

Appendix A: Model United Nations Student Handout and Instructions

WHAT IS A MODEL UNITED NATIONS?

A Model United Nations (MUN) is a simulation where students gather to represent participating United Nations General Assembly nations. At a typical MUN, students research the official policy of a government on a specific issue, write position papers, debate their official positions, create alliances and voting blocs, and make recommendations on various submitted positions to resolve the issue at hand.

Participating delegates gain insight into the workings of the United Nations by assuming the roles of UN representatives. It is an exciting chance for students to make their own decisions about the issues that confront world leaders, and a unique opportunity to have students experience the challenges of international negotiation.

The United Nations was founded to foster constructive, cross-cultural, open dialogue in order for nations to solve complex world problems. In that spirit, a MUN stresses an in-depth examination and resolution of pressing issues, and emphasizes process over product. Students should learn the importance of balancing national interests with the needs of the international community. In addition, a large dose of savvy is necessary to convince others to accept your specific position on an issue.

- **KEEP A FOLDER OF ALL WORK** (information sheet, position paper outline (for debate), position paper, resolution)
- **THE FOLDER WILL BE SUBMITTED AT THE END OF THE ASSIGNMENT**



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THE PROJECT

STEP ONE

Step One will be completed in class, the computer lab, and as homework. All time will be dedicated to research, report writing, and group discussion. Your instructor will also have a conference at the end of this stage.

- A) Pick a country from the list provided and complete the General Information Sheet called “Getting To Know Your Country”. This sheet will provide you with a basic understanding of your country’s government, law, economy, history, geography, and society.
- B) Participate in an Internet research skills seminar.
- C) Conduct in-depth research regarding your country’s specific policy regarding the selected topic.
- D) Begin working on your position paper.

Helpful Websites To Get You Started:

1. www.countrywatch.com
2. www.economist.com
3. www.embassy.org
4. www.un.int
5. www.cia.com
6. www.britannica.com
7. www.nationsonline.com
8. www.politicalresources.net
9. www.countryreports.org
10. www.un.org
11. www.unausa.org

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STEP TWO

These days will be used specifically for the completion of your position papers. This is again to be completed in class, the computer lab, and as homework. A completed copy of your position paper (with title page and a works cited page) is required prior to the beginning of the debate.

Position Papers

The position paper should be concise, accurate, well written, and directly address your country's position on the selected topic. They should be no longer than two-pages in length. Refer to the accompanying handout for a level four exemplar.

- a) **FIRST**, your introduction should be structured as your country's official position regarding the topic to be resolved. For example:

“Is your government in favour of adopting the articles of the Kyoto Protocol?”

Begin your introduction with a full statement of the problem or concern. Next, define the issue at hand. Then provide a brief historical background on the topic and discuss any previous actions taken by your country and/or UN resolutions on the topic. Finish your introduction with an official response to the topic listed above.

- b) **SECOND**, you must present and justify your country's position on the topic question. You may wish to consider such topics as human rights abuses, refugees, terrorism, historic land rights, national interests, historic alliances, religion, culture, economics, and public opinion. You must also recognize opposing arguments on the issue and rebut them. This is to be TWO (2) paragraphs minimum.
- c) **THIRD**, include a conclusion that again summarizes your country's official policy regarding the topic question and an explanation as to why all other members should adopt your position on this issue.
- d) **FOURTH**, a works cited page on a separate sheet documenting sources used according to the specified format.

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STEP THREE

These days are the culmination of all your hard work, research, and analysis of policy. A United Nations General Assembly style debate will be held on the chosen topic. Through careful debate, caucusing, and rhetoric, students will exchange their opinions, develop alliances, and propose resolutions to this issue.

- A) Day One of the debate will be reserved for reading a one-minute summary of each nation's position regarding the topic question. Formal and open debate over what is addressed in your position papers will also take up most of the time on the first day. Bring your outlines, position papers, and all supporting evidence and data you may be able to use in your debate. Remember, those that present supporting evidence from their policy will be more persuasive.

- B) During the debate, be sure to use proper diplomatic rhetoric. For example, when you wish to make a statement, you should begin with "It is the opinion of the government of". Give respect to each delegate. After our formal debate, the class will break into more informal style negotiations called caucusing. In caucus, you will develop allies and voting blocs and work with your allies towards creating a resolution about the topic.

- C) Day Two of the debate will be reserved for informal caucusing and the writing of resolutions with your new allies and blocs. Your resolution will be similar to your position paper, but much briefer. It basically will be a statement of your official policy towards the topic again. However, resolutions will be voted on, so try to have as many participants supporting your resolution.

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STEP FOUR

The next step in a MUN is to synthesize the ideas that you developed in your position paper, listened to, considered, and debated openly and vigorously in our general assembly meeting about the topic. A resolution is an official statement that addresses the problem presented. Your resolution will be a carefully structured response and statement, and will be the culmination of all this work. Although you may develop ideas in groups, each individual country will present a unique and original resolution of their own.

- A) **FIRST**, paragraph one will include a statement of recognition/non-recognition of the topic question/problem, a statement of acceptance or rejection of the facts presented during the debate, a summary of your main ideas, evidence, analysis, and justification for your position.

- B) **SECOND**, paragraph two will discuss specific recommendations and ways which you and other countries can implement the resolution. Have **ONE** clearly explained recommendation in this section.

Your resolution should be as persuasive as possible. Refer to the accompanying handout for a level four exemplar. Include a title page with this document, and submit your good copy as part of your portfolio.

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Countries To Choose From

North America

Canada	United States	Mexico
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South America

Argentina	Brazil	Costa Rica
Chile	Colombia	Venezuela

Europe

Britain	France	Germany
Italy	Russia	Holland
Belgium	Poland	Romania

Middle East

Saudi Arabia	Iran	Jordan
Syria	Israel	

Africa

South Africa	Egypt	Kenya
Tanzania	Libya	

Asia

Japan	China	India
South Korea	Pakistan	Thailand

Pacific/Oceania

Australia	New Zealand
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** The number of countries selected per region will depend on the amount of students.

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Appendix B: Model United Nations Position Paper Rubric

Criteria	Level 1	Level 2	Level 3	Level 4	Mark Assigned
Knowledge					
Research	Research demonstrated a limited knowledge	Research demonstrated some knowledge	Research demonstrated a considerable knowledge	Research demonstrated thorough knowledge	
Understanding Connections	Little understanding of relationships	Some understanding of relationships	Considerable understanding of relationships	Thorough understanding of relationships	
Thinking					
Research	Research in not organized or conducted in an effective manner	Research is organized and conducted somewhat effectively	Research and organization is effective	Research and organization is very effective	
Critical Thinking	Analysis and interpretation were weak	Analysis and interpretation were satisfactory	Analysis and interpretation were sound	Analysis and interpretation were strong	
Communication					
Written	Information communicated with limited effectiveness	Information communicated with some effectiveness	Information communicated with considerable effectiveness	Information communicated with a high degree of effectiveness	
Application					
Making Predictions	Predictions and conclusions made with limited clarity and logic	Predictions and conclusions made with some clarity and logic	Predictions and conclusions made with considerable clarity and logic	Predictions and conclusions made with a high degree of clarity and logic	

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Appendix C: Model United Nations Debate Rubric

Criteria	Level 1	Level 2	Level 3	Level 4	Mark Assigned
Knowledge					
Knowledge of Facts and Understanding Connections	Little understanding of topic being debated	Some understanding of topic being debated	Considerable understanding of topic being debated	Thorough understanding of topic being debated	
Thinking					
Quality or Rebuttal	Rebuttals were ineffective/few made	Some rebuttals were made and they were somewhat effective	Most rebuttals were effective	Rebuttals were highly effective	
Communication					
Oral	Information communicated with limited effectiveness	Information communicated with some effectiveness	Information communicated with considerable effectiveness	Information communicated with a high degree of effectiveness	
Application					
Transfer of Knowledge to Debate	Student/side used few relevant facts to support point	Student/side used some relevant facts to support point	Student/side used supported point with relevant facts	Student/side used many relevant facts to support point	

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Appendix D: Model United Nations Resolution Rubric

Criteria	Level 1	Level 2	Level 3	Level 4	Mark Assigned
Knowledge					
Quantity/Relevance	A considerable amount of information was inaccurate or irrelevant	Some information was inaccurate or irrelevant	Most information was accurate and/or relevant	All information was accurate and/or relevant	
Understanding Connections	Little understanding of relationships	Some understanding of relationships	Considerable understanding of relationships	Thorough understanding of relationships	
Thinking					
Ideas	Ideas not organized in an effective manner	Ideas organized somewhat effectively	Ideas organized effectively	Ideas organized very effectively	
Critical Thinking	Analysis and interpretation were weak	Analysis and interpretation were satisfactory	Analysis and interpretation were sound	Analysis and interpretation were strong	
Communication					
Written	Information communicated with limited effectiveness	Information communicated with some effectiveness	Information communicated with considerable effectiveness	Information communicated with a high degree of effectiveness	
Application					
Making Predictions	Solutions and conclusions made with limited clarity and logic	Solutions and conclusions made with some clarity and logic	Solutions and conclusions made with considerable clarity and logic	Solutions and conclusions made with a high degree of clarity and logic	

Appendix E: Position Paper Level Four Exemplar

The government of the Republic of Ireland finds it necessary to take international action to tackle climate change, the most serious environmental problem facing the planet. The rise in atmospheric temperatures has been steadily increasing since the introduction of fossil fuels as an energy source during the industrial revolution. The Kyoto Protocol signed by a hundred and sixty countries five years ago in Japan was the first major international treaty to address the issue of climate change and its relationship to the high amounts of greenhouse gases being released into the atmosphere. Since the signing, the Republic of Ireland in its capacity as a member state of the European Union has played a key role in supporting the Kyoto Protocol. Following the European Union's objective of an eight percent reduction in all member states, Ireland has negotiated a personal emissions target of a thirteen percent reduction over 1990 levels.

Currently Ireland's emissions are 23.7 percent above 1990 levels and without compliance to the Protocol that figure could rise to thirty seven percent by 2010. Comparing these figures to those of similar developed nations, Ireland's own emissions rate seems low. This is due to an economy driven by primary industry and the country's vast forest region, which act as carbon sinks.

The government of Ireland is at present working on a special public awareness campaign to address climate change. This campaign will focus on what the average citizen can do to reduce personal emissions around the home and within the transportation sector. Public awareness of the Protocol will show the benefits of greenhouse gas reduction and personal emissions cut backs will take some of the pressure off of industry, thus allowing Ireland's economy to continue to prosper. In conjunction with the proposed cuts to personal emissions the government of Ireland is also maintaining strictly controlled carbon sinks through sustainable forestry. Improved forestry management may result in small cutbacks to this area of our economy. At the same time though the government's plans to expand the forest management sector creating both jobs and programs to sustain the economy through this transition.

One of the most important projects to result from the ratification of the Kyoto Protocol is the new and additional funding Ireland, as a member of the European Union, will provide to assist developing countries in addressing climate change. Many developing countries have chosen not to ratify Kyoto because of suspected effects a reduction in emission levels could have on their economies. Ireland is donating a minimum of 2.5 million dollars a year to support developing countries who choose to address climate change, but need economic aid to assist their economies to continue to thrive during the transition.

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Appendix F – Resolution Level Four Exemplar

The government of the Republic of Ireland is foremost concerned with ratifying the Kyoto Protocol to benefit the environment and the future of this planet. With this idea in mind, Ireland has attended this United Nations assembly in hopes of convincing all countries to join us in ratifying the agreement. Over the course of our discussion and debate regarding the Kyoto Protocol, Ireland has listened and spoke about the merits and defects of Kyoto and its suspected environmental, political, social, and economic impacts. After examining all the facts and figures, and listening to each country's individual view, Ireland has arrived at a resolution that will benefit both the environment and people of the world. This resolution is the ratification of the Protocol by all nations, but with special subsections and regulations to accommodate different countries needs.

Many developing countries have been leery, if not adamant in refusing to sign the Protocol because they feel that emissions reductions may impair or hinder their developing economies. This suspicion has merit, and Ireland does not wish to damage progress of these nations in any way. Bearing this idea in mind, Ireland proposes a subsection of the Kyoto Protocol be adapted to suit the needs of developing countries, while they address the issue of climate change. This section will have lower emission target levels that will allow an adequate time frame and rate of reductions that will not in any way hurt developing country's economies. In conjunction with this section, Ireland proposes that all developed nations follow Ireland's example and donate funds that will allow developing countries to access alternative energy sources and expand previously unexplored sectors of their economy. Together these ideas will allow all nation sin spite of different levels of economic power to work together to combat climate change.

Ireland also feels that Kyoto has a greater chance of succeeding if all people are kept informed about the issues surrounding the Protocol. For example, Ireland is currently developing a special public awareness campaign to encourage citizens at all levels to reduce domestic emissions. This concept is more aimed at developed countries, but in the future, or if the country's changing economic situation calls for it, developing countries can also choose target domestic emissions to promote. Emissions from homes and cars can be reduced by increased public knowledge and government financial support for better public transit and alternative energy sources. By reducing emissions at the domestic level, cuts to industry may not be as dramatic, saving both the economy and preserving a healthy social infrastructure.

The ratification of Kyoto by all nations of the UN assembly will show a united front against climate change. Together all countries can pave the way, so future environmental issues can be addressed by an international panel that can improve the environment while sustaining political, social, and economic situations. The Kyoto Protocol was first implemented to stop or at least stall the effects of global warming. Now the opportunity has come to continue the fight by ratifying the Protocol. The resolutions proposed by Ireland make all nations able to ratify Kyoto, now all we ask from the world is willingness to try.

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Ireland's commitment to the Kyoto Protocol is further proven through negotiations with England and other European Union member states. The setting aside of historic and political differences is important because global warming and climate change is affecting all nations, not individually but as a whole. The ratification of Kyoto is an important step in securing all environmentally sound futures. The government and people of Ireland urge all nations to set aside differences and ratify Kyoto not just for yourselves, but also for your future.

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Appendix G: Nation Guide: Getting To Know The Basics

Official Country Name: _____

Governmental System: _____

Head of State: _____

Official Language: _____

Allies/blocs: _____

Major religions: _____

Major cities: _____

Climate: _____

Ports/Waterways: _____

Infrastructure status: _____

Population: _____

Human rights record: _____

Reputation/role within the UN: _____

U.N. dues payment status: _____

Environmental stance, e.g., problems, innovations: _____

Standard of living (UNDP Annual Report): _____

Development status: _____

Has this nation signed the Universal Declaration of Human Rights and its two covenants?

U.N. Peacekeeping role (Blue Helmets) _____

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Has the U.N. ever had to intervene in any conflict involving this nation? _____

What are four problems/threats that currently seem to affect this nation?

Ethnic/cultural issues: _____

Are refugees and issue? _____

Is this nation politically stable? _____

Trade blocs/associations : _____

Balance of payments/trade: _____

Military organization: _____

Military expenditures (percent spent on defense): _____

Major weapons, arsenal, nuclear capability, etc.: _____

Percent of GNP on ODA (Overseas Development Aid): _____

Economic System: _____

Major exports: _____

Major imports: _____

Major trade partners: _____

IMF,WB,GATT positions (debtor/donor nation) _____

Agricultural products: _____

Industries: _____

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Natural Resources: _____

Energy sources (both the type of energy and its origin) _____

Historic Adversaries: _____

Conflicts both past and present: _____

Date admitted to the U.N. _____

Based upon your research, what do you feel is at the heart of this nation's identity? _____

Find one recent article that is about or makes reference to this nation from the last month and staple it to this worksheet. Summarize the article below.
