



DIRECTOR'S GUIDE

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Foreword

This is as comprehensive, illuminating and engaging as written guides get on how to set up, run, and sustain a Model United Nations (MUN) club at school. Directors and students alike will be able to find invaluable information and guidance here regarding leading an MUN group at an international school, especially in early stages of the process.

Miranda Melcher built our reputation from the ground up as a school known for its rigorous and rewarding MUN programme that, as a result of her leadership, is led purely by students. As such, this document serves particularly useful for student leaders in the same position that Miranda first found herself in 2009 as she began the process of building a sustainable and effective MUN programme, which has since grown from strength to strength.

As my friend and mentor, I have had the pleasure to see Miranda push the boundaries of her own notable achievements through middle and high school, to only go on and inspire an entire generation of Dulwich students with her drive and expertise in MUN. The Dulwich International Model United Nations conference (DIMUN) was her brainchild and legacy, and so is this guide. This is a testament to her experience, commitment, and enthusiasm. Future MUN leaders have her to thank for years to come.

Benjamin Tan

Secretary-General of DIMUN II, February 2012

President of Model United Nations at Dulwich College Beijing, 2012-2013

Dulwich College Beijing Class of 2013, Head Boy

Introduction

The purpose of this Guide is to enable teachers, students, and schools to allow students to access the opportunities that participation in Model United Nations can bring.

The Dulwich International Model United Nations (DIMUN) conference was created to bring MUN to Key Stage 3 (KS3 or middle school) students in and around Northern China, as MUN opportunities for these students are limited. However, it quickly became apparent that while schools that already had KS4/5 MUN groups were able to add KS3 students, there were schools willing and eager to participate, but without any MUN experience.

While guides covering MUN debate rules, terminology, advice for delegates and Chairs are freely available on conference websites for participants, there is nothing out there to help schools go from having no MUN to attending a conference. Once a school has gone to one conference, going to future ones becomes much easier, as the preparation process is essentially the same for every conference. But that first conference is very difficult to attend without any MUN knowledge.

Thus the MUN *Director's Guide* was born to fix this problem. With this *Guide*, teachers (hereinafter known as Directors) can start MUN at their schools and bring a group of completely new students to a MUN conference successfully.

As the Director Model UN at Dulwich College Beijing for the past four years, with two years of MUN experience before that, I decided to take my knowledge of MUN and create the DIMUN conference. As I started attending MUN conferences as a KS3 student, I know first-hand that even delegates as young as 11 years old can fully participate in, appreciate, and learn a lot from MUN. However, aside from the MYMUN conference in Kuala Lumpur, Malaysia, KS3 conferences do not really exist. Thus, I created DIMUN.

DIMUN opened my eyes to another way in which I could put my years of teaching MUN to good use: helping other schools start MUN programmes by creating a *Guide* for the teachers running the activities. I have tried to make this Guide as coherent, easy-to-follow, and comprehensive as possible. If you have further questions, please contact dimun@dulwich-beijing.cn.

Enjoy!

Miranda Melcher

Founder of DIMUN

Secretary-General of DIMUN I, February 2011

President of Model United Nations at Dulwich College Beijing, 2009-2012

Dulwich College Beijing Class of 2012

Bringing The Outside World In: An Introduction To Model United Nations

Model UN is an activity and an opportunity for students to gain an understanding of the following:

- world issues and how they effect a wide range of people and countries
- how to speak in front of strangers confidently and competently
- how to conduct organised and long-term research into difficult and complicated topics using a variety of resources
- how to use facts and statistics to develop an idea of what their country's position is on the topics
- write and analyse formal resolutions to represent their designated country in lobbying and debate
- learn Model UN debate rules and become comfortable operating in them

Introduce your students first to the principles of MUN, the excitement of global issues, the challenge of researching and writing resolutions, and above all, practicing live debate. This will bring the outside world's views inside the school walls. With an initially small amount of interested and awareness, student can not only come to start to relate to the current events they hear about in the news, but also be able to understand the dynamics *behind* the headlines, the various forces pushing for and against the developments, and the process and challenges involved in attempting to resolve issues among countries. Bringing the outside world into the classroom, analysing the root causes and debating political differences is where the excitement and power of MUN comes from.

Focusing on analysing and responding to global issues will be by far the most exciting and effective way to prepare student delegates to enjoy and thrive in MUN. The *least* important aspect of the learning experience is mastery of the MUN debate rules. Time and experience will deliver this capability, memorising them all at once is not as effective.

This Guide has been designed to help you prepare your students to participate actively in MUN conferences. Each section discusses one of the essential steps for success, and is presented in suggested order.

Unit One: Learn about the purpose and practices of the United Nations and important international political bodies

Unit Two: Research and begin to analyse country and committee topics

Unit Three: Write and edit resolutions

Unit Four: Debate

Students must at a minimum practice all of these capabilities in order to enjoy and thrive at an MUN conference. The rest of the guide explains how to introduce, explain and practice the various techniques that make a competent MUN delegate.

Please note: With regards to the terminology used in this Guide to refer to different age groups of students, this Guide follows the British Key Stage system:

- Key Stage 3 (KS3) refers to middle school students, grades 6-8, typically between 11 and 14 years of age.
- Key Stage 4/5 (KS4/5) refers to high school students, grades 9-12, typically between 14 and 18 years of age.

Unit 1: Learn About the Purpose and Practices of the United Nations and Important International Political Bodies

This unit creates a foundation of understanding for Model United Nations and breaks down into these sessions of approximately one hour apiece:

Session 1: Introduction to the UN

Session 2: Introduction to world issues

Session 1: Introduction to the UN

Time: *One hour*

Objective: *Introduce the history and purpose of the UN, structure and functions of its major committees and their topics*

Materials to prepare:

Director: Before the session, print out multiple copies of the topics of the conference your delegation is preparing for. Cut all the topics up, but make sure each group has every topic but doesn't know which committee the topics really are in.

At this point, assume that your delegates know nothing about the UN other than what the acronym stands for.

One way to approach the introduction is to keep it informal and interactive. Below is a description of how a 15-20 minute initial overview might go. It assumes “general knowledge” on the part of the Director about the UN and its committees, supplemented by a bit of online research. It assumes no prior knowledge of the UN by the students.

Director: Can anyone tell me what the acronym UN stands for?

Student: United Nations

Director: Correct. Now based on this name, who is in the UN?

Student: Countries?

Director: Exactly. Can anyone tell me how many countries are in the real UN? Guess. (everyone guesses)

Director: 193 countries, as of July 2011. Now let's think about how the UN works. If there are 193 countries all in the same room, trying to solve all the problems in the world, how could they get anything done? Imagine having 193 students in one room trying to solve a single problem. It would take ages, wouldn't it? So the real UN has different committees, which focus on solving different types of problems in smaller groups, to improve efficiency. The main committees are:

The General Assembly, The Human Rights Council, The Economic and Social Council, and The Security Council. What type of topics do you think are discussed by the Human Rights Council?

Student: Human rights?

Director: Exactly. The Economic and Social Council? This one is harder. ECOSOC (as it is known) deals with large social issues that need money to be solved, like education, poverty, trade, and disease. The General Assembly deals with problems that don't really fit into one of the other committees, or that the other committees don't have room for. The Security Council deals very simply, with armed conflict. Can anyone think of some examples that the SC could be trying to solve?

Student: Afghanistan? Iraq? Libya? Somalia? Korea? Syria?

Director: Good, you're getting the idea. Now let's try to think of some specific topics that could be discussed by the other committees....

The Director continues to introduce committees, asking questions to keep the students engaged and to start to get them to tie the workings of the UN to news stories they may be familiar with.

For the purposes of MUN, especially at a KS3 level, the important committees to introduce immediately are the: General Assembly, Human Rights Council, Economic and Social Council, and the Security Council. The basic functions, members, and acronyms of each real UN committee should be laid out along with MUN-specific committees like the Environment Commission and Disarmament Council.

Committee	Acronym	Members	Types of topics	Notes
General Assembly	GA	193 (all UN members)	any e.g. nuclear waste disposal, improving literacy rates	In MUN, largest committee, maximum of 200 students
Human Rights Council	HRC	30 members (rotated in two year terms)	human rights related e.g. protecting street children, improving the rights of the disabled	--
Economic and Social Council	ECOSOC	30 members (rotated in two year terms)	social problems which need money e.g. increasing education access, eliminating disease	--
Security Council	SC	15 members: 5 permanent members (P5) and 10 non-permanent members (rotated in two year terms)	war/conflict e.g. Libya, Syria, Rwanda, Korea. Can send in peacekeepers, impose sanctions, force countries to obey	P5 (countries that won WW2): China, USA, UK, Russia, France
Environment Commission	ENV	any	environment topics e.g. water pollution, deforestation, desertification	MUN committee only
Disarmament Council	DIS	any	international security, but not war e.g. illegal weapons trade, cyber warfare	MUN committee only

Aside from UN committees, delegates should also be aware of the following non-governmental organisations (NGOs) and United Nations organisations (UNOs).

Organisation	Acronym	Members	Notes
World Bank	-	189 members	Often cited in resolutions aimed at eradicating poverty
International Monetary Fund	IMF	187 UN members except: Cuba, Andorra, North Korea, Monaco, Liechtenstein, Nauru, Cook Islands, Niue, Vatican City	Often cited in resolutions dealing with debt, aid or poverty. Very closely linked with the World Bank.
United Nations Children's Education Fund	UNICEF	United Nations organisation, has independent secretariat, draws on resources from UN members	Used in children's issues and educational matters
United Nations Educational, Scientific, and Cultural Organisation	UNESCO	United Nations organisation, has independent secretariat, draws on resources from UN members	In charge of World Heritage Sites, but has much wider scope
United Nations Refugee Agency	UNHCR	United Nations organisation, has independent secretariat, draws on resources from UN members	Specifically to do with refugees, often cited in resolving conflicts
Office for the United Nations High Commissioner for Human Rights	OHCHR (UNHCHR)	United Nations organisation, has independent secretariat, draws on resources from UN members	Used in a wide variety of issues, from humanitarian aid to conflict resolution
Doctors Without Borders	MSF	Independent NGO that goes into medical crises and provides emergency care	Often brought in as first wave of relief after natural disasters
Organisation of Petroleum Exporting Countries	OPEC	12 members (6 in the Middle East, 4 in Africa, 2 in South America). Gabon left in 1994 and Indonesia in 2009.	Controls 79% of the world's oil reserves and 44% of production - can act politically: 1973 Arab-Israeli conflict.
International Atomic Energy Agency	IAEA	153 members. Non-members include: North Korea, Somalia, many small Pacific islands	Independent organisation that is the world's nuclear watchdog - reports to the GA and SC

Document	Nickname	Created in	Signatories	Notes
Universal Declaration of Human Rights	UDHR	1948	The majority of member states supports the UDHR, though not all Muslim countries agree.	Often cited in resolution preambles
United Nations Framework Convention on Climate Change	Kyoto Protocol	1997	191 countries. The USA has signed but not ratified the treaty, and Afghanistan has not signed or ratified the treaty.	Main agreement on climate change, controversial
Rome Statute (International Criminal Court)	ICC	1998	121 signatories. Non-signatories include: Israel, Sudan, USA, China, India as well as 36 other UN members	Controversial, especially to the US

Before the session, print out multiple copies of the topics of the conference your delegation is preparing for. Cut all the topics up, but make sure each group has every topic but doesn't know which committee the topics really are in.

Split the students into small groups and give each group one set of all the topics for the conference. Their task is to sort them all into the correct committees. When the real placements are revealed, discuss any discrepancies between the real list and your students' lists, to see what their reasoning was.

**Sometimes topics could fit into more than one committee, in which case both your student's placement and the conference's placement could be correct.*

Session 2: Introduction to world issues

Time: *1 hour*

Objectives: *Introduce students to world issues, and start developing public speaking skills*

Materials and preparation:

Students: computer and Internet access

Now that your students know the different UN committees, it's time to increase their knowledge of world issues beyond obvious ones like global warming. Using the same six committees from last session, ask your delegates to, through group discussion, come up with a few topics that could fit in each committee. Make sure none of the topics repeat from last session!

As the students come up with different topics, ask them to think about which countries would be most affected by this or the other topic, and then to justify their reasoning. Try to push their understanding by suggesting how other countries could be related, and challenge them to think of other examples.

After this, each delegate should spend about 10 minutes individually searching news websites and find an article of interest involving world politics. **In most cases, your delegates will be using less than stellar sources for news like Yahoo!, Wikipedia, and Google Search. Introduce them to publications like the CIA World Factbook, The Economist, The New York Times, BBC, The Guardian, the Council on Foreign Relations, Foreign Affairs, Foreign Policy etc. *See Appendix 1 for more research suggestions.*

After five minutes of preparation maximum, each student should summarise the issue at the front of the class without access to any notes. Before they begin, write these phrases on the board and ask them to use them to frame their speech:

To begin: "Honourable Chairs, fellow delegates, and esteemed guests"

To end: "Thank you."

This activity may well be nerve-racking for you and for the students and possibly painful to watch. But it also gives the students early exposure to the core capabilities required in MUN - research, analysis, and presentation skills. This first scary session will be a useful barometer that you and the students will measure themselves against later, in practice and at the conference and allow them to see how their skills develop over time.

First-time debaters have a very predictable range of presentation challenges: fiddling with their hands, staring at their feet, talking in a soft voice, swaying from side to side, and trailing off at the end of their speeches without a crisp finish. For this first session, simply give each student a round of applause and one pointer, such as asking them to project more loudly, or to use the beginning and ending phrases so they learn to frame their speeches correctly.

Unit 2: Research and Begin to Analyse Country and Committee Topics

Writing (and later debating) resolutions is at the heart of MUN. Learning how to research and analyse a country's position on the issues is very important to do well, because solid research is the critical foundation for strong draft resolutions to take into lobbying. Delegates should finish this unit with a solid understanding of their country's position on their topics.

This section breaks down into these sessions of approximately one hour apiece:

Session 1: Basic country/topic research

Session 2: Assignments and country profiles

Session 3: Position papers

Session 1: Basic country/topic research

Time: *1 hour*

Objective: *To introduce students to the basics of MUN research, and to work on their public speaking skills*

Materials to prepare/bring:

Director: *list of countries and topics to assign to students*

Students: *computers and Internet access; list of suggested research sources*

The next step after learning about the UN and some current world issues is to combine the two and prepare to represent a country on an issue.

At the beginning of the session, assign each delegate a country and a topic. If you already have the conference information, use the topics and countries from the conference, or just the topics (which are usually made available by the conference as much as a month or more before country assignments are given to schools). If you don't have conference information, find another conference website (like the DIMUN website, www.dimun.info) and use those topics for practice while selecting your own countries.

The session should break down into the following activity flow: 5 minutes of country research, 20 minutes of topic research, 1 minute speeches

For example, if the topic is "Improving access to primary education in Africa" and the student has been assigned Peru, the student then goes online to the CIA World Factbook website to quickly find relevant statistics about their country which can inform Peru's approach to the challenge in Africa. For the above topic, they might look at Peru's literacy rates, number of years Peruvian children typically spend in school, and country's major trading partners to see if any of them happen to be from Africa - and GDP per capita. These basic facts will help them understand any relationship or view Peru may have on the issue of African education for children, and potential

ability to address it. Did Peru solve the problem of education access effectively in its own country? Does it have a major African trading partner with whom it could cooperate? Does Peru have a lot of donor money to contribute?

Now, students spend an additional 10-15 minutes of research about the topic of education access in Africa. **See Appendix 1 for suggested research sites.* They are now not specifically thinking about Peru's views, but about the overall topic:

- How many children in African don't get education?
- Is this a long-term problem, or very specific in time?
- Is this widespread, or concentrated in specific countries?
- What are the key reasons for lack of access to education?
- Has the UN already tried to address this problem?
- What solutions have been tried before, with what outcomes?

At this point, students each take about one minute to give a 1-minute speech. Due to the short preparation time, very little depth is needed - this is just the first step toward driving the process of marrying topics to countries through research and analysis - and, of course, continuing to build the communication skills to convince others.

"Honourable chairs, fellow delegates, esteemed guests....

...the delegate of Peru believes that the following should be done to solve the issue of limited educational access for children in Africa....

...thank you."

Since laptops are not permitted in actual MUN debate, do not allow students to read off them during practice speaking. DO encourage them to write notes on paper and refer to them during the practice speeches.

Session 2: Committee and country assignments and building country profiles

Time: *1 hour*

Objective: *Gather student applications for countries/committees; start building country profiles to inform future position papers, draft resolutions, and debate*

Materials to prepare/bring:

Director: *list of topics, committees, and countries for the upcoming conference; template form for logging student applications for committee assignments*

Students: *Computer/internet access*

Post session work:

Director: *finalise assignments (if not done during the session)*

Students: *finish Country Profiles and send to Director*

By this point, the delegates should be comfortable categorising topics into different committees, and have an initial understanding of the fact that countries view issues differently due to their specific characteristics like history, political structure, economy, geography, etc. With that foundation completed, you can now assign them to countries and committees they will represent at the actual conference.

For younger students, you can keep the assignment process simple: students express their interest in committees and countries, and you make the choices based on your assessment of their capabilities. At this stage, any MUN experience will be new and therefore challenging to them, there is little risk of any “wrong” choice. (One point: Security Council requires strong speaking skills, because it is a small committee and each delegate must speak frequently. Not a good place for your shyest kid just starting out.)

To make sure that students are aware of the different topics and countries they have the option of choosing, you should spend about 10 minutes briefly going through what each country thinks about the topics in each committee. While you do this, have students note down any topics or countries that sound interested to them. For example, here is an example of how you could explain the different committees and countries assigned to your school based on topics from SUZMUN IV’s 2012 conference.

General Assembly

Topic	Aruba	Saudi Arabia
Promoting the rights of disabled workers	Aruba would want to solve this, but they are poor and don’t have that many disabled workers, so they wouldn’t care that much.	Saudi Arabia does have a lot more resources to solve this problem, but it wouldn’t be high on their list of priorities
Protecting journalists in areas of armed conflict	This wouldn’t be very relevant to Aruba	Saudi Arabia would definitely care about this as it affects their citizens. They would have the political power and money to solve this problem.
Question on the freedom of speech	Aruba would definitely want to improve this, and would likely be more interested in the topic as it’s more theoretical	Saudi Arabia has the money to convince other countries to improve freedom of speech, except it really doesn’t want to.
Promoting the importance of women’s rights in business	Similarly to the previous topic, Aruba would like this as it doesn’t involve a lot of money	Saudi Arabia has the resources to improve this, but doesn’t want to, as Saudi Arabia is one of the countries that promote gender inequality.

Environment Commission

Topic	Guinea	Myanmar
Protecting endangered species	Guinea actually has some endangered species, so they would have experience with this topic, if not a lot of money to solve it.	Myanmar would be relatively interested in solving this, but not that much.
Ensuring the safe disposal of nuclear waste	This wouldn't be very relevant, as Guinea has no nuclear facilities and isn't near anyone who does.	Slightly more relevant to Myanmar as they are near Pakistan/India/China, but still not a big concern.
Promoting sustainable fisheries	Interested in improving, as could become an income source	Somewhat interested in this, as Myanmar does have some of the Mekong River.
Promoting and developing new and renewable sources of energy	Interested in an abstract sense, doesn't have the money to do much.	Somewhat interested, but can rely on China to assist in energy source problems.

ECOSOC

Topic	Nigeria	Finland
Combating violence and discrimination targeted towards lesbians, gays, bisexuals, and transsexuals (LGBT)	Nigeria is actually a pretty homophobic country, so they wouldn't want to do much on this issue. That said, they don't want to broadcast a lot of homophobia	Finland is quite tolerant generally, so they actively work to prevent this type of violence.
Combating the trafficking of children	Nigeria would definitely want to solve this problem, but would need help from other countries to be able to do so.	Finland wants to help, but isn't too affected by it themselves.
The elimination of racism, racial discrimination, and xenophobia	Nigeria would want to solve this, as racial/religious violence has been a problem in the past	Similar to topic 1, Finland would want to solve this problem, and is able to do so.
Increasing the rights of women in less economically developed countries (LEDCs)	Nigeria isn't so interested in doing this	Finland definitely wants to improve this.

Security Council

Topic	Morocco	Russia	China
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The situation in Somalia	Morocco is definitely interested in solving this, as they are geographically close and a good example of a stable yet reformed government	Russia wants to solve this problem as they want to increase their influence in the area	China definitely wants to solve this as they need the secure shipping lanes and wants to improve influence in Africa
The situation in Libya	Morocco wants to help Libya stabilise, and was a driving force behind helping the rebels get rid of the authoritarian regime	Russia wants to help stabilise Libya, but is wary of becoming too involved	China wants to help Libya, as long as many other countries join in.
The situation on the Korean Peninsula	Morocco isn't really interested in this issue	Russia is somewhat interested in this issue, but mainly in terms of making sure it stays contained	China is one of the main players in this issue, and is definitely invested in the topic.
The situation in Cote d'Ivoire	Morocco is somewhat interested in solving this problem, as long as others countries and the UN help	Russia isn't very interested in this problem	China isn't very interested in this problem

Students then write out their choices for committee and topic on a slip of paper expressing their preferences.

If the number of students equals the number of positions, you may be able to make the assignments on the spot. If you have more students, you can take their papers and then come back later with the assignments. At this point in the session, students can start preparing country profiles.

Name	First Choice	Second Choice	Third Choice
Amy	DIS Saudi	HRC Saudi	GA Botswana
Ben	SC Saudi	DIS Saudi	GA Botswana
Christine	GA Botswana	ENV Botswana	HRC Saudi
Diana	DIS Saudi	SC Saudi	HRC Saudi
Emma	ENV Botswana	ECO Saudi	SC Saudi
Franklin	HRC Saudi	ENV Botswana	DIS Saudi

After you've received all of their choices, assignments must be made. While everyone has different ways of organising data, these two tables prevent slip-ups and keep track of everyone's preferences in a visual way.

Table 1 colour-codes all the names and preferences for reference:

From that, it is possible to visualise all the choices against each other. Table 2 (below) uses the colours of Table 1 to represent everyone's choices, while stacking them up against the other students.

Committee	Country	Delegate	Applicants	Applicants	Applicants	Applicants
ECOSOC	Botswana		Emma			
ENV	Botswana		Emma	Christine	Franklin	
GA	Botswana		Christine	Amy	Ben	
DIS	Saudi Arabia		Amy	Diana	Ben	Franklin
HRC	Saudi Arabia		Franklin	Amy	Christine	Diana
SC	Saudi Arabia		Ben	Diana	Emma	

From there, decisions must be made. Obviously, it is not always possible to give students one of their choices, and in that case the difficulty of the topics and committees (**see How to challenge experienced delegates*) must be factored into the decision. A finished assignment sheet looks like this:

Committee	Country	Delegate	Applicants	Applicants	Applicants	Applicants
ECOSOC	Botswana	Emma	Emma			
ENV	Botswana	Franklin	Emma	Christine	Franklin	
GA	Botswana	Christine	Christine	Amy	Ben	
DIS	Saudi Arabia	Ben	Amy	Diana	Ben	Franklin
HRC	Saudi Arabia	Amy	Franklin	Amy	Christine	Diana
SC	Saudi Arabia	Diana	Ben	Diana	Emma	

Having received their assignments, the delegates should get in groups according to their country and use the CIA World Factbook to compile information on their country. The introductions to each section should be read, and a Country Profile should be compiled. **As not all the information is useful, a template and sample are in Appendices 2 and 3.*

Assigning students to committees and countries is not always easy. In addition to the students’ self-nominations, you must also consider their levels of experience and capability. Some countries’ positions are more complex than others, so drafting compelling resolutions for them may require higher-order research and analytical skills than some of your students may be able to muster. Some committees are more challenging, debate-wise, than others - an obvious difference is related to size; a smaller committee puts greater debating demands on individual delegates than, for instance, a General Assembly with 100 delegates.

Since you want to make sure the students are engaged, challenged, but also at the right level to ensure a measure of success in their role, you’ll need to balance all of these factors. In addition, for those students who have high potential and deep interest in someday serving as an MUN committee chair or even an executive officer, you should carefully consider an assignment that helps them add to their capabilities so they can achieve this objective over time. **See Paths to Becoming a Chair*

Session 3: Position Papers

Time: 1 hour

Objective: *Promote higher-level research, analytical and writing skills; enhance familiarity with the countries and topics*

Materials to prepare/bring:

Director: *sample Position Papers for reference *See Appendix 4*

Students: *Computer/internet access*

Post session work:

Director: *read and edit Position Papers before sending them back to students*

Students: *finish Position Papers and send to Director*

This session is very important as it solidifies each student's understanding of what they will be talking about in their resolutions and at the conference. While not mandatory to attend a conference, Position Papers are the best way to make sure that all students are prepared to begin writing resolutions, and signal where students need help which greatly decreases the number of misunderstandings that are harder to correct later.

Best results come if students are banned from copying and pasting language from other sources - their position papers should be written entirely in their own words. This ensures that they have actually read and considered source materials, and grappled with communicating it accurately, all of which drives deeper understanding.

To start the process, make sure the delegates understand the three key sections of a Position Paper:

- What is the problem?
- How does this problem affect my country?
- How does my country think this problem should be solved on a global scale?

Then, guide the delegates into how to answer these questions. The first section is answered by doing about 20 minutes of research on the overall question, before summarising it into a paragraph of the most important details.

Next, delegates should take the information they gathered while making their Country Profile and try to figure out how the problem affects their country. Statistics probably won't be enough to give the full picture, but with an additional 10 minutes of research on the problem in the delegate's country, this section can also be summarised into a paragraph.

The third section is the hardest part because the problem most students encounter is that except in very special situations, there is no such thing as a website that says "This is what _____ (country) thinks about _____ (issue)" and so there is technically no way to find this information out for sure except by asking the government of the country. Therefore other research and deduction skills are necessary to put the pieces together. However, it is imperative that before this stage is reached the student has a solid understanding of the first two parts of a position

paper.

To figure out section 3 of the paper, the student needs to look at how the topic affects their country, what their country is already doing to solve the problem domestically, and what kind of resources/success the country has. From there, the delegate must extrapolate to figure out what the country's global solution would be. Regardless of the difficulty of the task, the delegate *must* come up with a global solution from their country's perspective.

Generally speaking, position papers should be in full sentences, relatively formal language, and about one page long for each topic. One session is usually not enough time to finish, but they should be completed for homework rather than use more session time. Usually, delegates will finish the first and maybe the second part of the position paper before the end of the session.

The importance of Position Papers is usually visible only when the process of resolution writing begins. For example, one of our first-time delegates struggled with writing her Positions, and we considered simply waiving the requirement. However, once we gave her some out-of-session help, she managed to write a decent Paper. When it came time to start resolutions, she was able to go straight to her Position to find clause ideas, which not only encouraged her to write good resolutions, it also improved her confidence with sharing her ideas.

Your job during the session is to walk around and offer individual help if the students need it, and get the whole group to give you progress reports every 15 minutes.

Unit 3: Write and Edit Resolutions and Continue to Improve Them

This section requires the most homework from both the delegate and Director, but if done with commitment, the conference will likely be successful.

This section breaks down into these sessions:

Session 1: How to Write a Resolution

Session 2: Work session with individualised assistance

Session 1: How to Write a Resolution

Time: *1 hour*

Objective: *For delegates to be introduced to and begin to understand how to write resolutions*

Materials to bring/prepare:

Director: *How-To-Write-a-Resolution.pdf*

Students: *completed Position Papers*

Post-session work:

Director: *edit resolutions*

Students: *send completed resolution drafts to Director*

Essentially, the point of the Position Paper is to write a resolution. While there are many rules to writing a proper resolution, basically, it is a formal report of the information deduced in the third section of the Position Paper. That is why the Positions are so important and must be done properly. At www.dimun.info, the pdf “How to Write A Resolution” (HTWR) details the rules of writing a resolution and is a great resource for delegates and Directors.

You should go over all the rules to writing a resolution during Session 1, so that delegates are clear on the rules and can ask you questions. They should also start writing their resolutions during this session and then continue for homework.

However, the HTWR and the session do not cover what happens after the first resolution draft is written. That’s when the Director’s job really starts.

After the delegates have written their first resolution drafts, they must be sent to the Director. Usually, the best way of organising incoming drafts is by having delegates name the files using this formula: committee abbreviation first name topic number (according to the conference website) draft number. So Ben’s first draft resolution on his second topic on the Disarmament Council would be called “DIS Ben t2d1”. While this file naming system makes it easier to keep track of files, a visual spreadsheet is also necessary to keep track of how quickly students are progressing. For example, colours could be used to show whether students have completed drafts since the last

session, and the comments and draft number boxes can be used to keep track of who needs help at the next session. Here is a sample resolution tracking sheet:

Assignment	Delegate	Positions	Topic 1	Drafts	Comments	Topic 2	Drafts	Comments	Topic 3	Drafts	Comments	Topic 4	Drafts	Comments
GA - USA	Amy	complete	East African food crisis	6	needs one more clause	Hepatitis	3	Complete	Illegal organ trade	5	Complete	Death penalty	3	Complete
ENV1 - USA	Brennan	complete	Trans boundary haze	4	complete	Nuclear waste disposal	4	complete	Refugee camps on host countries	1	Needs another pream	Biodiversity in oceans	4	Complete
ECO2 - USA	Charlie	complete	Caribbean sustainable development	1	Complete	Illegal immigration from sea	1	Complete	Mekong river water distribution	1	Complete	Juvenile crime in urban areas	5	Needs development
HRC2 - USA	Diana	complete	IDPs, refugees	3	Needs WORK	Indigenous Arctic people	3	Complete	Racial profiling	3	Complete	Human rights Cote d'Ivoire	3	Complete
DIS - USA	Edie	complete	Bioterrorism			Illegal arms in Latin America	3	Complete	Private military contractors	5	Complete	Drone warfare regulation	2	Complete

After receiving the drafts, the Director then has the often tedious and frustrating task of fixing them. First, surprisingly few delegates pay close enough attention to the How to Write a Resolution Guide, which means Directors spend a lot of time correcting comma placement etc.

The main part of the editing job is more content-based though. As a Director, you must not only check grammar and format, but also whether or not the solutions proposed make sense. While some things are easy to spot: preventing glaciers from melting by constructing tents around them to keep the air cold, most mistakes are trickier to discern and correct.

Some things to keep in mind: preambulatory clauses start with a word in italics and end with commas; operative clauses are numbered, start with an underlined word, and end in a semi-colon; there is only one full stop in the entire resolution: at the very end. Also, keep in mind that every resolution *must* have a minimum of three preambulatory clauses and three operative clauses. Furthermore, remember that each clause should be a separate solution, much like each paragraph in an essay is a different idea and should be focused on *how* the problem should be solved not *why* this particular clause is necessary.

A common mistake is to under-utilise existing non-governmental organisations (NGOs), especially for things like raising awareness, fundraising, or recruiting volunteers. Also, it's very important that all the clauses have enough incentives to convince the member states to actually implement them. With the exception of the Security Council, the committees don't have the authority to force member states to build new schools or enforce tighter border security measures. Incentives must therefore be put in place to make sure the resolution is implemented widely. By including phrases like "aided by willing and able member states and NGOs" or "aided by more economically developed countries (MEDCs)", less economically developed countries (LEDCs) are more likely to agree to the resolution as they won't be forced to pay for things they don't have the resources to cover. However, this cannot always be used as a solution; for example if a delegate is representing a MEDC, they are unlikely to have too many clauses with the above stipulations as that would mean their country would have to pay.

Once you have fixed the formatting errors and inserted comments to guide the students towards improving the

content, the resolution draft can be sent back for the delegate to revise. This back-and-forth continues until you feel the resolution is relatively solid and can be debated. **The file names should be changed by the delegates to reflect the changing draft numbers. When a resolution is finished, you change the file name to read “DIS Ben t2complete” before sending it back.* At this point, the resolution is complete. This usually takes four drafts per topic, but it is not uncommon for less experienced delegates to need more drafts.

There is no mandate that states that delegates must have good resolutions for all of their committee's topics, but it is best that they do. Most conferences ask that delegates have two resolutions finished before the conference. At Dulwich College Beijing, we require that delegates finish all four resolutions, and to a high standard. Four resolutions is a lot more work, but it means the delegates can participate more fully in debate at the conference, making the overall experience more successful.

**See Appendix 5 for sample unfinished resolutions*

Session 2: Work session with individualised assistance

Time: *1 hour*

Objective: *For delegates to work on resolutions during supervised time, and be able to work with each other and you to resolve any questions*

Materials to bring/prepare:

Director: *resolution tracking sheet*

Students: *most current resolution drafts*

Post session work:

Director: *edit resolutions*

Students: *send completed resolution drafts to Director*

By the time the second session of this section happens, you should have already seen at least one draft resolution from each student and sent it back with edits. This session can then focus on giving the students more supervised time to work on their resolutions and give you time to pull the students out one by one to go over their resolutions individually and suggest improvements. **If you have experienced older delegates, they can assist you in this process.* This is also a good time to get delegates to go back to their Positions and make sure none of their clauses contradict or deviate from their previously researched Positions.

This kind of work session can happen once or can be continued over a few sessions, as the Director feels is necessary. However, the process of receiving, editing, and sending back resolutions must continue outside of sessions until all resolutions are complete.

Unit 4: Practice Debates

This is essentially what all the other preparation has been leading up to. As mentioned initially, being able to recite rules is not useful, so it's best to focus on making sure delegates understand the flow of debate and how to participate rather than the exact definitions of motions. At conferences, the experienced Student Officers who facilitate the committees are very willing to answer questions and are lenient towards honest procedural mistakes.

If you have students who are preparing to be Student Officers, this is when you should bring them in and have them Chair the practice debates, it gives both them and the delegates practice in debate situations.

This section breaks down into these sessions:

Session 1:	How to debate
Session 2:	Start/Stop debate
Sessions 3+ :	Practice debates

Session 1: How to debate

Time: *1 hour*

Objective: *To introduce delegates to the rules of debate*

Materials to bring/prepare:

Directors: *Delegate Preparation Guide*

Students: *Delegate Preparation Guide*

Post session work:

Director: *edit resolutions*

Students: *send completed resolution drafts to Director*

During debate, all delegates must speak solely in the third person. Also, all speeches made by delegates during formal debate must start “Honourable Chairs, fellow delegates, esteemed guests” and finish with “Thank you”.

Please see Appendix 6 for information on how debate actually flows. In terms of learning points and motions, Directors and Students should use the *Delegate Preparation Guide* that can be found at www.dimun.info.

You should spend this session going over the rules of debate with your delegates to make sure there are no questions.

Session 2: Start/Stop debate

Time: *1 hour*

Objective: *To get delegates used to how MUN debate actually works*

Materials to prepare/bring:

Director: *a completed student resolution to debate, and copies (electronic or hard copies) for delegates*

Post session work:

Director: *edit resolutions*

Students: *send completed resolution drafts to Director*

At this point, hopefully you have at least one resolution that is strong enough for debate, if not, use the example one enclosed in the HTWR pdf. Unless there are experienced MUN students available, the Director will have to act as the Chair for the practice debates. **See Appendices 6 and 7 for resources on how to Chair a MUN debate.*

The best way for your delegates to learn the rules of debate is to simply start using them. However, to make sure that they fully understand what's going on, the first debate should be relatively informal and stop after each section to explain what's going on and what will be happening next. For the purposes of practice debates, delegates can be assigned random countries and will not be expected to conduct research on them. For good debates, you should give them each a brief oral summary on their country's position on the topic right before debate starts, so they have enough to form information a basis for the debate.

Sessions 3+ : Practice debates

Time: *1 hour per session*

Objective: *For delegates to get used to and comfortable with MUN debates*

Materials to bring/prepare:

Director: *resolutions for debate*

Post session work:

Director: *edit resolutions*

Students: *send completed resolution drafts to Director*

Once you're reached this point, the whole rest of the preparation time can be used for practice debates. Using a different delegate's resolution each time, delegates can rotate representing their real country versus new challenges and familiarise themselves with the rules of debate.

Appendix 6 has a very clear script that you can follow to successfully Chair practice debates, but there are some tips not in the script. One of the most common problems that comes up during debate is that no delegates wish to speak. In that case, ask for speakers again (this applies to points of information as well), and then warn delegates

that without volunteers, you will be forced to call on people. If the silence persists, force people to make speeches and points of information.

If debate is not progressing because of a lack of understanding or persistent silence, you can stop debate and explain what is going on. Also, you can follow every Chair script line with a “translation” to “normal English”. For example, after saying “Is the delegate open to any points of information?” you would then say “that means, are you willing to answer any questions?”.

If debate is stalled for lack of problems in the resolution, you can stop debate and (nicely) point out some areas that could be improved. While they may not be obvious to the delegates, they will be more obvious to your editing skills. Once delegates have some ideas, debate usually flows much better.

Similarly, when delegates are assigned random countries for a debate, they will often have no idea what their country’s position is on the topic. So it is a good idea, before every debate, to just quickly go around and tell each delegate with an unfamiliar country what his or her position. You do not need to go in to a lot of depth, just enough so they have a basis to work off of.

Another good way to improve debate if you have noticed the quality of public speaking deteriorating is dedicating a session entirely to speaking skills. Give delegates random topics and 30 seconds to prepare, then have them present to the group. This is great impromptu speaking practice, which improves debate.

One last thing that must be done before the conference is opening speeches. At the very beginning of the conference, each delegate must make an opening speech in front of his or her committee. The speech must outline the delegate’s country, which of the committee’s issue or two issues the country is most concerned with and why, possibly a brief summary of an idea for a solution, and the delegate’s hopes for good debate. Opening speeches should not be a report on the country’s geographical location or a list of random statistics. When delegates listen to opening speeches, they should be trying to find delegates focusing on similar issues who they can work with during lobbying. Opening speeches should generally be no more than a minute long, though some conferences have stricter time limits. Make sure that opening speeches are professional and well rehearsed. Practicing for opening speeches can be a good opportunity to practice general speech skills as well, though it is important to remember that most speeches made during conferences do not have the benefit of being pre-prepared. **See Appendix 8 for sample opening speeches.*

What to Expect at a Conference

Regardless of the amount of preparation your delegates, Chairs, and press members have, they will be nervous before the conference. Your job is to make sure they have everything they need when they arrive, to watch them during the conference - not to supervise, but to support them - and to encourage them to continue afterward.

Schedule

This is a general outline of what to expect at a conference. Some conferences are longer than others, but they all generally follow the same format.

Day 1:

Opening ceremony

Delegates make opening speeches in committees

Lobbying begins

Day 2:

Lobbying continues for a few hours

Debate starts

Day 3:

Debate continues

Closing ceremony

Delegates

Delegates must arrive at the conference with the following:

- formal dress (the exact rules depend on the conference, but the website will generally have that information. Male delegates are usually expected to wear a tie and blazer)
- pens/pencils
- 4-5 printed copies of *each* completed resolution
- a copy of each complete resolution on a USB stick
- printed copy of opening speech
- official notepaper (**See Delegate Preparation Guide for details*)

Position Papers and computers are optional.

One thing that really helps delegates, especially new ones, feel successful during and after an MUN conference is having achievable and individual goals. Whether you help them make these goals in a group or individually,

helping students set a realistic goal and then watching them achieve it is a great way to ensure that they enjoy the conference. While most conferences give out a few awards for each committee, in most cases, your goal as a Director is not for your delegates to bring home as many of these awards as possible. Often the goals are simpler. For example, a new and shy delegate's goal may be to make two speeches over the course of debate. While this may seem small, often by achieving this goal, the delegate is emboldened to go beyond it and speak a total of four times. Another good goal to have in mind is for a less timid delegate to try and main-submit or main co-submit a resolution during debate. For more confident delegates, you can encourage them to really go for it and aim to speak as much as possible; it all depends on your individual delegates. However, it's important to note that regardless of ability, each delegate has an individual goal to strive for, and that you recognise their efforts during and after the conference.

At the conference, the delegates will be split into different rooms. As a Director, you are entitled to wander between them at will, and even take pictures, provided you are quiet and do not disrupt debate. Regardless of what your delegate is saying or perhaps failing to say, you cannot interfere with debate. It is important that you spend time in each committee your delegate is in, both to support them and to see their progression over the course of the conference. Sitting in on committees is also a great way to learn from other delegates and Chairs about how to prepare your delegates for the next conference.

One thing that I personally do is try and find my delegates at any break. Directors are given the full schedule of snacks and lunches, so I try and catch all of my delegates throughout the day so that if they have concerns or achievements, they can tell me about them right away.

Another personal thing is that I write my delegates notes during debate, about a speech they've just made etc. When I myself was a delegate, getting notes from my Director (as long as I wasn't in trouble) was a huge confidence boost and something I really looked to receive.

However, make sure that if you are going to talk to your delegates individually during breaks or notes, you keep it brief and encouraging. Larger tips or issues can be dealt with during longer breaks like lunch; you don't want to distract them from debate. Also, keep in mind that you give all your delegates about the same amount of attention, even if some are more confident than others. No delegate should feel left out, even if it's because you feel they don't need guidance. That just breeds resentment.

Chairs

Chairs must arrive at the conference with the following:

- formal dress
- pens/pencils
- at least one empty USB stick
- a computer/charger
- the Official Chair Guide (which should be provided by the conference in advance)

**some conferences do not provide notepaper for Chairs, check the conference website to make sure*

Printed research reports are optional.

At the conference, the Chairs will be split into different rooms. As a Director, you are entitled to wander between them at will, and even take pictures, provided you are quiet and do not disrupt debate. Regardless of what your Chairs are saying or perhaps failing to say, you cannot interfere with debate. It is important that you spend time in each committee your Chairs are in, both to support them and to see their progression over the course of the conference. Sitting in on committees is also a great way to learn from other delegates and Chairs about how to prepare for the next conference. Although Chairs are always experienced MUN participants, and often older than the delegates, they still want their Director's support and approval during the conference, so visiting Chairs is just as important as visiting delegates.

Press

Press members must arrive at the conference with the following:

- official Press t-shirt (most conferences do this, but not all. If not, the conference will likely inform the Press members of the dress code)
- notebook
- pens/pencils
- empty USB sticks
- computers

At the conference, the Press team will be very busy running around, probably on a very different schedule from everyone else. It's important to include Press in daily meetings with the whole group, and to visit them in the Press area, because even though they are on a different schedule from the rest of the conference and are performing quite different jobs, they are still working very hard and must not feel left out.

Directors

During the conference you will have very little to do, as your main job is to prepare your delegates beforehand.

The conference organisers will try and make sure you have everything you need, but you can make their job a lot

easier by keeping out of their way and trusting that they will take care of your delegates. Bring along some work; coffee and a quiet room will usually be provided. However, despite this, it's important to remember to constantly support your delegates by being in the committee rooms. A lot of Directors go around to each room at the beginning and end of every day, but spend the rest of their time sitting in the Director's room marking papers. While conferences can obviously be a good time to catch up on work, it makes a huge difference to delegates to know that their Director is really supporting and encouraging them. As mentioned above, helping delegates set goals before the conference is a really good thing for them, but it loses a lot of its value if not followed up during and after the conference.

A good way to do this is have team debriefings at the end of each conference day, where each delegate can share with you and the group a high point and something to work on the next day. Then, if you can encourage them to achieve that specific goal the next morning, they will go into debate with high spirits.

How to Expand Past One Conference

After your delegates have successfully attended one conference, you will hopefully be signing up to attend another one. However, keeping experienced delegates involved and recruiting new students are crucial to ensuring future successful conferences. Thus, this section breaks down into three parts:

Section 1: How to recruit new students

Section 2: How to keep experienced delegates interested in MUN

Section 3: Paths to becoming a Chair

As this part of MUN is not strictly about preparing for a conference, all of this is done outside of normal session times, and follows no strict timeline. In fact, it varies greatly by student, school, and number of MUN conferences your school attends. Obviously, all three sections can be more easily done with more conferences, but even with just one conference it is possible to recruit new students, engage experienced ones, and prepare interested and promising students for further MUN “careers”.

Aside from these three things, another important step to expanding your school’s MUN participation is try and find new conferences to attend. This can be done by asking other MUN clubs, finding other THIMUN-affiliated conferences, or asking conferences you already attend. Most conferences have a waiting list, so even if your school is not ready yet to go to the conference, it may be worth it putting your name on the list in advance.

Section 1: How to recruit new students

Recruitment methods, although different for every school and situation, do share some common features, based mainly on the age of the targeted students. There are two main ways to successfully recruit new students to MUN activities, and that is through utilising faculty, and by using experienced delegates.

As a collective whole, the teachers have a good understanding of every student’s strengths and weaknesses as well as their potential. By promoting the cause of MUN and explaining what qualities you are looking for in a delegate, it is easy for teachers to be on the lookout for potential talent. As most schools do not have classes like MUN, it can sometimes be hard to tell what to look forward, but good indicators are interest in debate, interest or skill in public speaking, interest in politics, and sometimes simply leadership potential - which often seems to involve simply being loud.

One of our most promising delegates was recommended by her English teacher, whose reason was simply “She’s loud, and other students listen to her”. Sometimes, that is all you need. Political knowledge is definitely not a requirement, as that can be taught and honed. However, a student who is painfully shy

may not be ready to be pushed in to an activity.

One of our most promising delegates was recommended by her English teacher, whose reason was simply “She’s loud, and other students listen to her”. Sometimes, that is all you need. Political knowledge is definitely not a requirement, as that can be taught and honed. However, a student who is painfully shy may not be ready to be pushed in to an activity. The other method of recruiting new students is allowing experienced ones to essentially advertise the activity. Your job is to tell them to recruit people, and then make sure - through school assemblies and notices - that interested students have information and ways to contact you.

One of the benefits of having experienced delegates advertise the activity is because they will not only know how to appeal to their peers, but they also are aware of the traits needed to be a good delegate, as they have gone through the experience themselves. Thus, this can often be a powerful way of finding new talent.

Quite recently, our DIMUN II delegates were informed that we were recruiting new students for next term. Within a week there were five new students, personally recommended by experienced delegates, all of whom showed potential.

Section 2: How to keep experienced delegates interested in MUN

For any activity to prosper, continuity is key; preferably both continuity in leadership and in participation. Recruiting new students is important, but keeping experienced delegates involved is also crucial. However, especially for schools that attend one or two conferences, this can be difficult, particularly for KS3 experienced delegates. Generally speaking, experienced delegates who enjoyed their first experience will sign up again without prompting, the hard part is keeping them interested once they have done so.

As tempting as it may be, resist the impulse to place the delegate on the same committee - even if it has different topics, there is a different country, and it is a different conference altogether and regardless of how well they may have performed on that committee or with those topics in the past. Unless you are helping the student develop a speciality (**see Paths to becoming a Chair*), placing them on the same committee will not seem like progress.

As in most areas, not all MUN committees are created equal. Generally speaking, the Security Council is the most difficult committee, followed by whichever committee has the smallest number of delegates. In KS3 conferences, Disarmament is typically harder than GA, ENV, ECOSOC, or HRC. In KS4/5 conferences, the smaller the committee, the harder it is. So when it comes down to making assignments, this is an important thing to keep in mind. One way to challenge experienced delegates is to put them in a harder committee.

However, not all experienced delegates are ready to be moved to a harder committee. Generally, you judge this by looking at the quality of their resolutions from last time, and thinking about how much difficulty they had understanding the topics.

For example, when one of our delegates was preparing for her second conference, she put Security Council as her first choice. However, based on her difficulty understanding topics at her first conference, she was assigned GA instead. At her first conference, she was HRC. By assigning her GA at this one, she is still challenged by a new country and new topics and is making progress, but is not pushed too far. Maybe for her next conference she could be on SC or DIS, but for now putting her on a committee like that would only scare and demoralise her.

For example, when one of our delegates was preparing for her second conference, she put Security Council as her first choice. However, based on her difficulty understanding topics at her first conference, she was assigned GA instead. At her first conference, she was HRC. By assigning her GA at this one, she is still challenged by a new country and new topics and is making progress, but is not pushed too far. Maybe for her next conference she could be on SC or DIS, but for now putting her on a committee like that would only scare and demoralise her. Some delegates *are* ready to be pushed into harder committees, though they may not know it. In that case, it is your job to help and support them during the preparation process, even if they seem to be moving backwards in terms of knowledge instead of forwards. This is a common problem when experienced and talented delegates try SC for the first time, as the rules of debate and quality of resolutions is so different.

Section 3: Paths to becoming a Chair

One of the best ways to challenge an experienced delegate is to encourage them to apply to be a Student Officer at a conference, commonly called a Chair. While this is not always possible as Chairs must be KS4/5 students, it is definitely a good goal to strive for. The conventional route to becoming a Chair is to go to lots of conferences as a delegate, and then write a solid application letter.

Overall, there are a few guidelines to follow, no matter which profile your prospective Chair falls fits:

- Chairs must be KS4/5 students
- Chairs must have previous MUN experience, even if it is not much experience
- Chairs must have a good understanding of why they want to be a Chair and what is required of a Chair, and this must show up in their application
- Generally speaking, a delegate only needs 2-3 conferences to apply to be a KS3 Chair
- Similarly, a delegate needs about five conferences (at least one KS4 one) and preferably some practice Chairing practice debates to apply to Chair a KS4/5 conference
- Keep in mind that many conferences have far too many Chair applicants, and will likely choose only 1-2 per school. This is where your recommendation letter (which is attached to their application letter) becomes very important.

- Ideally, Chairs should be fully committed to MUN (a lack of this conviction is easy to see in application letters, and a main reason for rejections)

Outside of these guidelines, there are actually many pathways to becoming a Chair: as a specialty delegate, as a student leader, as a very experienced delegate, or even as a delegate with Press experience. A good way to engage students is to help them think about their own individual pathway, and how you two can work together to develop it and follow through. Here are some example pathways to becoming a Chair.

**For sample application letters, see Appendix 7*

Alex: conventional experienced delegate

KS3: attend as many conferences as possible, committee doesn't matter, just get a solid foundation in MUN as a whole and many different topics and countries.

Year 10: attend at least one high school conference, or Chair practice debates in school

Alex would then write an application focusing on his overall love of MUN and how his varied experiences have taught him the importance of being well rounded. His application would focus very little on which committee he wants to Chair, and would be suitably humble.

Bianca: specialty delegate

KS3: attended a good number of conferences, mainly in the same committee or with similar topics.

Year 10: attended a high school conference in a similar committee, if not the same one.

Bianca would then write an application focusing on her experiences honed in this particular area, for example HRC, ECO, or SC, going in to some detail about how past experiences relate to current topics in that committee. Her application would be less about her sheer number of conferences attended, and more about her sizeable knowledge in this specific committee.

For example, one of our delegates has always showed an interest in economics. It is his favourite subject in school, and he is very knowledgeable about it. Knowing this, he was given GA2 at his first conference, and did very well. At his next conference, he was assigned ECOSOC, as it also had economic topics. Thus, when he applied to Chair for the first time, he was able to draw on these experiences with these topics and successfully got the ECOSOC Chair job because he had so clearly demonstrated an affinity for the nature of the committee.

For example, one of our delegates has always showed an interest in economics. It is his favourite subject in school, and he is very knowledgeable about it. Knowing this, he was given GA2 at his first conference, and did very well. At his next conference, he was assigned ECOSOC, as it also had economic topics. Thus, when he applied to Chair for the first time, he was able to draw on these experiences with these topics and successfully got the ECOSOC Chair job because he had so clearly demonstrated an affinity for the nature of the committee.

Charlie: student leader with less MUN experience

KS3: attended a few MUN conferences, thoroughly enjoyed them all, and has had other or related leadership roles (Student Council etc.)

KS4: has attended one high school conference

Charlie's application would talk about his experiences learning and developing as a leader. He would then link this knowledge to what he has seen in MUN, and then talk about how he could merge these skills with MUN to become a good Chair. Although it is always important to emphasise ability to work in a team in Chair applications, it would be especially important for Charlie as he would have relatively less MUN experience.

Diana: relatively knowledgeable delegate with Press or Admin experience as well

KS3: has attended one or two MUN conferences

KS4: attended an MUN conference, but as Press or as Admin

While these types of applicants are more rare, they can be successful if they talk about the variety of MUN skills they have developed such as organisation and being well rounded. Also, it would be important for Diane to make her understanding of the topics clear in her application, and beneficial if she could work in non-MUN leadership or debate experiences.

Appendix 1: Suggested Research Resources

While the Internet as a whole is a great place to research both countries and committees, the following sites are especially good resources for delegates to use.

The CIA World Factbook is the best tool for finding statistics about countries.

<https://www.cia.gov/library/publications/the-world-factbook/>

The BBC also has country profile resources. They are not as statistic-heavy, but sometimes provide new insights.

http://news.bbc.co.uk/2/hi/country_profiles/default.stm

One of the best places for topic research is the Council on Foreign Relations website. While most of the articles are from a US foreign policy perspective, the thorough Backgrounders provide very extensive coverage of a variety of issues. http://www.cfr.org/publication/by_type/backgrounder.html

The Economist has resources and articles on some topics, as well as some countries.

<http://www.economist.com/topics>

Many conferences require Student Officers to write Research Reports on the specific issues, which are good places for your students to get an introduction to the issue. However, Research Reports are often not available when students are doing research, as they tend to come out later. However, many conferences archive past Research Reports, and so if topics overlap, those can become resources for delegates. Conference websites to check include:

www.dimun.info; www.mymun.org; www.thimunsingapore.org; www.thimun.org

Aside from these sites, any reputable news site is generally a good place for delegates to find topic research.

Appendix 2: Country Profile Template

Read the introduction (take notes if necessary)

Bordering countries:

Natural resources:

Natural hazards:

Environment International Agreements:

Population:

Life expectancy:

HIV/AIDS prevalence rate:

Major infectious diseases:

Drinking water source:

Sanitation facility access:

Ethnic groups:

Religions:

Languages:

Literacy:

Government type:

Capital city:

Head of State:

International Organisation Participation

Read economy overview

GDP per capita

Labour force by occupation

Population below the poverty line:

Inflation rate:

Agriculture projects:

Industries:

Do they produce electricity? Oil? Natural gas?

Exports commodities:

Exports partners:

Imports commodities:

Imports partners:

Airports:

Military service age and obligation:

Transnational Issues:

Appendix 3: Sample Country Profile

- Turkey -

Bordering countries: Armenia, Azerbaijan, Bulgaria, Georgia, Greece, Iran, Iraq, Syria

Natural resources: coal, iron ore, copper, antimony, mercury, gold, barite, borate, celestite, feldspar, limestone, magnesite, marble, perlite, pumice, pyrites, clay, arable land, hydropower

Natural hazards: severe earthquakes, volcanoes

Environment International Agreements: Air Pollution, Antarctic treaty, Biodiversity, Climate change, Desertification, Endangered Species, Hazardous Wastes, Ozone Layer Protection

Population: 79749461 people

Life expectancy: 72.77 years

HIV/AIDS prevalence rate: less than 0.1%

Physicians per population: 1.451 physicians/1000 people

Drinking water source: 99%

Sanitation facility access: 90%

Ethnic groups: Turkish 70-75%, Kurdish 18%, other minorities 7-12%

Religions: Muslim 99.8%, others 0.2%

Languages: Turkish, Kurdish

Literacy: 87.4%

Government type: republican parliamentary democracy

Capital city: Ankara

Head of State: Prime Minister Recep Tayyip Erdogan

International Organisation Participation: EU, FAO, G-20, IAEA, ICC, ILO, IMF, Interpol, IOM, IPU, NATO, OAS, OECD, UN, UNCTAD, UNESCO, UNHCR, UNIDO, UNRWA, WHO, WMO, WTO

Notes on economic overview:

1. Free market economy is increasing
2. GDP ratio fallen 40%

GDP per capita: \$14600

Labour force by occupation: 25.5%

Population below the poverty line: 16.9%

Inflation rate: 7.8%

Agriculture products: tobacco, cotton, grain, olives, sugar beets, hazelnuts, pulse, citrus, livestock

Industries: textiles, food processing, autos, electronics, mining, steel, petroleum, construction, lumber, paper

Do they produce electricity? Oil? Natural gas? Yes

Exports commodities: apparel, foodstuffs, textiles, metal manufactures, transport equipment

Exports partners: Germany 10.1%, UK 6.4%, Italy 5.7%, France 5.3%, Iraq 5.3%, Russia 4.1%

Imports commodities: machinery, chemicals, semi- finished goods, fuels, transport equipment

Imports partners: Russia 11.6%, Germany 9.5%, China 9.3%, US 6.6%, Italy 5.5%, France 4.4%, Iran 4.1%

Airports: 99

Military service age and obligation: 19- 41 years of age

Refugees and IDPs: 1-1.2 million (fighting in 1984-1999 between Kurdish PKK and Turkish military

Illicit drugs: key transit route for Southwest Asian heroin to Western Europe; major international trafficking hotspot, lax enforcement of anti-laundering laws.

Appendix 4: Sample Position Papers

Combating violence and discrimination against targeted towards lesbians, gays, bisexuals and transsexuals.

What is the problem?

It is estimated that about 15% of the world's population are gays, lesbians, bisexuals and transsexuals. A recent study of 390 gay, lesbian, bisexual and transgender (LGBT) people showed that one in every seven live in fear of homophobic violence. Furthermore, approximately 85% of the respondents experienced some kind of homophobic violence or harassment in their life. Another study of 3134 Australian LGBT people found that 61% had suffered from verbal abuse, 18% had suffered from physical assault and 69% had suffered from other kinds of homophobic attacks. Discrimination towards LGBT people has also brought up health concerns for this population, as they often face discrimination in terms of medical care as well, causing further marginalisation and injury.

How does this problem affect Finland?

Although Finland does not have many gays, lesbians, bisexuals and transgendered people, it has progressive laws protecting the rights of LGBT citizens. In 1995, violence and discrimination based on sexual orientation was criminalized with similar legislation regarding discrimination against gender identity being criminalized in 2005. Since homosexuality became legal in 1971, Finnish people are very tolerant of homosexuality. Finland, a so-called "gay friendly country", has many laws protecting LGBT citizens against discrimination such as legal protection against work place discrimination. Gays and lesbians are also welcome to take part in the army. Since 2002, civil unions have also been recognised, though full marriage rights are not.

How does Finland think the problem should be solved on a global scale?

Although Finland already has policies prohibiting discrimination against LGBT people in workplaces and in terms of violence, Finland thinks existing policies should be enforced more strongly to ensure that no homophobic violence is actually carried out. Finland also believes there should be more general education and public awareness about being LGBT, to improve tolerance and understanding.

**This is one topic's Position Paper, each delegate should have at least this much research for each of their topics.*

Appendix 5: Sample Unfinished Resolutions

FORUM: The Economic and Social Council

QUESTION OF: Preventing juvenile crime in urban areas

MAIN SUBMITTER: The United States of America

The Economic and Social Council,

Realizing that the number of juvenile arrest rate decreased over the last 20 years,

~~*Alarmed* by the fact that juveniles are committing crimes, as they are the future of society,~~ **Too vague: doesn't state anything about the problem, or any reaction about your policy**

~~*Aware* that this is a global issue,~~ **This is much too simple. If the topic was a global problem, you wouldn't be writing a resolution on it.**

You need at least two more preambulatory clauses

1. Asks member states to begin advertising campaigns using mass media to raise public awareness about the problems caused by juvenile crimes and methods to prevent them;

You need at least two more clauses. Considering your country has the resources and the problem, they are likely to try to actually solve the problem. So beyond public awareness, prevention programs in schools as well as improved child care services could be ideas to explore.

FORUM: Special Conference

QUESTION OF: Combating the increasing rate of ocean acidification

MAIN SUBMITTER: United States of America

The Special Conference,

Fully Aware that ocean acidification affects a lot of marine life, **can you be more specific here?**

Understanding that ocean acidification is caused by carbon dioxide emissions absorbed by the water,

Bearing in mind that 83% of the world is still using fossil fuels, **link this more clearly to ocean acidification**

1. Encourages member states to begin or bolster advertising campaigns to raise public awareness of the problems caused by fossil fuel usage and carbon dioxide emissions, through means including, but not limited to:
 - a. all forms of relevant media,
 - b. public school curriculums,
 - c. parental study groups, **what do you mean by this subclause?**
2. Recommends member states encourage the use of renewable, clean energy through means including, but not limited to:
 - a. ~~geothermal,~~
 - b. ~~wind,~~

e. solar;

These subclauses need to be about how countries will encourage the use of clean energy, not the different types of clean energy they could use. For example, subsidising clean energy companies, working on international solutions etc.

3. ~~Encourages member states to bolster advertising with content of but not limited to:~~
 - a. ~~Personal carbon footprint which can include but is not limited to~~
 - b. ~~reduce usage of electrical appliances~~
 - c. ~~limit usage of gasoline~~ **this is too similar to clause one, and clause one is better.**
4. Asks member states to send appropriate experts and scientists to an annual international conference to collate their findings on the effects of ocean acidification and possible solutions.

Forum: Environment Commission

Question of: Combating the issue of algae blooms and their detrimental effects on maritime environments.

Main Submitter: Saudi Arabia

The Environment Commission,

Noting that algae blooms primarily damage fishing, aquaculture, and recreation industries, **This is alright, but could you be more specific in terms of amount of damage caused?**

Alarmed that there are no current ongoing national research initiatives to prevent, control, and mitigate the damages of algae blooms in the United States,

Considering the fact that United States of America has a record of \$49 million loss in 1992, due to the algae blooms along coastlines, **Good statistics, but make sure that the resolution isn't too USA-centric**

~~*Recognizing* that algae blooms are caused not only in coastlines, but in ponds and lakes, due to eutrophication,~~ **You don't need that many preams, and this is your weakest.**

Alarmed that neurotoxins such as saxitoxins can cause fish kills and harm humans who eat seafood from the particular area with HAB, **define HAB**

1. Recommends that all member nations increase the general price of artificial pesticides, and insecticides by at least 30%, and to impose heavy tax on imported pesticides and insecticides; **incentives for countries to do this?**
2. Encourages all able member nations to construct search towers near appropriate coasts and ponds in order to observe the color changes of the sea over period of time, and to constantly provide daily updates through the Internet, in order to protect citizens from ingesting harmful toxins; **what about countries who can't do this? how will citizens know about this issue? If they don't know to go to the website or why to go to the website, they won't care enough to follow what the website says...**
3. Strongly recommends all member nations suffering from HABs to implement water monitoring systems, with the helps from relevant non-governmental organizations (NGOs) such as the United Nations Environment Program (UNEP), which will monitor nutrient levels such as, but not limited to:
 - a) iron levels,
 - b) oxygen levels; **are these subclauses necessary?**

4. Urges member nations, with the help of relevant NGOs and more economically developed countries (MEDCs), to reduce harmful algal growth through methods such as, but not limited to:

a) decreasing the level of excess nutrients in the water, through measures such as, but not limited to:

i) replacing and repairing the septic tanks near water sources,

ii) using more permeable road paving materials,

iii) maintaining and creating riparian forests near coasts and streams,

iv) encouraging farmers near maritime ecosystems to use fewer fertilisers,

b) utilising high-technology equipment, such as but not limited to ultrasonic sound waves system and ultraviolet sterilizers; **Could clause 3 be brought in to this clause as a subclause and then make the overall clause about improving water infrastructures?**

5. Decides to remain actively seized on the matter.

Appendix 6: How to Chair an MUN debate

Here is a script with the basic phrases of Chairing. Follow this script, and debate should flow smoothly.

Chair: The House will now come to order. The next resolution to be debated is on the question of _____ (*full name of the topic*). Would the main submitter please approach the podium and read out the operative clauses? *after delegate reads only the operative clauses of the resolution to be debated:*

Thank you, delegate. Delegate, you now have the floor. *Delegate delivers opening speech*

Thank you, delegate. Is the delegate open to any Points of Information? *Delegate says yes, or states numbers*

The delegate of _____ has opened himself/herself to _____ (*generally start with 3, open it to more if there is a lot of interest/time*) Points of Information. Are there any in the House at this time? The Delegates of _____, _____, and _____ you have been recognized in that order. *Points of information proceed*

Thank you. Would the delegate please yield the floor back to the Chair or to another delegate?

If the delegate yields the floor back to the Chair

That is in order. The floor is now open. Are there any delegates that wish to speak on the resolution as a whole? The delegate of _____, you have been recognized. Please approach the podium. *The whole process then repeats*

If the delegate yields the floor to another delegate

That is in order. The delegate of _____, you have been recognized. Please approach the podium. *The whole process then repeats, but this delegate cannot yield the floor to another delegate*

When entertaining an amendment

Delegate: The delegate has submitted an amendment to the first degree.

That is in order. (*Make sure that you have received the amendment in advance from the delegate, who will have written it on a piece of paper and given it to you*) The amendment to the first degree reads _____ (*read the entire amendment*). The Chair sets a closed debate time of 2 minutes for and 2 minutes against this amendment. Delegate, you now have the floor. (*These time limits can be changed depending on the controversy caused by the amendment. No matter what, set 2 minutes for and against, but then allow it to go on as needed. No one will be keeping track of how long each side really gets. As a general rule of thumb, contentious amendments should get two speakers per side, other amendments should only have one per side.*)

When time for an amendment has elapsed (aka after 2 minutes)

Time *for* this amendment to the first degree has now elapsed. We will now move directly into time against this amendment. Are there any delegates that wish to speak against this amendment? (*entertain the same amount of for and against speakers*) *Process continues*

If a delegate speaking against moves an amendment to the second degree (during time against the amendment to the first degree)

Delegate: The delegate has submitted an amendment to the second degree.

That is in order. (*Make sure that you have received the amendment in advance from the delegate, who will have written it on a piece of paper and given it to you*) The amendment to the second degree reads ____ (*read the entire amendment*). The Chair sets a closed debate time of 2 minutes for and 2 minutes against this amendment. Delegate, you now have the floor. (*These time limits can be changed depending on the controversy caused by the amendment. No matter what, set 2 minutes for and against, but then allow it to go on as needed. No one will be keeping track of how long each side really gets. As a general rule of thumb, contentious amendments should get two speakers per side, other amendments should only have one per side.*)

When time for an amendment has elapsed (aka after 2 minutes)

Time *for* this amendment to the second degree has now elapsed. We will now move directly into time against this amendment. Are there any delegates that wish to speak against this amendment to the second degree? (*entertain the same amount of for and against speakers*) *Process continues*

When voting on an amendment once time against an amendment has elapsed

Time against this amendment to the first/second degree has now elapsed. We will now move directly into voting procedures for this amendment. Delegates may vote for, against, or abstain. All delegates wishing to vote for this amendment, please raise your placards high. Thank you. All delegates wishing to vote against this amendment, please raise your placards high. Thank you. With ____ votes for and ____ votes against, and ____ abstentions, this amendment passes/fails. **Not all conferences allow delegates to abstain on amendments. Make sure to check this before the conference and prepare your delegates accordingly.*

If it passes: Please make the appropriate changes to your resolution.

If it fails: Please do not make any changes to your resolution.

When voting on a resolution

Seeing as debate time on this resolution has elapsed, we will now move directly into voting procedures for this resolution as a whole. Delegates may vote for, vote against, or abstain. All delegates wishing to vote for this resolution, please raise your placards high. Thank you. All delegates wishing to vote against this resolution, please

raise your placards high. Thank you. All delegates wishing to abstain, please raise your placards high. With ____ votes for, ____ votes against, and ____ abstentions, this resolution passes/does not pass.

If it passes: Clapping is in order.

If it fails: But lets give a round of applause to the efforts of the main submitter.

**NGOs and UNOs cannot vote on amendments or resolutions*

Appendix 7: Common Chairing Mistakes

Mistake: Forgetting that is debate time on the amendment rather that the resolution as a whole.

Solution: Keep track of debate by either writing it down, or doing nothing else.

Mistake: Delegates raising their placards immediately after a speech even though you haven't called for points of information yet.

Solution: Remind delegates to keep their placards down until you have asked for points.

If you have to, don't recognize those who have their placards up before you ask.

Mistake: Delegates using points of information to the Chair to attack a resolution.

Solution: Remind delegates that it is out of order, and if it occurs often, explain the difference between the two points. Furthermore, you can ask delegates to sit down and refuse to entertain their points if they abuse the point.

Mistake: Continuing debate straight after asking the House to come to order.

Solution: Wait for half a minute for the house to come to order. If you are silent, delegates will follow your example.

Mistake: Calling the house to order every time they laugh. Although laughing can disrupt debate, a small chuckle at a specific remark made in a speech (as long as the laugh is not malicious) is not harmful. In fact, trying to stop even involuntary exclamations of mirth when they are not disrupting debate just makes the Chair look unreasonable.

Solution: Allow light laughter if appropriate, and only call the house to order if the laughing becomes uncontrollable.

Mistake: Forgetting to set closed debate time for amendments before the amendment submitter makes their speech.

Solution: Wait for the delegate to finish, but before you ask about points of information, state that "The Chair sets 2 minutes for and 2 minutes against this amendment".

Appendix 8: Sample Opening Speeches

Honourable Chairs, fellow delegates, and welcome guests,

The delegate of France thinks that it is an honour to be here at this conference. The delegation of France is concerned with all topics presented to this General Assembly, we believe that combating piracy in the Gulf of Aden is the most important question of all. Improving anything starts with improving our knowledge of the situation. If we can manage to avoid piracy not only around the Gulf of Aden but also around the world people in our world would be safe and secure. The topic preventing trafficking of weapons and humans, in our opinion, is also important. We call upon all states to work on these topics, and solve it as quickly as possible.

France is looking forward to fruitful debate. Thank you very much.

Honourable Chairs, fellow delegates and welcome guests,

The delegate of Israel is honoured to be here at the first DIMUN conference. The delegate thinks that all the topics to be discussed are crucial. However, the delegate is most interested in the topic of defining the rights of Palestinian refugees, because the topic concerns Israel greatly and may hold the key to a peaceful solution for the region.

This delegate hopes that there will be many practical resolutions created here.

Thank you.

Respected Chairs, fellow delegates, and welcome guests,

The delegate of the United States of America is very glad to be here at this conference. This delegate is concerned with all four topics to be debated during this conference, but this delegate believes that the right of free press in armed conflict countries and the right of Palestinian refugees are the most important because free press is needed to ensure a free society to all member nations and the right of Palestinian needs to be solved as soon as possible to prevent worse situations between countries.

The delegate of the United States of America looks forward to debate.

Thank you.

Appendix 9: Sample Chair Applications

The format of application letters varies between conferences, but the main part is the application letter from the candidate, followed by a recommendation from you.

Dear Sir or Madam:

I would like to apply for a position as a Chair in the DIMUN 2011 conference. I believe that I am qualified to be a chair.

I have attended one conference as a delegate representing the ROK in the ECOSOC2 council and am attending the THIMUN that will be held in November representing Zambia in GA1. Even though I have taken part in a conference as a chair I believe that having grown up in Beijing and New Zealand, being schooled in an international environment, having the opportunity to interact with peers from many nations. Also the fact travelled to many countries around the world allows me to be able to analyse different issues fully from different point of views.

If I were recruited as a delegate for the MYMUN conference, I'd prefer to serve as the Chair or Co-chair Environmental commission if both the positions I have chosen are not available I would like to be chair for the GA

I hope you will consider me for chair or if not possible the co-chair for environmental Commission, if both are not possible I would like to take part as chair in GA.

Yours truly,

This was an application letter by a first-time Chair candidate who was applying to Chair a KS3 conference when he was in Year 10. His application was successful.

Dear Director,

I am writing this letter to apply for a position as a Chair in the DIMUN II 2011 conference. I believe that I was given this opportunity I would make a successful Chair for the following reasons:

Firstly, as I have participated in four MUN conferences in the past, in which I have been the delegate the Republic of Korea in ECOSOC and the delegate of Zambia in GA1 and once as the Chair of the General Assembly in DIMUN I my interest in MUN has also caused me to once again participate in the next THIMUN XII. My past

experiences as a delegate and Chair has greatly been helpful in my academic life as I have not only improved skills such as my public speaking since my first MUN conference. Furthermore, my past MUN experiences have also widened my knowledge regarding international problems, conflicts, and relations. I believe the skills that I have gained in my past as both a student officer and a delegate has built me to this point where I am confident that if I am given the honour to participate in the DIMUN II conference, I would make a successful Chair and am able to lead and support delegates towards a fruitful and intellectually challenging debate.

Secondly, I have been brought up in a multinational background, growing up in a western society in New Zealand in a Chinese family, also going to an international school, has allowed me to view and understand international problems from different perspectives and analysing them from different angles. I also believe that my past experiences as both a chair and a delegate would be very beneficial to me as I am able to understand and aid experienced or new coming delegates in both the lobbying time and the debate itself.

If I am given the opportunity to participate in DIMUN as a Chair, I would be happy to Chair any committee but I believe that I would be the most suitable applicant for the General Assembly as I am both interested and rather experienced in this committee since in my past conferences I was in this committee where I was mainly focusing on and debating the issues of promotion of multilateralism in the area of disarmament and non-proliferation, preventing the acquisition by terrorists of radioactive materials and sources, developments in the field of information and telecommunications in the context of international security, and also in my past Chair experience I focused on and wrote a research report on a General Assembly topic: the safe management and disposal of nuclear material.

Finally, if I was given a chance to participate as a Chair in this year's DIMUN conference, I will try my best to take this chance to make this conference an unforgettable experience for all the delegates. Also to use this experience as a stepping stone in order to move further on in my Model United Nations career.

Best regards,

This was an application letter by a second-time Chair candidate who was applying in Year 11 to Chair a KS3 conference. His application was successful.

Dear Director,

I would be humbled to be chosen as a student officer for MYMUN 2011, having never chaired before. I feel confident that my experience, interest, and commitment to the MUN program will help contribute to the success of MYMUN next year.

Prior to April next year, I will have attended 8 MUN conferences, including 3 past MYMUNs. I believe that with my solid familiarity with MUN rules, I will be well equipped to create a stimulating and constructive environment for delegates. As a leader in my school's MUN club, I have helped and will continue to chair practice debates in our MUN activities, so I am already quite familiar with the role. Chairing is also a team effort - as

someone who loves meeting new people and is used to double-delegating on various committees, I know that I will not only be flexible in terms of who I work with, but will also take the opportunity to learn from my colleagues.

Aside from MUN, being elected as the school's student council Chairperson has shown me the huge influence one can have by leading peers, a potential that simply cannot be neglected. I am fully aware that everything from one's tone of voice, facial expressions, to first impressions can remarkably affect the atmosphere of any committee. If given this invaluable leadership opportunity, I will undertake it with utmost gravitas and precision, mindful of my responsibility to foster innovative and positive learning.

The fact that many MYMUN is a first stepping-stone for many delegates (as it was for me) really compelled me to apply. I believe that it is incredibly important to ensure a positive experience for all delegates - I see it as part of the chair's role to show newer delegates the ability of cooperation, compromise, and discussion to create real change.

In everything I participate in, from drama productions to charity work, the overriding principle in my mind is commitment. And MUN is no different - Chairs have great responsibility, a fact that I do not ever underestimate.

Although I would be thrilled to be given any position, I have a special interest in chairing the Security Council, either of the ECOSOCs, and the Disarmament Commission.

Model United Nations has always been an irreplaceable learning experience for me. I am confident that I will be able to not only bring something new to the already prestigious MYMUN experience as a dynamic individual, but also to take my learning of diplomacy and leadership to the next level. If chosen, I will commit my individual time and effort to make this conference a successful one. Thank you for reading my application!

This was an application from an experienced MUN delegate with other leadership experienced who had never Chaired before. He applied in Year 11 for this KS3 conference and was successful.

Dear Director,

I am applying for a student officer position at the THIMUN Singapore VI conference in November 2010. As a committed participant in Model United Nations for over four years, I believe that I could learn and contribute a lot to the success of the conference by being a student officer at THIMUN Singapore and am capable of facilitating debates in such a way that delegates in my committee reach their full potential.

I believe in my ability to act as an effective Chair, and make good use of my previous MUN experience. My previous Chairing experience was invaluable in developing my learning and cooperative skills. Besides Chairing at MYMUN VII as the Chair of the Human Rights I Council, I have been Chairing debates at my school's club for over a year now and will continue to do so. I know that as a student officer I could not only learn from the experience but also help other delegates in my committee debate and cooperate with good will and in a mutually respectful manner.

I have attended many conferences to date and will be attending another one (WEMUNC) this summer to gain a different experience and to work alongside university students. Recently I attended SUZMUN II as the

delegate of Pakistan, where I was also given the opportunity to be the Security Council's Middle East expert on the general topic of terrorism in the Middle East.

Previously, I have also Chaired the Human Rights Council at MYMUN VII, attended BEIMUN XVII as the delegate of Georgia, and attended last year's THIMUN Singapore as the delegate of Haiti. It was actually due to this connection with Haiti that I felt compelled to do my part to aid the victims of the earthquake by organizing a series of fund-raising events culminating in a charity performance. Altogether, the MUN club under my direction raised over 1,500 pounds to send to Medicins Sans Frontieres' mission in Haiti.

I would be delighted and honoured to be chosen as the Chair of any committee at this year's THIMUN Singapore, though I would be most interested in Chairing the Human Rights Council, the Security Council, or ECOSOC. The Human Rights council is particularly interesting due to the topics on journalists and religion. I consider both issues to be topical, of critical importance and would be excited to facilitate debates on these topics. I would love to Chair the Security Council due to its reputation for extremely high-quality debates, and the topic of the implementation of resolution 242. This resolution is crucial to securing peace to this region, but is also unique as the implementation of this resolution has been unresolved for decades. I believe that I could contribute to a successful debate on this topic and would be thrilled to have the opportunity to do so. Finally, the ECOSOC issues of the effectiveness of democracy and the well-being of youth are especially relevant to me, as I am both a youth, and an international citizen who is fully aware of the advantages and disadvantages of democracy and that this issue needs to be resolved to move towards smoother communication and cooperation between all member states.

I hope to be considered as a student officer for THIMUN Singapore VI, thank you for reading my application.

Sincerely,

This application was written by an experienced delegate with a strong focus on HRC and SC for a KS4/5 conference when she was in Year 12. The application was successful.