

Cleveland Council on World Affairs Model United Nations Program

Cleveland Council on
WORLD AFFAIRS



Advisor Manual

TABLE OF CONTENTS

1. Helping Students Prepare for Model UN
2. Position Papers
3. Parliamentary Procedure
4. Resolutions
5. Explanation of Scoring



HELPING STUDENTS PREPARE FOR MODEL UNITED NATIONS

Even before the end of World War II and even before the United Nations had officially been established (October 24th, 1945), sixteen Cleveland area schools met at CWRU to plan the world that would emerge at the end of the worst conflict the world had ever known. This simulation was the first of over sixty years of simulations sponsored by the Cleveland Council of World Affairs. CCWA is proud to continue this tradition in a world ever more needful of the peaceful resolution of global affairs.

FIRST STEPS

1. OVERVIEW - Before meeting with students, the Model UN advisor may wish to visit the Cleveland Council Model UN website and read through the other sections of this manual. If there are any questions, the advisor can call the CCWA Education Center for help. . Exploring the United Nations website itself might also be useful.

CCWA Website: http://www.ccwa.org/model_un.aspx

United Nations Website: www.un.org

2. MEET WITH STUDENTS - Whether your students are new to Model UN or experienced delegates, it is important to get a count of who will participate in the next upcoming simulation. The first CCWA high school simulation is in the fall term so an organizational meeting should be held as soon as possible after the beginning of the school year. Know the registration deadlines!

The first step is to create a Model United Nations team. Your school might already have a pre-existing team or club. If not, you should begin recruiting students at once. You can put out a school-wide announcement or publicize the opportunity to groups with a common interest, such as international affairs clubs, law or government clubs, and debate teams. Please note, the more students involved, the better the experience will be for everyone involved.

It is important that students be ready to make a commitment to participate and to follow through with this commitment to attend the conference and to be prepared. Students may be asked to sign a sheet indicating their intent to participate, their willingness to find someone to replace them should an emergency develop, and their understanding that they will still be billed for the conference fee should they not attend. A parent signature may also be required at this time. Students might be given a week or so to decide whether to participate. It's important that students fulfill their commitments because it can be very uncomfortable for a partner if one half of the partnership cancels. Early sign ups also enable students to make sure there are no conflicting scheduling demands and to talk to each of their teachers about making up work which will be missed.

Mostly, students work in partnerships; therefore, the advisor needs to determine how the partnerships will be formed. Should students be allowed to request who their partner will be? Should a group of student leaders decide? The advisor? In general, allowing students to request partners and assigning those who make no request works well, especially if a few older students help with the assignment. You may have delegations of only one student, but you may not have any delegations of more than two

students.

3. SIGN UP FOR COUNTRIES - The next step is to choose the countries the students will represent. You will need to choose a combination of countries whose committee memberships will equal the number of delegations your school will send to the simulation. The country matrix (a listing of countries and which committees they sit on) is available on our website so you can choose your countries based on that information. Registration policies include the following:

CCWAMUN Registration Policies:

- a. A registration form must be submitted. It is available on our website <https://www.ccwa.org/programs/model-United-nations/registration/>
- b. All students must be registered.
- c. Fees must be paid for all students registered after an invoice has been issued to the advisor and school.
- d. Students must sign the Code of Conduct/Photo Release form (available on our website) and bring these to the first day of the conference.

Space in the Security Council is typically limited to two positions/school and only one position for permanent members: US, UK, Russia, China, and France. Committee delegates representing these five countries should be chosen from your most experienced MUN students.

4. TAKING CARE OF DETAILS – Early registration is advised to assure the best selection of countries. Students may also wish to write for information to the embassy of their country and will need sufficient lead time. Handling other tasks associated with the simulation and helping students to prepare for absences from class will result in a better experience for both students and advisors. Publishing a field trip form for teachers whose classes will be missed well in advance of the date may be helpful. Sometimes explaining to your faculty what Model UN is and what students can gain from the experience can encourage faculty and administrative support. Student leaders might even speak briefly at a faculty meeting about the value of the activity. Arranging transportation to the conference is vital. Signing up for computer time during the day or after school may also help students to do research and writing.

PREPARATION

5. LEARNING ABOUT THE UNITED NATIONS AND MODEL UNITED NATIONS - Do not assume that students know about the United Nations and its activities or about what to expect at a Model United Nations simulation. It might be good for students to do some research about the UN and its committees and structures before they start researching their specific countries and delegations. The UN website is a very useful resource, and it will continue to be useful once students start their research.

It may also be useful for students to find out a little more about Model United Nations, and the Cleveland Council on World Affairs.

6. FINDING OUT ABOUT THE COUNTRY- Each delegation is required to complete a Country Profile (a blank copy of which is included in this manual) which will be submitted to CCWA along with a Position Paper (guidelines and a sample of this are also included later in this packet) for each of the topics the delegation's committee will consider. Thus, each delegation will complete one country profile and two position papers. Beginning with the country profile makes sense. The best place to get the information for this Profile is at the following website:
<https://www.cia.gov/library/publications/the-world-factbook/index.html>.

The CIA Factbook isn't the only source for good information about countries and their policies. The Cleveland Public Library, recognized as one of the best libraries in the nation, is another wonderful source because the Cleveland Public Library has been designated the United Nations Depository for the state of Ohio. This means the Library is responsible for receiving and maintaining the documents of the core United Nations bodies. The Library's collection of UN documents dates from 1946, and is located in the Social Sciences Department.

The library has a variety of databases, websites, and documents pertaining to the countries and activities involved with the United Nations. AccessUN, a data base, allows searches by subject, keyword, document type and date. You can also access this data base from home and from other branches of the CPL system, not just downtown. All you need is a library card!

Writing to the embassy or the consulate of the country students are representing is also a good idea. Frequently if you tell them what issues your committee is representing, they will send you actual speeches or policy positions for your country. They will usually be quite happy to send you all kinds of information about the country in general. After all their goal is to represent their country well and to present it in the best possible light.

Delegates should start a file of news clippings that relate to the current state of their nation and its relationship to the rest of the world.

7. LEARNING ABOUT THE ISSUES – There is no substitute for knowing about current affairs, but many high school students are not well informed. Getting ready for Model UN offers an opportunity for the teacher to encourage regular listening to NPR (90.3 on the Cleveland radio dial), and read news magazines like The Economist. If your school subscribes to a service like Electric Library, your students will be able to find many articles on their topic which are from very reputable sources. You may, however, want to begin the research process by discussing with students the problems of bias, oversimplification, or partisanship they may find. Other good news sources include the Washington Post, New York Times, Independent, as well as something like World Press Review, a weekly newsmagazine, reprints articles from all over the world and can often provide a useful non-Western perspective. With the Internet, it is now very easy to check the news from papers and magazines which were very hard to access even ten years ago.

A very useful source is UN Wire, a kind of newsletter which is sent out daily by the UN Foundation, founded by Ted Turner of CNN fame. What UN Wire does is to provide short summaries and links to the stories in the world's major papers which pertain to the work of the United Nations and the issues it addresses. The subscription is free for everyone. Students would do well to sign up as one of their first research activities.

Knowing the country's position on the issue which will be under discussion at the conference is sometimes difficult for students. In fact, it is often difficult to find out what a country thinks about a particular topic. You will have students asking you what their country's position is on nuclear waste, for example. And you need to explain that articles explaining this don't exist. Usually students must figure it out from what they do know about the country. Some important determinants include the following:

Is the country a donor or a creditor?

Is it rich or poor?

How do most people earn their living?

Who are the country's most important trading partners?

Does it need special protection for its exports?

Who are the country's enemies?

Answering these and other questions should enable your students to at least determine the limits within which the country policy can be made. The United States, for example, would be unlikely to accept resolutions or policies limiting free trade. Israel isn't going to be joining too many blocs calling for condemning the United States for its intervention in Afghanistan or Iraq. Probably most every country is going to be in favor of helping refugees – but the details on where they should go and who should pay may be somewhat different. Discovering what a country's position on an issue is comes from compiling facts.

8. WRITING THE POSITION PAPERS - Each delegation is required to write a position paper (1 page front and back) on the two topics to be discussed in their committee. More information about writing a position paper can be found [here](#).

PRACTICE

9. PUBLIC SPEAKING - Delegates should be comfortable speaking in front of people; they will need to do so during the conference in order to make proposals and voice their country's opinion. Often delegates will have little to no time to prepare their speeches and should be able to respond spontaneously to remarks made or questions asked by others. New delegates should be taught about the format of debate that the United Nations uses. Familiarity with this technique can make the conference flow much smoother and focus more on achieving solutions rather than on procedural matters. The students should also practice giving both prepared and impromptu speeches before attending the conference. Students need to become comfortable making spontaneous or near-spontaneous speeches in front of large groups; therefore, the practice sessions do not have to be formal or MUN-related. One possibility is to have impromptu speaking contests with all your school's delegates. Have a student go in front of the classroom, give him or her a topic (preferably an amusing one that will be difficult to think and talk coherently about), give the student one minute to consider, then have him or her give a speech on the topic for around a minute and a half. Later, you can increase the amount of speaking time and decrease the amount of preparation time as students improve.

10. PARLIAMENTARY PROCEDURE – Parliamentary procedure sounds more complicated than it really is. The rules are outlined in the delegate manual, and additionally, a sample dialogue of how a session should flow can be found in the chair manual (both packets are available on our website). The committee chairs are well versed in the procedure and realize they need to be patient and helpful with new delegates. Students pick up parliamentary procedure quickly as they participate in the deliberations

of the committee. There are two factors you may want to emphasize. First, the student will choose to “yield” his/her time at the end of each speech either to the chair, to another speaker, or to questions. Secondly, the students can capitalize on other opportunities to speak— by asking questions, by seeking yields from other speakers, and by making sure they are constantly signing up for the speaker’s list as soon as they have completed each speech. Rules of procedure can be found [here](#).

11. TALKING ABOUT NEGOTIATION SKILLS - Each country has its own policy that is most likely going to conflict with other countries' policies on the same issue. A major challenge for each delegation is to find a way to either join or form a bloc of countries with similar policies and support a resolution that best correlates with their country's policy. Delegates will have to strike a balance between their attempts to pass a resolution and their attempts to not make compromises that would go against the wishes of their government. On one hand, delegates want any resolution passed to benefit their country as much as possible but will most likely need to make certain concessions in order to ensure that their resolution passes.

Delegates need to be encouraged to be involved completely during every moment of the conference. When they arrive, they should introduce themselves to other delegates before the conference begins. During negotiations, informal debate and caucusing, they will meet with other delegates and listen to those delegate’s concerns as well as expressing their own. Willingness to write up ideas may also aid in developing a leadership position.

Most of all, it’s important to communicate that Model United Nations can be fun as well as being educational. Though it might be sometimes frustrating, the rewards in knowledge gained, skills practiced, and new friends met are really worthwhile.

EXPLANATION OF RULES

From a Delegate's Perspective

- A. **Beginning the first session:** “Motion to set the agenda at topic _____”
1. Process:
 - a. This motion requires two speakers for and two against
 - b. Speakers list is automatically opened by the chair.
 - i. NOTE: Delegates must raise placards to be placed on the speakers list, or send a note to the chair. Delegates cannot motion to be placed on list.
 - c. After two speakers for and two speakers against have spoken, a vote is taken on the motion.
 2. Relevant motions, points, and yields:
 - a. Motions: limit/extend speaking time
 - b. Points: order, information, personal privilege
 - c. Yields: to the chair, another delegate, questions
- B. **Formal debate:** once a topic is set, the committee is automatically in formal consideration/debate; this is the default state for the committee.
1. Process:
 - a. The chair opens a new speakers list. Speaking time is automatically set to 30 seconds unless a motion to change it is on the table.
 2. Some reasons to use it:
 - b. To make introductory speeches
 - c. To bolster support for your draft resolution
 3. Relevant motions, points, and yields:
 - a. Motions: limit/extend speaking time; caucus
 - b. Points: order, information, personal privilege
 - c. Yields: to the chair, another delegate, questions, comments
- C. **Informal debate: Moderated caucus:** the chair recognizes delegates to speak when they raise their placards. Purpose, speaking time, and length of caucus must be set by delegate when the caucus is motioned for, and cannot be altered later.
1. Some reasons to use it:
 - a. To start identifying and solving problems connected to the agenda topic
 - b. To make sure that more delegates have a chance to express their views to the committee
 2. Relevant motions, points, and yields:
 - a. *Motions: out of order*
 - b. Points: order, information, personal privilege
 - c. *Yields: out of order*
- D. **Informal Debate: Unmoderated caucus:** the chair suspends formal rules for a period of time and for a purpose specified by the delegate who made the motion.
1. Some reasons to use it:
 - a. To work on draft resolutions

- b. To get support for ideas, clauses, resolutions

E. **Introducing and voting on a resolution:** (please see rules for all details)

2. Introduction of resolution:

- a. Sponsor moves to introduce as a resolution
- b. Friendly amendments: amendments submitted to the chair in writing that have the support of all listed (sponsor and co-sponsors). They are automatically added to the resolution.
- c. Unfriendly amendments: amendments submitted to the chair in writing that do *not* have the support of the sponsor and co-sponsors. Each unfriendly amendment must have a sponsor of its own, and 1/4 of the committee as its own co-sponsors. These are not automatically added to the resolution, but are voted on prior to the resolution.

3. Voting procedure:

a. Process:

- i. If motion for closure of debate passes or the speakers lists ends, then the committee moves into voting procedure and the room is locked down (no entries/exits, note passing, phone use, etc.) until the committee votes.
- ii. consideration of unfriendly amendments, in the order in which they were introduced
- iii. consideration of resolutions, in the order in which they were introduced

- b. NOTE: Once the committee is in voting procedure, ALL unfriendly amendments and resolutions on the floor must be voted on

4. Relevant motions, points, and yields:

- a. Motions: division of the question, roll call vote
- b. Points: order, information, personal privilege
- c. *Yields: out of order*

F. **Post-voting:**

1. After passing at least one resolution: the topic is automatically concluded and the committee reverts to formal consideration.

a. Relevant motions, points, and yields:

- i. Motions: set the agenda
- ii. Points: order, information, personal privilege
- iii. Yields: to the chair, another delegate, questions

2. After voting down all resolutions on the floor: the committee reverts to formal debate and a motion to go on to the next topic is needed to continue.

b. Relevant Motions, Points, and Yields:

- i. Motions: table the topic
- ii. Points: order, information, personal privilege
- iii. Yields: to the chair, another delegate, questions

POINTS AND MOTIONS: SHORT FORM CHART

Adapted from the Lake Erie International Model United Nations corporation (LEIMUN)

Motion	Purpose	Rule	Needs Second	Interrupt Speaker	Debatable	Amendable	Vote Needed
Points							
Personal Privilege	Experiencing personal discomfort that impairs the ability to participate	Art. 18	N/A	Yes*	N/A	N/A	N/A
Right of Reply (as a Personal Privilege)	In order if a delegate's personal or national integrity has been impugned in the course of debate; must be made right after statement; chair sets length of time; only yield to chair	Art. 16	N/A	No	N/A	N/A	N/A
Order	Rules are being violated, or call for a quorum check	Art. 18	N/A	Yes*	N/A	N/A	N/A
Information	Make an inquiry to the chair concerning these Rules, the state of business, or any other relevant question on conference matters	Art. 18	N/A	No	N/A	N/A	N/A
Privileged Motions							
Recess	A set period of time during which no official business is conducted	Art. 34	Yes	No	No	No	Majority
Adjourn	All business of the body has been completed	Art. 34	Yes	No	No	No	Majority
Caucus	complete suspension of all rules to discuss the business at hand	Art. 15	Yes	No	No	No	Majority
Subsidiary Motions							
Limit or Extend Speaking Time	Change the amount of time each delegation may speak while on the Speakers List	Art. 16	Yes	No	1f: 1a	Yes	Majority
Close or Reopen the Speakers List	Close or Reopen the Speakers List	Art. 13	Yes	No	1f: 1a	No	Majority
Table Debate	Table a motion, resolution, recommendation, or Agenda Topic	Art. 31	Yes	No	1f: 1a	No	Majority
Close Debate/ Previous Question	Begin Voting Procedure for all proposals on the floor	Art. 27	Yes	No	1f: 1a	No	Majority

Motion	Purpose	Rule	Needs Second	Interrupt Speaker	Debatable	Amendable	Vote Needed
Question competence	Questions the competence of the body to discuss a proposal	Art. 11	Yes	No	2f: 2a	No	Majority
Adjourn Debate	Closes the topic area for the remainder of the conference	Art. 33	Yes	No	1f: 1a	No	Majority
Main Motions							
Introduce	Submit a resolution or recommendation to the body	Art. 25	No	No	No	No	N/A
Take from the Table	Take from the table any motion, resolution, recommendation, or Agenda Topic	Art. 31	Yes	No	1f: 1a	No	2/3
Set the Agenda	Choose an Agenda Topic to discuss	Art. 12	Yes	No	2f: 2a	Yes	Majority
Incidental Motions (incidental to a specific situation and take precedence at that time)							
Appeal the Ruling of the chair	Overrule a specific decision made by the chair.	Art. 4	Yes	No	chair f: 1a	No	Majority opposed
Divide the Question	Take separate votes on different clauses of a resolution. Most severe division gets precedence.	Art. 28	Yes	No	1f, 1a	No	Majority
Roll Call Vote	Vote by calling each member nation individually.	Art. 30	No	No	No	No	N/A

PRECEDENCE OF MOTIONS

1. Parliamentary Points
2. Points which may interrupt a speaker
 - a. Points of Personal Privilege
 - b. Points of Order
3. Points which are in order only when the floor is open
 - a. Points of Parliamentary Inquiry
 - b. Rights of Reply
4. Procedural Motions
5. Motions which are not debatable
 - a. Caucusing
 - b. Moderated Caucusing
 - c. Suspension of the Meeting
6. Adjournment of the Meeting
7. Motions applicable to the matter under consideration
 - a. Tabling of Debate
 - b. Closure of Debate
 - c. competence
 - d. Division of the Question
8. Substantive motions
 - a. Introduction of Resolutions
 - b. Introduction of Amendments
9. Other procedural motions
 - a. Time Limit on Speeches

RESOLUTION AND AMENDMENT WRITING

NOTE: There are no pre-written resolutions At CCWA Model UN conferences!

RESOLUTION WRITING

A resolution is written in the form of a long sentence. The following numbers correspond with sections of the Sample Resolution on the next page.

1. The resolution's name will be assigned by the chair and is determined by the topic and the order in which it was introduced to the committee. For example, if the committee is on Topic B and the resolution is the third to be submitted, it receives the appellation: Resolution B/3.
2. The committee name, sponsor, signatories, and topic should be written against the top left margin, in that order.
 - The sponsor is the delegation who is the lead writer and supporter of the resolution.
 - Co-sponsors are those who want to see the resolution debated on the floor, but who do not necessarily favor the resolution.
3. A resolution needs at least 1/4 of the committee signed on as either a sponsor or co-sponsor.
4. *Preambulatory clauses* begin with an underlined word and end with a comma.
 - These clauses address the problem being discussed, recall past actions taken, explain the purpose of the resolution, and offer support for the operative clauses.

Perambulatory Phrases

Acknowledging	Deeply convinced	Guided By	Noting with satisfaction
Affirming	Deeply disturbed	Having adopted	Noting with zest
Alarmed by	Deeply regretting	Having considered	Observing
Approving	Desiring	Having considered further	Reaffirming
Aware of	Emphasizing	Having devoted attention	Realizing
Bearing in mind	Expecting	Having examined	Recalling
Believing	Expressing its appreciation	Having heard	Recalling with concern
cognizant of	Expressing its satisfaction	Having received	Recognizing
confident	Fulfilling	Having studied	Referring
considering also	Fully alarmed	Hoping	Seeking
contemplating	Fully aware	Keeping in mind	Taking into account
convinced	Fully believing	Noting further	Taking into consideration
Declaring	Further deploring	Noting with approval	Taking note
Deeply concerned	Further recalling	Noting with deep concern	Viewing with appreciation
Deeply conscious	Gravely concerned	Noting with regret	Welcoming

5. **Operative clauses** begin with a number and an underlined word, and end with a semicolon. The exception is the last line of the resolution, which should end in a period.

- These clauses develop the solution to the problem recognized in the Preambulatory clauses.
- The terms “condemn” and “demand” may be used ONLY in the Security council.

Operative Clauses

Accepts	Decides	Further invites	Renews
Affirms	Declares accordingly	Further proclaims	Regrets
Appeals	Demands**	Further Recommends	Requests
Approves	Deplores	Further reminds	
Resolves			
Authorizes	Designates	Further requests	Solemnly affirms
Calls	Draws attention	Has resolved	Strongly
condemns**			
Calls for	Emphasizes	Notes	Supports
Calls upon	Encourages	Offers	Takes note of
commends	Endorses	Proclaims	
Transmits			
condemns**	Expresses its appreciation	Reaffirms	Trusts
congratulates	Expresses its hope	Recommends	Urges
confirms	Further endorses	Reminds	**Security council
only			

6. Before a working paper can be submitted as a resolution, it must have at least 1/4 of the committee as sponsor and signatories. The sponsor must motion to introduce the resolution.

AMENDMENT WRITING

An amendment is an addition to a resolution.

1. An amendment needs to be written in the correct format: each additional preamble or operative clause must be written the same as if they were submitted in a resolution (see guidelines above).
2. Each amendment needs at least 1/4 of the committee signed as sponsor and signatories.
 - **Friendly amendments** are amendments approved by the sponsor and signatories of the resolution. If they give their approval, then the amendment is friendly and is automatically added to the resolution.
 - **Unfriendly amendments** are amendments not approved by the sponsor and signatories of the resolution. They are voted on during formal voting procedure.

SAMPLE RESOLUTION

Resolution A/3

LEGAL COMMITTEE

TOPIC A: THE IMMIGRATION OF PEOPLE WITH HIV/AIDS

RESOLUTION A/1

Signatories: Angola, Brazil, France, India, Kazakhstan, Lithuania, Malaysia, South Africa, Zimbabwe

The Legal Committee,

Recognizing the plight of peoples throughout the world infected by HIV/AIDS,

Aware of the rapid spread of HIV/AIDS within and among countries,

Recalling Article 13.2 of the Universal Declaration of Human Rights: “Everyone has the right to leave any country, including his own, and return to his country,”

Reaffirming the principle of national sovereignty,

1. Requests that all citizens of all states be granted the minimum international human rights standards affirmed by the Universal Declaration of Human Rights;
2. Deplores any state that impedes the basic human rights of and the internal movement of its citizens that are infected with HIV/AIDS;
3. Notes that the Universal Declaration of Human Rights permits peoples suffering from persecution to seek asylum in other countries;
4. Further notes that the above mentioned right may only be invoked in cases of political persecution;
5. Reaffirms that sovereign states have the right to deny entry into their countries;
6. Proclaims that all states have the right to control the entry of all individuals into their borders and to decide which applicants for citizenship in their state may become full citizens of that state;
7. Reminds the members of the UN that HIV-positive testing is an inefficient and expensive means of policing national borders;
8. Urges all states to pursue compassionate and humanitarian policies toward the victims of HIV/AIDS;
9. Affirms to remain actively seized of the matter.

FORMAL VOTING PROCEDURE

If the speakers' list runs out, or the committee passes a motion to close debate or for previous question, debate is closed and the committee moves to voting procedure on any draft resolutions and amendments on the floor. In voting procedure, there is **no** talking, note passing, or moving around by the delegates. Doors to the committee room are sealed, and no one allowed in or out (unless it is an emergency).

Voting can be in the form of **placard voting**, when the chair asks who is 'for', who is 'against', and who 'abstains', and the delegates raise their placards for each.

Roll call voting occurs only when there is a motion to do so. The chair goes down the roll call list and each country in turn says 'yes', 'no', 'yes with rights', 'no with rights', 'pass', or 'abstain'. Any country whose is 'present and voting' may not abstain; any country that passes is asked its vote at the end, and if it passes again they are counted as having abstained. If any country votes with rights, they are allowed 30 seconds before the tally is counted to explain why they voted the way they did. They are also allowed to change their vote. If a country abstains, this changes the number of votes needed to pass the resolution, meaning you take them out of the total number of countries.

Unfriendly amendments are voted upon before the resolution in question is voted upon; therefore they may not end up in the final resolution voted up.

A motion to 'divide the question' can be made to vote on specific clauses in a resolution; this is done, and then the remaining clauses in the resolution are voted on as a whole as the new resolution. This only applies to operative clauses, and at least one operative clause must exist in order for the resolution to pass afterwards.

The committee can pass as many resolutions as it likes, and resolutions are voted upon in the order in which they were introduced.

Resolutions pass if 1/2 of the committee (minus abstentions) votes yes.

In the Security Council, resolutions can only pass if all members of the 'Big 5' (US, UK, France, Russia, and China) vote 'yes.' A vote of no by any of these countries is considered to be a 'veto' and the resolution will not pass. If the Security council has at least 12 voting members, then a vote of yes by nine countries is needed for a resolution to pass; otherwise the 1/2 rule can be in effect.

In the case where the first topic was tabled and the second topic was then debated and voted upon (or if no resolutions are passed on the first), the committee can motion to revisit the first topic, time permitting.

At the end of voting on the first topic, a speakers' list is opened for the new topic and the entire process is repeated.

CCWA MODEL UN SCORING SYSTEM

Scores will be assigned based on participation and quality of performance in several areas. All areas are important to the success of a delegate as they are to the success of a diplomat, and scoring should be done with this in mind. Points will be awarded in the following four categories:

- 1) **Verbal Skills: Formal Debate and Moderated Caucus**
- 2) **Writing Skills: Amendments and Resolutions**
- 3) **Knowledge of Topics/ Policy**
- 4) **Parliamentary Procedure**
- 5) **Participation Skills**

Verbal Skills: Formal Debate and Moderated Caucus

When observing a delegate's debating or verbal skills it is important to be aware of not only their level of participation but also to be aware of the caliber of participation. Speaking ability as well as enthusiasm in debate is important. Debating is the most important medium for the flow of ideas during the conference, and a delegate's success is highly dependent on his/her ability to get ideas across to the delegates from other countries.

Scoring Method: MUN chairs and co-chairs will document the quality of delegates' speeches and their contributions to debate.

Writing Skills: Amendments and Resolutions

Resolution writing is also important to the success of a delegation. Although students may be very active in debate, if their ideas are not somehow brought into a resolution then their ideas are not brought into action.

Scoring Method: MUN chairs and co-chairs will note which delegates were sponsors and co-sponsors of resolutions and amendments, particularly of those that are successfully passed. Sponsors and co-sponsors that contributed significantly in unmoderated caucus will be specially noted.

Knowledge of Topics/ Policy

While an in-depth knowledge of country policy is not always necessary for success in passing a resolution in Model UN, it is the goal of the Model UN program to educate. A superior delegation should be well aware of its country's policy; they should remain in character as well as have a grasp of international issues.

Scoring Method: Due to the vast variety of countries and policies, it is impossible for chairs and co-chairs to be experts on the policies of all countries represented in a committee. However, delegates' fluency with the topics and their countries' policies is demonstrated by the quality and depth of the position papers submitted, as well as by the delegates' statements in committee. Every delegation will receive credit for their position papers, and chairs and co-chairs will note which delegates portray their country faithfully and demonstrate a thorough grasp of topics assigned and their country's policy in general.

Parliamentary Procedure

Parliamentary procedure helps keep the events of the conference organized. It is important for each delegate to know the flow of debate and the specific ins and outs of the parliamentary procedure process, such as yielding time and time limits.

Scoring Method: A delegate's knowledge of parliamentary procedure is shown in how a delegate operates during debate. Chairs and co-chairs will note when a delegate or delegation uses parliamentary procedure

fluently, and to their advantage in committee. PLEASE NOTE – points of parliamentary procedure should not be abused! This is a learning conference, so delegates should maintain an attitude of respect towards all.

Participation

Chairs and co-chairs will also be evaluating each delegation's participatory skills as the conference progresses. How does the delegation work with other delegations? Do they work to secure agreement and communicate clearly and persuasively, use yields to benefit allies, seem to have a plan or strategy to get support for their policies, welcome contributions from others, listen as well as speak to other delegations? Are they respectful of the contributions and ideas of other delegations? Chairs and co-chairs will observe delegates interacting in all elements of debate, including during unmoderated caucus and even note-passing.

Awards

At the conclusion of the conference, Chairs and Co-Chairs evaluate the debate participation point totals and the points earned from the other categories to rank the delegations in each individual committee. It is important to consider the delegation's rankings in all five categories. In the case of several close scores among the top ranking countries, the Chair and Co-Chair will decide how many Honorable Mentions Awards are presented by the Committee.

The awards given to the top delegations of each Committee are as follows:

- Gavel Award (one individual delegate)
- Superior Delegation (1st place delegation)
- Excellent Delegation (2nd place delegation)
- Position Paper Award
- Honorable Mentions (one or two delegations at the discretion of the Chair and Co-Chair)

Awards are presented at the closing ceremony at the end of the conference. School awards are made to the schools with the highest score overall for each conference. Each award is weighted differently and the winning score is determined keeping size of school delegations in mind.