

## UNH MUN ItalyMUN Workshops

January 8-10, 2019

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### Workshop Preparation Reading

- Read Chapters 1, 2, 4, 17
  - An Insider's Guide to the UN by Linda Fasulo (Third Edition) - ISBN-13: 978-0300203653 – pdf fair use version will be provided by Dr. Haynes
  - Chapter 1: What is the UN?
    - What is the purpose of the United Nations? What are the primary organs of the UN? What kind of issues does the UN deal with? How is the UN different from a government?
    - Be ready to discuss answers in class.
  - Chapter 2: Founding Documents
    - What does the UN Charter do in terms of providing a way to deal with issues to avoid war? How do countries see the UN Charter in regards to their own sovereignty? What is the purpose of the Universal Declaration of Human Rights? How is the Universal Declaration of Human Rights different from the UN Charter?
    - Be ready to discuss answers in class.
  - Chapter 4: A New Global Landscape
    - How has the UN affected the distribution of worldwide political power among countries?
    - How does the spreading of power affect decision-making and dealing with issues?
    - Be ready to discuss answers in class.
  - Chapter 17: Keeping Tabs on How Nations Vote
    - What parameters are used to define a consensus issue?
    - What role do regional groups have when it comes to voting on resolutions?
    - How is the North-South Divide an issue regarding voting resolutions in the UN
    - Be ready to discuss answers in class.

## Tuesday, January 8<sup>th</sup> – 3 pm – 6 pm in Cicognini Room

### Things to bring to class

- Computer
- Fassulo book
- Paper
- Pen

### Introductory Module: Introductions (35 mins)

- Introduce workshop outline and objectives (10 min)
- Round table style individual introductions (10 mins)
- Initial reflection (15 mins)
  - What is your past experience with MUN?
  - What would you like to get out of the workshop?
  - What do you think will be most challenging?

### Module 1: Model UN and Conference Overview (30 mins)

- What is MUN?
  - Simulation of the UN
  - Represent a particular country
  - Assigned to a committee addressing a specific topic/issue/problem
  - Objective is for students to represent a country's point of view/interests in advocating and consequently creating solutions/statements of what to do about the topic/issue/problem.
- Components of MUN
  - Research the topic, country's point of view/interests, committee's mandate
  - Write position paper on country's position on the topic
  - Write, rehearse, and give speeches on the topic
  - Study, practice committee motions of procedure
  - Participate in debate of the topic
  - Create a working paper/draft resolution in committee that addresses the topic from your country's point of view/interests in mind
  - Vote on resolutions drafted in committee

### Break (10 mins)

### Module 2: Overview of purpose, role, and mandates of UN and major UN committees (30 mins)

- UN – founding, mission/goals, role - discussion
- Primary Organs – role, mandate
  - Security Council
  - General Assembly
  - ECOSOC
- Related Organizations/Committees – role, mandate

- IOM
- UNHCR
- WTO
- UNESCO

### Module 3: Creating a Research plan part 1 (45 mins)

- Theory/Lecture
  - Identify all important pieces of information – country, topic(s), committee, deliverables
  - Elaborate each piece of information by identifying what might be relevant to know about each.
  - Joe Scollo and research presentation
- Give examples and discuss
  - EX - Country – political structure, leaders, who is in power, economy, allies, adversaries, blocs/regional groups, political values, culture
  - EX – Topic – summary, which countries are most involved/care about it the most, to what extent does your country care about this topic, what are some things that your country is doing that is related to this topic (politically, business wise, civil society), how has this topic been addressed policy wise previously by the UN, your country, regional blocs, and non-governmental orgs, provide a summary of each of those policies
  - EX - Committee – what is your committee, what is its purview or mandate from the UN, what can it do and not do (authority)

### **Wednesday, January 9<sup>th</sup> – 3 pm – 6 pm in Cicognini Room**

#### Module 1: Roll Call (10 mins)

- Theory – ask students this
  - Present v. present and voting
- Give example
  -
- Activity: Placard raising
  - Instructions

#### Module 2: Executing Your Research Plan (50 mins)

- Theory/Lecture
  - Give out research handout
  - Identifying general research resources – country, topic(s), committee, deliverables
  - Identify appropriate resources for each piece of information in your research plan.

- Research design
  - Research the UN's history, role, goals/mission
  - Research your committee's history, role, mandate in addressing issues
  - Research your committee topic's history, previous frameworks/resolutions relating to it, scope, primary elements/causes
  - Research your country's position on your topic, political structure, administration, key policymakers, economy, primary partners, interest in the topic
  - Research previous programs, resolutions, frameworks, reports that have addressed or covered your topic
  - Brainstorm potential solutions or ways to address your topic/issue/problem
- Activity
  - Instructions
    - Students pick their country from a pre-determined list and construct a research strategy/approach and articulate resources to research each part of outline (see above)
- Feedback
  - Advisors circulate and offer help and feedback

Break (*10 minutes*)

Module 3: Speeches: Writing (*40 mins*)

- Theory/Lecture
  - Overview of Speeches
    - Structure, content, delivery – provide overview
    - Structure & content
    - 2 relevant types: Importance v. problem solution
    - Overview of speech structure/template
- Handout speech template
  - Intro story frame of your problem/topic
  - Thesis – statement of topic importance
  - Body – reason/claim why topic is important, elaboration, evidence supporting claim
  - Close – restatement of thesis, refer back to story frame, call to action
- Give example
  - Importance speech
- Activity: Students write short speeches
  - Topic: addressing the impact of climate change
- Feedback
  - Advisors offer help and feedback

#### Module 4: Speeches (55 mins)

- Theory/Lecture with examples (10 min)
  - o Speech delivery
    - Eye contact
    - Body position
    - Tone
    - Volume variation
    - Projection
    - Pausing
    - Stressing some words
    - Speed variation
    - Conviction and belief
- Activity: Students give speeches in speech pods (10 min)
- Feedback: UNH advisors circulate and offer feedback
- Activity:
  - o Students revise speeches (10 min)
  - o Students give speeches in front of class (15 min)
  - o Feedback: UNH advisors offer feedback (10 min)

#### Module 5: Reflection and Review (15 mins)

- What did you learn today? What are some important takeaways?
- Do you think you are more prepared for conference?
- Is MUN starting to make more sense?

#### Homework

- Revise and begin executing research plan
- Finish writing importance speech

#### **Thursday, January 10<sup>th</sup> – 3 pm – 6 pm in Cicognini Room**

#### Module 1: Motioning (20 mins)

- Review conference sequence
- Theory/Lecture
  - o Overview of motions
- Give examples
  - o A particular motion
- Activity: Motioning
  - o Instructions
- Feedback
  - o Advisors offer help and feedback

## Module 2: Debating (30 mins)

- Theory/Best Practices
  - Be clear
  - Be rational/reason-giving
  - Be logical
  - Offer evidence to support your claims
  - Listen
  - Be assertive
  - Be confident
- Practice Debating
  - Topics
    - Best ice cream flavors
    - Best music genre
    - Best type of food (Italian, Greek, Indian, etc.)
- Feedback

## Module 3: Moderated Caucuses (60 minutes)

- Theory/Lecture
  - Types of caucuses – moderated, un-moderated
  - Moderated Caucus
    - Debate within formal session moderated by the dais
    - Student can motion for this during formal session by stating the topic to be debated, length of debate, time limit for each speaker
    - Upon majority approval of the committee students interested in participating in the debate lineup at the speaker's podium/microphone
    - Each debate participant has a set amount of time of which he/she can use to speak, yield back to the dais, or yield to another student speaker.
    - After pre-set length of time elapses, the committee reverts back to formal session
  - Goals, strategy
    - Formulate a MC topic that is more specific than overall topic that frames the topic in a way that is favorable for your country's point of view or interests
- Activity: Moderated Caucus
  - Student proposes a MC on the impact of climate change, length of time, time limit for each speaker
  - Begin MC with first student debate participant

## Break (10 mins)

## Module 4: Working Papers (45 mins)

- Theory/Lecture
  - Structure overview/goals

- Format
- Types of Clauses
- Give examples
- Activity: Students write 1 preamb and 1 op on their own on given topic/issue
- Feedback: UNH advisors circulate and offer feedback
- Activity: Students get in groups of 5 and write 3 preambs and 3 ops on given topic/issue
- Feedback: UNH advisors circulate and offer feedback

Module 5: Reflection and Review (*15 mins*)

- What did you learn from the workshops? What are some important takeaways?
- Do you think you are more prepared for conference?
- Is MUN starting to make more sense?