



# WORLD AFFAIRS COUNCIL *of Philadelphia*

The Student Diplomat Program  
*for Middle School Students*

# HANDBOOK FOR TEACHERS







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**W**elcome to the World Affairs Council. We are delighted that you and your students have chosen to participate in our Student Diplomat Program for Middle School Students, a year-long journey that immerses middle school students in the world of international affairs and diplomacy. Our Student Diplomat Program offers students an exciting opportunity to examine global conflicts and trends from multiple perspectives and work together to create promising solutions to these challenges.

This handbook will provide you with the tools needed to ensure that your student diplomats have a positive and successful experience. It begins with an overview of the program's goals and objectives, continues with a comprehensive explanation of the program's five stages, and concludes with classroom resources that will help you guide your students through the program.

### The World Affairs Council of Philadelphia

The World Affairs Council of Philadelphia is a nonprofit, nonpartisan educational organization dedicated to informing and engaging people of all ages in matters of national and international significance. Every year, the Council's educational programs reach nearly 2,200 students in the greater Philadelphia region. We are most proud of our nationally recognized simulation programs, including the Model United Nations, the International Student Summit and, Global Economic Forum. These programs introduce a diverse group of middle and high school students to the world of global issues, international affairs, diplomacy and foreign policy. They also supplement the humanities and social studies curricula in area schools by teaching students how to hone their research, writing, critical thinking and public speaking skills. And, perhaps most importantly, these programs expose students to civic engagement at a young age and open their minds to careers in foreign policy and diplomacy.

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## The Council's Student Diplomat Program

As diplomats in the Council's Student Diplomat Program, your students will be responsible for conducting official negotiations on behalf of specific countries and maintaining political, economic and social relations with other countries.

The program consists of five stages, beginning with an introductory session about world cultures at the museum and concluding with a Junior Model United Nations Conference, an all-day simulation held in the spring. Along the way, students learn about the structure and function of the United Nations, attend a preparatory conference with academic experts at a partner museum develop skills in writing, debating and amending resolutions and prepare for the ultimate challenge: working with fellow diplomats to pass resolutions that offer thoughtful and viable solutions to specific global issues, like access to primary education or climate change.

The program includes approximately 35 schools and more than 700 students from the greater Philadelphia region, including New Jersey and Delaware. With its emphasis on developing students' research, writing and communication skills, it meets a growing demand for international affairs curricula in area middle schools. No other organization in the region offers a similarly comprehensive learning experience for middle school students that focuses on international affairs and meets nationally recognized educational standards.

*As participants in the student diplomat program, your students will:*

- Gain a deeper understanding of world geography, history and cultures;
- Explore the mission, structure and function of the United Nations;
- Apply their research and critical thinking skills to specific global issues;
- Learn how to write, debate and amend resolutions;
- Understand the role of diplomacy and deliberation in international affairs; and
- Develop skills in conflict resolution, problem solving and cross-cultural communication.

## Student Diplomat Program Sample Calendar

The calendar below provides a sample timeline for all of the student diplomat program's events and deadlines. In order for students to have a positive and successful experience, it is essential that they attend all of the activities and participate in supplemental lessons in their classrooms. As specific activities and deadlines approach, Council staff will e-mail you with additional information and instructions. The Council's website is also updated regularly with valuable information for both teachers and students ([www.wacphila.org/education](http://www.wacphila.org/education)).

Month	Activities
November	<ul style="list-style-type: none"> <li>• Program applications due.</li> <li>• Teachers attend faculty sponsor meeting.</li> </ul>
December	<ul style="list-style-type: none"> <li>• Teachers receive individual dates for Partner Museum trip.</li> <li>• Teachers prepare students for trip using suggested lesson plans/materials.</li> </ul>
January	<ul style="list-style-type: none"> <li>• Students and teachers attend the Cultural Diplomacy Conference at a local museum</li> </ul>
February	<ul style="list-style-type: none"> <li>• Students learn about the UN in classrooms.</li> <li>• Students begin to conduct research on one of the topics from the perspective of their own country.</li> <li>• Students synthesize their research by writing one-page position papers.</li> </ul>
March	<ul style="list-style-type: none"> <li>• Students and teachers attend preparatory conference at a local University.</li> </ul>
Late March and April	<ul style="list-style-type: none"> <li>• Students learn about writing, debating and amending resolutions in classrooms.</li> <li>• Students submit resolutions to Council staff.</li> <li>• Council staff finalize resolutions.</li> </ul>
May	<ul style="list-style-type: none"> <li>• Students and teachers attend Junior Model UN Conference.</li> </ul>

## Five Stages of the Student Diplomat Program

### ■ STAGE ONE:

#### Cultural Diplomacy: Local Museum Field Trip

Jointly organized by the Council and a local museum, this half-day visit introduces your student diplomats the United Nations with an emphasis on understanding how cultures differ in terms of culture and diplomacy.

The day opens with an assembly about cultural diplomacy, led by Council staff members. During this assembly, students begin exploring key issues related to world cultures, including how their personal cultures affect both their beliefs and actions and influence their understanding of other people's cultures and actions. The program continues with a tour of the museum's galleries, led by museum educators. During the tour, students will learn how works of art—such as a Japanese teahouse or an ancient Indian temple—express key cultural elements, including history, religion and belief systems. The visit concludes with a closing session in which students discuss how to apply what they have learned at the museum to the study of their assigned countries.

Once your school has been accepted into the student diplomat program and your students have received their country assignments, it's time to begin preparing them for museum visit. As preparation, they should: 1) divide into country groups (four students per group); 2) research their assigned countries; and 3) begin exploring how personal cultural backgrounds influence them and their perceptions of others.

We recommend that your students research their assigned countries through completing the *Country and Culture Profile Worksheet* (see Appendix). This exercise will help them learn as much as possible about their countries, ranging from official languages, populations and literacy rates to infant mortality rates, forms of government and major exports/imports. A list of suggested resources for country research is found at the end of the Appendix.

Before their visit museum visit, students should also complete the *Everyone Has a Culture Worksheet* to help students begin thinking about how their cultural backgrounds influence them and their perceptions of others (see Appendix). This worksheet asks students to consider everything from the foods they eat at home and how often they see their extended families to the types of behaviors that are considered polite or rude. For many of your students, this may be the first time that they have answered these types of questions, and the experience can lead to some very spirited discussions about cultural differences.

Finally, you may find it helpful to use the *Defining Basic Concepts in Cultural Diplomacy* exercise (see Appendix) to introduce your students to the concepts of diplomacy, culture and cultural diplomacy. In this exercise, students break into smaller groups to examine key issues (for example, *What does it mean to be diplomatic? What challenges may arise when people from different cultures interact?*) and then report their ideas during a class-wide discussion.

In order to maximize your students' involvement in this first stage of the program, we recommend that you begin working with them approximately six weeks before the museum visit, following the timeline below. One or two hours per week should be more than enough time to complete this preparation. Below is a sample timeline.

Timeframe	Goal	Activities/Materials
Week 1	Students receive country assignments.	<ul style="list-style-type: none"> <li>Assign each country to a group of four students based upon student interest or other criteria.</li> </ul>
Weeks 2 and 3	Students research assigned countries.	<ul style="list-style-type: none"> <li>Students use suggested websites in Resource Appendix to complete the <i>Country and Culture Profile worksheet</i>.</li> </ul>
Week 4	Students explore how their cultural backgrounds influence their lives and their perceptions of others.	<ul style="list-style-type: none"> <li>Students complete the <i>Everyone Has a Culture worksheet</i>.</li> <li>Lead a discussion with students based on their responses to the worksheet's questions.</li> </ul>
Week 5	Students review key concepts related to cultural diplomacy.	<ul style="list-style-type: none"> <li>As a class, students complete and discuss the <i>Defining Basic Concepts worksheet</i>.</li> </ul>
Week 6	Museum Visit	<ul style="list-style-type: none"> <li>Review pertinent trip information with students prior to visit.</li> </ul>

## ■ STAGE TWO: The United Nations and You: A Student Study Tour

After your students attend the museum visit, it's time for them to tackle their next challenge: learning all about the structure and function of the United Nations. Students should be able to answer the following questions: What and where is the UN? Why do nations belong? How does the UN work? What has the UN accomplished in recent years? What do I need to know about my assigned country in order to be a successful diplomat?

During your school's visit to the museum, you will receive copies of *The United Nations: A Handbook for Middle School Students*, published by the Council, to distribute to all of your students. This handbook contains a wealth of information about the UN, including a brief history, a copy of its charter, a detailed explanation of its six main organs, and an overview of the key global issues it addresses.

We recommend that you use this handbook as an integral component of your students' study of the UN. After your students have read the handbook, they can work in small groups to complete the handbook's Test Yourself! exercise to review key information about the UN's structure and function. The more your students understand about how the UN works, the more confident they will feel about participating during both the preparatory conference and the Junior Model United Nations conference.

## ■ STAGE THREE: Model United Nations Preparatory Conference

In March, all student diplomats will convene at the Model United Nations Preparatory Conference. Held at a partner university, this conference offers all student participants a chance to gather with approximately 350 of their peers from at least 15 area middle schools. Since so many students participate in this program, two preparatory conferences are held on separate days; your students will attend only one of the conferences.

At the preparatory conference, your students will: 1) listen to presentations given by academic speakers who possess expertise about the topics selected for the Junior Model UN Conference in May; 2) learn more about the UN and the role of diplomacy in international affairs; 3) attend a workshop about how to write and amend an effective resolution; and 4) gain hands-on experience with the public speaking and negotiation skills needed to be a successful diplomat.

Before your students attend the preparatory conference, they should familiarize themselves with the specific topics that they will tackle during the Junior Model UN Conference. Each year, the conference focuses on two specific topics. Recent topics have included: Access to International Migration; Protecting Global Internet Rights; Child Labor; Water Scarcity; and the HIV/AIDS crisis.

Several weeks before the preparatory conference, Council staff will post on its website briefing papers about each topic to share with your students. Within each group of four students assigned to a specific country, pairs of students will focus on each topic. While each student is therefore only required to be knowledgeable about his or her assigned topic, some teachers choose to review both topics with all of their students before the preparatory conference.

In addition to learning about this year's topics, your students should begin thinking about what their assigned countries' perspectives or viewpoints about these topics would be. If the topic is access to education, for example, a student representing Finland will need to consider how his or her country's perspective/concerns about access to education might differ dramatically from the viewpoint of a student representing Sudan. Students should begin researching both their country and topic assignments before attending the preparatory conference. This advance study will give your students better context for understanding and participating in the day's scheduled presentations and activities.

And to further guide students in approaching their topic from their country's unique perspective, see the *Global Perspectives Chart* (Appendix).

Below is a suggested timeline for helping your students get ready for the preparatory conference. Please note that this is a sample timeline and specific timeframes may change slightly.

Time Frame	Goal	Activities/Materials
Week 1	Students learn about this year's assigned topics.	<ul style="list-style-type: none"> <li>• Students read a briefing paper about their assigned topics.</li> <li>• Students work in their topic pairs to complete the <i>Critical Questions</i> section at the end of the briefing paper.</li> <li>• Students research their topics further by using websites and resources provided by the Council.</li> </ul>
Weeks 2 and 3	Students examine their assigned topics from the perspectives of their assigned countries.	<ul style="list-style-type: none"> <li>• Students work in their pairs to complete the <i>Global Perspectives Chart</i> (to be brought to the prep conference).</li> </ul>
Week 4	Students create diplomat badges and learn greetings in the native languages of their assigned countries.	<ul style="list-style-type: none"> <li>• Using materials provided during the partner museum trip, students make diplomat badges for the prep conference.*</li> <li>• Students research the proper pronunciation and meaning of a greeting in the native languages of their assigned countries.**</li> </ul>

\* A diplomat badge should include a student's name, school's name, country's name and a picture of the country's flag.

\*\* During the opening session of the preparatory conference, one student from each country group will share this greeting with the audience.

## ■ STAGE FOUR:

### Learning How to Write, Debate and Amend Resolutions

After your students attend the preparatory conference, they are ready to take on their next challenge: researching and writing a resolution for May's Junior Model UN Conference. Working in pairs and representing their assigned countries, students will write brief position papers about their countries' background and viewpoints related to their assigned topics and then draft resolutions containing proposed solutions to specific issues related to their assigned topics. Students should refer to their assigned topic research to help shape the content of their position papers and resolutions. Teachers will then submit proposed resolutions to the Council approximately three to four weeks before the conference. Council staff will select three or four resolutions for each topic that will be debated, amended and voted on at the conference.

It is likely that your students will need some extra support and guidance from you when it comes time to craft their resolutions. Even though they will have attended a resolution writing workshop during the preparatory conference, sitting down to write their own resolutions will be challenging for many of them. In the weeks between the preparatory conference and the Junior Model UN Conference, we recommend that you dedicate one or two hours per week to helping students write drafts of their resolutions and practice the process of debating and amending resolutions. Since your students will be responsible for working with hundreds of fellow diplomats to pass resolutions, it is essential that they have an opportunity to develop these skills in a smaller environment beforehand, like your classroom.

When teaching your students how to write a resolution, make sure to explain that a resolution is a document that refers to actions that countries jointly resolve to undertake in order to address a specific topic or problem. An effective resolution outlines a problem *and* offers concrete solutions. It consists of three parts: 1) a header that includes the committee's name, the topic and the sponsoring country or countries; 2) a series of preambulatory clauses that explain why the topic is important and what previous actions have been taken to address it; and 3) a series of operative clauses that describe what solutions/actions the committee should take to address the topic.

We highly recommend showing your students examples of resolutions in order to help them understand the types of language that should be used when writing resolutions and the difference between preambulatory and operative clauses. If, for example, a resolution addresses the topic of access to education, a preambulatory clause could explain that there are 12 countries in the world with literacy rates under 30% and name the specific countries. A subsequent operative clause could offer a solution to this problem by urging the countries with the top five military expenditures in the world to contribute 1% of their military budgets to building schools and providing necessary educational resources in these twelve countries.

The Appendix includes several materials that are helpful for teaching your students about resolution writing, including *Creating a Resolution*.

In order to help your students learn how to debate and amend resolutions, we recommend using the Council's *Debating Global Issues* exercise in your classroom (see Appendix). In this exercise, students divide into groups to research different approaches to the same problem, debate with each other about which approaches are most likely to be effective and create a single approach that incorporates multiple solutions. For example, students might research multiple approaches to improving access to education for children living in refugee camps. Approaches could include having the UN send trained educators into refugee camps or having the UN sponsor programs that send refugee children to other countries to be educated. Through debating and deliberating, students will try to create a single recommendation that incorporates multiple solutions for educating children in refugee camps.

This exercise gives your students a chance to practice some of the communication and negotiation skills they need to become successful student diplomats, including the following rules of diplomacy:

- *Listen carefully* to make sure that you fully understand another's point of view;
- *Keep an open mind*, even if you disagree with another's point of view;
- *Disagree respectfully* by using appropriate diplomatic language, showing respect for others' points of view and not making personal attacks;
- *Remain true to your convictions* and your countries' interests *but look for ways to compromise* and/or improve your own ideas; and
- *Focus on the goal at hand*, which is to develop a solution that satisfies as many countries' interests as possible.

Finally, we recommend that you devote some classroom time to teaching your students how to amend resolutions. Using the *Amending Resolutions* exercise, you can guide them through amending a resolution about protecting children in armed conflict from a recent Junior Model UN Conference. It is most important to familiarize your students with the different methods of amending a resolution, which include:

- Adding information to an operative clause to make it more specific and/or detailed;
- Deleting or changing part of an operative clause to make it more accurate;
- Adding or deleting an entire operative clause; and
- Combining two operative clauses to make the statement more effective.

Below is a suggested timeline for guiding your students through writing, debating and amending resolutions.

Time Frame	Goals	Activities/Materials
Weeks 1 and 2	Students synthesize their research by writing brief position papers, explaining what their countries believe should be done to address the assigned topics.	<ul style="list-style-type: none"> <li>Students work in pairs to write a short position paper, using the <i>Writing a Position Paper</i> worksheet and sample template as a guide.</li> </ul>
Week 3	Students review how to write effective resolutions.	<ul style="list-style-type: none"> <li>Review the Resolution Writing PowerPoint with your students.</li> <li>Students complete the quiz at the end of the presentation.</li> <li>Review the <i>Creating a Resolution</i> pages with students.</li> </ul>
Week 4	Students write practice resolutions about a topic related to their school community.	<ul style="list-style-type: none"> <li>Have students brainstorm a list of issues that affect their school community.</li> <li>Select one of these issues and have students work in pairs to write practice resolutions that offer solutions for addressing this issue. See the <i>Creating a Resolution</i> pages for an example of a school-based resolution.</li> </ul>
Weeks 5 and 6	Using their country/topic research and position papers, students create resolution drafts for their new Model UN topic and submit them to Council staff by the due date.	<ul style="list-style-type: none"> <li>Using the <i>Official Resolution Template</i>, students work in pairs to write drafts of resolutions that address their assigned topics from their country's perspectives.</li> <li>Review and edit drafts with students before submitting them to Council staff.</li> </ul>
Weeks 7 and 8	Students practice the art of debating and amending resolutions with each other.	<ul style="list-style-type: none"> <li>Have students complete the <i>Debating Global Issues</i> exercise as a class.</li> <li>Have students complete the <i>Amending Resolutions</i> exercise as a class.</li> <li>Have students practice reading and defending their resolutions in a classroom setting.</li> </ul>
Week 9	Students review drafts of the resolutions that will be debated at the Model UN conference.	<ul style="list-style-type: none"> <li>Once Council staff members select the resolutions that will be debated during the Model UN conference, share these resolutions with students.</li> <li>If any of your students have authored a selected resolution, help them practice reading and defending their resolutions, which they will need to do at the conference.</li> <li>Have students work as a class to practice debating and writing amendments for the selected resolutions.</li> </ul>
Week 10	Students complete final preparations for the Model UN conference.	<ul style="list-style-type: none"> <li>Review rules, procedures and the schedule for the Model UN conference.</li> </ul>

## ■ STAGE FIVE: The Junior Model United Nations Experience

After months of preparation, your student diplomats will be ready to participate in a successful Junior Model United Nations Conference in May. They will spend the entire conference presenting, debating, amending and voting on multiple resolutions pertaining to their assigned topics. Guided by experienced moderators, Council staff, high school and college students and you, student diplomats will have the opportunity to put all of their country and topic knowledge and resolution writing, debating and amending skills to the test as they attempt to pass resolutions that will improve the lives of people around the world.

While an important goal of the conference is for students to create final resolutions that effectively address the topics at hand, it is equally important for students to enjoy the experience of representing their countries' viewpoints, debating how best to address certain issues, and engaging with fellow diplomats in the types of deliberation and negotiation that exist in the actual United Nations.

When students arrive at the conference, they will divide up into two different committee rooms based on which topic they have been assigned. All students will receive placards with the names of their countries; throughout the day, they will need to raise these placards in order to be recognized before speaking.

Without a doubt, the more your students participate in the conference, the more they will benefit from this experience. We recommend that you encourage your students to participate at least once throughout the day, whether they make speeches, propose amendments or ask questions.

As a teacher, you will also have an opportunity to take part in this lively conference by serving as one of many bloc leaders during the amendment writing sessions. A bloc is a united group of countries with a shared goal. Please see below for more information about what bloc leaders do.

Below you will find a sample agenda of the Junior Model UN Conference. Please note that this is simply a sample schedule and that specific times of sessions may change.

### Sample Agenda:

8:45 a.m.	Registration
9:15 a.m.	Opening Plenary
9:45 a.m.	Concurrent Committee Sessions (in separate rooms)
11:00 a.m.	Lunch in Committee Rooms
11:30 a.m.	Concurrent Committee Sessions Resume
1:15 p.m.	Adjournment

## A Typical Committee Session

During the morning and afternoon committee sessions, student diplomats will debate, amend and vote on three or four resolutions previously selected by Council staff. Their goal is to pass at least one of these resolutions, signifying that committee members have reached consensus and that the resolution has moved successfully through the committee session. We ask that all students bring their draft resolutions with them, regardless of whether their resolutions have been selected for the conference, because they may be able to incorporate aspects of their own resolutions into the amendments.

Two people — a chair and a rapporteur — lead the committee sessions and guide student diplomats through the process of debating, amending and voting on resolutions. Usually, experienced college students serve as committee chairs. In addition, a Council staff member serves as a moderator for each committee session in order to ensure that everything runs smoothly.

In a typical committee session, the following steps take place:

1. The chair and rapporteur welcome all members to the committee session.
2. The student authors of the first selected resolution read it aloud to the committee.
3. The chair and rapporteur lead a Q&A session about the resolution, giving committee members an opportunity to ask the authors questions to clarify understanding of the resolution.
4. Diplomats break into blocs to debate the resolution and discuss possible amendments to it.
5. The entire committee reconvenes, and one spokesperson from each bloc presents his or her group's amendments to the committee. The chair will call for a brief Q&A following each bloc spokesperson's presentation.
6. Once all the blocs have presented their amendments and Q&A has been conducted, the chair and rapporteur will combine similar amendments and call for a vote. Delegates may vote "yea," "nay" or abstain.
7. After all amendments have been voted on, the final resolution is read. Members have an opportunity to express their support of or disagreement with the final resolution.
8. Members of the committee vote "yea" or "nay" on the final resolution. They may not abstain.
9. This process is repeated for the remaining two or three resolutions.

If the committee runs out of time before debating all of the selected resolutions, the author(s) of the remaining resolutions may still read their resolutions to the committee.

At the end, the committee chair and the Council moderator offer a short debriefing about the results of the committee session.

## A Teacher's Role on Conference Day

As a teacher, one of the most valuable contributions that you make to the Model UN conference is to serve as a bloc leader. After members of the committee break into assigned blocs, bloc leaders help students debate and write amendments to each resolution.

To help you prepare for this role, we have outlined the process below:

### Phase One: Reviewing the Resolution

**Assemble in Bloc Area:** Call students to your bloc area and have them arrange themselves in a semi-circle to facilitate discussion.

**Review Resolution:** Ask students if they like or dislike the resolution, and to explain why.

**Select Operative Clause:** Ask students what changes they would like to make to the operative clauses and why. Remember that most students will already have discussed the resolutions and brainstormed possible amendments in their classrooms. If students are not participating, consider asking the following questions to stimulate discussion:

1. Are any parts of this resolution unclear? If yes, which parts?
2. Would your country support this resolution? Why or why not?
3. If your country would not support this resolution, what changes to this resolution, if any, would help persuade you to support it?

### Phase Two: Writing and Presenting Amendments

**Solicit Suggestions:** Ask students to volunteer suggestions about how the selected operative clauses can be changed. Remind students that these changes should improve the resolution and that they should avoid rejecting the resolution entirely.

**Amend Clauses:** Guide students through writing amendments to the selected operative clauses. They can amend an operative clause in any of the following ways:

1. Add certain words or phrases to an operative clause.
2. Delete certain words or phrases from an operative clause.
3. Add or delete an entire operative clause.
4. Combine operative clauses.

**Record Amendment(s):** Ask one student to write two copies of the bloc's amendment on the forms provided: one copy for the committee chair and one copy for the bloc's spokesperson.

**Present Amendment(s):** Select two students to serve as the bloc's spokespersons. One spokesperson will read aloud the amendment(s) created by their bloc to the entire committee. The second spokesperson will issue a brief report of why and how their bloc decided to amend the resolution.

After all bloc spokespersons have presented their amendments and answered questions, the chair and rapporteur will consolidate the amendments for voting. With each country receiving one vote, members of the committee vote on each amendment separately, choosing to vote “yea” or “nay.” They may not abstain. If 50 percent of the committee votes “yea,” the amendment passes and becomes part of the final resolution. After members have voted on all of the amendments, the chair and rapporteur review the accepted changes to the resolution. Each country in the committee then votes on whether to accept or reject the amended resolution. If 50 percent of the countries vote “yea,” the resolution passes and the committee begins tackling the next resolution.

After the committee has tackled all of the resolutions (or runs out of time), the committee chair and Council moderator will close the conference with a short debriefing about the results of the committee session.

The close of the Model UN signifies the end of your students’ journey, but while the program has concluded, we hope that the knowledge and skills your students have acquired will encourage them to think more critically and thoughtfully about their local and global communities.

If you would like to register your students for the student diplomat program, please contact Council staff or access the program application on the Council’s website ([wacphila.org/education](http://wacphila.org/education)).



WORLD AFFAIRS COUNCIL  
of Philadelphia

## Country and Culture Profile Worksheet

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COUNTRY

---

STUDENT

SCHOOL

### ■ Overview

1. Full name of country (Egypt, for example, is The Arab Republic of Egypt):

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2. What is the origin of the name of your country?

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3. Does the name describe the country in any way?

---

4. Location (list continent, bordering countries and bodies of water):

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5. How does your country's geography affect its political relationships?

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6. What is your country's capital city? \_\_\_\_\_

7. Describe your country's flag:

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## ■ People

Official language(s): \_\_\_\_\_

Other languages spoken: \_\_\_\_\_

Population: \_\_\_\_\_

Major ethnic group(s):

---



---

Describe any specific cultural characteristics of these ethnic groups:

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Major Religions (give percentages): \_\_\_\_\_%; \_\_\_\_\_%;  
 \_\_\_\_\_%; \_\_\_\_\_%; \_\_\_\_\_%

## ■ Education

At what age do children begin school? \_\_\_\_\_

How many years, on average, do they attend? \_\_\_\_\_

Is education free and/or a requirement of all citizens? \_\_\_\_\_

What percent of the population is literate? (Literacy is defined as the ability to read and write.)

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How many colleges or universities does your country have? What are the admission/attrition rates?

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Describe one interesting fact that you have learned about education in this country:

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## ■ Health

1. How long do people live, on average, in your country? (*This is called "life expectancy."*)

(Women) \_\_\_\_\_ (Men) \_\_\_\_\_

2. What is your country's birth rate? Birth rate is defined as the number of child births per 1,000 women:

\_\_\_\_\_

3. What is your country's maternal mortality rate (MMR)? This is defined as the number of maternal deaths per 100,000 births.

\_\_\_\_\_

4. What is your country's infant mortality rate (IMR)? The IMR is defined as the number of infants dying before one year of age divided by the number of births that year.

\_\_\_\_\_

5. What are the major infectious diseases in your country?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

6. What is the HIV/AIDS infection rate?

\_\_\_\_\_

## ■ Government

1. What form of government does your country have? \_\_\_\_\_

2. Research and define this form of government:

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

3. Who is the current leader?

\_\_\_\_\_

4. What is his/her title?

\_\_\_\_\_

5. How is s/he elected or appointed?

\_\_\_\_\_

6. What is the name of your country's legislative body?

\_\_\_\_\_

7. What types of beliefs (*political, religious or other*) influence your country's government?

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8. What domestic issues might influence your country's foreign policy?

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## ■ Economy

1. What do the letters GDP stand for? G \_\_\_\_\_ D \_\_\_\_\_ P \_\_\_\_\_

2. What is your country's GDP? \_\_\_\_\_

How does it compare to the GDPs of other countries in the region?

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3. What is your country's growth rate? (*Growth rate is defined as the change in population overtime.*)

---

4. How much money is spent on defense (*annually, quarterly, etc.*)?

---

What percentage of the total budget does this represent? \_\_\_\_\_ %

5. How much money is spent on education (*annually, quarterly, etc.*)?

What percentage of the total budget does this represent? \_\_\_\_\_ %

6. What is an export and an import?

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7. List your country's major exports:

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8. List you country's major imports:

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9. Define the term trading partner:

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10. Who are your country's major trading partners?

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11. Write a brief description of the current economic conditions in your country:

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## ■ Environment

1. Describe your country's climate:

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2. What environmental problems does your country face?

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3. What solutions has your country implemented or proposed to address environmental issues?

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4. What are your country's most important natural resources?

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5. What are your country's main energy sources?

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■ History

1. Who are your country's historic allies?

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2. Who are your country's historic enemies?

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3. Was your country ever subjected to colonial rule? \_\_\_\_\_

If so, by which country? \_\_\_\_\_

In what year did your country become independent? \_\_\_\_\_

4. Did your country ever colonize another country? If so, which country(ies)?

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For how long? \_\_\_\_\_

5. What are some major events in your country's history? Why are they important?

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■ United Nations

1. When did your country become a member of the UN? \_\_\_\_\_

2. Does your country owe any payments/dues to the UN? \_\_\_\_\_

3. Has the UN ever intervened in a conflict involving your country? If yes, where and how?

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4. How does your country contribute to UN peacekeeping?

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5. Has the U.N. ever cited your country for human rights violations? If yes, when and why?

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6. Does your country belong to any intergovernmental organizations outside of the UN system, such as the North Atlantic Trade Organization (NATO) or the Organization of the Petroleum Exporting Countries (OPEC)?

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7. Does your country belong to any regional organizations such as the European Union (EU), the African Union (AU) or the Organization of American States (OAS)?

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8. Does your country belong to any trade organizations or agreements such as the North American Free Trade Agreement (NAFTA) or the Organization for Economic Cooperation and Development (OECD)?

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### ■ Activity

Draw your country's flag:





## Everyone Has a Culture—Everyone Is Different\*

Students: Answer the following questions.

1. What language(s) do you speak?

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2. What music do you listen to? What dances do you know?

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3. What foods do you eat at home?

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4. In your family, what is considered polite and what is considered rude? What manners have you been taught? (*Think about such things as table manners, behavior toward guests in your home, what to say when answering the telephone, how to say thanks for a meal.*)

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5. What do you wear on special occasions?

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6. How often do you see your extended family (*for example, grandparents, aunts, uncles, and cousins*)? What role do they play in your life?

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7. What holidays and ceremonies are important in your family?

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8. Describe something very important to you. It could be a value, such as respect or honesty. It could be a person, such as a parent, brother, sister or friend. It could be a goal, such as going to college or designing a website. It could be a hobby.

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9. Based on what you've written, how would you describe the characteristics of the culture you're a part of?

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## Defining Basic Concepts in Cultural Diplomacy

*Teachers: Please complete the following exercise with your students.*

Before your students visit our Partner Museum, it's important for them to begin thinking about diplomacy, culture and cultural diplomacy — topics that will be explored in depth on the partner museum trip. The questions below will help guide your students through an introductory discussion of these topics.

In order to encourage discussion of these questions, we suggest dividing your students into three groups and assigning each group one set of questions to answer. Some of these questions are easier to answer than others, but remind your students that the purpose of this exercise is simply to become familiar with these topics, not to become experts! While your students will likely be able to answer some of these questions on their own, they may find it helpful to research other questions online.

After the three groups have had time to discuss their ideas, bring your entire class together and invite each group to report its ideas to the rest of the class. As each group reports, students should take notes and share their own ideas if they disagree, have information to add, etc. If your class is large, consider dividing your students into six groups and assigning each set of questions to two groups.

### Questions for Discussion

#### SET ONE: Diplomacy/Diplomats

- a. What is diplomacy?
- b. What kinds of jobs require diplomacy?
- c. What is a diplomat?
- d. What is the role of a diplomat?
- e. What does it mean to be diplomatic?
- f. How, if at all, is it important for a diplomat to be diplomatic?

#### SET TWO: Culture

- a. What is culture?
- b. What different things make up a person's culture?
- c. How is culture expressed outwardly?
- d. How is culture expressed inwardly?
- e. What types of challenges may arise when people from different cultures interact?

#### SET THREE: Cultural Diplomacy

- a. How do culture and diplomacy overlap to form cultural diplomacy?
- b. What is the purpose of cultural diplomacy?
- c. What actions/behaviors promote successful cultural diplomacy?
- d. What actions/behaviors hinder successful cultural diplomacy?



Taking into account your global topic, and the issues involved, complete the following chart:

	Issue #1	Issue #2	Issue #3	Issue #4
<p>How is my country affected economically? <i>(Example: increased taxes, increased poverty, increased unemployment)</i></p>				
<p>How is my country affected environmentally? <i>(Example: loss of natural habitat, pollution)</i></p>				
<p>How is my country affected socially and culturally? <i>(Example: discrimination, children unable to attend school)</i></p>				
<p>How is my country affected technologically? <i>(Example: lack of advanced medical care, no electricity or water pumping systems)</i></p>				
<p>How is my country affected politically? <i>(Example: women serving as leaders, people being represented fairly)</i></p>				



- *Students: Complete the following exercise.*

Using the research you compiled on your assigned country and topic, create a position paper that includes the following parts:

- A brief introduction of your country and its history with regard to the topic, including UN actions your country supported or opposed in the past;
- Actions taken by your government with regard to the topic;
- Statistics to back up your country's position on the topic; and
- What your country believes should be done to address the topic.

Your paper should be about one and a half pages and double spaced. Keep it simple, organized and to the point. Including sources at the end of your paper is highly encouraged. Once you complete a position paper, you can easily transform the information into a resolution!

Questions about how to properly format your paper? Ask your teacher to help you download the WORD template on the Council's website!



## Submitting a Position Paper (for Faculty Advisors)

As an important part of the preparation process, Jr. Model UN delegates are highly encouraged to prepare and submit position papers for their countries. Taking the form of an official published statement by a country's foreign ministry, position papers outline a delegation's position on the topics under consideration. Position papers also serve as invaluable tools that can be used as a reference throughout the conference and are an essential prerequisite to having students write resolutions.

### Position Paper Guidelines

Country delegations (regardless of the number of delegates) are encouraged submit a position paper to the Council. Position papers should be no more than one and a half pages in length and are to be divided into four sections. These sections should include:

- A brief introduction of the country and its history with regard to the topic, including UN actions the country supported or opposed in the past;
- Actions taken by the country's government with regard to the topic;
- Statistics to back up the country's position on the topic; and
- What the country believes should be done to address the topic.

### Position Paper Format

When writing a position paper, proper format is essential. Please follow the format as provided in the Position Paper Template (available for download on the Council's website) using the following standards:

- ◆ The upper left hand corner of the first page must contain the following information (**in bold**): **1) Students' names (all names of students in the country delegation); 2) School name; 3) U.N. Committee; 4) Topic assignment and 5) Sponsor (Country assignment).**  
*Please note that incomplete headings may deem a position paper ineligible for awards.*
- ◆ Length may not exceed one and a half pages.
- ◆ Font must be Times New Roman sized between 10pt and 12pt and single spaced.
- ◆ Margins must be set at 1 inch.
- ◆ Text must be justified so that the left and right margins both have straight edges.
- ◆ A statement including the four sections listed above must be included.
- ◆ Papers must be submitted as a WORD document and saved with the following format:  
**School Name\_Topic\_Committee #\_Country**. Faculty advisors are strongly encouraged to submit one word document to Council staff that contains all of the position papers from their school (as opposed to sending several attachments).
- ◆ Citations/sources are strongly encouraged but not required as with academic papers.

*Note: Position papers that are submitted using any other format or not meeting position paper guidelines as outlined above may be deemed ineligible for awards. To help streamline the submission process, please visit the Council's website to download a sample template that your students can use.*



## Official Position Paper Template (See Website to Download)



U.N. General Assembly

POSITION PAPER TEMPLATE

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**Students' Names:**

**Students' School:**

**U.N. Committee (either 1 or 2):**

**Topic:**

**Sponsor (country delegation):**

Format Guidelines: Times New Roman font size 10pt-12pt; Double-spaced; Limit paper to 1.5 pages; Sources at end  
Save and send a WORD document in the following format: **School Name\_Topic\_Committee #\_Country**



## WORLD AFFAIRS COUNCIL *of Philadelphia*

### Creating a Resolution

#### Writing a Resolution

The goal of the Junior Model UN conference is to discuss global issues and address possible solutions with fellow delegates. In the actual United Nations, delegates present their solutions in the form of written resolutions, which outline the actions that countries jointly resolve to undertake.

As a student delegate, you are responsible for writing a resolution before arriving at the Junior Model UN conference. Your resolution should do two things: outline the problem and offer solutions. All you need to do is put the information from your position paper into the proper format of a resolution.

The best way to think about a resolution is as a sentence with three main parts:

1. The header indicates the committee, the topic and the sponsor country;
2. The preambulatory clauses provide context, describing why the issue is important and what previous actions have been taken; and
3. The operative clauses describe what actions the committee should take to solve the problem. Take a look at the example on page 32, which illustrates the proper format of a resolution.



## Submitting a Resolution (For Faculty Advisors)

As an important part of the deliberation process, Jr. Model UN delegates are encouraged to prepare and submit resolutions for their countries. Students should write position papers PRIOR to writing a resolution as it makes the resolution writing process much easier.

### Resolution Guidelines

Country delegations (regardless of the number of delegates) are encouraged submit and be prepared to read, and defend resolutions. Resolutions should be no more than one page in length and should follow proper formatting guidelines as detailed in this handbook and provided through the official Resolution Template. The Council uses parts of students' resolutions to make the resolutions used at the Final Conference.

**PLEASE NOTE:** All faculty advisors should make sure that delegates are comfortable reading their submitted resolution in front of people—regardless of if it is chosen to be incorporated into the Final Conference. All student delegates will need to be comfortable with public speaking because they will need to do so during the conference in order to successfully voice their country's opinion. Council staff will contact faculty advisors in advance if students' resolutions are chosen for incorporation into the Final Conference. Faculty advisors are responsible for letting these students know ahead of time as these delegates will have to formally present their resolutions at the Final Conference. Often delegates will have little to no time to prepare responses to questions posed by fellow delegates and should be able to respond spontaneously to remarks made or questions asked. This skill should absolutely be encouraged and practiced in the classroom prior to the Final Conference. New delegates should also be taught about the format of debate that the United Nations uses. Familiarity with this technique can make the conference flow much smoother. Please let Council staff know if you need resources or ideas to help your students practice their public speaking skills.

### Resolution Format

When writing a resolution, proper format is mandatory. Please follow the format as provided in the Resolution Template (available for download on the Council's website) using the following standards:

- ◆ An effective resolution outlines a problem *and* offers concrete solutions. It consists of three parts: 1) a header that includes (**in bold**): **1) Students' names (all names of students in the country delegation); 2) School name; 3) U.N. Committee; 4) Topic assignment and 5) Sponsor (Country assignment);** 2) a series of preambulatory clauses that explain why the topic is important and what previous actions have been taken to address it; and 3) a series of operative clauses that describe what solutions/actions the committee should take to address the topic.
- ◆ Length may not exceed one page.
- ◆ Resolutions must be submitted as a WORD document and saved with the following format:  
**School Name\_Topic\_Committee #\_Country.** Faculty advisors are strongly encouraged to submit one word document to Council staff that contains all of the resolutions from their school (as opposed to sending several attachments).

*Note: Resolutions that are submitted using any other format or not meeting resolution guidelines as outlined above may be deemed ineligible for awards. To help streamline the submission process, please visit the Council's website to download a sample template that your students can use.*

## What Should a Resolution Look Like?

Header

UN Committee: General Assembly

Topic: Universal Access to Education

Sponsor: Germany

The General Assembly,

Comma

Italics

*Considering* that 80 million children are denied access to education,*Bearing in mind* that roughly 1.3 trillion dollars is spent worldwide on military expenditures,*Acknowledging* that the literacy rate for the world is only 82%,*Understanding* that there are twelve countries with a literacy rate under 30% (Burkina Faso, Nepal, Sierra Leone, Benin, Somalia, Malawi, Namibia, Sudan, Gambia, Niger, Afghanistan, and Chad),Preambulatory  
ClausesUnderline  
and Number1. Encourages the European Union to fund a collaborative volunteer program to build schools in developing countries;2. Suggests the Group of 8 (G8) (Canada, France, Germany, Italy, Japan, Russia, the United Kingdom, and the United States) contribute teachers to the Outreach 5 (O5) countries (Brazil, China, India, Mexico and South Africa);3. Urges the countries with the top five military expenditures (United States, United Kingdom, France, China, and Japan) to contribute 1% of their military budgets to countries with little or no access to education in order to build schools and provide the necessary resources for educating the population.

Semi-colon

Operative Clauses

Period

Preambulatory clauses

Acknowledging	Determined	Having heard	Realizing
Affirming	Encouraged	Having received	Recalling
Alarmed by	Endorsing	Having studied	Recognizing
Approving	Emphasizing	Hoping	Referring
Aware of	Expecting	Keeping in mind	Regretting
Bearing in mind	Expressing its- appreciation	Mindful	Reiterating
Believing	Fulfilling	Noting with regret	Seeking
Confident	Fully alarmed	Noting with deep- concern	Stressing
Considering	Fully aware	Noting with- satisfaction	Taking into- account
Convinced	Fully believing	Noting further	Taking into- consideration
Declaring	Guided by	Noting with approval	Taking note
Deeply concerned	Having adopted	Observing	Welcoming
Deeply disturbed	Having considered	Reaffirming	
Deeply regretting	Having examined		
Desiring			

Operative clauses

Accepts	Emphasizes	Instructs	Supports
Adopts	Encourages	Invites	Takes note of
Affirms	Endorses	Notes	Trusts
Appreciates	Expresses its appreciation	Proclaims	Urges
Approves	Expresses its hope	Reaffirms	Taking into- account
Authorizes	Expresses its regret	Recognizes	Taking into- consideration
Calls upon	Expresses its- sympathy	Recommends	Taking note
Commends	Further invites	Regrets	Welcoming
Condemns	Further proclaims	Reminds	
Confirms	Further reminds	Renews its appeal	
Congratulates	Further recommends	Repeats	
Considers	Further requests	Requests	
Declares	Further resolves	Resolves	
Designates	Has resolved	Solemnly affirms	
Directs		Strongly condemns	
Draws the attention		Suggests	

Resolution Do's and Don'ts

Do	Don't
<ul style="list-style-type: none"> <li>• <i>Do</i> write the correct names of the country and committee that you are assigned.</li> <li>• <i>Do</i> use many different sources to support your points.</li> <li>• <i>Do</i> look at the problem from different points of view.</li> <li>• <i>Do</i> represent your country and its actual foreign policy.</li> <li>• <i>Do</i> be specific when giving solutions.</li> </ul>	<ul style="list-style-type: none"> <li>• <i>Don't</i> simply copy an existing UN resolution.</li> <li>• <i>Don't</i> use "I" when referring to yourself; use your country name or "the delegate from _____."</li> <li>• <i>Don't</i> write a long resolution. Use no more than 6 preambulatory clauses and 6 operative clauses.</li> </ul>

Now that you have learned about the structure and purpose of resolutions, it's time for you to try your hand at writing one. Before we tackle global issues, let's get the hang of things by writing a resolution about your school community. Let's pretend that your school's Student Council is trying to convince the School Board to make some changes. Using the proper format of a Junior Model UN resolution, Student Council members write the following resolution to try to convince the School Board that air conditioning should be installed in the entire school building.

Here's what the resolution looks like:

Committee: The General Student Council

Topic: Installing Air Conditioning in Smith Middle School

Sponsor: The Student Body

The Student Council,

*Deeply concerned* that extremely high temperatures in late spring prevent students from concentrating in their classrooms,

*Fully aware* that the principal and school administrators work within air-conditioned offices and, therefore, do not experience the adverse effects of heat and humidity,

*Keeping in mind* that every other public elementary, middle and high school in the district benefit from air-conditioned facilities,

1. Urges school board officials to acknowledge the health and practical concerns caused by lack of air conditioning;
2. Calls upon the school board to set aside funding to install air conditioning in the entire building;
3. Further recommends that air conditioning is installed within the next two years.

Now, using the proper format of a resolution and choosing words/phrases from the list of preambulatory and operative clauses provided in this packet, create your own resolution on the next page about one of the following topics:

- Offering healthier school lunches;
- Increasing the length of the school day;
- Offering more art and music classes; or
- Providing a laptop computer for each student.

Committee: The Student Council  
Topic:  
Sponsor: The Student Body

The General Assembly,

[Preambulatory clauses]

Preambulatory clause,

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Preambulatory clause,

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---

Preambulatory clause,

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---

[Operative clauses]

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### Writing Your Actual Resolution

Now that you have learned all about resolutions and written your own example on a simplified topic, you are ready to start working on a resolution focused on your assigned global topic from the perspective of your country. Using the official resolution template, create a resolution on an issue or issues related to your global topic from the perspective of your assigned country. Although the example above only contains three preambulatory clauses and three operative clauses, your draft may contain up to six of each.

Your completed position paper already contains all the information you need. Now, all you have to do is put it into the official resolution format and language. Remember, you carry the important task of representing a country as a delegate. Be careful and check your facts. Your teacher will let you know if you should work in groups or individually to develop your resolution.



WORLD AFFAIRS COUNCIL  
of Philadelphia

Official Resolution Template (See Website to Download)



U.N. General Assembly

RESOLUTION TEMPLATE

- Students' Names:
- Students' School:
- U.N. Committee (either 1 or 2):
- Topic:
- Sponsor (country delegation):

The General Assembly,

[Preambulatory Clauses]

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[Operative Clauses]

1.) \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_;

2.) \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_;

3.) \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_.

Save and send a WORD document in the following format: School Name\_Topic\_Committee #\_Country



## Amending Resolutions

Students: Complete the following handout.

Below is a resolution written by middle school students and debated during one of the recent Junior Model UN conferences. As you can see, this resolution contains useful information and ideas. When you arrive at the Junior Model UN conference, you will be asked to look at another resolution, similar in tone and format, and work together to create amendments.



UN Organ: General Assembly

UN Committee: The General Assembly  
Topic: Children in Armed Conflict  
Sponsor: Egypt

The General Assembly,

*Having devoted attention* to the Universal Declaration of Human Rights, Article 25, Section 1,

*Deeply concerned* with the issue of children in armed conflict in Darfur, Sri Lanka, Angola and Uganda,

*Noting with regret* the effects of violent conflict on children — lost childhoods, lost opportunities of education, poor health outcomes, disrupted family life and loss of hope,

1. Calls upon the United Nations to organize a peace meeting between the conflicted areas;
2. Recommends that guardians of children, and/or the children themselves, in conflicted areas move to non-violent areas;
3. Encourages countries to solve problems diplomatically instead of using violence;
4. Urges conflicted nations to use police forces to collect illegal weapons from unauthorized people;
5. Further recommends that the United Nations build schools in conflicted areas to keep children safe and educated.

An amendment is a formal change to a document by modification, alteration or deletion. In the case of the UN, amendments are written to the operative clauses in an attempt to change a resolution to make it stronger and more likely to be passed during voting procedure.

When amending operative clauses, you can do the following:

- 1) Add information to make a clause more specific and/or detailed.

Original operative clause: Encourages countries to solve problems diplomatically instead of using violence;

Amended clause: Encourages countries to solve problems diplomatically through peace talks, cultural exchanges and humanitarian aid, instead of using violence;

- 2) Delete or change part of a clause to make it more accurate.

Original operative clause: Urges conflicted nations to use police forces to collect illegal weapons from unauthorized people;

Amended clause: Urges conflicted nations to use police forces to collect illegal weapons from all people;

- 3) Combine two operative clauses to increase effectiveness of the statement.

Original operative clauses: Calls upon the United Nations to organize a peace meeting between the conflicted areas;

Encourages countries to solve problems diplomatically instead of using violence;

Amended clause: Calls upon countries to attend a United Nations- organized peace meeting to work to solve problems diplomatically;

- 4) Add or delete an entire clause:

You may choose to remove an operative clause if you think the resolution would be stronger without it. You can also write a completely new clause and add it to the resolution.

Re-read the operative clauses (*the numbered lines*) of the resolution above. Try to think of other ways you might change the operative clauses to make the entire document even stronger. Write one amendment to each clause below. Cross out an entire operative clause if you think it should be deleted. You can also add an additional operative clause at the end. If you really like a clause just as it is, you can write "OK" on the lines provided. However, you can only choose that option for up to two clauses.

1. Calls upon the United Nations to organize a peace meeting between the conflicted areas;

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---

2. Recommends that guardians of children, and/or the children themselves, in conflicted areas move to non-violent areas;

---



---

3. Encourages countries to solve problems diplomatically instead of using violence;

---



---

4. Urges conflicted nations to use police forces to collect illegal weapons from unauthorized people;

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5. Further recommends that the United Nations build schools in conflicted areas to keep children safe and educated.

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Additional clause:

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*Once you receive the pre-selected resolutions that will be debated in your committee, try this exercise on each of them prior to the Junior Model UN conference. By doing so, you will come to the conference with some great ideas that you can share with other delegates.*



## Debating Global Issues

*Teachers: Please complete the following exercise with your students.*

- 1) Choose a prominent global issue to serve as the topic of discussion. Topics might include global warming, access to education, HIV/AIDS crisis, the effects of war on children, access to water or the challenges of providing basic healthcare to women and children.
- 2) Determine four different approaches to take on the same issue. For example, if you choose the topic of access to education and specifically look at the education of children in refugee camps, your approaches might include: (1) wealthier nations provide funding to build schools and education centers in refugee camps; (2) the UN sends trained educators from other countries to teach children in refugee camps; (3) the UN sends educators to train local community members to teach children in camps; and (4) the UN sponsors programs that send children living in refugee camps to other countries to be educated.
- 3) Divide students into four groups and ask each group to research the global topic from one of the four perspectives. Depending on the skill level of your students, you might provide participants with resources or ask them to conduct independent research as a homework assignment.
- 4) On the day of the debate, ask each group to develop a 3-5 minute presentation discussing why their assigned approach would be the best way to deal with the global issue. Ask two representatives from each group to give the presentation. After a group concludes its presentation, allow the other three groups to ask one question apiece, specifically for the purposes of understanding the presenting group's approach.
- 5) Ask the entire class to try to work together to come up with one solution that takes into account all four approaches. Encourage open dialogue, but emphasize the rules of diplomacy.

*Rules of Diplomacy:*

- Listen carefully to make sure that you fully understand another's point of view;
- Keep an open mind, even if you disagree with another's point of view;
- Disagree respectfully by using appropriate diplomatic language, showing respect for others' points of view, and not making personal attacks;
- Remain true to your convictions and your countries' interests but look for ways to compromise and/or improve your own ideas; and
- Focus on the goal at hand, which is to develop a solution that satisfies as many countries' interests as possible.

6) Ask students to come up with solutions that represent their assigned approach but also incorporate others' ideas. For example, a student might suggest that the UN sends educators to teach children in refugee camps but at the same time, those educators train local community members to be future teachers. Another student might propose that children in refugee camps could be sent to other countries to be educated. However, the UN would also work to bring the children back to their own communities after the conflict subsides.

*By completing this exercise, your students start to identify with the role of a diplomat. While it is important that they represent the interests of their assigned countries, students also must work together to try to improve and pass resolutions at the Junior Model UN conference. This requires listening to other ideas and perspectives and working together to reach compromise.*



## List of References and Resources

### General UN Resources

#### United Nations

[www.un.org](http://www.un.org)

- ◆ The official website of the United Nations
- ◆ Provides access to information on all member states, projects and issues, UN structure and press releases

#### United Nations Association of the USA

[www.unausa.org/global-classrooms-model-un/for-educators/resources](http://www.unausa.org/global-classrooms-model-un/for-educators/resources)

- ◆ A website dedicated to inform, inspire, and mobilize the American people to support the ideals and work of the United Nations
- ◆ Access to a Model UN guide for teachers with activity guides, lesson plans, templates, and simulations

#### Model UN Preparation for Students

[www.unausa.org/global-classrooms-model-un/how-to-participate/model-un-preparation](http://www.unausa.org/global-classrooms-model-un/how-to-participate/model-un-preparation)

- ◆ The United Nations Association of the USA gives prep tips for student participants
- ◆ An overview of the Model UN process with sections ranging from Caucusing to Dressing for Success

#### UN Peace and Security

[www.un.org/en/peace/](http://www.un.org/en/peace/)

- ◆ Information on the UN's peace and security missions

#### UN Human Rights

[www.un.org/en/rights/](http://www.un.org/en/rights/)

- ◆ Information on the UN's human rights missions

#### UN Economic and Social Affairs

[www.un.org/development/desa/en/](http://www.un.org/development/desa/en/)

- ◆ Information on key issues within economic and social affairs that can be used to research UN-specific information

### Country Information

#### BBC News Country Profiles

[news.bbc.co.uk/2/hi/country\\_profiles/default.stm](http://news.bbc.co.uk/2/hi/country_profiles/default.stm)

#### CIA World Factbook

[www.cia.gov/library/publications/the-world-factbook](http://www.cia.gov/library/publications/the-world-factbook)

#### UN Member States

[www.un.org/en/member-states/index.html](http://www.un.org/en/member-states/index.html)



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