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2020

# Directives and Resolutions

# MUNCH

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CHAPEL HILL

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## *The Purpose of this Guide*

The purpose of this guide is to inform you on the expectations of MUNCH in regards to the writing of working papers (which become resolutions when passed) and directives. For GAs and GAPs, there is also a section about the voting procedure.

## *Directives? Resolutions? Working Papers? What?*

There are subtle differences, but these words all mean different things, and it is easy to misuse them. A **working paper** is drafted in General Assemblies and General Assemblies PLUS, and usually contains preambulatory clauses and several long operative clauses with subclauses. Once a working paper is presented to the committee, it is referred to as a **draft resolution**. Once a draft resolution is passed by a committee, it is then referred to as a **resolution**. A **directive** is simply a much smaller working paper, without any preambulatory clauses purely meant to take action, and is the main method of conflict resolution in crisis committees.

## *Focusing on Working Papers/Resolutions- GAs and GAPs*

If you are in a GA or GAP at MUNCH, you might be helping write clauses for a working paper or two. Once delegates have debated and generated ideas to resolve a conflict or topic in your committee, it is time to start drafting a paper to respond to issues. The size of a working paper can vary depending on how comprehensive a group chooses to make their working paper. Remember, an extremely long working paper may not be popular with the rest of the committee, especially if it is lacking in real substance, so ensure quality over quantity in your working papers. Additionally, it is important to remember that a single working paper does not necessarily need to cover every aspect of a topic/issue. Multiple working papers can be written throughout the room, and if they all seem to work together, passing in them all in conjunction should not be a problem. However,

the presence of contradicting working papers on the dais is many times unavoidable.

Keep in mind that there is no “right” time to start writing a working paper. Of course, it is prohibited to write up a working paper prior to the conference. You may however have notes prepared outlining possible solutions you could incorporate into your working paper. The whole point of committee is to create resolutions from ideas that arise from the collective. If these ideas arise during committee, you may find yourself writing during a moderated caucus. However, working on working papers is usually easiest during an unmoderated caucus. If you are in a double-delegation, use your resources efficiently! You may find it useful if one delegates is writing and the other is raising their placard to speak. In a General Assembly, if you find yourself beginning to write a working paper during committee, and you need to write with others, you may opt to have one of your delegates in room debating, while the other sits outside the committee room to write. This will be up to your chair’s discretion, but if you need to talk while writing your working paper during a moderated caucus and you are being noisy, your chair may ask you to leave the room to finish your writing process. Additionally, keep the following format in mind, and use the example working paper to ensure you know how to write a working paper in the proper format. The different parts of a working paper include:

### **1. Header (Title, WP Number, Committee Name, Topic, Sponsors, Signatories)**

The title of the working paper is important, because a good header makes the paper memorable among a sea of other working papers. Make sure it is short and simple, but not simply titled “Working Paper.” Many delegates try to use some sort of pun or acronym that conveys the message of their working paper in a nutshell as their header. Follow the title with the number for the working paper. Usually this is a combination of whatever topic your committee is on followed by the order in which the finished working paper is presented to the dais. For example, if you are on the first topic, and your working paper is the first to be given to the Chairs, your number would be “1.1”. On a following line, write the committee name, and below this you may write the list of sponsors and signatories. Usually, the Chair announces their requirement for the number of sponsors and signatories they require to be on a working paper for it to be eligible to be presented. The requirement for sponsors and signatories is yet another important reason for you as a delegate to communicate with new faces! After these lists, please state the topic. As a reminder:

*Sponsors:* a sponsor is a delegation that has contributed to the writing of the working paper. For this reason, a sponsor usually votes in favor of the working paper when it is being considered under voting procedure. Note: if for any reason a sponsor chooses to vote against their working paper, the working paper automatically fails.

*Signatories:* a signatory is simply a delegation that wishes to see the working paper presented, and can choose to vote any way they wish. Anyone can be a signatory.

## 2. Preambulatory Clauses

A preambulatory clause creates the atmosphere for the rest of the working paper and the operative clauses to come. Use these preambulatory clauses to clarify the importance of your working paper. Preambulatory clauses can also be used to outline pressing problems and past international action. Preambulatory clauses are NOT action clauses, and it is encouraged that you do not use too many. As a soft rule, there should be much fewer preambulatory clauses in your working paper than operative clauses. Preambulatory clauses often begin with the following phrases:

### COMMON PREAMBULATORY PHRASES

<i>Acknowledging</i>	<i>Congratulating</i>	<i>Deeply regretting</i>	<i>Fully believing</i>
<i>Affirming</i>	<i>Contemplating</i>	<i>Deploring</i>	<i>Guided by</i>
<i>Alarmed by</i>	<i>Convinced</i>	<i>Desiring</i>	<i>Having adopted</i>
<i>Approving</i>	<i>Declaring</i>	<i>Emphasizing</i>	<i>Having considered</i>
<i>Aware of</i>	<i>Deeply concerned</i>	<i>Expecting</i>	<i>Having examined</i>
<i>Bearing in mind</i>	<i>Deeply conscious</i>	<i>Fulfilling</i>	<i>Having heard</i>
<i>Believing</i>	<i>Deeply convinced</i>	<i>Fully alarmed</i>	<i>Having studied</i>
<i>Confident</i>	<i>Deeply disturbed</i>	<i>Fully aware</i>	<i>Keeping in mind</i>

## 3. Operative Clauses

If preambulatory clauses are the icing that establishes a nice flavor, the operative clauses are the actual cake. These are action clauses. Make sure your operative clauses present what action you wish for the assembly to take with as much details as you feel are necessary. Remember that quality is more important than quantity; however, if your working paper poses actions that don't seem fully fleshed out, that may be a point of contention for your paper at a later time. So, include as much detail as is needed to cover the intent of the clause, the potential impact that can come from

implementing proposed action, and how the action will be implemented. Operative clauses are numbered with roman numerals, and subclauses are usually lettered. This makes it easy for a delegate to refer to a specific part of your working paper if there is anything to point out. When researching for solutions to issues prior to the conference, consider pre-existing programs related to your topic. Do they work? How are they enforced? How can you make them better? If you think you should create a new program to deal with an issue, where will funding come from? Having notes from this research on hand during the conference can provide immeasurable support to your operative clauses. Finally, end your clauses with semi-colons. Operative clauses often begin with the following phrases:

### COMMON OPERATIVE PHRASES

<i>Accepts</i>	<i>Declares</i>	<i>Further invites</i>	<i>Proposes</i>
<i>Affirms</i>	<i>Deplores</i>	<i>Further proclaims</i>	<i>Reaffirms</i>
<i>Approves</i>	<i>Designates</i>	<i>Further recommends</i>	<i>Regrets</i>
<i>Asks</i>	<i>Draws the attention</i>	<i>Further requests</i>	<i>Reminds</i>
<i>Authorizes</i>	<i>Emphasizes</i>	<i>Further resolve</i>	<i>Requests</i>
<i>Calls for</i>	<i>Endorses</i>	<i>Notes</i>	<i>Seeks</i>
<i>Condemns</i>	<i>Expresses its hope</i>	<i>Proclaims</i>	<i>Suggests</i>

That's it! You now know how to write a working paper. Hopefully, it will pass and become a resolution. MUNCH encourages delegates to think of SMART goals when drafting their working papers; make sure what you have outlined in your working paper/directive is specific, measurable, attainable, realistic/relevant, and timely. Here is some more information you might consider when writing or helping someone write during committee.

#### *Bloc Roles*

Usually, once writing has begun, the formation of a voting bloc has already begun, or is in the process of becoming formed. It is useful to divide up resources when writing to make sure that time is being used effectively. The writers for the clauses should decide who should write which clause for each issue and solution they wish to tackle in their working paper. Make sure that writers aren't writing contradicting clauses for the same working paper! Everybody should write clauses that matter to them. Apart from writers, there are other roles such as reporters, who identify common issues/solutions for the bloc by listening to the concerns of others in the room. Remember, it is impossible to

please everyone, so only entertain the concerns of others if they don't detract from your values. For more details on the bloc dynamic, view our **What is Model UN?** guide.

### *Amendment Writing*

As mentioned before, it is almost impossible to please everyone in the committee with your working paper, so congratulations if you pass your working paper unanimously! However, many times the addition of an amendment can save a working paper from being failed and discarded from the dais, so it may be in your best interest to learn how they work. An amendment is a change to an operative clause. There are three important steps to consider:

1. What is it that you are trying to amend? Make sure to identify which clause/subclause you have an issue with.
2. How do you wish to amend? Do wish to completely delete an operative clause? Do you wish to modify a pre-existing operative clause? Do you wish for an operative clause to be added to the working paper? This clarification is important.
3. It is important to determine whether your amendment is friendly or unfriendly. For example, if you wrote a working paper, and it appears after some debate that most of committee has an issue with your working paper that you want to address to ensure it gets passed, you can draft an amendment and propose it to committee with a motion. If an amendment comes from a sponsor, it is usually friendly, in which case it will be automatically added to the original working paper. However, if the amendment is being proposed by a delegate that is not a sponsor, the sponsors have the authority to declare the proposed amendment either friendly or unfriendly. If the amendment is deemed unfriendly by even one of the sponsors in any situation, it must past a 2/3 majority vote by the committee in order for it to be added to the original working paper.

### *Question and Answer Session*

It is quite common that someone motions for a question and answer period of a designated length after a working paper has been presented to the room to allow for more debate on it. This is also sometimes called an Author's Panel. Different Model UN conferences choose to do this differently. Some conferences assuredly have an Author's Panel for their working papers. Traditionally, MUNCH allows for motions to present

working papers, and once a working paper is presented, a delegate can motion for a question and answer session. Therefore, a question and answer session is not required for each working paper if the committee deems it unnecessary. However, this will be up to the chair's discretion, so feel free to ask your chair how they are choosing to handle this process. There are other ways to debate a draft resolution after it has been presented, such as in a 1-for-1-against. For more information regarding debate options and parliamentary procedure, view our **Parli Pro Guide**. Regardless, if a motion for a Q&A session passes, the sponsors of a draft resolution may come up to the front of the room and select on delegates that they must answer questions for. If your draft resolution has a large number of sponsors, the Chair will clarify on how many sponsors you are allowed to have in the Q&A. These sponsors must be selected by consensus, and if for some reason your bloc cannot agree on which sponsors should speak, you can take a vote.



## EXAMPLE WORKING PAPER

### Tourism to Advance the Negation of Illicit Minor Exploitation (TANIME)

UN World Tourism Organization

Sponsors: Fiji, Hong Kong, Korea, Mexico, Nigeria, Singapore, Spain, Thailand, Vietnam

Signatories: Romania, Bahamas, UAE, Japan, Russia, Azerbaijan, Cambodia, China, Czech Republic, France, Ecuador, Mali, Greece, Honduras, Uruguay, Togo

Topic: "Ethics in Tourism - Child Labor"

Preambulatory Clauses:

*Deeply concerned* about the use of child labor throughout the tourism industry,

*Recognizing* the UN's definition of child labor as work that deprives children of their childhood, their potential and their dignity, and that is harmful to physical and mental development,

*Alarmed* by the rising number of child workers present as workers in the tourism industry,

*Emphasizing* the importance of national and personal sovereignty while determining laws,

*Recognizing* the importance of education to create a better future,

*Taking into account* the needed wages that child workers bring in

#### Outreach

1. Establishes a UN Body / Organization composed of UN officers that will develop detailed reports and monitoring descriptions of the tourism sectors to,
  - a. become aware of those involved in the industry,
  - b. keep in mind the minimal work ages and,
  - c. make sure that children are not involved in labor;
2. Promotes collaborative UN and international efforts to develop a basic curricula that will be involved in educationally building back children that were already involved in tourism child labor with the goals of,
  - a. Empowering them to engage in new academic activities that will later provide them with more viable job opportunities in the tourism sector,
  - b. Teaching young child sex workers how to take action and remove themselves from their situation by engaging in opportunities that do not resort to child trafficking or labor;
3. Incentivises the compliance of nations to enforce child labor legislation in tourism by:
  - a. Hosting an annual oversight committee, Kid Protection and Oversight Panel (KPOP) for statistics in child labor in their nation, which would:
    - i. Aid countries in finding regionally-adapted solutions to fighting these issues
    - ii. Ensure countries are actively lowering their statistics and are implementing and enforcing legislations
  - b. Allocate funds and resources to certain sects in nations that decrease the amount of child labor,
  - c. Encourage nations to cooperate with those complicit in lowering child labor;
4. Promotes a child trafficking in tourism awareness communications campaign with a focus on trafficking in and as a result of tourism that would:
  - a. Infiltrate large cities with known connections to child trafficking with awareness posters in languages

common within that region of signs of child trafficking and their country's human trafficking hotline number, to be displayed in:

- i. Public restrooms,
  - ii. Billboards,
  - iii. Bus stations,
  - iv. Gas stations,
  - v. Near massage parlors,
  - vi. Public parks,
- b. Raise awareness of this issue on social media and public radio,
- c. Train local law enforcement of human trafficking warning signs and how to stop and prevent sales of children, especially in the context of tourism while continuing to support and collaborate with pre-existing law enforcement organizations designed to protect children against all forms of trafficking

## Education

5. Emphasizes the need for vocational opportunities and the differences in cultural paradigms of developing nations that rely on revenue from tourism by:

- a. Implementing a funding source for alternative schools that emphasize vocational pursuits useful for making a living, rather than traditional education
  - i. These vocational programs will be largely focused on skills training within the tourism industry,
  - ii. Partner with local businesses to train their staff and promote businesses in exchange for hiring adults over children;
- b. Creating "labor-study" "50-50" programs where children can continue to engage in labor with "cooperative tourist industries" for half of their time to create a source of income for their family, but must also attend classes for the other half of this period to ensure the intellectual progression of the child,
  - i. This will help mitigate the cultural divide of the mindset of the need to work in developing nations
  - ii. Including using e-learning initiatives for students separated from education by safety concerns, geographic distance, lack of transportation infrastructure, etc.
  - iii. Urging local businesses relevant to the tourist industry to employ students at a fair wage
  - iv. Setting a cap on the number of hours children can work in order to be considered a "cooperative tourist business"
  - v. Setting minimum wages for the work hours of children in the tourism industry
  - vi. Allowing "cooperative tourist businesses" to apply for grants through the MDG Achievement Fund to further their efforts in employing students
- c. Implementing skills-based training programs within tourism enterprises for young workers specific to the tourism and hospitality sector in order to build soft skills,
- d. Extending the programs established by the World Tourism Network on Child Protection by increasing the accessibility and number of transitory education centers to rehabilitate child workers

6. Incentivizes the education of children as opposed to their use as a labor source in tourism by removing the financial burden of children not being used as a labor source to support their families by providing subsidies to families who have children remaining in schools;

7. Promotes the implementation of compulsory education systems in complicit nations with high rates of child labor in the tourism industry within reasonable timelines left to the discretion of regional bodies by:

- a. Rebuilding and updating schools and infrastructures
- b. Allowing open and affordable education with the removal of strict requirements that would discriminate children including, but not limited to,

- i. Affordability of school supplies,
    - ii. Dress Code,
    - iii. Lack of prior education,
    - iv. Lack of accessible transportation to and from school,
  - c. Working with various NGOs to provide trainings and skill labs to educators to provide a quality education to students,
  - d. Demonstrating how education benefits the future of a nation to political leaders and citizens,
8. Addressing the need of barriers to education access through:
- a. Implementing a technological e-learning program targeted towards students identified as the most at risk to discontinue their education and become involved in unfair labor practices,
  - b. Funding through MDG-F Achievement Fund, a generous gift of the Spanish government to the United Nations
  - c. A fairly inexpensive route to educational access in cases where a complete overhaul of educational infrastructure
  - d. A provision of educational opportunities for women who might otherwise not be allowed to attend schools
  - e. Promoting the creation of unions in underdeveloped countries

### **Legislation and Enforcement**

9. Creates the Tourism Anti-Child Labor Endeavor (TACLE) Program as a subordinate body to the World Tourism Organization based on the EU program that was implemented from 2008 to 2013 and applied globally and permanently to assist countries to reduce the number of children involved in child labor, composed of:
- a. The TACLE Database of best practices, a collection of best practices on legislation and enforcement as contributed by the International Labour Organization (ILO), the International Programme for the Elimination of Child Labor (IPEC), the UN ECOSOC, other relevant bodies and think tanks,
  - b. The TACLE Task Force, a WTO appointed commission that can be utilized at the request of member states, the purpose of which would be to foster interdepartmental cooperation and collaboration on a national level through:
    - i. Recommending the creation of national-level joint taskforces composed of members of ministries of economy, employment and education or their national equivalents as well as other ministries through nation-specific tailored approaches,
    - ii. Partnering with existing national and local NGOs to best create plans that address country-specific child labor issues,
    - iii. Focusing on the Worst Forms of Child Labor such as human and sex trafficking of children in tourism,
    - iv. Creating programs for the care and rehabilitation of children subjected to the Worst Forms of Child Labor, particularly former child sex workers and especially orphans or children living in absolute poverty as defined by the UN,
    - v. Prioritizing high-need sectors for employment-focused education using policy recommendations;
    - vi. The TACLE Outreach program, a public relations campaign focusing on bringing awareness to existing events like World Day against Child Labor as well as engaging in new social and other mass media campaigns,
  - c. The TACLE Fund, a voluntary fund accepting contributions from all legitimate, which will be used to supplement outreach programs such as the TACLE Database, Taskforce, and Outreach program, also funding:
    - i. Free compulsory education efforts, especially in regards to school-related costs including but

- not limited to books, transport, and uniforms;
  - ii. National level programs focused on mitigating child labor,
  - iii. Other projects implemented by organizations like the ILO and IPEC in collaboration with TACLE;
10. Concerned by developed nations that allow their private multinational tourist industry corporations to use child labor as a resource in less developed nations by:
- a. Recommending that nations prosecute their companies using the same child labor laws that apply in their own country to the nations that these corporations are exploiting,
  - b. Suggesting that any funds generated from these lawsuits be used to finance education subsidies, mentioned in previous clauses;
11. Respects the sovereignty of nations' legislation that define the age of child labor in tourism by:
- a. Allowing an Age on the Clock initiative, whereas each nation can determine their own legal age for labor while setting an international minimum age for legal labor at 12 years old,
  - b. This sovereignty to determine age of does not apply to labor regarding sex or any labor that puts life in immediate threat.,
12. Establishes a forum for unions, national leaders, regional leaders, and international representatives to discuss standards and protections for child labor in the tourism industry,
- a. Encouraging a worldwide dialogue within a general global framework,
  - b. Considering that cultural norms surrounding this topic vary globally, so specific aspects of implementation will be left to regional discretion,
  - c. Holding the forum annually with the location rotating on an annual basis
13. Advocates for the rights of children in the tourism industry by:
- a. Setting universal child labor law recommendations for the tourism and hospitality sectors,
  - b. Providing children with information to help them become aware of their country's legislation regarding child labor laws,
  - c. Encourage countries to enforce their labor laws and inflict harsher penalties for non-complicit nations,
  - d. Provide a hotline for children to anonymously report illicit activities in the workplace,
14. Engages and becomes involved with large labor unions in each nation to form a summit that would:
- a. Factor in the needs of various countries in order to set universal labor standards for children and adults in the tourism industry,
  - b. Aid unions in forming plans to create legislation in their nation that would protect the rights of children in the workforce, with a specialization in the tourism industry,
  - c. Meet annually with these unions to adapt new ways for these unions to engage in their nation's labor laws in the tourism industry,
15. Suggests acknowledgement of invisible versus visible work within the tourism industry and aims to tackle both by,
- a. Differentiating between hard and soft work,
    - i. Hard work relating to any work that puts a child's life under immediate threat, such as forced-sex-work,
    - ii. Soft work relating to hospitality that is fairly made,
  - b. With this differentiation, hard work is to be discouraged and member states are encouraged to ban this hard work entirely,
  - c. Soft work is encouraged taking into consideration the need to keep economies dependent on child labour from damage, given that the childrens rights to a fair wage and fair hours are fulfilled;

## **Funding**

16. Addressing the pressing need to fund the previously listed tourism related endeavors, this resolution hereby

lists the following sources as funding opportunity,

- a. Funds earned from the lawsuit endeavors against previously mentioned private enterprises,
- b. The MDG-F Achievement Fund, a generous gift of the Spanish government to the United Nations;
- c. Any funds not provided from the previous two sources are to be allocated and provided by the Fifth Committee of the United Nations General Assembly.

Example adapted from a high-school MUN student

## *Focusing on Directives- Crisis*

If you are in a crisis committee at MUNCH, you might be writing several directives over the course of the weekend. Once delegates have debated and generated ideas to resolve a conflict in your committee, it is time to start drafting directives to respond to issues. The size of a directive can vary depending on how comprehensive an individual or group chooses to make their directive. Remember, an extremely long directive may not be popular with the rest of the committee, especially if it is lacking in real substance, so ensure quality over quantity in your directives. Additionally, it is important to remember that a single directive does not necessarily need to cover every aspect of a topic/issue. Multiple directives can be written throughout the room, and if they all seem to work together, passing in them all in conjunction should not be a problem. However, the presence of contradicting directives on the dais is many times unavoidable.

Keep in mind that there is no “right” time to start writing a directive. Of course, it is prohibited to write up directives prior to the conference. The whole point of committee is to create solutions from ideas that arise from the collective. If these ideas arise during committee, you may find yourself writing during a moderated caucus. However, working on working papers is usually easiest during an unmoderated caucus. If you find yourself beginning to write a working paper during committee, keep the following format in mind, and use the example directive to ensure you know how to write a working paper in the proper format. The different parts of a directive include:

### **1. Header (Title, Sponsors, Signatories)**

The title of the directive is important, because a good header makes the content memorable among a sea of other directives. Make sure it is short and simple, but not simply titled “Directive.” Many delegates try to use some sort of pun or acronym that conveys the message of their directive in a nutshell as their header. On a following line, write the list of sponsors and signatories. Usually, the Chair announces their requirement for the number of sponsors and signatories they require to be on

a directive for it to be eligible to be presented. The requirement for sponsors and signatories is yet another important reason for you as a delegate to communicate with new faces! After these lists, please state the topic. As a reminder:

*Sponsors:* a sponsor is a delegation that has contributed to the writing of the working paper. For this reason, a sponsor usually votes in favor of the working paper when it is being considered under voting procedure. Note: if for any reason a sponsor chooses to vote against their working paper, the working paper automatically fails.

*Signatories:* a signatory is simply a delegation that wishes to see the working paper presented, and can choose to vote any way they wish. Anyone can be a signatory.

### 3. Operative Clauses

These are action clauses. Make sure your operative clauses present what action you wish for the committee to take with as much details as you feel are necessary. Remember that quality is more important than quantity; however, if your directive poses actions that don't seem fully fleshed out, that may be a point of contention for your paper at a later time. Additionally, it may be confusing for the crisis staff to implement your directive they way you envisioned it (assuming it passes) if there isn't enough detail. So, include as much detail as is needed to cover the intent of the clause, the potential impact that can come from implementing proposed action, and how the action will be implemented. Operative clauses are usually numbered with roman numerals, and subclauses are usually lettered. This makes it easy for a delegate to refer to a specific part of your working paper if there is anything to point out. Having notes from your background guide and pre-conference research on hand during the conference can provide immeasurable support to your operative clauses. Finally, end your clauses with semi-colons. Operative clauses often being with the following phrases:

#### COMMON OPERATIVE PHRASES

<i>Accepts</i>	<i>Declares</i>	<i>Further invites</i>	<i>Proposes</i>
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<i>Asks</i>	<i>Draws the attention</i>	<i>Further requests</i>	<i>Reminds</i>
<i>Authorizes</i>	<i>Emphasizes</i>	<i>Further resolve</i>	<i>Requests</i>
<i>Calls for</i>	<i>Endorses</i>	<i>Notes</i>	<i>Seeks</i>
<i>Condemns</i>	<i>Expresses its hope</i>	<i>Proclaims</i>	<i>Suggests</i>

That's it! You now know how to write a directive. Here is some more information you might consider when writing or helping someone write during committee.

## Types of Directives

In a crisis committee, there are many elements in work at the same time. Delegates present themselves in a certain manner, but may be working to push a different agenda through crisis notes. To maximize your potential in a crisis committee, know that there are different types of directives that can be created.

1. **Public Directives:** a public directive is just what it sounds like. It requires sponsors and signatories and is presented to the committee. It is then either debated on through a Q&A session, a 1-for-1-against (or some variant), a moderated/unmoderated caucus, or it is just voted on. If passed, the crisis staff will take the directive and implement it into a crisis update.
2. **Private Directives:** it is definitely possible to take private, secret actions through crisis by writing crisis notes. However, if you wish, you can write a plan of action in the form of a private directive. This is written just like a public directive, but is not shared with the rest of the committee just like a crisis note. Make sure delegates know not to open/view this note because it is private (write your name and the phrase "Crisis" on the folded up note). Obviously, you are the only sponsor of this directive. It is sometimes useful to write a crisis note in the form of a private directive, especially if you plan on taking some sort of private militant action, because you can explain your plan in an orderly and detailed manner, and less like a narrative found in the form of letters, emails, and journal entries in common crisis notes.
3. **Joint-Private Directives:** if your private directive requires you to use the resources of another delegate in the room, the private directive will only be entertained by the crisis staff if all involved parties sign off on the directive. Feel free to have all parties sign off as sponsors at the top of the page.

## EXAMPLE DIRECTIVE

Directive: SEOUL FOOD

Sponsors: Minister of Commerce, Minister of Culture

Signatories: Minister of Health, Minister of Transportation, Minister of Foreign Affairs

- I. In light of the alarming humanitarian situation mounting in the Northern end of the country, the cabinet will:
  - a. Release emergency food stores to the Korean public, to be distributed by police forces over the next two weeks, to reduce rates of malnutrition and starvation from this conflict;
  - b. Request assistance from the International Committee of the Red Cross is providing clean water to residents of Seoul, Incheon, Uijeongbu, and Ansan as needed;
  - c. Establish emergency lodging centers in non-essential government buildings for individuals that have been displaced due to recent violence;
  - d. Temporarily cease exports of agricultural products and order mandatory sale of all foods to the Ministry of Agriculture for 50% below market value to help mitigate the current food crisis.
  - e. Through these steps, we hope to stem the humanitarian crisis in our country and regain the trust of the public.