

MODEL UN PROCEDURES

TOPIC: LEARNING PROPER MODEL UN PROCEDURES

OBJECTIVES

- Identify important Model UN procedures.

REQUIREMENTS

1. Time: One class period
2. Materials Needed:
 - Handout J: Jigsaw Chart
 - Two definitions of Model UN procedures per “expert” groups

PROCEDURE

1. Lesson Introduction/Activation of Prior Knowledge

Ask students to write for 1 minute about why procedures are important. They should write the entire minute and their pen/pencil should not leave the paper. If they cannot think of anything to write they should write “I don’t know” or “I’m thinking” until they can write a few sentences.

Go over their answers.

2. Activity

Explain to the students that they will be asked to follow several important rules of procedure when they are speaking at the Model UN conference. Each of these rules has a specific name and definition.

Explain the students that they are going to be doing a Jigsaw activity.

To start this activity, ask students to count off 1-5. Go around the room until all students have a number. Have students separate into groups according to their assigned number. Explain to the students each group is an “expert” group—they will receive two Rules of Procedure that they must become “experts” on. Give each group at least two Rules of Procedure (see answers below) and their definitions. Provide the groups several minutes to study the words and their definitions. They may take notes.

Ask students to now form “home” groups. Each of these groups should contain one member of each “expert” group (numbers 1-5). Provide students with a copy of Handout L- Jigsaw Chart and ask them to complete the chart as a group.

3. Closing/Wrap-Up

Review their answers.

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HANDOUT J: JIGSAW CHART

<i>Term</i>	<i>Definition</i>
1	The opportunity for delegates to share their views with the entire committee.
2	After a delegate has given a speech in formal debate, he or she may choose to yield his or her time to this point.
3	Motion for the committee to move into voting procedure.
4	Motion to suspend the meeting for the purposes of a regular caucus or a moderated caucus.
5	A delegate may move for this point to ask the chairperson a question regarding the rules of procedure.
6	Motion to change the length of time during formal debate.
7	Motion to end the committee session until the next session.
8	Motion to put current discussion or work on a topic on hold.
9	A mixture of both formal and informal debate.
10	During any discussion, a representative may rise to this point. The chair person must immediately decide on this point.

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ANSWER KEY TO HANDOUT J: JIGSAW CHART

	<i>Term</i>	<i>Definition</i>
1	Formal Debate	The opportunity for delegates to share their views with the entire committee.
2	Information	After a delegate has given a speech in formal debate, he or she may choose to yield his or her time to this point.
3	Close Debate	Motion for the committee to move into voting procedure.
4	Suspend Debate	Motion to suspend the meeting for the purposes of a regular caucus or a moderated caucus.
5	Inquiry	A delegate may move for this point to ask the chairperson a question regarding the rules of procedure.
6	Set Speakers Time	Motion to change the length of time during formal debate.
7	Adjourn Meeting	Motion to end the committee session until the next session.
8	Table Debate	Motion to put current discussion or work on a topic on hold.
9	Moderated Caucus	A mixture of both formal and informal debate.
10	Order	During any discussion, a representative may rise to this point. The chair person must immediately decide on this point.