

Writing a Resolution

OBJECTIVE(S)

By the end of this lesson, students will be able to:

1. Identify the differences between perambulatory and operative clauses
2. Write a brief resolution
3. Recognize the proper wording and structure of a resolution

REQUIREMENTS

Level: 8-12 Grade(s)

Time: 20 minutes

Materials Needed

1. Sample Resolution
 2. Preambulatory and Operative Phrases
 3. Resolution Outline
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PROCEDURE (Please use additional space as needed)

I. Lesson Introduction/Activation of Prior Knowledge

Discuss with students the idea behind creating a resolution – to sum up the debate that happens at a conference and come together to propose solutions to the problems discussed. Explain that resolutions are the products of UN – and Model UN – conferences and are the most important thing they will be doing at a conference.

II. Activity

Explain how Resolutions work. Resolutions need to be written and formatted in a very specific way to be consistent with UN standards. Instead of neat prose outlining how the committee feels and what they wish to do, a resolution functions as a single long sentence composed of many verbal phrases. Distribute the Sample Resolution and ask students to explain to the class what is different about how the resolution is written from how they would write a paper for class or a letter or email to a friend.

To help delegates get used to resolution vernacular and formatting, have them write a resolution either asking someone out or breaking up with them. Their resolutions should function just like a UN resolution, outlining the context of the statement and suggesting action to be taken.

Delegates should try to write at least two pre-ambulatory and five operative clauses. Go over what preambulatory and operative clauses do and discuss with students what kind of statements they expect to make in the preamble and in the operative section. Distribute Handout 6/2 – Preambulatory and Operative Phrases and go over them with the class to make sure they understand all the words and have a chance to use them. You can write a short example on the board to help them get a feel for it. Students should focus on writing their resolution in the correct vernacular, rather than on the content. By using a silly topic, students will be able to enjoy the activity and worry less about what exactly they are saying and whether or not it is “correct” so that they can pay attention to the format and strange language of UN resolutions.

Have them use the Resolution Outline to keep their resolution in the correct order and sections.

Sample:

Sponsors: Jacklyn

Signatories: My best friend, My mom, My psychologist

Jacklyn,

Fully aware of the fact that you cheated on her,
Noting with regret the six months that were spent together,
Convinced of the need for change,

1. Declares accordingly that the relationship is over;
2. Strongly condemns your attitude and actions of the last several weeks;
3. Calls upon parties to return possessions which are currently under their care, including but not limited to:
 - a. My clothes that were borrowed,
 - b. My chemistry notes, and
 - c. The spare key to my apartment;
4. Expresses hope that you have learned something from time spent together; and
5. Recommends that you never speak to her again.

III. Closing/Wrap-Up

Once students have written their resolutions, ask them to share aloud to the class and laugh at the silly ideas their peers have come up with. Or, have them trade with a partner and correct the formatting and language mistakes of someone else's resolution. This is supposed to be a fun activity, so don't let them take it too seriously, but don't let it get too silly either. They need to be writing resolutions that make sense and read just like a UN resolution would.

OPTIONAL ACTIVITIES

Future In-class Follow-Up for Teachers

Have them practice writing resolutions on more serious topics, including the topics they will discuss at the upcoming conference. Or, hold a debate in class and have everyone write a draft resolution afterwards.