



WORLD AFFAIRS COUNCIL
of Philadelphia

The Student Diplomat Program
Junior Model United Nations
Prep Conference • March 5 & 6, 2020



*Aiding Refugees and
Displaced People*



Combating Climate Change



Quiz Yourself!

1. Where is the United Nations Headquarters located?

New York City, United States of America

2. What international organization, whose mission was to maintain world peace, came before the United Nations?

League of Nations

3. How many countries make up the United Nations?

193



Quiz Yourself!

4. How many official working languages are used at the United Nations?

6 (Arabic, Chinese, English, French, Russian and Spanish)

5. There are 15 countries represented on the Security Council. Which *five* permanent members (a.k.a. “the Big Five”) hold veto power?

China, France, Russia, United Kingdom and United States

6. Who is the current Secretary General. What country is he/she from?

António Guterres; Portugal



Quiz Yourself!

7. What is unique about the United Nations logo?
the design shows no one country/region in the center
8. What year is the deadline for the UN Sustainable Development Goals?
2030
9. How many Sustainable Development Goals are there?
17



Let's Try it!

**What is another word for
the people who work at
the United Nations?**

The top portion of the slide features a dark background with a glowing yellow world map. In the center, two black silhouettes of people are shown shaking hands. To the right of the silhouettes, the text "Let's Try it!" is written in a white, bold, sans-serif font with a soft yellow glow.

Let's Try it!

*Let's practice being **delegates/diplomats** through public speaking!*

- From the perspective of your assigned country, come up with **a few sentences to** introduce yourself to as many fellow delegates near you that you can.
- Introduce yourself to delegates who are **not** from the same school as you.
- Your introduction should last **30-45 seconds** and include **your name, your assigned country, your school and an interesting fact you have learned about your country and/or assigned topic so far.**
- When everyone at your table is ready with their introduction, you can begin!



What is Parliamentary Procedure?



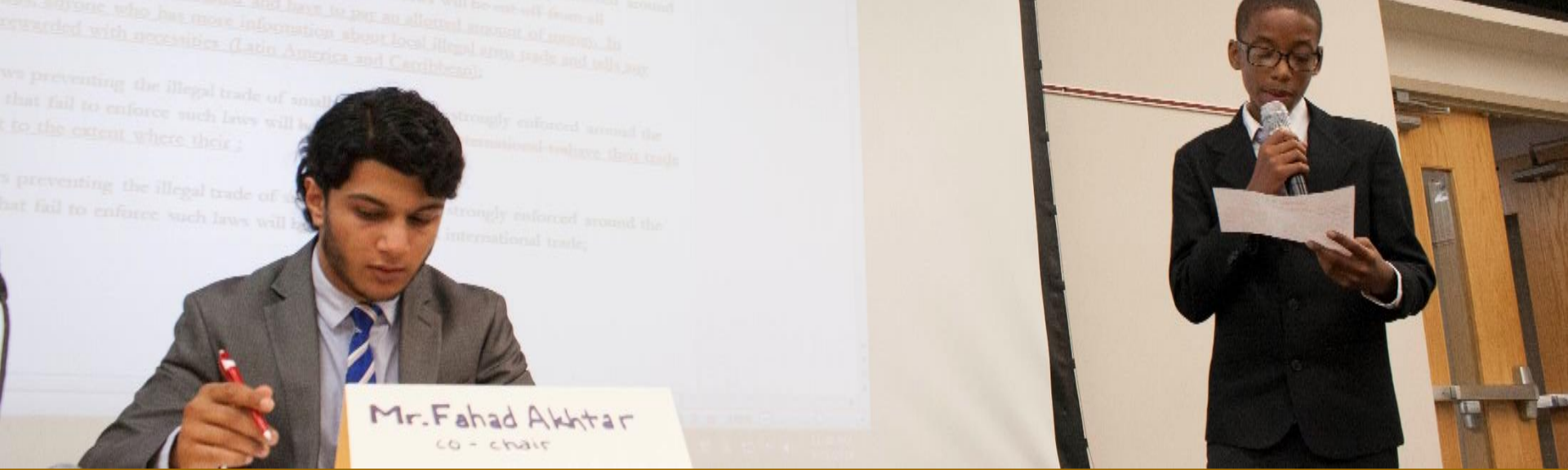
- A set of rules that governs how committees work, when a delegate may speak, and whom delegates may address.
- Used by: Model United Nations, United States Congress, Student Government, City Council, School Board, Churches, etc.



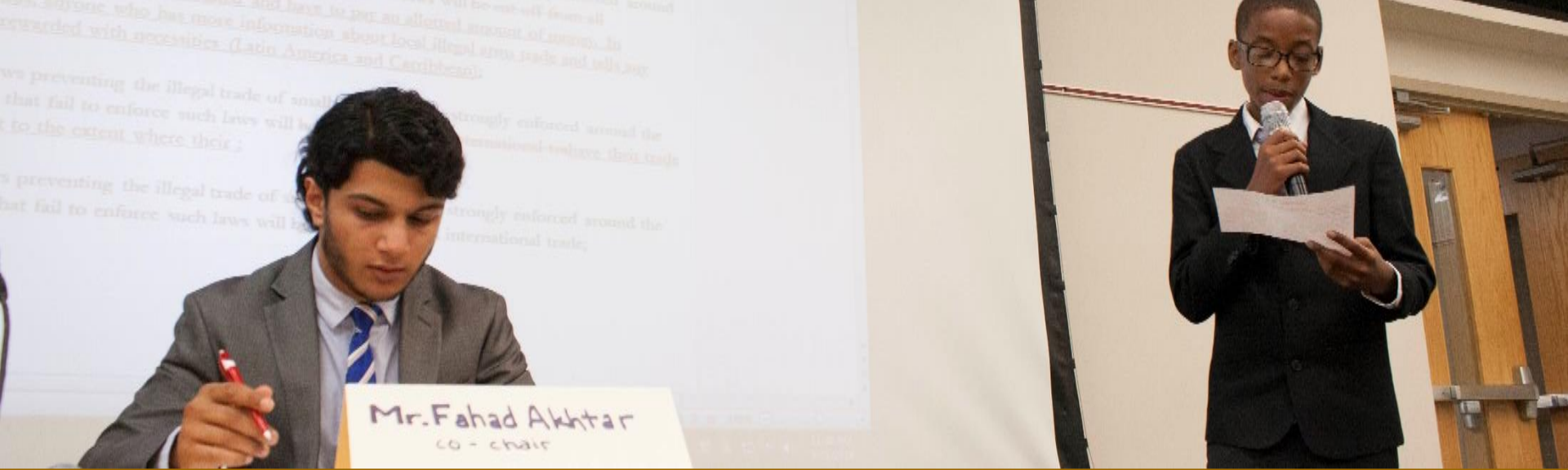
Why do we use Parliamentary Procedure?



- Produces quicker and more efficient meetings
- Keeps delegates on track and on topic
- Protects each member's rights
- Allows everyone's voice to be heard
- Carries out the will of the majority
- Provides structure so that delegates remain courteous and respectful



What does
Parliamentary
Procedure sound like?



- **Placard:** a piece of cardstock with a country's name on it that delegates raise to signal that he or she wishes to speak
- **Roll Call:** calling out a list of names to determine who is present
- **Chair:** a person who moderates debate, keeps time, and enforces the rules of procedure



- **Caucus:** a meeting between a group of people with shared concerns
 - **Moderated Caucus:** formal debate and discussion led by co-Chairs
 - **Unmoderated Caucus:** informal discussion where delegates can speak freely



- **Point:** questions or concerns a delegate may raise with the Chair
 - **Point of Order:** used when you believe a mistake was made with regards to the rules of procedure
 - **Point of Inquiry:** used when you have a question about the rules of parliamentary procedure
 - **Point of Personal Privilege:** used when you are experiencing some sort of discomfort or are unable to hear another delegate



- **Motion:** a proposal by a delegate that the committee takes a certain action. Examples:
 - Motion to open and/or close a committee session
 - Motion for lunch
 - Motion for a moderated caucus
 - Motion for an unmoderated caucus



How does the United Nations present solutions to important global issues?



Hint: It's not a law, but a...

Resolution!



What is a
Resolution?



- A written statement expressing an opinion or recommending specific solutions or actions to be taken on an important issue;
- Presented by one country or a group of countries that share the same idea.

Let's take a look at a sample resolution!

Committee: School Administration
Topic: No Cell-Phone Policy
Sponsor: Student Council

} *Heading*

School Administration,

Having studied that 43% of students in a school where electronic devices were banned, continued to use the devices to help with learning and managing class work,

Keeping in mind that on average, students spend 20% of their in-class time texting, emailing, and checking social media daily,

Aware that research shows that technology provides new learning opportunities and the ability for students to develop skills they will need for their careers,

} *Preambulatory
Clauses*

1. Calls upon school officials to “decriminalize” cell-phone use in order to further success in the classroom;

2. Recommends that the school administration require that teachers incorporate digital tools and apps into their daily lessons;

3. Further requests the school board to make Technology Skills a class that is required for graduation.

} *Operative
Clauses*



Part I: Heading

- A helpful way to identify a resolution!
- Identifies three components:
 - **Committee** School Administration
 - **Topic** No Cell-Phone Policy
 - **Sponsor** Student Council



Part II: Preambulatory Clauses

- **Discusses background information on the resolution:** Why is this issue important? What has been done? Why is it still a problem?
- **Needs to reference reliable sources!** (e.g., U.N. Charter, other U.N. resolutions, Sustainable Development Goals)
- **Format:** *Italicize* the first few words at the start of each clause. Each preambulatory clause is followed by a comma (,).



Part II: Preambulatory Clauses

- Acknowledging
- Appreciating
- Approving
- Aware
- Concerned
- Considering
- Keeping in mind
- Recognizing
- Taking into Consideration



Part II: Preambulatory Clauses

Having studied that 43% of students in a school where electronic devices were banned, continued to use the devices to help with learning and managing class work,

Keeping in mind that on average, students spend 20% of their in-class time texting, emailing, and checking social media daily,

Aware that research shows that technology provides new learning opportunities and the ability for students to develop skills they will need for their careers,



Part III: Operative Clauses

- Suggests what **action** should be taken to address the issue at hand: What should we do to solve the problem?
- Proposes **reasonable** solutions that the committee can **enforce**.
- **Format:** First action word (or few words) is underlined. Each operative clause is numbered at the beginning and ends with a semi-colon (;). The last clause ends with a period (.).



Part III: Operative Clauses

- Congratulates
- Decides
- Declares
- Encourages
- Recommends
- Reminds
- Requests
- Suggests
- Supports
- Urges



Part III: Operative Clauses

1. Calls upon school officials to “decriminalize” cell-phone use in order to further success in the classroom;
2. Recommends that the school administration require that teachers incorporate digital tools and apps into their daily lessons;
3. Further requests the school board to make Technology Skills a class that is required for graduation.

Sustainable Development Goals (SDGs)



Sustainable Development Goals (SDGs)



SDG 4: Ensure inclusive and quality education for all and promote lifelong learning



4 QUALITY EDUCATION



SDG 4: Quality Education



Goal 4.1: By 2030, ensure that all girls and boys complete free, equitable and quality primary and secondary education

Goal 4.5: By 2030, eliminate gender disparities in education and ensure equal access to all levels of education and vocational training for the vulnerable, including persons with disabilities, indigenous peoples and children in vulnerable situations

Goal 4.6: By 2030, ensure that all youth and a substantial proportion of adults, both men and women, achieve literacy and numeracy

SDG 4: Quality Education



Every additional year of primary school increases girls' eventual wages by 10-20 percent. It also encourages them to marry later and have fewer children and leaves them less vulnerable to violence.

SDG 4: Quality Education



Children from the poorest households are four times more likely to be out of school than those of the richest households. Disparities between rural and urban areas also remain high.

SDG 4: Quality Education



Around the world 59 million children of primary school age are being denied an education, and almost 65 million adolescents are without access to a secondary school.

SDG 4: Quality Education



More than half of children that have not enrolled in school live in sub-Saharan Africa.

SDG 4: Quality Education



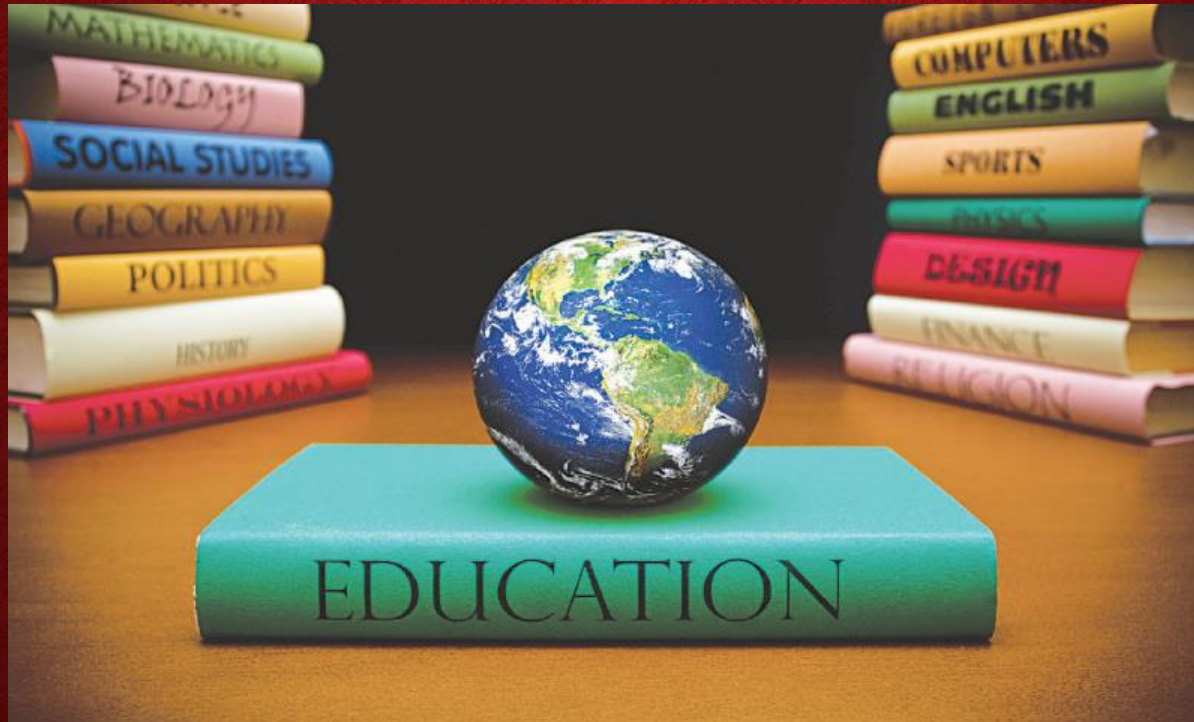
An estimated 50 per cent of out-of-school children of primary school age live in conflict-affected areas.

SDG 4: Quality Education



At the global level, the participation rate in early childhood and primary education was 70 per cent in 2016, up from 63 per cent in 2010.

SDG 4: Quality Education



“Education is the key that unlocks the golden door to freedom.”

- George Washington Carver



Let's Try It!

the Heading

- **Committee:** General Assembly
- **Topic:** Improving Quality Education
- **Sponsor:** Student Delegates



Let's Try It!

the Preambulatory Clauses

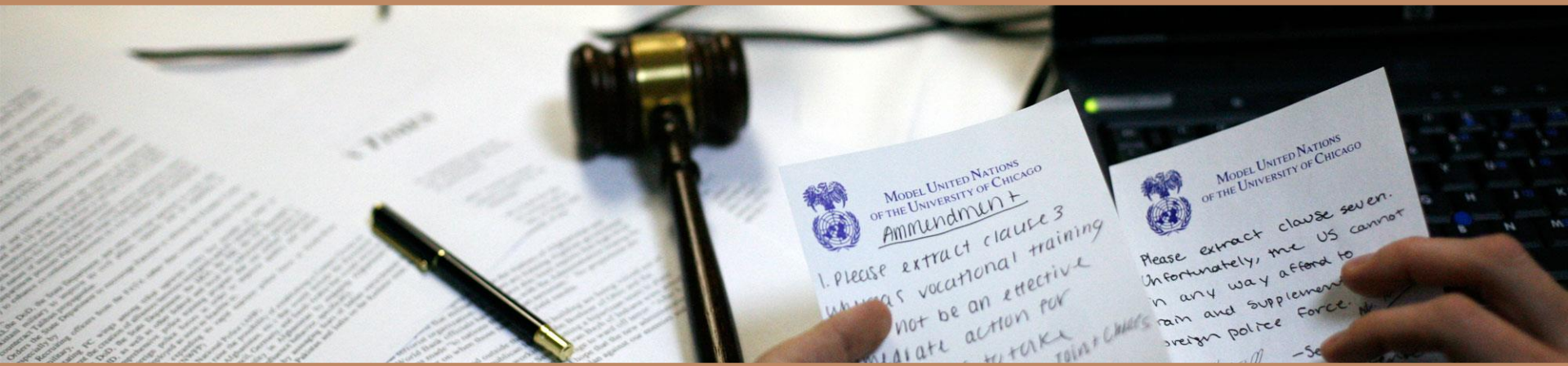
- In your small groups, select one person to be the group **leader** and one person to be the group **reporter**, or writer.
- You have 10 minutes to write **two** preambulatory clauses addressing Providing Quality Education(**Handouts #3 & #4**).
- At the end, some leaders and reporters will come to **podium** to share.



Let's Try It!

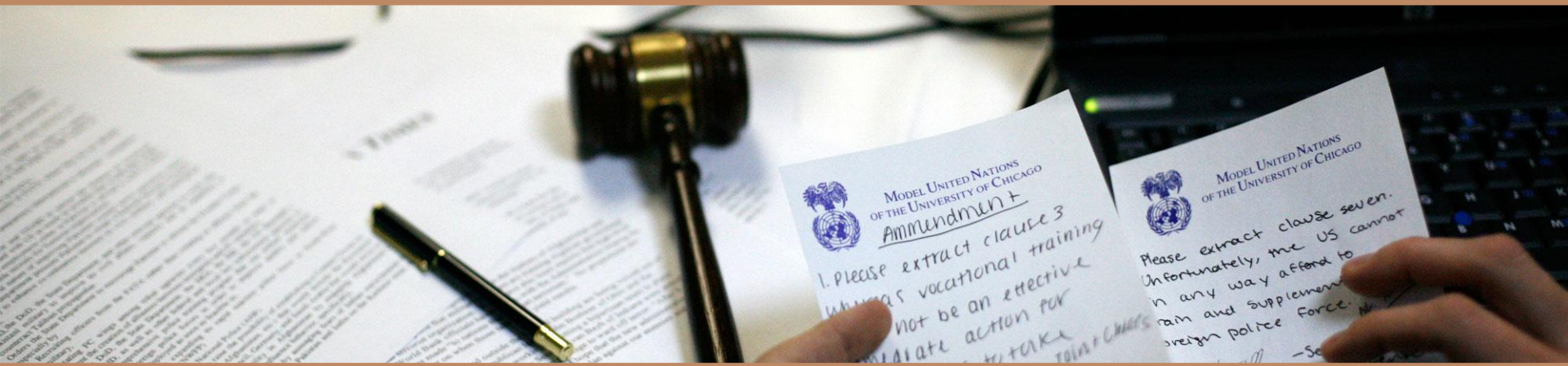
the Operative Clauses

- In your small groups, select one **NEW** person to be the group leader and one **NEW** person to be the group reporter, or writer.
- You have 10 minutes to write **two** operative clauses addressing Providing Quality Education. Think... *What are we going to do?*
- At the end, some leaders and reporters will come to **podium** to share..



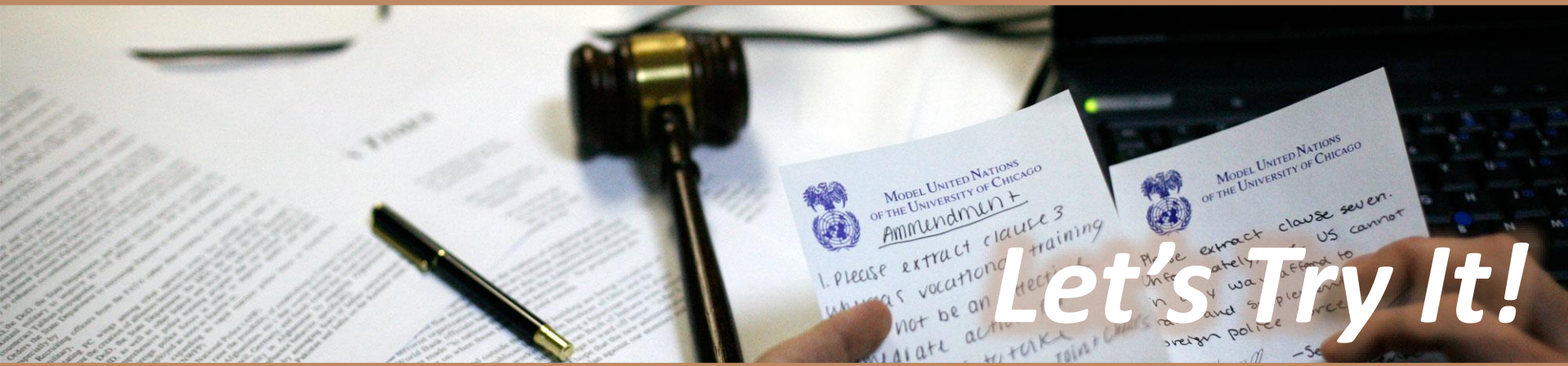
Amending a Resolution!

- Only the **operative clauses** can be amended! Ask yourself... Is there a way to **strengthen or change** an operative clause so that more countries will support it?
- Identify areas within the resolution that could potentially be made **stronger, clearer or more specific**. Ask yourself... Is there a need for further clarification?



Amending a Resolution!

- Add words or phrases
- Delete words or phrases
- Combine 2 or more operative clauses
- Remove an entire operative clause



Amending a Resolution!

- In your small groups, discuss the Example Resolution (Handout #5). Your group's task is to **amend at least one operative clause!** Think... *How can I make the operative clause stronger? clearer?* Choose one NEW leader and one NEW reporter.
- You have 10 minutes to complete this activity.
- At the end, some leaders and reporters will come to **podium** to share.

Students' Names:

Students' School: World Affairs Middle School

UN Committee (either 1 or 2): 1

Topic: Improving Quality Education

Sponsor: Republic of Botswana

The General Assembly,

Deeply concerned that there would be 171 million fewer people living in poverty if all students in low income countries learned basic reading skills,

Fully aware that teacher training and ensuring that teachers have access to teaching resources is also of critical importance to improving the quality of learning,

Keeping in mind that Botswana is located in sub-Saharan Africa where more than half of the schools do not have access to basic drinking water, handwashing facilities, the Internet, or computers,

1. *Suggests* that wealthy countries in the United Nations give money to reduce poverty;
2. *Suggests* that the United Nations help the citizens of Botswana by building more schools;
3. *Suggests* improving access to resources for teachers and educators.



Formatting a Resolution!

- In your small groups, take one last look at the Example Resolution and choose – for the final time – a **new group leader** and an **editor** for this last round (**Handout #5**).
- You have **2-3 minutes** to quickly determine *what is wrong* with the overall formatting of the Jr. Model UN Resolution. Editors should write your group's edits on the resolution.
- At the end, a few groups will be invited to the **podium** to share.

Formatting A Resolution



Let's Review!

- **3 main parts:** (1) heading (2) preambulatory clauses & (3) operative clauses with the right vocabulary and information.
- One long sentence separated by **commas** (,) and **semicolons** (;)
- A **period** (.) only appears at the end of the last operative clause.
- **Direct relationship** between preambulatory clauses & operative clauses (Think: Cause and Effect)
- You are writing to the **General Assembly**; not to the government of your own country.



Tips for Preparing!

- **Have a friend or classmate** peer review your draft resolution for common formatting or grammatical errors.
- **Practice debating, public speaking and responding to clarifying questions**, ahead of the Final Conference.
- **Know your research!** Find good sources and use statistics that could help back up your argument/position.



Tips for Preparing!

- **Listen carefully** to make sure that you fully understand another delegate's point of view.
- **Keep an open mind**, even if you disagree.
- **Disagree respectfully** by using appropriate diplomatic language, showing respect for others' opinions and explaining why your country does (or does not) support the resolution.



Tips for Preparing!

- **Remain true to your country's convictions and interests** but look for ways to compromise.
- **Focus on the goal at hand**, which is to develop a solution that satisfies as many countries' interests as possible.
- **Dress to impress** – Delegates should wear business attire, native dress or school uniform. *No sneakers, jeans, or open-toed shoes.*

WHAT'S YOUR NEXT STEP ?

Write a Position Paper!

(individually or in assigned groups)

From the perspective of your assigned country, synthesize your research by writing a two-page (max.) position paper that explains your country's position on one of the assigned committee topics.

Due Date: Friday, April 3, 2020

WHAT'S YOUR NEXT STEP ?

Write a Resolution! (in assigned groups)

From the perspective of your assigned country, write a resolution addressing your topic, including **three** preambulatory clauses and **three** corresponding operative clauses.

Due Date: Friday, May 1, 2020

QUESTIONS?



Jr. Model United Nations Final Conference
Thursday, May 14 or Friday, May 15, 2020



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