

# **2022 Middle School Model UN (Y-MUN MS)**

## **Advisor Guide**

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## 2022 Conference Overview

This document is an abridged advisor manual specifically for the 2022 YMCA Model United Nations program for middle school students (Y-MUN MS).

The 2022 Y-MUN MS program culminates with a virtual conference, which will be held January 14th-16th, 2022. For more information about the program and the conference, please visit <https://www.ymcace.org/ms-conference>.

### Timeline:

- **Wednesday, November 10th:** 2022 Program Registration Opens
- **Wednesday, December 1st:** Preferred Registration Deadline
- **Wednesday, December 15th:** Final Registration Deadline
- **First week of January (date TBA):** General Assembly (GA) office hours available for delegates to meet Y-MUN MS Staff
- **Second week of January (date TBA):** International Criminal Court (ICC) office hours available for delegates to meet Y-MUN MS Staff
- **Thursday, January 13th:** Conference warm-up office hours available for delegates to meet Y-MUN MS Staff
- **Virtual Y-MUN MS Conference (exact timing is tentative)**
  - Friday, January 14th: 6:00-7:30pm
  - Saturday, January 15th: 10am-12pm and 12:30-2:30pm
  - Sunday, January 16th: 12:30-2:30pm and 2:45-5:15pm

## What is parliamentary procedure? How does debate work?

**Parliamentary Procedure** refers to the rules you use when you speak during debate. These rules help to make sure everyone has a fair opportunity to speak!

When you are called on to speak, you always introduce yourself by saying your name, the country you are representing, and “Thank you to the Chair.” The “Chair” is the person who is calling on people to speak. For example:

“Michelle Cottman, Representing the United States of America,  
Thank you to the Chair” (start your speech)

### Try it Yourself!

(Name): \_\_\_\_\_

“Representing”

(Country): \_\_\_\_\_

“Thank you to the Chair”

Debate has three phases.

Debate begins in **Moderated Caucus**. During Moderated Caucus, delegates state their — or the country they are representing — ideas for how to address a specific problem.

If you want to work in small groups writing a resolution, you can motion to move into another phase of debate: **Unmoderated Caucus**. To make that motion, after introducing yourself, you say:

“I motion to move to Unmoderated Caucus”

If, instead, you want to debate a resolution that has already been written, you can motion to move into another phase of debate: **Resolution Debate**. To make that motion, after introducing yourself, you say:

“I motion to move to Resolution Debate”

Here are the steps of Resolution Debate:

1. The Chair reads the resolution.
2. The authors of the resolution give an opening statement.
3. The Chair makes a list of all of the delegates who want to say something about the resolution.
4. Delegates speak in the order they are called.
5. The authors give a closing statement, after all speakers have spoken.
6. Everyone votes.

If you are a speaker, there are two other things you can do during your speech.

- 1) You can ask “Will the authors answer a series of questions?” The authors of the resolution can say “Yes” or “No”. If they say “Yes”, you may ask them a question about the resolution.

- 2) You can motion to hear an amendment. To make that motion, after introducing yourself, you say: “I motion to hear the amendment authored by (say the name of the person who wrote the amendment).” Then, the Chair will read the amendment.

If the resolution authors like the amendment, it becomes part of the resolution.

If the resolution authors do not like the amendment, then:

- a) The author of the amendment gets one minute to explain why they should add the amendment;
- b) The authors of the resolution get one minute to explain why they do not want to add the amendment; and
- c) Everyone votes on whether to add the amendment.

If the amendment passes, the amendment becomes part of the resolution and the amendment author becomes a resolution author. If any of the resolution authors do not like the amendment, they can decide to no longer be a resolution author.

# Sample Lesson: Introduction to the General Assembly and Country Assignments

## 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 know that the General Assembly is one of the Middle School Model UN 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.

**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
- 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 and topic summaries offer some suggestions for helpful weblinks if needed.



## Sample Lesson: The International Criminal Court (ICC)

### 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 two committees (GA and the ICC)
- Students should have an understanding of the GA and how it operates.

### Vocabulary:

- Prosecution
- Defense
- Rome Statute
- Perspective

### Overview:

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

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 Y-MUN MS, 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.