JEMUN

AGENDA

Protecting People from the Health Impacts of Extreme Heat

Specialized Committee Topics

(A) The less abled, pregnant, or already infirm

(B) The poor, displaced, and homeless

(C) Children and elderly

(D) Athletes

(E) Outdoor and Manual Workers

This background guide is for the JEMUN Conference.

Progressing through the following chapters will help you to understand more about some of the JEMUN Agenda and prepare for the conference.

1. The disabled, pregnant, or already infirm
2. The poor, displaced and homeless
3. Children and the elderly
4. Athletes
5. Outdoor and Manual Workers
6. Additional Preparation (Position Paper and Country Speech)

In chapters 1 through 5, there are four sections
A. Vocabulary
B. A short reading that summarizes the chapter topic
C. General Discussion Questions
D. Country and Regional Connection Research

Chapter 6 contains information and materials to help delegates prepare for the conference. (Position paper and Country Speech)

How should I progress through the first five chapters of this guide?

Before each lesson:
-Look up the vocabulary provided in each chapter and write the meaning
-Complete the reading with words from the vocabulary list
-Answer the questions in the discussion section
-Research and summarize the country/region connection topics

In class (in groups)
-discuss any vocabulary that are difficult to understand
-share answers to the blanks in the reading section
-share and discuss the answers to the questions in the discussion section
-share your country and regional connections to the topics ***(delegates only)***

Chapter 1
The Disabled, Pregnant, or Already Infirm

Chapter 1
(A) Vocabulary

WORD/PHRASE	MEANING
Disabilities	
Pregnant	
Susceptible	
Resources	
Fatigue	
Infirm	
Dehydration	
Caregivers	
Vulnerable	

Chapter 1
(B) Reading

Extreme heat and climate change can have serious health impacts on _____(1) populations such as the less abled, pregnant women, and those who are already _____(2). These populations are more _____(3) to the negative health effects of extreme heat due to underlying health conditions, medications, and reduced ability to regulate body temperature. In this chapter, we will explore the impacts of extreme heat and climate change on these populations and discuss strategies to protect them.

Impacts of Extreme Heat and Climate Change:

Extreme heat and climate change can have numerous negative impacts on health, including _____(4), heat exhaustion, heatstroke, respiratory distress, and cardiovascular events. These impacts are exacerbated in vulnerable populations, including the less abled, _____(5) women, and those who are already infirm. For example, people with disabilities may have difficulty accessing cooling centers, while pregnant women may experience increased _____(6) and dehydration. Those who are already infirm may have underlying health conditions that make them more susceptible to the negative effects of extreme heat and climate change.

Strategies to Protect Vulnerable Populations:

To protect vulnerable populations from the health impacts of extreme heat and climate change, we need to take a multi-faceted approach. Some strategies include:

1. Improve access to cooling centers: People with _____(7) may have difficulty accessing cooling centers due to transportation barriers or physical access limitations. Governments and community organizations can work together to ensure that cooling centers are accessible to all.

2. Provide education on heat safety: Education on heat safety can help vulnerable populations understand the risks of extreme heat and how to protect themselves. This education can be provided through community outreach programs or online _____(8).

3. Develop emergency response plans: Emergency response plans can help vulnerable populations access medical care during extreme heat events. These plans should take into account the specific needs of different populations and be tailored to their needs.

4. Increase access to air conditioning: Air conditioning is one of the most effective ways to protect against extreme heat, but many vulnerable populations may not have access to it. Governments and community organizations can work together to provide air conditioning units to those who need them.

5. Provide support for caregivers: _____(9) of vulnerable populations may also be at risk during extreme heat events. Providing support to caregivers, including respite care and training on heat safety, can help protect both the caregiver and the person they are caring for.

Extreme heat and climate change pose a significant threat to vulnerable populations, including the less abled, pregnant women, and those who are already infirm. To protect these populations, we need to take a multi-faceted approach that includes improving access to cooling centers, providing education on heat safety, developing emergency response plans, increasing access to air conditioning, and providing support for caregivers. By working together, we can help ensure that all populations are protected from the negative health impacts of extreme heat and climate change.

Chapter 1

(C) Discussion

Question #1: How does extreme heat impact the health and well-being of people with disabilities?

Answer to Question #1:

Question #2: What are the unique challenges faced by pregnant women during heatwaves and how can they be mitigated?

Answer to Question #2:

Question #3: How can urban planning and design be adapted to provide better protection for vulnerable populations during extreme heat events?

Answer to Question #3:

Question #4: What strategies can be implemented to prevent heat-related illnesses and deaths among people with disabilities, pregnant women, and the infirm?

Answer to Question #4:

Chapter 1
(D) Country / Region Connection Research

Topics to Research for Chapter 1
1. How does extreme heat and climate change impact the health and well-being of disabled individuals, pregnant women, and the infirm in low-income communities in your assigned country?
2. What policies and interventions are currently being used and also needed to ensure that disabled individuals, pregnant women, and the infirm have access to adequate healthcare and support services during extreme heat events in your assigned country?

Summary of Research Results
1. How does extreme heat and climate change impact the health and well-being of disabled individuals, pregnant women, and the infirm in low-income communities in your assigned country?
2. What policies and interventions are currently being used and also needed to ensure that disabled individuals, pregnant women, and the infirm have access to adequate healthcare and support services during extreme heat events in your assigned country?

Chapter 2
The Poor, Displaced and Homeless

Chapter 2
(A) Vocabulary

WORD/PHRASE	MEANING
Abandon	
Temperatures	
Droughts	
Reduce	
Green	
Tropics	
Malnutrition	
Awareness	
Heatwaves	
Threshold	
Discrimination	
Minorities	

Chapter 2
(B) Reading

The impact of heat on the world's population is not equally distributed and poor people suffer more than people with higher income. Extreme heat readings have increased much faster in low-income nations than richer ones since at least the 1980s. Poorer nations are often located in the _____(1) and are already close to the upper threshold for human comfort. Climate change is pushing these countries over the _____(2). For example, a recent report found the percentage of hot days each year in low-income countries rose from a base of 10% (37 days) between 1961-1990 to 22% (80 days) by 2010. By contrast, rich nations had the percentage of hot days rise more slowly, from 10 per cent to 15 per cent, or 37 to 55 days. It should be remembered that climate change is driven mainly by rich countries, but poor countries suffer the most.

In both poor and rich countries, people in cities are more likely to experience dangerously high _____(3) than people in the countryside. In urban areas, poor and homeless people (particularly ethnic _____(4)) are more at risk than wealthier people due to poor living conditions, and a lack of resources and political representation. Air conditioning can be a life-saver for those who can afford it, but it also has the effect of making the outdoor temperatures even hotter.

Cities are more at risk of unnatural heat risk as concrete, asphalt and dark roofs absorb heat and release warmth at night. As cities expand, people _____(5) traditional buildings that suit the warm climate in favour of cheaper tall buildings that do not release heat as well. Development also reduces the number of _____(6) spaces. There is a strong link between the wealth of an area and the number of green spaces it has (parks, trees, etc.). Richer areas are greener than poor areas and the shade from trees can _____(7) the temperature of the surface by 11-25C. Air pollution is also significantly less in these areas.

Homeless people are obviously among the most at risk as they spend a lot of time in the sun. Moreover, homeless people generally have poor health and may have drug or alcohol abuse problems that increase their risk. Although public spaces may be available with air conditioning and free water, _____(8) against the homeless people means they are often refused access or asked to leave. Moreover, although public _____(9) of the dangers of cold weather is quite high and support typically increases during winter, fewer people are aware of the dangers of hot weather.

Extreme heat events can lead to displacement of people due to _____(10). People who have been displaced from their homes due to disasters or violence are at extremely high risk. For example, in Iraq, people who fled from the violence of ISIS lived in camps during a heatwave of over 51C, with little water and sometimes no electricity. Lucky ones received a tent but it offered little protection from the heat of the sun. Displaced people are often exhausted after walking for miles in the hot sun and may be suffering from injuries, illness or _____(11). _____(12) in such areas can be a disaster that can quickly lead to many deaths.

Chapter 2
(C) Discussion

Question #1: How can urban planning and design be adapted to provide better protection for poor and homeless populations during extreme heat events, particularly in informal settlements and slums?

Answer to Question #1:

Question #2: What role can technology play in mitigating the impacts of extreme heat and climate change on poor, displaced, and homeless populations?

Answer to Question #2:

Question #3: What policies and interventions are needed to ensure that poor, displaced, and homeless populations have access to adequate shelter and support services during extreme heat events?

Answer to Question #3:

Question #4: How can community-based interventions be developed to increase awareness of the risks of extreme heat and climate change among vulnerable populations?

Answer to Question #4:

Chapter 2
(D) Country / Region Connection Research

Topics to Research for Chapter 2
1. What are the impacts of extreme heat and climate change on mental health among homeless populations in your assigned country and what strategies can be developed to support their well-being?
2. How has the government of your assigned responded to extreme heat in low-income areas, and what support mechanisms are in place for affected communities?

Summary of Research Results
1. What are the impacts of extreme heat and climate change on mental health among homeless populations in your assigned country and what strategies can be developed to support their well-being?
2. How has the government of your assigned responded to extreme heat in low-income areas, and what support mechanisms are in place for affected communities?

Chapter 3
Children and the Elderly

Chapter 3
(A) Vocabulary

WORD/PHRASE	MEANING
Evaporation	
Exhaustion	
Hydration	
Sweat	
Medications	
Rehydrate	
Intense	
Pension	
Heatstroke	
Discomfort	
Cooling	

Chapter 3
(B) Reading

When temperatures reach extreme levels, _____(1) heat can be especially dangerous especially for children and the elderly. Since children and the elderly are have less ability to cool themselves, heat-related illnesses occur such as heat stroke and heat _____(2). Disasters caused by extreme heat have a greater effect on children and older people.

Children

Children are among the highest risk groups. Extreme heat events can lead to disasters that are the major killers of children, such as malnutrition, malaria, and diarrhea. Droughts have multiple effects on poor families and communities. Crops fail, livestock die and income drops, leading to food insecurity as well as rising food prices. Water becomes scarce and the lack of food and water, can result in migration and social disorder. Children are among the most vulnerable to the consequences of these effects.

Infants and small children are also more likely to die or suffer from _____(3) because they are unable to regulate their body temperature and control their surrounding environment. Extreme heat conditions increases the need for safe and reliable drinking water, while in many cases making such water more scarce due to _____(4).

Children generate more heat than adults, but they tend to forget to _____(5) themselves. The poor _____(6) interferes with sweating and increases the risk of heat reactions. Babies are at greatest risk because they are less able to sweat when it's hot and have little ability to communicate _____(7).

The Elderly

Older people's _____(8) mechanism become less efficient as they age, and a number of factors can put them at higher risk of overheating, including:

- _____(9) glands that have become inefficient
- Weakness or fever due to age-related illness (such as heart, lung, or kidney disease)
- A salt-restricted diet for high blood pressure
- Certain _____(10) (such as heart and blood pressure drugs, sedatives, and tranquilizers)
- Being overweight or underweight
- Lifestyle factors such as living in a hot home, overdressing, or a lack of transportation

People who live on a _____(11) are often surviving on a very low income and may not be able to afford air conditioning. Many seniors who live on their own cannot go far from their homes to access cooler public spaces or to go shopping, and increasing numbers live without support from family or community. For security reasons, they may be less willing to keep windows open to help with cooling. If the power goes out and air conditioning or fans don't work, elderly residents are much more vulnerable to rising indoor temperatures.

Chapter 3
(C) Discussion

Question #1: How can the urban heat effect be reduced for children and the elderly?

Answer to Question #1:

Question #2: What measures can be taken to prevent heat-related illnesses among children while at school?

Answer to Question #2:

Question #3: What policies and interventions are effective in reducing the health risks of extreme heat on children and the elderly?

Answer to Question #3:

Question #4: What are the health risks associated with extreme heat exposure for children and the elderly?

Answer to Question #4:

Chapter 3
(D) Country / Region Connection Research

Topics to Research for Chapter 3
1. How does extreme heat affect children and the elderly population in your assigned country, and what are the most common health impacts?
2. What is the government or other organizations in your assigned country doing to protect children and the elderly from extreme heat?

Summary of Research Results
1. How does extreme heat affect children and the elderly population in your assigned country, and what are the most common health impacts?
2. What is the government or other organizations in your assigned country doing to protect children and the elderly from extreme heat?

Chapter 4
Athletes

Chapter 4
(A) Vocabulary

WORD/PHRASE	MEANING
Thirst	
Thermoregulation	
Athletic	
Sunlight	
Respiratory	
Dehydrated	
Prolonged	
Heatstroke	
Forecasts	

Chapter 4
(B) Reading

Although the impact of heat waves have a severe effect on the health conditions of most demographics, the effects may be especially difficult for athletes, both professional and amateur. Some common health concerns related to _____(1) activity in high heat are as follows:

- Dehydration: has a negative effect on performance in most sports. Severe dehydration may be very dangerous. _____(2) is not a reliable indicator of dehydration – athletes who wait until they are thirsty may already be 20%-50% _____(3)
- Hyperthermia: a condition where the body temperature is raised beyond normal due to failed _____(4). Symptoms may be mild or very severe
- _____(5) (a medical emergency that results from a body temperature of over 40C)
- Heat exhaustion (a milder form of heatstroke causing nausea, vomiting, and fainting/light-headedness)
- Irregular blood circulation
- Cardiovascular (heart) and _____(6) (breathing) conditions
- Worsening of other health conditions

Temperature reports given in weather _____(8) are measured in the shade but physiological strain (rise in heart rate, sweating, body temperature) is very different depending on whether an athlete is directly in the sun or not. The types and intensity of activity also have a direct effect on health outcomes. Direct _____(8) can be as much as 12-15C higher, although other weather conditions, such as light wind, can also have an effect. Athletes that specialize in _____(9) activities in direct sunlight (i.e football players, cyclists) are most affected by heat stress. Research has shown that performances rely heavily on the extent to which one is prepared and well adapted to a particular climate, but weather-related guidelines for many sports are not well supported by evidence.

Chapter 4
(C) Discussion

Question #1: What are different approaches that athletes can take to protect themselves from extreme heat?

Answer to Question #1:

Question #2: What are the most effective methods for educating coaches, athletes, and support staff about the risks of extreme heat and how to prevent heat-related illness?

Answer to Question #2:

Question #3: What technological tools and innovations are available to assist in protecting athletes from the health impacts of extreme heat, and how effective are they?

Answer to Question #3:

Question #4: What are the most effective methods for cooling athletes during and after exercise in extreme heat?

Answer to Question #4:

Chapter 4
(D) Country / Region Connection Research

Topics to Research for Chapter 4
1. What policies and regulations are in place in your assigned country to protect athletes from the health impacts of extreme heat, and how effective are they?
2. What role can the government, sports organizations, and other stakeholders play in addressing the health impacts of extreme heat on athletes in [insert country], and how can they work together to create effective solutions?

Summary of Research Results
1. What policies and regulations are in place in your assigned country to protect athletes from the health impacts of extreme heat, and how effective are they?
2. What role can the government, sports organizations, and other stakeholders play in addressing the health impacts of extreme heat on athletes in [insert country], and how can they work together to create effective solutions?

Chapter 5
Outdoor and Manual Workers

Chapter 5
(A) Vocabulary

WORD/PHRASE	MEANING
Insulated	
Equator	
Climate	
Workplace	
Undocumented	
Manual	
Exposure	
Fatalities	

Chapter 5
(B) Reading

Heat exposure significantly increases the risks of heat-related injuries and _____(1) injuries. In particular, the effects of climate change result in dangerous, inefficient and unproductive working practice for outdoor laborers. This includes, but is not limited to, construction workers, agriculture workers, commercial fishermen and first responders, some of whom may be at additional risk due to the type of work or equipment used. Consequently, concerns about how to maintain mental health and a stable economy arise. As well as the direct effects of _____(2) to heat, which can lead to heatstroke, heat exhaustion and other conditions, outdoor workers are exposed to ground-level ozone and increasing levels of carbon dioxide which may harm the human cardiovascular and respiratory systems. Countries located in tropical, subtropical areas or that are situated near the _____(3) are the first to be affected by the rising temperatures.

Developing countries often lack proper air-conditioned workplaces or have poorly _____(4) buildings leading to extremely poor indoor working conditions. _____(5) laborers in factories are at particular risk as working hours are often long and machines used in production can create additional heat. Some research has proposed earlier shifts in order to avoid the extreme heat stress. Other organizations including the including the United Nations Framework Convention on _____(6) Change (UNFCC) and the Intergovernmental Panel on Climate Change (IPCC) are seeking methods in which workers can adapt to different conditions. A further complexity of the issue lies in the difficulty to gather concrete data that measures the heat-related illnesses and _____(7) amongst outdoor and manual workers. News reports indicate that _____(8) workers are among the most vulnerable as they seldom have a voice to report their conditions.

Chapter 5
(C) Discussion

Question #1: What are the most common heat-related illnesses and injuries experienced by outdoor and manual workers, and what specific measures can be taken to prevent them?

Answer to Question #1:

_____
_____
_____
_____
_____

Question #2: What are the most effective methods for cooling outdoor and manual workers during and after work in extreme heat conditions, and how can these methods be implemented in different workplace settings?

Answer to Question #2:

_____
_____
_____
_____
_____

Question #3: How can work schedules and workload be adjusted to reduce workers' exposure to extreme heat and prevent heat-related illness?

Answer to Question #3:

_____
_____
_____
_____
_____

Question #4: How can employers, government agencies, and other stakeholders work together to create effective policies and regulations to protect outdoor and manual workers from the health impacts of extreme heat?

Answer to Question #4:

_____
_____
_____
_____
_____
_____

Chapter 5
(D) Country / Region Connection Research

Topics to Research for Chapter 5
1. What policies and regulations are in place in your assigned country to protect outdoor and manual workers from the health impacts of extreme heat, and how effective are they?
2. What products are available in your assigned country that can help protect outdoor and manual workers from the health impacts of extreme heat?

Summary of Research Results
1. What policies and regulations are in place in your assigned country to protect outdoor and manual workers from the health impacts of extreme heat, and how effective are they?
2. What products are available in your assigned country that can help protect outdoor and manual workers from the health impacts of extreme heat?

Chapter 6
Additional JEMUN Preparation Materials

-JEMUN Agenda and Committee Summary Table *(fill in and bring to JEMUN)*
-JEMUN Position Paper Guidelines
-JEMUN Position Paper Example
-JEMUN Country Speech Guide
-JEMUN Conference Schedule
-Participating Countries in Meeting Room 5
-Suggested Preparation Schedule

JEMUN

JEMUN AGENDA & COMMITTEE SUMMARY TABLE

Committee	Committee Background & Your Country	Past International Actions (Resolutions, Treaties, Agreements, NGOs)	Your Country Policy	Possible Solutions to Problems
A				
B				
C				
D				
E				

AGENDA SUMMARY

JEMUN conferences require that each delegate submit a position paper. A position paper is an essay detailing your country's policies on the topics being discussed at the conference. Writing a position paper will help you to organize your ideas so that you can share your country's position with the rest of the delegates at the JEMUN conference. Delegates use their position papers to help develop their speeches. It is important that you research all five of the committee topics for your agenda, not only your assigned committee. You will be expected to contribute to the other four working papers in regional bloc meetings and during discussion on all of the draft resolutions. Please take note of the JEMUN guidelines when writing your position paper.

Part 1-Heading:
The heading needs to include the country being represented, the delegate's name and university, the meeting room agenda, and the UN body.

Part 2-Introduction:
Your position paper should first introduce the UN body, the agenda and the specialized committee topics. This will be followed by a comment on the agenda.

Part 3-Body:
The body is a summary of your country's positions on each of the 5 specialized committee topics that are being discussed. A good position paper will not only provide facts but also make suggestions for resolutions.

The paragraph for each specialized committee topic should include many of these points:

1. A brief introduction to your country and its history concerning the committee topic;
2. How the issue affects your country;
3. Your country's policies with respect to the issue
4. Quotes from your country's leaders about the issue;
5. Statistics to back up your country's position on the issue;
6. Actions taken by your government with regard to the issue;
7. Conventions and resolutions that your country has signed or ratified;
8. UN actions that your country supported or opposed;
9. What your country believes should be done to address the issue;
10. What your country would like to accomplish;
11. How the positions of other countries affect your country's position.

Submitting your Position Paper

•Save your position paper as a PDF.
•Name your file with your assigned country and meeting # (Example: Canada5)
•Submit your position paper to your instructor.
•Submission Deadline: July 6th, 2023

Guidelines to follow for JEMUN Position Papers

- ***Length: maximum 2 pages***
- **Margins-must be set at 2.54 cm for the entire position paper**
- **Font: Times New Roman (12 point)**
- **No national symbols may be used**
- **Citations and references are not used in JEMUN Position Papers.**

JEMUN POSITION PAPER EXAMPLE

Delegation from *(Country Name)*
(Student Name), _____ High School
MEETING ROOM #5: Protecting People from the Health Impacts of Extreme Heat

Position Paper for the
World Health Assembly (WHA)

The topics under discussion for the World Health Assembly in this session of Protecting People from the Health Impacts of Extreme Heat are: (A) The less abled, pregnant, or already infirm, (B) The poor, displaced and homeless, (C) Children and the Elderly (D) Athletes, and (E) Outdoor and Manual Workers. (Country Name) expresses its willingness to collaborate on a multilateral level to protect people from the health impacts of extreme heat. The disabled, pregnant, or already infirm

Paragraph About Committee A Topic:
Protecting the less abled, pregnant, or already infirm from the health impacts of extreme heat

Paragraph About Committee B Topic:
Protecting the Poor, displaced and homeless from the health impacts of extreme heat

Paragraph About Committee C Topic:
Protecting Children and the Elderly from the health impacts of extreme heat

Paragraph About Committee D Topic:
Protecting Athletes from the health impacts of extreme heat

Paragraph About Committee E Topic:
Protecting Outdoor and Manual Workers from the health impacts of extreme heat

JEMUN COUNTRY SPEECH GUIDE

At the 2023 JEMUN conference, each country delegate will deliver a planned and practiced speech using using Powerpoint. Your speech will be delivered on the first day of the conference in your regional bloc between 10:55 am and 12:15 pm.

-Your powerpoint presentation will consist of 12 slides (**3 slides for each committee topic in your meeting room**)

-Each slide consists of one photo with no text.

-The powerpoint is set to progress as a slideshow. The next slide appears after 20 seconds.

-Presenters must prepare to talk about each slide for 20 seconds.

-Questions and comments are held until the end of the speech.

How do I prepare for my JEMUN speech?

1. Research the basics about each committee topic in your country

2. Choose 12 illustrations or images that reinforce the information you'd like to share in your speech.

3. Put your 12 photos into a Powerpoint presentation.

4. On a separate word document, write down exactly what you want to say for each image.

5. If you want to go into depth about one point, you can use the same image a second time for an additional 20 seconds.

6. Set the slide transition at 20 seconds (watch tutorial video at the link) https://youtu.be/YGVCKCn6jBc

7. Practice, Practice, Practice!

8. Have your powerpoint ready for the conference on a computer or iPad. Remember to charge the battery of your device.

The objective of the speech is persuade and convince others of your assigned country's opinion. A country speech is only heard once, and therefore, it needs to leave a strong impression on the other delegates. You do not need to submit your speech before the conference.

JEMUN 2023 CONFERENCE SCHEDULE

DAY 1: SATURDAY, JULY 15th

9:00-10:00: Registration / Luggage Storage
10:00-10:15: Session 1 (Opening Remarks by Bureau)
10:15-10:35: Session 1 (Meet and Greet in Committee Groups)
10:35-10:55: Session 1 (Meet and Greet in Regional Blocs)
10:55-12:15: Session 1 (Country Presentations in Regional Blocs)
12:15-13:00: Lunch **(included in participation fee)**
13:00-16:50: Session 2 (Working Paper in Committee Groups)
16:50-17:00 Session 2 (Closing Remarks by Bureau / End of Day 1)
19:00-21:30: Global Networking Gala at the Sheraton Miyako Hotel Osaka **(included in participation fee)**

DAY 2: SUNDAY, JULY 16th

9:15-9:30: Session 3 (Opening Remarks by Bureau)
9:30-12:00: Session 3 (Working Paper in Groups-Submit DR at 12:00)
12:00-12:45: Lunch (included in participation fee)
12:45-17:00: Session 4 (Reading of DRs and Amendment Submissions)
17:00-17:10: Session 4 (Closing remarks by Bureau / End of Day 2)

DAY 3: MONDAY, JULY 17th

9:30-9:45: Session 5 (Opening Remarks by Bureau)
9:45-10:00: Session 5 (Informal Informal Debate in Regional Blocs to Confirm Scribe Roles)
10:00-11:00: Session 5 (Formal Debate to Introduce Amendments to the Floor)
11:00-11:15: Session 5 (Bureau Explains Unfriendly/Friendly Amendment Process)
11:15-12:00: Session 5 (Informal Informal Debate in Committees- Decide if amendments are friendly or unfriendly)
12:00-12:40: Lunch **(included in participation fee)**
12:40-13:00: Group Photo (In front of Building 3)
13:00-14:15: Session 6 (Announce Friendly Unfriendly Amendment Decisions)
14:15-15:15: Session 6 (Close Debate and Vote)
15:15-15:45: Adjournment, certificates, group photos in each meeting room
16:00-16:45: Closing ceremony

PARTICIPATING COUNTRIES IN MEETING ROOM 5

REGION / COMMITTEE	Latin America and the Caribbean	Africa	Europe and Central Asia	Asia and the Pacific	Near East and North Africa
Committee A	Bolivia	Republic of Tanzania	Bulgaria	Laos	Bahrain
	Haiti	Nigeria	Azerbaijan	Myanmar	Iraq
		Mali		Vietnam	
Committee B	Guatemala	Ghana	Portugal	India	Lebanon
	Nicaragua	Burkina Faso	Republic of Moldova	Malyasia	Jordan
			Greece	China	
Committee C	Uruguay	Botswana	Uzbekistan	Thailand	Sudan
	Panama	Rwanda	Turkey	Philippines	Algeria
		Malawi	Albania		
Committee D	Venezuela	Kenya	Ukraine	Japan	Morocco
	Colombia	Ethiopia	Republic of Belarus	Timor-Leste	United Arab Emirates
	Jamaica				
Committee E	Brazil	Chad	Italy	Bangladesh	Qatar
	Mexico	Uganda	United Kingdom	Cambodia	Saudi Arabia
				Republic of Korea	

This meeting room will also have four journalists covering what is happening in the meeting throughout the conference.

SUGGESTED PREPARATION SCHEDULE

Weeks Before JEMUN	Dates	During class	Homework after class
15	April 3-9		
14	April 10-16	General Overview of the JEMUN conference	
13	April 17-23	Receive Country Assignment	Prepare for a general country presentation (the basics)
12	April 24-30	Country Introduction Presentation	Chapter 1 of Guide
11	May 1-7	Chapter 1 Discussion and Sharing	Chapter 2 of Guide
10	May 8-14	Chapter 2 Discussion and Sharing	Chapter 3 of Guide
9	May 15-21	Chapter 3 Discussion and Sharing	Chapter 4 of Guide
8	May 22-28	Chapter 4 Discussion and Sharing	Chapter 5 of Guide
7	May 29-June 4	Chapter 5 Discussion and Sharing	Country Specific Research **Topic A** / **Topic B** / **Topic C** Agenda & Committee Summary **Topic A** / **Topic B** / **Topic C**
6	June 5-11	Discussion and Sharing about **Topic A** / **Topic B** / **Topic C**	Country Specific Research **Topic D** / **Topic E** Agenda & Committee Summary **Topic D** / **Topic E**
5	June 12-18	Discussion and Sharing about **Topic D** / **Topic E**	Write Position Paper Heading and Introduction sections
4	June 19-25	Write Position Paper Body Paragraphs for **Topic A** / **Topic B** / **Topic C**	Write Position Paper Body Paragraphs for **Topic A** / **Topic B** / **Topic C**
3	June 26-July 2	Write Position Paper Body Paragraphs for **Topic D** / **Topic E**	Write Position Paper Body Paragraphs for **Topic D** / **Topic E**
2	July 3-9	Country Speech Preparation	-Submit final Position Paper by July 6th, 2023 -Speech Preparation and Delivery in next class
1	July 10-14	Country Speech Practice	Practice your speech
0	July 15-17	JEMUN Conference at Kindai	