RESOLUTION CREATION WORKSHOP

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This document will help an advisor or veteran Student Y member facilitate a "resolution workshop" to introduce the delegation to the resolution-writing process.

Materials Needed:

• Copies of "Drafting a KUNA Resolution" document (one per student)

• Internet-ready computer linked to projector and/or computers for pairs of students

Introduction: How does a UN Resolution differ from a "law?"

Facilitator asks: "How is a UN Resolution different from a state or federal law passed by the state legislature or by Congress?"

Facilitator mediates the discussion and helps students to recognize that while laws passed by a legislature are binding and enforceable by governments, the United Nations has limited ability to compel member states to abide by it's resolutions. However, UN resolutions can promote general agreement and foster cooperation in international affairs.

Drafting a KUNA Resolution

Distribute to each participant a copy of the "Drafting a KUNA Resolution" document. This can be found on the KYYMCA website in the "General Assembly Resources Folder."

Facilitator says: "This guide covers a lot of information but for now we just need to brainstorm some possible topics or issues. What are some general topics/issues that you think are facing the global community?"

Facilitator should write the students' suggestions on a white board or smart board. Anticipate examples like famine, nuclear weapons, war, terrorism, health, etc. Select one issue to utilize as an example (note that the guide itself references nuclear weapons).

Facilitator says: "Now that we have a topic we can begin to write a resolution about it. Resolutions contain two types of sentences called "Clauses." Look at the list of "Preambulatory Phrases." These are for creating introductory statements or "Clauses" for your resolution. Look over the list and see if you can come up with a perambulatory clause for our topic."

Facilitator should write down "The General Assembly," emphasizing that the comma indicates that a series of preambulatory clauses will follow. Facilitator writes down or paraphrases two or three of the students' suggested clauses. It might be necessary to offer an example: i.e. "*Believing that everyone has a right to have enough food...*". Keep examples simple to help students feel confident to offer up their own ideas.

Once two or three clauses are listed the Facilitator can read aloud or ask a student to read aloud the resolution so far. This is a chance to emphasize the "rhythm" of the text, i.e "The General Assembly, believing that everyone has a right to have enough food, deeply concerned that many people don't have enough food, etc."

Facilitator says: "Now that we have listed some reasons why this issue is important, we can now move on to what actions we want the UN to undertake. Look now on the back of the guide at the list of "Operative Clauses." These can be used to list specific actions you want the UN to take. Look over the list and see if you can come up with an "Operative Clause" for our topic."

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Facilitator again notes students' suggestions, offering an example if necessary. Facilitator should number these clauses (1.; 2.; 3; etc), separating each with a <u>**semi-colon**</u>, and concluding the final clause with a <u>**period**</u>.

Facilitator says: "Ok, let's have a look and a listen to what we have. Who would like to read our resolution from the beginning?" Choose a volunteer to read the resolution or do it yourself.

Facilitator says: "So you see, a resolution is a statement of why the General Assembly believes a topic is important and what actions it thinks should be taken. When a country's UN ambassador votes FOR a resolution he or she is signaling that their country is in agreement with the positions and ideas put forth in the resolution."

<u>ADAPTATIONS</u>

For very young students or for students completely new to KUNA and resolution writing, it could be effective to have them create a resolution on an entirely silly or humorous topic (for example: Prohibition of Homework; Prohibition of Disco Music; Importance of Chocolate Pudding!) This helps to keep a light mood and allow students to focus entirely on *process and structure* before wrestling with content.

<u>CITING OTHER RESOLUTIONS IN YOUR RESOLUTION</u>

Citations are references to previous UN Resolutions, Treaties, Conventions, or other documents (see #2 under "5 Types of Preambulatory Clauses" on the resolution guide). To guide students on the use of citations the Facilitator will need access to the Internet and a method for displaying websites for students (a projector and or a computer lab).

Finding UN Resolutions:

To search for resolutions by subject keyword:

1. Go to http://unbisnet.un.org/
2. Click the link for "New Keyword Search" under the Bibliographic Records archive.
3. *IMPORTANT!: Under the "Limits" section of this page find the "Type of Material" list and click on "(B01) resolutions/decisions (UN)".
4. Finally, in the first "Search by" box for Subject type in your keywords (i.e. "Nuclear weapons"). This will generate a list of resolutions adopted by the General Assembly that relate to that topic.

To find a resolution by its cited reference number:

1. Go to http://unbisnet.un.org/
2. Click the link for "New Browse List Search" under Bibliographic Records archive.
3. Be sure that the search box with the drop down list is set to "UN Document symbol."
4. In the search box type "A/RES/<session>/<resolution>", inserting the given session and resolution number. (i.e. to find resolution 33/71 you must type "A/RES/33/71.")
5. UN Document symbol prefixes:
    a. "A/RES/" for General Assembly Resolutions.
    b. "S/RES/" for Security Council Resolutions.
    c. "A/HRC/" for Human Rights Council resolutions