

MODEL UN STARTER KIT:

A GUIDE FOR DELEGATES AND ORGANIZERS



2025



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From the Author

My name is Andir Tuvshinjargal, and I studied International Relations at the National University of Mongolia. My journey with Model United Nations (MUN) began during my university years — and it quickly became more than just an extracurricular activity. Today, I serve on the United Nations Youth Advisory Panel, helping connect the UN with Mongolian youth. The skills I gained through MUN — research, diplomacy, negotiation, and leadership — have been invaluable in my career.

In my very first year, I took part in the 2021 MUN held to commemorate the 60th anniversary of Mongolia’s membership in the United Nations. It was an inter-university and high school simulation that brought together young people eager to explore diplomacy. I still remember the intensity of the debates, the thrill of negotiation, and the challenge of thinking not only as myself, but as the voice of a country on the global stage. At the end of that conference, I was humbled to be recognized as the Best Delegate in my committee.

From that moment on, I was hooked. The more I prepared, the more I realized MUN was not simply about debate or competition. It demanded discipline — the willingness to sit down, research, and write consistently. It demanded curiosity — to dive deeper into complex global issues and uncover how countries truly navigate their interests. And most of all, it demanded empathy — to step outside of your own perspective and defend the position of another nation, even when it felt uncomfortable.

I went on to become the Head of the Mongolia Model United Nations Club, where I organized and co-organized multiple MUN conferences. Each event reaffirmed that MUN is not just an academic exercise, but a transformative experience that sharpens skills, broadens horizons, and ignites passions.

For me, MUN revealed how wide the world really is — and how intricate and interconnected international politics can be. Far from discouraging me, this complexity drew me in further. It showed me that no single issue has an easy answer, and that solutions require dialogue, compromise, and understanding.

It is with this same spirit of curiosity and commitment that I share this **Model UN Starter Kit** with you. Whether you are a student stepping into your first debate, or a teacher helping your school organize its first MUN, I hope this guide makes your journey smoother, your learning deeper, and your experience unforgettable.

Sincerely,

Andir Tuvshinjargal



MODEL UN STARTER KIT:

PART I: INTRODUCTION



1.1 Welcome to Model UN Week

In 2025, the world celebrates the **80th anniversary of the United Nations** — an institution created in the aftermath of the Second World War, with the goal of fostering peace, cooperation, and respect among nations. The anniversary is not only a chance to look back at what has been achieved, but also to inspire the next generation to carry the work forward.

As part of this milestone, **UN Week (20–24 October)** in Mongolia offers schools the opportunity to bring the spirit of the UN directly into classrooms through **Model United Nations (MUN)**.

Model United Nations is a **simulation of the real United Nations**, where students take on the roles of diplomats, world leaders, and country representatives. Delegates debate pressing global issues, negotiate with peers, draft resolutions, and vote — mirroring the processes of the UN itself.

But MUN is more than just an academic exercise. It is a platform where students can:

- **Step into the shoes of leaders** – gaining insight into how countries balance their national interests with global responsibilities.
- **Practice diplomacy and collaboration** – skills essential in both global politics and everyday life.
- **Develop personal confidence** – learning to speak, listen, and persuade in front of peers.
- **Engage with real issues** – from climate change and sustainable development to human rights and international security.

By participating in MUN, students don't just learn about the UN — they **live out its principles** through action, dialogue, and cooperation.

1.2 The United Nations at 80: A Brief History

To understand Model UN, it helps to first understand the real United Nations.

The Birth of the UN

The UN was founded on **24 October 1945**, after the devastation of World War II. Leaders of the world recognized the urgent need for a platform where countries could come together to prevent future conflicts, maintain peace, and address shared challenges. Fifty-one countries signed the **UN Charter** in San Francisco that year, laying the foundation of the organization we know today.

UN Achievements Over the Decades

Since then, the UN has grown to include **193 member states** and has played a crucial role in:

- **Peacekeeping and Security:** Deploying peacekeepers to conflict zones, mediating disputes, and supporting disarmament efforts.
- **Human Rights:** Creating the **Universal Declaration of Human Rights (1948)** and monitoring violations worldwide.
- **Development and Humanitarian Aid:** Leading global efforts on poverty reduction, health (such as WHO's smallpox eradication), and disaster relief.
- **Sustainable Development:** Promoting the **2030 Agenda for Sustainable Development** and its **17 Sustainable Development Goals (SDGs)**, which aim to create a fairer, greener, and more peaceful world.

Why This Matters to Students

Although the UN often feels distant, its work directly affects our daily lives — from internet governance and trade standards to environmental protections and humanitarian relief. When students engage in MUN, they connect these global issues to their own experiences, realizing that **international cooperation is not abstract — it is real, urgent, and personal.**

1.3 What is Model United Nations?

The Basics

Model UN is a **simulation of the United Nations** where students role-play as delegates of different countries. The goal is to **debate global issues, negotiate solutions**, and **draft resolutions** that reflect the compromises of international diplomacy.

At its heart, MUN is about **learning through doing**. Instead of reading about world politics in textbooks, students practice them in real time:

- A student representing **Japan** in a committee on climate change must advocate for Japan's actual policies, even if they personally disagree.
- A delegate assigned **Brazil** in a Security Council debate on peacekeeping must balance Brazil's role as a regional leader with its global commitments.

This dynamic approach makes MUN both intellectually challenging and deeply rewarding.

What Happens in MUN

A typical MUN session involves:

1. **Opening speeches** where countries outline their positions.
2. **Formal debate** following strict rules of procedure.
3. **Informal debate (caucuses)** where delegates can negotiate more freely.
4. **Drafting resolutions** – the main outcome documents that propose solutions.
5. **Voting** on whether to adopt the proposed resolutions.

1.4 Why Model UN Matters for Schools

Model United Nations offers something unique to schools because it combines academic learning with personal growth. For students, it is not just another classroom activity but an experience that challenges them to think critically, speak with confidence, and understand the world in new ways. Preparing for an MUN requires researching complex global issues, understanding the perspectives of different countries, and defending positions that may not be their own. This process develops valuable skills that extend far beyond the classroom.

- Critical thinking and research — students learn to move beyond memorization, to evaluate sources and form reasoned arguments.
- Public speaking and confidence — by addressing peers as delegates, they overcome fear and learn to communicate clearly.
- Collaboration and negotiation — diplomacy requires listening, compromise, and teamwork, which are useful in every walk of life.
- Leadership — whether guiding discussions or drafting resolutions, students learn how to take initiative and inspire others.

Teachers also benefit from introducing MUN. The simulation transforms lessons in history, geography, or social studies into living experiences. Instead of passively reading about world politics, students are immersed in it. This keeps learning dynamic and motivates even the quietest students to find their voice. For educators, MUN becomes a powerful tool to engage students in ways traditional methods often cannot.

For schools as a whole, MUN strengthens community. When students from different grades or classes come together for one event, they build pride and unity. Schools also demonstrate their commitment to preparing globally minded citizens — young people who not only succeed academically but also understand their responsibilities in a complex, interconnected world. Over time, one event can grow into a tradition, evolving into a permanent club or an annual conference that puts the school on the map as a leader in global education.

1.5 What This Guidebook Offers

This Model UN Starter Kit was written with Mongolian high school students and teachers in mind. It assumes that many participants are stepping into their very first MUN, and many organizers may be hosting a simulation for the first time. That is why the guide strikes a balance between inspiration and practicality: it explains the concepts in plain language, provides examples, and offers tools that can be applied directly in the classroom.

For students acting as delegates, the guidebook walks through every stage of preparation. It shows how to research an assigned country, how to write a position paper, and how to master the rules of debate. It also explores skills like public speaking, negotiation, and resolution writing, with examples to make the learning less intimidating. By the time they enter their first committee, students will know not only what to expect but also how to contribute meaningfully.

For teachers and student leaders serving as organizers, the guidebook offers parallel guidance. It explains how to plan an MUN step by step, from setting a timeline and choosing topics to moderating debates and wrapping up the event. It also anticipates common challenges, such as students being too shy to speak or debates stalling, and suggests simple solutions.

In addition, the book includes practical resources that can be used right away:

- Sample position papers and draft resolutions for reference.
- Checklists for delegates and organizers to keep everyone on track.
- One-page summaries of rules and procedures that can be printed and distributed during the event.

By combining explanations, real examples, and ready-to-use tools, this guide ensures that both delegates and organizers feel supported. The ultimate goal is that every participant — whether speaking as a delegate, moderating as a Chair, or coordinating as a teacher — leaves the experience with a deeper appreciation of diplomacy, cooperation, and the United Nations' role in shaping our shared future.

1.6 Mongolia and the United Nations

Mongolia joined the **United Nations on 27 October 1961** as its 101st member. Since then, Mongolia has been an active voice in the UN, especially in areas of:

- **Peacekeeping:** Mongolia has contributed thousands of peacekeepers to missions in countries such as South Sudan, Sierra Leone, and Congo. This shows Mongolia's commitment to global peace despite being a small state.
- **Human Rights and Democracy:** Mongolia has been recognized internationally for its peaceful democratic transition in the 1990s and continues to share these lessons globally.
- **Climate Change and Sustainable Development:** As a country vulnerable to desertification and climate challenges, Mongolia plays an important role in global discussions on environmental protection.

For Mongolian students, participating in Model UN is a way to **continue this legacy of engagement**. By simulating debates on peace, climate, or development, students mirror the real contributions of their country to international cooperation.

1.7 The Spirit of UN Week in Mongolia

UN Week is more than just a commemoration. It is an invitation for Mongolian schools to **bring global citizenship into the classroom**. Between **20–24 October**, students and teachers are encouraged to:

- Host small MUN simulations in classrooms.
- Organize grade-level debates on global topics.
- Bring together the entire school for a full MUN experience.

By the end of the week, students will not only understand what the UN does, but also experience what it feels like to be **part of it** — by speaking, listening, and acting as if they were the real diplomats of Mongolia.

A group of five people, three men and two women, are gathered around a table. They are all wearing business suits and lanyards. They appear to be in a meeting or a workshop, looking intently at a laptop screen. The background is slightly blurred, showing what might be a conference room or a meeting space.

MODEL UN STARTER KIT:

PART II: FOR ORGANIZERS



2.1 VISION AND LEARNING OUTCOMES

A well-run school MUN turns classrooms into laboratories of diplomacy. Your aim is twofold: create a smooth, confidence-building simulation **this October**, and plant seeds for a sustainable MUN culture in your school. Keep the learning outcomes front and center: students should leave with a clearer sense of how international cooperation works, more confidence in speaking and listening, and the habit of backing opinions with research.

- **By the end of UN Week**, students should be able to (1) explain the issue their committee debated, (2) articulate their assigned country's interests, (3) use basic rules of procedure, and (4) co-draft at least one operative clause that addresses the problem.
- **For organizers**, the week should demonstrate that MUN is feasible with modest resources, and that it can scale (class → grade → school).

Keep reminding everyone: this is a *learning* simulation. Accuracy matters, but inclusion and confidence matter just as much.

2.2 CHOOSING A FORMAT THAT FITS YOUR SCHOOL

Start by matching ambition to bandwidth. There is no “right” format; there is a right fit.

Classroom MUN (best for first-timers). One committee (e.g., General Assembly) within a single class. The teacher chairs. Easy to schedule in a 90–120 minute block. Low printing and staffing needs.

Grade MUN (intermediate). Multiple classes in a grade tackle the same committee/topic or split into two committees (e.g., GA + WHO). Needs student chairs, a shared schedule, and a larger room for opening/closing.

Whole-School MUN (advanced). Multiple committees running in parallel, student Secretariat, opening/closing ceremonies, awards. Requires robust student leadership and support from administration.

Recommendation for 2025: If your school is new to MUN, choose **Classroom** or **Grade-level** this year, then build toward a whole-school conference next year.

2.3 PLANNING TIMELINE (IDEAL VS. ACCELERATED)

Ideal 6-Week Timeline (for future years)

- **T-6 weeks (early September):** Pick format, topic(s), date(s); recruit student leaders; book rooms; draft budget.
- **T-4 weeks:** Assign countries; train chairs; release research brief + templates; open registration.
- **T-3 weeks:** Run a mock session; confirm tech/printing; finalize agenda wording.
- **T-2 weeks:** Collect position papers (optional for first-timers); chair rehearsal; print placards and rule sheets.
- **T-1 week:** Final run-through; seating chart; test microphones/projector; confirm volunteers.
- **UN Week (20–24 Oct):** Host the simulation; gather feedback; celebrate.

Practical Accelerated Plan for 2025 (starting now)

- **This week (by Sep 21):** Choose format and one clear topic; name student chairs; share a 2-page “Getting Ready” brief.
- **Next week (Sep 22–28):** Assign countries; hold one 40-minute chair training; run a 30-minute mock debate in class.
- **Week of Sep 29–Oct 5:** Prepare materials (placards, rule sheet, resolution template); finalize schedule and agenda question.
- **Week of Oct 6–12:** Confirm seating, roles, and timing; optional position-paper paragraph from each delegate (5–7 sentences).
- **Week of Oct 13–19:** Print everything; chair script rehearsal; publish the day plan to students and staff.
- **Oct 20–24 (UN Week):** Run the MUN; debrief; hand out certificates; invite interest for a permanent club.

2.4 SELECTING COMMITTEES AND TOPICS

Pick **one** committee and **one** tightly framed topic for first-time delegates. The narrower the question, the better the debate.

Beginner-friendly committees:

- **General Assembly (GA)** — most inclusive; country-per-student format fits classrooms.
- **WHO / UNEP / UNESCO** — focused mandates; issues students recognize from daily life.
- **UNICEF** — youth-centered issues; strong alignment with school priorities.

Mongolia-relevant sample agenda wordings (choose ONE):

- *GA*: “Addressing Air Pollution in Urban Centers with Emphasis on Youth Health”
- *UNEP*: “Combating Desertification and Land Degradation in Arid Regions”
- *WHO*: “Strengthening Adolescent Mental Health Services in Schools Post-Pandemic”
- *UNICEF*: “Protecting Children from Online Harassment and Misinformation”
- *UNESCO*: “Ensuring Inclusive and Equitable Quality Education in Rural Areas”

Tip: Use an agenda phrased as a **question or challenge**, not a broad theme (“Air Pollution”) — it helps students propose targeted solutions.

2.5 LOGISTICS & SETUP

Venue/Classroom Setup

The environment helps create the right atmosphere. Arrange desks in a U-shape or circle so delegates can see one another, with the Chair at the front. Placards with country names should be placed at each seat. A small podium, gavel, or even a simple bell can help the Chair maintain order.

Materials Checklist

Organizers should prepare the following in advance:

- One-page rules of procedure for each delegate
- A resolution template with space for preambulatory and operative clauses
- A delegate list with assigned countries
- Country placards for seating arrangements
- Pens, markers, and paper for drafting

These simple items give the event a sense of formality and help students take the simulation seriously.

Managing Time and Flow of Sessions

Keeping the event on track is one of the organizer's main challenges. A half-day conference (about 3–4 hours) can follow this flow:

1. Opening and roll call
2. General debate (speakers' list)
3. Caucus sessions (moderated and unmoderated)
4. Drafting and presenting resolutions
5. Voting and closing

Flexibility is important — sometimes debates will need more time, or delegates will require encouragement to keep the energy going.

2.6 TRAINING YOUR DELEGATES

Most students will walk into their first Model UN with little or no understanding of how it works. That means the quality of training beforehand will determine whether they feel lost and intimidated or confident and excited. Training does not need to be complicated, but it does need to be thoughtful, practical, and engaging.

The first step is to **introduce the concept**. Explain in simple terms that MUN is a simulation of the United Nations where students take on the role of countries. The goal is not to “win” an argument but to practice diplomacy — finding solutions that as many countries as possible can support. Making this clear from the beginning prevents the debate from turning into a regular argument or a classroom competition.

Once the idea is introduced, a **basic orientation session** should cover:

- What the UN does in real life (peacekeeping, human rights, development, etc.)
- How MUN mirrors this through committees, topics, and resolutions
- The roles of delegates, Chairs, and the Secretariat
- The flow of debate: speeches, caucuses, drafting, and voting

But training cannot stop at explanation. Students learn best by doing, so the heart of preparation should be a **mock session**. Choose a fun, lighthearted topic that requires no research, such as “Should schools have longer lunch breaks?” or “Should mobile phones be banned in class?” Run it with real rules: set a speakers’ list, allow a caucus, and even have a short vote at the end. By experiencing the rhythm of debate, students understand what to expect when the real day comes.

To build confidence, encourage delegates to prepare **cue cards** with a few key points. Provide sentence starters like:

- “The delegation of [Country] believes that...”
- “We strongly support efforts to...”
- “Our country cannot agree to this because...”
- “We propose the following solution...”

These prompts help even shy students feel they have something to say. Chairs can also encourage participation by allowing brief partner discussions before speeches, or by inviting quieter delegates directly.

2.7 MODERATING & PROBLEM-SOLVING

Even with the best planning, no MUN runs perfectly. The role of the Chair and Secretariat is to keep the room moving forward, handle problems with calm authority, and ensure that every delegate has a chance to participate.

Role of the Chair and Secretariat

The Chair is the heartbeat of the simulation. They open the session, recognize speakers, manage debate time, and guide delegates through motions and votes. But they are also teachers in disguise: whenever confusion arises, the Chair explains the rules again in simple terms. They are not meant to intimidate delegates with procedure but to create a safe environment for learning. The Secretariat, led by the Secretary-General, supports the Chair by handling logistics: distributing notes, collecting draft resolutions, keeping attendance, and troubleshooting technical issues.

Handling Disruptions or Confusion

In a room full of first-time delegates, disruptions will not usually be about misbehavior but about confusion. Students may forget to raise their placard, speak out of turn, or not know how to phrase a motion. Chairs should treat these mistakes gently, correcting them with patience. A calm reminder — “Please raise your placard if you would like to speak” — is usually enough.

Occasionally, more active problems arise. A single delegate may dominate the floor, preventing others from speaking. In this case, the Chair can politely enforce speaking limits and call on quieter delegates next. If the debate stalls or repeats itself, introducing a caucus or asking a guiding question (“What specific action should countries take in schools?”) can help. The key is flexibility: the Chair adapts to the room rather than rigidly forcing procedure.

Encouraging Balanced Participation

One of the greatest challenges is ensuring that everyone speaks, not just the confident few. The Chair can do this by:

- Rotating recognition: deliberately calling on countries that have not spoken yet.
- Breaking into smaller caucus groups where shy students may feel more comfortable.
- Praising contributions from quieter students to build their confidence.
- Allowing written interventions: a short note from a delegate can be read aloud if they are too shy to speak.

Balanced participation should be seen as a success metric for the event. If only a handful of delegates spoke, the conference was not truly inclusive. But if nearly everyone contributed, even briefly, then the MUN has achieved its purpose.

2.8 AFTER THE CONFERENCE

The work of an MUN does not end with the final vote. What happens after the conference is just as important as what happens during it, because reflection and recognition turn a one-day event into a long-lasting learning experience.

Certificates and Recognition

Every participant should be recognized for their effort. A certificate of participation gives students something tangible to remember the event by. Simple awards such as **Best Delegate**, **Most Diplomatic**, or **Best First-Timer** add excitement and motivate students to prepare seriously next time. Awards should not be about “winning” but about celebrating effort, creativity, and collaboration.

Feedback and Reflection

Dedicate time after the closing ceremony for feedback. This can be as simple as asking students to write down answers to three questions:

1. What did you enjoy most?
2. What was most difficult?
3. What did you learn?

Teachers and organizers can also hold a short discussion, inviting a few delegates to share their reflections aloud. This helps students process the experience and gives organizers valuable insight into what worked and what could be improved for next time.

Continuing the Momentum

The most successful MUNs do not stand alone — they spark interest in more. Teachers can encourage interested students to form an **MUN club** or to organize smaller debates throughout the year. Schools might decide to make MUN a permanent tradition during UN Week each October. By giving students a chance to lead future sessions, teachers help them build lasting skills in leadership, research, and public speaking.

Some schools may even connect with other schools in Mongolia to co-host inter-school MUNs in future years. What begins as a single event in one classroom can grow into a network of student diplomats across the country.

MODEL UN STARTER KIT:

PART III: FOR DELEGATES



3.1 UNDERSTANDING THE UN & MODEL UN

Stepping into a Model UN committee for the first time can feel like walking into a new country: there are unfamiliar words, protocols, and behaviors. The good news is that once you understand the purpose and the rules of the place you're entering, everything becomes manageable — even exciting. This section explains what the real United Nations (briefly), how Model UN relates to it, and what being a delegate really means. It also gives practical advice on how to think about the country you represent and how to act inside the committee.

What the United Nations is — a short, practical view

The United Nations is the world's main forum for diplomacy. Countries meet at the UN to discuss problems that cross borders — war and peace, health, the environment, education, and human rights — and to try to agree on collective responses. The UN is made up of different organs and specialized agencies (for example, the General Assembly, Security Council, the World Health Organization, and the UN Environment Programme). Each organ has a specific focus and a different decision-making style.

You don't need a deep history lesson to succeed in MUN, but you do need to appreciate that the UN's real work is slow, often messy, and based on negotiation and compromise. Countries bring national interests, histories, and practical constraints to every table — and solutions are found by persuasion, not by force.

What Model UN is — the simulation explained

Model UN is a simplified, time-compressed version of that diplomatic process. Instead of 193 countries negotiating over months or years, a Model UN committee may have 15–50 student delegates who try to write and pass resolutions within a single day or a few sessions. The key aims of a MUN are educational: to teach research, public speaking, negotiation, teamwork, and critical thinking.

A few important differences to keep in mind:

- **Scale and scope are compressed.** Committees focus on narrower questions so students can draft realistic solutions in the available time.
- **Rules are simplified.** University or specialized MUNs use very complex procedures; school MUNs use beginner-friendly rules so debate flows and learning happens.
- **Role play matters.** You represent a country's official position — not your personal beliefs. This is a core learning moment: arguing for a position you don't hold teaches empathy and strategic thinking.
- **Outcome is learning, not literal policy.** Passing a draft resolution in MUN doesn't change the world, but it shows you can build a workable coalition and translate ideas into clear language.

Common UN bodies you'll meet in MUN

In school MUNs you will most often simulate these:

- **General Assembly (GA):** Broad topics, many countries, emphasis on consensus-building. Great for beginners.
- **Security Council (SC):** Focus on international peace and security; fewer members, higher pressure, often more procedural.
- **Specialized agencies (WHO, UNEP, UNESCO, UNICEF):** Thematic focus (health, environment, education, children's issues) and often very accessible topics for students.

Each committee has its own "tone": GA debates are often diplomatic and broad, WHO/UNEP debates are technical and solution-oriented, and Security Council simulations may include crisis elements. Knowing your committee helps you shape arguments appropriately.

What being a delegate actually looks like

Being a delegate involves several roles that you will rotate through during preparation and the conference day:

1. **Researcher.** You must learn the country's domestic situation, foreign policy priorities, and previous international actions relevant to your topic.
2. **Writer.** You'll draft speeches, a short position paper (or paragraph), and possibly draft resolution clauses.
3. **Negotiator.** In caucuses you will form alliances, barter clauses, and convince others to support your ideas.
4. **Public speaker.** You'll deliver opening remarks, reply to questions, and present clauses during formal debate.
5. **Voter and compromiser.** Finally, you vote, perhaps accept amendments, and stand behind the coalition decisions.

All of these roles depend on a single habit: prepare and listen. When you prepare, you enable yourself to speak clearly and respond to others. When you listen, you discover the points that can become bridges between opposing views.

How to analyze the country you represent

When you first get a country assignment, don't panic. Use a simple, structured approach to make your position clear and usable:

1. **Basic facts (one paragraph):** population size, region, political system (very brief), economic standing (developed, developing, low income), and a sentence about recent priorities.
2. **Domestic priorities affecting the topic:** what does this issue mean at home? (e.g., energy-poor countries might prioritize affordable access; small island states focus on sea-level rise.)
3. **Foreign policy tendencies:** does the country usually support strong international institutions, prefers bilateral solutions, or prioritizes sovereignty?
4. **Allies and likely partners:** which countries are natural partners on this issue? (neighbors, regional blocs, ideological allies)
5. **Red lines:** what the country absolutely cannot accept (e.g., loss of sovereignty, unfunded mandates).
6. **Practical asks:** what specific actions can the country realistically support — funding mechanisms, technical assistance, monitoring, pilot projects, capacity building, timelines?

Write this as a short two-paragraph note on one page: first para = facts & domestic stakes; second para = diplomatic position, allies, and realistic asks. This becomes your mental map during debate.

Practical decorum and behavior inside committee

Diplomacy depends on tone. Dress neatly (school uniform or smart casual), arrive on time, and treat everyone with respect. Use the third person when referring to your country ("The delegation of Japan believes..."). Avoid personal attacks; criticism must be about policies or proposals, never about other students personally. If you disagree, state why and offer an alternative.

A few quick language tips (useful sentence starters):

- Opening: "The delegation of [Country] thanks the Chair and believes that..."
- Support: "We support the clause that... because..."
- Objection: "While our delegation acknowledges the intent, we cannot accept clause X because..."
- Compromise: "We propose amending clause X to include... which would allow more delegations to support it."

These short, repeatable forms help nervous delegates sound confident and diplomatic.

Basic glossary

- **Motion:** a request to the Chair to do something (e.g., set a moderated caucus).
- **Point of Order:** used to correct a procedural error.
- **Point of Information:** a question asked to a speaker after they finish (sometimes allowed).
- **Moderated Caucus:** a timed, more flexible debate focused on a sub-topic; interventions are short.
- **Unmoderated Caucus:** time to move around, form blocs, and draft text informally.
- **Working Paper:** an informal text compiling ideas that may become a draft resolution.
- **Draft Resolution:** the formal document proposed for adoption; has preambular and operative clauses.
- **Sponsor / Signatory:** sponsors write the draft; signatories support debating it.

(You'll get a one-page "cheat sheet" with these terms during training; carry it on the day.)

Common misconceptions and how to avoid them

Many beginners think MUN is a debate contest where the loudest wins. It's not. Loudness without coalition building rarely passes resolutions. Another error is assuming your "position" is whatever you personally believe; your job is to represent the country's official stance, even when it differs from your views. Finally, don't try to invent technical policy details on the spot — prioritize clear, plausible actions your country could realistically support.

Small practical exercise (do this in your prep)

Spend 20 minutes immediately after receiving your country: write a 60-second opening speech using the country-analysis method above (1–2 sentences about the problem, 2 sentences about your country's perspective, 1 sentence about what you will propose). Keep that as your core speaking card.

3.2 GETTING READY — RESEARCH & POSITION PAPERS

Preparation is the invisible backbone of a successful MUN. On conference day, you will see students delivering sharp speeches, asking clever questions, and drafting strong clauses. What you don't see is the research and writing that made that possible. The truth is simple: if you prepare well, you will enjoy the day. If you don't, you will feel lost and anxious. This section shows you how to prepare step by step — from gathering information to writing a clear and useful position paper.

Why preparation matters

Model UN is not about being the smartest person in the room or having the loudest voice. It is about representing a country consistently, negotiating effectively, and working with others toward a resolution. That requires facts, context, and a clear strategy. Preparation allows you to:

- Speak confidently in opening statements.
- Know where your country stands without second-guessing yourself.
- Recognize allies and likely opponents during debate.
- Suggest realistic solutions that sound credible.
- Avoid the common “blank stare” moment when someone asks your country's position.

Think of preparation as packing for a journey. If you forget essential items, the trip becomes stressful. If you prepare thoughtfully, the experience becomes enjoyable.

Step 1: Researching your country

You don't need to write a book — just focus on relevant information. A simple research process looks like this:

1. **Start broad.** Look at your country's official page on the UN website (www.un.org). This gives you its membership, voting record summaries, and statements.
2. **Find a fact sheet.** Websites like the CIA World Factbook or Britannica School provide quick, accurate information on population, economy, geography, and political system.
3. **Look at recent news.** Read a couple of news articles (BBC, Reuters, local outlets) to see what the country is currently dealing with — crises, reforms, or priorities.
4. **Check foreign ministry websites.** Many countries publish their foreign policy goals online. These show how they position themselves globally.

5. **Focus on the topic.** Search: “[Country] + climate change UN” or “[Country] + human rights UN” to see its stances.

As you gather information, write short notes, not long paragraphs. Aim for one page of bullet points that you can consult easily.

Step 2: Understanding your committee topic

Every committee has one or two assigned topics (e.g., “Protecting children in armed conflict,” “Sustainable energy access,” “Combating disinformation”). Don’t get overwhelmed — you don’t need to know everything. Instead:

- **Define the problem:** what is the global challenge?
- **Relate it to your country:** how is your country affected or involved?
- **Check past UN action:** what resolutions or treaties already exist on this topic?
- **Spot gaps:** what still needs to be done?

For example, if the topic is **climate change adaptation**, small island states will focus on rising sea levels, developed countries may emphasize technology transfer, and resource-rich states might prioritize economic stability. Knowing this helps you predict alliances.

Step 3: Writing your position paper

A position paper is your roadmap. It is usually one page long and structured into three simple parts:

1. **Introduction (1 paragraph):** Introduce your country briefly. Mention one or two facts that show its relevance to the issue.

Example: *“The delegation of Bangladesh, home to over 160 million people and highly vulnerable to flooding, views climate adaptation as an urgent global priority.”*

2. **Country’s perspective (1–2 paragraphs):** Explain your country’s main concerns and priorities. Refer to domestic realities and past international actions.

Example: *“Bangladesh has invested in early warning systems and coastal embankments, yet faces rising costs and humanitarian risks. Our delegation emphasizes that adaptation requires international financing and technology support.”*

3. **Proposed solutions (1–2 paragraphs):** Outline practical actions your country will support. Keep them realistic and aligned with your country’s capabilities and values.

Example: *“We propose establishing a Global Climate Adaptation Fund with predictable financing, strengthening technology-sharing partnerships, and prioritizing vulnerable communities.”*

Keep sentences clear and professional. Use diplomatic language — “encourages,” “supports,” “calls upon,” instead of “demands” or “forces.”

Step 4: Preparing your opening speech

Your first 60–90 seconds in the committee is your **opening statement**. It sets the tone and introduces your country’s position. You should write it in advance and practice it until you can deliver it smoothly.

Structure it as follows:

1. Greeting: *“Thank you, Honorable Chair. Distinguished delegates...”*
2. Statement of problem: *“The issue of global disinformation threatens trust, education, and security worldwide.”*
3. Your country’s view: *“The delegation of Kenya believes that strong digital literacy programs are essential...”*
4. Solutions you will pursue: *“We will work with all delegations to propose guidelines for online platforms and increased youth training.”*
5. Closing: *“We look forward to constructive debate and cooperation.”*

Keep it polite, concise, and clear. Aim for **about 150–200 words** maximum.

Step 5: Making a preparation pack

Before the conference, gather your essentials into one folder or notebook:

- Your country research notes (1–2 pages).
- Your position paper (1 page).
- Your opening speech (150–200 words).
- A list of allies/opponents (3–5 countries each).
- Sentence starters for interventions.
- A blank page for taking notes during debate.

Having this preparation pack on your desk means you will always have something to say, even if you feel nervous.

A short story to illustrate

Imagine two students both assigned to represent Brazil in a debate on deforestation.

- Student A shows up with no research. He vaguely says “Brazil likes the environment but also needs the economy.” When asked about Brazil’s policy, he has no answer.
- Student B comes with a one-page position paper, knows Brazil’s struggle with balancing development and rainforest protection, and can name Brazil’s 2023 pledge to reduce deforestation. She proposes a fund to support alternative livelihoods for farmers.

Which delegate will be respected, build alliances, and get their clauses into the resolution? Clearly Student B. That difference is not talent, it is preparation.

Key takeaway

Preparation is not about writing a perfect essay — it is about arming yourself with usable knowledge and clear proposals. If you follow the steps above (research your country, understand the topic, write a short position paper, and prepare an opening speech), you will enter the conference calm, confident, and ready to shine.

3.3 RULES OF PROCEDURE SIMPLIFIED

When you step into your first Model United Nations conference, one of the most intimidating parts can be the rules of procedure. The good news is that while the terminology may sound complicated, the actual process is quite logical. Think of these rules as the traffic signs of debate: they keep everyone moving in the same direction, make sure no one speaks over each other, and allow the discussion to progress toward real decisions.

The flow of debate usually begins with **roll call**, where the Chair checks which countries are present. At this point, you declare yourself as “present” or “present and voting.” This distinction matters later, since delegates who are “present” may abstain on final votes, while those “present and voting” must commit to either a “yes” or “no.”

Once attendance is confirmed, the committee must agree on which topic to discuss first. This step is known as **setting the agenda**. A delegate proposes a motion, such as: *“Motion to set the agenda to the question of cybersecurity.”* If the motion passes by majority vote, the committee officially begins debate on that issue.

The heart of the discussion takes place in the **General Speakers’ List (GSL)**. Here, delegates deliver speeches of usually one or two minutes, presenting their country’s stance. The GSL is often where new delegates first find their voice. After speaking, a delegate can choose how to use any remaining time: they may yield it back to the Chair, to another delegate, or to questions from the floor.

Debate then becomes more dynamic through **caucuses**. A *moderated caucus* allows the committee to focus on one aspect of the topic, with shorter interventions—thirty or forty-five seconds each—managed by the Chair. For example, a moderated caucus might focus on *“cybersecurity in developing nations”* rather than the broader issue. On the other hand, an *unmoderated caucus* opens the floor entirely. Delegates move around, form groups, and begin drafting concrete solutions. This is where diplomacy truly happens, as students negotiate wording, trade concessions, and test how much support their ideas can gather.

All of these discussions eventually lead to the drafting of **resolutions**. Resolutions are formal documents that summarize the committee’s proposals. They begin with preambulatory clauses, which provide background and context, followed by operative clauses, which state the actions to be taken. For example: *“Recognizing the growing threat of cybercrime in international trade”* (preambulatory) might lead to *“Calls upon member states to enhance international cooperation in digital forensics”* (operative). Writing a resolution is both a technical and creative process—it requires collaboration, attention to diplomatic language, and the ability to unite multiple voices behind a single text.

Throughout the debate, delegates rely on **motions** and **points** to guide procedure. Motions are requests to change the format of the debate, such as calling for a caucus or closing debate to move into voting. Points are individual rights of

delegates: a point of personal privilege can be raised if you cannot hear the speaker, a point of order if you believe the rules are being misapplied, and a point of inquiry to ask the Chair for clarification. These tools keep the debate fair and ensure that every delegate has a voice.

Finally, the committee reaches the moment of decision: **voting**. Here, the difference between “procedural” and “substantive” votes becomes crucial. Procedural votes, such as whether to enter a caucus, require every delegate to participate without abstentions. Substantive votes, which determine whether resolutions and amendments pass, allow abstentions from those who declared themselves “present” at roll call. This stage can be tense, as blocs count their support and last-minute lobbying can sway the outcome.

In short, the rules of procedure are not meant to confuse but to provide structure. Once you grow comfortable with the rhythm—roll call, agenda setting, GSL, caucuses, resolutions, and voting—you will find that these rules create an environment where serious issues can be discussed respectfully and effectively. They turn a classroom into a miniature United Nations, where order and diplomacy guide every step.

3.4 SKILLS FOR DEBATE AND DIPLOMACY

A successful delegate is not only knowledgeable about their assigned country but also able to communicate persuasively and work with others to achieve consensus. Model UN is as much about skills as it is about knowledge, and these skills—public speaking, persuasion, negotiation, and resolution writing—are what make the experience so valuable for students.

Public Speaking Basics

Public speaking in MUN is about more than confidence; it is about clarity and presence. A strong delegate speaks with a steady pace, projects their voice across the room, and maintains eye contact with the audience rather than reading directly from notes. Nervousness is natural, but it can be managed by practicing speeches beforehand and remembering that every delegate is in the same situation, trying to balance nerves with preparation.

A good speech usually follows a clear structure:

- **Introduction:** State your country’s general position.
- **Body:** Present one or two key arguments supported by facts.
- **Conclusion:** Suggest specific solutions or next steps.

This structure ensures that even short speeches are impactful and easy to follow.

Persuasion and Negotiation

Diplomacy is the heart of MUN, and diplomacy requires persuasion. Unlike debating competitions, the aim is not to defeat the other side but to build enough common ground to create workable solutions. This means listening as much as speaking. A delegate who understands the concerns of others and acknowledges them openly will build trust and credibility.

Negotiation often happens during unmoderated caucuses, when delegates cluster into groups and work on draft resolutions. This is where skills such as compromise, alliance-building, and careful wording matter. For instance, two countries might disagree on whether to establish a new international body. A skilled negotiator might reframe the idea as a “working group under an existing committee,” offering both sides a face-saving middle ground.

Writing Resolutions with Examples

Resolution writing is the technical expression of all the debates and negotiations. It transforms speeches into action-oriented text. To write effectively, delegates must master the language of diplomacy—formal, precise, and neutral.

A resolution has three main parts:

- **Heading:** Identifies the committee, topic, sponsors (authors), and signatories (supporters).
- **Preambulatory Clauses:** Provide background and justification. These clauses begin with words like *Acknowledging*, *Recognizing*, *Deeply concerned*, or *Recalling previous resolutions*. Example: *“Recognizing the growing impact of misinformation on global public health campaigns.”*
- **Operative Clauses:** Present the proposed actions, numbered sequentially. These clauses begin with strong verbs such as *Encourages*, *Decides*, *Requests*, or *Calls upon*. Example: *“Encourages member states to establish national media literacy programs in cooperation with UNESCO.”*

Here is a very short illustration of how a resolution might look:

Preambulatory: *Recognizing the urgent need to address climate-related displacement,*

Operative: *1. Calls upon member states to create safe migration pathways for climate refugees;*
2. Encourages international financial institutions to support adaptation efforts in vulnerable regions.

Even this simple example shows how resolutions move from context to concrete solutions. The art lies in making them broad enough to attract support but specific enough to matter.

Balancing Assertiveness with Respect

An underrated skill is knowing when to push and when to yield. Overly aggressive delegates may alienate potential allies, while overly passive ones risk being overlooked. The most effective delegates strike a balance: they assert their country’s policies firmly but frame them in ways that leave space for collaboration. A phrase like *“While my delegation has concerns about this proposal, we are open to further discussion on...”* keeps doors open rather than shutting them.

3.5 A Day in MUN

For many students, the first day of a Model UN conference feels like stepping into a different world. The usual classroom atmosphere transforms into something formal and exciting: desks are arranged like a miniature United Nations chamber, placards mark the names of countries, and delegates arrive dressed in formal attire.

Understanding the rhythm of the day helps first-time participants feel prepared and confident.

What to Expect

The day often begins with **opening formalities**, such as roll call. Delegates raise their placards to signal attendance, confirming whether they are “present” or “present and voting.” This may seem small, but it sets the tone for the conference—it is the first moment where every delegate is officially recognized.

After roll call comes the **setting of the agenda**, where the committee chooses which topic to debate first. A few delegates will make short speeches to argue why one issue should take precedence, and then the room votes. Once the agenda is set, the real work begins with the **General Speakers’ List (GSL)**. This is where every delegate gets a chance to present their country’s position in front of the room. The early speeches in the GSL help identify allies and opponents, giving everyone a sense of the room’s dynamics.

As debate progresses, **moderated caucuses** allow for sharper focus on specific aspects of the issue, while **unmoderated caucuses** bring a burst of energy as students gather in groups, moving around the room to draft resolutions. These unmoderated sessions are often the most exciting part of the day: voices overlap, laptops or papers fill with text, and alliances form quickly. It is in these moments that the conference feels most alive.

Eventually, the committee shifts into **resolution debate**. Drafts are submitted, discussed, and amended. Delegates speak passionately for and against certain clauses, testing their persuasive skills. The process can be intense, but it also teaches patience, negotiation, and compromise.

Finally, the day culminates in **voting procedure**. All placards are raised as the committee decides whether the draft resolutions pass. The silence in the room during voting is striking—after hours of speeches and discussions, everything comes down to this decisive moment. Whether a resolution passes or fails, the experience leaves delegates with a sense of accomplishment: they have taken part in a process that mirrors real diplomacy.

Tips to Shine as a Delegate

Thriving in MUN requires both preparation and adaptability. Delegates who stand out often do a few simple but powerful things:

- **Speak early:** Raising your placard and delivering a speech early in the GSL signals confidence and ensures your country's stance is on the record.
- **Stay active in caucuses:** Even if you are quiet in formal debate, caucuses are your chance to show initiative and build influence.
- **Balance speaking and listening:** Pay attention to others' arguments. Referencing another delegate's point in your own speech shows attentiveness and builds respect.
- **Use diplomatic language:** Phrases like "*Our delegation would like to propose...*" or "*We recognize the concerns of others*" make a stronger impression than confrontational remarks.

Common Challenges and How to Overcome Them

Every MUN has its obstacles. Some delegates freeze during their first speech, overwhelmed by nerves. The solution is to focus on one clear message rather than memorizing every line. Others may struggle with being overshadowed by more outspoken participants; in this case, caucuses provide a valuable space to step forward, propose ideas, and show leadership in smaller groups.

Another challenge is disagreement. It is natural for delegates to feel frustrated when their proposals are rejected or altered beyond recognition. But this is the essence of diplomacy: learning that compromise does not mean failure, but progress. Even if your exact wording does not make it into the final resolution, your contributions may shape the outcome in subtle but meaningful ways.

By the end of the day, whether or not a delegate's resolution passes, most students leave with something greater: confidence, friendships, and a deeper understanding of global issues. For Mongolian students, who may rarely experience international-style debate in their classrooms, a day at MUN is both a personal challenge and a transformative learning opportunity.

By now, you have seen how a Model UN conference works: the rules that guide it, the skills that make delegates effective, and the rhythm of a typical day in committee. These may seem like technical details at first, but together they create a powerful learning experience. MUN is not only about debating or passing resolutions—it is about practicing the art of respectful disagreement, learning to listen, and finding creative solutions in the company of peers who may think very differently from you.

For students, especially those stepping into MUN for the first time, the challenge may appear daunting: formal rules, strict time limits, and high expectations. Yet these challenges are what make the experience so rewarding. Each speech builds confidence, each negotiation strengthens critical thinking, and each resolution reminds us that cooperation is possible even when opinions diverge.

As you prepare for your own conference, remember that success is not measured only by how many times you speak or whether your resolution passes. True success lies in the friendships you build, the perspectives you gain, and the confidence you carry forward into other parts of your life. Model UN is practice for leadership—not only in the classroom, but in the world you are preparing to shape.

MODEL UN STARTER KIT:

PART IV: TAKING MUN FURTHER



MINISTRY OF FOREIGN AFFAIRS
MONGOLIA

4.1 BEYOND UN WEEK

Model UN does not need to be a once-a-year event tied only to United Nations Week. For many students, the excitement and confidence gained from a single conference can be the spark that leads to something bigger. Schools and individuals can carry this momentum forward, building communities that continue to explore global issues and practice diplomacy throughout the year.

One of the most effective ways to do this is by establishing a **permanent MUN club**. A club can meet weekly or biweekly, giving students the chance to practice debate, prepare mock sessions, and mentor newcomers. Even a small group can grow into a vibrant community if it has consistency and support from teachers. Clubs are not only about preparing for conferences; they also provide a safe space to build confidence in public speaking and teamwork over time.

For students whose schools do not yet have a club, joining an existing one—perhaps at another school or through city-wide initiatives—is an excellent option. Sometimes, the best way to learn is by participating with peers from different backgrounds.

Beyond the school level, opportunities expand to **regional, national, and even international conferences**. Mongolia already has a growing MUN community, with events in Ulaanbaatar and other urban centers. Many students begin with small school-based simulations, then progress to national conferences where they meet peers from across the country. For those who are passionate, international MUNs in Asia, Europe, or North America can provide life-changing experiences, exposing students to new cultures and perspectives while refining their diplomatic skills on a global stage.

Finally, it is worth remembering that **Model UN is not just a game**. For many alumni, the skills developed—research, persuasion, negotiation, leadership—become the foundation for careers in diplomacy, law, academia, or business. The journey from representing a country in a classroom to representing your nation in real negotiations may seem far, but MUN provides the very first steps. Even if you do not pursue international relations professionally, the ability to listen, compromise, and lead will serve you in any field.

4.2 RESOURCES & TEMPLATES

Sample Position Paper

A **position paper** is one of the first tasks given to MUN delegates. It is a short document (usually one page) that explains your country's stance on the issue to be debated. Writing a strong position paper shows the Chair that you are prepared and gives you a reference point during debate.

A well-structured position paper usually includes three main elements:

1. **Introduction of the Issue** – A brief overview of the problem and why it matters globally.
2. **Your Country's Perspective** – How your assigned country views the issue, including past policies, statements, or relevant treaties.
3. **Proposed Solutions** – Specific actions your country supports to address the problem.

Committee: General Assembly – First Committee (Disarmament and International Security)

Topic: Cybersecurity and International Peace

Country: Republic of Korea

Position Paper

Cybersecurity threats have become one of the fastest-growing risks to international peace and stability. Attacks on government networks, financial institutions, and essential infrastructure endanger not only national security but also the safety of civilians. The United Nations has already taken steps, including Resolution 68/167 on the right to privacy in the digital age, but stronger global cooperation is still required.

The Republic of Korea views cybersecurity as a shared responsibility of the international community. As a technologically advanced nation, Korea has invested heavily in developing secure digital infrastructure and has participated in regional dialogues through the ASEAN Regional Forum. Korea believes that cyberattacks pose cross-border challenges that no state can handle alone.

To strengthen international cooperation, Korea proposes the following measures:

- The creation of a UN-led working group to share best practices and coordinate responses to cyber threats.
- Increased capacity-building programs to assist developing countries in strengthening their cyber defense.

- Encouragement of public-private partnerships between governments and technology companies.

Through collective action, the international community can reduce the risks of cyberattacks and protect global peace and security.

This example is simple but effective. It gives background, clearly outlines the country's stance, and proposes realistic actions. A student writing a position paper should remember: it is not about personal opinions, but about faithfully representing their country's policies.

Sample Resolution

A **resolution** is the formal document that delegates debate, amend, and ultimately vote on during a Model UN conference. It reflects the combined ideas of multiple countries, written in diplomatic language, and follows a standard structure with preambulatory clauses (which explain the context) and operative clauses (which outline actionable solutions).

Committee: General Assembly – First Committee (Disarmament and International Security)

Topic: Cybersecurity and International Peace

Sponsors: Republic of Korea, Germany, Canada

Signatories: United States, Japan, Brazil, France

The General Assembly,

Preambulatory Clauses:

- *Recognizing* the increasing threats posed by cyberattacks on national and international security,
- *Recalling* UN Resolution 68/167 on the right to privacy in the digital age,
- *Acknowledging* the importance of cooperation between nations, technology companies, and international organizations,

Operative Clauses:

1. *Encourages* the establishment of a UN-led Working Group on Cybersecurity to facilitate global coordination and information sharing;
 2. *Calls upon* member states to provide technical assistance and training programs to developing countries to strengthen cyber defense capabilities;
 3. *Recommends* the creation of public-private partnerships to develop innovative solutions for cybersecurity threats;
 4. *Requests* regular reporting from member states on progress and collaboration in cyber threat prevention;
 5. *Decides* to review this resolution annually to ensure effectiveness and adaptability to emerging threats.
-

Tips for Writing Resolutions:

- **Be precise and formal:** Avoid casual language. Each clause should be clear and actionable.
- **Build consensus:** Include ideas that appeal to multiple countries; a resolution needs majority support.
- **Use standard clause starters:** Preambulatory clauses often begin with *Recognizing, Recalling, Acknowledging*, while operative clauses start with *Encourages, Calls upon, Recommends, Requests, Decides*.
- **Number your operative clauses:** Makes amendments and voting easier to manage.

Even for first-time delegates, drafting a simple but well-structured resolution is possible. The key is to focus on representing your country accurately, collaborating with allies, and keeping the language formal yet actionable.

4.3 DELEGATE PREPARATION CHECKLIST

Preparing for a Model UN conference can feel overwhelming, especially for first-time delegates. Breaking the preparation into clear steps can help you approach the day confidently, knowing you are ready to contribute effectively. Here's a detailed guide:

1. Understand Your Country and Committee

Before anything else, research your assigned country's position on the topics being debated. Take notes on:

- Key policies and recent statements.
- Alliances or historical stances relevant to the topic.
- Previous UN resolutions or international agreements that involve your country.

Additionally, understand the role of your committee. Is it the General Assembly, Security Council, or a specialized agency? Each has slightly different procedures and expectations.

2. Write Your Position Paper

Draft a concise one-page document that explains your country's perspective. Include:

- Background of the issue.
- Country-specific stance and reasoning.
- Proposed solutions or actions.
Keep it formal, accurate, and aligned with official policies.

3. Practice Public Speaking

- Write and rehearse short speeches for the General Speakers' List.
- Practice pacing, tone, and clear articulation.
- Work on projecting confidence, even if you feel nervous.

4. Learn the Rules of Procedure

- Familiarize yourself with the flow of debate: roll call, agenda setting, GSL, caucuses, drafting resolutions, and voting.
- Understand key motions and points, such as points of order, points of personal privilege, and procedural versus substantive votes.

5. Plan for Diplomacy

- Identify potential allies and opponents based on country positions.
- Think of strategies for negotiation during unmoderated caucuses.

- Prepare flexible language that allows for compromise while defending your country's stance.

6. Prepare Materials and Notes

- Bring your position paper, research notes, and any prepared speeches.
- Have stationery ready for drafting resolutions or amendments.
- Keep a list of key facts and statistics that support your arguments.

7. Practice Collaboration

- Run a mock session with friends or classmates to simulate debate and negotiation.
- Practice listening and responding thoughtfully to other delegates.
- Work on concise, respectful language that balances assertiveness with diplomacy.

8. Mindset and Presentation

- Dress formally to reflect the professional atmosphere of MUN.
- Be prepared to adapt: debates may not go as planned, and flexibility is a key skill.
- Remember that confidence grows through participation, not perfection.

By following this checklist, a first-time delegate can walk into a Model UN feeling prepared, confident, and ready to engage meaningfully. Preparation is not just about knowing facts—it's about developing the mindset, skills, and habits of an effective diplomat.



YOUR JOURNEY BEGINS

Congratulations! By reaching this point, you now have a comprehensive roadmap to your very first Model United Nations experience. Whether you are a student preparing to step into the role of a delegate or a teacher guiding your classroom through this process, this guidebook equips you with the tools to make MUN meaningful, engaging, and educational.

For students, MUN is more than a simulation; it is a practice ground for leadership, collaboration, and critical thinking. Every speech, negotiation, and resolution you engage in is an opportunity to understand global issues, practice diplomacy, and develop confidence in expressing your ideas.

For teachers and organizers, this is a chance to create an environment where students can experiment, learn, and grow. Your preparation—structuring committees, guiding debates, and mentoring delegates—ensures that MUN is not only a one-time event but a stepping stone for continued learning and engagement with global issues.

As your school hosts or participates in MUN during UN Week and beyond, embrace the challenges, celebrate progress, and recognize that every debate, compromise, and successful resolution contributes to students' growth. This shared experience strengthens not only individual skills but also the sense of community, teamwork, and curiosity about the world.

The United Nations is celebrating 80 years of global cooperation, and young people like you are the future of diplomacy, leadership, and positive change. Step into the chamber with confidence, preparation, and curiosity—and let this first MUN experience be the beginning of a journey that extends far beyond your classroom walls.



MODEL UN STARTER KIT:

A GUIDE FOR DELEGATES AND ORGANIZERS



2025