Pre-Conference Sponsors' Training Guide

William and Mary Middle School

Model United Nations Conference III

February 25 – 27, 2005

How do I begin?

If some of your delegates are coming to their first conference, or if some of
your delegates might need a remainder of what is involved in a conference, explain to them the
very basics of Model United Nations (Model UN).

1. Students are acting as though they are a country's delegates, or representatives, to the
   United Nations.
2. Delegates work with other delegates in committees to write resolutions, which tell
   countries how they could or should solve real-life international problems.

How should my students begin researching?

Once you have decided which countries students will represent, you can help them learn about
their country using the Internet. The first worksheet included in this packet guides students
through using the United Nations' home page to find a web site from their country's government
and using the British Broadcasting Corporation's website to find a news article and timeline
about their country.

Before asking students to look at those websites, you could also ask them to use either the CIA
World Factbook (http://www.cia.gov/cia/publications/factbook/) or a printed encyclopedia to
find the following information and to share it with the class:

1. Where is the country located, and what countries neighbor it?
2. How many people live in the country?
3. What form of government does the country have?

By the time students use the Central Intelligence Agency's World Factbook or an encyclopedia
and complete the activities on the first worksheet, or similar activities, they should know the
following about their countries:

1. Location of country, population, and type of government.
2. A few ideas from a speech or message from their government.
3. One current event related to their country.
4. Two or three historical facts about their country.

What else should my students research before they begin researching their topics?

For first time delegates or younger students, completing the above activities and researching their topic might be as much as can be reasonably expected of them. Older or more experienced delegates could read the rest of a country's entry in the CIA's World Factbook and consult the most recent *World Almanac and Book of Facts* or a reputable print encyclopedia for additional information about a country's history, economy, culture, and population.

Students can also read a daily newspaper or watch nightly news, but not all papers or news casts are reliable or accurate. The British Broadcasting Source (http://news.bbc.co.uk/) is useful and probably the Internet news source least likely to lead students toward inappropriate material. National Public Radio (www.npr.org), the *New York Times* (www.nytimes.com), the *Washington Post* (www.washingtonpost.com), and *World Press Review* and its numerous links (www.worldpress.org) are some of the best national and international news sources. News stories and Internet search results might involve topics inappropriate or offensive to middle school students (e.g., certain forms of violence against women), so sponsors' discretion is advised.

How can my students research their topics?

The best way to begin researching a topic is either searching the British Broadcasting Corporation's news material (instructions are included on the second worksheet in the packet) or using a general search engine such as Google. If students use a general search engine, they will need help in determining what is and is not reliable information. An article from the Associated Press, for example, is more reliable than a personal webpage but less reliable than article from a national newspaper such as the *New York Times* or *Washington Post*.

Delegates can also use the United Nations' web page (www.un.org) to find information about their topic. The United Nation's website provides numerous links that take patience to explore, but many of them provide very useful information.

The most useful resource for Model United Nations is the *Global Agenda*, published by the United Nations Association of the United States of America (see http://www.unausa.org/ under the Publications link on the upper right hand corner of the page). This book would be challenging material even for older delegates but could be useful for sponsors who need to explain an issue to their students.
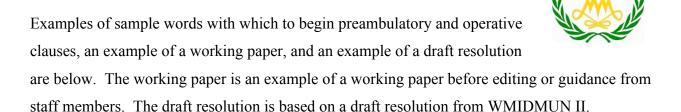
How does committee work?

Delegates from many countries will act as a real United Nations committee. They will use parliamentary procedures and written resolutions to solve real-life problems related to committees' pre-assigned topics. Parliamentary procedures describe how to formerly conduct debate. Staff members expect delegates to need help with procedures.

A typical session might begin with formal debate, in which countries speak to the entire committee according to an order assigned by the staff based on countries' input, and then move to caucusing, which allows countries to write and informally discuss resolutions. After several rounds of formal debate, caucusing, and resolution writing, countries will vote on resolutions.

What is a resolution?

A resolution is a formal description of what countries could or should do in response to a specific problem related to a committee's topic. Staff members will guide delegates through resolution writing.

A resolution has three parts. The first contains the name of the committee, sponsor countries, and signatory countries. Sponsors support a resolution's content, while signatories either support the resolution or wish to debate it. The second section in a resolution consists of preambulatory clauses, which describe the problem the committee hopes to solve. The third section consists of operative clauses, which describe the committee's solution to the problem. Operative clauses begin with verbs and request countries to act, or in the case of the Security Council, require countries to act.

Examples of sample words with which to begin preambulatory and operative clauses, an example of a working paper, and an example of a draft resolution are below. The working paper is an example of a working paper before editing or guidance from staff members. The draft resolution is based on a draft resolution from WMIDMUN II.

Preambulatory Words and Phrases
(Source: http://www.paxmun.org/calmun/resolutions.html)

Affirming	Expecting	Noting with regret
Alarmed by	Expressing its appreciation	Noting with satisfaction
Approving	Expressing its satisfaction	Noting with deep concern
Believing	Fulfilling	Noting further
Bearing in mind	Fully aware	Noting with approval
Confident	Further recalling	Observing
Conscious of	Guided by	Realizing
Contemplating	Having adopted	Reaffirming
Convinced	Having considered	Recalling
Declaring	Having considered further	Recognizing
Deeply concerned	Having devoted attention	Seeking
Deeply convinced	Having examined	Taking into account
Desiring	Having studied	Taking note
Emphasizing	Having received	Welcoming

Operative Words and Phrases
(Source: http://www.paxmun.org/calmun/resolutions.html)

Accepts	Encourages	Reaffirms
Affirms	Endorses	Recommends
Approves	Expresses its appreciation	Reminds
Authorizes	Expresses its hope	Regrets
Calls	Further invites	Requests
Calls upon	Further proclaims	Resolves
Congratulates	Further recommends	Solemnly affirms
Confirms	Further reminds	Supports
Considers	Further requests	Trusts
Declares	Further resolves	Takes note of
Draws attention	Have resolved	Urges
Designates	Notes	
Emphasizes	Proclaims	

Sample Working Paper

Ad Hoc Committee on Terrorism
Working Paper
Sponsors: Saudi Arabia
Signatories: Kuwait, Malaysia

The Ad Hoc Committee on Terrorism,

Believing that state sponsored terrorism is a serious threat to international peace and security,

Hoping to protect the rights of those people who must use violence for their own protection,

1. *Says* that state-sponsored terrorism is when a country gives weapons or other supplies to groups that attack civilians;

2. *Urges* all countries to remember that some people have to defend themselves;

3. *Recommends* that no country be a state sponsor of terrorism.

Sample Draft Resolution

Ad Hoc Committee on Terrorism
Draft Resolution 1.4
Sponsors: Pakistan, United States, Republic of Korea
Signatories: Jordan, Somalia, United Kingdom, Sierra Leone, Australia, Russia, France, Japan, Malta, Libya, Croatia, South Africa

The Ad Hoc Committee on Terrorism,

Realizing that economic transparency would not produce significant enough proof to identify states that sponsor terrorism,

Noting that action must be taken to a far greater degree than what has already been attempted to stop states from sponsoring terrorism,

Considering that there is no widely accepted definition of terrorism or state-sponsored terrorism,

Recognizing that under all circumstances states' sovereignty should not be infringed upon,

1. *Defines* state-sponsored terrorism as the case of a state voluntarily supplying weaponry, money, and/or other services in support of terrorism;

2. *Also defines* terrorism as violence or the threat of violence for the purpose of intimidation or coercion;

3. *Emphasizes* that if a state knows terrorists are within its borders and does not take action or does not request action by the United Nations Security Council, then that state is considered a state sponsor of terrorism;

4. *Declares* that, if a country has significant reasons to believe that people within its borders are terrorists, then that country can protect itself and other states from those suspected terrorists;

5. *Makes* a non-binding recommendation to the United Nations Security Council to take necessary action against countries that cannot justify their actions and that those countries' governments take on supposed terrorist groups;

6. *Concludes* that the United Nations should continue to encourage states to combat terrorism in all of its aspects and forms.

Name _____

Date _____

Model United Nations Preparation

Please answer the following using the websites located in the question or other resources given to you by your teacher.

Using an official government website.

1. Go to the website http://www.un.int/index-en/webs.html. Using the scroll down menus, go to the website for your government's permanent mission to the United Nations. What is the website's address?_____
2. After looking for the English version language of the website if necessary, see if any links provide a greeting from one of your country's leaders or the text of a speech given to the United Nations or another international organization. If you can find such a greeting or speech, read it and write the website's address and at least one main idea from the speech. Website address: _____
   _____
   _____
   _____
   _____

Using other web sites to research your country and topic.

1. Go to http://news.bbc.co.uk/. In the box with "Search" next to it (in the upper right hand corner of the page), type in the name of your country. Look for any news articles from 2004 or 2005. Read the most recent article and write the article's title and date and a one or two sentence summary.
   Name: _____ Date: _____
   _____
   _____
   _____
   _____
2. Again, go to http://news.bbc.co.uk/. Using the same search box, type in the name of your country. See if you can find a timeline of your country's history. If you can find a timeline, read it and write the website's address and what you think are the two or three most important events in your country's history. Website's address: _____
   _____
   _____
   _____
   _____

Prepared by WMDIMUN III staff and William and Mary International Relations Club

Name _____

Date _____

Model United Nations Preparation

1. Look at your topic and choose the two or three words that you think are the most important. What words did you choose? _____

2. Go to http://news.bbc.co.uk/. In the box with "Search" next to it (in the upper right hand corner of the page), type in those two or three words. See what news stories you can find and read the most recent news story or timeline. Write down the article's title and date and two or three main ideas from the article.
Title: _____ Date: _____
_____
_____
_____
_____
_____

3. Go back to http://news.bbc.co.uk/ and repeat your search. Read one more article and write down two or three main ideas from it. This time, also write down any one statistic you see in the article (ask your teacher for help if you cannot find a statistic).
Title: _____ Date: _____
_____
_____
_____
_____
_____

4. Thinking about what you just read, what is in real-world problem related to your committee's topic?
_____
_____

5. Did you find any information about what has been done in the past to solve this problem? What has been done in the past to solve this problem?
_____
_____
_____
_____
_____

6. What would you suggest that the committee do to solve this problem now?
_____
_____
_____
_____
_____

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