** Model United Nations: Assignment**

**Date:** Due

**Overview:**

In this assignment students will assume the roles of their United Nation Member countries and prepare to address the General Assembly. Students should begin by researching their country, and prepare a resolution as outlined in the first session. Students will be asked to present their country in a PowerPoint Presentation format to the General Assembly, as well as a resolution of a particular issue assigned to them. Finally, students will create a display to showcase their country to the rest of the school at the end of the year. Your display will outline facts about your country, illustrate your issue of concern that was presented to the United Nations General Assembly, and finally you will display a copy of your resolution.

**Preparation Work and Tasks:**

1. Research your United Nations Member country.
2. Prepare a PowerPoint presentation about your country, and the issue you are preparing to present in a resolution. Your PowerPoint Presentation should contain the following information:
	* Background information about your country;
	* Introduction to the issue you are presenting in a resolution;
	* Where you stand on the issue and why;
	* Articles to include in the resolution.
3. Come up with a Resolution that you feel the United Nations would support. A vote will decide the outcome of the resolution at the end of the period. Your resolution should contain:
* Identification number, title of resolution, and date;
* Several issues that the resolution will address and attempt to resolve.
1. Create a display of your country. Your display will be presented to the rest of the school at the end of the year. Your display should contain:
* Background information about your country;
* Issue you presented to the General Assembly;
* Copy of the resolution that was either passed or turned down by the General Assembly.

**Evaluation:**

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| **Category** | **Level 4** | **Level 3** | **Level 2** | **Level 1** | **%** |
| Respect for General Assembly | All statements, body language, and responses were respectful and were in appropriate language. | Most statements, body language, and responses were respectful and appropriate. |  |  | 15 |
| Information | All information presented in the debate was clear, accurate, and thorough. | Most information presented in the debate was clear and accurate. |  |  | 15 |
| Use of Facts/ Statistics | Every major point was well supported with several relevant facts, statistics and/or examples. | Every major point was adequately supported with relevant facts, statistics and/or examples. |  |  | 15 |
| Presentation Style | Student consistently used gestures, eye contact, tone of voice and a level of enthusiasm in a way that kept the attention of the audience. | Student usually used gestures, eye contact, tone of voice and a level of enthusiasm in a way that kept the attention of the audience. |  |  | 15 |
| Organization | All arguments were clearly tied to an idea and organized in a tight, logical fashion. | Most arguments were clearly tied to an idea and organized in a tight, logical fashion. |  |  | 15 |
| Understanding of Topic | Student clearly understood the topic-in-depth and presented their information forcefully and convincingly. | Student clearly understood the topic-in-depth and presented their information with ease. |  |  | 25 |