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## **Lesson One - YMCA Middle School Model United Nations**

**Lesson Title:** Intro to the United Nations, Overview of Committees.

**Lesson One Theme:** Open Mindedness and Curiosity

### **Objectives:**

- Students will obtain a foundational understanding of the United Nations.
- Students will be introduced the two components of conference.
- Students will consider the importance of staying open minded and curious.

### **Prior Knowledge**

- This is an introductory lesson and no prior knowledge is required.

### **Materials:**

- See the topic and case summaries on the website

### **Vocabulary:**

- United Nations
- General Assembly and Crisis Resolution Committee
- International Criminal Court

### **Overview:**

Delegates come into this program with varying levels of knowledge. For some delegates this could be their third conference, while others may only have a vague idea of what the United Nations does from the news. While we present some information about the United Nations at the conference, it is important that delegates come to the conference with a foundational understanding of the United Nations.

The United Nations was founded in 1945 and currently has 193 member countries. It works to bring countries together to discuss and address issues facing humanity. More information can be found on the UN's website: <http://www.un.org/en/index.html>.

This introductory lesson will also provide students with an overview of the various simulations in which they will participate at the conference. Conference weekend is split into three committee sessions:

- General Assembly (GA)
  - *The General Assembly is where students representing different countries convene to draft, debate, and adopt resolutions that address a variety of international issues.*
  - *Sometimes, in relation to the GA, we conduct a Crisis Resolution Committee (CRC). In the CRC, a historical or current crisis is presented. Once the delegates have a grasp of the situation, they assume the roles of representatives from nations or ethnic groups affected by the crisis to come up with a Crisis Solution Plan.*
- International Criminal Court (ICC)
  - *The ICC is where delegates collaborate in teams to prosecute or defend those accused of genocide, crimes against humanity, or war crimes.*



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Each of these bodies have different procedures and address different issues. Over the conference weekend each student will get to participate in all three of these simulations.

**Procedure:**

- Ask the students about what they know about the United Nations and supplement their understanding.
- If there are any returning students, ask them to talk about their experience at a previous conference.
- Go over the conference committees, briefly describing each one.

**Suggested Activity:** Country Role Play

1. Write out the names of well-known countries (e.g. USA, Russia, Korea, China, UK) on strips of paper and put them in a bowl/bucket/hat.
2. Then write out a few controversial topics (e.g. Nuclear Power, Internet Access, Military Intervention) and put them into a separate container.
3. Delegates will take turns taking one paper from each container and doing a 30 second roleplay of what a representative from that country might say about their given topic. For this activity, over the top acting is even better!

**Suggested Activity:** Discussion about being open minded and curious.

Going along with the theme of this lesson, work with the students to think about why it's important to keep an open mind and stay curious, not just during conference but in daily life.

Have the students break into small groups and give each one a question to consider. After they've had time to discuss within their group, have one student from each group share what their group discussed.

Some questions to go over include:

- If you don't know much about a topic that is being discussed in the GA, what are some things you can do to learn more about it?
- In the ICC you may have to defend someone that you don't agree with. How do you think you could handle this task?
- During CRC, you will need to come to a compromise with your fellow delegates about how to solve a crisis. If you disagree with someone on how to solve something, how can you work to come to a compromise?
- During conference you will need to collaborate with people you don't know from other delegations. What are some ways in which you can dive in and start working with them effectively?
- What are some tips for being a good team member?



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## **Lesson Two - Middle School Model United Nations**

**Lesson Title:** Parliamentary Procedure

**Lesson Two Theme:** Respect

### **Objectives:**

- Students will obtain a foundational understanding of parliamentary procedure, including committee procedure and speaking procedure.
- Students will have considered the importance of being respectful at conference.

### **Prior Knowledge**

- Students are expected to know about the United Nations.
- Students should know about the Y-MUN MS Conference and the three committees (General Assembly, International Criminal Court, and Crisis Resolution Committee).
- Student can define the term “Respect.”

### **Materials:**

- See the Procedure Manual on the website.

### **Vocabulary:**

- Parliamentary Procedure
- Committee Procedure
- Unmoderated Caucus
- Moderated Caucus
- Resolution Debate
- Speaking Procedure

### **Overview:**

Throughout the Y-MUN MS conference delegates will follow a set of rules that we refer to as Parliamentary Procedure. These rules are put in place to ensure fair debate, allow for equal speaking time among delegates, and make certain that everyone is respected, regardless of their countries’ beliefs and opinions. This lesson explains parliamentary procedure and illustrates the importance of respect at conference.

There are two aspects to parliamentary procedure: committee procedure and speaking procedure. Both procedures are in place to ensure respectful and orderly debate throughout conference.



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Committee Procedure: During conference, GA and CRC will be in one of three modes - unmoderated caucus, moderated caucus, or resolution debate.

- Unmoderated Caucus: During unmoderated caucus, delegates will be given unstructured time to work together and write resolutions.
- Moderated Caucus: During moderated caucus, the committee will come together and have a conversation about the committee's topics. Delegates can state their nations' positions, continue to draft resolutions (without disturbing speakers on the floor), strengthen resolutions, and determine which resolutions will have support in full debate. Delegates can motion to move back into unmoderated caucus or to hear a resolution.
- Resolution Debate: Resolution debate begins when a motion is made to hear a resolution on the floor. The Vice Chair will read the resolution, the authors will give an opening statement, and then debate will begin. Debate is held in a speakers-list format and is meant to provide constructive and thoughtful points for why the resolution should or should not pass. Delegates can also question authors or introduce amendments.

Speaking Procedure: The most exciting opportunity delegates have at conference is speaking up and having their voices heard! We encourage each and every delegate to take that opportunity at least once during moderated caucus or resolution debate by formally being recognized to speak.

When they are ready to take that opportunity, delegates must raise their placard and wait to be recognized. It is important not to interrupt another delegate who is speaking. This fosters mutual respect.

Once recognized, the delegate will introduce themselves by stating the following:

- Name,
- Delegation,
- Country,
- Thank the chair.

Example: Jenna MacPherson, YMCA of Burlington County, representing France, thank you, to the Chair.

Once the delegate has introduced themselves they have two minutes to speak. They can make up to two actions, but no more than that. Actions include speaking and making motions. Motions include:

- Introducing resolutions,
- Reserving time,
- Asking questions,
- Hearing amendments,
- and closing debate.

While speaking, delegates should not address other countries by name (it is considered rude, and the chair can call you out of order). Instead use "a previous country" to refer to a representative who previously spoke. Once delegates have finished speaking, they will yield the remainder of the time to the chair and sit down.



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**Procedure:**

- Ask if anyone is familiar with parliamentary procedure. If a delegate is, ask them to briefly describe it
- Explain the concept of parliamentary procedure and why it is used
- Discuss committee procedure
- Discuss speaking procedure
- Connect these procedures to the theme of respect, reminding students about the important role respect plays in successfully participating in conference

**Suggested Activity:** Review of Parliamentary Procedure

Ask the students to shout out the reasons for parliamentary procedure in review of the previous portion of the lesson. Here are some points that you should be sure are highlighted:

1. Provides a structure for debate that allows for fairness and equality in committee
2. Allows for delegates to come together and work on ideas collaboratively for resolutions in a peaceful and respectful manner
3. Ensures that each delegate will treat one another with respect, which allows delegates to feel comfortable while speaking

**Suggested Activity:** Introduction Practice

Go around the room and practice the introductory statement. The higher the students' comfort levels with this process, the easier it will be for them to speak during moderated caucus and resolution debate. If this introductory statement becomes second nature, they are less likely to feel nervous or get flustered when they would like to speak



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## **Lesson Three - YMCA Middle School Model United Nations**

**Lesson Title:** Resolution Writing and Debate

**Lesson Three Theme:** Thinking Creatively

### **Objectives:**

- Students will be able to define “resolution” in terms of the United Nations.
- Students will be able to explain the importance and purpose of resolutions.
- Students will be able to identify the four main components of a resolution.
- Students will write their own resolutions.
- Students will debate their resolutions.

### **Prior Knowledge:**

- Students are expected to understand the basics of the United Nations.
- Students are expected to be familiar with the Y-MUN MS conference and the three components of conference.
- Students are expected to be familiar with parliamentary procedure.
- Students should know that they will be writing and debating resolutions during committee sessions at the Y-MUN MS conference.

### **Materials:**

See the Resolution Format Guide on website.

### **Vocabulary:**

- Resolution
- Heading
- Preamble
- Operative Clauses
- Signatories
- Germane

### **Overview:**

A resolution is a formal text adopted by the Y-MUN MS General Assembly or Crisis Resolution Committee. Resolutions are non-binding, but given the cooperative nature of the UN, most countries that vote to pass a resolution will see to it that the resolution is carried out or enacted in good faith.

A resolution is a document that aims to solve a problem or address an issue facing the international community. The document provides the background of the issue, briefly explains the sponsor's (or sponsors') position, and outlines the plan of action or proposed solution.



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The four main components of a resolution are:

- **Heading:** The heading identifies the committee, the resolution topic, the sponsoring nation(s), and the committee.
- **Preamble:** The preamble explains the purposes of the resolution. The perambulatory clauses begin with present participles and often refer to past resolution precedents and authorizations in the UN Charter for actions. The preamble is not to detail policy actions but rather to state precedence and justification.
- **Operative clauses:** These form the policy portion of the resolution. Each of these clauses starts with a verb (in the third person singular) and, taken as a whole, deals thoroughly with one idea arranged in logical progression.
- **Signatories:** Countries that agree to hear a resolution during debate. The Chairperson will determine the necessary amount of signatories that a resolution will need in order to be heard. Signatories are NOT votes in favor of a resolution.

Once a resolution receives the required signatories, a delegate may make a motion to introduce a resolution. A resolution may be introduced during moderated caucus by stating “I motion to introduce a resolution on the floor” after reciting the standard introduction.

Debate on a resolution is moderated by the chair as follows:

1. Committee Vice-Chair reads the resolution (as long as it is germane and respectful to other nations)
2. Authors provide their opening statement (All authors need to introduce themselves in order to speak, but they only need to introduce themselves once while debating their resolution)
3. A time for Non-Debatable Technical Questions will occur during which delegates can ask about the grammar of the resolution or the definition of specific words. These questions are non-debatable and are moderated by the chairperson.
4. Debate begins:
  - a. The chairperson will develop a speakers list for debate
  - b. Procedural and substantive motions are in order. The most common are:
    - i. Ask questions (authors have the option to decline answering questions if they so wish)
    - ii. Introduce amendments
    - iii. Close debate
5. Vice-Chair may opt to speak once debate time has elapsed
6. Authors give their closing statements
7. Committee moves to a vote (one vote per country)

During resolution debate, especially during the speakers list, it is essential that all points made and questions asked are relevant, appropriate, and respectful. The authors are presenting their hard work to you, and they deserve to be respected, as do all the delegates in committee.



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**Procedure:**

- Ask for volunteers to explain what a resolution is and how it is used in the United Nations.
- Ask students to identify the four components of a resolution.
- Discuss the importance of signatories and how students would go about collecting the necessary number in order to bring their resolution to debate.
- Ask the students why the theme of this lesson is “Thinking Creatively”.
  - What does creative thinking have to do with resolution writing?
  - What are some examples of students thinking creatively to solve problems in their own lives?

The issues facing the international community are often complex and require UN representatives to think creatively in proposing solutions. Encourage students to think outside the box during the following exercise. Remind them that the resolutions they write will likely undergo revisions during resolution debate and that cooperation with other delegates will be key to getting their resolutions passed.

**Suggested Activity:** Sample Resolution Writing

1. Provide each student with a copy of the Resolution Format Guide.
2. Introduce three topics on which students may write a resolution. Example topics are listed below.
3. Give students 15-20 minutes to draft their resolutions.
4. At the end of the allotted time, go around the room and have each student briefly present their resolution. After each one, ask the remaining students to raise their hands if they would be signatories.
  - a. Select one student who raised their hand to explain why they would want to hear the resolution be debated.
  - b. Select one student who did not raise their hand to explain why they would not want to hear the resolution debated and what the author could do to improve the resolution.

If students seem to be struggling with the time constraints, you may choose to complete this exercise as a group and draft a single resolution. This may give students a chance to discuss ideas and better understand how to craft an effective resolution.

**Example Resolution Topics:**

- Childhood hunger
- Climate change
- Cyber terrorism
- Protecting endangered species





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**Suggested Activity:** Mock Resolution Debate

Select one of the resolutions for the students to debate. Follow Parliamentary Procedure and be sure to gently correct students if they make a mistake. Be sure that students are observing the rules and, most important, are being respectful of one another.

At the end of the activity, collect the resolutions and save them for future debate practice.



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## **Lesson Four - YMCA Middle School Model United Nations**

**Lesson Title:** Introduction to the General Assembly and Country Assignments

**Lesson Four Theme:** Collaboration

### **Objectives:**

- Students will be able to explain the purpose of the UN General Assembly (GA) and the three main components of GA debate: Caucus, moderated discussion, and resolution debate.
- Students will explain why collaboration is important in the context of the GA.
- Students will be assigned a country and will be given guidance on how to research that country.

### **Prior Knowledge:**

- Students are expected to know what the United Nations is and that the General Assembly is a body of the UN.
- Students are expected to be familiar with parliamentary procedure, resolution writing, and resolution debate.
- Students know that the General Assembly is one of the Model UN II simulations and that they will be given a country to represent.
- Students can define the term “collaboration”.

### **Vocabulary:**

- General Assembly
- Caucus
- Moderated Discussion
- Resolution Debate

### **Overview:**

The United Nations General Assembly is one of the six principal organs of the United Nations, the only one in which all member nations have equal representation, and the main deliberative, policy-making, and representative body of the UN. In Y-MUN MS, all students participate as ambassadors to the General Assembly, representing various member countries. The goal of the GA is to consider and pass resolutions that aim to address topics of international importance.

The three main components of GA debate are:

- **Caucus:** Time for students to freely work with other delegates to develop and draft resolutions.
- **Moderated Discussion:** Structured time during which students can strengthen and gather support for their resolutions. This time is moderated by the Chair of the committee.
- **Resolution Debate:** Structured debate time during which resolutions (with enough signatories) are formally presented, debated, and voted on.



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**Procedure:**

- Ask for volunteers to explain what the General Assembly is in the context of the United Nations.
- Ask students what types of issues the GA might address. Examples include:
  - International Peace and Security,
  - Economic Growth and Sustainable Development,
  - Human Right,
  - Humanitarian and Disaster Relief Assistance,
  - Justice and International Law,
  - Disarmament,
  - Drugs, Crime, International Terrorism
  - The Environment
- Discuss why collaboration is an important theme when discussing the GA.
  - Why would collaboration be necessary to pass resolutions?
  - What are some ways you collaborate with others in your everyday life?

**Suggested Activity: Desert Island**

1. Have the students divide into groups of around 5.
2. Tell the students that they are stuck on a desert island.
3. Have the students go around in a circle within their group and announce the one item they would bring with them onto the desert island in order to help you escape from the island.
4. Give the students a set time to develop a plan for getting off the island using as many of the items as possible.

This exercise highlights the importance of collaboration in order to achieve a common goal. In the General Assembly, students will need to think creatively in order to work together when everyone has different resources and viewpoints.

**Suggested Activity: Country Trivia**

Read the following statements and have students raise their hand if they think it applies to them.

- My country is located in...
  - ...The Middle East
  - ...Asia
  - ...Europe
  - ...South America
  - ...North America



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- My country borders...
  - ...The Pacific Ocean
  - ...The Atlantic Ocean
  - ...The Mediterranean Sea
  
- The primary religion in my country is...
  - ...Islam
  - ...Judaism
  - ...Buddhism
  - ...Hinduism
  - ...Christianity
  
- My country exports oil.
  
- My country has a nuclear weapon.

**Suggested Activity:** Overview of Researching a Country

Students will likely have a harder time answering the last few questions in the activity. This highlights the need to research their countries. Offer students guidance about how to research information about their country. The conference website offers some suggestions for helpful weblinks if needed.



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## **Lesson Five - YMCA Middle School Model United Nations**

**Lesson Title:** The International Criminal Court (ICC)

**Lesson Five Theme:** Seeing Both Sides

### **Objectives:**

- Students will obtain a foundational understanding of the ICC.
- Students will understand the differences between the ICC and the General Assembly (GA).
- Students will consider the importance of seeing both sides to an issue or argument.

### **Prior Knowledge**

- Students are expected to know about the United Nations.
- Students should know about the Y-MUN MS Conference and the three committees (General Assembly, International Criminal Court, and Crisis Resolution Committee).
- Students should have an understanding of the GA and how it operates.

### **Vocabulary:**

- Prosecution
- Defense
- Rome Statute
- Perspective

### **Overview:**

For more information about the ICC procedures and this year's topics please see the website.

In the ICC, instead of countries, delegates will serve as the prosecution or defense for an individual accused of crimes under the Rome Statute and Geneva Convention. Students will be assigned to a small group and will be given time to review articles about the case and prepare their arguments.

The ICC follows a different set of procedures than the GA. While the delegates' introductions remain the same, replacing countries with positions, the flow of debate is changed completely.

- *Opening Statement for Prosecution* – 5 minutes
- *Opening Statement for Defense* – 5 minutes
- *Presentation of Evidence for Prosecution* – 10 minutes [time can be yielded more than once here] (After 3 minutes jurors can ask Non-Debatable Technical Questions)
- *Defense's Rebuttal* – 2.5 minutes
- *Presentation of Evidence for Defense* – 10 minutes [time can be yielded more than once here] (After 3 minutes jurors can ask Non-Debatable Technical Questions)
- *Prosecution's Rebuttal* – 2.5 minutes
- *Closing Statement for Defense* – 5 minutes *Closing Statement for Prosecution* – 5 minutes



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As can be seen, the speaking times are much longer than during General Assembly Resolution Debate or Moderated Caucus. This means that delegates must prepare for speaking for a longer time. Often delegates who believe they have 10 minutes worth of material to speak on end up having 6-7 minutes in practice. Additionally, every member of the team must speak on at least one of the sections, so delegates should practice splitting up presentations to different members.

When not presenting, students serve as jurors for the other cases. After the cases are presented the jurors will deliberate a verdict and vote. The results of the cases are announced at the conference's closing ceremonies.

**Procedure:**

- Ask the students if they know what the ICC does.
- After hearing from a few students, give them an overview of the ICC, making sure to highlight:
  - Delegates work in teams to prosecute or defend those accused of war crime, genocide, or crimes against humanity.
  - The ICC does not follow US Law, judgements are based on the Rome Statute and Geneva Convention.
  - ICC prosecutes individuals, rather than hearing disputes between countries.
  - When not presenting, delegates act as jurors in other cases.

**Suggested Activity:** Mock Trial

To practice ICC procedures, students will conduct a mock trial of Goldilocks on the charges of the war crime of pillaging a town or place.

Start by reminding the students of the story of Goldilocks and the three bears. Delegates will have time to prepare for a shortened run through of the presentations. Adjust times for preparation and arguments based on length of meeting. Remind students that this court works on international laws, and not the US law that they may be familiar with.

**Suggested Activity:** Discussion about seeing both sides.

Remind students that seeing both sides of an argument or situation is important in both life and MUN. At MUN II, they will be randomly split into court teams and assigned both a case and position. This can lead to situations where the delegate may not hold the opinion they are meant to argue in support of.

Ask students to think about how it feels (or would feel) to argue a position they disagree with and what tips they have for understanding a perspective they disagree with. Have them pair up and share their thoughts.



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## **Lesson Six - YMCA Middle School Model United Nations**

**Lesson Title:** Service Project and Preparing for Conference

**Lesson Six Theme:** Giving Back

### **Objectives:**

- Students will review the various aspects of conference.
- Students will learn about the conference service project.

### **Prior Knowledge**

- Students are expected to know about the United Nations.
- Students should know about the Y-MUN MS Conference and the three committees (General Assembly, International Criminal Court, and Crisis Resolution Committee).

### **Vocabulary:**

- Community service
- Volunteering

### **Overview:**

Community services is an important component of the Y-MUN MS experience. Each year, delegates participate in a service project. The project has two components:

- Prior to conference, delegates can collect supplies for those in need and bring the supplies with them to the conference in order to donate them.
- At the conference, delegates will participate in a hands-on service project.

For more information about this years' service project, please see the conference website.

After discussing the service project, it may be helpful to recap the lessons learned in previous sessions to help the students prepare and to answer any outstanding questions.

### **Procedure:**

**Suggested Activity:** Service learning discussion.

- Ask the students to raise their hands if they have ever volunteered or performed community service.
- Ask a few of the students that raised their hands and share their experiences with volunteering or community service.
- Ask the students to think about a problem that they care about. Then ask them to think about things they can do to fix that problem.
- Have the students break into small groups. Have them take turns sharing their problem and their ideas for solutions. After they've shared, have the rest of the group offer any other ideas for getting involved with helping to solve that problem, if they have any.
- After everyone has shared in the small groups, bring the students back together to a full group.
- Remind the students that their conversations are just a starting place, and now they



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have ideas for things they can do to volunteer and serve their community

- Share the Y-MUN MS service project details with the students and ask them to consider bringing some of the requested supplies to conference if they are willing and able.

**Suggested Activity:** Y-MUN MS Review

- Display or share a copy of the Y-MUN MS schedule, available on the website.
- Briefly go through the schedule, which will help students remember the various aspects of conference in which they will be participating.
- Ask students if they have any questions about the conference or the different committees.





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## **Lesson Seven - YMCA Middle School Model United Nations**

**Lesson Title:** Y-MUN MS Conference Recap

**Lesson Seven Theme:** Y-MUN MS Everywhere

**NOTE: This lesson is intended to be completed after the Y-MUN MS conference. Objectives:**

- Students will reflect on their time at conference.
- Students will consider the ways in which they can take the lessons learned at the Y-MUN II conference and apply them in other places.

### **Prior Knowledge**

- Students will have attended the Y-MUN MS Conference

### **Overview:**

After the conference, take the opportunity to reflect on the conference experience with students. Some students will have learned different lessons than others, but what matters is that they did gain something. Whether it's a new friend, a new passion, or even just a new fun fact about a country that they didn't know before.

When looking back on conference, know that different delegates had a different experience. At conference, most of the debating that takes place is to find a solution. The countries there come together to solve issues, create resolutions, and try to pass new rules that make our world better. It's important to remind students about how they felt at conference when they reflect on it. They wanted to make things better—and this is a valuable lesson to carry.

When delegates leave MUN II, they sometimes feel a mix of emotions, whether they are sad the weekend is ending, happy to be going home, or excited that they made new friends while here. But one common emotion they leave with is feeling motivated. Motivated to make a difference, motivated to be involved, motivated to take what they've learned at Y-MUN MS and make it a reality in their own worlds, to teach others the lessons they've learned and try to change things.

This lesson offers ideas for how to discuss these topics with the students.

### **Procedure:**

**Suggested Activity:** Discuss how students can take what they learned and use it at home.

### **Starter Ideas:**

1. Be more active in the Y-MUN MS club at your school!



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You loved this conference, so get more friends involved! Tell them of the great time you had at conference, get them excited to be a delegate here, too.

2. Join other similar world events/debate clubs.  
Some schools have other clubs that reflect on world issues or practice debate. Get involved in those as well.
3. Use the lessons of teamwork, friendship, and leadership to become leaders in your school. Y-MUN MS is not just about debate, it's also about becoming the best person you can be. Be a role model to other students - be kind to everyone, show respect, work with others to help make your school a better place, and encourage everyone to uphold the Four Core Values.
4. Use the tools you learned at Y-MUN MS to also help you in your academics. Maybe Y-MUN II helped you become a better speaker. Maybe you worked with the press team and discovered you love writing, or maybe writing resolutions has already helped you improve your writing. You can use the academic tools you learned to aid you in your classes.

**Suggested Activity:** Discuss how student can give back to their local communities.

Remind students that at conference they passed resolutions to help countries in our Y-MUN MS world, but there's still a lot they can do to help their community back home!

Starter Ideas:

1. Start a fundraiser for an organization! Have an issue that's important to you? There are a lot of organizations for which you can raise money so they can fund their programs and purchase needed supplies.
2. Collect items for a drive! There are a lot of different drives you can do - collecting clothes for homeless shelters, donating food for soup kitchens, collecting used books for schools that need them. Talk to your parents or teachers and see how to get one started.
3. Get involved in local politics. Take an interest in your town's local government by attending public meetings. Find out who your council members are or who your mayor is and write a letter to let them know about important issues in your neighborhood. Take advantage of opportunities to volunteer on election campaigns for candidates you support.



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**Suggested Activity:** Discuss keeping and sharing the Y-MUN MS spirit throughout the year.

Remind students that doing the items mentioned above are great ways to keep the Y-MUN MS spirit alive all year. Giving back to the community, being more active in school, showing others kindness and becoming a leader to other—all are ways to keep Y-MUN MS close to their hearts until conference starts again.

**Consider asking students the following:**

- Should we continue meeting as a group throughout the year?
- Can we organize a group service project or pursue other activities in our community to keep MUN II going?
- How can we spread the word about the conference and get more people interested?