



Golden Valley School
Educating for Life

INDIVIDUALS & SOCIETIES · 9th GRADE



Study Guide

United Nations General Assembly



*Promoting Safe and Supportive Environments
for Adolescents*

Addressing bullying, cyberbullying, and youth violence

UNGA Simulation · 29 October 2026

Delegates 9A1 & 9A2

You are delegates, not yourselves. Speak for your assigned country.

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How to use this guide

This packet prepares Grade 9 for a General Assembly simulation. You will take a real global problem and try to pass a resolution the Assembly could actually live with. This work sits inside your History unit: Why do nations go to war, and why is peacemaking difficult?

9A1 and 9A2 are two rooms of the same committee. Same topic. Same goals. This simulation stands alone.

- Read this guide before you research.
- Know your country and whether you sit in Group A or Group B.
- Arrive with one clear demand written as an operative clause, not as a slogan.

1. Introduction

This packet is your briefing, not a script. Learn the body, the topic, your country's starting line, and one clause you can put on the floor.

- Read the whole guide once.
- Then research only your country using Section 8 and Section 18.
- If you cannot name the source, do not use the fact.

2. Chair / Moderator

The teacher and student officers keep time, recognize speakers, and run the vote. They do not write your resolution.

Expect opening speeches, moderated debate, negotiation time, and a vote. Formal dress. Speak in English.

3. The body: UN General Assembly

The United Nations was founded after World War II.

The Charter was signed in San Francisco on 26 June 1945 and entered into force on 24 October 1945. The UN now has 193 Member States. Headquarters are in New York City, with major offices also in Geneva, Vienna, and Nairobi.

The General Assembly is the main debating hall of the UN. Every member state is a member of the Assembly and has one vote. It meets at UN Headquarters in New York. It can discuss any issue within the Charter: peace, human rights, development, education, health.

It can pass resolutions that set political direction. It cannot send troops by itself, and it cannot rewrite a country's school law by itself.

That limit matters for this topic. A resolution can call on states, request reports, and ask UN agencies to share tools. It cannot staff a school in San José or Osaka.

What the Assembly can do here:

- Call on states to strengthen prevention, reporting, and student support
- Ask UN bodies to share data and tools
- Request follow-up reports so the Assembly can see what worked
- Urge cooperation between education, health, and protection systems

What it cannot do:

- Pretend a resolution ends bullying worldwide
- Invent a budget with no source of funds
- Ignore that some states have strong school systems and others do not

A short, reviewable resolution is a win. A speech with no clause is not.

UN overview: <https://www.un.org/en/about-us>

General Assembly: <https://www.un.org/en/ga>

4. Topic

Theme

Promoting safe and supportive environments for adolescents: addressing bullying, cyberbullying, and youth violence

Committee question

How can nations prevent and respond to bullying, cyberbullying, and youth violence in ways that treat root causes — not only surface behavior — while building systems that make lasting safety more likely?

Why this body

The Assembly is where every country can speak. School safety is not only a classroom issue. It is about power, belonging, weak systems, and whether agreements after harm actually hold.

5. History of the issue — and the History unit

There is no single world definition of bullying. Researchers and laws usually point to three things: harm, repetition, and a power imbalance. After that, countries split.

Some treat only physical attacks as “real.” Others include rumor, exclusion, humiliation, and online harassment. Some laws cover only what happens on school grounds. Others include the walk home and the group chat at midnight. That disagreement is not a side note. If two countries do not mean the same thing by “bullying,” they will not write the same resolution.

The behavior itself is old. Groups form hierarchies. Some people get isolated. Status gets protected by making someone else smaller. Schools did not invent that. Phones changed the scale. Harm can now follow a student out of the building and stay visible to a whole class.

Do notice the pattern: wherever children are ranked, compared, and left unsupervised, the same pressure appears. Different countries then decide different thresholds for what counts, who must act, and whether the answer is training, punishment, counseling, or all three.

Use your unit. Do not force a fake comparison.

- **Conflict has deeper causes.** World War I did not start from one insult. It grew from alliances, rivalry, nationalism, and systems that rewarded escalation. Bullying and cyberbullying often grow from power imbalance, exclusion, and weak adult systems — not one “bad kid.”
- **Peacemaking is difficult.** The Treaty of Versailles punished and redrew maps. It did not rebuild trust or fix the conditions that made another war likely. A school policy that only punishes after the fact often fails the same way.
- **Perspective matters.** At Versailles, winners and losers did not want the same peace. In this committee, countries with strong prevention systems and countries with scarce resources will not want the same text. That is the point.

6. Current situation

Use these points. Do not invent national statistics.

- UNESCO's report *Behind the numbers* found that almost one in three students (32%) had been bullied at school at least once in the previous month. Cyberbullying affected as many as one in ten children. More than one in three students had been in a physical fight.
 - **Report page:** <https://www.unesco.org/en/articles/behind-numbers-ending-school-violence-and-bullying>
 - **PDF:** <https://www.unicef.org/media/66496/file/behind-the-numbers.pdf>
- In 2024 UNESCO again reported that about one in three students experienced bullying in the previous month, and that victims are much more likely to report loneliness, insomnia, and suicidal thoughts.
UN News: <https://news.un.org/en/story/2024/11/1156591>
- Harm is not only “mean words.” It shows up in attendance, grades, mental health, and whether a student feels safe enough to learn.
- Some countries already run national programs, teacher training, and student-well-being systems.
- Other countries face youth violence, weak counseling capacity, or uneven enforcement.

A resolution that only says “bullying is bad” will fail this committee. A resolution that names who acts, what is reported, and how progress is reviewed can pass.

7. Past actions

When you speak, separate three layers: international words, national law, and what a school can actually do on a Friday.

- UNESCO evidence and country case studies on school violence and bullying.
<https://www.unesco.org/en/articles/behind-numbers-ending-school-violence-and-bullying>
- UNICEF synthesis of the same evidence.
<https://www.unicef.org/documents/behind-numbers-ending-school-violence-and-bullying>
- National examples belong only to the country that owns them. See Section 8.

Do not present another country's program as if it were yours.

8. Case studies — every country in the room

These are starting points, not your whole paper. Read the blurb, open the link, then find one extra fact from that country's own government if you can.

Sweden

The Education Act requires schools to prevent and investigate abusive treatment. Harassment is also covered by discrimination law. The emphasis is early adult responsibility, not only student slogans.

Start: <https://www.government.se/>

Finland

National focus on a safe school climate, equality, and teacher capacity. The KiVa program, developed at the University of Turku with ministry support, is the best-known Finnish tool: lessons for the whole school plus a team that handles actual cases.

Start: <https://www.kivaprogram.net/>

Start: <https://invest.utu.fi/kiva-antibullying-programme/>

Norway

The Education Act (Chapter 9A) gives every pupil a right to a safe psychosocial environment and sets zero tolerance for bullying, violence, discrimination, and harassment. Adults in the school must act. The Olweus program is the classic Norwegian whole-school model.

Start: <https://rkbu.norceresearch.no/en/program/hva-er-olweusprogrammet>

Netherlands

The School Safety Act gives schools a duty of care for a safe environment, including anti-bullying measures. Policy often pairs digital literacy, inclusion, and student support.

Start:

<https://www.rijksoverheid.nl/actueel/nieuws/2025/06/27/kabinet-neemt-maatregelen-voor-een-veilige-school>

Canada

No single federal school law — provinces run schools — but Canada has strong anti-bullying statutes in many provinces and a national research network (PREVNet) on healthy relationships and violence prevention.

Start: <https://www.prevnet.ca/>

Start: <https://www.canada.ca/>

Japan

Bullying is widely discussed as ijime. A 2013 national law requires schools to detect and respond early, including “serious situations” such as students stopping school. Group harmony is a cultural strength and a risk if harm gets hidden to keep the group looking united.

Start: <https://www.mext.go.jp/en/policy/education/elsec/title02/detail02/1373868.html>

United States

High public awareness and many programs, but policy is mostly state-by-state. School violence and uneven mental-health access remain hard problems. StopBullying.gov is the federal information hub.

Start: <https://www.stopbullying.gov/>

Brazil

National Law 13.185 (2015) created a program against systematic intimidation (bullying). Youth violence outside the school gate still shapes what schools can do.

Start: https://planalto.gov.br/ccivil_03/_ato2015-2018/2015/lei/l13185.htm

Mexico

National attention through school coexistence programs and education-law duties to address school violence. Implementation varies widely by state and school.

Start: dggeyet.sep.gob.mx/convivencia_escolar/

Philippines

Republic Act 10627, the Anti-Bullying Act of 2013, requires elementary and secondary schools to adopt policies covering on-campus, off-campus, and cyberbullying. Community effort is strong; nationwide support capacity is thinner.

Start: <https://elibrary.judiciary.gov.ph/thebookshelf/showdocs/2/58226>

Costa Rica

Ley 9404 (2016) sets prevention plus corrective and formative measures against school bullying. Reformed in 2026 (Ley 10894) to strengthen victim protection and digital settings. MEP publishes protocols.

Start: https://pgrweb.go.cr/scij/Busqueda/Normativa/Normas/nrm_texto_completo.aspx?nValor1=1&nValor2=83200

Colombia

Ley 1620 (2013) created the National System of School Coexistence and a route for preventing and responding to school violence, including bullying and cyberbullying. Useful for community and post-harm systems. Do not treat Costa Rica as the same security context.

Start:

<https://www.mineducacion.gov.co/portal/ejes-tematicos/Normas-sobre-Educacion-Preescolar-Basica-y-Media/322721:Ley-1620-del-15-de-marzo-de-2013>

9. Possible operative ideas

Write clauses, not slogans.

- Call on states to publish a confidential school reporting route for bullying and cyberbullying
- Encourage teacher training in early intervention and classroom climate
- Request comparable data so the Assembly can see trends, not anecdotes
- Urge digital-safety duties when the harm involves students, even if it began online
- Support phased pilots before a huge national mandate
- Ask for a two-year review of whatever this resolution creates

Do not write: “The General Assembly shall eliminate bullying.” That is a wish, not a clause.

10. Two working groups — a starting map, not locked in

Group A and Group B exist so the first conversation has shape. They are not voting blocs you must obey.

You may ally with anyone who shares a goal, a constraint, or a clause.

Possible same-interest alliances (examples, not orders):

- **Teacher training & school climate:** Finland, Norway, Sweden, Canada, Japan
- **Digital harm / cyberbullying rules:** Netherlands, Japan, Philippines, United States, Costa Rica
- **Data and review before a giant mandate:** Canada, Netherlands, Costa Rica, parts of the United States
- **Resource honesty:** Philippines, Brazil, Mexico, Colombia — and they can still demand prevention language from Group A

- **National law already exists; implementation is the fight:** Costa Rica, Philippines, Colombia, Brazil, Japan
- **Youth violence around the school, not only inside it:** Brazil, Mexico, Colombia, United States

Group A countries may disagree with each other. Japan's harmony model is not Sweden's welfare model. Group B countries may disagree too. Costa Rica's legal frame is not Brazil's violence context.

A good resolution usually takes prevention tools from countries that already built them and implementation language from countries that cannot copy those tools tomorrow.

11. Country briefs — what they are already doing

Write from that line. Then add one fact you actually opened.

Country	What to research first
Sweden	School/discrimination duties; adult obligation to stop abusive treatment
Finland	KiVa + national safe-environment duty and teacher capacity
Norway	Education Act Chapter 9A + Olweus whole-school model
Netherlands	School Safety Act; digital literacy and inclusion
Canada	Provincial safe-school laws + PREVNet / mental-health framing
Japan	2013 ijime law; school response teams; “serious situation” rules
United States	State laws + StopBullying.gov; school-violence and counseling gaps
Brazil	Law 13.185; school safety inside a high youth-violence context
Mexico	National coexistence policy; uneven state implementation
Philippines	RA 10627; school policies required, resources limited
Costa Rica	Ley 9404 / 10894 + MEP protocols
Colombia	Ley 1620 coexistence system and attention route

12. Must-pass floor

Try to keep these three ideas even if the rest dies:

- States should have a clear, confidential way for students to report bullying and cyberbullying.
- Prevention should include adults (teachers, counselors, school leaders), not only student slogans.
- Any new international request in this resolution gets a review within two years.

If you cannot agree on funding formulas, pass the floor and park the rest.

13. Guiding questions

- What is a root cause in your country, and what is only a symptom?
- If this clause passed, who would actually implement it next Monday?
- What would make this resolution fail the way Versailles failed — punishment without repair?
- What can your country accept from another group so a text can pass?
- Are you defending a program you already have, or asking for help you do not have?

14. How to write one operative clause

Use this shape. Resolutions speak as the body, not as one pair of delegates.

The General Assembly,

1. Calls upon Member States to _____ within _____, and to report progress through _____;

Bring one clause. Then merge.

[See a finished example](#)

15. Class rosters

Pairs stay fixed. Speak as the country, not as a duo of friends.

9A1

Group	Country	Students
A	Sweden	Ari, Guiliana
A	Finland	Franco, Nacho
A	Norway	Juli, Felipe
A	Netherlands	Alejo, Lucas
A	Canada	Anahi, Celeste
A	Japan	Santiago, Colin
B	United States	Gimena, Tiffany
B	Brazil	Ilana, Samantha
B	Mexico	Sean, David
B	Philippines	Tomas, Mati
B	Costa Rica	Andre, Tamara

9A2

Group	Country	Students
A	Sweden	Mau, Maxi
A	Finland	Vale, Mia
A	Norway	Vinizio, Santi, Isaac
A	Canada	Corinne, Valerie
A	Japan	Andy, Saysha, Sofia
B	United States	Camila, Mariano
B	Brazil	Sara, Lucia D.
B	Mexico	Iker, Sebas
B	Philippines	Paloma, Lucia C.
B	Colombia	Cristina, Ale

16. Conclusion

Bullying, cyberbullying, and youth violence do not stop at a border. A rumor can travel on an app hosted in another country.

A method that works in Finland may fail in a school with no counselor. That is why this problem belongs in the General Assembly: not because the UN can run every classroom, but because no state can treat a cross-border pattern as a private local embarrassment.

The goal of this simulation is international cooperation on an international problem. You will disagree. You should. Then you will look for a floor that more than one region can accept, with a review so the promise does not die on paper.

The Assembly cannot end bullying with one vote. It can name causes, set a minimum standard, and force countries to come back and show whether anything changed. That is closer to serious peacemaking than a speech that only condemns the problem.

17. Important UNGA terms

Use these words. A precise term is stronger than a long speech.

Term	Meaning in this committee
Delegate	you, speaking only for your assigned country
Opening speech	short statement of your country's stance
Position	what your country will and will not accept
Moderated caucus	timed speakers, one by one
Unmoderated caucus	free negotiation to build a text
Bloc	countries working together on the same draft
Working paper	early draft, not yet formal
Preambulatory clause	background ("Recalling," "Alarmed by")
Operative clause	the action ("Calls upon," "Requests," "Encourages")
Amendment	a change to one clause
Yield	give leftover speaking time to another delegate or to questions
Point of order	rules are not being followed
Point of inquiry	you need a procedure question answered
Consensus	agreement without a fight on every line

18. Useful links

Start here before random websites.

United Nations

UN overview: <https://www.un.org/en/about-us>

General Assembly: <https://www.un.org/en/ga>

UN Member States: <https://www.un.org/en/about-us/member-states>

UN News on school violence (2024): <https://news.un.org/en/story/2024/11/1156591>

Evidence

UNESCO Behind the numbers:

<https://www.unesco.org/en/articles/behind-numbers-ending-school-violence-and-bullying>

Same report PDF: <https://www.unicef.org/media/66496/file/behind-the-numbers.pdf>

UNICEF document page:

<https://www.unicef.org/documents/behind-numbers-ending-school-violence-and-bullying>

Programs named in this guide

KiVa (Finland): <https://www.kivaprogram.net/>

Olweus (Norway): <https://rkbu.norceresearch.no/en/program/hva-er-olweusprogrammet>

StopBullying.gov (United States): <https://www.stopbullying.gov/>

PREVNet (Canada): <https://www.prevnet.ca/>

National law starters

Costa Rica Ley 9404 (SCIJ):

https://pgrweb.go.cr/scij/Busqueda/Normativa/Normas/nrm_texto_completo.aspx?nValor1=1&nValor2=83200

Costa Rica MEP protocols: <https://www.mep.go.cr/programas-proyectos/protocolos-actuacion>

Colombia Ley 1620:

<https://www.mineducacion.gov.co/portal/ejes-tematicos/Normas-sobre-Educacion-Preescolar-Basica-y-Media/322721:Ley-1620-del-15-de-marzo-de-2013>

Philippines RA 10627: <https://elibrary.judiciary.gov.ph/thebookshelf/showdocs/2/58226>

If you cannot name the source, do not use the fact.

19. Bibliography

- United Nations. About the UN / General Assembly.
 - UNESCO. Behind the numbers: ending school violence and bullying. 2019.
 - UNESCO / UN News. School violence and bullying updates, 2024.
 - National sources listed in Sections 8 and 18 for your assigned country only.
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