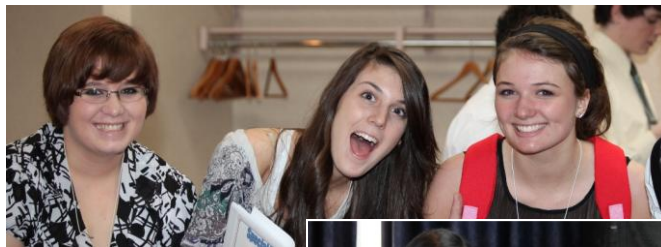


2012

Model United Nations *Student Manual*



Teens gain a window on the world and an International perspective through experiential, hands-on learning as they seek solutions to world issues.



*Leadership
Character
Service*



Model United Nations
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OHIO-WEST VIRGINIA STATE YMCA

Model United Nations Student Manual

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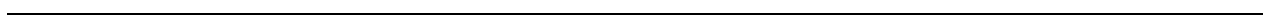
Table of Contents

HI-Y . . . Year-Round Project Based Learning.....	1
HI-Y's learning model is based on four well-tested principles:.....	1
HI-Y: YMCA Youth Programs for Every School and Community	2
HI-Y Values	2
HI-Y Teaches.....	3
HI-Y . . . Youth Building Better Futures for All	4
Youth Action Council Volunteer Corps at YMCA Camp Horseshoe..	5
Civic Engagement	6
An International Perspective: HI-Y Model United Nations	6
HI-Y's Annual Fall Conference is now in its Second Century	
Building Leaders for Tomorrow!	6
Sustainability	7
HI-Y Created and Led by Teens.....	7
High School YMCA (HI-Y) is Open to All.....	8
Simply put, HI-Ys	8
HI-Y's Distinctive Service Learning Difference.....	9
HI-Y Offers Civic Engagement + a Service-Learning Continuum .	10
How is HI-Y Funded?	10
Program Fees Set Below Actual Costs.....	10
Benefits HI-Y Produces.....	11
Results	11
Research	12
Model United Nations.....	14
Quick Facts	14
Represent your Nation	14
For a successful UN experience	15
Share your personality – be you	15
Purpose of the United Nations	15
The Principles of the United Nations Chapter.....	15

The General Assembly.....	16
Councils.....	16
2012 Model United Nations Student Calendar	17
How to Participate in Model United Nations	19
Dates and Locations for 2012	19
Financial Responsibility of Local HI-Ys and Participating Groups .	23
Forms and Registration Materials.....	25
Prepare to Write a Resolution	27
Quality Resolutions Make an Exciting UN	29
Resolution Check Sheet	29
Resolution Writing Instructions	30
Evidence - Resolution Supplement	31
Supplement Resources May Include:	31
Resolutions and Supplement Are Due	32
Order Resolutions Considered.....	32
Resolution Rating Scale of 1 - 65 Points.....	32
Sample Resolution	33
Resolution Form	34
Resolution Supplement	35
Partial List of UN and other International Resources on the World Wide Web.....	36
For Making a UN Delegation More Effective and Model UN More Fun!	37
Some tips on preparing resolutions and positions on substantive issues	38
Suggestions for making the Model UN experience more productive and enjoyable	39
At the Model United Nations.....	41
Get Acquainted	41
<i>Showcase of Nations</i> introduces Nations	41
Do Good	42
First impressions count!!!	42
What to wear	42
What to bring.....	42
What not to bring.....	43
Responsibility for Personal Property	43
What is the housing like?.....	43
Recreation	43

Council Procedure: HI-Y Model United Nations.....	44
Considering a Resolution in General Assembly.....	46
Majority Report.....	52
Minority Report.....	53
Student Responsibilities.....	55
Code of Conduct: HI-Y Family of Programs.....	55
Cancellations and Refund Policy.....	59
Create a Successful HI-Y United Nations.....	61
In Advance of the Model United Nations.....	61
During the United Nations.....	61
After Model United Nations.....	63
At Model United Nations – Adult Job Descriptions.....	64
Council Advisors.....	64
General Assembly Advisors.....	64
Resolution Coordinators.....	64
Office.....	64
Banquet.....	65
Conference Center Supervision.....	65
Care of Conference Facilities.....	65
Other Adult Roles.....	65
Officer Leadership Corps.....	67
HI-Y, Youth in Government, Model United Nations Officers.....	67
Lead in Building Better Futures.....	67
Officer Charter.....	67
A Call for Officers – Now is the Time to Build HI-Y’s Future!.....	68
Officer Leadership Corps.....	68
HI-Y Officer Corps.....	68
Youth in Government Officer Corps.....	69
Model United Nations Officer Corps.....	69
2012 Junior Model United Nations Officers.....	71
Junior UN Secretary General’s Letter.....	72
2012 Senior Model United Nations Officers.....	73
Senior UN Secretary General’s Letter.....	74
Leadership Positions.....	75
Officer Responsibilities.....	75
Officer Positions.....	75
Officer Responsibilities.....	75
Responsibilities.....	76

Secretary General.....	76
President of the General Assembly	76
President of Council.....	76
Vice President of Council	76
How are officers selected?.....	77
Election Procedure	77



HI-Y . . . Year-Round Project Based Learning

HI-Y's learning model is based on four well-tested principles:

On-going process: Leadership preparation is a process, not an event. It must involve chances to apply what is learned in real community situations and draw upon an on-going network of support and guidance. Local school and community HI-Y's are civic leadership laboratories where youth with supportive adult advisors create, lead and govern their own HI-Y youth group; initiate their own approaches to engage peers in community building, civic responsibility, personal and group growth and service.

Learning by doing: Leadership requires action and is therefore best learned by doing. Experiential community-building activities allow participants to work in teams, develop plans of action, test and refine their approaches, build confidence, uncover the rewards and challenges in making differences for good and discover their potential as citizen leaders.

Time away: Preparing young people to be more effective citizens and leaders requires removing them from the distractions and influences of day-to-day life; giving opportunities to gain greater perspectives on themselves, the issues facing their peers and the society at large, and the many ways their talents are needed as responsible members of community.

Making a real difference: The true value of leadership training must be measured by the differences participants make in their homes, schools, communities and world.

Simply put, a ***HI-Y experience makes differences in the way we live as demonstrated by . . .***

How we behave
How we treat others
How we accept our responsibilities
How we appreciate our heritage

How we live in the world
How we create better futures for all
How we become lifelong good citizens of our communities.

HI-Y: YMCA Youth Programs for Every School and Community

Local HI-Y civic engagement groups, high school Youth in Government Student Legislature and Supreme Court at the Capitol, 8th Grade Youth & Government Seminars at the Capitol, HI-Y Model United Nations, YMCA Camp Horseshoe's teen Entrepreneurship and Leadership-Service Summits, Adventure Camps for elementary students, Governor's Youth Opportunity Camps for low income 7 - 12 year old boys and girls, special custom designed learning camps for schools and a place for schools to conduct their own programs, Youth Action Council, Leadership Conferences and more.

HI-Y Values

Caring commitment to the common good

Respect for the dignity of every person

Personal **integrity** and **honesty**

Trustworthiness and **mutual trust** as a foundation of community life

Making responsible choices, being responsible and **taking responsibility**

Active **citizenship** building better futures for all

HI-Y Teaches

Leadership

Building Civic Skills –
Creativity
Academic skills &
application to life
Citizenship
Social Skills
Team work
Organization
Entrepreneurship
Problem Solving
Group Governance
Public Speaking
Research
Writing
How to conduct meetings
large & small
Intergenerational
Philanthropy
International Affairs
Financial Management
How to be an Officer
Member Recruitment &
Development
Fund Raising
Career Awareness
Commitment to life-long
learning
Vision
History
Arts
Community Development

Character

Caring commitment to
the common good
Respect for the dignity of
every person
Personal integrity and
honesty
Trustworthiness and
mutual trust as a
foundation of community
life
Making responsible
choices, being responsible
and taking responsibility
HI-Y's 7 core values –
Respect, Responsibility,
Caring, Honesty,
Fairness, Trustworthiness
and Citizenship
*Being accepted for who
you truly are is better
than being accepted for
someone you pretend to
be.
HI-Y gives everyone the
chance to be who they
really are!*

Service

An asset based approach
where persons are best
served when they serve!
HI-Y changes lives people
change their world by
identifying the kind of
community they want,
create and carry out
initiatives to achieve their
vision and reflect on their
work to strengthen future
action.
Promoting the ability to
think, some knowledge of
the past, some vision of
the future, some skill to
do useful service, some
urge to fit that service
into the well-being of the
community is what HI-Y
produces.

HI-Y . . . Youth Building Better Futures for All

A Learning Resource *for* Schools and Communities

HI-Y has been a partner with local schools, Department of Education and communities for more than one hundred years.

HI-Y's learning model is learning by doing, project based and experiential. HI-Ys are incubators of leadership where students figure out what they can do to make their schools and communities better, plan and organize how to turn ideas into action, step out to make differences for good and then take time to review what's accomplished and what to do better the next time. *HI-Y is the best thing I've done in school. I've learned so much, gained confidence I never dreamed I could have, got involved and now I am ready for the future!*

HI-Y expands a student's view of the world beyond self and community to the broader world as students step out into the world at Youth in Government, HI-Y's Model United Nations, Camp Horseshoe and HI-Y Leadership Conferences.

HI-Y partnerships with the Department of Education include Learn and Serve, Youth Action Council, Summer Mini Service Grants, Entrepreneurship Education and the Summer Food Service Program.

Technical Assistance including on-site staff support to students and teachers

Youth Action Council Engages Teens in Volunteer Service!

Service-Learning Leadership Training at YMCA Camp Horseshoe

expands a student's experience and vision beyond their own school and community, connects students to a larger network of youth working to build better futures for all and prepares students to conduct and govern their own youth groups.

Entrepreneurship Summit combines economic and civic entrepreneurship and service-learning. Partners include WV Department of Education (Susan Rice), Appalachian Regional Commission, WV Development, WV Chamber of Commerce, and the business community. Students say, *"This week will really change your life. You learn about leadership as well as how to own and operate a business. This is the best experience of your life!"* 100% of students at the 2010 Summit recommend it to others.

HI-Y Leadership-Service Summits

offer sessions for high school and middle school students. Six days of purposeful community building based on service-learning principles build a student's ability to participate in and govern youth organizations, introduces students to Youth in Government and Model United Nations, opens imagination to creative service, and how to work with others. Students from West Virginia and Ohio attend. Students say, *"This experience opened my eyes to where people come from and how to be more outgoing with new people. You'll come away with a different perspective – always for the better. This shows you what life is all about."*

Adventure Camp for 7 – 12 year olds gives learn and serve students a chance to have a bit of independence within a structured program. For many this is the first time away from parents and a teacher. Children get to make new friends, learn to live with others, be responsible, try out a lot of new experiences and build new skills.

Summer Mini Service Grants

High school students as part of their Horseshoe service-learning experience may apply for a summer mini service grant. Students are introduced to the basics of turning an idea into an achievable project, creating a budget, learning the basics of grant writing including evaluation and what an in-kind match is. Highlights of Student summer Mini Service Grant projects include Watering the Wishing Well Community Beautification in Williamson ▼ Renewing Rowlesburg's flood damaged park ▼ Restoring a Memorial Garden at the Wellsburg Library ▼ Summer in a Bag fun projects for hospitalized children in Morgantown ▼ Improving The Shack in Morgantown ▼ All Star Improving Children's Health in Barboursville ▼ SAFE House Program and Facility in Matheny ▼ Girl Scout Summer Day Camp to re-start local Scout program in Davin ▼ and Flower Power to Beautify Chief Logan State Park.

Youth Action Council Volunteer Corps at YMCA Camp Horseshoe

helps low income 7 - 12 year old boys and girls attending the Governor's Youth Opportunity Camps turn their lives to achievement.

Youth Opportunity Camp is an amazing opportunity and an excellent experience for children. Horseshoe provides learning experiences that allow campers to become exceptional young men and women. Throughout the week I took part in many activities as a helper. I saw many children working together and treating each other as best friends.

Cain always had a smile on his face. He was open to others and was always looking to make new friends. He was not like this at the beginning of the week. The first couple days he kept to himself and wasn't looking forward to the rest of the week. Luckily, with the activities, other campers and staff he met, Cain was able to make the best out of the week.

I feel Cain benefited greatly from YOC. He met many new people, made new friends, and learning skills in the activities. Seeing this change in a camper's personality makes me believe that YOC at Horseshoe is a great success. I hope to see YOC continue for many years to benefit and help today's children develop.

Isaac Pancake, Keyser High School, Youth Action Council Volunteer

I saw many children start out their YOC week as very shy. It seems YOC has a way of connecting children with other boys and girls, getting them involved and counselors who care. Heaven, Kayla and Dakota were so shy the first day. By the middle of the week they were having fun, playing with other children and ready to do whatever activity was next. I got to see YOC work in the lives of boys and girls. YOC allows – actually encourages and makes possible – a child to discover possibilities and turn their lives to learning and becoming. YOC offers listening ears, encouragement to meet others and to try and a quiet style of teaching that leads kids to want to learn.

Lakin McKinney, Wyoming East High School, Youth Action Council Volunteer

Civic Engagement

HI-Y Youth in Government Student Legislature and Supreme Court of Appeals at the Capitol and 8th Grade Youth & Government Seminars at the Capitol put teens center stage in building West Virginia's civic foundations and future. Youth in Government's Youth Governor is a member of the State Board of Education and, with other officers, participate in the State's annual observation of Constitution Day at the Governor's Reception Room.

An International Perspective: HI-Y Model United Nations

opens new windows on the world to teenagers. Model UN helped me speak in front of others and better understand international issues. I now see the world differently. Now, I better analyze issues.

HI-Y's Annual Fall Conference is now in its Second Century Building Leaders for Tomorrow!

Three days of friends, fun, ideas and learning all leading to action back home describe this three-day teen November conference. Contact HI-Y staff to meet

with your group to let everyone know about the conference, answer questions and help everyone get involved.

100% of student participants recommend the conference to others. Student comments include - *"I really had a great time. I think that coming here really influenced me and gives me the courage to do better things for my community. You can really be yourself here and that's awesome. The conference helped me better myself as a leader and as a person."* *"The most amazing thing I learned is that my voice matters."* *"I had a blast meeting new people and just being myself. I learned so much."* *"I am always impressed by the kindness shown toward students at this conference."*

Sustainability

Williamson HI-Y in WV, chartered in 1922 is now succeeded by the new Mingo Central HS HI-Y in 2011, and McClain HI-Y in Ohio, chartered in 1928, are our longest serving HI-Ys. Our newest HI-Ys are Oberlin in Ohio and George Washington in WV. Piloting new approaches to HI-Y is a Work Force WV HI-Y for at-risk youth and a new Elementary Pilot being launched in Kanawha County.

- Ohio-West Virginia YMCA's beginnings reach back to 1867
- HI-Y created by three teenagers and their science teacher—1889
- Williamson HI-Y chartered - now West Virginia's oldest HI-Y—1922
- 1st WV HI-Y Fall Program Conference—1922
- West Virginia's first state-wide HI-Y Camp session—1930
- Camp Horseshoe opens as West Virginia's State YMCA Camp—1940
- Ohio Youth in Government created by teens and Attorney General C. William O'Neill— 1952
- WV Youth in Government created by teens and Gov. Underwood - 1958
- 26th Amendment ratified 1971 - US Senator Jennings Randolph credited Youth in Government as a reason he championed the 18 year old vote
- Governor's Youth Opportunity Camps at Horseshoe begin—1975
- Teen Entrepreneurship Summit—1978
- HI-Y Model United Nations—1981
- Youth Action Council - 1994
- Developing Cave Lake Center for Community Leadership begins - 2000
- 8th Grade Youth & Government Seminars join HI-Y -2010

HI-Y Created and Led by Teens

HI-Y stands for high school YMCA. The high school YMCA, HI-Y, grew out of a confrontation between three students and their teacher, D. F. Shirk, in 1889.

In 1889 the Chapman High School (Dickinson, Kansas) science teacher walked in on the students smoking cigars at a general store. Shirk took the cigars from the boys and challenged them to do something better with their lives. The boys said they were bored because there was nothing to do and challenged their teacher to help them. Shirk agreed and together they began meeting with other students to talk about their lives, purpose, future goals and how to improve their school and community. They then turned their talk into goals and volunteer initiatives to build better futures for all. After every initiative they took time to examine what they had done, its effectiveness and how to improve future actions.

Out of this came HI-Y's Plan, Do and Review service-learning model.

HI-Y students engage in a process of civic leadership development through service-learning. Teens assess the strengths and areas needing improved in their school and community, identify the kind of school and community they want to create, develop and carry out programs and service initiatives to achieve their vision, review (reflect) on their collective and individual accomplishments, evaluate their efforts and determine how to improve future actions. Using classroom lessons throughout this process enables teens to strengthen learning by actually doing.

High School YMCA (HI-Y) is Open to All

HI-Y welcomes the youth of every school and community. HI-Ys are most often school based reflecting HI-Y's founding principle of connecting classroom lessons to real life application by teenagers improving their schools and communities. HI-Ys may also be sponsored by communities, faith-based organizations, and others. Home school students are welcome to participate.

Today, more than 120 years later, youth initiating volunteer civic actions with adult advice and mentoring remain the central expression of HI-Y's founding values . . . youth are important to the world and are best served when they serve.

Simply put, HI-Ys . . .

- are student initiated, organized, governed and led
- allow students to extend classroom lessons into the life and work of their school and community as well as their state and beyond
- cause teens to lift their vision beyond self to others, to their community, nation, state and world
- are school and community partnerships
- link teens and their community as well as their state, nation and world
- empower teens for a lifetime of civic responsibility

- have the support of volunteer adults serving as Advisors, mentors and supporters
- expand the base of volunteers, responsible citizens and civic literacy for every community
- bring persons of all ages and backgrounds together working for the common good.

HI-Y's Distinctive Service Learning Difference

HI-Y moves service beyond service-learning projects to a way of life. HI-Y engages students in the governance and support of their HI-Y student organization, their projects and service initiatives. Students develop lifelong civic commits and skills by active engaging today in the life and work of their schools, communities, state and nation.

HI-Y extends traditional service-learning's class and school based approach to the community and beyond to a statewide outreach experience.

HI-Y's local experience is enhanced by participation away from home in state and region-wide civic leadership programs including Youth in Government, Model United Nations, the residential Entrepreneurship and Leadership-Service Summits at Horseshoe, Fall Building Leaders Conference and for 8th graders the Youth & Government Seminars.

Learning that takes place away from home, beyond the distractions of everyday life, in new settings with diverse youth from many communities, and grounded in residential community building experiences are HI-Y's distinctive difference that connects service-learning and civic engagement in the lives and actions of today's youth.

HI-Y Offers Civic Engagement + a Service-Learning Continuum

Stage one: Offering volunteer opportunities	Stage two: Offering service-learning project opportunities	Stage three: Operating service-learning programs	Stage four: Being a service-learning civic engagement HI-Y
<p>Opportunities for volunteer activities are offered.</p> <p>These valuable volunteer opportunities do not fall under service-learning unless they are driven by learning objectives and accompanied by structured reflection.</p>	<p>Service learning projects are offered that include learning objectives, meaningful service and structured reflection.</p> <p>Examples of meaningful service – Members tutor children, serve as literacy volunteers, gather food for a food pantry, volunteer at homeless shelters, clean up the environment, etc.</p>	<p>A program or programs that have service-learning process as their central focus are offered. Service-Learning is infused into the heart of the program and into the heart of a participant’s experience.</p> <p>An example is incorporating service-learning into all volunteer activities.</p>	<p>A commitment to HI-Y’s service-learning model is made. That means becoming a recognized HI-Y; most, if not all programs, are service-learning or incorporate service-learning approaches; and the group extends its local program with participation away from home in Youth in Government, HI-Y Model United Nations, Horseshoe Entrepreneurship and Leadership-Service summits and other HI-Y state and region wide programs. The local group takes up civic responsibility building better futures for all as a part of a larger youth initiative.</p>

How is HI-Y Funded?

HI-Y, like all YMCAs, is funded by participation fees and contributions from members, contributions from others, grants from private foundations, organizations and government.

Volunteer Advisors, Board and Committee members, parents, alumni, students and others are key to the program’s success.

Program Fees Set Below Actual Costs

HI-Y reaches out to help youth from every economic situation to benefit and to help schools include HI-Y as part of their curricular offerings. That means all HI-Y program fees are set below actual costs and HI-Y seeks special support for low income youth to benefit.

Another way to say this is HI-Y contributes to every student who participates, to every school involved, to every Service-Learning group participating and to a range of youth groups and organizations involved in HI-Y.

Benefits HI-Y Produces

Participants gain skills and ideals that shape the way they relate to the world.

Partner organizations benefit as better prepared young people become active members of the community.

Families and parents get support to raise their children into healthy, responsible, productive and contributing adults.

Schools get young people promoting a positive learning atmosphere and taking responsibility to create effective student learning and governance.

Employers get employees ready to work with the attitudes and integrity required for business to succeed.

Entrepreneurial thinking instilled in new generations will renew civic life and then economic opportunity throughout our states and nation.

Communities reap rewards as prepared and committed participants become more effective citizens working to renew our families, schools, institutions and communities.

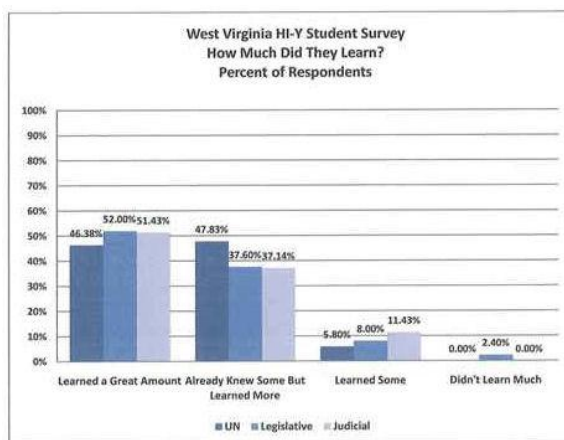
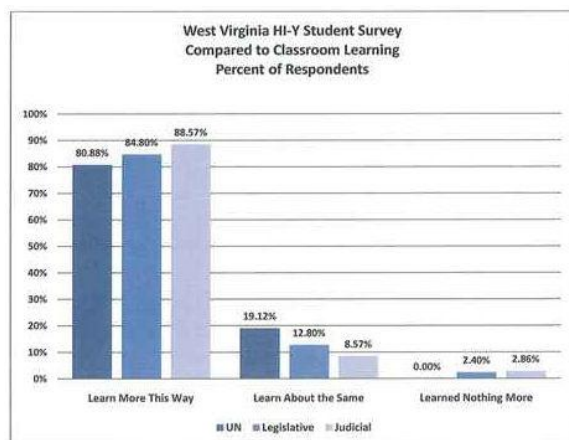
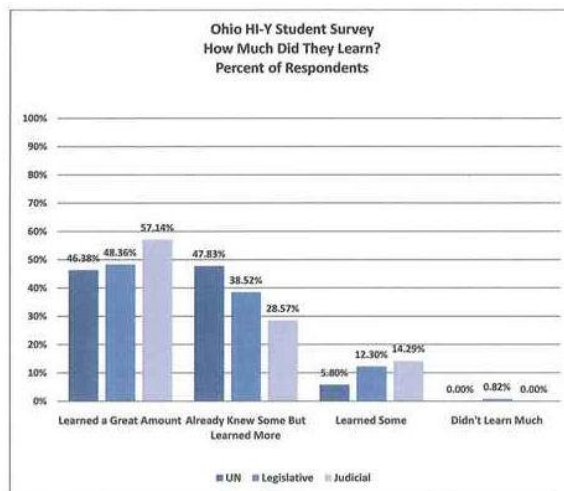
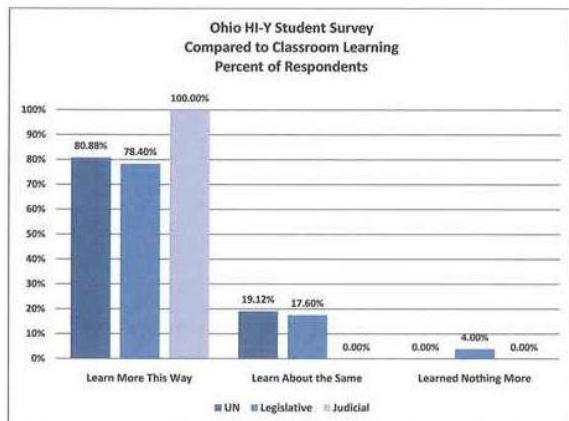
Our states and nation have results oriented programs that strengthen the base of civic leadership available to every community.

Results

Horseshoe and HI-Y literally saved my life. I was lost and going nowhere good with my life. All that changed when Horseshoe caused me to wake up to all I could be and could do to help others. I joined HI-Y, went to Youth in Government and whole new worlds opened for me. Now I'm on track, appreciate what I have and want to help others have the same experiences I've had. So many young people need what you gave me . . . a new life, a new purpose and a new chance to count for something good!

Research

The West Virginia Department of Education Office of Assessment and Research evaluates Youth in Government’s Student Legislature and Student Supreme Court and HI-Y’s Model United Nations.



West Virginia Department of Education’s Office of Assessment and Research in evaluating 2011 HI-Y Model United Nations, Ohio and West Virginia Youth in Government Student Legislatures and Supreme Courts found responses to “How Much Did They Learn?” indicate 90% of students in UN, 90% in YG Legislature and 89% in YG Judicial learned a *great amount or learned more*.

Randy Brown, University of Nevada-Reno, cites sources that conclude, “Youth who participate in extracurricular activities are more likely to:

- Have better grades (Marsh, 1992)
- Have higher standardized test scores (Gerber, 1996)
- Have higher educational attainment (Hanks & Eckard, 1976)
- Attend school more regularly (Mahoney & Cairns, 1997)
- Have higher self-concepts (Marsh, 1992)

Youth who participate also have been found to be less likely to:

- Use substances (Cooley, Henriksen, Nelson & Thompson, 1995)
- Dropout of school (Mahoney & Cairns, 1997)
- Misbehave at school (Marsh, 1992)
- Commit delinquent acts (Landers & Landlers, 1978)

A 2010 article by Scott Turner in "Academic Leadership – The Online Journal" confirms previous 40 years of findings of the benefits of extracurricular activities and concludes:

"Our country has grown both physically and psychologically complacent, and believes that all is well and we are still on top of the world. This simply is not true and unless we challenge our youth, develop them morally, analytically, into problem solvers and solutionists our country may soon fail.

Anyone can memorize facts and figures but it takes development and simulation for one to be able to understand problems and analyze situations. The educator is the first line of defense and should also be the loudest voice rallying the parents and faculty to push the need of diverse extracurricular activities in each school system for the betterment of our future. Being a teacher takes a considerable amount of time, it is a lifestyle; a subculture if you will, not a job. There is more to learning that what a child receives within the four walls of the classroom."

Additional research from the Search Institute (2003) continues to confirm what we have learned from nearly a half century of educational research. Through programs like HI-Y, students whose educational experiences extend beyond the classroom hours and walls, who are involved with adult mentors, and experience high expectations/creative problem solving, will have increased assets. There is a direct relationship between these assets and GPA, physical and mental health, citizenship, and future success in life. Simply put . . . HI-Y works and there is research to prove it!

Model United Nations

The official purpose and goal of the United Nations is to maintain international peace and security.

Quick Facts

The United Nations was established in 1945.

The principles of the United Nations Charter call for the peaceful settlements of disputes.

Nations who are members of the United Nations advance their own interests.

As an ambassador I must – and my nation must – vote on resolutions as my nation would vote.

Resolutions passed by the UN General Assembly have only the backing of world opinion.

All UN member nations are members of the General Assembly.

The United Nations seeks consensus.

The United Nations pays its bills by collecting dues from its members.

The United Nations cannot pass laws that nations must obey.

The permanent members of the Security Council are China, France, Russia, United Kingdom, USA.

Each member nation of the United Nations has one vote.

Represent your Nation

- Know your nation.
- Make it interesting!
- Show everyone where it is on a world map.
- Speak & vote as your nation would.
- Every nation is unique - present your culture, your world interests, who are you as a people, what are you as a nation.

For a successful UN experience

- Be prepared, Know your nation
- Know the position of the nation you represent on all Resolutions and assert your nation's interests – vote as your nation would vote!
- Nations work as a team!
- Know who your nation's allies are on each Resolution and work with your allies
- Forget your school, represent your nation
- Speak up – everyone participate in Council and General Assembly – Speak as your nation, not "I."

Share your personality – be you

- Meet others
- Be friendly
- Go beyond your school group and make friends from other schools
- Help others
- Be polite and friendly to hotel staff
- Help keep your room & meeting rooms clean
- Represent your nation – speak up in Councils and General Assembly – be serious in Councils and General Assembly – outside those enjoy friends and all the new friends you're making!

Purpose of the United Nations

Established in 1945, the purposes of the United Nations are to maintain international peace and security; to develop friendly relations among nations; to achieve international cooperation in solving economic, social, cultural and humanitarian problems and in promoting respect for human rights and fundamental freedoms; to be a center for harmonizing the actions of nations in attaining these common ends.

The Principles of the United Nations Chapter

- 1. The equality and sovereignty of all member states,**
- 2. The fulfillment "in good faith" by all members of obligations assumed under the Charter,**
- 3. Peaceful settlements of disputes,**

- 4. Renunciation of the threat or use of force,**
- 5. Cooperation with the United Nations in any actions it takes,**
- 6. Encouragement of non-member states to abide by its principles,**
- 7. Non-intervention by the United Nations in the internal affairs of any nation,**
- 8. Freedom of religion.**

The General Assembly

The General Assembly is the central body of the United Nations and the only one where all member nations are represented. It is the main forum for discussion. It formulates policy and it coordinates the work of other United Nations organizations. The GA has no power to pass laws. Its resolutions are recommendations backed only by the force of world opinion.

Ambassadors (all delegates) to the Model UN GA must represent the views of their nation and cast their nation's one (1) vote as their nation would vote.

Councils

United Nations Councils include Security, Economic and Social, Trusteeship, and International Court of Justice. For the Model United Nations there is a Security Council and 3 - 5 other Councils. Councils first discuss, amend and act on proposals submitted to the Model UN.

The Security Council is the main political arm of the UN and has the "primary responsibility" for the maintenance of international peace and security. The five permanent Security Council Members (China, France, Russia, United Kingdom and the United States) may veto passage of a resolution.

NOTE

Because the United Nations is an organization of sovereign nations, the art of persuasion and compromise is essential to achieve national goals. Those delegations prepared on the issues and prepared to deal diplomatically with other delegates will be more successful.

The United Nations is not a world government. It cannot pass laws that bind other nations to obey. UN resolutions only carry the weight of international moral force. The United Nations seeks consensus.

Student Ambassadors are to act professionally and participate on an intellectual and productive level. Student Ambassadors *vote as the nation they represent would vote.*

2012 Model United Nations Student Calendar

	High School Model UN March 9 – 11, 2012 Comfort Inn & Suites Mineral Wells, WV	Middle School Model UN March 23 – 25, 2012 Lowe Hotel Point Pleasant, WV
HI-Y Affiliation due for lowest fees	October 20, 2011	October 20, 2011
Participation Agreement (including nation choices) & Deposit (\$75) due	November 22, 2011	November 27, 2011
All UN Materials- resolutions (written copies), individual registration forms, informed consent & Final Fees due	January 8, 2012 <i>Add \$25 late fee for each youth or adult if final deadline in missed.</i>	January 15, 2012 <i>Add \$25 late fee for each youth or adult if final deadline in missed.</i>
UN Officer Nominations due for 2013	January 8, 2012	January 15, 2012
Resolution books mailed to advisors	February 10, 2012	February 17, 2012
HI-Y /UN Leadership Summit at Horseshoe	June 17 – 23, 2012	June 24 – 30, 2012

How to Participate in Model United Nations

Dates and Locations for 2012

High School Model United Nations Comfort Suites Mineral Wells, WV March 9 – 11, 2012	Middle School Model United Nations Lowe Hotel Point Pleasant, WV March 23 – 25, 2012
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Explain and Recruit

Present the opportunity to students, parents and interested teachers. Explain the program, responsibilities, costs and deadlines.

Your Goal

- Recruit students who will do their share of the work, meet deadlines, carry out their responsibilities, and participate the whole three-day United Nations Assembly;
- Create a base of adult support (parents, other teachers and adult volunteers) who will assist throughout the process.

Involve the HI-Y Leadership Center

HI-Y staff will help you and your group have a successful United Nations experience. Staff will meet with you and your group. We can help with the initial student meeting and other times you request. Just contact us and we'll help. We're also available by phone and e-mail.

Next Steps

- 1. Submit Participation Agreement, the Participation Fee (part of the total fee), and your nation request(s) by the deadline (see calendar). We will accept late sign ups as long as space remains and the final deadline will be met.**

PA's and the PA fee are submitted together to the HI-Y Leadership Center by U.S. postal service – not by fax or email.

Participation Agreements are available at www.hi-y.org, call 304-675-5899, or mail us at P. O. Box 239, Pt. Pleasant, WV 25550-0239.

2. Everyone is welcome! Those who Affiliate with the HI-Y Leadership Center as a HI-Y by October 20th each year receive our lowest fee rates.

3. Nation Requests: Each nation has 2 – 4 students. If eight sign up, divide them into 4 groups of 2 students and represent 4 nations or divide into 2 groups of 4 students and represent 2 nations. If only one student wants to participate, they are welcome and will represent a nation.

Nations are requested on the Participation Agreement.

Fill up one nation (2 to 4 students) before requesting a second nation.

Delegations representing more than one nation are to choose nations from different continents before choosing two from one continent. That way we have greater representation of nations and their interests in Model UN.

Each delegation is to represent at least one Model United Nations Security Nation (list is on the Participation Agreement).

4. Nation Assignments

Once the HI-Y Leadership Center receives your Participation Agreement and PA fee with your nation request, nations are assigned and you will be notified.

Nations are assigned on a first come first served basis as we receive Participation Agreements and Participation Fees with Nation Request(s).

5. Once You Receive Your Nation Assignments

- a. Students get started learning all they can about their assigned nation;**
- b. With another student in their nation, each pair of student Ambassadors write a Resolution and submit one (1) Resolution on an issue of international interest to their nation that is appropriate for United Nations consideration. No more than two (2) Student Ambassadors write/sponsor a resolution. Officers are not Resolution partners.**

If a nation has an odd number of students, one student writes and presents a Resolution without a partner.

The Secretary General and President of the General Assembly are not members of any nation and do not write a Resolution. Council Presidents and

Vice Presidents are members of a nation and do write Resolutions. Officers do not partner with each other to write a resolution.

A Resolution is a written proposal to the United Nations that calls upon the nations assembled to take action to solve or deal with an international issue.

c. Resolutions are turned in to the HI-Y Leadership Center by the deadline listed in the UN Calendar.

The HI-Y Leadership Center prepares Resolution Books with all Resolutions and Model UN Procedures. A Resolution Book for each registered student and adults will be sent to your Delegation prior to Model UN.

At Model United Nations, Resolutions are considered in a Council and those passed by Council are considered by the General Assembly.

Meet the Final Deadline (see calendar)

- Final Fees if not already paid
- Resolution (2 copies, 1 Resolution per each pair of Student Ambassadors)
- Resolution Supplement (1 per Resolution with up to 5 Resources)
- Individual Registration Form (1 for each student and adult)

Note – Remember, any of these postmarked after deadline will require an additional late fee payment.

Fees for HI-Y Model United Nations

The full tuition (cost) to the HI-Y Leadership Center is \$278.

The fee is set below actual cost to help students participate.

The fee includes program, 5 meals and 2 nights lodging at the conference. The fee may be paid in full with the initial Participation Agreement or the fee may be paid in two payments – the initial participation Fee by November 22 and the Final Fee by January 8.

Lower Fee Rates offered by HI-Y to everyone –

	<u>EARLY BIRD</u>		
	HI-Y Member Fee <u>if paid by Jan. 8</u>	NON HI-Y Member Fee <u>if paid by Jan. 8</u>	LATE FEE <u>if paid after Jan. 8</u>
Each Student (6 per room)	\$250.00	\$275.00	\$300.00
Each Adult (private room)*	\$175.00	\$200.00	\$225.00
Each Adult (double room)*	\$125.00	\$150.00	\$175.00

Refund Policy

Participation Fee: No refunds can be made nor can this fee be applied toward the final fee of another person or program. It can be used for a replacement to take the place of the person dropping out.

The PA fee is part of the total fee, is to guarantee space, to cause YMCA's and schools to make realistic enrollments, and to protect the program from unrealistic enrollments that may not materialize.

Final Fees: No refunds.

Training Opportunities

- HI-Y Staff assistance by on site visits, phone 304-675-5899, e-mail hi-y@hi-y.org , postal service P. O. Box 239, Pt. Pleasant, WV 25550.
- HI-Y Leadership Summits at Horseshoe each June
- HI-Y Building Future Leaders Annual Fall Conference each November at Jackson's Mill Conference Center
- UN Student Manual on HI-Y's web site www.hi-y.org

Financial Responsibility of Local HI-Ys and Participating Groups

Program costs to the HI-Y Leadership Center (Ohio-West Virginia State YMCA) are higher than the fees the Center charges participants.

The HI-Y Leadership Center continues its policy of keeping fees below costs to help youth from a range of economic levels participate. Help HI-Y control costs so fees can remain below cost.

Participating groups and individuals accept the responsibilities listed below to help the HI-Y Leadership Center maintain its fee policy so youth from a range of economic levels may participate.

1. Educate Participants, Parents, School & YMCA Administrators

Inform these persons of the true costs of these programs to the HI-Y Leadership Center and the lower fees the Center offers everyone.

2. Meet All Deadlines

The Center manages many programs at once with too few staff. We get one thing done and move on to the next. We don't have time to go back and re-do something because a group or individual is late. Time is money. Do not ask us to spend more time/money to fix a problem caused by local failure to meet a deadline. On time Affiliation also = lower student fees.

3. Get Completed HI-Y Affiliations in by October 20!

Completed HI-Y Affiliations in to us by October 20 earn our lowest program fees. After October 20, you will pay higher program fees.

4. Accurately Complete All Forms

Type or clearly print all information on forms with accurate information including a person's name (spelled correctly), address, phone, zip, e-mail, etc.

5. Submit Payments

For a program using one check for the total group, include a listing of individuals and the amount of the check applied to each person.

6. Follow the Center's Cancellation and Refund Policy

Cancellation and Refund Policy

The best laid plans can go awry. Due to the significantly lower than cost fees charged to participants, the HI-Y Leadership Center has *no flexibility to provide refunds*. Therefore, our **policy is NOT to provide refunds nor can the fee be transferred to that of another registered person or program**. The Center does permit sending a replacement for the person who must cancel. Actually, the person(s) cancelling should reimburse the Center for the costs the program has incurred on their behalf by paying the scholarship received back to the program.

Please note and take appropriate action -

1. Local HI-Ys and other delegations who want to provide refunds to any students who cancel, need to set aside money to provide such refunds locally.
2. Delegations **do not refer parents, participants, school or YMCA administrators to the HI-Y Leadership Center with billing or refund questions. Handle these questions locally.**
3. After a delegation is registered for a Conference, that delegation is responsible for the entire payment for that number of student and adult delegates.
4. Remember - **No Refunds from the HI-Y Leadership Center**, so do not ask nor have others call to ask. Weather does not count either. Do not ask for a refund because of weather. HI-Y has already spent more on your student(s) even before the program conference occurs than was paid to HI-Y.
5. Local groups may want to consider purchasing an insurance policy that pays if for some reason the group needs to cancel out of a program. Check with your insurance company about coverage – there is vacation insurance for example. Look for this coverage if it helps your situation.

Note: Inform school administrators, parents and students of this cancellation and refund policy prior to signing up any students for a conference or program.

Forms and Registration Materials

All Model United Nations forms and registration materials for both Senior and Middle School participants are maintained on our website (www.hi-y.org) in the Model United Nations section.

These materials include:

- [HI-Y Affiliation Form](#)
- [Model United Nations Participation Agreement](#)
- [Model United Nations Advisor Registration Form](#)
- [Model United Nations Individual Registration Form](#)
- [Model United Nations Senior UN Housing Form](#)
- [Informed Consent](#)
- [Model United Nations High School Officer Candidate Form](#)
- [Model United Nations Middle School Officer Candidate Form](#)

Prepare to Write a Resolution

Security Council nations write on maintaining international peace and security. All other nations write on any issue of international concern to their nation.

1. First, study your nation.

- What has shaped your nation's history, people, government, economy, international interests;
- What nations are allies, enemies, trading partners? Why? What alliances does your nation belong to, what international and regional organizations? Why?
- What are your nation's major international interests, problems, conflicts, successes? Why?
- Where is your nation? Locate it on a world map. Who are your neighbors? How do you get along with them? Why?
- What is the educational level of your population?
- How do your people reflect their culture through music, art and literature?
- What are the economic issues facing your nation, energy issues, human rights practices, military strength?
- Your nation and the United Nations
 - What year joined?
 - Did the UN help your nation become a nation? If yes, how?
 - What role, if any, does your nation believe the UN should have in world affairs? Why?
 - Does your nation believe the UN should be a debating society or take action? Why?
 - How much does your nation contribute to the UN budget? Are you current?
 - What do other nations contribute?

Ways to learn about your nation

- Watch the news, read newspapers and magazines; keep a file of articles on your nation.

- Contact your nation's embassy or UN mission.
- Join the UN's Model UN discussion group <http://www.un.org/pubs/cyberschoolbus/munda>.
- Visit <http://www.cia.gov/cia/publications/factbook/index.html> for accurate information and facts on all nations, including nation flags, demographic, political and economic information.
- www.amun.org - American Model United Nations, Inc. is an official non-governmental organization (NGO) affiliated with the United Nations Department of Public information. A great reference and fact-finding site.

2. Choose a Topic for your Resolution

- As your study progresses, pick a topic of international interest or concern to your nation;
- You represent your nations' government. Your Resolution must represent your government's actual policy whether or not you like the policy;
- Make sure the topic is something your nation would actually bring before the UN; that it is an international issue and not an internal issue that would never be brought to the UN.

Sovereign nations do not bring issues to the UN that take away their sovereign powers. These powers are broad and include:

- **Control of ALL police, military forces and actions.**
- **Preservation of the nation's culture and traditions. No nation's government would ask the UN to take any action that would cause the nation to give up their culture or traditions.**
- **Control of the nation's growth and functions - immigration, visitors, refugees, offshore water, trading, education, laws or policies, treaties, etc.**
- **Any other powers reserved by the nation for its sole control.**

Quality Resolutions Make an Exciting UN

- 1. Pick a nation in the spotlight. Do not pick an obscure nation that is not in the news.**
- 2. Be sure each pair of delegates in your delegation write on a different international issue.**
- 3. Use your imagination and brain to write a Resolution that is different, that has a unique solution - something no one else will have written.**
- 4. Call upon the UN to take action. Do not "form a committee," "conduct a study," "do a survey," etc. Propose an action solution.**
- 5. Write a Resolution that concerns other nations. Do not write one that only concerns your nation.**
- 6. Be sure the topic is within the responsibility of the United Nations and certainly do not write on an internal problem that your nation must solve on your own.**
- 7. Some topics are presented so often delegates are tired of them. Unless you have a new or unique solution to propose, do not write on AIDS, pollution, education, rain forest, birth control, etc.**

Resolution Check Sheet

___ Deals with only one issue.

___ Accurately states the issue in the title.

___ Is the official position of the nation presenting it?

___ Is about an international issue. It is not about an internal issue of the nation.

___ Does not duplicate any UN solution or program already in place.

___ Calls upon the UN to take a specific action. It avoids "forming a committee," "conducting a study," or "doing a survey."

___ Is written in simple, concise, everyday language.

___ Represents clear thinking by the writers.

___ Follows the format in the manual.

___ Is no more than 33 lines double-spaced. It may be shorter.

___ The Resolution is typed in final form, two (2) typed copies along with one (1) Resolution Supplement is at the UN Office by the due date.

OHIO - WEST VIRGINIA STATE YMCA
Resolution Writing Instructions

First, determine what you want the United Nations to do - what action do you want taken. Then, write your first draft. Write in ordinary, simple, concise language.

What you write must be read and understood by many people. Make the language as common as possible, arranged as simply as possible, using as few words as possible to say what you want.

Write no more than 33 lines double spaced. Resolutions may be shorter.

The three parts of the Resolution are:

Title

Preamble

Operative Clauses

Title The topic is clearly expressed in a short title that clearly identifies the subject without going into detail.

Preamble The Preamble explains the purpose of the Resolution. It gives background information and often refers to earlier UN Resolutions, the Charter or other international actions that have been taken.

PREAMBLE PHRASES

Affirming	Expressing its appreciation	Noting with regret
Alarmed by	Expressing its satisfaction	Noting with satisfaction
Approving	Fulfilling	Noting with deep concern
Aware of	Fully aware	Noting further
Believing	Fully alarmed	Noting with approval
Bearing in mind	Fully believing	Observing
Confident	Further deploring	Realizing
Contemplating	Further recalling	Reaffirming
Convinced	Guided by	Recalling
Declaring	Having adopted	Recognized
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 studied	Taking note
Desiring	Having heard	Viewing with appreciation
Emphasizing	Having received	Welcoming
Expecting	Keeping in mind	

Operative Clauses state what the United Nations is to do about the issue being considered. Conclude the Resolution by stating, THEREFORE BE IT RESOLVED, that the United Nations (state the action to be taken).

OHIO - WEST VIRGINIA STATE YMCA
OPERATIVE PHRASES

Accepts
Affirms
Approves
Authorizes
Calls
Calls upon
Condemns

Congratulates
Designates
Emphasizes
Encourages
Endorses
Expresses its appreciation
Expresses its hope

Notes
Proclaims
Reaffirms
Recommends
Reminds
Regrets
Requests

Evidence - Resolution Supplement

The Resolution Supplement tells why and how you wrote the Resolution. It also has evidence that supports your position.

The Supplement form is on pages 30 and 31 of this manual. Answer all of the questions.

You may also attach up to five (5) resources to the supplement. They may be newspaper articles, magazine articles, etc. Highlight the part of the resources that are the best evidence for your Resolution.

Supplement Resources May Include:

- 1. Newspaper article - a photocopy is OK.**
- 2. Magazine articles from Time, Newsweek, US News and World Report, United Nations Chronicle, academic journals, etc.**
- 3. Printouts of Internet sources - state the website.**
- 4. Write up interviews with people you talk to who are experts on your topic. Include their name, date and why they are an expert.**
- 5. Printouts of e-mail from persons you consulted.**
- 6. Photocopy of book passages relevant to your paper.**
- 7. Parts of UN documents that relate to your paper.**
- 8. Copies of letters, pamphlets and/or documents you secured.**
- 9. Information on your paper that you secured from the nation you represent.**
- 10. Transcripts or notes from television or radio broadcasts concerning your topic.**

Resolutions and Supplement Are Due

Have all your materials and information to your Delegation Leader by Christmas break so they are received by the UN Office in time to be included in the Resolution Book.

Order Resolutions Considered

Complete Resolutions (those typed in duplicate and submitted along with a Resolution Supplement, Individual Registration Form and Final Fee - ON TIME) are rated for position in the Resolution Book.

Rating determines the order of Resolutions in the Resolution Book. Each Council will consider Resolutions assigned to it in the order the Resolutions appear in the Resolution Book. When reported out of Council, Resolutions are assigned in numerical order for consideration by the General Assembly. Before each General Assembly session a new calendar of Resolutions is made in numerical order.

All Resolutions are considered in Council. However, there may not be enough time to consider all in General Assembly. The higher the rating the better chance a Resolution has to be considered in GA.

Resolution Rating Scale of 1 - 65 Points

- 1. The Resolution reflects the interests and position of its nation.**
15 points
- 2. The Resolution deals with an issue appropriate for UN consideration.**
15
- 3. The quality of research as demonstrated by copies of research.**
15
- 4. The Resolution writers' commitment to their Resolution is demonstrated by the quality of their research, writing and achievement of other rating criteria.**
7
- 5. The Resolution Supplement as demonstrated by the quality of the answers.**
7
- 6. The use of correct English grammar, spelling and the Resolution format.**
6

Sample Resolution

31st HI-Y Model United Nations

Introduced by: Zackery Asbury, Tyrone Lamyathong

Representing: United States of America

Resolution # 2

Council # 1

Member of 4

TITLE: "DECREASING THE THREAT OF THE GLOBAL PANDEMIC: TERRORISM"

1 HAVING EXAMINED, the increasing threat of all forms of international Chemical, Biological, physically Direct, and
2 Cyber acts of terrorism,
3 REAFFIRMING, that any act of international terrorism, constitutes a threat to international peace and security,
4 RECALLING, the right of individual or collective self-defense as recognized by the Charter of the United Nations in
5 Terrorism Resolution 1368 of 2001,
6 FULLY AWARE, of the need to combat by all means, in accordance with the United Nations, threats to international
7 peace and security caused by terrorist acts,
8 DEEPLY CONCERNED, by the increase, in various regions of the world, of acts of terrorism motivated by intolerance
9 or extremism,
10 FURTHER DEPLORING, the world be a peaceful more productive place in the absence of terrorism
11 THEREFORE BE IT RESOLVED, that all member nations of the United Nations in accordance with Chapter VII of the
12 Charter of the United Nations take the following steps in decreasing the threat of terrorism around the
13 world,
14 REQUESTS, that all member nations exchange information and cooperate on administrative and judicial matters to
15 prevent the executing of terrorist acts,
16 REQUESTS ALSO, that all member nations prevent the movement of terrorists or terrorist groups by effective
17 border controls and controls on identity papers and travel documents
18 CALLING ON, all member nations to work together to prevent and suppress all forms of terrorist acts by increased
19 cooperation and full implementation of the international committees relating to terrorism,
20 EXPRESSES ITS HOPE, that the content and importance of this resolution is seen throughout the member nations
21 of this United Nations.

Resolution Form

HI-Y Model United Nations

RESOLUTION

Nation: _____

Ambassadors: _____

Presenting the Resolution: _____

RESOLUTION TITLE: _____

1.

2.

3.

4.

5.

6.

7.

8.

9.

10.

11.

12.

13.

14.

Resolution Supplement

Title of Resolution _____

Written by _____

Name of HI-Y Delegation/School _____

Please answer these questions

1. In your own words, explain the purpose of the United Nations.

2. Explain the purpose of the United Nations General Assembly.

	Yes	No
3. Do you realize the United Nations is not a world government?	___	___

Do you know the United Nations cannot pass laws?	___	___
--	-----	-----

4. List the five permanent members of the Security Council and any power(s) they hold that other Security Council nations do not have.

5. How will the world be better if your Resolution is adopted?

6. Why is this issue important to your nation?

7. What other nations does this concern and how does it concern them?

Partial List of UN and other International Resources on the World Wide Web

SITE	URL
UN Home Page	http://www.un.org/
UN Search Engine	http://www.un.org/search/
UNDCP Home Page	http://www.undcp.org/unlinks.html (Links to other areas)
CIA Home Page	http://www.odci.gov/cia/
SACIS International Affairs	http://www.cam.org/sac/SACIS.html
US Dept. of State	http://dosfan.lib.uic.edu/dosfan.html
New York Times	http://www.nyt.com
UN CyberSchoolBus/MUN Discussion Area	http://www.un.org/Pubs/CyberSchoolBus/munda/index.html
Worldwide Governments on the WWW	http://www.gksoft.com/govt/en/world.html
Model UN Topic Information	http://www.tiac.net/users/process/modelun/topic.html
Group of 77	http://www.g77.org/
United Nations on Line	http://www.unol.org/
Washington Post	http://www.washingtonpost.com/
The Electronic Embassy	http://www.embassy.org
Cornell's ICJ Homepage	http://www.law.cornell.edu/icj/
Global Policy Forum	http://www.globalpolicy.org/index.htm
Inter-Parliamentary Union	http://www.ipu.org/
The United Nations under Challenge	http://www.ncrb.unac.org/unreform/spencer-bibliography.html
United Nations Watch	http://www.unwatch.org/

For Making a UN Delegation More Effective and Model UN More Fun!

Suggested by Blaine Porter

Model UN is essentially a role-playing game. It may not have bizarre characters with supernatural powers as in games like Dungeons & Dragons, but each country has a distinct personality (national character) and each country has a unique set of strengths, weaknesses and powers in the international context. Come to think of it, some of the national personalities in the world community do seem bizarre and some of the powers approach the supernatural, so maybe MUN is not so different from D&D.

Regardless, the **MUN experience can be greatly enhanced by the delegation taking on the national characteristics of the country represented**, to the extent possible and practical. To a great extent, the degree to which members of the delegation can "get into" being citizens of the country they represent, the experience for each student will not only be more meaningful in terms of cross-cultural understanding, but is likely to be **a lot more fun as well**.

Some practical tips for preparing to represent a particular country effectively:

- Practice speaking in the first person when making presentations, e.g., "We Australians believe..." or "In Austria we..." Never use 3rd person pronouns like "they," "them" or "it" when referring to the country or people you represent. Always "we," "us," "our," etc. *This not only sounds better, but will remind you that you are playing the role of someone from a different country.*
- Early in the preparation process identify national values, attitudes, habits and other factors which set citizens of your country apart from others. Try to take on these characteristics and display them wherever appropriate.
- One fun way to set the "mood" is a session that includes dinner featuring national cuisine or ethnic dishes. Researching recipes and preparing the food is at least half the fun. *Hopefully eating will be the other half, but regardless, the exercise will build identity.*
- Plan, wherever possible, to wear national dress for all or much of the MUN weekend. (You might, for example, go for full costume for your country presentation or the Banquet of Nations, and opt for less elaborate dress for the working session. Often something simple will set your delegation

apart from all the others and constantly remind them and yourselves that you **are** Zambia, China or whatever. This may sound superficial, but it is a highly effective approach because **it is always visible and fun.**

- Use community resources to improve your understanding of the cultural flavor of the country you are to represent. Local residents from the country or the appropriate ethnic origin can give "flavor" to your group. There may even be a student in your school that fits this bill, or there may be foreign students from a nearby college who would be willing to help you. *They may also be helpful in loaning (or helping to make) costume items. They may also help with food for the "ethnic evening" suggested above.*
- If native or ethnic advisors are not available, find "experts" who have some understanding and knowledge of the country you are to represent. Again, nearby colleges may be a good resource.

Some tips on preparing resolutions and positions on substantive issues

- A good place to start is with the "Background Notes" for your country. These are available from the Department of State free of charge for every country at www.state.gov. This series give a concise history as well as a simple view of the country's economy, political system, culture, ethnic & religious composition, and other factors. It will also suggest other sources of information and important contact information.
- Each country's Embassy in Washington, DC or Mission to the UN in New York City will usually be happy to answer questions and/or provide useful information and materials. (Addresses and contact information is available in the Background Notes, at www.state.gov. Many countries have their own website.)
- At the earliest stage of your preparations, try to get from the Embassy or UN Mission of your country their official UN priorities and objectives in the United Nations. If you're interested in particular issues, get their position on them. This will help you select issues for your resolutions, and determine positions you will take on resolutions drafted by other countries.
- If you approach them early enough, officials from an Embassy or UN Mission will often agree to visit your school (at no cost to you) to speak and answer questions. (You can probably work with other organizations in your community to have this official speak at other public forums, i.e.,

Rotary Club, Chamber of Commerce, or some other group with international interests. *Countries are always looking for opportunities to get their message out to the people of the United States.*)

- Use the other delegations at your school (if you represent more than one country); debate positions and argue issues.
- In preparing to deal with the issues of the session, remember that it is not only important to understand the position your country would take, but also the position others will take. Look for natural alliances, i.e., members of the EU (if you are Spain), other African countries (if you are Senegal), etc. Sometimes strong ties are forged by historical, ethnic or religious factors.
- Likewise, look for natural antagonists, e.g., Cuba can be counted on to be hostile to the USA and vice versa. Israel and the Arab countries don't get along and some neighbors are constant rivals.
- Once you have drafted your resolutions, try to find out how other countries voted in the real UN on similar resolutions. (This info is available from the United Nations, on the Web or from diplomatic representatives of your country).
- **Become an expert** - on your country and on your resolutions(s). Be prepared to teach other delegations - not only the facts of your issue, but the position of their country on your issue.

Suggestions for making the Model UN experience more productive and enjoyable

- Stay in character. Adopting national dress will help more than you think and will impress other delegations.
- When speaking, always use "we" and "us," not "they" and "them" when referring to your country. Speak as your nation's ambassador. Say _____ (your nation) believes, recommends, demands, asks, etc. Do not say "I" feel, etc. This is not about you - it is about your nation.
- Form alliances with delegations representing nations friendly to yours. Vote with them and for them - as long as their resolutions coincide with your country's views. *Don't vote with them just because the delegation comes from your school or you like the individuals.*

- During caucus sessions, use information you have compiled on the other nations' positions on the issue. In lobbying for votes, it is very effective to be able to tell another delegation, "Your country supported this position in the UN." *It's even more effective if you can show voting records or positive statements from their country. If you out-prepare the other delegations before you get to the MUN, you likely will be able to out-debate them once you're there.*
- If your country is strongly opposed to a resolution being presented, use the caucus sessions to build alliances for your position. Knowing the positions of the other countries will help.
- If you don't know your country's position on a resolution being presented, ask advisors present at the MUN who would be likely to know.

For additional help or information contact:

Blaine Porter
Blainedell@aol.com
304-265-5542
336 Dewey Ave.
Grafton, WV 26354

At the Model United Nations

Build Support for Your Nation! Ambassadors to the United Nations build support for one's nation through relationship building efforts with the individual ambassadors and nation groups.

The first chance to "win friends and influence others" begins when you first arrive at Model United Nations. Here are some suggestions to get started -

Get Acquainted

Everyone knows the people from their own school. Once at UN split up and meet as many new people as possible. Make new personal friends as well as build awareness, interest and friends for your nation. Maybe nations cannot always vote for the same issues...but there are always times nations need as much support as possible.

Showcase of Nations introduces Nations

Each nation is unique. Showcase presents each nation's culture in creative and informative ways.

Use **at least two** of these cultural activities in your showcase:

Food	Native attire	Music (traditional or original composition)
Dance	Art	Literature (traditional or original)
Language	Drama	Cultural souvenir
Games		

Other ideas include:

- Wear business native dress...and wear it to the banquet too
- Give a small souvenir to everyone from your nation
- Language - include the native language of the nation in part of the presentation
- Location on the map...be sure everyone can find your nation on a world map
- Make a point - What kind of world does your nation want? What is the nation's major hope for its future and the world? Challenge everyone to join in the effort.

- National symbols...what they are, show them, tell moving stories about the symbols, present your flag (bring a standard 2 x 3 flag of your nation).

Do Good

Be exciting, engaging and creative!

Do not read from a piece of paper.

Make it active.

First impressions count!!!

The impressions made in the first **two seconds** are so vivid that it takes another **four minutes** to add 50% more impressive - negative or positive - to that communication. Those first two seconds are based mostly on visual impressions - posture, movement, dress and appearance. Studies by Dr. Albert Mehrabian at UCLA show that the verbal element accounts for 7%, the vocal for 38% and the visual for 55%.

People will forget what you say,

People will forget what you did,

But, people will never forget how you made them feel.

What to wear

During Council and General Assembly sessions, delegates may "dress" in their nation's native attire. When not in the "dress" of their country at Council and Assembly sessions, the dress is suits, dresses, or dress pants and sweaters. No jeans or casual clothes may be worn to Council or General Assembly. However, jeans and casual clothes may be worn during evening recreation.

What to bring

Each nation is asked to bring the flag of their nation. These flags should be approximately 2' x 3' in size. Nations present their flags at the Opening Session and explain their flag's symbols and meaning.

Delegates bring their own personal toiletries. The Comfort Inn provides sheets, pillows and blankets.

What not to bring

DO NOT bring radios, stereos, CD players, expensive jewelry, etc. **DO NOT** bring tobacco, alcohol, beer, illegal drugs or weapons of any kind including pocket knives.

Responsibility for Personal Property

The individual is responsible for their own personal property. The conference center hotel and the Ohio-West Virginia YMCA are not responsible for anyone's personal property.

What is the housing like?

Students are housed 4 to 6 to a room, adults 1 to 2 to a room. There is NO co-ed visitation in the sleeping rooms.

Recreation

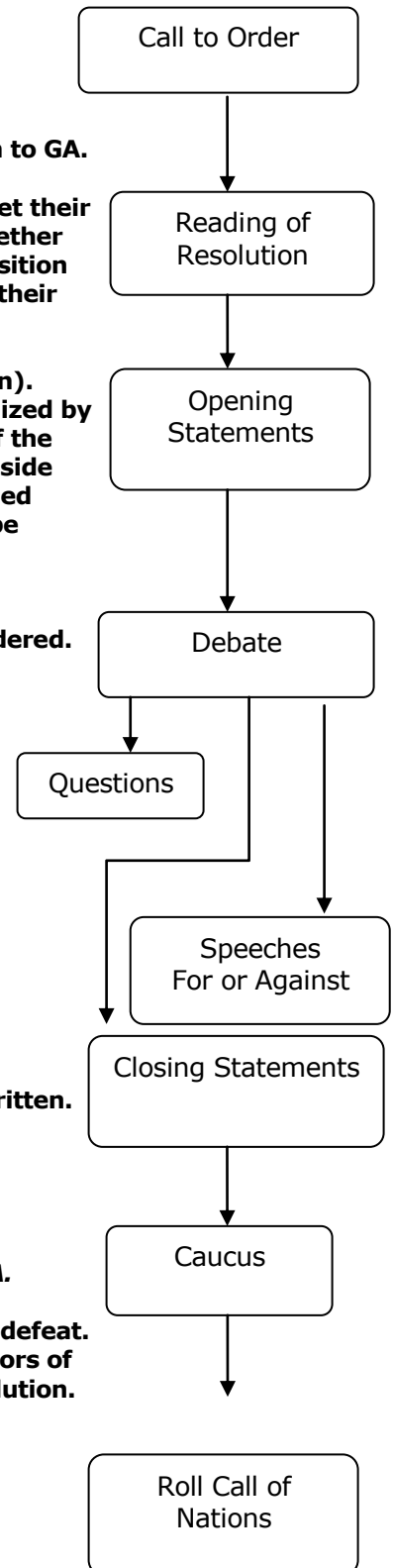
After our evening sessions on Friday and Saturday we will have time for recreation. There will be at least one dance. Students may bring CD's for the dance.

Council Procedure: HI-Y Model United Nations

Councils give each Resolution a complete hearing and prepare members of the Council to take an active part in General Assembly.

1. **Call to Order by President of the Council**
2. **Read the Resolution**
3. **Author’s give their Opening Statement and ask the Council pass their Resolution to GA.**
4. **Give 3 minutes or so for nations to gather their thoughts on the Resolution, to get their nation’s position in mind, to identify their allies on this Resolution and then together decide how to present a united front, to identify who is against their nation’s position and plan how to defend against/counter that position and get each member of their nation ready to participate in the consideration of the Resolution.**
5. **Consideration (debate) on the Resolution is to involve every Ambassador (nation). It does not follow a pattern. Rather, Ambassadors raise their hand to be recognized by the President to speak in favor or against the Resolution or to ask a question. If the discussion seems one-sided, the President may call for statements on the other side only. Discussion continues until the President calls for the vote. The vote is called when it appears all relevant positions have been presented. Amendments may be offered in Council but not in GA.**
6. **Amendments are sent in writing to the President. The President recognizes the Ambassador as the next speaker. Amendments must be seconded before considered. Amendments are only accepted with the consent of the Resolution Authors. Amendments cannot change the Resolution’s intent.**
7. **Questions need asked in Council as only five (5) permitted in GA. Authors, Majority and Minority Reports and Council members are to communicate to the GA information learned in Council.**
8. **Prior to the vote, the Resolution authors make their final plea for passage of the Resolution.**
9. **If needed, before the vote take a couple minutes to caucus so those in favor and against the resolution to seek support for their position.**
10. **Roll Call of Nations for voting - one vote per nation.**
11. **Prepare all members to all Participate in GA. Have Majority/Minority Reports written.**
 - a. Pros & Cons meet on opposite sides of room ~ all write
 - b. One person chosen to present their report & recommendations to GA
 - c. Each side reads their report to the whole Council

All majority members are to help pass the Resolution in GA and all minority members will work to defeat it. All Council members are to participate in GA.
12. **If a Council defeats a Resolution, the Council puts in writing the reasons for the defeat. The Council President personally gives the written explanation to the Ambassadors of the Resolution and personally explains the reason (s) for the defeat of the Resolution.**
13. **Council Adjourns when time requires.**



Council Procedure

Read Resolution

Authors come forward

Are the authors ready to make their opening statements?

Opening Statements

Question is shall the resolution pass?
Are there any questions or speeches in favor or opposition to this resolution?

Questions
Will the authors yield to a question?

Amendments

These are to be completed in Council

Speeches
Madam or Mr. President
I/ we have a speech in...

How does the representative from _____ feel?

To be used when there is a lack of debate.

Favor

Opposition

Authors Closing Statements

Caucus

Vote

Assign Majority & Minority Reports

Considering a Resolution in General Assembly

Here is the information needed to consider Resolutions in General Assembly. Every delegate has equal access to these rules and the time to train to participate in General Assembly based on them. No proposed rule changes will be accepted once the Model United Nations Manual has been printed.

The focus in General Assembly is to encourage open and full discussion of the issues. The procedure outlined below is to encourage discussion and debate and not to put the focus on parliamentary procedure.

PROCEDURE

1. Resolution Coordinator

A. Provides the order of business before the General Assembly. The "order" is also read at the start of each session.

B. Serves as the Rules Committee. Resolutions can only be assigned to Councils and, when passed by Council, put on the General Assembly Calendar by the Coordinator.

C. Councils and the General Assembly can only consider Resolutions given them by the Resolution Coordinator. The order is the numerical order they appear in the Resolution Book. The rules cannot be suspended to change the order.

2. Call to Order

A. At each session's opening, the Presiding Officer uses the gavel and states, "By the authority vested in me, I declare the General Assembly in session."

B. The Presiding Officer calls upon the Vice President to read the "Order of the Day."

3. Reading of the Resolution

A. The Presiding Officer says, "We are now ready for reading of Resolution ____."

B. The Vice President reads the Resolution that appears at the top of the Order. The Vice President reads the number,

authors, title, the full text of the Resolution, and any amendments that were approved by the Council.

4. Author's Statement

A. At the conclusion of the reading of the Resolution, the Presiding Officer says, "The question is shall the Resolution pass?" The authors may make their opening statement.

B. The authors, combined, have three minutes to explain their Resolution and move its adoption. Time may be shared.

1. Authors explain their Resolutions, the reasons/importance for it, and what it will accomplish.

2. The author speaking last, at the end of their presentation, moves the adoption of the Resolution and asks all members to support it.

5. Council Reports

The Presiding Officer asks for reports from members of the Council who heard the Resolution and were designated Majority and Minority reporters.

6. Seeking Recognition

A. Members seek recognition after the Presiding Officer has said, "The question is, shall the Resolution pass?"

B. To be recognized, a member stands in their place or raises their hand. Once a member is recognized, all others must wait until there is another opportunity to be recognized.

7. Statements and Debate by Members

A. Once the authors have spoken and asked support for their Resolution and the Majority and Minority Council reports have been given, the Presiding Officer says, "The question is, shall the Resolution pass?" At this time any member may speak by obtaining recognition from the Presiding Officer.

B. Statements by members speaking in support or opposition to the Resolution take most of the time. Members speak to the issue expressing the views of the nation they represent. Members do not make personal remarks about other delegates or delegations.

C. When members speak they say, "Mr. or Madame President, I speak in favor (or opposition) to this Resolution because . . ." (Give reasons for your nation's position.)

D. Statements of support or opposition are not taken in any order. Whoever gets the floor may speak - even if more than one pro or con speaker follows another.

E. If there are many speeches, the Presiding Officer may rule that all must be kept within a time limit and/or any one member may not speak more than once until all who want to speak have.

8. Asking Questions of the Authors

A. Authors of a Resolution may be questioned by a member. The authors are not required to yield to a question.

B. The time for questions is limited in Assembly to five (5) questions as most time is for debate.

C. Asking questions gives an author a chance to respond. Members who oppose a Resolution find direct statements a better way to oppose a Resolution.

D. Members request permission of the authors, through the Presiding Officer, to ask a question. After being recognized, the member says, "Mr./Madame President, will the Author yield to a question?" The Presiding Officer then asks the same question of the authors and then delivers their reply to the member.

E. Each member is limited to one question until all members who want to have asked one question.

F. When asking questions, members are to be brief and limit their remarks to the question only. Statements cannot be made.

9. Motion to Amend

Amendments are not accepted in General Assembly.

10. Motion to Refer to Council

The General Assembly cannot refer Resolutions back to Council.

11. Voting

A. Prior to voting, the authors, combined, may have up to three (3) minutes to make a closing statement.

B. Each nation has one vote. The nation's vote must be the consensus of the nation - not one person's vote. The vote must represent how their nation would vote. Voting is by roll call of nations. If a nation abstains they do not get another chance to vote on the Resolution. A simple majority of those voting is needed for passage. Nations must vote as their nation would in the United Nations.

C. Your nation's vote must be based on the views of the nation you represent. Do not vote against a Resolution because of a delegate's mistake or poor presentation. Your responsibility is to vote as your nation would vote.

D. Your nation - before the weekend program - must research how your nation would vote on each Resolution. You cannot vote for a Resolution just because the authors are your friends or from your school.

E. The roll call of nations is taken by the Secretary General. When your nation is called one member is to stand and give your nation's vote.

F. If the majority favor the Resolution, the Presiding Officer says, "I declare this Resolution passed." If the majority is opposed, then the Presiding Officer says, "I declare this Resolution failed of passage."

G. The Presiding Officer will move on to the next item of business.

H. The Presiding Officer takes the initiative in calling for the vote. The motion of "Previous Question" is not an acceptable motion from the floor. The Chair is responsible

to manage the time and the debate. The Chair ends the debate when it becomes repetitive, the issue has been covered, there is no more discussion or time.

The Chair may, before ending debate, call for one more nation to speak in favor and one more to speak in opposition. If no nation(s) speak, the vote proceeds.

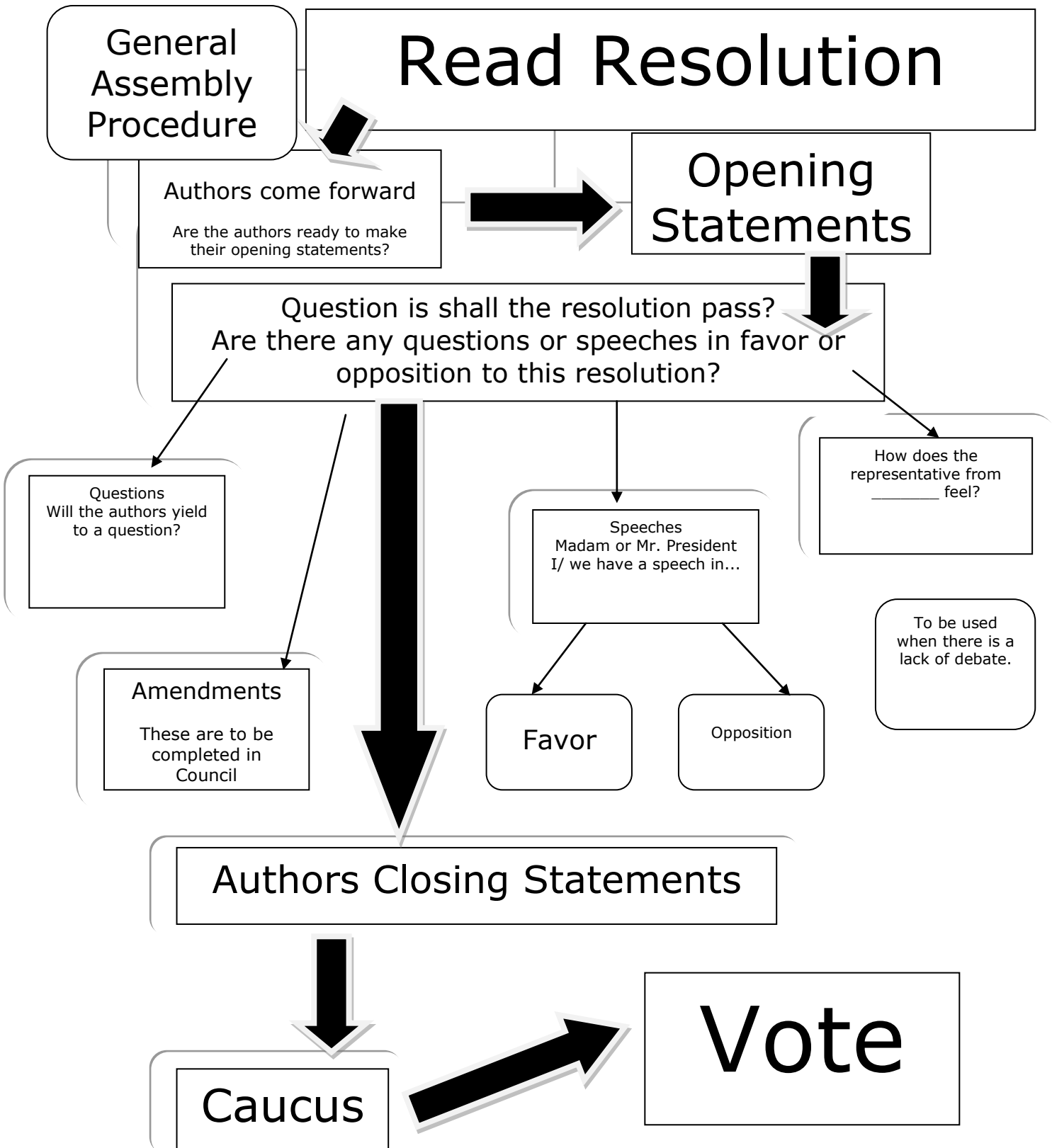
In calling for the vote, the Chair may say, "Since all positions have been presented, we will proceed to vote.

12. Other Possible Motions

A. Point of Order is used to question the procedure of the Chair or that of another member or to seek clarification of procedures. The Chair has the sole authority to accept or reject the motion.

B. Point of Personal Privilege is used by a member to bring the Presiding Officer's attention to a disturbance in the Chamber or to request that a member who is speaking raise their voice to be heard more clearly. The Presiding Officer rules on the validity of the motion.

C. Suspension of the Rules cannot in the HI-Y Model United Nations be used to alter the General Assembly Calendar, the dress and code of conduct, the conference's pre-printed agenda, or the procedures.



Majority Report

Purpose

To inform the General Assembly on the questions, issues, discussion, and debate on the Resolution in Council.

To give the reasons why the Council recommends passage of the Resolution by the General Assembly,

To urge the General Assembly to pass the Resolution.

Resolution # _____

Majority Report Written By _____

Presented to General Assembly By _____

Our Council considered this Resolution. The important points the General Assembly needs to be aware of from our questions, discussion, and debate on the Resolution are:

We the Majority of the Council are in favor of this Resolution. We urge you to pass it. The reasons we support the Resolution are:

- 1.
- 2.
- 3.
- 4.

We urge the Resolution be passed.

Supporting the Majority position are: (have those that voted for the Resolution sign).

_____	_____	_____
_____	_____	_____
_____	_____	_____

Minority Report

Purpose

To inform the General Assembly on the questions, issues, discussion, and debate on the Resolution in Council.

To give the reasons why the Council recommends passage of the Resolution by the General Assembly.

To urge the General Assembly to defeat the Resolution.

Resolution # _____

Minority Report Written By _____

Presented to General Assembly By _____

Our Council considered this Resolution. The important points the General Assembly needs to be aware of from our questions, discussion, and debate on the Resolution are:

We the Minority of the Council are against this Resolution. We urge you to defeat it. The reasons we do not support the Resolution are:

- 1.
- 2.
- 3.
- 4.

We urge the Resolution be defeated.

Supporting the Minority position are: (have those that voted against the Resolution sign).

_____	_____	_____
_____	_____	_____
_____	_____	_____

Student Responsibilities

Code of Conduct: HI-Y Family of Programs

HI-Y programs work to build responsible life-long good citizens of character who work to build better homes, schools and communities for all.

Participation in all parts of a HI-Y program shall be maintained on an intellectual and productive level. A level of conduct is expected of all participants (youth, advisor and staff) that requires self-control, individual decision-making, responsibility and adherence to a dress code that is appropriate to each HI-Y program.

Responsible HI-Y conduct must be the concern of each participant for the responsibilities and rights of every individual and that of the group. Being responsible for one's own behavior at all times is a necessary part of self-government. It is essential that all students, advisors and staff act responsibly to ensure that their own conduct and attitude are beneficial not only to themselves and all other participants but also to ensure the continuation of the HI-Y program. By choosing to participate, it is expected that each individual has read, understands and agrees to follow the Code of Conduct while attending any conference sponsored by the HI-Y Leadership Center.

All participants share equally the responsibility for their actions when violations of the Code of Conduct are witnessed. Those who decide to be present when a violation occurs shall by their own choice, be considered a participant in the violation. In this program there are no "innocent bystanders."

Each person must recognize that their failure to carry out the Code of Conduct may lead to their own and perhaps their total delegation's dismissal from the program.

Each person & delegation is to support the purpose & procedures of the HI-Y program they are attending in both spirit, action & work for the success of the program for everyone.

In general, the behavior that is expected can be summarized in these four (4) points:

- 1) Treat others as one wants to be treated.
- 2) Do not do anything that hurts another person, place, or thing.
- 3) Do not do anything that could potentially bring harm to another person, place, or thing.
- 4) Do not fail to do something that would help others, make the place we are using cleaner, safer and a better experience for all.

More specifically, this Code of Conduct has been developed to identify the type of personal behavior that is consistent with the purpose of HI-Y Leadership Center programs. The items in the Code are based upon performance and are designed to protect everyone involved including the welfare of these programs for future generations. Participation in a HI-Y Leadership Center program indicates personal acceptance of this Code of Conduct.

Individuals, delegations and Advisors are to carry out the Code. Where necessary, HI-Y Leadership Center Staff will assist and reserve the right (discretion) for the "final say" as these programs are HI-Y Leadership Center programs.

We, the participants, advisors and staff taking part in HI-Y Leadership Center programs are to uphold the following CODE OF CONDUCT.

- 1. Each participant shall conduct themselves in an orderly and responsible manner in transit to and from, and during all functions of HI-Y Leadership Center programs. Personal behavior reflects upon the quality of the program, one's delegation, the HI-Y Leadership Center, school and one's self. Participants are expected to conform to this Code of Conduct on the honor system. (Discretion of HI-Y Staff) and possibly (Lose position or privileges) and/or (Call parent-send home) and/or (Notify school officials).**
- 2. Participation in all parts of a HI-Y program shall be maintained on an intellectual & productive level. (Discretion of HI-Y Staff) & possibly (Lose position or privileges).**
- 3. Nametags shall be worn visibly on the front of the upper torso at all times at conferences when outside assigned lodging facility room. (Discretion of HI-Y Staff) and possibly (Lose position or privileges).**
- 4. Each participant shall attend all scheduled program functions, activities, meetings, etc. (Discretion of HI-Y Staff) and possibly (Lose position or privileges) and/or (Call parents-send home) and/or (Notify school officials).**
- 5. Harassment or intimidation by words, gestures, body language or any other menacing behavior will not be tolerated at any HI-Y function, activity, meeting and training session. (Discretion of HI-Y Staff) and possibly (Lose position or privileges) and/or (Call parents-send home) and/or (Notify school officials) and/or (Call security) or (Summon police).**

- 6. The use, possession or concealment of incense, candles, tobacco products, alcoholic beverages or non-prescription drugs are forbidden at any HI-Y program, function, activity, meeting, and training session. (Call parents-send home) and/or (Notify school officials) and possibly (Call security) and/or (Summon police).**
- 7. The use, possession or concealment of any weapons is forbidden at any HI-Y conference or function. (Call parents-send home) and/or (Notify school officials) and possibly (Call security) and/or (Summon police).**
- 8. The use, possession or concealment of electronic devices including but not limited to compact disc or tape players, video games, radios, TV's, cell phones, etc. shall not be permitted during official program functions. They are not permitted anytime at Y programs held at Horseshoe. (Discretion of HI-Y Staff) and possibly (Lose position or privileges) and/or (have the item(s) taken for the duration of the conference, camp or activity).**
- 9. Each participant is legally and financially responsible for any removal, defacing or willful damage to public or private property. This includes the property of other participants, advisors and staff, organizations, businesses, lodging and conference facilities and the State. (Discretion of HI-Y Staff) (Call parents-send home) and/or (Notify school officials) and possibly (call security) and/or (Summon police).**
- 10. Materials and furnishings of conference center hotels and any facilities, including government offices, meeting rooms, materials of staff and officials used by a HI-Y Leadership Center program shall not be removed or tampered with in any way. (Discretion of HI-Y Staff) and possibly (Call parents - send home) and/or (Notify school officials) and possibly (Security).**
- 11. No participant shall leave a program function unless the approval of their advisor AND HI-Y Staff is secured. The participant is to be picked up and returned by a parent or legal guardian. (Call parents-send home) and/or (Notify school officials).**
- 12. Participants shall not leave the lodging facility except while in transit to or from an official program function or activity. Participants may not use or be transported in private vehicles during any program function without approval of a parent or legal guardian and adult Advisor and HI-Y Staff. (Discretion of HI-Y**

Staff) and possibly (Call parents-send home) and/or (Notify school officials).

- 13. Lodging facility room switches are not permitted without the approval of the delegation advisor and HI-Y Staff. (Discretion of HI-Y Staff) and possibly (Call parents-send home) and/or (Notify school officials).**
- 14. There is NO coed visiting in lodging facility rooms nor coed delegation meetings in lodging rooms. (Discretion of HI-Y Staff) and possibly (Call parents-send home) and/or (Notify school officials).**
- 15. Participants shall observe quiet hours in consideration of those who choose to rest. Participants shall be in and remain in their assigned lodging facility room by the curfew listed for the program. Curfew will remain in effect until 7:00 a.m. the next morning. (Discretion of HI-Y Staff) and possibly (Lose position or privileges) or (Call parents-send home) and/or (Notify school officials).**
- 16. Participants shall not invite or receive visitors. Visitors, alumni, etc. are not permitted in the lodging facility unless approved by the Advisor and HI-Y Staff. Visitors, alumni, etc. are not permitted in lodging facility guest sleeping rooms at any time. (Discretion of HI-Y Staff) and possibly (Lose position or privileges) or (Call parents-send home) and/or (Notify school officials).**
- 17. Guests are restricted to lobbies and visitor areas unless approval is secured from HI-Y Staff. (Discretion of HI-Y Staff) and possibly (Call security) or (Summon police).**
- 18. Participants, advisors and staff will dress appropriately for the program they are attending. Appropriate dress at UN for men is suits or dress pants - dress shirt - tie and jacket. Appropriate dress for women at UN is a business suit or business dress. Business dress is expected. At Model UN Council and General Assembly sessions, business dress of one's nation is expected. For recreation at UN, casual dress is appropriate. (Discretion of HI-Y Staff). The YG manual has a more complete description.**
- 19. Chewing gum, candy, food and beverages are not permitted in the Capitol, Supreme Court and other government facilities during YG, and in some areas of Model UN and other programs.**

(Discretion of HI-Y Staff) and possibly (position or privileges) or (Call parents to send home) and/or (Notify school officials).

Cancellations and Refund Policy

The best laid plans can go awry. However, since all our program fees are set below our actual costs, we have no flexibility to provide refunds. Therefore, our **policy is NOT to provide refunds** for the Participation Agreement or the Final Fee. Actually the person cancelling should reimburse the program for the costs the program has incurred on their behalf by paying the scholarship received back to the program. The program does permit delegations to send a replacement. Please note and add –

- 1. Delegations who want to provide refunds need to set aside money to provide refunds to their students.**
- 2. Delegations don't refer parents to the HI-Y Office with billing/refund questions. Handle these locally.**
- 3. After a delegation is registered, it is responsible for the entire payment for that number of student/ adult delegates.**
- 4. Remember, No Refunds from the HI-Y Leadership Center so do not ask nor have others call to ask.**

Create a Successful HI-Y United Nations

In Advance of the Model United Nations

- 1. Orient your students to understand they must act and vote as their nation votes.**
- 2. Prepare your students! Be sure everyone knows their nation's position, knows the Model United Nations procedure for Council and General Assembly (GA), knows the difference between the United Nations and national governments.**
- 3. Practice your students so they can present their Resolutions and can intelligently discuss all Resolutions with an informed mind open to learning, are ready to debate and can speak & vote as their nation does in the United Nations.**
- 4. Review the *Code of Conduct* with students and parents (remember signatures are needed) and be clear each person in the delegation – youth and adults - will carry out the Code.**
- 5. Get your students ready to participate in everything, meet others, be helpful to others, make new friends, be positive and friendly, and make the effort and once at UN encourage them to *participate & make the effort*.**

During the United Nations

- 1. Basically, it is time to let your students enter the world. Encourage all your students to meet students from other schools, to get acquainted, to make friends, to enjoy meals with students from other schools. In other words, allow and encourage them to be on their own rather than hover around you or only with students from home. This does not mean ignore them. It does mean help them develop social skills meeting and relating to others.**
- 2. Encourage your students to reach out to resources at Model UN who may have knowledge and experience on international issues, the positions nations take, the relationships of nations and how**

nations actually vote in the United Nations. Blaine Porter, retired from the US Foreign Service, is a wealth of information!

3. Set an example:

- Be on time;
- When students are to be quiet and attentive, then adults model that respectful behavior;
- Display an openness to learning just as we all want students to learn;
- We want students to meet peers from other schools, adults do that too;
- We want students to be respectful and use good manners. Many have never been taught how to do that. We need to set the example so students can see good manners used by adults.

4. No cell phones or texting in Council, GA, or Banquet. Explain that cell phones, ipods, etc. will get taken for the weekend from anyone who cannot refrain from using them.

5. Adults do not take positions on the issues or Resolutions being presented. We advise on procedure, the UN parliamentary procedure, how to caucus with other students, how to build coalitions and we encourage. We do not influence the vote on Resolutions.

6. Adults encourage respectful treatment of everyone, we encourage all to respect the views of others, and we promote the art diplomacy including basic good manners.

7. Adult Advisors to Councils attend each Council session. There are two Council Advisors. When one wants to observe their students present a Resolution, just be sure the other Advisor is in Council. Meet your Council's Student President. Let them know you are there to help if they need your help. Make it clear that you are not there to influence a vote nor can you express an opinion on a Resolution. At the end of each Council session, meet with your President to compare notes on how things went and how to improve the next Council session. Listen to what your President is saying. Provide guidance, suggestions, encouragement, and praise.

8. Encourage students you believe would be good officers to seek office. Our UN planning group is basically the officers. Our YMCA

Board counts on student officers to lead efforts to improving the program.

- 9. Supervise your students at UN. Be sure all are in attendance at all sessions; make certain everyone meets the curfew.**
- 10. Look out for all students. Encourage, model the behavior we want in students, help keep all focused, promote respectful attitudes and good manners.**
- 11. Safety first! We want everyone to have a positive experience without injury to body, mind or soul. Let's all go home better than when we arrived!**
- 12. Everyone takes care of Conference Facilities. Let's keep things clean and in order. Before leaving on Sunday, have everyone clean up their hotel rooms and spaces the group used and then have HI-Y staff inspect those rooms and spaces before leaving.**

After Model United Nations

- 1. Give an update to your school Principal, Superintendent and Board of Education. Have your students present to the Board what they did.**
- 2. Thank any sponsors who may have helped your group. Arrange for your students to attend their meeting to present a resolution, to tell them how much they learned and to thank the group for helping. You're positioning your Model UN group for continuing support next year.**
- 3. Certificates – we give you a certificate for each participant. Present them to your students as part of your school's Annual Awards Ceremony. If you do not have a ceremony, arrange to present them to your students in front of a faculty meeting, a School Board meeting or some other function that highlights what your students have accomplished and learned. Again, you are building support for next year.**
- 4. Newspaper – We send out a news release with your group's photo we take at UN. Arrange for an interview by a local paper with your students. You'll teach your students how to get positive coverage of youth plus you're building public support for next year.**

- 5. HI-Y Leadership Summits at Horseshoe are every June. Have one or more students from your group attend. Everyone knows this works, the students love it and return home ready to be involved. Again, you are building support for next year – this time by students who are your best recruiters of other students and your best salespeople to your School Board, civic groups and others whose support you need.**

- 6. Contact the HI-Y Leadership Center for a staff visit. We want to help.**

At Model United Nations – Adult Job Descriptions

All adults have direct delegation supervision as well as responsibilities to the overall program. Program responsibilities could include one or more of these assignments at UN.

Council Advisors

Be at each Council session. Adults are to help and assist. Adults do not participate in the Council discussion of Resolutions, do not take positions on the Resolutions, and do not influence the vote.

It is helpful to meet your Council President and Vice President and meet with them after each Council session to review how things went and to help identify what actions the President/Vice President could take at the next Council meeting to improve the session.

General Assembly Advisors

GA Advisors are at each GA session to assist. Adults do not participate in the Council discussion of Resolutions, do not take positions on the Resolutions, and do not influence the vote.

It is helpful to meet with the presiding officer(s) after each GA session to review how things went and to help identify what actions the officers could take at the next GA to improve the session.

Resolution Coordinators

Resolution Coordinators basically manage the flow of Resolution consideration in Councils and GA.

Office

Adults help with the office at UN . . . basically answering questions, providing direction to locations and materials, helping students find places and person they are seeking.

Banquet

Banquet adults help with the logistics of the banquet.

Conference Center Supervision

Supervision at the Conference Center is every adult's responsibility including evening recreation and having everyone in their own room at the curfew.

Care of Conference Facilities

Everyone is responsible for the care of the Conference Center, rooms, furniture and equipment.

Other Adult Roles

Governing Body is the Ohio-west Virginia YMCA Board.

HI-Y Staff – The Board employs an Executive who employs other staff and engages volunteers to carry out Board policies and programs including Model United Nations.

Delegation Leader is a HI-Y Advisor, teacher, YMCA Staff, parent or other responsible who works with the teens throughout the Model UN process.

Adult Volunteers

In addition to the Delegation Leader, other adults (HI-Y Advisors, YMCA Staff, teachers, parents) support the work of the Delegation Leader and the Model UN.

Officer Leadership Corps

HI-Y, Youth in Government, Model United Nations Officers

Lead in Building Better Futures

Officer Charter

Student officers strengthen, improve and expand all our youth programs to involve more students building better homes, schools and communities across our two states. Student officers are HI-Y's program leaders – in effect the youth program arm of our Ohio-West Virginia YMCA Board.

Officers convene at HI-Y's Leadership Summit at Horseshoe in June to organize, identify and plan how to strengthen all our programs, increase the numbers of students involved and the impact students will have creating the future. The opportunity this there to make differences for good building on and adding to the legacy of HI-Y officer and member accomplishments that already include –

- A network HI-Ys developing more informed, involved and prepared teenagers capable of governance who take responsible volunteer actions tackling issues from hunger to literacy – homelessness – entrepreneurship – safety – elderly - environment – bullying and more;
- Building Camp Horseshoe in West Virginia into a life changing experience for hundreds of teens and children each year that is renewing the base of volunteers and leaders for our communities, state and nation;
- Launching the creation of a new nationally significant Center for Community Leadership at Cave Lake in Ohio to renew family, organizational, community, and civic life across Ohio with on-site programs for 31,000 and a statewide outreach to 6,000 youth;
- Creating one of Ohio's top ten Make A Difference Day projects at Cave Lake;
- Volunteer Teen Corps helping needy boys and girls at the Governor's Youth Opportunity Camps turn their lives to achievement;
- Using real life experience to propose legislation to HI-Y's annual YG Student Legislature that every year helps hundreds of teens understand the role of state government as they propose legislative solutions for a better state;

- Enhancing understanding of the judicial system as students appeal cases to YG's Student Supreme Court;
- Opening windows on the world to teenagers presenting Resolutions in HI-Y's Model United Nations to solve international issues that impact the future as well as their communities, state, nation and world;
- WV Youth Action Council and Ohio HI-Y Teen Ambassadors are positioned for state-wide impact;
- Student representation on the WV State Board of Education;
- Producing thousands of better citizens, local volunteers and leaders plus state and national leaders including former Ohio Governor and Peace Corps Director Richard Celeste, the late Ohio Chief Justice Tom Moyer, Sylvia Matthews with the Gates Foundation
- 26th Amendment to the United States Constitution granting the vote to 18 year olds;

A Call for Officers – Now is the Time to Build HI-Y's Future!

Students with the interest, commitment and time are called to step up as local HI-Y officers, YG and UN officers to lead HI-Y to increased participation, effectiveness and achievement locally and in our states. Officers begin in June's HI-Y Leadership Summit at Horseshoe.

Contact the HI-Y Leadership Center hi-y@hi-y.org and your HI-Y Advisor to get involved.

Officer Leadership Corps

***Strengthening, Improving, Building HI-Y's
Impact in our Schools, Communities and our Two States***

The Ohio-West Virginia YMCA Board counts on officers to lead HI-Y, YG and UN to success. Officers with the commitment, vision and time are needed. We need officers who want to make a difference! Our work begins at our HI-Y Leadership Summits. The High School Summit and the Middle School Summit are in June.

HI-Y Officer Corps

HI-Y is a real-life laboratory of citizenship where students learn how to organize and tackle issues confronting families, their schools and communities by

creating, leading and governing local HI-Ys. Students apply classroom and life lessons to identify, plan and take volunteer actions to improve family, school and community life. HI-Ys build better futures by making differences for good!

Secure your HI-Y Officers before May 20th and submit their names and contact information to the HI-Y Leadership Center.

Have as many officers as possible – and for sure your new President – represent your HI-Y at this June HI-Y Leadership Summit at Horseshoe.

Assure your HI-Y's success by getting your officers trained and on board as part of the two-state HI-Y Officer Corps.

Youth in Government Officer Corps

YG officers review the just completed program, identify ways to improve YG for the new year, establish goals for the year and lay out a plan of action. Officers engage other students in YG sessions to motivate them to participate and to return home ready to recruit their peers.

YG officers challenge everyone at the Summit to identify issues that need solved by the volunteer actions HI-Ys take back home. Out of tackling issues like hunger, homelessness, the environment, needs of seniors, and other problems, students propose Legislation to YG's Student Legislature. YG is the legislative action arm of HI-Y.

Officer positions elected by students at YG are Governor, Lt. Governor (Ohio only), Speaker, President, Clerks of the House and Senate, Chaplains of the House and Senate, Chief Justice. Appointment positions are Governor's Cabinet, Associate Justices, Press Editor and Committee Chairs.

Model United Nations Officer Corps

UN officers review the just completed program, identify ways to improve UN for the new year, establish goals for the year and lay out a plan of action. Officers engage other students in YG sessions to motivate them to participate and to return home ready to recruit their peers. HI-Y will offer separate high school and middle school UN Assemblies.

UN officers challenge everyone at the Summit to identify international issues that need solutions and gain understanding how world issues impact their communities and future. Resolution presented students to the HI-Y Model UN extend HI-Y's impact beyond the community and state to the world. Hunger,

the environment, illiteracy, health and energy are just some world issues confronting our communities that HI-Y students tackle.

Officer positions elected by students at UN are President of the General Assembly, Secretary General, and Council Presidents. Appointment positions are Vice President of Councils.

2012 Junior Model United Nations Officers

Secretary General

Alexandra "Alex" Vaughan
Summersville Middle HI-Y

President of General Assembly

Riley Keaton
Spencer Middle HI-Y

Council Presidents

Sierra Holcomb
Spencer Middle HI-Y

Dalton "D.J." Myers
Summersville Middle HI-Y

Chase Webb
Spencer Middle HI-Y

Mason Yarber
Summersville Middle HI-Y

Junior UN Secretary General's Letter

Alex Vaughan
2012 Jr. United Nations Secretary General

September, 2011

Dear 2012 Participants,

Welcome to the 32nd Annual Model United Nations! I hope all of you are excited for this year. It is going to be an awesome experience. We all know how important diplomacy is in the world, and the first step is being willing to understand other cultures. I'm sure all of you guys will have fun learning about one another's countries, practicing United Nations Policies, and putting yourselves in another country's shoes. Also, please remember to be polite and conduct yourself according to the HI-Y Code of Conduct so we can all have fun. I hope all of you make new friends, have fun, learn something new everyday, and most importantly have fun!

Sincerely,

Alex Vaughan

Alex Vaughan,
Secretary General
Model United Nations

2012 Senior Model United Nations Officers

Secretary General

Nirali Malhotra
Carroll HI-Y

President of General Assembly

Sreyas Menon
Martinsburg HI-Y

Council Presidents

Syed Akhtar
Martinsburg HI-Y

Aly Chick
Granville HI-Y

Varun Menon
Martinsburg HI-Y

Zack Zugelder
Carroll HI-Y

Devin Spinks
Nicholas County HI-Y

Jamieson Weaver
Granville HI-Y

Senior UN Secretary General's Letter

Nirali Malhotra
2012 Sr. United Nations Secretary General

September, 2011

Dear 2012 Participants,

Welcome to the 32nd Annual Model United Nations! Hopefully everyone is preparing for an exciting Model United Nations. Model United Nations is full of new opportunities, such as immersing yourself in other cultures, learning about world-wide current events, and meeting new people. During Model United Nations, have an open mind and do not be afraid to say what you feel. Remember to follow the HI-Y Code of Conduct so we all can have a wonderful time. Let's make this year's Model United Nations one to remember!

Thanks,

NIRALI
MALHOTRA

Nirali Malhotra
Sr. United Nations
Secretary General

Leadership Positions

Officer Responsibilities

Officer Responsibilities are performed at –

HI-Y Leadership Summits at Horseshoe in June

High School UN Officers at the Senior High Summit

Middle School UN Officers at the Middle School Summit

HI-Y Building Leaders Fall Conference at Jackson’s Mill Conference Center

High School UN Officers

Model United Nations

Officer Positions

Secretary General, President of the General Assembly, Council Presidents and Vice Presidents lead HI-Y Model United Nations.

Officer Responsibilities

Officers in UN and all HI-Y programs help others succeed, create an environment that allows others to become their best, do the behind the scenes work for people and programs to succeed and set a positive example.

Officers do much more than preside over UN sessions. They set the tone of the program through their active participation in HI-Y Leadership Summits at Horseshoe in June, high school officers at the annual fall Building Leaders Conference, and the three-day Model UN.

Persons nominated to run for office must have the time to participate as officers plus have the personality and character to positively participate, learn and lead in every program environment.

Select candidates for office who work well with others, act in ways that enable others to succeed, enjoy Horseshoe as a place and a program, who understand UN, and whose character not only leads in positive ways but also attract peers to act in positive ways.

A condition of holding UN Office is positive participation in both the June HI-Y Leadership Summit at Horseshoe and the Model UN. Just as in real life, if an elected officer is absent from the Summit or UN the office becomes vacant and another person will be appointed to the position to complete the term of office through the Model UN.

Responsibilities

All officers participate in their HI-Y Leadership Summit at Horseshoe in June to build an officer leadership team, "do their job" training other students, setting goals to improve the program and encouraging other students to participate. Participation in HI-Y Summit is also designed to train each officer to HI-Y's purpose and philosophy of service and leadership. Other officer responsibilities include:

Secretary General

- Leads officer team in having a successful UN where all participants succeed.
- Gives "State of the World" address at the opening session and a "Review of Model United Nations" at the last session of the conference.
- During General Assembly voting, polls the nations for their vote.

President of the General Assembly

- Presides over the General Assembly
- Manages the time of GA so as many Resolutions as possible are heard.

President of Council

- Presides at Council meetings, leads Council in ways that enable every Ambassador to participate at their best, sees that everyone is treated fairly and makes Council productive on an intellectual level as well as on a professional level.

Vice President of Council

- Assists President of their Council or assembly including taking attendance, reading Resolutions, and recording action on the Resolutions.
- Presides in the absence or as requested by the President.

How are officers selected?

Elections for officers take place during the final session on Sunday. Officers are elected to serve until the next UN. Vice President positions are appointed. Vacancies are filled by the Director of the program.

Election Procedure

- 1. Nominations are submitted to the UN Office on the Officer Nomination Form in the Manual by the due date. Schools may nominate 2 candidates, each for a different office. Every school is asked to share in the leadership with at least one officer.**
- 2. If there are no candidates for an office,**
 - **Nominations for these offices may be submitted by 6 p.m. on Saturday of the UN from any school without two candidates.**
 - **If after 6 p.m. on Saturday of UN, there are offices without candidates, nominations may be submitted from any school – including those already with two other candidates. No school may nominate more than three (3) candidates. These nominations are due by 9:30 a.m. on Sunday.**
- 3. At the concluding session on Sunday, all candidates have two minutes to speak to the delegates. Speeches are to relate to the office, world affairs and how a candidate will provide appropriate leadership for the office and the Model UN.**
- 4. No “campaigning” of any kind is permitted. Elections are to be based on a candidate’s performance at UN.**
- 5. Each nation has one vote for each office. Voting is by secret ballot.**
- 6. While there is no limit to the number of students from any school who may apply for an appointed position, the goal is to have officers from as many schools as possible.**