



Golden Valley School
Educating for Life

INDIVIDUALS & SOCIETIES · 7th GRADE



Study Guide

World Health Organization



*Safe Schools as Health Systems:
Protecting Adolescents from Peer Violence
Addressing bullying, cyberbullying, and youth violence*

WHO Simulation · 29 October 2026

Delegates 7A, 7B1 & 7B2

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

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How to use this guide

This packet prepares Grade 7 for a World Health Organization simulation.

You will take a real global problem and try to pass a resolution WHO could actually live with. This work sits inside your History unit: Ancient American Empires — Maya, Aztec, and Inca civilizations.

7A1, 7B1, and 7B2 are three rooms of the same committee. Same topic. Same goals. Each class is its own WHO session. 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: World Health Organization

The World Health Organization (WHO) is a United Nations specialized agency created in 1948.

Its headquarters is in Geneva. WHO's job is to direct and coordinate international health work. It does not run every hospital or every school. It sets standards, gathers evidence, advises governments, and helps countries build systems.

In this classroom simulation, every pair represents a Member State and has a voice. That is standard Model UN practice.

Why WHO for this topic: bullying, cyberbullying, and youth violence are not only discipline problems. They damage mental health, sleep, attendance, and long-term well-being. Schools are health settings as well as learning settings.

That limit matters. A WHO resolution can ask countries to strengthen school-health systems, collect comparable data, train adults, and review results. It cannot hire a counselor in San José or rewrite Costa Rica's school code.

What WHO can do here:

- Treat school safety and belonging as adolescent-health issues
- Call on countries to build prevention systems inside schools and communities
- Ask for comparable data through existing school-health surveys
- Encourage sharing of programs that already work

What WHO cannot do:

- Pretend a resolution ends bullying worldwide
- Invent a budget with no source of funds
- Ignore that countries have different health systems and school resources

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

WHO home: <https://www.who.int/>

School-based violence prevention handbook:

<https://www.who.int/publications/i/item/school-based-violence-prevention-a-practical-handbook>

4. Topic

Theme

Safe schools as health systems: protecting adolescents from bullying, cyberbullying, and youth violence

Committee question

How can countries strengthen school and community health systems so young people are protected from bullying, cyberbullying, and violence — and so belonging and mental health are treated as public-health issues, not only as discipline problems?

Why this body

WHO works on systems. This topic is about systems: who is responsible, who reports harm, who supports the student, and how a community keeps people inside the group instead of pushing them out.

5. History of the issue — and the Ancient Empires unit

There is no single world definition of bullying. Researchers 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.

Use your unit. Do not force a fake comparison.

- **Societies create systems of order.** The Maya, Aztec, and Inca organized power, roles, and rules to keep their communities working. Modern nations and schools do the same. Those systems can protect young people — or leave them unprotected.
- **Identity and belonging matter.** Those civilizations built strong collective identity. Bullying and exclusion attack belonging. That is the opposite of a supportive community.
- **Power decides who is safe.** In ancient systems, some people had more protection than others. In modern schools, the same question appears: who can report harm, who is believed, and who is told to stay quiet for the group.

Your job is not to retell the whole unit. Your job is to use that lesson: a community stays healthy when its systems of order protect the people inside it.

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.

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>

- WHO/Europe's HBSC study (2021/2022) found that about one in six school-aged children had been cyberbullied. Cyberbullying rose compared with 2018.

WHO/Europe:

<https://www.who.int/europe/news-room/27-03-2024-one-in-six-school-aged-children-experiences-cyberbullying--finds-new-who-europe-study>

- PAHO/WHO reports that about one in four adolescents aged 13–17 in Latin America and the Caribbean experienced bullying at school in the past month.

PAHO toolkit news:

<https://www.paho.org/en/news/17-8-2026-paho-launches-toolkit-prevent-bullying-and-cyberbullying-among-children-and>

- Harm shows up in sleep, anxiety, attendance, grades, and whether a student feels safe enough to learn.

A resolution that only says “bullying is bad” will fail this committee. A resolution that names school-health systems, adult duty, reporting, and review can pass.

7. Past actions

When you speak, separate three layers: international health guidance, national school-health systems, and what a school can actually do on a Friday.

- WHO, with UNESCO and UNICEF: School-based violence prevention: a practical handbook (2019).

<https://www.who.int/publications/i/item/school-based-violence-prevention-a-practical-handbook>

- WHO/Europe HBSC reports on adolescent peer violence and bullying.

<https://iris.who.int/items/2a8462e1-9775-40da-9b02-87706ecb1b05>

- UN General Assembly resolutions on protecting children from bullying, including A/RES/77/201 (2022).

<https://documents.un.org/api/symbol/access?s=A/RES/77/201&l=en&t=pdf>

- 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

Strong emphasis on early intervention, student well-being, and comprehensive anti-bullying programs. Schools have a legal duty to prevent and investigate abusive treatment. The emphasis is adult responsibility plus student well-being.

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

Finland

National focus on equality, teacher training, and a safe school climate. 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://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.schoolenveiligheid.nl/thema/alles-over-pesten/>

Canada

No single federal school law — provinces run schools — but many provinces have strong anti-bullying statutes. PREVNet is the national research network on healthy relationships and violence prevention. Mental health and inclusion language is common.

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

New Zealand

National well-being and inclusion language is strong, including attention to cultural belonging. Bullying-Free NZ is the government-supported school approach. Whole-school climate matters as much as one-off lessons.

Start: <https://www.bullyingfree.nz/>

Germany

School policy is mostly run by the Länder (states). The Standing Conference of Education Ministers (KMK) treats violence prevention and a safe school climate as part of the school's duty. Cyberbullying has received growing attention. Implementation is structured, but not identical in every state.

Start:

<https://www.kmk.org/themen/allgemeinbildende-schulen/praevention-von-gewalt-und-sexuellem-misbrauch.html>

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

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.

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>

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

9. Possible operative ideas

Write clauses, not slogans.

- Call on Member States to treat school safety and belonging as adolescent-health issues
- Encourage school-health systems that include a confidential reporting route
- Call on countries to train teachers and school staff in early intervention
- Request comparable data through school-health surveys already used by WHO
- Encourage community structures — families, clinics, and schools — to share one response path
- Ask for a two-year review of whatever this resolution creates

Do not write: “WHO 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. You may ally with anyone in your room who shares a goal, a constraint, or a clause.

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

- School-health systems & adult duty: Norway, Finland, Sweden, Netherlands, Germany
- Well-being and belonging language: New Zealand, Canada, Japan, Costa Rica
- Digital harm / cyberbullying: Netherlands, Germany, Japan, United States
- Data and review before a giant mandate: Canada, Costa Rica, Germany
- Resource honesty: Brazil, Mexico, Colombia — they can still demand prevention language from Group A
- 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	Early adult intervention + student well-being duties
Finland	KiVa + teacher capacity and school climate
Norway	Education Act Chapter 9A + Olweus
Netherlands	School Safety Act + digital literacy and inclusion
Canada	Provincial safe-school laws + PREVNet / mental health
New Zealand	Bullying-Free NZ; well-being and cultural inclusion
Germany	KMK violence-prevention duty; state-level school systems
Japan	2013 ijime law; school response teams
United States	State laws + StopBullying.gov; counseling gaps
Brazil	Law 13.185; school safety inside youth-violence context

Mexico	PNCE / convivencia escolar; uneven implementation
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 treat dignity, safety, and belonging in school as adolescent-health issues, not only discipline issues.
- Prevention should include adults and community systems — 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 system of order protects young people in your country's schools?
- Who is responsible when harm happens — the student, the teacher, the clinic, or the state?
- If this clause passed, who would actually implement it next Monday?
- What can your country accept from another group so a text can pass?
- Are you defending a system 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 World Health Assembly,

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

Bring one clause. Then merge.

Classroom note: WHO's governing body is the World Health Assembly. In this simulation we still say "WHO committee," but the written text should open as the Assembly.

[See a finished example](#)

15. Class rosters

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

7B1

Group	Country	Students
A	Norway	Jose D., Ethan G.
A	Netherlands	Lucia, Santiago
A	Canada	Randall, Adrian
A	New Zealand	Ethan O., Fio
A	Germany	Chris, Danito
B	Brazil	Cami, Emma
B	Mexico	David, Aldo.
B	Colombia	Mateo, Valentina
B	Costa Rica	Valeria, Samuel
B	Japan	Jimena
B	Finland	Dominic, Ale

7B2

Group	Country	Students
A	Sweden	Luis Delgado, Matías Ledezma
A	Finland	Mariangel, Sara
A	Norway	Lucía, Isabella
A	Canada	Jacobo, Valentina
A	New Zealand	Gabriel, María José
A	Germany	Mathías Goñi, Felipe G.
B	United States	Tomás, Julian
B	Brazil	Jose Pablo, Pipe Araya
B	Mexico	Sofía, Sara
B	Colombia	Felipe Valerio, Franco B.

8B2

Roster to be added when confirmed. Use the same Group A / Group B map and the same topic.

Group	Country	Students
A	Sweden	Luciana Alfaro, Paola
A	Mexico	Thiago Paniagua, Antonio Rodríguez
A	Finland	Deniel S, JM
A	Norway	Gael, Luciana Z
A	Brazil	Marcelo, Valentina Cerdas
A	New Zealand	Antonio Áviles, Sebastián G, Celeste
A	Colombia	Samuel, Gabriel
A	United States	Victoria, Camila, Sebastián R

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 WHO: not because WHO can run every classroom, but because mental health, belonging, and school safety are public-health questions.

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.

WHO cannot end bullying with one vote. It can name the health harm, ask countries to build systems, and force them to come back and show whether anything changed.

17. Important WHO 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
WHO	World Health Organization — UN health agency
World Health Assembly	WHO's main decision-making body; how resolutions are formally adopted

Member State	a country speaking in the committee
School-health system	the adults, clinics, and school structures that protect student well-being
Placard	how you ask to speak
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
Draft resolution	formal text submitted for debate
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
Review clause	a promise to check later whether the resolution worked

18. Useful links

Start here before random websites.

World Health Organization

WHO home: <https://www.who.int/>

School-based violence prevention handbook:

<https://www.who.int/publications/i/item/school-based-violence-prevention-a-practical-handbook>

HBSC / cyberbullying news:

<https://www.who.int/europe/news-room/27-03-2024-one-in-six-school-aged-children-experiences-cyberbullying--finds-new-who-europe-study>

HBSC bullying report: <https://iris.who.int/items/2a8462e1-9775-40da-9b02-87706ecb1b05>

PAHO toolkit news:

<https://www.paho.org/en/news/17-8-2026-paho-launches-toolkit-prevent-bullying-and-cyberbullying-among-children-and>

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>

UNGA example resolution A/RES/77/201:

<https://documents.un.org/api/symbol/access?s=A/RES/77/201&l=en&t=pdf>

Programs named in this guide

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

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

School & Veiligheid (Netherlands): <https://www.schoolenveiligheid.nl/thema/alles-over-pesten/>

KMK Germany violence prevention:

<https://www.kmk.org/themen/allgemeinbildende-schulen/praevention-von-gewalt-und-sexuellem-misbrauch.html>

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

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

Bullying-Free NZ: <https://www.bullyingfree.nz/>

MEXT Japan bullying act (English):

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

National law starters

Brazil Lei 13.185: https://planalto.gov.br/ccivil_03/_Ato2015-2018/2015/Lei/L13185.htm

Mexico convivencia escolar: https://dggeyet.sep.gob.mx/convivencia_escolar/

Costa Rica Ley 9404:

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

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>

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

19. Bibliography

- World Health Organization. School-based violence prevention: a practical handbook. 2019.
 - WHO/Europe. Health Behaviour in School-aged Children (HBSC) report on peer violence and bullying. 2024.
 - UNESCO. Behind the numbers: ending school violence and bullying. 2019.
 - UN General Assembly. A/RES/77/201. Protecting children from bullying. 15 December 2022.
 - National sources listed in Sections 8 and 18 for your assigned country only.
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