Teaching kit for preparative joint blended MUN training seminars

This teaching kit for preparative joint blended MUN training seminars was developed by the Practising Transnational Politics (PATRAPO) team members, namely, Claudia Wiesner, Philip Liste, Muriel C. Pluschke, Clara Umstätter and Meike Schmidt-Gleim from Hochschule Fulda, Đana Luša and Ana Matan from University of Zagreb, Luis Bouza García, Elena García Guitián and Taru Haapala from Universidad Autónoma de Madrid.

It was lastly updated in October 2023.

Inhalt

Co-funded by the
Erasmus+ Programme
of the European Union

Aim and learning goals

Model United Nations (MUN) aims at making students experience the practice of international politics. It is a simulation game of the United Nations that is carried out worldwide. in MUNs, participants take on the role of an international delegation in a simulated UN committee, such as the United Nations General Assembly (UNGA). One main goal of MUN is to provide realistic insights into the structures and procedures of the UN. By simulating international negotiations, participants experience international relations and decision-making processes themselves. Furthermore, by representing a member state, students acquire new insights and perspectives. They understand how to advance the foreign policy goals of their assigned state. Hence, through this process of experiential learning and engaging with other delegates, they learn to represent position, culture and worldview of that state, develop their personal soft-skills, competences and rhetorical skills as well as leadership and collaboration competencies (Vereinte Nationen 2023).

To allow students to participate in a MUN requires thorough preparation. This teaching kit for preparative joint blended MUN training seminars will provide a vital overview of what to keep in mind. It offers a great variety of activities that can be taught in a collaborative manner among different institutions.

To simulate the UN, understanding the international organization's institutional design is necessary. Before attending a MUN, participants should learn about the mandates and competencies of the United Nations' (UN) central bodies and gather an understanding of its structures. Furthermore, they will need various soft skills such as team working, public speaking or negotiating to participate successfully.

Knowledge about the outcome documents and rules of procedure is of utmost importance. Therefore, the preparative joint blended MUN training seminar should help students to understand that the UN is an arena of politics and to know how they can be part of this arena as delegates of an assigned member state.

Learning goals:

After participating in the seminar, the students should:

☐ Know about international law, including the status of international law, differences between hard and soft law, the pressure on states, different forms of resolution and treaties, and the role of nation states.

☐ Know the UN, its history and contemporary role, its central organs, internal processes as well as decision-making processes.

☐ Be familiar with UN documents such as resolutions.

☐ Have looked at case studies to see how the UN's impact is in reality and how its processes and decisions affect international politics.

☐ Know about outcome documents at MUN, such as working papers, draft resolutions, and resolutions, and their content and structures.

☐ Know how to research to prepare for representing a country at MUN.

☐ Be able to write a position paper in the correct formatting.

☐ Know the rules of procedure and code of conduct at MUN.

☐ Be able and confident to hold (spontaneous) speeches.

☐ Know how to negotiate and stand in for their position successfully.

☐ Be prepared for the conference's topics.

Seminar overview

The teaching kit can be adapted to the given circumstances, e.g., joint blended seminar or seminar at a single institution, online or offline teaching. It provides a basis and guidelines for teaching and the most important aspects to be taken into account during preparation for MUN.

The preparative joint blended MUN training seminar consists of 17 modules:

- ☐ Pre-Meeting
- ☐ Modules 1-6 – Building the foundation
- ☐ Module 7 – Discussion and Reflection
- ☐ Module 8a – Outcome Documents Part 1 – Working papers
- ☐ Module 8b – Outcome Documents Part 2 – Draft resolutions
- ☐ Module 8c – Outcome Documents Part 3 – Resolutions
- ☐ Module 9 – Position paper
- ☐ Module 10 – Research
- ☐ Module 11 – Rules of procedure
- ☐ Module 12 – Speeches
- ☐ Module 13 – Position Paper (2)
- ☐ Module 14 – Negotiations
- ☐ Module 15 – Fill in the blanks
- ☐ Module 16 – Topic I preparations
- ☐ Module 17 – Topic II preparations

These 17 modules can be arranged and combined differently according to one's own needs and structures. However, we advise keeping the suggested order because some modules build on previous ones, e.g., module 7 on modules 1-6, and should not be switched to guarantee learning outcomes are achieved. It is possible to combine modules and fill whole days as a block or to go through them on a weekly/bi-weekly basis in shorter seminar sessions. A recommended duration is provided for each module.

Depending on whether the seminar is implemented online or in presence, different points need to be considered. For an online seminar, we recommend using an online conference tool

that offers a stable connection, can host the number of participants inscribed for the seminar, and enables screen sharing and breakout rooms. For a presence seminar, the room size should fit all participants, tables, and chairs should be movable for group work, a white- or blackboard should be available to take notes, and a projector for the presentations.

To share documents and provide material it is helpful to rely on an e-mail list and use an online platform that allows up- and downloading and offers the necessary data protection. Such tools might already exist at the institution or can be implemented before the seminar starts. It is also a vital tool for communication with the students and between them and could be used to grade assignments if necessary.

Teaching kit

Each module of the seminar is structured in the following way:

Goal: This section briefly describes the content and the aspired learning outcomes.

Structure of the session: This provides a detailed overview and explanations of the single steps conducted in the module.

Teaching steps: This includes a shorter overview of the steps and the material needed for the module. These steps combine various teaching methods, from lectures over discussions in groups or plenum and group work to active learning measures and individual learning.

Teaching materials: Containing the content of the module, e.g., content of presentation slides, links to material.

Recommended duration: Provides a timeframe for the whole module for better planning.

Checklists: A student's checklist, including the preparation necessary for the module, and a teacher's checklist to prepare and teach the module.

In presence vs. online: This section includes tips for implementing the respective module in the chosen setting.
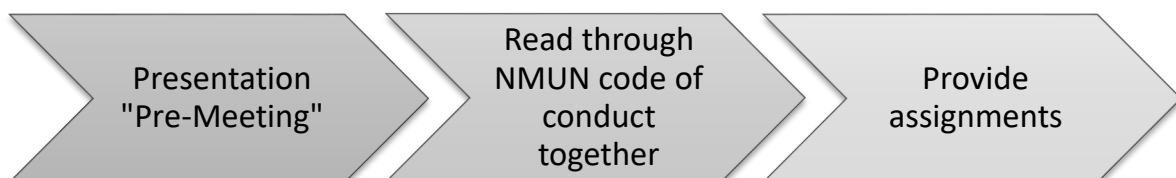
Pre-Meeting

<u>Goal:</u>

The pre-meeting needs to take place prior to the seminar proper, in preference 2-3 weeks before the start. Its main purpose of the pre-meeting is to introduce the seminar and to allow students to get to know each other, as well as students and teachers to get acquainted. During the pre-meeting, the students should understand what is expected from them at MUN conferences, what the seminar will look like. All organisational issues regarding the seminar and the following MUN should be presented. Another aim is to create a respectful atmosphere.

<u>Structure of the session:</u>

1. The pre-meeting will start with a presentation that covers the following:
   a. an introduction of the professors/teachers in charge
   b. the seminar content and seminar plan
   c. the learning goals and importance of this seminar
   d. the expectations of both students and teachers
2. Afterward, the teachers and the students will read the NMUN code of conduct together. The code of conduct addresses not only the dress code for MUN conferences but also the behaviour expected from delegates and the consequences if the students do not follow the code of conduct.
3. Open questions
4. Explanation of assignments for the next sessions

<u>Teaching steps:</u>

| Presentation "Pre-Meeting" | Read through NMUN code of conduct together | Provide assignments |

<u>Teaching materials:</u>

Presentation "Pre-Meeting"

Slide 1:

Model United Nations = worldwide simulation of the work of the UN, in which students from all over the world participate and represent an assigned country in current political issues in one of the UN committees. It consists of formal debates and informal work phases as well as often a cultural program. Today, more than 400.000 students from high school to university level participate in MUNs each year. (Source: https://unric.org/de/model-united-nations/ 19.10.2020)

National Model United Nations (NMUN): "The world's largest and oldest ongoing intercollegiate MUN." Originated as a Model Assembly of the League of Nations at Syracuse University in New York in 1927 and was re-established in 1946.

UN participation: "NMUN has been a recognized non-governmental organization (NGO) formally associated with the United Nations Department of Global Communications since 1982, and a UN Academic Impact Member since 2013" (Source: https://www.nmun.org/about-nmun/mission-and-history.html%2019.10.2020).

Slide 2:

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What is at stake?

- Understand the nature of international, transnational, and global phenomena, develop a capacity for critical and autonomous thinking in relation to international events, debates and policies, and be sensitive to the dynamics of historical change.

- Critically analyse specific cases in the field of International Relations (IR), apply the theoretical instruments acquired, be aware of the limitations of the theories that assume the existence of unitary actors, and defend the strict separation of the domestic sphere from the international.

- Learn the main theoretical currents that address the ethical dilemmas of IR and acquire instruments to analyse from the ethical point of view international problems.

- Gain basic knowledge of the UN, the international Human Rights system, and International humanitarian law. Understand the role of institutions in the development of international action and politics.

- Acquire tools of applied research, preparation of reports, teamwork, work in a professional environment and knowledge of the internal functioning of the organization, its tasks, and functions.

- Carry out with autonomy an activity of the professional world, either research or activities related to their area of study.

- NMUN code of conduct to be found online: https://www.nmun.org/conduct-expectations.html

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Slide 3: Introduction of the team/teachers

Slide 4: Program of the seminar, including dates

Slide 5: Information about the MUN to be attended at the end of the seminar.

Slide 5: Assignments for modules 1-6

Recommended duration of pre-meeting: 90 minutes

Checklists:

Student's checklist:

☐ Think about your own expectations for this seminar

Teacher's checklist:

☐ Start advertisement of the seminar at the institution taking part in the seminar and set a deadline for applications

☐ Select the students by reading the applications (one paged letter of motivation)

☐ Divide the students into groups and assign the groups a topic to create a one-pager with the most essential points of a given text for the subsequent sessions (see also modules 1-6)

☐ Provide the students with a list of references and literature based on the topic for their one-pager (see also modules 1-6)

☐ Edit/add/amend the presentation "Pre-meeting"

☐ Coordinate and fix the dates for the seminar days and the MUN

☐ Think about your own expectations for this seminar

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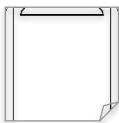
in presence

- A beamer and whiteboard should be present in the room to hold the presentation and note expectations.
- Literature list to be printed and distributed to the students as well as uploaded on a joint-platform. Texts to be provided as copy or for download.
- All the teachers to be present for the introduction.

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online

- Online conference tool to be set up beforehand and links for all sessions to be distributed to the students either via e-mail or via a joint platform.
- Literature lists to be uploaded on a joint-platform. Texts to be provided for download.
- All teachers involved should be able to share their screen.
- Cameras should be on to see everyone.
- Tools such as an online pad or note tool to be used to note the students' and teachers' expectations.

Modules 1-6 – Building the foundation
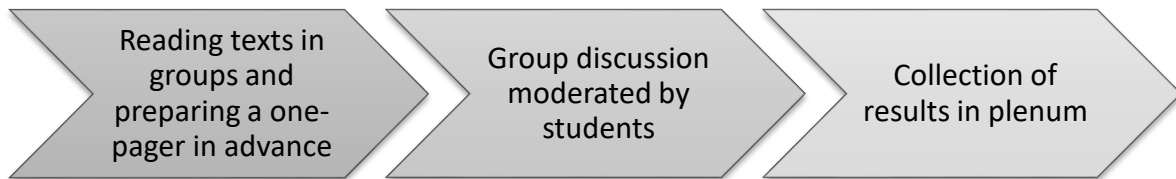
<u>Goal:</u>

The main goal of modules 1-6 is that students learn about international law, including the status of international law, differences between hard and soft law, the pressure on states, different forms of resolution and treaties, and the role of nation states. They should get to know the UN, its history and contemporary role, its main organs, internal processes as well as decision-making processes. Furthermore, they should become familiar with UN documents such as resolutions and take a first look at case studies to see how the UN's impact is in reality and how its processes and decisions affect international politics. Hence, these six modules lay out the vital basis for the further modules, and provide the needed background knowledge for the students to understand and contextualize the following content and activities. The content can be adjusted depending on the previous knowledge the students bring to the table. Nevertheless, if it is a diverse group or a group that has yet to studied these aspects in detail, we recommend to focus on these topics.

<u>Structure of the sessions:</u>

1. Welcome and open questions

2. Students are given a reading list with relevant literature in advance and divided into groups.

3. Each group has to create a one-pager with the most important points of the given texts and upload it on a joint platform before the seminar.

4. During the seminar sessions: For group work, students are divided into groups (one student from the group that created the one-pager for the session has to be present in each group) where the main takeaways from the texts are discussed. The discussion is moderated and facilitated by the student who wrote the one-pager. Teachers can join the groups to add to the discussion. After the group work, each group briefly summarizes the discussion in plenum.

Teaching steps:

Reading texts in groups and preparing a one-pager in advance → Group discussion moderated by students → Collection of results in plenum

Teaching materials:

- Reading list to be found in the annex

Recommended duration: 90 minutes per session (6 in total)

Checklists:

Student's checklist:

☐ Get in touch with group members

☐ Read through assigned text(s)

☐ Produce a one-pager with group member

☐ Upload the one-pager on the joint-platform

☐ Prepare important points for the group discussion on the own topic

Teacher's checklist:

☐ Check if all groups found each other and handed in a one-pager.

☐ Provide one-pagers for everyone on the joint-platform

☐ Prepare important points of each text for the discussion in the plenum

in presence

- Provide enough space for group discussions e.g. by using different rooms
- A black-/or whiteboard should be present in the room to note the results.

online
- Set up of breakout rooms to be done before the meeting starts if possible..
- Application such as an online pad or note tool to be used to note the students' and teachers' expectations.

Module 7 – Discussion and Reflection

Goal:

The goal of module 7 is to collect learning results and open questions from modules 1 to 6, and to answer any open questions. This module is used as a room for reflection for the students and for the teachers to see if any issues that need further attention throughout the seminar or any repetitions of already discussed content. It is also a way to ensure that the students have understood the main takeaways from modules 1-6, thus have the needed background knowledge, and are ready to continue with the seminar.

Structure of the session:

1. Welcome and open questions
2. Students are divided into groups (3-5 students) to discuss and reflect on what they learned from modules 1-6. Furthermore, they collect open questions.
3. The open questions will be discussed in the plenary

Teaching steps:

Group discussion → Collection of results in plenum

Teaching materials:

- None necessary

Recommended duration: 45 to 60 minutes

Checklists:

Student's checklist:

☐ Think of questions or things that are left unclear

Teacher's checklist:

☐ Think of probable questions from the students

in presence

- Provide enough space for group discussions e.g. by using different room
- Use white-/or blackboard to note open questions and answers.

online

- Set up of breakout rooms to be done before the meeting starts if possible
- Application such as an online pad or note tool to be used to note open questions and anwers.

Module 8a – Outcome Documents Part 1 – Working papers

Goal:

The aim of module 8a is to introduce working papers as the first phase of outcome documents at (N)MUN. Furthermore, students should know the differences between sponsors and signatories and be able to answer some basic questions in a quiz at the end of the session.

Structure of the session:

1. Welcome and open questions
2. Presentation "Working papers"
3. Quiz on working papers
4. Summing up and open questions

Teaching steps:

Presentation "Working papers" → Quiz → Collection of questions in plenum
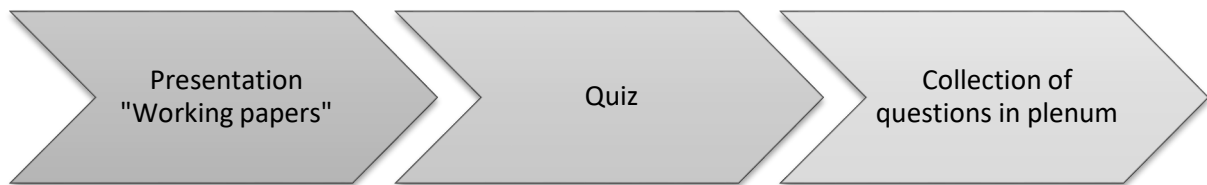
Teaching materials:

Presentation "Working papers"

Slide 1:

Outcome Documents at (N)MUN: working paper → draft resolution → resolution

Slide 2:

What is a working paper?

- The document is still a work in progress and has not been accepted or coded by the dais (except perhaps informally during the editing process).
- The dais often has begun to make comments and edits to it. working papers are not distributed to the committee formally by the dais.
- Delegates cannot lobby for specific working papers in formal speeches or refer to them by the informal code.
- As delegates work on Working papers and receive edits from the dais, changes can be incorporated directly.

Slide 3:

Working paper process: Once the agenda is adopted and the committee begins discussing a specific topic in both formal and informal sessions, groups of delegations will begin to work together on writing resolutions. During the initial writing and revision stages, these documents are referred to as working papers. They are drafted within a working group, and then discussed with a larger number of delegations and revised or merged as needed according to their input. Working papers are submitted to the dais for review and feedback. Working papers may go through several revisions before being approved as a draft resolutions. Changes can be incorporated directly into the working paper by the working group as the dais has not yet approved it. In order to ensure correct formatting and to discourage pre-written resolutions, delegates are required to use provided templates. The (N)MUN secretariat will not accept documents using a different template.

Slide 4:

Sponsors and signatories: The required number of signatures for a paper to be submitted is equivalent to 20% of the membership in attendance during the first committee session, or five – whichever is greater. The number of signatures can be any combination of sponsors and signatories, with at least one sponsor. The dais will provide the required number after the first session's roll call. When a working group feels that the working paper is complete, in the correct format, and ready to be considered by the entire body, they may submit it to the dais.

Slide 5:

Sponsors: These are member states who created the content of a working paper, which means those who have actively contributed e.g., added a clause, did additional work throughout the writing process. All sponsors must agree on any changes made to the paper. Responsible for ensuring that it will be voted on as a draft resolution. You have to vote in favour of your working paper. Be careful of delegates who try to leech off your working paper as a sponsor but have not contributed anything. Do not hesitate to address this in a professionally and diplomatically way.

Slide 6:

Signatories: These are member states or observers who are interested in bringing a working paper forward for consideration. They have not contributed anything but support the idea. May vote in favour of, against, or abstain on draft resolution during the voting procedure. It is important to have signatories and keep communication with them.

Slide 7:

Sponsor	Signatory
Member states who create the content along with other delegates and are responsible for seeing it through until voted on; Can approve friendly amendments; Member states acting as sponsors of a working paper should be prepared to be available to defend the draft resolution and answer questions regarding it during session hours; sponsorship has no other advantages at (N)MUN and is not an award criterion.	Member states, observer states, or NGOs who are interested in bringing the working paper forward for consideration by the committee; Often support the paper's content but were not necessarily instrumental in creating it and may ultimately disagree with its content.

Source: Delegate Preparation Guide p. 26

Slide 8:

> Mergers: Keeping your paper unique and specific is a way to avoid mergers. Mergers can be high-stress and much work, especially when merging with a large group. If you have to merge, make sure you go into it with a plan. Keep you work from being lost during the merger. You need to have all the sponsors agree with the merger.

Slide 9:

> Helpful Tips:
> - Working papers will be written on days 1-3 of the conference
> - Once you have a working group, you can begin the writing process
> - Dais will set deadlines for edits. There will be multiple rounds
> - The first submission you send in may be basic, and that is okay.
> - Be realistic with your ideas and solutions.
> - Stay informed of the other working papers in the committee. There will not be multiple groups working on similar ideas, but you will be merged.
> - Be careful with how your share your working paper with other people.
> - Try to be on more than just one working paper.
> - Divide up the work so everyone has something to work on.

Recommended duration: 45 to 60 minutes

Checklists:

Student's checklist:

☐ Have a first look at working papers in the Delegate Preparation Guide. The guide can be found here:

https://www.nmun.org/assets/documents/NMUNDelegatePrepGuide.pdf

Teacher's checklist:

☐ Edit/add/amend the presentation "Working paper"

☐ Prepare questions and answers for the quiz

in presence

- A beamer and black-/whiteboard should be present in the room to hold the presentation and go through the quiz.

online

- Set up the quiz using an online application.

Module 8b – Outcome Documents Part 2 – Draft resolutions

Goal:

Module 8b aims to introduce draft resolutions as the second phase of outcome documents at (N)MUN. Students should know about the three main parts of a draft resolution, distinguish friendly from unfriendly amendments, and be able to answer some basic questions in a quiz at the end of the session.

Structure of the session:

1. Welcome and open questions
2. Presentation "Draft resolutions"
3. Quiz on draft resolutions
4. Summing up and open questions

Teaching steps:

Presentation "Draft Resolutions" → Quiz → Collection of questions in plenum
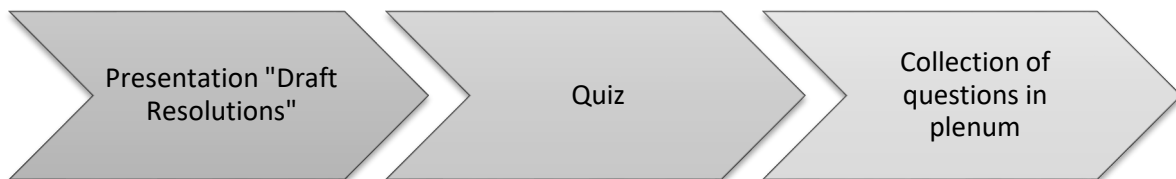
Teaching materials:

Presentation "Draft resolutions"

Slide 1:

What is a draft resolution?

- all resolutions that have not yet been voted on
- one long sentence with sections separated by commas and semicolons
- Three main parts to a draft resolution:
    - Heading: committee and topic, signatories
    - Preamble: describes the current situation
        - Preambulatory clauses: historical justifications for action
    - Operative section: describes actions to be taken
        - Operative clauses: policies that the resolution is designed to create
- The second stage of the resolution writing process in which the committee may formally debate the merits of the document and begin the amendment process.
- Draft resolutions have been accepted by the dais, coded, and distributed to the committee for consideration before a substantive vote.
- Please note that draft resolutions can only be altered through amendments.

Slide 2:

Draft resolution process: After approval, the working paper is considered a draft resolution, assigned a number, and sent to the dais for posting online. At this time, the names of all sponsors and signatories are removed from the document by the NMUN secretariat. The electronic distribution of a draft resolution is considered its formal introduction to the committee – no procedural motion or reading of the draft resolution by a sponsor is necessary. All draft resolutions will be made available electronically. Once a draft resolution has been introduced, it is formally debated as part of the topic area, and amendments may be proposed. It can also be referred to in speeches made during formal debates. Process: working paper is approved → draft resolution is posted online → draft resolution is considered introduced

Slide 3:

Amendments: Amendment = A clarification or a change in a draft resolution that incorporates additional interests or concerns after a working paper has been formally submitted to a committee. Preambular clauses of draft resolutions cannot be amended. There are two types of amendments: friendly and unfriendly

Slide 4:

A friendly amendment is proposed by any member of the body in writing and accepted by the original sponsors of the document; it is typically used to clarify the point. Upon agreement of all of the original sponsors, the change is incorporated into the proposal without a vote by the committee. If a sponsor of a working paper is not in the room to approve of an amendment, even if every other sponsor approves, the amendment becomes unfriendly. An unfriendly amendment is a modification that does not have the support of all the sponsors. Unfriendly amendments must be formally submitted to the dais prior to the voting procedure, with the requisite number of signatures (20% or 5) for the committee. A debate and a vote will be held on all unfriendly amendments to a draft resolution immediately before voting on the entire draft resolution. If multiple unfriendly amendments are submitted, the dais will call for a vote on each unfriendly amendment in order of most to least severe.

Slide 5:

Friendly amendment	Unfriendly amendment
Done before the voting procedure using an amendment form It needs approval by all sponsors in order to be amended by the dais Based on suggestions from signatories Withdrawal of a paper only through friendly amendment	Done during the voting procedure Does not need approval from sponsors Will be voted on

Delegate Preparation Guide p.27

Slide 6:

What can or cannot be amended?

- Amendments can be written to add, change, or remove one or several operative clauses or sub-clauses; they may add and/or strike words, phrases, or whole clauses;

- Amendments cannot be written to remove all operative clauses;

- Amendments cannot be written to add, change, or remove preambular clauses from draft resolutions;

- The secretariat will correct all spelling, format, and grammatical errors without an amendment.

Slide 7:

Helpful Tips:

- "Advertise" and gain support for your draft resolution to pass as a resolution:
    - Communication skills are essential!
    - Formal session: Highlight the key actions your draft resolution is proposing in speeches.
    - Informal session: Go around and mingle with other delegates, present your draft resolution, and encourage their support.
- Preambles cannot be edited anymore. Only operatives can be amended.
    - Amendments: friendly vs. unfriendly
- Be aware of any issues/concerns any countries have with your draft resolution, and make sure to address these as soon as possible.

Slide 8:

- There is a deadline for submitting papers to become draft resolutions, so be aware of your time and work efficiently.
- Once the dais has recognized all working papers as draft resolutions, you will enter the voting procedure to vote on them.
- You will be given some time before voting procedure to review and discuss the draft resolutions, but after that time, there is no more discussing the draft resolutions with people in your committee. This is the time when unfriendly amendments come into play.
- Your committee will vote on the draft resolution presented. If it passes, it will be recognized as a resolution. If it fails, then it will not be recognized.
- It is important to discuss with your body any concerns with your paper prior to voting.
- Try to make amendments prior to the voting procedure.

Recommended duration: 45 to 60 minutes

Checklists:

Student's checklist:

☐ Have a first look at draft resolutions in the Delegate Preparation Guide. The guide can be found here:

https://www.nmun.org/assets/documents/NMUNDelegatePrepGuide.pdf

Teacher's checklist:

☐ Edit/add/amend the presentation "Draft resolutions"

☐ Prepare questions and answers for the quiz

in presence

•A beamer and black-/whiteboard should be present in the room to hold the presentation and go through the quiz.

online

•Set up the quiz using an online application.

Module 8c – Outcome Documents Part 3 – Resolutions

Goal:

The aim of module 8c is to introduce resolutions as the third phase of outcome documents at (N)MUN. Students should know the exact formatting and structure of a resolution, distinguish between preambular and operative clauses, and be able to answer some basic questions in a quiz at the end of the session.

Structure of the session:

1. Welcome and open questions
2. Presentation "Resolutions"
3. Quiz on resolutions
4. Summing up and open questions

Teaching steps:

- Presentation "Resolutions"
- Quiz (example questions to be found in annex)

Presentation "Resolutions" → Quiz → Collection of questions in plenum
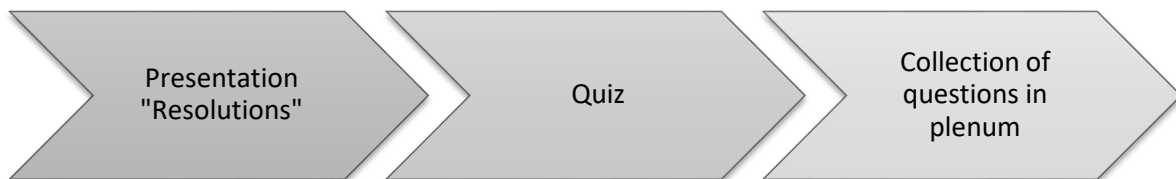
Teaching materials:

Presentation "Resolutions"

Slide 1:

What are resolutions? = Formal expressions of the opinion or will of United Nations organs / formal recommendations and/or decisions of the committee on the conference's topic. Used to apply political pressure on member states, express an opinion on an important issue, or recommend action to be taken – a form of political commitment. Only the security council may produce resolutions binding upon the member states (e.g., Chapter VII of the Charter and renewing mandates). Multiple resolutions may be adopted on a topic. At (N)MUN, all committees write resolutions and pre-written resolutions are forbidden.

- Working paper: work-in-progress document; not accepted or coded by the dais; not distributed to the committee formally by the dais; delegates cannot lobby for specific working papers in formal speeches or refer to them by the informal code.; changes can be incorporated directly

- Draft resolution: accepted by the dais, coded, and distributed to the committee for consideration ahead of a substantive vote; can only be altered through amendments

- Resolution: adopted by a substantive vote of the committee or adopted by acclamation; include all friendly and unfriendly amendments the committee has accepted in a substantive vote; reflect all successful divisions of the question

Slide 2:

Structure of a resolution:

- Three parts: Heading / Preamble: background + foundation of a topic / Operative section: information on what action the body believes should be taken

- Header, resolution code, date, and committee are clearly labelled

- One long sentence with commas and semicolons throughout

- Only one period at the very end

- Single spaced

Slide 3:

Preambular clauses: = framework through which the problems of the topic are viewed

- To support the solutions proposed + to supply historical background for the issue + to justify the action to be taken
- "Lack of precision" is appropriate e.g., pointing to general ideas related to certain issues
- Elements:
  - Charter of the United Nations: to establish the basis for the committee's approach to the topic; Charter generally and/or to specific articles or chapters
  - Relevant international legal precedents/resolutions from UN entities: to summarize the existing efforts to address the topic at hand e.g. conventions, resolutions, international documents
  - Observations regarding the topic under discussion: to provide an overview of the content or driving ideas of the resolution; specifically refer to factual situations/statistics/incidents
- Begin with present participles (written in italics) and are always followed by a comma
  - E.g., *Recognizing* that poverty eradication and the achievement and preservation of peace are mutually reinforcing and also recognizing that peace is inextricably linked to equality between women and men and to development,
- Listed with no numbers or bulletins
- A single line between each clause
- List of preambular clauses on p. 30 of the Delegate Preparation Guide. The guide can be found here: https://www.nmun.org/assets/documents/NMUNDelegatePrepGuide.pdf

Slide 4:

Operative clauses: = What the committee is going to do on the topic

- A logical progression of sequentially numbered operative clauses
- Language should suggest action going forward:
    - vague e.g., denunciation of a particular situation or a call for negotiations
    - specific e.g., as a call for a ceasefire or a monetary commitment for a particular project
- Clauses may recommend, urge, condemn, encourage, request specific actions, or state an opinion regarding an existing situation.
- Sub-clauses to provide further detail for complex ideas
    - Augment an operative clause to explain a whole idea/proposal and form a complete clause
    - Each sub-clause must logically continue the parent operative clause and exhibit a parallel structure.
    - At least two sub-clauses if employed
- Begin with an active, present tense verb (in italics) followed by a semicolon, with a period placed after the final clause.
- E.g., 1. *Urges* all Governments to fully implement Security Council resolution 1325 (2000) by:
    - 1. Developing national action plans with budgetary allocations that identify concrete strategies for national-level implementation;
    - 2. Developing formal consultation mechanisms to support civil society engagement and capacity-building in post-conflict peacebuilding processes, with a particular focus on women's organizations;
- List of operative clauses on p. 34 of the Delegate Preparation Guide. The guide can be found here: https://www.nmun.org/assets/documents/NMUNDelegatePrepGuide.pdf

Slide 5:

> Example
>
> *Recognizing* that Public-Private Partnerships (PPPs) are significant and that relevant private actors that can contribute their knowledge, competencies, and expertise to solve sustainability challenges,
>
> 1. *Proposes* a framework to include marginalized groups in entrepreneurial activities through cooperating with PPPs in areas including, but not limited to:
>
> a. Incentivizing private firms to foster a positive environment for marginalized communities, as well as a business framework based on inclusion, equal opportunity, and transparency,
>
> b. Providing education on business skills and professional development through various mechanisms, such as
>
> i. Mobile workshops,
>
> ii. Teleconferencing,
>
> iii. Webinars,
>
> iv. Grassroots Programs,
>
> c. Providing institutional support to ensure that formal barriers are not barring marginalized communities from participating, basing itself on human rights and equality of opportunity;
>
> d. Incorporating the individuals from these marginalized groups into their own business activities as well as in the formal and informal economies;

Slide 6:

"Do's"	**"Do Not's"**
Double-check grammar, punctuation, spelling	Repeat things that have already been done
Format your position paper to the associated template	Be vague
Do plenty of research	Break character
Stay within the character of your country	Try and do things that are outside your committee's mandate
Be proactive. Whether it be during committee or the writing process	Mix up your preambles and operatives
Be respectful	Attack any member state in your papers
	Argue with your dais over any edits
	Steal ideas or plagiarize

Remain in decorum during all committee sessions	DO NOT GO TO CONFERENCE WITH ANY SORT OF PRE-WRITTEN CLAUSES/RESOLUTION!

Slide 7:

Helpful Tips:

- If using Google docs, be very aware of who has access and what sort of access they have. The editing, suggesting, and view-only features of Google docs are great

- Bring a USB stick!

- Use your research binder.

- You can get overwhelmed during the entire process, so take care of yourself. Stay in contact with your head delegate, and communicate if you have any problems or concerns.

- REVIEW! REVIEW! REVIEW!

- Do your ideas make sense? Are they new ideas? Are they realistic?

- Are you within committee mandate? Country character?

- Is your solution one that the entire international body can adopt?

- Does it flow and make sense?

Recommended duration: 45 to 60 minutes

Checklists:

Student's checklist:

☐ Have a first look at resolutions in the Delegate Preparation Guide. The guide can be found here:

https://www.nmun.org/assets/documents/NMUNDelegatePrepGuide.pdf

Teacher's checklist:

☐ Edit/add/amend the presentation "Resolutions"

☐ Prepare questions and answers for the quiz

in presence

- A beamer and black-/whiteboard should be present in the room to hold the presentation and go through the quiz.

online

- Set up the quiz using an online application.

Module 9 – Position Paper

Goal:

Module 9 provides all the information necessary to write a position paper. Students should know what a position paper is, how it is formatted and structured, and what information it has to contain.

Structure of the session:

1. Welcome and open questions
2. Presentation "Position Paper"
3. Summing up and open questions

Teaching steps:

Presentation "Position Paper" → Collection of open questions in plenum

Teaching materials:

Presentation "Position paper"

Slide 1:

What is a position paper? = A paper in which a member state or observer sets out its position on a set of topics. Based on the topics that are outlined in the Committee Background Guide. Only one position paper per committee – even if there are two delegates. After the deadline: All submitted position papers will be posted online, and delegates should read all position papers from their committee! Includes recommendations for actions to be taken by the committee in addressing the topic moving forward. In addition, it may include: new information regarding the member state's history with the issue; endorsed conventions and/or resolutions; quotes taken from speeches by heads of government/member state documents

Slide 2:

Solution thinking:

- What is being done to address the issue? What more can be done?
- How can the international community work in unity to address these issues?
- What can your member state do? Have they addressed the issue? Where are the areas of improvement?
- What systems or organizations are already set up that address this topic? Are there any areas they can expand on?

Slide 3:

Structure of a position paper:

- Begin with a brief introduction
- Structure for each topic:
  - 1. Importance of the topic (provide the topic's context): Describe the context, explain international and national precedents, work of the international community (international and regional conventions, treaties, declarations, resolutions, and other precedents)
  - 2. International and national precedents: Clear and concise policy statement representing the relevant views, positions, aims, and actions of your assigned member state
  - 3. Solutions, actions, and recommendations: Give specific proposals and suggestions on how to address the topic going forward

Slide 4:

Your member state's position	Your member state's history relating to the issue

Areas for negotiation and recommendations for change

Slide 5:

"Do's"	"Do Not's"
Be specific and direct with what you argument Be action and solution orientated Use relevant resolutions Analyse Use the appropriate language Follow the correct format	Be fluffy List irrelevant information and resolutions Go outside your member states and committee's mandates Reiterate the background guide Use less than the two pages

Recommended duration: 45 to 60 minutes

Checklists:

Student's checklist:

☐ Read the Position Paper Guide. The guide can be found here:

https://www.nmun.org/assets/documents/nmun-pp-guide.pdf

Teacher's checklist:

☐ Edit/add/amend the presentation "Position paper" (example can be found in the annex)

in presence
- A beamer should be present in the room to hold the presentation

online
- Use screen-sharing for the presentation.
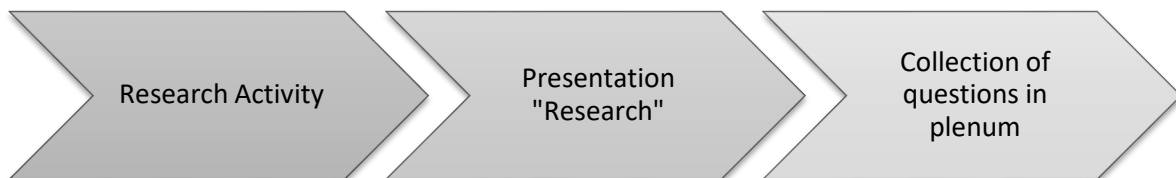
Module 10 – Research

Goal:

The goal of Module 9 is that students should do a first short research on their own to gather experience. They should know the difference between research for a term/written paper and a position paper and where to find the necessary information.

Structure of the session:

1. Welcome and open questions
2. Research activity: Students are assigned one UN member state and a topic (from previous NMUN conferences). They have to find as much information as possible on their member state's position on the topic within 20 minutes of time. Topics and member states can be found in the annex.
3. Students will share their findings and experiences in groups of 3-5 students.
4. Presentation "Research"
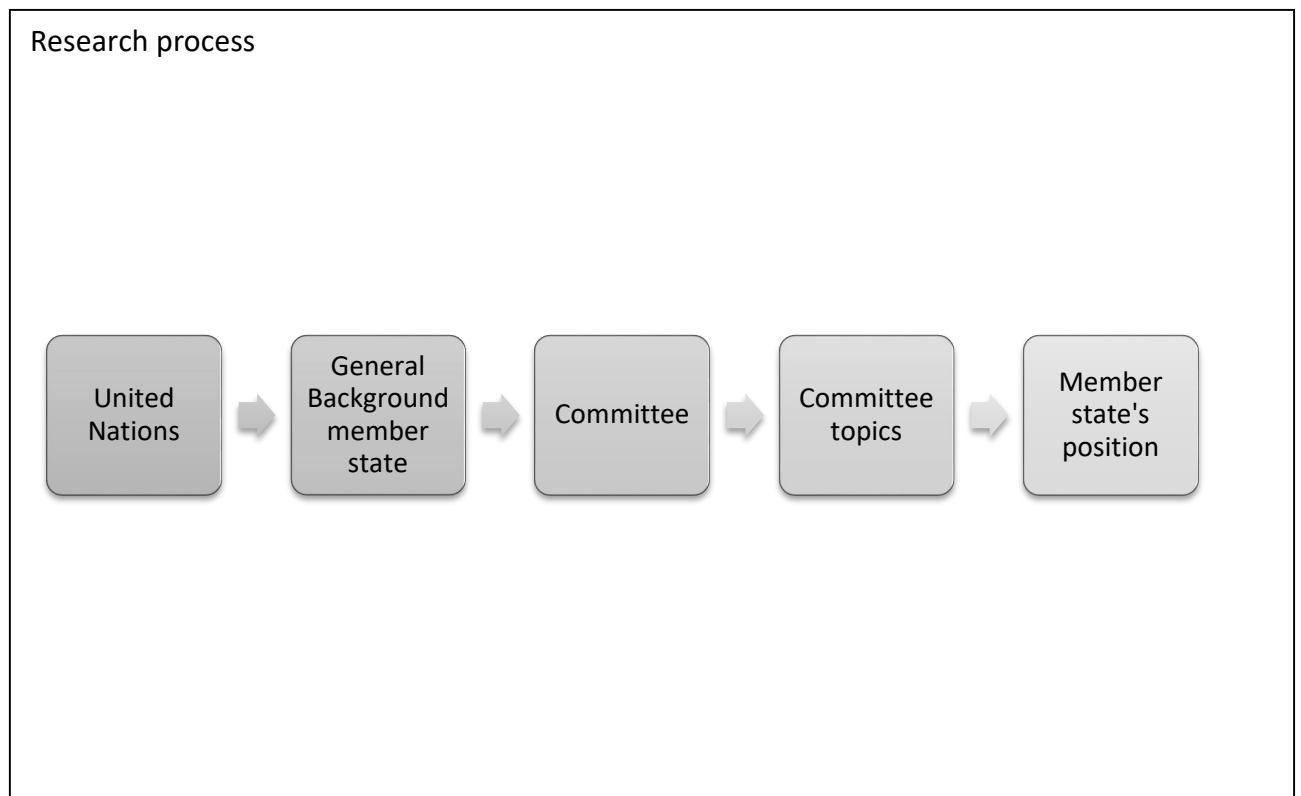5. Summing up and open questions

Teaching steps:

Research Activity → Presentation "Research" → Collection of questions in plenum

Teaching materials:

Presentation "Research"

Slide 1:

Research process

United Nations → General Background member state → Committee → Committee topics → Member state's position

Slide 2:

Research for (N)MUN: Not classical literature or information research like for a term paper. Gathering information about your assigned country to prepare your part in the model game. One specific research question vs. background and context of your country's positions. Results are used as the background for your position-taking

Slide 3:

Documents to research:

- United Nations documents and information
- United Nations Resolutions and reports on the issues under discussion
- Other articles, periodicals, books, and internet resources (e.g., databases)
- Contacting the delegation's permanent mission to the United Nations

Slide 4:

Useful documents:

- https://www.macewan.ca/wcm/MacEwanEvents/Conferences/ModelUN/Resources/index.htm
- Position Paper Research Checklist (to be found in the Annex)
- UNITED NATIONS HANDBOOK 200-21: https://www.mfat.govt.nz/de/peacerights-and-security/our-work-with-the-un/un-handbook/
- The GA Handbook. A practical guide to the United Nations General Assembly: https://www.unitar.org/sites/default/files/media/publication/doc/un_pga_new_handbook_0.pdf

Slide 5:

Useful links

- NMUN: https://www.nmun.org/conferences/japan/prepare-for-committee/committee-materials.html
- United Nations Website: https://www.un.org/
- United Nations Today: http://www.un.org/en/sections/general/meetings-and-events/
- Permanent Missions to the United Nations: http://www.un.org/en/member-states/index.html
- United Nations Department of Global
- Communications: https://www.un.org/en/sections/departments/department-global-communications/
- The Europa World Yearbook: http://www.europaworld.com/pub/
- UN digital library: https://digitallibrary.un.org
- UN global issues overview: https://www.un.org/en/sections/issues-depth/global-issues-overview/
- CIA world fact book: https://www.cia.gov/library/publications/the-world-factbook/
- Various research Guides: http://research.un.org/en?b=s&group_id=2087
- Further research links: https://www.amun.org/research-links/ and http://srmun.org/reference.php

<u>Recommended duration:</u> 45 to 60 minutes

<u>Checklists:</u>

Student's checklist:

☐ Read the Position Paper Guide again. The guide can be found here: https://www.nmun.org/assets/documents/nmun-pp-guide.pdf

Teacher's checklist:

☐ Edit/add/amend the presentation "Research" (example can be found in the annex)

☐ Provide various research links in a link list or upload them on the joint platform

in presence

- A beamer and black-/whiteboard should be present in the room to hold the presentation and note the findings and experiences.
- Provide enough space for group discussions e.g. by using different rooms

online

- Set up of breakout rooms to be done before the meeting starts if possible.
- Application such as an online pad or note tool to be used to note open questions and anwers.
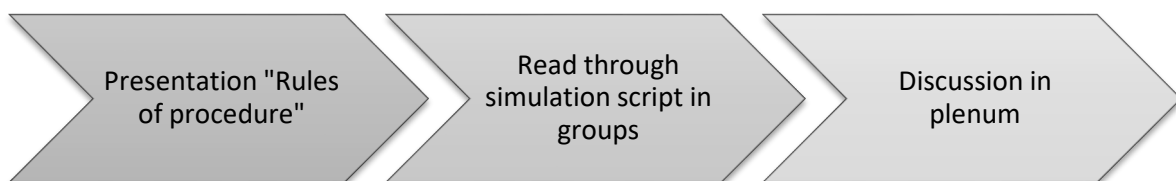
Module 11 – Rules of procedure

<u>Goal:</u>

The rules of procedure are to be explained in module 10. Students should know what happens at a MUN and get a first impression by reading a simulation script. They should know the differences between formal and informal sessions, between being "present" and "present and voting" at roll call, and between substantive and procedural votes. Furthermore, they should be informed about etiquette and proper behaviour at MUN.

<u>Structure of the session:</u>

1. Welcome and open questions
2. Presentation "Rules of procedure"
3. Practical activity: Students are divided into groups (2-4 students) and will read through the simulation script provided by NMUN. Teachers will explain the procedures while reading the script so the students understand how they are applied in practice.
4. Exchange of experiences and answering of open questions in the plenary

<u>Teaching steps:</u>

Presentation "Rules of procedure" → Read through simulation script in groups → Discussion in plenum

<u>Teaching materials:</u>

Presentation "Rules of procedure"

Slide 1:

Conference flow

- Opening ceremony: welcoming remark and introductions of the dais
- Committee called in session
- Roll call
- The speakers list opened
- Agenda-setting speeches
- Motion for informal session
- Motion for setting the agenda
- Speakers list is cleared, and a new list is created.

Slide 2:

- Formal session:
  - Motions are used
  - No talking to other delegates/partner
  - No technology of any kind is allowed to be opened and used.
  - The only person allowed to be talking is either the dais or the delegate giving a speech.
  - Delegates must be seated.
  - Delegates must have your blazers or jackets on at all times.
- Informal session:
  - Motions are not used
  - Delegates can walk around in the room and talk to other delegates.
  - This is where a large majority of the writing will take place.
  - Bilateral negotiations
  - Lobbying for one's draft resolutions
  - Delegates remain in decorum and character throughout all sessions. They can break character the your committee session is on a lunch break or has ended for the day.

Slide 3:

Roll call:

- Multiple times throughout the conference
- Two ways to answer roll call:
    - "Present": You can vote, YES or NO or ABSTAINED
    - "Present and Voting": You can only vote YES or NO
- Your voting status mainly depends on your member state.
- It is very crucial to note who is "Present and Voting" during the voting procedure.
- If you are ever late and miss roll call, you will need to send a note to the dais and let them know.

Slide 4:

Placard (only for physical conferences):

- Always know where your placard is
- Without your placard you will not be able to vote, make any motions, etc.
- If you lose it, you will have to pay to get a new one
- Be sure to take care of it so it always looks presentable
- Communicate with your partner who has the placard
- Remember to bring it with you when you leave in the morning for committee

Slide 5:

Making Motions:

- Be sure you know what you want to say.

- Once you are called, stand up, speak loud and clear, with a levelled voice.

- Always begin with mentioning your member state: e.g., "France moves to…" or "Thank you, Honourable Chair, the French Republic moves to…"

- Keep it short!

- When motioning for an informal session, be mindful of your committee schedule.

- Listen to what other motions have been made, so you are not repeating something already motioned or something that the dais has already denied.

Slide 6:

Motions at (N)MUN see Rules of procedure short form which can be found here: https://www.nmun.org/assets/documents/nmun-rules-short.pdf

Slide 7:

Voting:

- Procedural
  - YES or NO. Abstentions are not allowed.
  - Motions

- Substantive
  - YES or NO or ABSTAIN
  - Resolutions
  - Division of the question

- You MUST vote at all times

- Votes are taken by placard unless a roll call vote is requested.

Slide 8:

Co-funded by the
Erasmus+ Programme
of the European Union

Technology (only for physical conferences)

- Formal sessions: Absolutely no technology opened or being used. Use a research binder!
- Informal sessions: Free to use any technology

Slide 9:

Communication with the dais:

- Send notes e.g., to be added to the speakers' list
- Always ask: "Permission to approach…"
- Approach from the front of the table
- After the session has ended for the day, you will have to approach them during the next session.
- If you happen to run into your dais outside of committee, do not talk about committee.

Slide 10:

Committee etiquette:

- Always be on time (early)
- Sit front and centre or fairly close to that area
- Always have your placard
- Be quiet during formal sessions. Do not talk to other delegates, and refrain from speaking to your partner.
- Use notes to communicate
- Clean up any garbage you have
- Always abiding by the dress code.

Slide 11:

Speech procedure:

- Begin all speeches with "Thank you, Honourable Chair…" or "Honourable Chair.."

- Structure your speeches so they flow and are as straightforward as possible

- Avoid too much fluffy material or talking too much about things that are not important to your speech

- It should be structured similarly to how you would structure an essay. Beginning (intro), middle (main and most important part of speech), and end (thank-you)

- The intro and outro should be short so they do not use too much time from your speaking time

<u>Recommended duration:</u> 45 to 60 minutes

<u>Checklists:</u>

Student's checklist:

☐ Read the guide "NMUN rules of Procedure". The guide can be found here: https://www.nmun.org/assets/documents/nmun-rules.pdf

Teacher's checklist:

☐ Edit/add/amend the presentation "Rules of procedure"

☐ Upload simulation script on a joint-platform for the students

☐ Prepare the simulation script by marking important passages that should be highlighted

in presence

- A beamer and black-/whiteboard should be present in the room to hold the presentation.
- Provide enough space for group discussions e.g. by using different rooms

online

- Enable screen-sharing for all the teachers to share the simulation script.
- Set up of breakout rooms to be done before the meeting starts if possible.
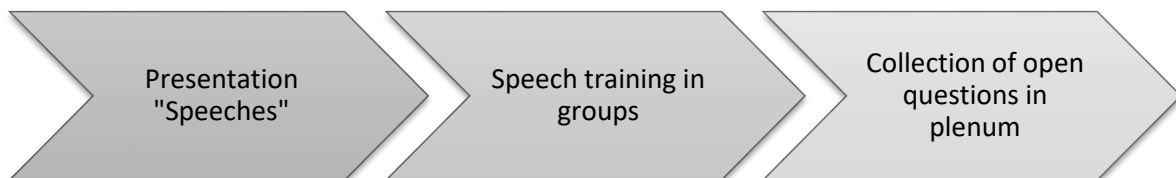
Module 12 – Speeches

Goal:

Making a first experience in public speaking is the aim of the 11th module. Students should know the structure of a speech and the differences between various speeches at MUN. In spontaneous speech training, they will be able to get a first-hand experience in speaking with only short preparation and constructive feedback to improve their skills.

Structure of the session:

1. Welcome and open questions

2. Presentation "Speeches"

3. Spontaneous speech training: Students are divided into groups (3-5 students) and given 2 minutes to prepare a speech of one minute. The teacher assigns the topics for the speeches.

4. After each student delivers their speech, the other students and the teacher will provide constructive feedback.

5. Summing up and open questions

Teaching steps:

Presentation "Speeches"	Speech training in groups	Collection of open questions in plenum

Teaching materials:

Presentation "Speeches"

Slide 1:

Speech Structure

Intro	Middle	Outro
”Thank you, Honourable Chair…” or “Honourable Chair…” “Fellow delegates…” Mention your country's name -> mention the full name once, use a short name afterward	Largest and most important part of your speech Ideas, solutions, things you are working on	Always thank the body Can conclude by inviting delegates to approach you during the next informal session

Slide 2:

Agenda-Setting Speech:

- Know the order you want to set the agenda and stick with it.
- Make sure your speech clearly communicates the order.
- Explain why the topic you want to discuss first is the most important.
- Invite other member states to approach you during the next informal session to discuss further.
- Note: Once you have set the agenda order, you should not be referring to the other topics presented to the body to discuss.

Slide 3:

Speeches at the beginning of the conference:

- Once you have set the agenda order, you will begin with speeches on the first topic.
- Avoid reiterating why the topic is important.
- Introduce your ideas.
- Invite delegates to approach you during the next informal session to discuss your ideas further.
- Listen to the speeches being made by other delegates.
- A good way to find out if other delegations have similar ideas

Slide 4:

Speeches during working paper/groups:

- Mention your working group and the direction that your working paper is going.
- Why this working paper is essential and the main highlight of it
- Make sure to communicate with your sponsors about what they are talking about in their speeches to avoid repetition.
- Gain support from the body for your working paper (signatories), but do not refer to your paper by the informal code (if the dais assigned one)!
- You can give recognition to the other sponsors from your group for their efforts on the working paper
- If you have an area (or a breakout room) your group is meeting to work, invite member states to meet there
- Once you have submitted your working paper, and it has been given a code, check with your dais if it is okay to refer to it by that code.

Slide 5:

Draft resolution speeches:

- Sell your draft resolution!

- Gain support from the body.

- Highlight the importance of your draft resolution.

- Communicate with sponsors to avoid repetition.

- You can divide the draft resolution between the sponsors, and everyone highlights a different part.

- Invite member states to read over your draft resolution and approach you with any questions or concerns.

Slide 6:

Public speaking tips (Source: https://www.carthage.edu/model-united-nations/public-speaking-tips/):

- Three parts of a speech:
  - 1. Hook: An engaging way to grab your audience's attention
    - The Question, quote, statistic, story
  - 2. Point: Your country's policy on the topic
    - State your country's policy on the topic.
    - Offer 2-3 reasons explaining why your country has adopted this policy.
  - 3. Call to Action: Possible solutions to the topic
    - Explain your specific solution to the problem.

Slide 7:

- Confidence
  - Research and prepare well and speak as if you know you are undoubtedly right.
  - Stand up straight, shoulders back and keep eye contact with the audience.
- Clear
  - Always speak slowly at a levelled tone with a loud voice and use the total amount of time.
  - Know your terminology.
  - Try to enunciate words properly.
- Concise
  - Present in a clean and clear-cut fashion
  - Be brief and to the point: Do not use unnecessary words and information.
  - Do not ramble on about the topic.
- Constructive
  - Start with a solid foundation that brings together all of your ideas.
  - Present your points, and then connect them by reviewing what you said.
  - Say it once, say it and review it, then say it again.

Slide 8:

- "Con Passion"
    - Speak from the heart and with passion.
- Critique
    - It is better to offer constructive critique than to criticize.
    - Remember that this is a diplomatic speech.
- Avoid using filler words such as "umm," "well," "it is sort-a like," "it's kinda like", "you know," "I think," "I'm sorry," "just," "but," "should," "like," "um," and, "a," etc.
- Make use of pauses: A pause after a thought and prefacing a response to a question holds the attention of the listener and allows you to take a deep breath.
- Breathe from the diaphragm. Breathe deeply and often.
- Pace yourself: Do not talk too fast or too slow → practice your speech and take the time.
- Position yourself powerfully: No slouching, tilting your head, and crossing your arms or legs.
- Stand up straight, shoulders back, feet firmly planted and knees unlocked.
- Project your presence: Speak from your diaphragm not your throat. Keep the sound in the low to medium range. Speak loudly enough to be easily heard. Focus on speaking with enthusiasm and energy and create colour with your voice.
- Use gestures: Do not be a statue. Consider occasionally exaggerating a gesture if it feels natural to you.
- Connect: Use a lot of eye contact.
- Be confident: If a mistake happens, do not let it irritate you too much.

Slide 9:

Tips for when you are flustered:
- Whatever you do, do not apologize if you stumble on a word or mess something up.
- Take a second, collect your thoughts, and continue.
- If you are flustered to the extent you think you need to end your speech, have your emergency line ready. E.g., "Please approach us during the next informal session if you would like to discuss these ideas further. Thank you!"
- Always thank the body before taking your seat.

Slide 10:

Helpful links

- Speaking during formal session: http://srmun.org/videos.php
- https://www.business-punk.com/2015/08/zum-professionellen-public-speaker-inneun-schritten-infografik/ https://www.carthage.edu/model-united-nations/publicspeaking-tips/
- https://bestdelegate.com/how-to-write-an-opening-speech/
- https://www.carthage.edu/model-united-nations/public-speaking-tips/
- Videos: 3 Tips to Improve Your Body Language When Giving MUN Speeches + 3 Tips to Improve the Way You Sound When Giving MUN Speeches: https://mun.bestdelegate.com/video-gallery/

Topics for speech training

- What is international justice?
- Why do we need the United Nations?
- Why do we need more multilateralism?
- Why do we need less multilateralism?
- Why is state sovereignty important?
- Why should states interfere in other states' issues?
- Why do we need more representation of marginalized groups within the UN?
- What is the importance of the General Assembly?
- What is international peace?
- What are the challenges the UN is facing?

Recommended duration: 90 minutes

Checklists:

Student's checklist:

☐ Watch short speeches by politicians at international organizations

Teacher's checklist:

☐ Edit/add/amend the presentation "Speeches" (example can be found in the annex)

☐ Prepare topics and a stop-watch for speech training

in presence

- A beamer and black-/whiteboard should be present in the room to hold the presentation.
- Provide enough space for group discussions e.g. by using different rooms

online

- Set up of breakout rooms to be done before the meeting starts if possible.

Module 13 – Negotiations

Goal:

The goal of module 13 is to introduce negotiations. Students will be given tips to negotiate successfully. In an activity, they will experience negotiations in

Structure of the session:

1. Welcome and open questions
2. Presentation "Negotiations"
3. Discussion in plenary to connect the role of negotiations during the conference
4. Negotiation activity "Lost at Sea": Students are given the instructions for the activity, which they first do on their own. Afterward, they are divided into groups and have to negotiate within their group.
5. Reflections and open questions in the plenary

Teaching steps:

| Presentation "Negotiations" | Discussion in plenum | "Lost at sea" | Reflection in plenum |

Teaching materials:

Presentation "Negotiations"

Slides 1:

Negotiating Tips

- Do not be afraid to ask for what you want.
    - Be assertive and challenge everything.
    - Practice expressing your feelings without anxiety or anger.
    - Use 'I' statements.
    - Use your right to question.
- Be quiet and listen.
    - Ask probing questions and then shut up.
    - Follow the 70/30 Rule. The others speak 70% of the time, you only 30%.
    - Ask open-ended questions.

Slide 2:

- Do your homework.
    - Gather as much pertinent information as possible prior to your negotiation.
- Always be willing to walk away.
    - Never negotiate without options.
- Do not be in a hurry.
    - The other negotiator might offer concessions to provide you with an incentive to say YES.
- Aim high and expect the best outcome.
    - Open up with an extreme position. Sellers should ask for more than they expect to receive, and buyers should offer less than they are prepared to pay.

Slide 3:

- Focus on the other side's pressure, not yours.
  - Ask, "What is the pressure on the other side in this negotiation?"
  - Look for ways to exploit that pressure to achieve a better result for yourself.
- Show the other person how their needs will be met.
  - Seek to understand the other negotiator and show them ways to feel satisfied.
- Do not give anything away without getting something in return.
  - Always tie a string: "I will do this if you do that."
- Do not take the issues or the other person's behaviour personally.
  - If someone is rude or difficult to deal with, try to understand their behaviour and do not take it personally.

"Lost at sea": To be found here: https://insight.typepad.co.uk/insight/2009/02/lost-at-sea-a-team-building-game.html for download

Recommended duration: 45 to 60 minutes

Checklists:

Student's checklist:

☐ Watch/read news on current international negotiations

Teacher's checklist:

☐ Edit/add/amend the presentation "Negotiations" (example can be found in the annex)

- Prepare "Lost at Sea" To be found here: https://insight.typepad.co.uk/insight/2009/02/lost-at-sea-a-team-building-game.html for download

in presence

- A beamer and black-/whiteboard should be present in the room to hold the presentation.
- Provide enough space for group discussions e.g. by using different rooms
- Print "Lost at Sea" instructions to distribute in session

online

- Enable screen-sharing for all the teachers to share the instructions of "Lost at Sea".
- Upload "Lost at Sea" without solution on the joint-platform
- Set up of breakout rooms to be done before the meeting starts if possible.

Module 14 – Position Paper (2)

Goal:

Module 14 is a repetition of position papers. Based on their knowledge from module 9 students will correct example position papers to get familiar with structure and formatting and to know about possible pitfalls and mistakes.

Structure of the session:

1. Welcome and open questions
2. Position paper correction activity:
   a. Students are divided into groups (2-4 students) and given several position papers
   b. The students have to work together and correct the position papers
3. Reflections and experiences are shared in the plenary

Teaching steps:

Position paper correction activity → Reflection in plenum → Collection of open questions in plenum
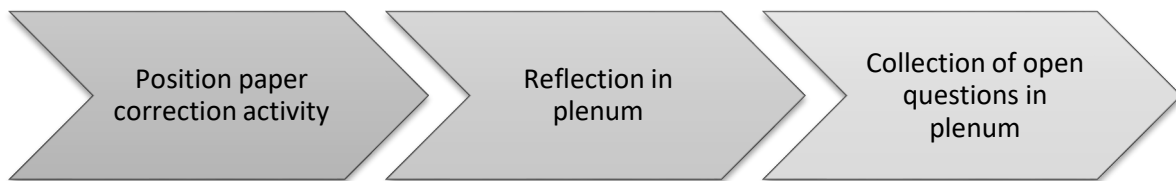
Teaching materials:

- Position papers to correct

Recommended duration: 45 to 60 minutes

Checklists:

Student's checklist:

☐ Read through the Position Paper Guide again. The guide can be found here: https://www.nmun.org/assets/documents/nmun-pp-guide.pdf

☐ Have another look at the presentation "Position Paper"

Teacher's checklist:

☐ Look for position papers from previous MUNs and provide them on the joint-platform

in presence

- A black-/whiteboard should be present in the room to note the findings.
- Provide enough space for group discussions e.g. by using different rooms
- Print the position papers for activity

online

- Distribute position papers for activity
- Set up of breakout rooms to be done before the meeting starts if possible.
- Application such as an online pad or note tool to be used to note the findings.

Module 15 – Fill in the blanks

<u>Goal:</u>

Module 14 consists of a reflection on the whole seminar. Students should find out what is still unclear and where they need more information or practice. This will allow the teachers to adapt the last sessions accordingly or provide additional resources.

<u>Structure of the session:</u>

1. Welcome and open questions
2. Students are divided into groups (3-5 students) and asked to reflect on what they have learned in the seminar and to pose questions about anything that is still unclear.
3. Open questions are answered and discussed in the plenary
4. Further procedures and organizational issues for the following seminars and the MUN are communicated

<u>Teaching steps:</u>

Group work and collecting open questions	Answering questions in plenum	Provide information about further procedure
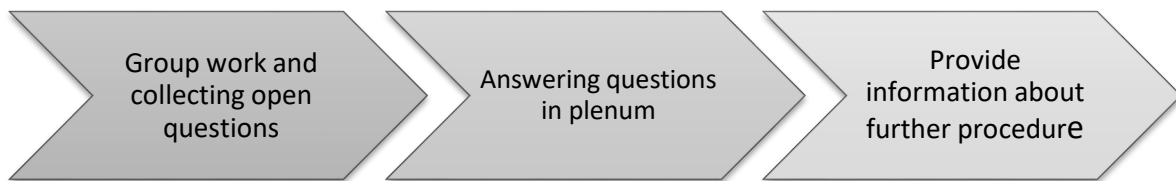
<u>Teaching materials:</u>

- None needed

<u>Recommended duration:</u> 45 to 60 minutes

<u>Checklists:</u>

Student's checklist:

☐ Think of your major learnings from the whole seminar.

☐ Think of open questions and additional resources that might be helpful.

Teacher's checklist:

☐ Prepare the further planning to be announced to the students

in presence

- Provide enough space for group discussions e.g. by using different rooms
- Black-/whiteboard to be used to note the learnings and open questions.

online

- Set up of breakout rooms to be done before the meeting starts if possible.
- Application such as an online pad or note tool to be used to note the open questions and learnings.

Module 16 – Topic I preparations

<u>Goal:</u>

The aim of module 16 is to prepare the students for the first conference topic. This first topic can be chosen either by the students themselves, by the dais, by the teachers, or can be a given when participating in an already organized MUN. Students should know the basics of the topic (What is it about? Why is it essential? What are current developments? What does it relate to?) and where/how to conduct more research for their position paper on the topic.

<u>Structure of the session:</u>

1. Prior to the seminar: Students were given material e.g., texts or documents, resolutions, news reports, on the first topic and short questions hinting at important aspects they had to answer

2. Welcome and open questions

3. Students are divided into groups (3-5 students) and share the findings from the assignment.

4. Findings are discussed in the plenary

5. A teacher provides further input on the topic.

6. Speech training: Students are divided into groups (3-5 students), choose a member state, and are supposed to deliver a one-minute speech on the first topic. Afterward, they are given feedback from their peers and a teacher

7. Concluding discussion in the plenary

<u>Teaching steps:</u>

Reading of material and answering questions → Group discussion on the assignments → Collection of results in plenum → Input from teachers → Speech training in groups → Concluding discussion

<u>Teaching materials:</u>

☐ Important material to be read for the second conference topic and questions related to it

☐ Further input on the first topic

Recommended duration: 120 minutes

Checklists:

Student's checklist:

☐ Read the material provided on the first topic

☐ Do additional research on the internet

Teacher's checklist:

☐ Choose/find out and prepare the first conference topic and research material for it

in presence
- A beamer and black-/whiteboard should be present in the room to hold note the findings and provide further input.
- Provide enough space for group discussions e.g. by using different rooms
- Print list with topics for speech training.

online
- Set up of breakout rooms to be done before the meeting starts if possibletform.
- Application such as an online pad or note tool to be used to note the findings.
- Provide list with topics for speech training.

Module 17 – Topic II preparations

Goal:

The aim of module 16 is to prepare the students for the second conference topic. This second topic can be chosen either by the students themselves, by the dais, or the teachers, or can be a given when participating in an already organized MUN. Students should know the basics of the topic (What is it about? Why is it essential? What are current developments? What does is relate to?) and where/how to conduct more research for their position paper on the topic.

Structure of the session:

1. Prior to the seminar: Students were given material on the topic, e.g., texts or documents, resolutions, news reports, on the second topics and short questions hinting at important aspects they had to answer

2. Welcome and open questions

3. Students are divided into groups (3-5 students) and share the findings from the assignment.

4. Findings are discussed in the plenary

5. A teacher provides further input on the topic.

6. Speech training: Students are divided into groups (3-5 students), choose a member state, and are supposed to deliver a one-minute speech on the second topic. Afterward, they are given feedback from their peers and a teacher

7. Concluding discussion in the plenary

Teaching steps:

Reading of material and answering questions → Group discussion on the assignments → Collection of results in plenum → Input from teachers → Speech training in groups → Concluding discussion

Teaching materials:

☐ Important material to be read for the second conference topic and questions related to it

☐ Further input on the second topic

<u>Recommended duration:</u> 120 minutes

<u>Checklists:</u>

Student's checklist:

☐ Read the material provided on the second topic

☐ Do additional research on the internet

Teacher's checklist:

☐ Choose/find out and prepare the second conference topic and research material for it

in presence
- A beamer and black-/whiteboard should be present in the room to hold note the findings and provide further input.
- Provide enough space for group discussions e.g. by using different rooms
- Print list with topics for speech training.

online
- Set up of breakout rooms to be done before the meeting starts if possibletform.
- Application such as an online pad or note tool to be used to note the findings.
- Provide list with topics for speech training.

Graphics:

1) https://pixabay.com/de/vectors/grafik-zwischenablage-papier-3400592/

2) https://pixabay.com/de/vectors/computer-pc-cpu-bildschirm-2237420/

Annex

Suggestion for a timetable

This timetable includes the content of the seminar taught in the PATRAPO project at Fulda UAS, UAM and UNZIG in the winter terms 2021/2022 and 2022/2023. It can serve as a basis for implementation of an own seminar.

Time	Content / To Dos	Literature/Notes/Homework
Pre-meeting		
	Introduction, Expectations, Organizational Issues	
First day		
09:00am Opening		

First session (2h) 09:10am – 11:10am	UN Presentation plus discussion
	
	Method: student group presentations to be prepared before the seminar
	
	Each presentation 15min+ 20min discussion
		International law (status of international law, difference between soft/hard law, pressure on states), different resolution/treaties (declaration), role of nation states
		  a) Simpson, Gerry. 2012. International Law in Diplomatic History. In The Cambridge Companion to International Law, ed. James Crawford and Martti Koskenniemi, 25–46. Cambridge: Cambridge University Press.
		  b) Koskenniemi, Martti. 2012. International law in the world of ideas. In The Cambridge Companion to International Law, ed. James Crawford and Martti Koskenniemi, 47–63. Cambridge: Cambridge University Press.
		  c) Mégret, Frédéric. 2012. International law as law. In The Cambridge Companion to International Law, ed. James Crawford and Martti Koskenniemi, 64–92. Cambridge: Cambridge University Press.
		
		History (in which context founded, goals of the UN)
		
		  a) Morris, Justin. 2018. Origins of the United Nations. In The Oxford Handbook on the United Nations, ed. Thomas G. Weiss and Sam Daws. Oxford: Oxford University Press.
		  b) Klabbers, Jan. 2009. An Introduction to International Institutional Law, pp 16-41. Cambridge: Cambridge University Press.
		
		Contemporary Role of UN today (concentration on crucial points and conflicts, what is the UN working on?)
		  a) United Nations. 2017. Basic Facts about the United Nations, 42nd edn. New York: United Nations Department of Public Information. pp. 58-67 (Peace). Access via: https://www.un-ilibrary.org/content/books/9789210584906/read
		  b) United Nations. 2017. Basic Facts about the United Nations, 42nd edn. New York: United Nations Department of Public

		Information. pp. 105-113 (Disarmament). Access via: https://www.un-ilibrary.org/content/books/9789210584906/read c) United Nations. 2017. Basic Facts about the United Nations, 42nd edn. New York: United Nations Department of Public Information. pp. 117-127 (Decolonization). Access via: https://www.un-ilibrary.org/content/books/9789210584906/read d) United Nations. 2017. Basic Facts about the United Nations, 42nd edn. New York: United Nations Department of Public Information. pp. 128-167 (Development). Access via: https://www.un-ilibrary.org/content/books/9789210584906/read e) United Nations. 2017. Basic Facts about the United Nations, 42nd edn. New York: United Nations Department of Public Information. pp. 197-221 (Human Rights). Access via: https://www.un-ilibrary.org/content/books/9789210584906/read
Second session (2h) 11:30am – 01:30pm (1h lunch break)	UN Presentation plus discussion Method: student group presentations to be prepared before the seminar Each presentation 15min+ 20min discussion	Structure and function (main organs: security council, general assembly, ECOSOC council, secretariat, international court, trusteeship council, agencies) a) Koskenniemi, Martti. 1995. The Police in the Temple Order, Justice and the UN. A Dialectical View. European Journal of International Law (6): 325–348.. b) United Nations. 2017. Basic Facts about the United Nations, 42nd edn. New York: United Nations Department of Public Information. pp. 3-29 (UN-Charter, Structure and System). Access via https://www.un-ilibrary.org/content/books/9789210584906/read c) Peterson, M. J. 2018. General Assembly. In The Oxford Handbook on the United Nations, ed. Thomas G. Weiss and Sam Daws. Oxford: Oxford University Press. d) Newman, Edward. 2018. Secretary-General. In The Oxford Handbook on the United Nations, ed. Thomas G. Weiss and Sam Daws. Oxford: Oxford University Press. e) Einsiedel, Sebastian von, and David M. Malone. 2018. Security Council. In The Oxford Handbook on the United Nations, ed. Thomas G. Weiss and Sam Daws. Oxford: Oxford University Press. Important documents (case studies: e.g. Women's rights/women's security, climate change, war crime/conflict resolution) and how they were implemented a) Riles, Annelise. 2006. [Deadlines]: Removing the Brackets on Politics in Bureaucratic and Anthropological Analysis. In Documents. Artifacts of Modern Knowledge, ed. Annelise Riles. Ann Arbor: University of Michigan Press. b) The Beijing Platform (document Riles refers to), see https://beijing20.unwomen.org/en/about c) United Nations 1995. Beijing Declaration and Platform for Action, for download at https://www2.unwomen.org/-

		/media/headquarters/attachments/sections/csw/pfa_e_final_web.pdf?la=en&vs=1203 preamble, chapter 1, 2 and 3 Decision making process (within the different committees, role of observer states) a) Rules of procedure of the General Assembly. https://www.un.org/en/ga/about/ropga/
Third session (2h) 03:00pm – 04:30pm	UN Presentation plus discussion	
		Homework: • Read *Rules of Procedure Guide* and note 2-3 questions/possible problems on the platform. The guide can be found here: https://www.nmun.org/assets/documents/nmun-rules.pdf • Read *Delegate Preparation Guide* and note 2-3 questions/possible problems on the platform. The guide can be found here: https://www.nmun.org/assets/documents/NMUNDelegatePrepGuide.pdf
Second day		
First session 09:00am – 10:45am (90min + 15min break)	Outcome Documents	
Second session 10:45am – 12:15am (90min + 1h 15min lunch break)	Position Papers & Research	
Third session 01:30pm – 04:00pm (90min)	Rules, Voting	
		Homework: • Read Position Paper Guide and note 2-3 questions/possible problems on the platform. The guide can be found here: https://www.nmun.org/assets/documents/nmun-pp-guide.pdf • Write a preambular clause on your own research
Third Day		

First session 09:00am – 10:45am (90min + 15min break)	Speeches and Speech Training	
Second session 10:45am – 12:15am (90min + 1h 15min lunch break)	Negotiation Training	
Third session 01:30pm – 04:00pm (90min)	Position Paper	
		Homework: • Post questions/topics you want to focus on more on the project platform • 3min - max 5min Video recording of oneself (if I were China, preambular clause, make operative claims as a specific country, can be hypothetical) • Continue writing the hypothetical resolution by adding some hypothetical operative clauses
Fourth Day		
First session 02:00pm – 03:45pm (90min + 15min break)	"Fill in blanks"	
Second session 03:45pm – 05:15pm (90min + 15min break)	Conference Dynamics	
Third session 05:30pm – 07:00pm (90min)	Conclusion Evaluation Further procedure	
		Homework: • Work on Position Paper

		• Find out possible allies and dependencies of your delegation (if assigned yet)
Additional sessions		
#1	Position Paper edits and corrections	Peer review (one or two rounds of edits) and get feedback
#2	Opening speech training	Practice opening speech and get feedback

Quiz Working Papers

What are the outcome documents of a (N)MUN conference? (multiple correct answers)

    a) Working papers ☒
    b) Position papers ☐
    c) Draft resolutions ☒
    d) Resolutions ☒

2. True or false? Delegates can already lobby for specific working papers in their formal speeches

    • False!

3. How can changes be incorporated into the working paper?

    a) By a vote in formal session ☐
    b) Without a vote, directly into the working paper ☒
    c) Only by the Dais ☐

4. Write answer yourself: Who creates the content of a working paper?

    • Sponsors

5. What are the characteristics of a signatory? (Multiple correct answers)

    a) They support the content of the working paper ☒
    b) They did not play an instrumental role in creating the content ☒
    c) They may ultimately disagree with the content ☒
    d) They are interested in bringing the working paper forward for consideration by the committee ☒

Quiz Draft-Resolutions

What has to happen in order for a working paper to be accepted as a draft resolution? (Multiple correct answers)

    a) Accepted by the Dais ☒
    b) majority vote ☐
    c) Coded ☒
    d) Distributed to the committee ☒

2. Write answer yourself: How can draft resolutions be altered?

    • Through amendments

3. When is a DR considered to be formally introduced to the committee?

    a) After a formal reading by one of the sponsors ☐
    b) After the Dais has announced it ☐
    c) After the electronic distribution ☒
    d) After a procedural vote ☐

4. Which part of a draft resolution can be amended?

    a) The whole document ☐
    b) Only the preambular clauses ☐
    c) Only the operative clauses ☒
    d) Draft resolutions can't be amended anymore ☐

5. Amendments can be written to…(Multiple correct answers)

    a) Add/change/remove operative sub-clauses ☒
    b) Remove all operative clauses ☐
    c) Correct spelling or grammar errors ☐
    d) Strike word, phrases or whole clauses ☒

Quiz Resolutions

Which resolutions are legally binding? (Write answer yourself)

- Resolutions from the Security Council

2. What is not a part of a resolution?

    a) Heading ☐
    b) Subordination clauses ☒
    c) Operative clauses ☐
    d) Preambular clauses ☐

3. How many periods does a resolution have?

    a) 2 ☐
    b) 1 ☒
    c) 3 ☐

4. What elements can be used in a preambular clause? (multiple correct answers)

    a) Conventions ☒
    b) UN Charter ☒
    c) Other resolutions ☒
    d) Statistics ☒

5. What is the minimum of operative sub-clauses in a resolution?

    a) 1 ☐
    b) 2 ☒
    c) 3 ☐
    d) 4 ☐

Position Paper Research Checklist

Useful links:

- United Nations Today: http://www.un.org/en/sections/general/meetings-andevents/
- The World Factbook: https://www.cia.gov/library/publications/the-worldfactbook/
- (CIA) Permanent Missions to the United Nations: http://www.un.org/en/member-states/index.html
- United Nations Department of Global Communications: https://www.un.org/en/sections/departments/department-global-communications/
- The Europa World Yearbook: http://www.europaworld.com/pub/
- United Nations Handbook: https://www.mfat.govt.nz/en/peace-rights-andsecurity/work-with-the-un- and-other-partners/un-handbook-2018-19/
- United Nations Chronicle: https://www.un.org/en/chronicle/
- New York Times: https://www.nytimes.com/
- The Economist: https://www.economist.com/
- United Nations Website: https://www.un.org/
- Permanent Missions to the United Nations: http://www.un.org/en/memberstates/index.html
- United Nations Department of Global Communications: https://www.un.org/en/sections/departments/departmentglobal-communications/
- UN digital library: https://digitallibrary.un.org
- UN global issues overview: https://www.un.org/en/sections/issuesdepth/global-issues-overview/
- Various research Guides: http://research.un.org/en?b=s&group_id=2087
- Member States on the record: https://www.un.org/en/library/unms

Committee:

- Read the Committee Background Guide provided by NMUN
- Research resources:
  - Committee's website
  - Other UN resources (including the UN System Chart; and books and scholarly articles)
  - Important past decisions or resolutions of your committee often shed important light on its powers, the types of actions it takes, and the methods by which it acts
- Make sure to have a thorough understanding of:
  - The foundational documents (the resolution(s) that established the body, and its foundational governing document, such as a charter or treaty)
  - The evolution and changes in mandate over time
  - Other key international documents that underpin the mandate.
- Find out about:
  - History
  - Governance
  - Structure
  - Membership
  - Mandate
  - Functions

- o Powers
- o Recent sessions
- o Current priorities
- o important past decisions or resolutions of your committee
- Committee's topics
- Look to the mandate of your committee (it will give you an idea of the tone and type of work done within your committee)
- Research what is currently in place, and what is planned for the future
- It is also important to examine successes and failures, and to attempt to determine why those approaches have succeeded or failed
- Search for:
  - speeches made by your country on the topic
  - important resolutions discussed and adopted in your committee

Research using the Committee Background Guide and answer the following questions:

- What essential questions are being raised in each topic?
- What important documents are essential to your research?
- What actions have various international bodies taken in the past regarding these issues?
- In your opinion as a diplomat, why are these issues important?
- Why do you believe these issues remain unresolved?
- What actions are currently being taken and/or what committees or entities exist to address these issues?
- What should be done from the perspective of your Member State or Observer to resolve these issues?

Research other sources and answer the following questions:

- What has been done internationally, nationally, regionally, and locally to address the topics?
- What should be done going forward on each topic (which you can understand from reading about proposals that others have suggested in relation to a topic and by forming your own innovative solutions to the issues at hand)?

Research your Committee's website and answer the following questions:

- What resolutions/reports has it published on the topic?
- What conferences or events has it held to address the topic?
- What are recent news items on the committee's website in relation to the topic?

Other sources for your research:

- Websites and other resources from other UN bodies that may have addressed each topic; for example, topics related to population may have been addressed by the Commission on Population and Development and the UN Population Fund (as well as other UN bodies), while topics related to gender equality may have been addressed by UN-Women, the Commission on the Status of Women, and the General Assembly Third Committee (as well as other UN bodies);
- The UN News Centre, which publishes information regarding recent UN efforts on different topics, allowing you to search for key words regarding your topic to find relevant articles on recent UN events or publications;

- The UN's Meetings Coverage and Press Releases website, which provides UN press releases and information regarding UN meetings;
- Research into how other intergovernmental organizations, regional or local organizations, and non-governmental organizations (NGOs) have addressed the topic and what they propose as effective strategies to approach the topic going forward;
- Books, reports, and scholarly articles on the topic from reputable sources (often professors, scientists, NGOs, or think tanks);

Research how your topic may be addressed on the international, regional, and local levels of the international community Member State

- Most member states of the UN have their own UN website ->check it out
- Understand the foreign policies of their country's government (as you are expected to act within those)
- Research the problems within your state regarding ethnic and religious minorities, suppression of dissent, division of wealth, freedom of the press, development, health care, education, poverty, the environment, human rights, etc. Also, do not overlook the more nuanced aspects of your state's domestic and foreign policies.

Research your assigned member state:

- Political structure
- Economic conditions
- Religion(s)
- History
- Culture
- Population and demographics
- Geography
- Ethnic and religious minorities
- Development
- Healthcare
- Educational access
- Division of wealth and poverty
- Environmental policies
- Freedom of the press
- Key domestic policies
- Key foreign policies
- Your state's allies and Member States it may not regularly work with (for various reasons)

Member State's Positions on Committee's Topics

- Look for resources that:
  - share what your Member State or Observer has already done in relation to the topic;
  - what it proposes to be done on the topic;
  - and/or its national policies on issues related to the topic.
- If there is not a lot of information available, you may need to infer how your Member State or Observer would approach a given topic based on what you have learned about your Member State generally.

- Search for speeches made by representatives of your Member State or Observer on the topic and important resolutions discussed and adopted in your committee that were supported or not supported by your Member State or Observer;
- Check voting records via UNBISNET or Member States on the Record (a valuable resource managed by the UN) to see whether your Member State supported the latest resolutions on a specific item;
- Research national laws and discussions on each topic within your Member State or Observer;
- Look at reports published by regional organizations, NGOs, and think tanks about your Member State or Observer in relation to the issues at hand.

Research Activity: Countries and Topics

- USA Countering the Threat Posed by Improvised Explosive Devices
- Jamaica Reducing Nuclear Danger
- Norway The Convention on Biological Diversity and Its Contribution to Sustainable Development
- Ensuring Equitable and Inclusive Access to Education
- Australia The Right to Privacy in a Digital Age
- Estonia Eliminating Human Trafficking of Women, Girls, and Gender and Sexual Minorities
- Russia Promoting and Protecting the Rights and Dignity of Older Persons
- Thailand Ensuring Access to Affordable, Reliable, Sustainable, and Modern Energy for All
- France Meeting the Fast-Track Commitments to Eradicate HIV/AIDS
- Somalia Climate Change: Mitigating its economic, environmental and social effects
- Nigeria Countering the Threat Posed by Improvised Explosive Devices
- Serbia Reducing Nuclear Danger
- New Zealand The Convention on Biological Diversity and Its Contribution to Sustainable Development
- Rwanda Ensuring Equitable and Inclusive Access to Education
- The Right to Privacy in a Digital Age
- Afghanistan Eliminating Human Trafficking of Women, Girls, and Gender and Sexual Minorities
- Iraq Promoting and Protecting the Rights and Dignity of Older Persons
- Bolivia Ensuring Access to Affordable, Reliable, Sustainable, and Modern Energy for All
- Brazil Meeting the Fast-Track Commitments to Eradicate HIV/AIDS
- Egypt Climate Change: Mitigating its economic, environmental and social effects
- Japan Countering the Threat Posed by Improvised Explosive Devices
- Syria Reducing Nuclear Danger
- Saudi-Arabia The Convention on Biological Diversity and Its Contribution to Sustainable Development
- United Kingdom Ensuring Equitable and Inclusive Access to Education
- Portugal The Right to Privacy in a Digital Age
- Panama Eliminating Human Trafficking of Women, Girls, and Gender and Sexual Minorities
- Mexico Promoting and Protecting the Rights and Dignity of Older Persons
- Africa Ensuring Access to Affordable, Reliable, Sustainable, and Modern Energy for All
- Colombia Meeting the Fast-Track Commitments to Eradicate HIV/AIDS