# Points & Motions

## Vocabulary

<table>
<thead>
<tr>
<th>Terms</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>Agenda</td>
<td>The order in which the issues before a committee will be discussed.</td>
</tr>
<tr>
<td>Chair</td>
<td>A member of the dais that moderates debate, keeps time, rules on points and motions, and enforces the rules of procedure.</td>
</tr>
<tr>
<td>Formal Debate</td>
<td>The &quot;default&quot; type of debate at a Model UN conference, in which delegates speak for a certain time in an order based on a speakers list.</td>
</tr>
<tr>
<td>Moderated Caucus</td>
<td>A type of caucus in which delegates remain seated and the Chair calls on them one at a time to speak for a short period of time, enabling a freer exchange of opinions than would be possible in formal debate.</td>
</tr>
<tr>
<td>Motion</td>
<td>A request made by a delegate that the committee as a whole do something.</td>
</tr>
<tr>
<td>Placard</td>
<td>A piece of cardstock with a country's name on it that a delegate raises in the air to signal to the Chair that he or she wishes to speak.</td>
</tr>
<tr>
<td>Point of Personal Privilege</td>
<td>A request raised by a delegate to address any personal discomfort (e.g. can’t hear).</td>
</tr>
<tr>
<td>Point of Order</td>
<td>A request raised by a delegate to address a procedural matter.</td>
</tr>
<tr>
<td>Point of Inquiry</td>
<td>A request made by a delegate to address any clarification of procedure needed by the delegate.</td>
</tr>
<tr>
<td>Point of Information</td>
<td>A request made by a delegate to ask questions in relation to</td>
</tr>
<tr>
<td><strong>Speakers List</strong></td>
<td>A list that determines the order in which delegates will speak.</td>
</tr>
<tr>
<td><strong>Un-moderated Caucus</strong></td>
<td>A type of caucus in which delegates leave their seats to mingle and speak freely. Enables the free sharing of ideas to an extent not possible in formal debate or even a moderated caucus.</td>
</tr>
<tr>
<td><strong>Yield to Chair</strong></td>
<td>A request made by delegate to give remaining time back to the Chair.</td>
</tr>
<tr>
<td><strong>Yield to Questions</strong></td>
<td>A request made by delegate to give remaining time to other delegates for points of information.</td>
</tr>
<tr>
<td><strong>Yield to another Delegate</strong></td>
<td>A request made by delegate to give remaining time to another delegate who is prepared to speak.</td>
</tr>
</tbody>
</table>
United Nations Puzzle

Directions: Please place the number of the answer in the correct box. You can only use each description once.

<table>
<thead>
<tr>
<th></th>
<th>Secretariat</th>
<th>General Assembly</th>
<th>Security Council</th>
<th>International Court of Justice</th>
<th>Economic and Social Council</th>
<th>Trusteeship Council</th>
</tr>
</thead>
<tbody>
<tr>
<td>Who are the Members?</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>What do they do?/What topics do they discuss?</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>If it is a voting body, how do they vote?</td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>When and where does it meet?</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>What makes it different from other organs?</td>
<td></td>
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<td></td>
</tr>
<tr>
<td>1</td>
<td>Simple Majority, but the permanent members have a veto</td>
<td>2</td>
<td>These are the employees of the United Nations; they do the actual work of the United Nations</td>
<td>3</td>
<td>They meet yearly at UN Headquarters beginning 3rd week of September</td>
<td>4</td>
</tr>
<tr>
<td>7</td>
<td>Simple majority or if declared an important question, a 2/3 majority</td>
<td>8</td>
<td>This body needs a simple majority vote, but Member States are expected to confer with their region before voting</td>
<td>9</td>
<td>This organ meets when it is asked by the Secretary General or a Member State in crisis at UNHQ</td>
<td>10</td>
</tr>
<tr>
<td>13</td>
<td>All 192 Member States of the United Nations</td>
<td>14</td>
<td>This body provides legal opinions on cases</td>
<td>15</td>
<td>The 5 permanent representatives ran this council when it was active</td>
<td>16</td>
</tr>
<tr>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td><strong>19</strong></td>
<td>This body can discuss any topic their members wish to speak on</td>
<td><strong>20</strong></td>
<td>These individuals work all over the world implementing the work of the United Nations</td>
<td><strong>21</strong></td>
<td>This body regularly works with non-governmental organizations (NGOs) to promote economic and social welfare</td>
<td><strong>22</strong></td>
</tr>
<tr>
<td><strong>25</strong></td>
<td>This body ceased to exist with the independence of Palau</td>
<td><strong>26</strong></td>
<td>This body meets regionally and then sends their elected representatives to serve in the plenary at UNHQ in New York</td>
<td><strong>27</strong></td>
<td>This is the only body that regularly meets with a representative of all Member States</td>
<td><strong>28</strong></td>
</tr>
<tr>
<td>Question</td>
<td>Secretariat</td>
<td>General Assembly</td>
<td>Security Council</td>
<td>International Court of Justice</td>
<td>Economic and Social Council</td>
<td>Trusteeship Council</td>
</tr>
<tr>
<td>--------------------------------------------------------------------------</td>
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<td>------------------</td>
<td>------------------</td>
<td>--------------------------------</td>
<td>----------------------------</td>
<td>--------------------</td>
</tr>
<tr>
<td>Who are the Members?</td>
<td>2</td>
<td>13</td>
<td>4</td>
<td>16</td>
<td>6</td>
<td>15</td>
</tr>
<tr>
<td>What do they do?/What topics do they discuss?</td>
<td>20</td>
<td>19</td>
<td>17</td>
<td>24</td>
<td>11</td>
<td>12</td>
</tr>
<tr>
<td>If it is a voting body, how do they vote?</td>
<td>5</td>
<td>7</td>
<td>1</td>
<td>14</td>
<td>8</td>
<td>23</td>
</tr>
<tr>
<td>When and where does it meet?</td>
<td>28</td>
<td>3</td>
<td>9</td>
<td>10</td>
<td>26</td>
<td>18</td>
</tr>
<tr>
<td>What makes it different from other organs?</td>
<td>30</td>
<td>27</td>
<td>22</td>
<td>29</td>
<td>21</td>
<td>25</td>
</tr>
</tbody>
</table>
Learning about the UN

Here is a list of some basic information you should know about the body being simulated. For the purpose of the training, the General Assembly will be simulated.

1. What issues does the body discuss?
   __________________________________________________________
   __________________________________________________________
   __________________________________________________________
   __________________________________________________________

2. Who does the body report to?
   __________________________________________________________
   __________________________________________________________
   __________________________________________________________
   __________________________________________________________

3. How many member states comprise the body?
   __________________________________________________________
   __________________________________________________________
   __________________________________________________________
   __________________________________________________________

4. When does the body meet?
   __________________________________________________________
   __________________________________________________________
   __________________________________________________________
   __________________________________________________________

5. What powers does the body have?
   __________________________________________________________
   __________________________________________________________
   __________________________________________________________
   __________________________________________________________

6. What are some major documents that have been produced the body?
   __________________________________________________________
   __________________________________________________________
   __________________________________________________________
   __________________________________________________________
7. How does the body vote?

______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________
### Country Information Chart

#### Government
- **Official country name:** _________________________________
- **Governmental system:** _________________________________
- **Head of state:** _________________________________________
- **Official language(s):** ___________________________________
- **Region:** _______________________________________________
- **Allies/blocs:** ___________________________________________

#### People
- **Population and growth rate:** ___________________________
- **Major religions/cultures:** ________________________________
- **Standard of living:** _____________________________________

#### Economy
- **Economic system:** _____________________________________
- **GDP and growth rate:** _________________________________
- **Major cities:** ___________________________________________
- **Infrastructure status (good, poor, etc.):**
- **Trade blocs/associations:**
- **Balance of payments/trade:**
- **Major exports/imports:**
- **Major trade partners:**
- **IMF, World Bank positions (debtor nation? donor nation?):**
- **Natural resources:**
- **Energy sources (both the type of energy and its origin):**

#### Military
- **Military organization:**
- **Military expenditures (% GDP spent on defense):**
- **Major weapons, arsenal, nuclear capability, etc.:**

#### Conflicts/Issues
- **What are four problems/threats that affect this nation?**
- **Ethnic/cultural issues:**
- **Refugee problems:**
- **Major conflicts both past and present:**

#### United Nations
- **Date admitted to United Nations:** ______________________
- **U.N. dues payment status:** _____________________________
- **Has the U.N. ever intervened in a conflict involving this nation?** If so, where and how? ______________________
- **How does the country contribute to U.N. peacekeeping?**
- **Has the U.N. cited this nation for human rights violations?** If so, why? ______________________
- **Based on your research, what do you feel is at the heart of this nation’s identity?:**
- **Try to find at least one recent article that is about or makes reference to this nation (preferably from the past two?):**

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[Image of Global Classrooms logo]
Learning about Assigned Country

Interpreting Statistics

When researching one’s assigned nation, the slue of statistics offered about every country seems endless. More significant than the actual number is being able to understand what the numbers mean. In pairs, match the vocabulary words with definition. On the third column write why this statistic would be important in learning about one’s assigned country.

<table>
<thead>
<tr>
<th>Terms</th>
<th>Definitions</th>
<th>Why this information is important</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Government type</td>
<td>Provides a rank ordering of trading partners starting with the most important.</td>
<td></td>
</tr>
<tr>
<td>B. Independence</td>
<td>The average number of years to be lived by a group of people born in the same year, if mortality at each age remains constant in the future. It includes total population as well as the male and female components.</td>
<td></td>
</tr>
<tr>
<td>C. Life expectancy at birth</td>
<td>The basic form of government.</td>
<td></td>
</tr>
<tr>
<td>D. Gross domestic product</td>
<td>The date that sovereignty was achieved and from which nation, empire, or trusteeship. Can also represent some significant nationhood event such as the traditional founding date or the date of unification, federation, confederation, establishment, fundamental change in the form of government, or state succession.</td>
<td></td>
</tr>
<tr>
<td>E. Export partners</td>
<td>Provides the distribution of the population according to age. Information is included by sex and age group (0-14 years, 15-64 years, 65 years and over).</td>
<td></td>
</tr>
<tr>
<td>F. International organization partnership</td>
<td>Other international or regional organizations that a country is a member of.</td>
<td></td>
</tr>
<tr>
<td>G. Age structure</td>
<td>The value of all final goods and services produced within a nation in a given year.</td>
<td></td>
</tr>
</tbody>
</table>
Position Paper Outline

General Information
Name of Country _________________________________________________
Name of Committee _________________________________________________
Name of School _________________________________________________

First Paragraph – Opening Statement (2-3 sentences)
1. Why is this topic important for the committee to address?
2. Why does your country care about this topic in general?
3. What is your country’s policy on this topic?

Second Paragraph – National Actions (4-6 sentences)
1. Is the topic an issue in your country?
2. What actions has your country done to address the issue on a national level?

Third Paragraph – International Actions (4-6 sentences)
1. How has your country addressed the issue on an international level?
2. What actions has your country taken on the issues on an international level?
3. What conventions, treaties and/or resolutions has your country supported on this issue?
4. What organizations that address this issue is your country a member?
5. Do you have quotes from government officials on this issue?

Fourth Paragraph – Recommendation for Action (3-4 sentences)
1. What recommendation would your country like to see the international community take to address the problem?
2. What role would your country like to see the international community take to address the problem?
<table>
<thead>
<tr>
<th>Country Representation</th>
<th>Needs Improvement (1)</th>
<th>Average (2)</th>
<th>Above Average (3)</th>
<th>Outstanding (4)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Delegate rarely represents the viewpoints and policies of his/her nation, and speeches and negotiations did not have the best interest of the country in mind</td>
<td>Delegate usually represents the viewpoints and policies of his/her nation, and most speeches and negotiations have the best interest of the country in mind</td>
<td>Delegate always represents the viewpoints and policies of his/her nation, and all speeches and negotiations have the best interest of the country in mind</td>
<td>Delegate always represents the viewpoints and policies of his/her nation, and all speeches and negotiations have the best interest of the country in mind</td>
</tr>
<tr>
<td>Knowledge of UN System</td>
<td>Delegate has little or inaccurate knowledge of UN structure and functions and demonstrates this throughout debate</td>
<td>Delegate has some knowledge of UN structure and functions and demonstrates this throughout debate</td>
<td>Delegate has above average knowledge of UN structure and functions and demonstrates this throughout debate</td>
<td>Delegate has exceptional knowledge of UN structure and functions and demonstrates this throughout debate</td>
</tr>
<tr>
<td>Knowledge of Topics on Agenda</td>
<td>Delegate has little or inaccurate knowledge of topics</td>
<td>Delegate has basic knowledge of topics based on background guides</td>
<td>Delegate has some knowledge of topics based on additional research outside of background guides</td>
<td>Delegate has outstanding knowledge of topics based on additional research outside of background guides</td>
</tr>
<tr>
<td>Knowledge of Rules of Procedure</td>
<td>Delegate rarely follows the Rules of Procedure throughout debate</td>
<td>Delegate usually follows the Rules of Procedure throughout debate</td>
<td>Delegate always follows the Rules of Procedure throughout debate</td>
<td>Delegate always follows the Rules of Procedure throughout debate, and uses them to the country’s advantage</td>
</tr>
<tr>
<td>Diplomatic Composure</td>
<td>Delegate does not act in a diplomatic manner during speeches, negotiations and committee proceedings</td>
<td>Delegate usually acts in a diplomatic manner during speeches, negotiations and committee proceedings</td>
<td>Delegate always acts in a diplomatic manner during speeches, negotiations and committee proceedings</td>
<td>Delegate always acts in a diplomatic manner during speeches, negotiations and committee proceedings, and uses sophisticated language</td>
</tr>
<tr>
<td>Involvement</td>
<td>Delegate is not actively involved in formal and informal debate</td>
<td>Delegate is actively involved in formal and informal debate</td>
<td>Delegate initiates committee proceedings in formal and informal debate and shows willingness and leadership</td>
<td>Delegate always initiates committee proceedings in formal and informal debate and shows exceptional willingness and leadership</td>
</tr>
</tbody>
</table>
Speech Outline

The country of __________________, feels that the issue of _____________________ is (why is this important to speak about):

•

•

•

This body should understand that due to the problem, (state facts about the issue):

•

•

•

The government of _______________ has dealt with the issue of ______________ by: (actions on national and international level):

•

•

•

The country of ______________ encourages the committee to:

•

•

•
# Speech Rubric

<table>
<thead>
<tr>
<th>Category</th>
<th>4 – Exceeds Requirements</th>
<th>3 – Meets Requirements</th>
<th>2 – Approaches Requirements</th>
<th>1 – Below Requirements</th>
</tr>
</thead>
</table>
| **Oral Presentations** | **Information**
Significantly increases audience understanding of a topic.                        | **Information**
Raises audience understanding and knowledge of most points.                          | **Information**
Raises audience understanding and knowledge of some points.                           | **Information**
Fails to increase audience understanding and knowledge of topic.                        |
|                        | **Persuasion**
Effectively convinces audience to recognize validity of a point of view.              | **Persuasion**
Point of view is clear, but development and/or support are inconsistent and incomplete. | **Persuasion**
Point of view is clear, but lacks development and/or support.                           | **Persuasion**
Fails to convince audience.                                                             |
|                        | **Voice**
Fluctuates in volume and inflection to help maintain audience interest.               | **Voice**
Uses variation of volume and inflection for the majority of the presentation.          | **Voice**
Lacks variation in volume with little or no inflection.                                  | **Voice**
Low volume and/or monotonous tone cause audience to become disengaged.                 |
|                        | **Eye Contact**
Builds trust and holds attention by direct eye contact with audience.                | **Eye Contact**
Fairly consistent use of direct eye contact with audience.                              | **Eye Contact**
Occasional eye contact with audience.                                                  | **Eye Contact**
No effort to make eye contact with audience.                                             |
|                        | **Body Language**
Natural Movement and descriptive gestures display energy and create mood.            | **Body Language**
Movement and gestures generally enhance delivery.                                      | **Body Language**
Insufficient movement and/or awkward gestures.                                          | **Body Language**
No movement and/or descriptive gestures.                                                |
| **Cooperative Learning** | **Listening**
Actively listens to and values the opinion of others.                                 | **Listening**
Listens to and allows others to share opinions.                                        | **Listening**
Listens inconsistently and/or confronts other with an opposing opinion.                | **Listening**
Rarely listens and/or usually confronts others with opposing opinion.                  |
|                        | **Responsibility**
Performs all assigned duties, and contributes insightful information to the group.   | **Responsibility**
Performs assigned duties, and contributes relevant information to the group.          | **Responsibility**
Performs some assigned duties, and contributes minor information to the group.        | **Responsibility**
Performs minimal or non of the assigned duties, and rarely contributes information to the group. |
| **Compare and Contrast** | **Shows comprehensive understanding of and insight into relationships between events.** | **Shows reasonable understanding of the relationships between events.**                 | **Shows partial understanding of the relationships between events.**                     | **Shows little or no understanding of the relationships between events.**                 |
A UN Resolution

The final results of discussion, writing and negotiation are resolutions—a committee’s written suggestions for addressing a specific problem or issue. Resolutions, which are drafted by delegates and voted upon by the committee, normally require a simple majority to pass (except in the Security Council). Only Security Council resolutions can compel nations to take action. All other UN bodies use resolutions to make recommendations or suggestions for future action.

Draft Resolutions

While delegates are drafting resolutions and before they are introduced formally into debate, they are referred to as draft resolutions. This term emphasizes that the proposal is in a draft stage and should be completely open to input from other delegates and countries. While a draft resolution is being prepared the sponsor(s) should attempt to garner as much support as possible from other delegates in order to ensure their work becomes a resolution.

Delegates write draft resolutions alone or with others, but must always gain the support of a certain number of countries in the committee before submitting them to the dais (or committee staff). The Global Classrooms Model UN Conference requires signatures from 20 percent of the countries present in order to submit a draft resolution (this number will be announced at the beginning of each session). Only when the Director formally accepts the document and assigns it a number can it be referred to in formal debate.

There are three main parts to a resolution: the heading, the preamble and the operative section. The heading shows the committee and topic along with the resolution number. It also lists the resolution’s sponsors and signatories (see page 40). Each resolution is one long sentence with sections separated by commas and semicolons. The subject of the sentence is the body making the statement (e.g., the General Assembly, Economic and Social Council or Security Council).

Preambulatory Clauses

The preamble of a resolution states the reasons for which the committee is addressing the topic and highlights relevant past international actions. Each clause begins with a present participle (called a preambulatory phrase) and ends with a comma. Preambulatory clauses can include:

- References to the UN Charter;
- Citations of past UN resolutions or treaties on the topic under discussion;
- Mentions of statements made by the Secretary-General or a relevant UN body or agency;
- Recognition of the efforts of regional or nongovernmental organizations in dealing with the issue; and
- General statements on the topic, its significance and its impact.

Operative clauses

Operative clauses identify the actions or recommendations made in a resolution. Each operative clause begins with a verb (called an operative phrase) and ends with a semicolon. Operative clauses should be organized in a logical progression, with each containing a single idea or proposal, and are always numbered. If a clause requires further explanation, bulleted lists set off by letters or roman numerals can also be used. After the last operative clause, the resolution ends in a period.
Sample Resolution

Resolution GA/1.1

**Sponsors:** United States, Austria and Italy  
**Signatories:** Greece, Tajikistan, Japan, Canada, Mali, the Netherlands and Gabon  
**Topic:** Strengthening UN Coordination of Humanitarian Assistance in Complex Emergencies

The General Assembly,

*Reminding* all nations of the celebration of the 50th anniversary of the Universal Declaration of Human Rights, which recognizes the inherent dignity, equality and inalienable rights of all global citizens, [use commas to separate preambulatory clauses]

*Reaffirming* its Resolution 33/1996 of 25 July 1996, which encourages Governments to work with UN bodies aimed at improving the coordination and effectiveness of humanitarian assistance,

*Noting with satisfaction* the past efforts of various relevant UN bodies and nongovernmental organizations,

*Stressing* the fact that the United Nations faces significant financial obstacles and is in need of reform, particularly in the humanitarian realm,

1. *Encourages* all relevant agencies of the United Nations to collaborate more closely with countries at the grassroots level to enhance the carrying out of relief efforts; [use semicolons to separate operative clauses]

2. *Urges* member states to comply with the goals of the UN Department of Humanitarian Affairs to streamline efforts of humanitarian aid;

3. *Requests* that all nations develop rapid deployment forces to better enhance the coordination of relief efforts of humanitarian assistance in complex emergencies;

4. *Calls for* the development of a United Nations Trust Fund that encourages voluntary donations from the private transnational sector to aid in funding the implementation of rapid deployment forces;

5. *Stresses* the continuing need for impartial and objective information on the political, economic and social situations and events of all countries;

6. *Calls upon* states to respond quickly and generously to consolidated appeals for humanitarian assistance; and [add “and” to the second-to-last operative clause]

7. *Requests* the expansion of preventive actions and assurance of post-conflict assistance through reconstruction and development. [end resolutions with a period]
## Resolution Clauses

### Preambulatory Resolution Phrases

| Affirming | Expressing its appreciation | Noting with deep concern |
| Alarmed by | Expressing its satisfaction | Noting with regret |
| Approving | Fulfilling | Noting with satisfaction |
| Aware of | Fully alarmed | Noting further |
| Bearing in mind | Fully aware | Noting with approval |
| Believing | Fully believing | Observing |
| Confident | Further deploring | Reaffirming |
| Contemplating | Further recalling | Realizing |
| Convinced | Guided by | Recalling |
| Declaring | Having adopted | Recognizing |
| Deeply concerned | Having considered | Referring |
| Deeply conscious | Having considered further | Seeking |
| Deeply convinced | Having devoted attention | Taking into account |
| Deeply disturbed | Having examined | Taking into consideration |
| Deeply regretting | Having heard | Taking note |
| Desiring | Having received | Viewing with appreciation |
| Emphasizing | Having studied | Welcoming |
| Expecting | Keeping in mind | |

### Operative Resolution Phrases

| Accepts | Expresses its hope | Transmits |
| Affirms | Further invites | Trusts |
| Approves | Further proclaims | |
| Authorizes | Further reminds | |
| Calls | Further recommends | |
| Calls upon | Further requests | |
| Condemns | Has resolved | |
| Confirms | Notes | |
| Congratulates | Proclams | |
| Considers | Reaffirms | |
| Declares accordingly | Recommends | |
| Deplores | Regrets | |
| Designates | Reminds | |
| Draws the attention | Requests | |
| Emphasizes | Solemnly affirms | |
| Encourages | Strongly condemns | |
| Endorses | Supports | |
| Expresses its appreciation | Takes note of | |
Number each section 1-13, in the order that each phrase or heading occurs. Identify each section as a preambulatory clause, operative clause, or the heading and subject.

<table>
<thead>
<tr>
<th>Number</th>
<th>Resolution Section</th>
<th>Identify Section</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>Noting with satisfaction the past efforts of various relevant UN bodies and nongovernmental organizations,</td>
<td>Preambulatory Clause</td>
</tr>
<tr>
<td></td>
<td>1. Encourages all relevant agencies of the United Nations to collaborate more closely with countries at the grassroots level to enhance the carrying out of relief efforts;</td>
<td></td>
</tr>
<tr>
<td></td>
<td>4. Calls for the development of a United Nations Trust Fund that encourages voluntary donations from the private transnational sector to aid in funding the implementation of rapid deployment forces;</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Stressing the fact that the United Nations faces significant financial obstacles and is in need of reform, particularly in the humanitarian realm,</td>
<td></td>
</tr>
<tr>
<td></td>
<td>2. Urges member states to comply with the goals of the UN Department of Humanitarian Affairs to streamline efforts of humanitarian aid;</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Sponsors:</strong> United States, Austria and Italy</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Signatories:</strong> Greece, Tajikistan, Japan, Canada, Mali, the Netherlands and Gabon</td>
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<td></td>
<td><strong>Topic:</strong> Strengthening UN Coordination of Humanitarian Assistance in Complex Emergencies</td>
<td></td>
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<tr>
<td>7</td>
<td>Requests the expansion of preventive actions and assurance of post-conflict assistance through reconstruction and development.</td>
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<tr>
<td></td>
<td>Reminding all nations of the celebration of the 50th anniversary of the Universal Declaration of Human Rights, which recognizes the inherent dignity, equality and inalienable rights of all global citizens,</td>
<td></td>
</tr>
<tr>
<td>11</td>
<td>5. Stresses the continuing need for impartial and objective information on the political, economic and social situations and events of all countries;</td>
<td>Operative clause</td>
</tr>
<tr>
<td></td>
<td>6. Calls upon states to respond quickly and generously to consolidated appeals for humanitarian assistance; and</td>
<td></td>
</tr>
<tr>
<td></td>
<td>The General Assembly,</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Requests that all nations develop rapid deployment forces to better enhance the coordination of relief efforts of humanitarian assistance in complex emergencies;</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Reaffirming its Resolution 33/1996 of 25 July 1996, which encourages Governments to work with UN bodies aimed at improving the coordination and effectiveness of humanitarian assistance,</td>
<td></td>
</tr>
</tbody>
</table>
Use this form to help you create your own resolution.

**Heading**

Committee:  

Topic:  

Sponsors:  

Signatories:

**Preamble**

Preambulatory Clause  

Statement: preambulatory clauses state the reasons the committee is addressing the topic and highlights the important past international actions. Each clause ends with a comma (,).

1. _______________

2. _______________

3. _______________

4. _______________

**Operative Section**

Operative Clause  

Statement: operative clauses identify the actions or recommendations made in a resolution. Operative clauses end in a semi-colon (;). The last operative clause ends with a period (.)

1. _______________

2. _______________

3. _______________

4. _______________
Directions: Find the vocabulary word that matches the definitions below. Refer to UNA-USA’s Model UN Glossary for the words and their definitions found under Model UN 101 at www.model-un.org.

ACROSS
3. A sign that identifies your country.
4. A request raised by a delegate for information or for an action relating to that delegate. Examples include a point of order, a point of inquiry, and a point of personal privilege.
6. The vested power of the “P5” countries to refuse approval of a draft resolution.
9. Countries that would like to see a certain draft resolution debated.

DOWN
1. Countries that are the principal authors of Model UN resolutions.
2. The group of people, usually high school or college students, in charge of a Model UN committee.
4. When a delegate if present and wishes to vote.
7. To give up time, usually to questions or another delegate.
8. A list that determines the order in which
11. Attendance at the beginning of every Model UN session.
14. The tool shaped like a small wooden hammer that the Chair uses to keep order.
15. When delegates discuss country positions and ideas for resolutions.
19. To discuss opposing reasons or to argue.
20. A group of nations.
21. A paper that helps delegates to organize their ideas and aid in formatting and representing a country’s policy.
22. A person authorized to act as representative for a country.
23. An international organization of nations pledged together to promote world peace and security.

10. The number of members that must be present before official business can be conducted.
13. The most senior staff of a Model UN conference.

delegates will speak.
Flow of Debate

ROLL CALL

The Chairperson will announce each country’s name. After delegates hear their country, they should answer “present.”

DEBATE

Formal Debate: Formal debate revolves around a speakers list. The Chair begins by asking all delegates interested in addressing the other members to raise their placards. The Chair then chooses delegates to be placed on the speakers list. A country may only be on the speakers list once, but delegates may add their country to the end of the list after their speech.

1a. When the session begins, speeches focus on stating country positions and offering recommendations for action.

2a. After blocs have met, speeches focus on describing bloc positions to the entire body.

3a. Delegates now make statements describing their draft resolutions to the committee.

4a. Delegates try to garner more support through formal speeches and invite others to offer their ideas.

5a. Delegates make statements supporting or disagreeing with specific draft resolutions.

6a. Delegates present any amendments they have created.

Informal Debate: Informal debate involves discussion outside of the speakers list. During moderated caucuses, the Chair calls on delegates one-by-one so that each can address the committee in short speeches. During unmoderated caucuses, the committee breaks for a temporary recess so that delegates may meet with each other and discuss ideas.

1b. After several countries state their positions, the committee breaks for caucuses (often in blocs) to develop regional positions.

2b. Writing begins as countries work together to compose draft resolutions.

3b. Countries and groups meet to gather support for specific draft resolutions.

4b. Delegates finalize draft resolutions.

5b. Draft-resolution sponsors build greater support for their resolution and look to incorporate others’ ideas through friendly amendments.

CLOSE OF DEBATE

Once the speakers list is exhausted, the committee automatically moves to voting. Also, once a delegate feels that his or her country’s position is clear to others and that there are enough draft resolutions on the floor, he or she may make a motion to proceed into voting procedure by moving for the closure of debate.

VOTING PROCEDURES

Once a motion to close debate has been approved, the committee moves into voting procedure. Amendments are voted on first, then resolutions. Once all of the resolutions are voted on, the committee moves to the next topic on the agenda.
Other Charts

Chart II: Short Rules of Procedure
1. The chair will only recognize placards.
2. You are a delegate of your country.
3. *Point of Inquiry:* a question for the chair asked for clarification.
4. *Point of Information:* a question to another delegate (during moderated caucus).
5. *Point of Personal Privilege:* A point made to either the chair or another delegate to address problems such as room temperature, inability to see a visual, inability to hear the speaker, etc.

Chart III: Three Types of Yields
1. *Yield to the Chair:* Time remaining is absorbed back to the chair.
2. *Yield to Questions:* Time remaining goes to another delegate asking for points of information.
3. *Yield to Another Delegate:* Time remaining goes to another delegate who is prepared to speak.

Chart IV: Three Type of Ending Motions
1. *Suspend Debate:* to Break for Lunch (temporary)
2. *Close Debate:* To end debate and start voting procedure
3. *Adjourn:* To break for the day
Model UN Debate

1. Roll Call
   a. In this simulation, students represent themselves. Ask students to create placards using a folded sheet of paper. Students can make up countries using their names, such as “United States of Jeremy” or “Jessicastan”. Or, the students can represent real countries and practice expressing their position as a representative of their country (i.e., “The people of Uzbekistan feel…”).
   b. Ask students what is the purpose of using a placard.
   c. Practicing how to raise a placard properly (no waving, be sure the chair can see the name on the placard).

2. Formal Debate and the Speakers List
   a. This is the DEFAULT type of debate. (What is a default? Use Microsoft Word as an example - the default setting is Times New Roman, 12 point font). Delegates will always return to this if they are not in a moderated or unmoderated caucus.
   b. Explain that the Speakers List allows every country to express their opinion in an orderly fashion. Delegates must ask to be put on the speaker’s list. Countries must wait their turn to speak. *Amount of time delegated for speaking is 90 seconds at Global Classrooms conferences.*
      i. Speeches should focus on stating the countries position and offering recommendations for action (stated briefly, like on a bumper-sticker).
      ii. Delegates can be put back on the speakers list once they have addressed the committee by writing a note to the Chair.
      iii. *During formal debate, delegates should take notes and focus on whether their country agrees with another country’s policy and if they would like to draft a resolution with them later on.*
   c. Ask for a motion to open a speakers list. Make sure that you set the time limit. Add names to the speakers list.
   d. Debate!
   e. In between every speaker, ask, “are there any points or motions on the floor?” *REFUSE TO ACKNOWLEDGE ANY STUDENT WHO DOES NOT ADDRESS THE CHAIR USING A POINT OR MOTION WITH THEIR PLACARD!*
   f. If a speaker does not use up his allotted time, explain that he can yield his time to the Chair, to points of information, or to another delegate. (see chart #3)
   g. After ten to fifteen minutes of debating, ask students about the pros and cons of formal debate. One pro is that everyone gets a chance to speak. One con is that
formal debate limits delegates’ ability to respond directly to one another. If they disagree with a delegate, they must wait their turn to respond. Introduce the idea of a moderated caucus.

3. **Moderated Caucus**
   a. This is one type of Informal Debate
   b. Moderated Caucus is like a classroom setting. The chair calls on delegates one at a time. The format allows delegates to immediately respond to one another.
   c. Ask for a motion to begin a moderated caucus. Be sure to set a speaking time (e.g.: 30 sec.) and the total length of the moderated caucus (e.g.: 5 min.).
   d. Debate!
   e. Periodically ask if there are any points or motions on the floor.
   f. After the debate has ended, what happens next? (Back to the DEFAULT: formal debate).

4. **Unmoderated Caucus**
   a. This is a second kind of informal debate.
   b. Ask delegates what the end product of a UN debate should be (a RESOLUTION). How does a resolution get written? Not during active debate!
   c. Unmoderated caucuses allow delegates to go off on their own, form alliances, write working papers/resolutions/amendments.
   d. Ask for a motion to begin an unmoderated caucus. Set a time limit (e.g.: 10 min.). Set specific goals for the unmoderated caucus (such as telling delegates they should begin by finding other countries in their caucusing blocs to work with first).
   e. Begin unmoderated caucus.

5. **Closing debate**
   a. Review three ways to end a debate. (see Chart # 4) Say, “Seeing that the time is 4:00, the Chair would be amenable to a motion to adjourn”.
   b. Allow a student to make the correct motion.