



# Model United Nations & Citizenship

The Security Council and General Assembly are the most popular bodies to simulate in MUN work, but most, if not all, organs within the UN System can be used for a MUN. Events can last for anything from a few hours to a few days and can range in size from a dozen delegates to several hundred. Simulations can be adapted for all age groups, from primary school pupils to adults.

## The four basic principles of MUN:

1. Participants are assigned a UN Member State and they play the role of a diplomat for their country, presenting their country's views and national interests, rather than their own personal opinions on an issue.
2. Delegates research their country, learning about its relations with other states and especially about their country's perspective on the topics to be discussed at the MUN. Discussions can cover any issue of global importance.
3. The delegates simulate the UN meeting, using agreed rules of procedure. The delegates present their countries' positions and debate and negotiate with the other delegations, in both formal and informal sessions.
4. A resolution is drafted, discussed, amended and voted upon, in response to the debate and issues raised by states. An approved resolution represents the final product of the meeting.

## Model UN, Citizenship and the New Curriculum

MUN can be used as a teaching tool for all aspects of the Citizenship curriculum. It provides a fantastic opportunity to deliver the 3 essential **skills** and **processes** for Citizenship, outlined in the New Curriculum KS 3 & 4. In addition, it is possible to integrate other subjects into a MUN through the careful selection of discussion topics (e.g. a debate on climate change would enhance science and geography lessons) and the use of interdisciplinary skills.

### *Process 1: Critical thinking and enquiry*

MUN enables students to engage with and reflect on different ideas, opinions, beliefs and values when exploring topical and controversial issues and problems. They need to research, plan and enquire into issues and problems using a range of information and sources as well as analysing and evaluating these sources identifying the values, ideas and viewpoints of their allocated country.

### *Process 2: Advocacy and representation*

In Model UN pupils are able to express and explain their opinions to others through discussions, formal debates and voting; they must be able to communicate an argument, taking account of different viewpoints and drawing on what they have learnt through research, action and debate. Negotiation and showing respect for other delegates are key MUN skills. Participants must be able to debate and justify their positions, both in written position papers and in discussion with other delegates, with the aim of winning support for their viewpoint (even if it is not their own opinion) through the debating and resolution procedures of the UN.

### *Process 3: Taking informed and responsible action*

Successful MUN participants develop the ability to think about, express, explain and critically evaluate the views of the country they are representing and then decide, with others on effective and creative action needed to resolve global problems. The resolutions that they agree upon need to address the impact of these actions on the wider world, now and in the future. Afterwards, students can reflect upon and evaluate their experience and use it to teach others about the UN and about their country and the issues that were discussed.