

MINI-MODEL UN TOOLKIT

UNEA

SIMULATION

EDUCATOR / ORGANISER GUIDE: SESSION PLAN

UNITED NATIONS DEPARTMENT OF GLOBAL COMMUNICATIONS
WORLD FEDERATION OF UNITED NATIONS ASSOCIATIONS



United Nations
Department of Global
Communications



World Federation of United Nations Associations

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CLASS / SESSION 1 (60 MINUTES) | INTRODUCTION TO THE UNITED NATIONS

Objective: Students understand the UN, the UN Environment Assembly and Model UN.

20 min <i>Optional Icebreaker</i>	Activity on how to reach consensus: <u>Pizza Topping Simulation in Annex 10: Ice-breaker Activity: Making Consensus Concrete and Real</u> . Students only need paper and a pencil.
15 min <i>UN Overview</i>	Explain the <u>mission of the UN</u> and give a quick overview of its <u>history, structure</u> (<u>General Assembly, The UN Environment Assembly</u>), and real-world impact. Introduce UNEA's <u>importance and functions</u> .
10 -15 min <i>Topic Introduction</i>	Introduce the topic: Marine Plastic Litter and Microplastics . Provide context, stakes, and state disagreements. Encourage questions. Hand out " <u>Briefing Document for Student Delegates on Marine Plastic Litter and Microplastics</u> ," " <u>Additional Resources</u> ," and " <u>Student Worksheet #1</u> ".
10 min <i>Student Role Assignment</i>	Assign each student (or pair of students) a country. Hand out placards and negotiation cards. Select a President / Facilitator. These student(s) should review the <u>President and Facilitator Script</u> and the <u>Zero Draft Resolution + structure</u> , editorial guidelines and how to amend the text document.
5-10 min <i>Wrap-up & Homework</i>	Assign students to research the topic and their country's position for homework. All sources should be cited.

Tips:

- Share resources with students such as the Model UN Research Resources page.

Learning Outcomes:

1. Students will demonstrate the ability to engage in collaborative decision-making and reach consensus through structured simulations.
2. Students will be able to articulate the mission and structure of the UN, with a focus on the role of the UNEA and explain its significance in diplomatic negotiations on environmental topics.
3. Students will investigate different national positions on marine plastic litter and microplastics, using briefing documents and independent research to critically assess environmental challenges.

CLASS / SESSION 2 (60 MINUTES) | RESEARCH AND PREPARATION SESSION

Objective: Students research their country's position and prepare their statements.

10 min Set the stage and Q&A	Review the plan for today's session and allow students to ask any questions they may have. Have them share insights and where they still need support to understand the topic or their country position better while filling in <u>Student Worksheet #1</u> .
15 min Wrap up research	Allow students to complete any research they have been doing on <u>Student Worksheet #1</u> .
15 min Initial Statement Drafting	Have students write a 1-minute opening statement based on their research: position, goals, and key arguments. They should read the <u>Sample Opening Statement</u> , and examples of real statements listed in the section #4 of <u>Annex 5: Sample Regional/Political Group Negotiation Cards</u> and use <u>Student Worksheet #2</u> to draft their statement.
15 min Public Speaking	Ask a few students to read their initial draft statement out loud and provide feedback about clarity, structure and public speaking skills. Introduce basic rules: raising placards when they want to be recognized to speak and staying in character (while avoiding stereotypes).
5 min Assign homework	Request students to finalise their opening statements for homework, and to complete <u>Student Worksheet #3</u> to plan what changes they want to propose during the line-by-line review.

Learning outcomes:

1. Students will be able to identify and articulate their country's positions, goals, and key arguments on marine plastic litter and microplastics based on their research for Student Worksheet #1.
2. Students will synthesize research findings into a structured and concise opening statement and demonstrate effective communication and peer feedback skills by presenting their draft statements and constructively evaluating structure, clarity, and public speaking skills.
3. Students will transform their research outcomes into proposed amendments to the Zero Draft Resolution through the exercise in Student Worksheet #3.

CLASS / SESSION 3 (60 MINUTES) | STATEMENTS AND NEGOTIATION

Objective: Students deliver statements and engage in debate and negotiation.

[Note to Educator / organizer]: Consider reading the President and Facilitator script beforehand.]

Rather than drafting a resolution from scratch, students will begin with a Zero Draft of the resolution. A Zero Draft presents the first version of an agreement. The revision process begins with the line by line review of the Zero Draft in order to create a compilation text that contains a complete list of amendments proposed by delegates.

30 min Opening Statements	Each country delegation gives their 1-minute statement. The president manages the speakers' list. During this time, students should use the Strategy & Negotiation section in <u>Student Worksheet #2</u> to take notes of their reactions to the statements made.
30 min Line by line review of Zero Draft	<p>Allow the Facilitator to lead the line-by-line review following the instructions in the <u>script</u>. If it is completed in less than 30 minutes, then proceed directly to the debate of amendments (Class / Session 4).</p> <p>Before beginning the line by line review of the Zero Draft, share the sample compilation text so students will have an idea of what it will look like once amendments are added. Point out the amendment is put in brackets, with the initials of the country that proposed the amendment, the type of amendment and the changes that are being proposed. Everything in brackets is bolded to indicate that the text has not yet been accepted.</p> <p>Before beginning the debate of amendments in the next session, ask students to use the compilation text that was created during the line by line review of the Zero Draft to reflect on the proposed changes to see if they support accepting them as originally proposed or if they object, do they want to propose that it be withdrawn or is there an alternate version of the amendment that they would find acceptable.</p>

CLASS / SESSION 3 (60 MINUTES) | STATEMENTS AND NEGOTIATION (CONT.)

Tips:

- Before you begin, consider playing [the Secretary General's Message to Model UNs Around the World](#).
- Encourage students to negotiate constructively by having them read the handout ["Guidance on Diplomatic Discourse"](#).
- Highlight compromise and coalition-building as key diplomatic skills.

Learning outcomes:

1. Students will deliver concise and persuasive opening statements that reflect their country's position and negotiation strategies on marine plastic litter and microplastics.
 2. Students will critically evaluate proposed amendments to the Zero Draft Resolution, identifying which they support, oppose, or wish to revise.
 3. Students will apply diplomatic procedures and negotiation skills during structured and unstructured debate.
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CLASS / SESSION 4 (60 MINUTES) | ADOPTION AND REFLECTION

Objective: Students come to conclusions, adopt a resolution, and reflect on the process.

40 min Debate of amendments	Debate all the amendments starting from the beginning of the draft resolution. Delegates should be encouraged to make compromises wherever possible in the spirit of consensus. Share the document 2. Understanding Consensus and review the role that each delegate plays in reaching consensus regardless of whether they have proposed an amendment or indicated their country objects to it. Work paragraph by paragraph as instructed in the script. When all paragraphs are marked "agreed ad ref", then you know you have reached consensus.
10 min Adopt resolution by consensus (i.e., without voting)	Call a formal session (led by the President) to adopt the final negotiated version of the resolution by consensus. If there are students who have reservations on parts of the text because their country's position is not aligned with what is written, they can "disassociate" from one or more paragraphs which means their country does not agree with the text in those paragraphs. Give those students who wish to exercise this right a few minutes to write a short statement that they can deliver after the resolution is adopted.
10 min Debrief Discussion and Reflection	Have a brief discussion about the students' experience. Assign Student Worksheet #4 for homework. You can always continue the discussion for an additional session or class.

Learning outcomes:

1. Students will engage in structured debate to collaboratively revise and finalise a resolution, demonstrating negotiation and consensus-building skills.
2. Students will justify their support or opposition to specific amendments during a debate, using evidence from their research.
3. Students will summarize the outcomes of the simulation and reflect on the effectiveness of their negotiation strategies and group dynamics.
4. Students will further reflect on their experience in the simulation to identify key takeaways about diplomacy, collaboration, and international environmental policy-making.