitters were added to display the format of a draft resolution at a Model UN. The submitters of the actual Security Council resolution are not shown.]

1  
2  
3  
4 Security Council  
5 **Topic:** Darfur  
6 **Submitters:** France, South Africa, United Kingdom  
7  
8 The Security Council  
9  
10 Reaffirming its strong commitment to the sovereignty, unity, independence and  
11 territorial integrity of the Sudan, which would be unaffected by transition to a  
12 United Nations operation, as well as of the States in the region, and to the  
13 cause of peace, security and reconciliation throughout the Sudan,  
14  
15 Expressing its utmost concern over the dire consequences of the prolonged  
16 conflict in Darfur for the civilian population and reiterating in the strongest terms  
17 the need for all parties to the conflict in Darfur to put an immediate end to  
18 violence and atrocities,  
19  
20 Welcoming the success of the African Union-led Inter-Sudanese Peace Talks  
21 on the Conflict in Darfur in Abuja, Nigeria, in particular the framework agreed  
22 between the parties for a resolution of the conflict in Darfur (the Darfur Peace  
23 Agreement),  
24  
25 Stressing the importance of full and rapid implementation of the Darfur Peace  
26 Agreement to restore a sustainable peace in Darfur,  
27  
28 Welcoming the statement of 9 May 2006 by the representative of the Sudan at  
29 the United Nations Security Council Special Session on Darfur of the  
30 Government of National Unity's full commitment to implementing the Darfur  
31 Peace Agreement,  
32  
33 Determining that the situation in the Sudan continues to constitute a threat to  
34 international peace and security,  
35  
36 Acting under Chapter VII of the Charter of the United Nations,  
37  
38 1. Calls upon the parties to the Darfur Peace  
39 Agreement to respect their commitments and  
40 implement the agreement without delay, urges  
41 those parties that have not signed the  
42 agreement to do so without delay and not to  
43 act in any way that would impede  
44 implementation of the agreement, and expresses its intention to consider  
45 taking, including in response to a request by the African Union, strong and  
46 effective measures, such as a travel ban and assets freeze, against any  
47 individual or group that violates or attempts to block the implementation of the  
48 Darfur Peace Agreement;  
49  
50 2. Calls upon the African Union to agree with the United Nations, regional and  
51 international organizations, and Member States on requirements now  
52 necessary, in addition to those identified by the joint assessment mission of  
53 December 2005, to strengthen AMIS's capacity to enforce the security  
54 arrangements of the Darfur Peace Agreement, with a view to a follow-on  
55 United Nations operation in Darfur;  
56  
57 3. Endorses the decision of the African Union Peace and Security Council in its  
58 communiqué of 15 May 2006 that, in view of the signing of the Darfur Peace

*The lines of the resolution must be numbered*

*The submitters of a resolution are the countries that support the resolution. You can only be submitter of one resolution on the same topic.*

*Your resolution should start with the phrase "The Security Council"*

*The resolution starts with "perambulatory clauses". Preambulatory clauses state the reasons for which the Security Council is addressing the topic and highlights past international action on the issue.*

*Each preambulatory clause starts with a present participle (called a "perambulatory phrase")*

*Each preambulatory clause ends with a comma.*

*When a resolution contains economic sanctions or military measures, a reference to Chapter VII of the Charter is included between the preambulatory and the operative clauses.*

*Do not spend too much time on the preambulatory clauses. They are not that important. The most important parts of the resolution are the operative clauses, because that is where the actions that the Security Council decides on are stated.*

*The main part of the resolution is the "operative clauses". Operative Clauses contain the actions or recommendations that the Security Council decides on.*

59 Agreement, concrete steps should be taken to effect the transition from AMIS  
 60 to a United Nations operation, calls upon the parties to the Darfur Peace  
 61 Agreement to facilitate and work with the African Union, the United Nations,  
 62 regional and international organizations and Member States to accelerate  
 63 transition to a United Nations operation, and, to this end, reiterating the  
 64 requests of the Secretary-General and the Security Council, calls for the  
 65 deployment of a joint African Union and United Nations technical assessment  
 66 mission within one week of the adoption of this resolution;

67  
 68 4. Stresses that the Secretary-General should consult jointly with the African  
 69 Union, in close and continuing consultation with the Security Council, and in  
 70 cooperation and close consultation with the parties to the Darfur Peace  
 71 Agreement, including the Government of National Unity, on decisions  
 72 concerning the transition to a United Nations operation;

73  
 74 5. Requests the Secretary-General to submit recommendations to the Council  
 75 within one week of the return of the joint African Union and United Nations  
 76 assessment mission on all relevant aspects of the mandate of the United  
 77 Nations operation in Darfur, including force structure, additional force  
 78 requirements, potential troop-contributing countries and a detailed financial  
 79 evaluation of future costs;

80  
 81 6. Decides to remain actively seized of the matter.

*Each operative clause begins with a verb (called "operative phrase") This verb needs to be underlined.*

*Each operative clause ends with a semicolon. The last operative clause ends with a full stop.*

## 7. Some Preambulatory and Operative Phrases

[the following examples for preambulatory and operative clauses are taken from the Chairing-Handbook of the UNYA Germany]

### Preambulatory Clauses

The preamble of a draft resolution states the reasons for which the House 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.

### Some Preambulatory Phrases

Affirming  
 Alarmed by  
 Approving  
 Aware of  
 Bearing in mind  
 Believing  
 Confident  
 Contemplating  
 Convinced  
 Declaring  
 Deeply concerned  
 Deeply conscious  
 Deeply convinced  
 Deeply regretting  
 Desiring  
 Emphasizing  
 Expecting  
 Expressing its appreciation  
 Expressing its satisfaction  
 Fulfilling  
 Fully alarmed  
 Fully believing  
 Further deploring  
 Further recalling  
 Guided by  
 Having adopted  
 Having considered  
 Having devoted attention  
 Having examined  
 Having heard  
 Having studied  
 Keeping in mind  
 Noting with deep concern  
 Noting with satisfaction  
 Noting further  
 Noting with approval  
 Observing  
 Reaffirming  
 Realizing  
 Recalling  
 Recognizing  
 Referring  
 Seeking  
 Taking into consideration  
 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. They must be numbered. The last operative clause ends with a full stop.

### Some Operative Phrases

Accepts  
 Affirms  
 Approves  
 Authorizes  
 Calls  
 Calls upon  
 Condemns  
 Confirms  
 Congratulates  
 Considers  
 Declares accordingly  
 Deplores  
 Designates  
 Draws the attention  
 Emphasizes  
 Encourages  
 Endorses  
 Expresses its appreciation  
 Expresses its hope  
 Further invites  
 Further proclaims  
 Further reminds  
 Further recommends  
 Further requests  
 Further resolves  
 Has resolved  
 Notes  
 Proclaims  
 Reaffirms  
 Recommends  
 Regrets  
 Reminds

Quelle: United Nations Association USA

## 8. How to write an Amendment

### Form:

Each amendment has to be written down on a sheet of paper and then be handed to the Chair. It should contain following information:

1. The *submitting* state(s)
2. The name of the *draft resolution* you would like to change
3. The *clause(s)* that you would like to change or delete
4. Your suggestion of how the new clause should look like

### Three examples:

#### Possibility 1: Delete part of the text

Amendment to S/RES/1/3

Submitter: China

In operative clause 4, line 77

Delete: including the Government of National Unity  
So that the clause would read: ....and close consultation with the parties to the Darfur Peace Agreement on decisions concerning....

#### Possibility 2: Add to the text

Amendment to S/RES/1/3

Submitter: USA

In operative clause 1, line 41

after: Darfur Peace Agreement to  
add: fully  
So that the clause would read: ...to the Darfur Peace Agreement to fully respect their commitments and implement...

#### Possibility 3: Change part of the text

Amendment to S/RES/1/3

Submitter: United Kingdom

In operative clause 3, line 70

after: and the Security Council  
change: calls for  
to: requests  
so that the clause would read: ...Secretary-General and the Security Council, requests the deployment of....

## 9. The Secret of Successful Negotiation

Successful diplomats follow one core principle: *they try to find a solution that satisfies everyone's interests rather than insisting on a position.*

An example: Your neighbouring country is being very aggressive lately.

If you come to the Security Council meeting saying that you want sanctions imposed on your neighbouring country, you have expressed a **position**. It is very likely that there will be Security Council members that will oppose this position for the one reason or the other.

If you would instead come to the Security Council saying that your **interest** is to be safe from the aggressions of your neighbour, then you have expressed your interest. No one will oppose you.

Now you can think about the most effective method to secure your safety together with the members of the Security Council. Together you will find a way to secure your interest while not infringing on other states' (e.g. economic) interests.

**Positions** are inflexible. They **are certain to lead to conflict** and force you into concessions.

**Interests**, on the other hand, are flexible and **can usually be made compatible** with other people's interests.

Therefore, you should always talk about and lobby for your interests rather than for a certain position.

You should be open for any way of action that ensures your interests

## 10. How to Prepare for the Conference

When preparing for the Model UN conference you should:

- Research the **Security Council resolutions** that have already been adopted on the issue discussed  
*Research tip: Check [http://www.un.org/Docs/sc/unsc\\_resolutions.html](http://www.un.org/Docs/sc/unsc_resolutions.html) for a list of Security Council resolutions*
- Research the specific **interests of your country** regarding the agenda topics.  
*Research tip: Go to <http://www.un.int/index-en/webs.htm> and select your country.  
Check [www.economist.com](http://www.economist.com) for articles on the agenda-topic discussed.  
These articles might contain information on your country's position.*
- Think of **suggestions for action** to solve the problem which you are discussing.  
*Try to think of creative solutions yourself!*  
*Research tip: Check the speeches held by your country in the Security Council on the issues discussed to see what they have suggested so far.  
Check [www.economist.com](http://www.economist.com) for articles on the agenda-topic to see what solutions are discussed in these articles.*
- For more specific research advices take a look at the background guide.

Prepare yourself well, but during the conference: **Don't panic!**

You will of course prepare yourself very thoroughly for your Model UN session. Nevertheless when you are at the conference a sense of confusion and a feeling that you lack lots of urgently necessary information and details about the issues is a common problem that every delegation encounters on occasion. This feeling is normal and very common among diplomats at the real UN as well. You must work with the information available and try to act in accordance with the general foreign policy nevertheless.

## 11. Secret Strategy Paper

**Position of your Country**

**Maximum outcome**

**Minimum outcome**

**No-Go**

**Allies**

**Adversaries**

## 12. Follow Up: Possibilities to Stay Engaged

After the Model UN conference you will have trained numerous skills and gained a much deeper understanding of world-issues than most of your peers ever will. We encourage you to take this added insight one step further and become actively engaged in promoting the values and principles of the UN, to inform the public about UN-issues and initiate critical public dialogue on international relations. There are many simple projects with which you can do this.

### If you still don't have enough of the UN and international Politics...

1. ... then you can read here, how you can **participate in bigger MUNs**:

[www.model-un.de](http://www.model-un.de) Here are all the bigger High School and University Student MUNs that take place in Germany listed and which you can apply for.

2. ... then you can **find out more**:

<http://www.dgvn.de/publikationen.html> Here you can find lots of information about the German UN Association and to UN topics to download for free.

<http://www.un.org/aroundworld/unics/english/about.htm> UN information center

<http://www.lastexitflucht.org> A website created by the UN High Commissioner for Refugees; the site provides information about refugees using a simple computer game

3. ... then you can **get more involved**:

[www.uni-gruppe.de](http://www.uni-gruppe.de) Get involved in our UN Student Association. We are a facilitating projects like...

<http://www.junges-uno-netzwerk.de/s/mitglieder> List of all UN-groups youth associations in Germany in which you can participate.

<http://www.dgvn.de/regional-und-international.html> If you want to engage yourself in the German UN Association, you can find out more here.

[www.un.org/youth](http://www.un.org/youth) Website of the UN Youth Programme providing you with lots of information about ways you can get engaged within the UN as youth.

[www.wfuna-youth.org](http://www.wfuna-youth.org) This is the world umbrella organisation of National UN Youth Associations providing you with project ideas and assistance.

<http://www.unicef.de/arbeitgruppen.html> This website overviews all working-groups that engage in UNICEF, the United Nations Children's Education Fund.

<http://www.unesco.de/> If you are interested in international cooperation, especially in the areas of education, science and culture, the national UNESCO commission might interest you.

[www.jugenddelegierte.de](http://www.jugenddelegierte.de) Program of the UN Youth Association Germany in cooperation with the Foreign Ministry to send each year two official Youth Delegates to the General Assembly in New York

## ANNEX 07 – CHAIRPERSON’S HANDBOOK

<b>When to use this:</b>	On the day of the Mini Classroom-MUN
<b>Summary of content:</b>	The whole length of this document will be needed for the simulation, as well as when the rules of procedure are explained at the introductory session. It contains the script for the main-chair and forms for the co-chair to fill in the number of documents.
<b>Goal:</b>	The aim of every classroom MUN is to provide the students with the opportunity to gain insight into one of the most important principles of international politics: global problems require global solutions; unilateral actions don’t work. The Participants should get a sense of the problems of the bargaining process, but also realize that it is possible to reach common results.
<b>Note:</b>	It is recommended for the main-chair to fill out this copy completely before the introductory session. The chair is required to bring the (filled-in) handbook to the session
<b>Related Guidelines:</b>	0. Introduction to the toolbox for Mini Classroom-MUNs 1. Guideline (checklist) for the preparation of a Mini Classroom-MUN 2. Guideline for the implementation of a Mini Classroom-MUN and the follow-up
<b>Related Annexes:</b>	Annex 01 – Sample letter to be sent to high-schools Annex 02 – Sample flyer Annex 03 – Presentation – Introductory session for the preparation of the Mini Classroom-MUN Annex 04 – Skript – Introductory session for a Mini Classroom-MUN Annex 05 – Sample resolution White Socks Annex 06 – Delegate’s handbook Annex 07 – Chairperson’s handbook Annex 08 – Sample internal schedule Annex 09 – Crisis template Annex 10 – Name placards Annex 11 – Country placards Annex 12 – Evaluation sheet Annex 13 – Follow-up options for students Annex 14 – Doorsign Security Council Session Annex 15 – Certificate template Annex 16 – Online list of materials Annex 17 – Comments on the background-guide

This document was last updated on: 31.07.2009

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### 1. The secret of a good MUN

A classroom MUN is a success, if the students have the chance to experience one of the most important principles of international politics for themselves: global problems require global solutions and international cooperation. They should also be able to realize that unilateral actions don’t work. All states need to work together and in order for that to happen, the international community needs to strive towards a consensus.

Furthermore the students should understand why in practice reaching common agreements is so difficult and how these challenges can still be overcome together.

In order for the participants to come to those conclusions, it is important for the chair to see to it that this **educational objective of the simulation (“learning target”)** is obvious to **everyone**. That is why you should phrase your **introductory speech** (see below „Ahead of the session“) with this educational objective in mind and should also **summarize** the things learned during the course of the simulation at the **end of the MUN**.

You should also talk with the delegates **during the course of the simulation** and **encourage them to negotiate**, even if the bargaining process is taking some time. They are after all being paid for trying to reach a solution, even if they don’t fully succeed – and not for sitting around feeling frustrated.

## 2. Rules of procedure

These rules of procedure are an excerpt from the delegate’s handbook. The additional comments in brackets are not included in the delegate’s handbook and are only for the chair.

The rules are intended to facilitate debate and to accord to all members their right to voice an opinion. The Chairs will apply the rules to this end. Obstructive, restrictive and dilatory use of the rules of procedure will be out of order. Delegates should, at all times, act in accordance with the articles and principles of the United Nations Charter and the Universal Declaration of Human Rights.

### Delivering a speech

If you would like to deliver a speech you need to wait for the Chair to ask “Are there any delegations wishing to speak”. At that point you should raise your placard in order for the Chair to give you the floor.

**Function of Speeches:** Of course most of the convincing will be done during informal session. But if you have good speeches prepared for the formal session you might still manage to **get some more votes**. Additionally you should keep in mind that the formal session is the part of the Security Council’s work which is visible to the public. Your speeches in formal debate are what will be shown on TV in your home state. So make sure you actively participate **so that your government and your people can see that their nation is playing an important, constructive and wise role** in international affairs. Creating this impression at home is part of your job.

**[IMPORTANT!! While explaining the rules AND during the course of the session, please point out repeatedly, that the students should raise their placards whenever they would like to hold a speech, even if they haven’t gotten the floor for some time. The reason for this is, that the chair tries to let other delegations have their turn. But after everybody was heard, delegations who have already had the floor, can have their turn again.]**

### Points

During formal session you may raise different points. This works as follows: You raise your placard until the Chair recognizes you. You then tell him/her about the specific point you have (see below). Thereupon, the Chair gives you the floor. You first thank the Chair and then make your point.

#### 1. Point of Inquiry to the Chair

A point of inquiry is a question directed to the Chair concerning the rules of procedure.

#### 2. Right of Reply

This is a point that you make if you want to answer to someone who you feel has insulted you. You should only use this point if you have been truly insulted, do not use this point when you simply disagree with a statement. This point has first to be granted by the chair. If the right is granted, you will be given the floor to reply to the accusations.

**[The chair only grants this right, if he is convinced that the delegate who raised this point or his/her representative country has been insulted. If the chair is not sure whether the previous speech contained any insult, the delegate should be asked „which keyword“ (s)he feels is insulting and the Chair bases his/her decision on that answer]**

### **3. Point of Order**

This point concerns the rules of procedure. Every delegation that thinks that the rules of procedure have not been adhered to either by the Chair or any delegation without the Chair having noticed it may raise this point.

### **4. Point of Information to a Delegate**

A point of information means that a delegate can raise a question to the delegate who has just held a speech. The question **must** address the preceding speaker and has to be formulated as a question (not as a comment). 4 steps are included: 1. A point of information is raised. 2. The Chair asks the preceding speaker, whether (s)he allows this point of information. 3. If (s)he does, the question can be raised. 4. The preceding speaker answers the question. Please note that a point of information to a point of information is not in order.

**Tip:** Points of Information may also be used to, ask **tricky questions** with which you may steal some support of the speaker’s position you disagree with. Hence, raising a Point of Information is a tactical tool that you should make good use of.

### **No Interruption of Speakers**

None of the above mentioned points may interrupt a speaker; the only exception is a Point of Personal Privilege, when the speech is inaudible. Points should only be raised when the Chair asks for them.

### **Amendments**

The intention of proposed amendments to resolutions should normally be to improve the resolution with the objection of achieving a wider consensus and thus helping the resolution to pass. It might be handed in to the chair as soon as a resolution was introduced to the council. The Chair decides about the point in time, when no further amendments are in order.

- All member states, observers and NGOs are allowed to introduce amendments to *any* draft resolution
- For an amendment it is enough if *one* delegation is the submitter
- Each delegation can submit several amendments to every resolution.
- Amendments on amendments are out of order. You may, however, change an already amended clause by a new amendment later on.

### **Special Provisions**

1. **Conference language:** The conference language is English. In the interest of giving all delegates the full benefit from their participation, at this Model UN, it is imperative that all negotiations, formal as well as informal debate is held in English.
2. **NGOs and Observers:** NGOs and Observer States are treated equally in this MUN. They have basically the same rights as the SC member states, except that they are *not* allowed to a) submit resolutions, b) vote on substantive matters (resolutions and amendments).
3. **Calling upon delegations:** The Chair may, in the interest of debate, or in order to work towards consensus, call upon a particular delegation to speak, even if they have not requested the floor. The Chair may also, for the same purposes, restrict the speaking time of an individual delegate.
4. **Control of Rules:** Only the Chair or the Secretary General is empowered to call recesses or adjournments or to suspend the rules.

5. **Dress Code:** All participants of a Model UN conference are expected to dress formally, i.e. in “western business formal” attire or according to the official formal dress code of the state the delegate represents.

### 3. Guidelines for the organizers

#### **The teacher stays**

It is an indispensable policy of the UNi-Gruppe that the teacher stays with the class the whole time during a classroom MUN. (Background: We do not want and cannot impose sanctions on defiant students. If we really have to rebuke someone, we rather have a teacher do it. Duty of supervision).

#### **Consultations with the main-chair**

The main-chair is in control of the whole classroom MUN. The vice-chairs should only take action in accord with him. This applies particularly to their role as delegate advisors, but also all other actions. (cf. File: 2. Guidelines for the execution of a classroom MUN and wrap-up procedures, chapter 1-3).

#### **The chair has the last say over the rules**

In contrast to some university-based MUNs the chair is the „boss“ of our MUNs. (S)he is in absolute control of the course of the session and is free in his or her decision-making – (s)he can even choose to suspend certain rules.

Of course should (s)he be careful as to how to use this „power“, but on the other hand should (s)he not hesitate to step in, if is necessary for the course of the simulation. Naturally the chair is not allowed to abuse his or her power by directing the simulation in a direction (s)he may favour or by favouring certain states.

#### **Rules are only a mean to an end**

The purpose of rules of procedure is to make sure the negotiations run smoothly and effectively. Thus the chair should never insist too stubbornly on the compliance with the rules or the deadlines, but always consider what might serve the purpose more – compliance **or** suspension or as the case may be modification of a rule.

#### **Picking delegations instead of having a list of speakers**

Our rules of procedure are loosely based upon Roberts Rules of Procedure, which are also used at the biggest MUN for high school students (3800 participants), the “The Hague International Model United Nations” (THIMUN). According to those rules, there is no list of speakers. Instead the chair asks every time who wishes to hold a speech and picks a delegate. That way there is a possibility to direct the discussion in a reasonable way and pick delegations, whose speeches might best serve the course of the negotiations at a particular moment. Furthermore this mode provides the delegates with the chance to hold a speech, when the debate has reached a point which they want to speak about rather than when it is their turn according to an inflexible list of speakers.

A list of speakers is only used in exceptional cases, when the delegates are hesitant to hold a speech at all. If that is the case they are “forced” to enlist themselves and thus they know when it is their turn and can prepare a speech.

#### **No discussion, but a debate**

The participants should realize that the Formal Session is a debate, meaning it operates according to a set of formal rules. Hence the chair should insist on, that the delegates stand up for their speeches or their inquiries and that they wait until the chair gives them the floor. The delegates are however not required to remain standing when their inquiry is being answered.

#### **Addressing in the third person**

Contradictory to the practice of some other MUNs, we do not insist on the delegates addressing each other in the third person. It is therefore possible to say „wouldn’t the honourable delegate agree with me, that...“, as well as „don’t you see, that...“.

### **Thanking the chair**

The script included in the delegate’s handbook tells the delegates to thank the chair, when they are given the floor. It is within the discretion of the chair, if (s)he chooses to direct the delegates’ attention towards that rule, when they are holding the first speeches. The chair should not however insist on the delegates thanking him after the first couple of speeches. Who keeps it in mind, keeps it in my mind – but it does not matter if someone does not 😊.

### **Grant right of reply very restrictively**

When a delegate raises the right of reply, the chair should always consider, if the delegate has really been insulted. If the chair can’t make out, where the insult lies, (s)he should ask the delegate briefly which keyword (s)he feels has insulted him or her. Only if (s)he can provide a feasible explanation, the right of reply may be granted to them in order for the delegate to reply and make his or her point.

### **Point of information to a delegate**

This point **must** address the preceding speech. If a delegate wishes to address a speech, which was held before that, (s)he may do so by holding another speech.

### **No distinction between main-submitters and co-submitters**

Contradictory to the practice at MUNs for college students, we do not distinguish between main-submitters and co-submitters.

### **Number of resolutions**

There can be multiple resolutions concerning one topic. The minimum should be one, the maximum three.

### **Number of submitters**

There is no quorum of submitters at our classroom simulations.

Each state can however only submit and support one resolution concerning the same point of the agenda.

### **Formal requirements of the resolutions and amendments**

We cannot expect that the students handle the formal requirements of a resolution or an amendment successfully straightaway. It is the vice-chair’s duty to help the delegates with their resolutions and amendments by correcting them and explaining the formal requirements to them. They also may have to ask the delegates what they exactly want to achieve with a resolution or amendment upon getting a dubious resolution or amendment.

### **Order of treatment of the resolutions**

It would be best, if all resolutions concerning one topic are discussed at the same time. This means that during a formal session it is possible to discuss every resolution, which has been submitted concerning that agenda topic and to allow the submission of amendments to all of the resolutions. This serves the purpose of juxtaposing the pros and cons of the resolutions. Furthermore you do not have to hold the same debate several times – each time demonstrated with a different resolution.

You should only let the students debate the resolutions concerning one agenda topic after one another during formal sessions, if you fear they will get confused by discussing all resolutions at the same time.

## **4. Taking notes of inquired points and results of votes**

When the chair asks the delegates, if they inquire points, (s)he should first ask those who wish to raise a point, which kind of point they raise.

(S)he takes notes of the kinds of inquired points and next to it the country, which wishes to raise that point.

After that (s)he arranges the raised points in the right order and treats them accordingly.

The Chair should use abbreviations for the kinds of points as well as for the countries while jotting them down, because otherwise this process takes up too much time.

When votes are cast that require the delegates to raise their hands (votes over amendments), the chair jots down the number of votes for and against the amendments as well as the number of abstentions from voting. On top of that (s)he also jots down, if there was a permanent member of the Security Council among the votes against the amendment.

When a nominal vote takes place, which is usually votes about resolutions, **the chair needs an alphabetical list of all the Security Council members**, (s)he should prepare beforehand on a sheet of paper. (S)he should jot down some kind of sign next to the permanent members. (S)he reads the names of the countries according to this list and asks them, how they will vote. On his or her list (s)he jots down the way each country has chosen to vote. Afterwards (s)he adds the votes up and checks if a permanent member voted against the resolution.



## 5. The course of a classroom MUN

Calling the house to order

Introducing oneself

Thanks

*Begin to clap*

Welcome speech

*Global problems require global solutions, that is the purpose of the UN.*

Checking presence

Introducing the agenda

Opening of the session

*Gavel*

Opening speeches: announce – execute – wrap up and changeover to the informal session

*Every break for the purpose of an informal session: Do not forget to mention and stress, when the next formal session takes place. Also jot this down for yourself.*

### **Suggestions before the 1<sup>st</sup> informal session**

Back to the formal session

### **Suggestions before the 1<sup>st</sup> formal session**

Comments before the 1<sup>st</sup> speech

Comments after the 1<sup>st</sup> speech

Holding speeches

Points and rights (until there aren’t any left)

Holding speeches

Points and rights (until there aren’t any left)

.....

Closing the session for informal negotiations

### **Suggestions before the 2<sup>nd</sup> informal session**

### **Suggestions during the 2<sup>nd</sup> informal session**

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Further comments of the chair are called for when the following things have occurred:

- As soon as drafts of resolutions are copied and distributed
- After at least one delegate has spoken for each resolution (Call for amendments)
- As soon as amendments have been submitted
- When it is reasonable to combine multiple resolutions into one
- When the debate is dragging
- When the delegates complain about the impossibility of finding a solution for the problem which is on the Security Council’s agenda
- When a veto becomes a possibility (2 options)

### Treatment of raised points

- 1) Collecting and checking which kind
- 2) Arranging them in proper order
- 3) Dealing with them according to their position
- 4) Asking, if points of information will be answered by the delegates
- 5) Giving the floor to those, who raised a point of information and those who will answer it

### Treatment of the amendments

- a) Call the state, which submitted the amendment. This state holds a speech.
- b) Check if „friendly“ (always asks all submitters)
- c) Points (also: of information)
- d) The chair picks two speaker for and two speakers against the amendment
- e) A speaker gets the floor
- f) Points
- g) A speaker against the amendment gets the floor
- h) Points
- i) A speaker for the amendment gets the floor
- j) Points
- k) A speaker against the amendment gets the floor
- l) Points
- m) Vote about the amendment with raising the placards

*Comment to the treatment of amendments: it is within the discretion of the chair to leave out some of the points (points c), f), h), j), l) ) after the speeches about the amendments, if the time is running out. You can shorten the discussion about an amendment even more – if the timetable calls for it – by choosing only one speaker for and one speaker against the amendment instead of two for and two against it.*

### Treatment of the resolutions

- The vote about all submitted resolution concerning the same agenda point takes place at the end of the session about this agenda point, one after the other.
- The vote will be a nominal vote.
- If a resolution passes, the chair allows the delegates to applaud and starts clapping him- or herself. 😊

## 6. Script for the chairperson

Below you will find the entire script of the president of the MUN. The script contains exclusively standard-situations. Advice for difficult situations can be found in chapter 4 of UNYA-Germany’s publication „Chairing Model United Nations“ (as a pdf document on [www.wfuna-youth.org](http://www.wfuna-youth.org))

You should read this script several times before the Model UN, in order to become very familiar with the dialogue between president and delegates and the standard-phrase used in it. Furthermore the text can be used as a script on which you can look, when having acute difficulties during the MUN itself.

Before the MUN you should include into this text your introductory and closing speech and adapt the cornered brackets to the topic and other circumstances of your MUN wherever that is possible.

The script is an adaptation of chapter 3 of “Chairing Model United Nations”. A large number of changes were made to fit it to the Rules of Procedure that are used in this “Toolbox for Mini Classroom-MUNs”. We recommend reading the other chapters of “Chairing Model United Nations” as well. (It can be found in pdf format at [www.wfuna-youth.org](http://www.wfuna-youth.org).)

When reading “Chairing Model United Nations“, you should keep in mind that there is a great variety of different sets of rules of procedures that are used at different Model UN conferences all around the world. “Chairing Model United Nations” tries to cover all of those rules. Therefore you should not be irritated when you read about rules that are not used in this present toolbox.

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<p><b>BEFORE THE START OF THE SESSION</b></p>	
<p><b>Decorum</b></p>	<p><i>Knock on the table with your gavel / ring a small bell</i></p> <p>Would the House please come to order.</p> <p>Would all delegates please take their seats.</p>
<p><b>Address of Welcome</b></p>	<p>Good morning (till 12.00 am)</p> <p><i>Or</i></p> <p>Good afternoon (from 12.01 am on)</p> <p><i>If applicable, in this order, without „dear“:</i></p> <p>Excellencies, distinguished guests.</p>
<p><b>Welcome Speech</b></p>	<p>My name is [full name], this is [full name of co-chair(s)]. As the Presidents of this Council we have the honour to welcome you. We have gathered here today to discuss [...].</p> <p><i>Now the president holds an opening speech. It must be serious to make the delegates realise the importance of the session. The aim is, that they see themselves as diplomats and representatives of states who hold the faith of many people in their hands.</i></p> <p><i>The central message of the opening speech should be. The UN exists so that problems on the international level can be solved jointly. The government-representatives have it in their hands to fulfil this purpose of the UN.</i></p> <p><i>An example for an opening speech:</i></p> <p>Common problems can only be solved together – also on the international level. The UN exists to ensure that this is possible. We are sitting here together in the Security Council in order to achieve such a common solution of international problems. As delegates you will experience that states often find it difficult to come to a common solution for their common problems.</p> <p>State representatives often act in a stubborn way. They may even accept that a problem is not solved at all, only in order to not have to give in during negotiations. The people are the one who suffer the consequences of such behaviour in the end. But: notwithstanding these problems the attempt to find a common solution is the only possible road ahead. And: it is possible to come</p>

	<p>to a consensus and to solve the problem. The consensus may not be as perfect as one would wish it to be, but it is a consensus, it is a solution, is a progress. Und the reason that this solution was at all possible, has been, that you have not laid back frustrated because the negotiations were progressing too slow Instead you have fought tirelessly, so that at least small progress could be reached. And you have tried to reach at least a minimal consensus.</p>
<p><b>Acknowledgements</b></p>	<p>We would like to thank the [University/School/...] and in particular [Mr./Ms. ...] for supporting this conference.</p>
<p><b>Taking Roll Call</b></p>	<p>Before we begin, the Presidency will take roll call. I shall read out the Member States in the alphabetical order of their English names. When you hear your country’s name called out please answer with “present”.</p> <p>[Argentina, Belgium, ...]</p> <p><i>Use the shortest form, e.g. Spain instead of Kingdom of Spain. The five permanent members of the Security council are referred to as China, France, Russian Federation, UK and USA.</i></p> <p><i>During roll call you first call on all member states in alphabetical order, then on the observer states in alphabetical order and finally on the NGOs in alphabetical order.</i></p> <p>Was there any delegation not mentioned?</p>

<p><b>ANNOUNCING THE AGENDA</b></p>	
<p><b>Announcing the Agenda -Alternative 1</b> When you only have one day and presume that you will only manage to discuss the first topic anyway ☺</p>	<p>The agenda is as follows: First [...],</p> <p><i>[notice: usually at Mini Classroom-MUNs there is only one Agenda Point, so that „second“ and „third“ are left out ☺]</i></p> <p>Second [...], Third [...]. We will begin with the first agenda topic.</p> <p><i>Now continue immediately with „Opening of the Session“.</i></p>
<p><b>Announcing the Agenda - Alternative 2</b> When you have several days and you want to attempt to cover all topics.</p>	<p>The agenda is as follows: First [...], Second [...], Third [...]. We shall cover the first agenda topic from [09.00 am] until [02.00 pm]. After lunch break we shall cover the second agenda topic from [03.00 pm until 06.00 pm]. We shall deal with the third agenda topic [all day tomorrow].</p> <p>We shall begin with the first agenda topic. Please note: We have only until [lunch break] to pass a resolution on this agenda topic. After [lunch] we will move on to the second agenda topic even if no resolution has been passed on the first topic.</p> <p><i>Now continue immediately with „Opening of the Session“.</i></p>

<p><b>1 OPENING OF THE SESSION</b></p>	
<p><b>Opening of the Session</b></p>	<p>I hereby declare the session of the Security Council on [the Situation in Darfur] as officially opened.</p> <p style="text-align: center;"><i>Knock on the table with your gavel / ring a small bell.</i></p> <p>The session will end [today/tomorrow] at [...].</p> <p>[We shall try to cover [both/all three] topics. It is however not mandatory to do so. You may also submit resolutions dealing with only parts of the topics, if this serves your negotiation progress.]</p> <p>The first topic on our agenda is [...].</p>
<p><b>Announcing the Opening Speeches</b></p>	<p>We will start by hearing the opening speeches. The first Member State to speak has been drawn by lot. After hearing that state’s opening speech we will continue in the alphabetical order of the English country names. Please wait until your country name is called out.</p> <p style="text-align: center;"><i>The chair does not start by calling on the state with the first letter „A“, so that the participants cannot know in advance how long it will take until it is their turn. If they did know that they might postpone writing their speech until the start of the other speeches.</i></p> <p style="text-align: center;"><i>During opening speeches you first give the floor to all member states in alphabetical order, then to the observer states in alphabetical order and finally to the NGOs in alphabetical order.</i></p>
<p><b>Dealing With the Opening Speeches</b></p>	<p>The speaking time is set at one minute and thirty seconds. Ten seconds before the speaking time has elapsed I will gently tap [against my glass/on the table] like this.</p> <p style="text-align: center;"><i>Knock your pen or teaspoon against a glass or on the table.</i></p> <p>Please do not feel bothered by this. It helps the speakers to know when to come to their closing remarks. When you hear me tapping, you will know that you have another 10 seconds left.</p> <p>While hearing the other’s opening speeches, all delegations are advised to take notes. This will facilitate the negotiation process.</p> <p style="text-align: center;"><i>Set your stopwatch on zero.</i></p> <p>[Italy], you have the floor. Please address the President as Honourable President, the delegates as Distinguished Delegates.</p>

	<p><i>(not Mrs. President or Mister President)</i></p> <p><i>Listen attentively.</i> <i>Look at the speaker.</i> <i>Indicate when there are only 10 seconds of speaking-time left.</i></p> <p>Thank you [Italy].</p> <p><i>Set your stopwatch on zero.</i></p> <p>[Jamaica], you have the floor for one minute and thirty seconds. Please address the President as Honourable President, the delegates as Distinguished Delegates.</p> <p><i>The delegates should be reminded of the correct address of the president until they do it correctly.</i></p> <p><i>And so forth and so on.</i></p>
<p><b>Finishing the Opening Speeches</b></p> <p><b>&amp;</b></p> <p><b>Moving to the first Lobbying time</b></p>	<p><i>After the last opening speech:</i></p> <p>Thank you [Sweden]</p> <p>We have now come to the end of the opening speeches. We will be suspending the meeting for the purpose of drafting resolutions.</p> <p>Before suspending the meeting, the presidency would like to make some remarks:</p> <p>You will need to stay in this room for the lobbying. You may not walk outside.</p> <p>During this suspension of the meeting you should first get together with other countries of your region or other countries that have similar interests with you and try to agree on common points that you want to see included in the resolution. Once you have done so, spread out to convince delegations from other regions to support the points of your region.</p> <p>Spend as little time as possible on the first regional meeting and the general lobbying. Try to <b>sit down as soon as possible to agree on exact wording for your resolution!</b> This is very important: as soon as possible you should start writing the exact clauses that you want in your resolution.</p> <p>We will suspend the meeting for [45 minutes].</p> <p><i>Look at your watch.</i></p> <p>We will reconvene here at [...]. Please be on time. The meeting is suspended.</p>

	<p><i>Knock on the table with your gavel / ring a small bell..</i></p>
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<p><b>FORMAL SESSION</b></p>	
<p><b>Coming Back from the Suspension of the Meeting</b></p>	<p><i>Knock on the table with your gavel / ring a small bell, in order to get the attention of the delegates.</i></p> <p>Would all delegates please take their seats.</p> <p><i>Wait, until everyone has taken a seat</i></p> <p>Would the house please come to order.</p> <p><i>Knock on the table with your gavel / ring a small bell</i></p> <p>We are back in Formal Session.</p> <p><i>Remark only for the <b>first</b> formal session:</i></p> <p>[This formal session will be very short. It is not primarily intended to be a discussion forum. Rather what you should do now is summarize the status of the negotiations and explain your current suggestions to the whole Council. That way everyone can get a picture of what everyone else is working on. I would ask at least one country from each lobbying-group to speak.</p> <p>Also what you can do in this formal session is ask the lobbying-group-representatives why they are making the suggestions they are making, and whether they would be willing to compromise with you.]</p> <p>Are there any points on the floor?</p> <p>[...]</p> <p><i>If there are points on the floor, continue as described below in the section "Dealing with Points".</i> <i>If there are no points, then continue as described in the section „speeches“.</i></p>
<p><b>Speeches</b></p>	<p>We now come to the hearing speeches. The presidency wants to point out that the President will recognize the speakers according to [his/her] discretion.</p> <p>If you are not recognized the first and the second time you raise your placard, do not become disappointed. Keep raising your placard until you are recognized.</p> <p>Also the President won’t recognize the delegate who raised his or her placard first, but instead the one whose contribution [he/she] feels is most relevant at the time, or the one who has spoken the</p>

	<p>least during the conference so far. Is that quite clear to everyone?</p> <p>Any Member State wishing to speak, please raise your placard in order to be recognised by the Presidency.</p> <p><i>Give a speaker the floor and note down his/her country.</i></p> <p>[Spain] you have the floor.</p> <p><i>Listen attentively. Look at the speaker. When he/she has finished speaking:</i></p> <p>Thank you [Spain].</p> <p><i>Now continue with points (see below „dealing with points“)</i></p>
<p><b>Dealing with Points</b></p>	<p><i>Remark only after the <b>first</b> speech:</i></p> <p>[After a speaker has spoken, the President will ask for points. The President will first collect all the points and write them down. In a next step, the President will put them into the correct order.</p> <p>Then, the President will consider these points one after the other.</p> <p>Is that quite clear to everyone?</p> <p>[...]</p> <p>Are there any questions?</p> <p>[...]</p> <p>Good.</p> <p>All right. The first speaker was [Spain]. Are there any points on the floor?</p> <p>I see [Lithuania, France, Belgium].</p> <p><i>Take notes of the countries that hold up their placards. Then ask them to which points they rise.</i></p> <p>[Lithuania], to which point do you rise? Point of Information? Thank you.</p> <p><i>Note it down.</i></p> <p><i>At this moment you do not yet deal with the Points of Information, you only collect them. (see "Order of the Points" in the section "Rules of Procedure" above) If the delegate immediately starts saying something about the content of his/her point: "Hang on a moment. I am still collecting points."</i></p>

	<p>[France], to which point do you rise? Point of Inquiry? Thank you.</p> <p style="text-align: center;"><i>Note it down.</i></p> <p>[Belgium], to which point do you rise? Point of Information? Thank you.</p> <p style="text-align: center;"><i>Take your time to bring the points in the correct order. Then start dealing with the points in the order you have put them.</i></p> <p>[France], you raised a Point of Inquiry. What is your question?</p> <p>[...]</p> <p style="text-align: center;"><i>Answer questions.</i></p> <p>[Lithuania] raised a Point of Information. [Spain] do you accept [Lithuania’s] Point of Information?</p> <p>[...]</p> <p style="text-align: center;"><i>Wait to see whether [Spain] accepts the Point of Information. If [Spain] does not accept the Point of Information, just continue with the next point. If [Spain] accepts the Point of Information, continue as follows:</i></p> <p>[Lithuania], you have the floor. Please phrase your Point of Information as a question.</p> <p>[...]</p> <p>Thank you [Lithuania]. [Spain], you have the floor to answer this question. Please address your fellow delegate as Honourable Delegate.</p> <p style="text-align: center;"><i>The delegates should be reminded of the right way of addressing their fellow delegates, until they do it correctly.</i></p> <p>[...]</p> <p>Thank you, [Spain].</p> <p style="text-align: center;"><i>If there are no points:</i></p> <p>Seeing none, we move on to the next speaker.</p> <p>Are there any points on the floor?</p>
<p><b>Suspension of the Meeting</b></p>	<p>We will now suspend the meeting for [45 minutes] for the purpose of [drafting resolutions / typing up resolutions / lunch].</p> <p style="text-align: center;"><i>Before the 2<sup>nd</sup> informal session:</i></p>

[You have hopefully finished agreeing on the main contents of your draft resolutions and already started with agreeing on the exact wording of your resolutions. If not: start now!

Please note that more than one resolution on the same agenda topic can be passed at the same meeting. However each state can only be submitter to one resolution.]

*Look at your watch.*

We will reconvene here at [...]. Please be on time. The meeting is suspended.

*Knock on the table with your gavel / ring a small bell*

<p style="text-align: center;"><b>SUBMITTING DRAFT RESOLUTIONS</b></p>	
<p><b>Taking Forward Draft Resolutions</b></p>	<p>The Presidency has noticed that delegations are writing draft resolutions. Before delegates submit their draft resolution to the Presidency, they must check whether the text meets the formal requirements. The formal requirements can be found [in the documents distributed to the delegates at the beginning of the conference].</p> <p>After a draft resolution has been submitted, the President will give the draft a document number, have it photocopied and distributed to all the delegations.</p> <p style="text-align: center;"><i>After a new draft resolution has been distributed:</i></p> <p>Please note that Draft Resolution [Document’s no.] has just been distributed to the delegations. We will suspend the meeting for five minutes in order to give all delegates the opportunity to read the draft. For this, delegates will remain at their seats. After reading time has elapsed, the President will give one of the submitters of the draft the opportunity to deliver a speech in order to introduce the draft to the House.</p> <p style="text-align: center;">Look at your watch. Read the draft resolution yourself.</p> <p>I think, all delegations now finished reading the draft resolution.</p> <p>Please take note that even though most of the convincing will have been done in informal lobbying, if you manage to give a couple of good speeches by now, you might still convince some more states to vote in favour of your resolution. On the other hand if you have tricky questions prepared against the submitters of a resolution you might manage to steal some votes.</p> <p>Additionally you should keep in mind that the formal session is the part of the Security Council’s work which is visible to the public. Your speeches in formal debate are what will be shown on TV in your home country. So make sure you actively participate so that your government and your people can see that their nation is playing an important, constructive and wise role in international affairs. Creating this impression at home is part of your job.</p> <p>The President would now like to ask one Submitter to introduce the draft resolution.</p>

<p><b>AMENDMENTS</b></p>	
<p><b>Taking Forward Amendments</b></p>	<p>Please note that amendments on resolution (Document No.) are now in order. This is your opportunity to include your interests into the other resolutions. Use it! Don't just complain that the other resolutions are not good enough: improve them by amending them!</p> <p>But before delegates submit an amendment to the Presidency, they must check whether the amendment meets the formal requirements. The formal requirements can be found delegate's handbook [Page No.]. After an amendment has been submitted, the President will give the text a document number and type it up on the laptop so that everyone can see it.</p> <p style="text-align: center;"><i>After the amendment has been handed out / typed in:</i></p> <p>Please note that Amendment [Document's no.] has just been typed up. The President will now give [one of] the Submitter[s] the opportunity to briefly introduce it to the House.</p> <p>[Chad] you have the floor to briefly introduce this amendment to us.</p> <p>[...]</p> <p>Thank you [Chad].</p> <p>The President will now ask the Submitters of Draft Resolution [...] whether they consider Amendment [...] friendly.</p> <p>[France], friendly or unfriendly?</p> <p>[...]</p> <p>[Ghana?]</p> <p>[...]</p> <p>[Niger?]</p> <p>[...]</p> <p style="text-align: center;"><i>If they all consider it to be <b>friendly</b>:</i></p> <p>All the Submitters of the draft resolution regard this amendment as friendly. It is now part of the draft resolution.</p> <p>We now come back to the debate on the resolution. Are there any points on the floor?</p> <p>[...]</p> <p style="text-align: center;"><i>The session continues normally.</i></p>

*If the amendment is considered **unfriendly** by at least one of the submitters of the resolution::*

As this is an unfriendly amendment we will need to take a vote on it.

Before we vote on the amendment I will give two speakers the opportunity to speak in favour of this amendment and we will hear two speakers speaking against it.

*Notice: the submitter of the amendment has already spoken in favour of the amendment. That took place before the submitters of the resolution had been asked whether they consider the amendment to be friendly.*

*The two speakers in favour and two against the amendment are additional to the initial speech of the submitter of the amendment.*

Which delegations would like to speak in favour of this amendment?

[...]

[Armenia] and [Japan]. Thank you.

Which countries would like to speak against this amendment?

[...]

[Russia] and [Germany]. Thank you.

We will first hear one [Armenia] speak in favour, then [Russia] against, then [Japan] in favour and finally [Germany] against. You will have the possibility to ask the speakers points of information.

[Armenia] you have the floor.

[...]

Thank you [Armenia].

Are there any points on the floor?

[...]

*Deal with the points as usual.*

We now come to the second speaker on the amendment. [Russia] will now speak against the amendment.

[Russia] you have the floor.

[...]

	<p><i>And so forth until you have finished dealing with the points after the fourth speaker.</i></p>
<b>Voting on Amendments</b>	<p>We will now move to Voting Procedures on this amendment. Are there any questions? Is everyone quite clear about the amendment we are voting on?</p> <p><i>Wait for 30 seconds to see whether there really are no questions. Otherwise the questions will interrupt the voting.</i></p> <p>All right. We are now in Voting Procedure.</p> <p>All points are out of order except for those pertaining directly to Voting Procedure. There will be no talking or walking.</p> <p>All those in favour of the amendment?</p> <p><i>Count the votes..</i></p> <p>All those against?</p> <p><i>Count the votes.</i></p> <p>Abstentions?</p> <p><i>Count the abstentions. Has the majority been reached?</i></p> <p><i>If a country has not held up its placard to vote then this is counted as an abstention. The vote does not have to be retaken.</i></p> <p><i>If you <b>do not have nine votes</b> in favour or if you do have <b>nine votes in favour and no permanent member is against</b>:</i></p> <p>By a vote of [...] in favour, [...] against and [...] abstentions this amendment [passes/fails]</p> <p><i>ONLY if nine members have voted in favour, BUT one permanent member has voted against:</i></p> <p>By a vote of [...] in favour, [...] against and [...] abstentions and ... permanent member of the Security Council voting against this amendment, this amendment fails.</p> <p><i>Attention: You do not call the veto in the formal session a „veto“. Veto is <u>not</u> a description of all the cases, in which a permanent member of the Security Council votes against a resolution or an amendment. One speaks of a veto if an amendment / a resolution receives a <u>majority of nine votes, but at least one permanent member votes against.</u></i></p>

	<p>We now come back to the debate on the resolution. Are there any points on the floor? [...]</p> <p><i>The session continues normally.</i></p>
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<p><b>VOTING ON RESOLUTIONS</b></p>	
<p><b>Finishing the Debate in order to move to voting procedures</b></p>	<p><i>When time [if applicable: time for the current agenda point] is elapsing, delegates should be informed that the president will hear a maximum of three more speakers before starting the voting procedure.</i></p> <p>It is now [6] o'clock. Therefore the President will allow for three more speakers before ending [this debate / the debate on this agenda topic]. After the end of the debate we will come to a vote on the resolution[s] in front of you.</p>
<p><b>Voting on Draft Resolutions</b></p>	<p>We will now move to Voting Procedures on the resolution[s]. We are voting on the resolution[s] as changed by all of those amendments that passed.</p> <p>We will vote by role call. This works as follows: The President will call upon the Member States individually in the alphabetical order of their English names. When you hear your country’s name, please answer in favour, against or abstention.</p> <p>Has this voting procedure quite clear to everyone?</p> <p>[...]</p> <p>We will vote first vote on resolution [Document’s no.], then on resolution [Document’s no.], and then on resolution [Document’s no.].</p> <p><i>Usually resolutions are voted on in the order in which they are introduced. You can make exceptions from this rule if another order seems more logical because of the content of the resolutions. For example if all resolutions suggest roughly the same set of measures but the one goes further than the other. Then you would vote on the one going furthest first.</i></p> <p>Are there any questions? Is everyone quite clear about the order in which we will vote on the resolutions?</p> <p><i>Wait for 30 seconds to see whether there really are no questions. Otherwise the questions will interrupt the voting.</i></p> <p><i>Take the country-list.</i></p> <p>All right.</p> <p>We are now in Voting Procedure. The President will call upon the Member States individually in the alphabetical order of their English names. Please answer in favour, against or with abstention. You may also pass in the first round of voting. Delegations passing in the first round of voting will be called upon</p>

alphabetically in a second round at which time they may **only** answer in favour or against. No abstention is allowed in the second round.

Is that quite clear for everyone?

All points are out of order except for those pertaining directly to Voting Procedure. There will be no talking or walking.

[Argentina] in favour, against or abstention?

[...]

*Take notes of who votes how.*

[Belgium]?

[...]

[Canada]?

[...]

*Now count the votes together.*

*If you do not have nine votes in favour or if you do have nine votes in favour and no permanent member is against:*

By a vote of [...] in favour, [...] against and [...] abstentions this resolution [passes/fails]

*ONLY if nine members have voted in favour, BUT one permanent member has voted against:*

By a vote of [...] in favour, [...] against and [...] abstentions and ... permanent member of the Security Council voting against this resolution, this resolution fails.

*Attention: You do not call the veto in the formal session a „veto“. Veto is not a description of all the cases, in which a permanent member of the Security Council votes against a resolution or an amendment. One speaks of a veto if an amendment / a resolution receives a majority of nine votes, but at least one permanent member votes against.*

*If there is a majority voting in favour of the resolution:*

Clapping is in order.

[...]

	<p>We now come to the next draft resolution, Draft Resolution [Document’s no.].</p> <p><i>It is possible to adopt several resolutions on the same agenda topic.</i></p>
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<p><b>ADJOURNMENT</b></p>	
<p><b>Announcements/ Acknowledgements</b></p>	<p><i>After the last vote has been taken:</i></p> <p>Before we adjourn, the Presidency has several announcements to make.</p> <p>[...]</p> <p>The Presidency would like to commend the delegates for their great effort, the fairness they displayed and the manner, in which the debate was conducted.</p> <p>International Problems can only be solved by international cooperation. To make this international cooperation possible we have the United Nations.</p> <p>You have been able to experience the benefits of a multilateral approach based on dialogue and striving for synergies and win-win situations. However, you have also realised the challenges that international negotiations face and why the bargaining process sometimes allows only very slow progress.</p> <p>Yet, having done your job as a delegate well, you have probably also had some successful moments that helped you understand that progress is possible if negotiations are conducted in a diplomatic and solution-oriented way.</p> <p>You were wonderful and you have every reason to be proud of your performance during this conference.</p> <p>We’d like to take the opportunity to thank the staff members and all the people who put so much effort into organising this conference. Thank you also to the wonderful catering team.</p> <p>[...]</p> <p>Let’s give them all a round of applause.</p> <p><i>Start clapping.</i></p>
<p><b>Adjournment of the Session</b></p>	<p>With this we have come to the end of our conference. This session of the [Security Council on the Situation in Darfur] is hereby adjourned.</p> <p><i>Use the gavel.</i></p>
<p><b>Handing out</b></p>	<p>Please remain seated for a few more minutes. We will now hand out the certificates of participation.</p>

<b>Certificates</b>	<p>I will call on you delegation by delegation. Once you hear your country’s name the entire delegation should come here next to me to receive their certificates.</p> <p><i>The president gives the certificates to the delegates one by one and shakes their hand.</i></p> <p><i>The vice-presidents clap and thereby motivate the other delegates to start clapping.</i></p> <p><i>The countries are called upon in their alphabetical order.</i></p> <p><i>When all certificates have been handed out:</i></p> <p>All right, thank you very much for spending this day with us. Good bye.</p>
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### **President’s Advise to Delegates before informal session and before formal session**

*All the time, when you feel, some people get disappointed, because of not being recognised:*

The President does not recognize the delegate who raised his or her placard first, but instead the one whose contribution [he/she] feels is most relevant at the time, or the one who has spoken the least during the conference so far.

Bottom line: do not be discouraged if you are not recognized by the President; instead if you wish to speak keep raising your placard until you are recognized.

Is that quite clear to everyone?

Don't hesitate to use the exact same wording. This might be extremely useful for remembering the message!

*As soon as **amendments can be submitted** (and when you find it appropriate):*

This is your opportunity to include your interests into the other resolutions. Use it! Don't just complain that the other resolutions are not good enough: improve them by amending them!

*(If necessary) When it looks as if it would be useful to **merge resolutions**:*

During lobbying delegates may find they want to unite two or three resolutions written by different delegates or groups of delegates. This process is called merging. If you foresee you will be merging resolutions make sure to do so one hour before the end of lobbying time at the latest, because merging is usually a very time-consuming process.

*(If necessary) If a **veto** is in sight:*

In Security Council simulations delegates often get so caught up in their resolution drafting that they forget to check whether their resolution might be confronted with a veto.

Talk to the Permanent Members *before* formal debate starts. That way you have the possibility to find out what exactly they find unacceptable and possibly change it in a way that is ok for them.

Permanent members on the other hand need to be very careful in the use of their veto. They should try to find solutions to not having to use their veto on a whole resolution. For example if you see that there is a clause that you cannot accept talk to the submitters during lobbying in informal session and ask them to make the changes you feel necessary.

*(If necessary) If **after the end of the informal session** there is still a **veto** in sight, the president can tell the permanent members the following personally or in front of everyone during formal session:*

The President feels that it might be possible that the resolutions that have been submitted might fail due to opposing votes of permanent members of this council. If this is true the President would recommend those Permanent Members that oppose the resolutions as they stand right now, to explain to the Council during formal debate what exactly they do not agree with and to introduce an amendment that changes the clauses that they disagree with. When introducing this amendment you should mention that you will have to veto the whole resolution if the amendment fails.

# Amendments Document-Number Sheet



*Use a separate amendment-document-number sheet for each resolution*

<b>Document number</b>	<b>Submitters</b>
S/2006/[TOP]/[Res-No.]/[Change-No.] e.g.: S/2006/1/1/A1	

When photocopying amendments:

The document number should be written on the amendment **BEFORE** it is photocopied.

When using a beamer:

Amendments are displayed on the beamer by using the „track-changes“-function in Word. To clarify which document number the amendment that is currently displayed has, you add the last part of the document-number (e.g. A5) in front of the text of the amendment that you type into the resolution. If the amendment passes you click „accept changes“ if it fails you click „reject changes“.

## Resolutions Document-Number Sheet



Document Number	Submitters
S/2006/[Agenda Point]/[Res-No.]	

The document number should be written on the resolution **BEFORE** it is photocopied.

## ANNEX 08 – SAMPLE INTERNAL SCHEDULE

<b>When to use this:</b>	On the day of the MUN
<b>Summary of content:</b>	This Annex contains an internal schedule for an MUN of six hours. It is just for orientation for the chair. The Annex will not be shown to the delegates. By keeping this schedule internal the chairperson can make changes to it as he/she feels necessary without irritating the delegates.
<b>Goal:</b>	The schedule's aim is that the chair keeps the overview about the MUN's time. The chair can adapt the schedule as the MUN develops.
<b>Related Guidelines:</b>	0. Introduction to the toolbox for Mini Classroom-MUNs 1. Guideline (checklist) for the preparation of a Mini Classroom-MUN 2. Guideline for the implementation of a Mini Classroom-MUN and the follow-up
<b>Related Annexes:</b>	Annex 01 – Sample letter to be sent to high-schools Annex 02 – Sample flyer Annex 03 – Presentation – Introductory session for the preparation of the Mini Classroom-MUN Annex 04 – Script – Introductory session for a Mini Classroom-MUN Annex 05 – Sample resolution White Socks Annex 06 – Delegate's handbook Annex 07 – Chairperson's handbook <b>Annex 08 – Sample internal schedule</b> Annex 09 – Crisis template Annex 10 – Name placards Annex 11 – Country placards Annex 12 – Evaluation sheet Annex 13 – Follow-up options for students Annex 14 – Doorsign Security Council Session Annex 15 – Certificate template Annex 16 – Online list of materials Annex 17 – Comments on the background-guide

This document was last updated on: 31.07.2009

### Internal Schedule for a MUN lasting from 8:00-14:00

07:30-8:00	United Nations youth association members confer and explain the MUN's aims and schedule to the teacher; begin with preparing the room etc.
08:00-08:15	Preparations
08:15-08:45	Greeting, checking whether everyone is present, opening speech
08:45-09:30	Informal Session
09:30-09:40	Break
09:40-10:30	Formal Session
10:30-11:30	Informal Session (official deadline for accepting resolutions is before the lunch break; 5 minutes before it will be prolonged until 5 minutes before lunch break's end)
11:30-12:00	Lunch break
12:00-12:30	Formal Session (Resolutions and amendments)
12:30-12:45	Informal Session
12:45-13:30	Formal Session (Voting procedure/action)
13:30-14:00	Evaluation

## ANNEX 09 – CRISIS-TEMPLATE

- When to use this:** The crisis itself will be applied (if at all) relatively at the end of the MUN. The preparation of a crisis as described here should be prepared one day before the MUN begins.
- Summary of content:** This document contains guidelines on how to write good crises for MUNs.  
As a general rule, crises should only be carried out in MUNs which last several days. They occur at the very end of a MUN.
- Goal:** The aim of a MUN and of a crisis in a MUN is to offer students the possibility to experience an important insight of international politics: that global problems can only be solved together by the states; that unilateral action leads to nothing.  
The participants should sample the problems that occur/emerge during consensus building. But also, they should learn that it is however/though possible to achieve results.
- Related Guidelines:**
0. Introduction to the toolbox for Mini Classroom-MUNs
  1. Guideline (checklist) for the preparation of a Mini Classroom-MUN
  2. Guideline for the implementation of a Mini Classroom-MUN and the follow-up
- Related Annexes:**
- Annex 01 – Sample letter to be sent to high-schools
  - Annex 02 – Sample flyer
  - Annex 03 – Presentation – Introductory session for the preparation of the Mini Classroom-MUN
  - Annex 04 – Script – Introductory session for a Mini Classroom-MUN
  - Annex 05 – Sample resolution White Socks
  - Annex 06 – Delegate’s handbook
  - Annex 07 – Chairperson’s handbook
  - Annex 08 – Sample internal schedule
  - Annex 09 – Crisis template**
  - Annex 10 – Name placards
  - Annex 11 – Country placards
  - Annex 12 – Evaluation sheet
  - Annex 13 – Follow-up options for students
  - Annex 14 – Doorsign Security Council Session
  - Annex 15 – Certificate template
  - Annex 16 – Online list of materials
  - Annex 17 – Comments on the background-guide

This document was last updated on: 31.07.2009

### Überblick über die einzelnen Schritte

- |                                                                   |   |
|-------------------------------------------------------------------|---|
| 1. Secret/Hidden incorporation of the crisis in the schedule..... | 1 |
| 2. Development of the crisis.....                                 | 2 |
| 3. The development of the crisis.....                             | 2 |

### 1. Secret/Hidden incorporation of the crisis in the schedule

If a crisis is simulated in a MUN, it should not be announced previously if possible.

Instead, you should use a vague term in the agenda to define the period of time in which the crisis is going to take place like for example: “general discussion about measures to increase the effectivity of the work of the Security Council”.

Another option is to add a second topic to the agenda at the conference day constituting the time for the end of the conference which will be in fact used for the crisis. At this juncture, two aspects have to be considered:

1. You should schedule a bit more time for the second agenda topic than needed for the crisis because the delegates will probably overrun the first agenda topic.
2. You should announce the pseudo agenda topic not until the day of conference and furthermore not put it on the agenda right at the beginning of the research and preparation because the delegates who prepared this subject will be disappointed.

Another possibility is to have the crisis ready for the case that the debate on one agenda topic ends too fast. As soon as the chairperson realizes that the debate is coming to an (early) end he/she announces spontaneously that the session on the current agenda topic will only last till xy:xy and after that one will deal with the agenda item “general debate on the question of necessary measures for increasing the efficiency of the Security Council’s work”.

## 2. Development of the crisis

While the chairperson is beginning to announce the second agenda topic and the general discussion respectively, the crisis starts as someone rushes unheraldedly into the room and bangs a note on his table.

The chairperson reads the note, looks appalled and then reads out the content of the note. The note is either a message from the Secretary-General or a letter from the chief commander of the Bluehelmet-troops or the like. It can also be a message from a press agency.

After the chairperson has read the note he explains the task of the delegates: „Dear Ladies and Gentlemen, I suppose the situation is clear. We as the Security Council have to find a solution for this problem now. We must decide which measure has to be taken to lead this situation to a peaceful ending. I suggest an informal session of 15 minutes during which you can consult on the actions you want to take. In 15 minutes that means at ... o'clock we will return to the formal session to hear your proposals of possible actions.

The conference continues with an informal session. The delegates will probably complain about the short period of time (of 15 minutes) but the chairperson has to stand firm and tell them that they will later continue with another informal session in order to elaborate the details of the measures and that they now first need to inform the plenum about the current state of their work.

Then you go on with a brief formal session in which the chairperson should pay attention to the length of the discussion. That means:

1. Only a maximum of circa 2-3 points of inquiry per speaker is allowed
2. Always give the floor to speakers with opposing positions one after the other
3. Prefer giving the floor to delegations of which you presume that they will stay on topic and make concrete recommendations.

After a formal session of circa 10-30 minutes you reinterrupt for another informal session and so on.

The decision of the Security Council in the form of e.g. a mini-resolution forms/frames the end of the crisis. To give an example: „The Security Council, Alarmed by the attacks on UN-staff/workforce in the region of Darfur in Sudan, Acting under chapter VII of the Charta, Decides to deploy a fast intervention force under the command of the NATO to free surrounded Bluehelmet-troops.“

Important/ Attention: It is not implicitly necessary that the delegates manage to solve the crisis. When the time is over and the delegates have not been able to find a solution, they just failed to do so. You should not urge a happy end/push for a happy ending. The failure of the negotiations is an important lesson to learn as well.

## 3. The development of the crisis

The crisis should not only consist of the situation introduced by the message at the beginning it should rather develop.

This happens as someone regularly tumbles in the room during the crisis and bangs a new message on the chair's table. This message contains the latest developments of the crisis.

The author of the message could be:

- The General Secretary
- The commander of the bluehelmet troops on the ground
- The high commissioner for refugee
- A UN special correspondent on the ground
- A press agency: Reuters, Associated Press, Xinhua, Al Jazeera, etc.

The content of the messages could be:

- A local situation (e.g. an attack on a refugee camp; a terroristic attack)
- A statement (a threat on war in Pakistan during the speech of the new Indian head of state for his assumption of office; the US President supports the separatistic movements inside of Mongolia; etc.)
- Background information (e.g. Reuters found out that the Talibans are trained by Chinese military advisors; the weapons of the Chechen came from India and are financed by Pakistanian money – both states had no idea about the actions of the other one)
- Reaction of the people and the media (hundreds of thousands demonstrate in front of the Indian embassies of every European city against the threat of the Indian head of state because they fear an atomic war; all U.S. newspapers print articles about the genocide in Darfur)

The organizers must pay attention to the following topics while developing the crisis:

1. There must be a **possible solution** for the crisis, which should not be farfetched. However, the possible solution should not be obvious right from the beginning. Instead, it should be a solution that can be found out by the delegates somewhere between the third or fourth phase of the crisis.
2. **No delegation should be able to “kill” the crisis easily** just by doing/making a certain concession. Of course the “killing” of the crisis can't be avoided but it can be made more unlikely. If for example the crisis contains, that a military group destroyed a refugee camp in a neighbouring state and it was found out that they used French weapons. In this case it would be easy for the French to affirm that they investigated on this occasion/subject and that they found out it had been an illegal export. In this case the responsible persons would just be brought to trial. By adding the following aspect the crisis could be made more persistent: The French president declared that he perceived the terrorists' actions to be distorted by the American media. Actually, he claims, these actions resembled more a kind of self-defence of the Sudan against the attacks by the neighbouring states. In this case the French won't be able to end the crisis easily.
3. The crisis should at first **disunite the Security Council** which means that the members of the Security Council should be positioned against each other. However, the crisis should offer them the possibility to come to an agreement at the latest during the third phase, by changing their focus of interest. To do so, the members must back off from their positions expressed at the beginning and have to behave differently according to their interests. They have to skip one position and find a consensus seeing that they are facing a common problem. They should acknowledge that it is more profitable for them if they try to solve this problem conjointly. From our experience it can be said that it is generally not possible to motivate delegates that have been silent so far to become active during a crisis.
4. The following point is not part of the obligatory program ☺: A crisis is designed with particular elegance if it manages to show the delegates that it is a matter of coincidence whether one is on the “good” or on the “bad” side in a given conflict. This can be done by changing the national interests back and forth during the crisis before opening up a path to solve the crisis. In the example with the attack on a terrorist camp the USA would probably denounce the French for being supporters of terrorists etc. In such a situation it would be elegant if a press release by associated press would uncover that these specific terrorists were trained by members of the CIA because in return they gave out information about Al-Qaida.

Besides the press releases and other news, for navigating the crisis you can furthermore prepare orders from the government to the delegations. These orders are little notes which are forwarded only to the respective delegation and contain the heading "Top Secret".

The introduction starts with a phrase like "Secret order from the ...[country]... foreign ministry to the delegates of ...[country]... in the Security Council: ...". An instruction to the U.S. delegation could be for example: *„Secret order of the U.S. state department to the U.S. delegates in the Security Council: Do not explicitly deny the involvement of the CIA members in the hijacking currently discussed as it is supposed that the press holds sturdy evidence. If possible, change the subject or expeditiously and inconspicuously find/guide to a solution.“* An order to the German delegation might be: *“The aim of the German foreign policy in the Security Council is to achieve a uniform European foreign policy which incidentally respects the conventions of international law and particularly human rights. The actions of the French contain according to the BND (German intelligence service) exclusively domestic motives – the president wants to appear anti-American.”*

The crisis as a whole with all its texts has to be prepared before the MUN. You can either change the phases of the crisis during the MUN or add new ones etc. By doing so, you should always mind the rules for the development of the crisis mentioned above.

## ANNEX 10 – NAME PLACARDS

**When to use this:** While preparing the MUN session

**Summary of content:** This annex includes templates for name placards which are printed out by you and inserted in plastic name-placard-holders on the morning of the MUN.

**Goal:** Making it easier for the delegates to recognize which delegate represents which country.  
Giving the entire event even more of a UN-atmosphere.

**Notice:**



You need to buy plastic name-placard-holders  
This annex only includes templates for the permanent members of the Security Council.  
The current non-permanent members can be found here <http://www.un.org/sc/members.asp>. (You can of course chose to think of a different composition of the Security Council for your MUN, so that you have the states represented that are most interesting / most relevant for the topic).  
The flags of the other countries can be found on websites such as this one: <http://flaggenlexikon.de>.

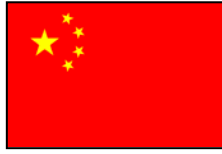
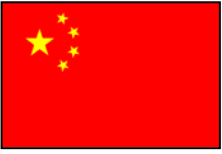
**Related Guidelines:**

0. Introduction to the toolbox for Mini Classroom-MUNs
1. Guideline (checklist) for the preparation of a Mini Classroom-MUN
2. Guideline for the implementation of a Mini Classroom-MUN and the follow-up

**Related Annexes:**

- Annex 01 – Sample letter to be sent to high-schools
- Annex 02 – Sample flyer
- Annex 03 – Presentation – Introductory session for the preparation of the Mini Classroom-MUN
- Annex 04 – Script – Introductory session for a Mini Classroom-MUN
- Annex 05 – Sample resolution White Socks
- Annex 06 – Delegate’s handbook
- Annex 07 – Chairperson’s handbook
- Annex 08 – Sample internal schedule
- Annex 09 – Crisis template
- Annex 10 – Name placards**
- Annex 11 – Country placards
- Annex 12 – Evaluation sheet
- Annex 13 – Follow-up options for students
- Annex 14 – Doorsign Security Council Session
- Annex 15 – Certificate template
- Annex 16 – Online list of materials
- Annex 17 – Comments on the background-guide

This document was last updated on: 31.07.2009



**China**

**China**



**France**

**France**



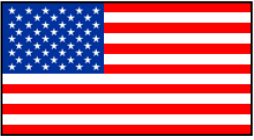
**Russian Federation**

**Russian Federation**



**United Kingdom of Great  
Britain and Northern  
Ireland**

**United Kingdom of Great  
Britain and Northern  
Ireland**



**United States of America**

**United States of America**



**Country-name**

**Country-name**



**Given name, Surname**

President

**Given name, Surname**

Vice-President



**Given name, Surname**

Vice-President

**Given name, Surname**

Vice-President

## ANNEX 11 – COUNTRY PLACARDS

- When to use this:** Needed during the MUN
- Summary of content:** This annex contains the country placards needed for the MUN
- Goal:** /
- Notice:** Every delegation receives one country placard. They raise this placard when they wish to hold a speech, vote etc.
- This annex only includes templates for the permanent members of the Security Council.  
The current non-permanent members can be found here <http://www.un.org/sc/members.asp>. (You can of course chose to think of a different composition of the Security Council for your MUN, so that you have the states represented that are most interesting / most relevant for the topic).  
The flags of the other countries can be found on websites such as this one: <http://flaggenlexikon.de>.
- Related Guidelines:**
0. Introduction to the toolbox for Mini Classroom-MUNs
  1. Guideline (checklist) for the preparation of a Mini Classroom-MUN
  2. Guideline for the implementation of a Mini Classroom-MUN and the follow-up
- Related Annexes:**
- Annex 01 – Sample letter to be sent to high-schools
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  - Annex 05 – Sample resolution White Socks
  - Annex 06 – Delegate’s handbook
  - Annex 07 – Chairperson’s handbook
  - Annex 08 – Sample internal schedule
  - Annex 09 – Crisis template
  - Annex 10 – Name placards
  - Annex 11 – Country placards**
  - Annex 12 – Evaluation sheet
  - Annex 13 – Follow-up options for students
  - Annex 14 – Doorsign Security Council Session
  - Annex 15 – Certificate template
  - Annex 16 – Online list of materials
  - Annex 17 – Comments on the background-guide

This document was last updated on: 31.07.2009



China

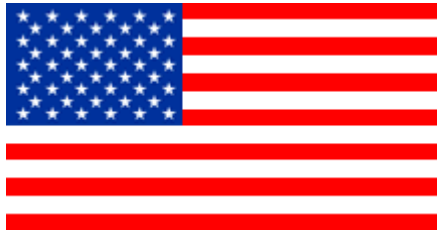




Russian Federation



United Kingdom of Great  
Britain and Northern Ireland



United States of America

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## ANNEX 12 – EVALUATION SHEET

<b>When to use this:</b>	After the end of the MUN
<b>Summary of content:</b>	An evaluation sheet that helps the group improve its MUNs
<b>Goal:</b>	To find out how to improve the groups performance.
<b>Notice:</b>	Replace the logo with the logo with the logo of your UNYA. Adapt the header and footer.
<b>Related Guidelines:</b>	0. Introduction to the toolbox for Mini Classroom-MUNs 1. Guideline (checklist) for the preparation of a Mini Classroom-MUN 2. Guideline for the implementation of a Mini Classroom-MUN and the follow-up
<b>Related Annexes:</b>	Annex 01 – Sample letter to be sent to high-schools Annex 02 – Sample flyer Annex 03 – Presentation – Introductory session for the preparation of the Mini Classroom-MUN Annex 04 – Script – Introductory session for a Mini Classroom-MUN Annex 05 – Sample resolution White Socks Annex 06 – Delegate’s handbook Annex 07 – Chairperson’s handbook Annex 08 – Sample internal schedule Annex 09 – Crisis template Annex 10 – Name placards Annex 11 – Country placards <b>Annex 12 – Evaluation sheet</b> Annex 13 – Follow-up options for students Annex 14 – Doorsign Security Council Session Annex 15 – Certificate template Annex 16 – Online list of materials Annex 17 – Comments on the background-guide

This document was last updated on: 31.07.2009



### EVALUATION

Dear Delegates,

We just spent two hours debating on how we could get you to criticize us and tell us how we should improve our Model UNs. We still don't have an answer, only a request: Please answer truthfully and be strict! We hope to make our future MUNs even better and need your help and honest replies! Thank you,

Yours, the UNi-Gruppe

1.	PREPARATION	
Did you feel well prepared for the MUN?	+                      0                      -	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
If you didn't feel well prepared – what did you miss?		
How did you like the introduction to the UN?	+                      0                      -	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
How would you improve the introduction?		
Were you satisfied with the explanation of rules of procedure and resolution writing?	+                      0                      -	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
How would you improve the explanation of the rules and resolution writing?		
2.	OVERALL ASSESSMENT	
Would you like to participate in a Model United Nations again?	<input type="checkbox"/> yes <input type="checkbox"/> no	
All in all, how would you assess the Model United Nations?	+                      0                      -	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
How do you think the MUN itself could be improved?		
3.	THE FUTURE...	
Would you like to help organizing a similar event in the future?	<input type="checkbox"/> yes <input type="checkbox"/> no	
Do you think this project should be made available to next year's 12 <sup>th</sup> grade?	<input type="checkbox"/> yes <input type="checkbox"/> no	
General comments on the conference:		

## ANNEX 13 – FOLLOW-UP OPTIONS FOR STUDENTS

<b>When to use this:</b>	This sheet shall be distributed at the end of the MUN (you can distribute it with the evaluation sheet).
<b>Summary of content:</b>	This Annex contents Websites that provide the students with information about bigger MUNs and UN-material.
<b>Goal:</b>	The aim is to encourage students to be further engaged with the UN. Oral invitations are often forgotten: information is therefore given in written form.
<b>Notice:</b>	<b>If possible adapt the websites given in this document to your country.</b>
<b>Related Guidelines:</b>	<ol style="list-style-type: none"><li>0. Introduction to the toolbox for Mini Classroom-MUNs</li><li>1. Guideline (checklist) for the preparation of a Mini Classroom-MUN</li><li>2. Guideline for the implementation of a Mini Classroom-MUN and the follow-up</li></ol>
<b>Related Annexes:</b>	<p>Annex 01 – Sample letter to be sent to high-schools Annex 02 – Sample flyer Annex 03 – Presentation – Introductory session for the preparation of the Mini Classroom-MUN Annex 04 – Script – Introductory session for a Mini Classroom-MUN Annex 05 – Sample resolution White Socks Annex 06 – Delegate’s handbook Annex 07 – Chairperson’s handbook Annex 08 – Sample internal schedule Annex 09 – Crisis template Annex 10 – Name placards Annex 11 – Country placards Annex 12 – Evaluation sheet <b>Annex 13 – Follow-up options for students</b> Annex 14 – Doorsign Security Council Session Annex 15 – Certificate template Annex 16 – Online list of materials Annex 17 – Comments on the background-guide</p>

This document was last updated on: 31.07.2009

## IF YOU STILL DO NOT HAVE ENOUGH OF THE UN AND INTERNATIONAL POLITICS...

After the Model UN conference you will have trained numerous skills and gained a much deeper understanding of world-issues than most of your peers ever will. We encourage you to take this added insight one step further and become actively engaged in promoting the values and principles of the UN, to inform the public about UN-issues and initiate critical public dialogue on international relations. There are many simple projects with which you can do this.

### If you still don't have enough of the UN and international Politics...

1. ... then you can read here, how you can **participate in bigger MUNs**:

[www.model-un.de](http://www.model-un.de) Here are all the bigger High School and University Student MUNs that take place in Germany listed and which you can apply for.

2. ... then you can **find out more**:

<http://www.dgvn.de/publikationen.html> Here you can find lots of information about the German UN Association and to UN topics to download for free.

<http://www.un.org/aroundworld/unics/english/about.htm> UN information center

<http://www.lastexitflucht.org> A website created by the UN High Commissioner for Refugees; the site provides information about refugees using a simple computer game

3. ... then you can **get more involved**:

[www.uni-gruppe.de](http://www.uni-gruppe.de) Get involved in our UN Student Association. We are a facilitating projects like...

<http://www.junges-uno-netzwerk.de/s/mitglieder> List of all UN-groups youth associations in Germany in which you can participate.

<http://www.dgvn.de/regional-und-international.html> If you want to engage yourself in the German UN Association, you can find out more here.

[www.un.org/youth](http://www.un.org/youth) Website of the UN Youth Programme providing you with lots of information about ways you can get engaged within the UN as youth.

[www.wfuna-youth.org](http://www.wfuna-youth.org) This is the world umbrella organisation of National UN Youth Associations providing you with project ideas and assistance.

<http://www.unicef.de/arbeitsgruppen.html> This website overviews all working-groups that engage in UNICEF, the United Nations Children's Education Fund.

<http://www.unesco.de/> If you are interested in international cooperation, especially in the areas of education, science and culture, the national UNESCO commission might interest you.

[www.jugenddelegierte.de](http://www.jugenddelegierte.de) Program of the UN Youth Association Germany in cooperation with the Foreign Ministry to send each year two official Youth Delegates to the General Assembly in New York

## **ANNEX 14 – DOORSIGN SECURITY COUNCIL SESSION**

<b>When to use this:</b>	At the MUN.
<b>Summary of content:</b>	This Annex includes a doorplate to be put at the door of the room where the MUN takes place.
<b>Goal:</b>	To avoid disturbing visits during the MUN. To underline the formal character of the MUN. But also to be some kind of an “advertising” that those students that walk by and did not know there is a MUN happening at their school can see.
<b>Related Guidelines:</b>	0. Introduction to the toolbox for Mini Classroom-MUNs 1. Guideline (checklist) for the preparation of a Mini Classroom-MUN 2. Guideline for the implementation of a Mini Classroom-MUN and the follow-up
<b>Related Annexes:</b>	Annex 01 – Sample letter to be sent to high-schools Annex 02 – Sample flyer Annex 03 – Presentation – Introductory session for the preparation of the Mini Classroom-MUN Annex 04 – Script – Introductory session for a Mini Classroom-MUN Annex 05 – Sample resolution White Socks Annex 06 – Delegate’s handbook Annex 07 – Chairperson’s handbook Annex 08 – Sample internal schedule Annex 09 – Crisis template Annex 10 – Name placards Annex 11 – Country placards Annex 12 – Evaluation sheet Annex 13 – Follow-up options for students <b>Annex 14 – Doorsign Security Council Session</b> Annex 15 – Certificate template Annex 16 – Online list of materials Annex 17 – Comments on the background-guide

This document was last updated on: 31.07.2009

# Special Session of the UN Security Council

*Topic:* [Insert topic]



[City], [XY.. Month 200XYZ]

[www.insert-group's-website.com](http://www.insert-group's-website.com)



## ANNEX 15 – TEMPLATE FOR A CERTIFICATE OF PARTICIPATION

<b>When to use this:</b>	Material is used for the MUN.
<b>Summary of content:</b>	This Annex includes an example of a certificate of participation (for males and females).
<b>Goal:</b>	In order for the participants to have something to remind them of his or her MUN-experience you hand out a certificate of participation.
<b>Related Guidelines:</b>	0. Introduction to the toolbox for Mini Classroom-MUNs 1. Guideline (checklist) for the preparation of a Mini Classroom-MUN 2. Guideline for the implementation of a Mini Classroom-MUN and the follow-up
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This document was last updated on: 31.07.2009

[Insert your organisation's name]  
and [Insert the name of the school]



awards this certificate of participation to

his Excellency, \_\_\_\_\_

Ambassador of \_\_\_\_\_

UN Security Council Session

on the topic of [insert topic]

[City], [Insert date]

\_\_\_\_\_  
[Insert your organisation's name]

\_\_\_\_\_  
[Name of school]

[Insert your organisation's name]  
and [Insert the name of the school]



awards this certificate of participation to

her Excellency, \_\_\_\_\_

Ambassador of \_\_\_\_\_

UN Security Council Session

on the topic of [insert topic]

[City], [Insert date]

\_\_\_\_\_  
[Insert your organisation's name]

\_\_\_\_\_  
[Name of school]

## ANNEX 16 – ONLINE LIST OF MATERIALS

<b>When to use this:</b>	Continuously
<b>Summary of content:</b>	This Annex includes explanations about an online list of materials as well as an example of such a list.
<b>Goal:</b>	The goal of an online list of materials is to keep an overview about which materials are where and to make them easily accessible for everyone.
<b>Related Guidelines:</b>	0. Introduction to the toolbox for Mini Classroom-MUNs 1. Guideline (checklist) for the preparation of a Mini Classroom-MUN 2. Guideline for the implementation of a Mini Classroom-MUN and the follow-up
<b>Related Annexes:</b>	Annex 01 – Sample letter to be sent to high-schools Annex 02 – Sample flyer Annex 03 – Presentation – Introductory session for the preparation of the Mini Classroom-MUN Annex 04 – Script – Introductory session for a Mini Classroom-MUN Annex 05 – Sample resolution White Socks Annex 06 – Delegate’s handbook Annex 07 – Chairperson’s handbook Annex 08 – Sample internal schedule Annex 09 – Crisis template Annex 10 – Name placards Annex 11 – Country placards Annex 12 – Evaluation sheet Annex 13 – Follow-up options for students Annex 14 – Doorsign Security Council Session Annex 15 – Certificate template <b>Annex 16 – Online list of materials</b> Annex 17 – Comments on the background-guide

This document was last updated on: 01.11.2008

### 1. Explanation of the use of an online list of materials on the example of the UNi-Gruppe

The problem with a large group that has many project-teams, as the UNi-Gruppe is one, is that the materials (booklets, brochures, placards, flags, gavels, etc. etc.) are often scattered around many people. Often emails and calls to find out who has which materials take up much time therefore we have developed an online list of materials. It functions as follows:

The UNi-Gruppe uses googlegroups as its egroup for the entire group. A googlegroup has the advantage that you can create online documents which every member of the Googlegroup can read and edit. Our list of materials is such a google-document. In this list everyone notes down who has which materials and what his/her contact details are.

This is an example for such a list of materials:

<b>List of Materials of the UNYA group Berlin</b>	
<b>Number, material, name</b> and emailaddress of the person that has the materials, <b>date</b> of the entry:	
32 country placards, David <a href="mailto:david@...de">david@...de</a> ,	14.12.2007
10 UN-Basic Information Sheets (UNA) "International Courts of the United Nations", Kimon, <a href="mailto:kimon@...de">kimon@...de</a> ,	14.10.2007

7 books "Investing in development: A hands-on plan for reaching the Millennium Development Goals", Markus, [markus@....de](mailto:markus@....de), 13.4.2008

ca. 850 flyers for school projects, Katharina, [katharina@.....de](mailto:katharina@.....de), 11.02.2008

1 advertising boot, at the political faculty of the Freie Universität, Ihnestraße 21, cellar K 10. Ecem has further information, [ecem@....de](mailto:ecem@....de), 13.07.2007

1 african traditional dress (upper part), David [david@....de](mailto:david@....de), 09.02.2008

1 gavel, Nico, [nico@....de](mailto:nico@....de), 11.02.2008

## Annex 17 – Comments on the background-guide

<b>When to use this:</b>	Read through these comments before writing a background-guide. The background-guide is distributed to the students at the introductory-session.
<b>Summary of content:</b>	The comments in this annex explain to you how to write a good background-guide
<b>Goal:</b>	The goal of a background-guide is to give students the basic information they need to successfully carry out the project. It is very important that it is short and limited to the essentials so that students will actually read it.
<b>Related Guidelines:</b>	0. Introduction to the toolbox for Mini Classroom-MUNs 1. Guideline (checklist) for the preparation of a Mini Classroom-MUN 2. Guideline for the implementation of a Mini Classroom-MUN and the follow-up
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This document was last updated on: 01.11.2008

### Overview of individual steps

Überblick über die einzelnen Schritte .....	<b>Error! Bookmark not defined.</b>
1. Wo ihr fertige Hintergrundpapiere her bekommt .....	1
2. Wie ihr selbst Hintergrundpapiere schreiben könnt .....	1
3. Wo ihr Informationen für eure Hintergrundpapiere herbekommt.....	2
4. Teilt eure Hintergrundpapiere !.....	3

### 1. Where to get ready-made background-guides

Some background guides are available on [www.junges-uno-netzwerk.de](http://www.junges-uno-netzwerk.de) we will work on making them available on [www.wfuna-youth.org](http://www.wfuna-youth.org) as well.

### 2. How to write a background-guide

The background-guide should ideally have 7, never more than 9 pages. At the end of the background-guide you should include two empty pages for notes the students may wish to take.

## 1. Guideline (checklist) for the preparation of a Mini Classroom-MUN

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1. page: Cover page.

2. page: Introductory greetings to the delegates. This text includes the notice that delegates should do their own further research on the issue that will be discussed at the MUN. The background-guide is only an introduction to the topic. Give them a few URLs where they can find more information. Please do not just give them very general web-links such as: [www.un.org](http://www.un.org), instead give them specific links such as: <http://www.un.org/esa/sustdev/sdissues/agriculture/agri.htm>.

Furthermore you should list some commonly used books on the topic which they can find in their local library. Ideally you also give them a link to the website of their local library, because sometimes students have never been there. ☺

3. page: Contents

4. page: Half a page „What is the UN?“. Half a page „What is the Security Council?“

5. page: What can the Security Council decide? (with examples)

6. page, first half: Description of the topic of your Model UN. The text should **n o t** be a general introductory text of the topic. Rather it should include **the specific information about the topic which delegates will need during the Model UN**.

This means that your elaborations about the history of the topic have to be limited to 1-2 sentences. This also means that you should avoid „blabla-sentences“ such as „the continued increase in relevance of this topic has not come to a hold in recent years“.

Instead the text should **briefly explain the terms and concepts that are central to the topic**.

6. page, second half: Which regional groups / interest groups are there regarding the topic which the background-guide deals with. Which countries belong to these groups and what are their interests? Ideally you could layout this page by using pictures and graphical representations of the states i.e. by colouring them on a world map.

7. page: This page is the most important part of the entire background-guide! It contains the core information which the delegates will need in order to successfully carry out the Model UN.

Page seven of the background-guide should answer the following questions:

- Which courses of action are being discussed regarding the topic?
- What are the arguments in favour and against the various possible courses of action?
- Which interests do the various courses of action accomodate and which do they not take into account?

Each paragraph that talks about one possible course of action should finish by mentioning in which direction the delegates should direct their further thoughts regarding this course of action in order to improve it even further. The text should also include some explicit hints for thinking that help students develop new suggestions for courses of action.

### 3. Where to find information for your background-guides

When you decide to write a new background-paper for your Mini Classroom-MUN what you can do is draw some of the information you need from background-guides of other, larger student MUNs or of large university MUNS.

Of course you need to beware of plagiarism.

You can find the contact details of many groups that organize Model UNs in the WFUNA-Youth projects database: [www.wfuna-youth.org](http://www.wfuna-youth.org) -> projects and resources -> project database.

**4. Share your background-guides !**

When you have written a new background-guide, make it available to other UNYAs! Send it to other local UNYA-groups in your country, if there are any. And email it to [coordinating.committee@gmail.com](mailto:coordinating.committee@gmail.com) so that we can put it on [www.wfuna-youth.org](http://www.wfuna-youth.org).