



IndianaMUNC VII

November Education Guide

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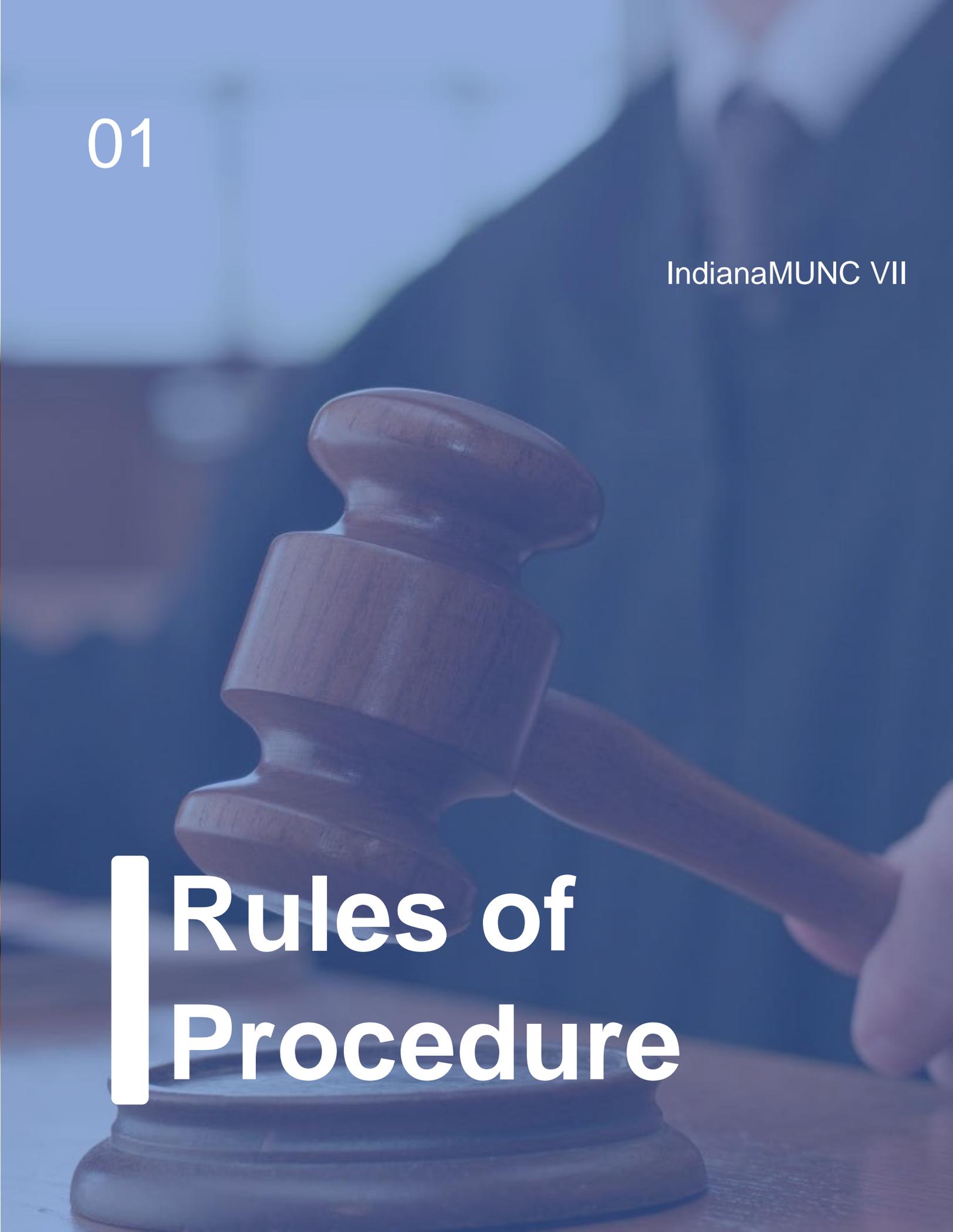
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Rules of Procedure

02 | Disruptiveness Chart

Chairs at IndianaMUNC VII will vote on motions in order of “disruptiveness” – how disruptive each motion would be to the overall flow of debate. This chart is meant to be used as a reference for delegates when making motions.

Most Disruptive
Close Debate/Move into Voting Procedure
Adjourn Debate (“table” a topic)
Introduce Working Papers/Draft Resolutions
Extension of the Current Moderated Caucus
Unmoderated Caucus
Longest Moderated Caucus w/ most number of speakers (ie. 20 min, 30 second - 40 speakers)
Longest Moderated Caucus w/ next highest # of speakers (ie. 20 min, 1 minute - 20 speakers)
Next Longest Moderated Caucus w/ most # of speakers (ie. 10 min, 30 seconds - 20 speakers)
Next Longest Moderated Caucus w/ next highest # of speakers (ie. 10 min, 1 minute - 10 speakers)
Least Disruptive

Disruptiveness – Moderated Caucuses

- Chairs must always look at the length of the total caucus first, followed by the number of speakers
- Extensions of the current moderated caucus are always more disruptiveness than unmoderated caucuses
- Delegates should ensure that the total speaking time is perfectly divisible by the speaking time
- **note: Chairs will absorb all remaining speaking time – total # of speakers per caucus does **not** change if speakers do not use all their time*

03 | ROP Short Form

Motion	Requires a Second?	Debatable?	Majority to Pass?
Open the Speaker's List	No	No	Simple
Set the Speaking Time	Yes	No	Simple
Set the Agenda	Yes	Yes (2 for, 2 against)	Simple
Moderated Caucus	No	No	Simple
Unmoderated Caucus	No	No	Simple
Suspend the Meeting	No	No	Simple
Adjourn Debate ("table" a topic)	Yes	Yes (2 for, 2 against)	Two-thirds
Close Debate	Yes	Yes (2 for, 2 against)	Two-thirds
Introduce Working Papers/Draft Resolutions	No	No	Simple
Reorder Draft Resolutions*	Yes	Yes (1 for, 1 against)	Two-thirds
Divide the Question*	Yes	Yes (2 for, 2 against)	Simple

*these motions may only be entertained by the Chair once the committee has moved into voting procedure

04 | Crisis Committees

There are two primary types of committees at IndianaMUNC: General Assembly (GA) and Crisis Committees. This education guide aims to give students and instructors insight on what to expect in IndianaMUNC VII Crisis committees.

Introduction to Crisis Committees

A crisis committee is a distinct type of Model UN committee that is structured around some extreme political situation, conflict, or disaster, either contemporary or historical. The fast-moving and adaptable flow of debate allows delegates to react quickly to unanticipated crises.

Crisis committees are usually reserved for experienced delegates due to this rapid pace. Additionally, crisis committees feature fewer delegates per room. Consequently, delegates will have the opportunity to speak more frequently than they would in a General Assembly committee. It is essential that all crisis delegates be prepared to take on the various challenges presented by the committee.

A few aspects make the parliamentary procedure and overall flow of crisis committees a bit different from that of GA committees. These aspects are outlined in the following pages.

Directives

Instead of resolutions, crisis committees will pass directives to collectively implement action. Directives may come in varied length and in several formats – bullet points, lists, etc. Like resolutions, directives need to have the support of 1/5 of the body before they can be introduced. Directives also must be introduced to the committee before they can be voted on and require a simple majority to pass. The Chair may choose whether to accept amendments on directives.

Crisis Notes

What is truly special about crisis committees is the behind-the-scenes action of the crisis back room. The back room directs the events that unfold during committee sessions, and it is staffed by a Crisis Director and their Crisis Staffers. The staff works tirelessly to direct the timeline of committee in the most realistic way possible, while still responding to the flow of debate in the committee room.

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Portfolio Powers

In crisis committees, delegates will be given a list or description of what their priorities are, what connections they have, and the resources they have control over. Delegates will then have the ability to unilaterally utilize their portfolio powers by sending **crisis notes** to the back room. Delegates may utilize these resources **without the knowledge or consent of the other delegates**. In this way, each delegate has significant control over what may happen in committee by exercising their portfolio powers.

Crisis Notes

Delegates may exercise their portfolio powers through crisis notes. These notes are sent to crisis staff via direct messages on Slack for review and approval. Whether or not these notes are approved may depend on the nature of the committee. These notes are private and need not be shared with anyone in the front room, including the Chair. Only the Crisis Director and their staffers will be able to view the notes unless the delegate chooses to reveal their plans to the entire committee. While delegates do have portfolio powers which they may use at their discretion, the back room **reserves the right to reject, amend, or delay** actions taken by delegates **if they do not fall under the delegate's portfolio powers**, or if they are too vague or unrealistic. Crisis notes may also be coordinated and sent between two or more delegates in the room, in order to maximize effectiveness or collaborate with other delegates who may have useful portfolio powers.

There are several types of crisis notes (see table below), and delegates may use all or none of these types of notes during committee sessions. Effective crisis delegates will be able to multitask by writing directives and speaking in the front room while writing crisis notes to further their own personal goals in the back room.

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Type of Note	Function	Examples
Action Note	The most common type of crisis note, to request an action. Actions not within portfolio powers may be rejected or amended by the back room. We encourage delegates to make these requests as specific and creative as possible.	“Notify the Prime Minister that our block will be motioning for a no confidence vote” “Begin moving resources to the affected area immediately”
Information Note	Ask for information about a situation or clarify the extent of portfolio powers.	“Do I have any new messages from the Chief of Staff?” “Which delegate sent out this message?”
Communique	Discreetly convey messages to governments or individuals outside the committee room.	“To Indonesia: Will you support investments in the Philippines if they don’t agree to this specific term of the agreement?” “To Canada: Will you press for removal of tariffs on dairy exports?”
Press Release	Make a global declaration unilaterally or with other countries.	“We, the signed, formally condemn the The United Arab Emirates for its embargo on Qatar”

07 | Crisis Committees

Setting the Agenda

Crisis committees will not have predetermined topics in the way that other committees do. Consequently, there will be no “Motion to Set the Agenda.” Debate is fluid and may move from subject to subject as per the topics of the moderated caucuses.

Speaker’s List

In contrast to General Assembly committees, crisis committees will not rely quite so heavily on a speaker’s list to conduct formal debate. Instead, delegates should rely almost entirely on moderated caucuses to debate the issues at hand. However, it may be useful to utilize the speaker’s list at the beginning of each committee session for delegates to outline their positions on the crisis at hand.

Voting

Instead of closing debate and moving into voting procedure as one would in a GA committee, delegates in a crisis committee should motion to vote on a specific introduced directive or on all directives in the order in which they were introduced to the committee. Before any voting occurs, directives may be subject to motions of dividing the question or re-ordering of directives.

Flow of Debate

While GA committees at IndianaMUNC must first work to set the agenda, crisis committee topics are not so defined, due to the nature of crisis committees themselves. Background Guides will have substantial information about which topics are *likely* to come up during debate, but there are no preselected topics, and crisis delegates often drive debate based on what type of crises they develop through the back room. Delegates should be prepared to adapt and respond to these crises as they come up.

The back room staff will regularly come into the front room to give **crisis updates**, which could introduce new updates, or elaborate on previous crises and how the delegates’ actions (through notes or directives) have either mitigated or aggravated the current situation. After the update, delegates will have time to ask the crisis staffers some questions regarding the update, and then the committee will resume moderated debate on the update and crises at hand.

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Delegates should then debate how to solve the current crisis, or what the committee's next steps should be via moderated caucus. During this time, delegates should be working on drafting **directives** which outline the committee's collective response to the crisis at hand. Delegates may also motion for **unmoderated caucuses** during this time to gather support for their directives, work collaboratively on directives, or merge directives to introduce to the committee. Delegates may also choose to respond to the crisis unilaterally via **crisis notes**.

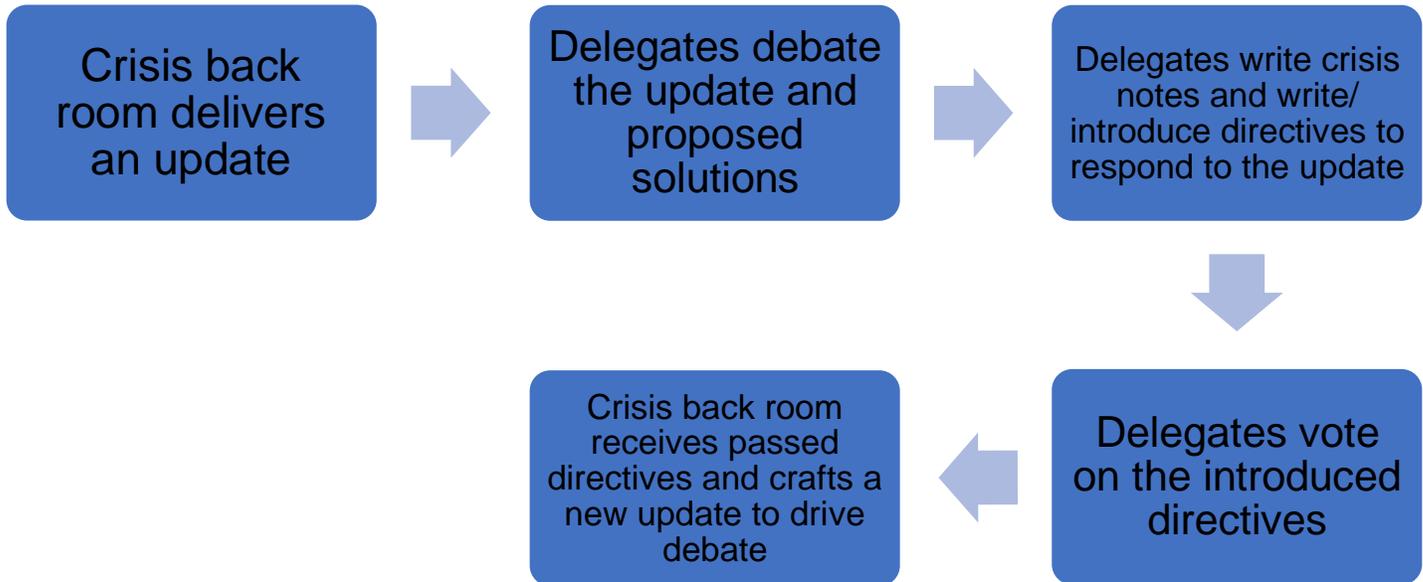
Once delegates have submitted directives, the Chair will entertain motions to **introduce directives**. Directives must be introduced before they can be voted upon. The manner in which directives are introduced is usually left up to the Chair. Chairs may elect to simply read aloud all directives, or they may ask a few of the sponsors to give a brief presentation on their paper. The Chair may also specify how many sponsors will be allowed to speak during each directive introduction. Delegates may specify *how* they wish to introduce directives within their motion to introduce, but ultimately, the Chair will decide how directives will be introduced. Delegates should keep in mind that because crisis committees are more fast paced, the introduction process will be less time-consuming than the GA working paper/draft resolution introduction process.

Once the directives have been introduced, the delegates may either move directly into **voting** or entertain more moderated debate on the proposed solutions. Delegates may pass as many directives as they see fit, but conflicting clauses will be cancelled out, with the most recently passed directive overriding any other conflicting clauses. The back room will receive the passed directives and implement the committee's actions. The back room will then work to create a new update, and delegates will debate until the back room comes in with a new development/crisis.

Delegates will repeat this process multiple times over the course of the conference and may have to respond to multiple different crises within each update.

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Flow of Debate – Simplified Diagram



Crisis Helpful Tips

- **Multitask, multitask, multitask.** Effective crisis delegates will have to work on writing directives, speaking, and writing crisis notes simultaneously. Delegates should make sure that they are covering each component.
- **Brainstorm your crisis notes ahead of time.** Portfolio powers can be incredibly powerful and useful to crisis delegates, but if delegates do not brainstorm ideas for how to use their portfolio powers in committee, they may not be able to take full advantage of these resources.
- **Speak often.** Crisis committees are much smaller than GA committees, and as such, delegates will have more opportunities to speak. Take advantage of these opportunities, as Chairs will consider active participation a key component in determining awards.
- **Work with other delegates.** Crisis delegates may feel that collaboration is not necessary in a crisis committee with fewer delegates, but they should still work to collaborate with other delegates on directives and even crisis notes, if appropriate.



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Activity 1 | Writing Directives

Time Required: 15-30 minutes

Supplies Needed

Writing utensils and paper

Purpose

Directives are the backbone of crisis committees and learning to write a good directive takes practice. This activity will introduce students to the basic format and norms of crisis directives and will get them thinking about how to write directive in response to a crisis update. This activity will also force students to not only produce quality directives, but to work quickly, as crisis committees are fast-paced and intense, especially in the minutes after an update.

Questions for Students to Consider

- How can you effectively solve the problem?
- What resources does your committee have at its disposal?
- What policies would you like to see enacted, and why?
- How can you write a detailed and cohesive directive as quickly as possible?

Schedule

Overview

0-5 minutes

Use this time to explain to your students that this activity is meant to get them thinking about how to write a directive, specifically under time constraints.

*Divide students into 4-7 groups (depending on class size). These will be the “teams.” Tell them that while they are working in teams, they are all representing the **same committee**.*

Writing

5-10 minutes

*Give students their committee info and a **crisis update** of your choice (**SEE NEXT PAGE FOR SAMPLE UPDATES AND COMMITTEES**). Tell them to write a 1-5 clause directive as quickly as possible, without compromising **detail** and **quality** and submit it to you (the “Chair”).*

Introduction and Points of Inquiry

10-15 minutes

Once all teams have submitted their directives, “introduce” the directives by reading them aloud, and then have each team answer some questions about their directive, fielded by the other teams. This will simulate how a crisis committee will operate during the conference after an update.

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Activity 1 Continued | Writing Directives

Below you will find some sample crisis committees and updates to use during Activity 1.

Committee: Just Keep Swimming: SeaWorld Board of Directors

Update: Planted Protestors Revealed to be SeaWorld Employees

“As protests increase due to the treatment of captive animals, apparently some SeaWorld employees have begun to sneak into the protest crowds to try to gain information on ringleaders and any potential ways to deflect the criticisms of the protesters. This backfired when some journalists began reviewing footage and found some employees trying to blend in and have published an article that has quickly spread across the country. Shareholders are getting very worried about the future of the company as protests begin to increase further. Without decisive action, your stock could lose even more value, forcing the parks to shut down.”

Committee: “The Awesomeness of Destruction”: Ellen Johnson Sirleaf’s Cabinet

Update: Local Burial Rituals Conflict with Corpse Disposal

“As the death toll increases of Ebola, we have begun to implement WHO-recommended burial methods. However, due to local burial traditions, many citizens are preventing us from being able to handle the bodies and ensure they are properly sanitized. We must find a way to dispose of the bodies in a safe manner or risk the spread of the disease increasing exponentially.”

Committee: La Alegría Ya Viene: The NO Campaign in the Chilean National Plebiscite of 1988

Update: Pinochet’s Successful Ad Campaign

“The Sí campaign has launched an incredibly successful ad campaign using posters and leaflet drops to criticize the NO movement for its lack of plan beyond ending the current administration. This ad has resonated particularly well with older lower to middle class citizens and has swayed many to the Sí campaign. If no action is taken, those who have recently switched will most likely be gone for good, and that population is quite large.”

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Activity 2 | Writing Crisis Notes

Time Required: 15-30 minutes

Supplies Needed

Writing utensils and paper

Purpose

Crisis notes and back room action are valuable assets to delegates in crisis committees but writing crisis notes can be an incredibly difficult skill to acquire.

Questions for Students to Consider

- How can you effectively solve the problem?
- What resources does your position have at their disposal?
- What policies would you like to see enacted, and why?

Schedule

Overview

0-5 minutes

Use this time to explain to your students that this activity is meant to get them thinking about how to write a crisis note from the perspective of a particular character.

Writing

5-10 minutes

Give students the crisis update (see below) and tell them to write a crisis note to respond to the update at hand, from the perspective of their character.

**If desired, give different groups of students different positions, and then discuss the differences in crisis notes based on the position's different portfolio powers.*

Discussion

10-15 minutes

Have students share their crisis notes. What did they decide to do? Why? What was difficult about this activity? How can they improve in the future?

Crisis Update: "Hannibal Crossed the Alps"

In an unexpected turn of events, Hannibal has managed to cross the Alps and now poses a much more imminent and large threat to the Empire.

Position: Scipio Asiaticus

Scipio Africanus, your older brother, has given you the difficult task of securing the outskirts of Rome, with 2 legions of soldiers, approximately 8,500 men, at your disposal. He says that you must ensure the Carthaginians do not get into Rome at any cost.



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Take Home Activities

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Name _____

Brainstorming Crisis Arcs

Directions: As a delegate in a crisis committee, you will have the opportunity to use your portfolio powers in the back room to affect change in committee. Your actions in the back room should be cohesive and well thought-out in order to make the greatest impact. Your plan for what you want to accomplish in the back room via crisis notes is called a **crisis arc**. It is helpful to think about planning crisis arcs in three parts, outlined below:

Resource Gathering – what resources do you need to carry out your arc? Do you need to utilize or develop any contacts? Gather intelligence? Increase your resources?

Get Arc in Motion – what steps must be taken to reach your end goal? How do you plan to use these resources to your advantage? What must be accomplished to lay the foundation for your ultimate goal?

End Goal(s) – what is your ultimate goal(s)? Do you want to become the governor of a state? Assassinate your rival? Start a war with a neighboring country? Launch a massive propaganda campaign? The possibilities are endless, but it is helpful to define your end goal **first** when formulating your arc.

Below you will find two sample positions and committees. Brainstorm a potential crisis arc for each of these positions, and make sure you fill out each section.

Alan Turing - Government Code and Cypher School

End Goal(s):

Resource Gathering:

Get Arc in Motion:

Matsukata Masayoshi – Meiji Era Minister of Finance

End Goal(s):

Resource Gathering:

Get Arc in Motion:

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Crisis Simulation 1

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Historical Crisis Committee: Falklands War, Thatcher's Cabinet

Greetings delegates, we have much to do and with little time to do so. Today is April 2, 1982, and we have just received word from the Royal Marines stationed Stanley that they have surrendered. Argentina, for many years now, has been trying to reclaim the Falklands, and due to a combination of pressure from the Argentinian people, along with some recent ship recalls, they thought it a good time to strike and claim the island. Margret Thatcher has summoned you all here to organize a plan to take back the islands and show the world that she is the Iron Lady.

History of the Falklands

The Falklands have had an interesting history, being colonized and taken over numerous times. The first colonies came in 1764 and 1765, when both the French and British claimed them and set up colonies on the island. The Spanish managed to remove the French presence from the islands by citing the Treaty of Tordesillas, as well as paying handsomely for the land. The next few years would see the Spanish push the British out as well, though there were more external factors affecting the British, such as a weaker economy and the rising threat of war in the American Colonies.

Things were quiet in the Falklands for about 50 years or so, when the newly formed government of Argentina proclaimed their sovereignty over the Falkland Islands and began to settle them. However, their settlement soon ran into problems when the governor arrested American fishing ships that were hunting whales and seals. This provoked the Americans into sending the USS *Lexington* to their settlement and destroying it, which allowed for the British to return and quickly, with little force used, expel the remaining Argentinian officials and return the British to power in the Falkland Islands.

Post-World War II

Following the end of the Second World War, and the subsequent forming of the United Nations, the issue of Falkland sovereignty would once again return to the global stage. Argentina, in hopes of reclaiming the island, cited the Treaty of Tordesillas, as it was a former Spanish colony, its closeness to the islands themselves, and an end to colonization as reasons for Argentina to have control over them. Britain based its claim on the islands on its continued, effective administration of the island since 1833, and also said that they would allow for the doctrine of self-determination, in-line with the newly written United Nations Charter.

After many years of continued debate, beginning in 1965, the two sides have been working to find a peaceful solution to the issue. However, due to a weak economy and brutal authoritarian dictatorship taking control in Argentina, they decided to take control of the island by force rather than with diplomacy.

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Character Dossier (Two delegates may be assigned to a character if necessary)

1. William Whitelaw, Home Secretary & Deputy Prime Minister
“People were often surprised that the two of us [Thatcher and Whitelaw] worked so well together, given our rivalry for the leadership and our different outlook on economics. But Willie is a big man in character as well as physically. He wanted the success of the Government which from the first he accepted would be guided by my general philosophy. Once he had pledged his loyalty, he never withdrew it...He was an irreplaceable deputy prime minister – an office which has no constitutional existence but is a clear sign of political precedence – and the ballast that helped keep the Government on course.” The Home Office is responsible for the internal security of the United Kingdom, controlling the Police service throughout England, Scotland, and Wales – Northern Ireland being exempt at the moment. This policing function is particularly important in a time when important industries could strike at any moment – causing discord and chaos in major urban areas. Furthermore, the Home Office handles customs and immigration to the UK.
2. Francis Pym, Leader of the House of Commons & Lord President of the Council
Pym is a leading Wet, and one of the few to have survived the reshuffle of September 1981. He has been relegated, however, to the relatively harmless position of Leader of the House of Commons – essentially the Government Spokesman. It is hard, however, to speak in Parliament of policies which one fundamentally disagrees with. Therefore, Pym is noticeably lacklustre in his Parliamentary performances – a fact which brings him into conflict with Sir Edward du Cann of the 1922 Committee.
3. The Lord Hailsham of St Marlyebone, Lord Chancellor
The Lord Hailsham is a highly distinguished member of the Government, having been an institutional figure in the Conservative Party. As Lord Chancellor he is responsible for the independence and proper functioning of the British Courts and judicial system, he takes up this job with particular gusto – being one of the more involved Lord Chancellors with the actual legal responsibilities of the Chancellorship rather than its simple administrative and legislative role.
4. Sir Geoffrey Howe, Chancellor of the Exchequer
Sir Geoffrey Howe was, at least in her first years as PM, one of the most important allies of Margaret Thatcher. 1979-1981 were vital years to present a radically new economic policy, and Sir Geoffrey delivered that perfectly. While he is aware that the upcoming conflict with Argentina may draw heavily on state

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coffers – increasing the deficit of the country – he remains resolute in narrowing the deficit and delivering Britain out of recession.

5. Leon Brittan, Chief Secretary to the Treasury
Like many younger members of the Conservative Party, Brittan is a devoted Dry Tory and is a wild adherent of Thatcher's economic principles. Brittan is particularly important as Chief Secretary to the Treasury, responsible as he is for public sector pay and budget allocation. Since entering office, Thatcher has instituted a freeze on hiring in the civil service and striking a delicate balance between keeping salaries down while still making the jobs attractive in the Civil Service.
6. The Lord Carrington, Secretary of State for Foreign and Commonwealth Affairs
"Peter Carrington, who had led the [House of] Lords skilfully in Opposition, became Foreign Secretary. His unrivalled experience of foreign affairs more than qualified him for the job. Peter had a great panache and the ability to identify immediately the main points in any argument; and he could express himself in pungent terms. We had disagreements, but there were never any hard feelings. We were an effective combination – not least because Peter could always tell some particularly intractable foreign minister that whatever he himself might feel about a particular proposition, there was no way in which his prime minister would accept it. This generally proved convincing." The Foreign and Commonwealth Office (FCO) is one of the greatest organs of the British State and is a position that is actively envied by many ministers. The Lord Carrington is, however, an experienced hand. Having already handled the diplomatic crises in Rhodesia and Soviet involvement in Afghanistan. He is being blamed, by some, for a failure to foresee the current Argentine situation – and whispers of his job being in danger abound. Lord Carrington will have to manoeuvre the diplomatic situation rather carefully.
7. Peter Walker, Minister of Agriculture, Fisheries, and Food
"To his surprise, I asked Peter Walker to be Minister of Agriculture. Peter had never made a secret of his hostility to my economic strategy. But he was both tough and persuasive, priceless assets in dealing with the plain absurdities of the European Community's Common Agricultural Policy. His membership of the Cabinet demonstrated that I was prepared to include every strand of Conservative opinion in the new Government, and his post that I was not prepared to put the central economic strategy at risk." The Ministry of Agriculture, Fisheries, and Food is overseeing a great shift in how Britons deal with food. In the aftermath of World War Two, successive British administrations sought to ensure that Britain had a self-sufficient supply of food that would not make it so

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reliant, in future, on food convoys. A major part of this is the fish farming industry. Scotland is particularly at the fore of this new trend, making what was once a luxury almost commonplace.

8. John Nott, Secretary of State for Defence

“John is a mixture of gold, dross, and mercury. No one was better at analysing a situation and prescribing a policy to deal with it. But he found it hard, or perhaps boring, to stick with the policy once it had been firmly decided. His vice was second thoughts.” The Ministry of Defence has faced nearly consistent cuts since the premiership of Anthony Eden and the disastrous Suez debacle. Clement Attlee had been a loud proponent of British military power, deploying British armed forces to Malaysia and Korea, but the Suez Crisis had marked a steady deterioration of the esteem for Britain’s military services. The Thatcher Government is planning on turning all of this around, reforming the Ministry of Defence into a the shield of Britain’s openly anti-Communist foreign policy. Another perennial problem for the Ministry of Defence has been the historical independence of the three military departments of Royal Army, Royal Navy, and Royal Air Force – all three of which resist the creation of a General Military Staff. The Minister of Defence also coordinates closely with NATO.

9. Sir Keith Sinjohn Joseph, Secretary of State for Education and Science

“Keith had done more than anyone else to spell out in his speeches and pamphlets what had gone wrong with Britain’s economic performance and how it could be transformed. He has one of the best minds in politics. He is an original thinker, the sort of man who makes you understand what Burke meant when he wrote of politics being ‘philosophy in action’. He is rare in another way too: he combines humility, open-mindedness, and unshakeable principle. He is deeply and genuinely sensitive to people’s misfortunes. Although he had no doubt of the rightness of the decisions which we were to make, he knew that they meant unviable firms would collapse and overmanning become unemployment, and he cared about those who were affected – far more than did all our professionally compassionate critics...Keith was – and remains – my closest political friend.” Although originally Minister of State for Industry, during the reshuffle of 1981, “Keith Joseph had told me that he wished to move from Industry. With his belief that there was an anti-enterprise culture which had harmed Britain’s economic performance over the years, it was natural that Keith should now wish to go to Education where that culture had taken deep roots.” The Department of Education was one that Margaret Thatcher placed particular importance on, as it had been her Ministry during the Heath Government. Joseph would similarly reform Education with the same sort of vim and vigour, particularly in terms of

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standardising education throughout England and Wales – the crowning achievement of which would be the institution of the GCSE exams. Joseph also has to deal with the substantial teachers' unions, which would resist his proposals to lower high teacher salaries.

10. Norman Tebbit, Secretary of State for Employment

“Norman had had experience of dealing with industrial relations as a trade unionist himself. He had been an official of the British Airline Pilots' Association and had no illusions about the vicious world of hard-left trade unionism, nor, by contrast, any doubt about the fundamental decency of most trade union members...Norman understood how trade union reform fitted into our overall strategy. Norman was also one of the Party's most effective performers in Parliament and on a public platform. The fact that the Left howled disapproval confirmed that he was just the right man for the job. He was someone they feared.” The Ministry of State for Employment worked most directly with the trade unions which Thatcher sought to curtail, being the Ministry that would negotiate with any striking union. During Thatcher's government, however, the Ministry would churn out legislation designed to limit the ability of the unions to disrupt ordinary British life – particularly by instituting secret ballots for strike votes and for union election, picketing laws, and negotiating. Tebbit is himself from a working-class background, known in Parliament for speaking his mind bluntly and charmingly – if often insultingly.

11. Nigel Lawson, Secretary of State for Energy

“It gave me great pleasure to promote the immensely talented Nigel Lawson, the intellectual author of the MTFS [Medium-term financial strategy], into the Cabinet...Nigel turned out to be a highly successful Secretary of State for Energy, vigorously promoting competition, taking a real grip on his department and building up coal stocks for the inevitable struggle with the miners.”¹ Nigel Lawson is one of the champions of Thatcher's economic policy, and he sees the need to do battle with the major trade unions – the largest of which was undoubtedly National Union of Mineworkers (NUM). NUM was led by Arthur Scargill, an avowed Communist who threatened to bring the country to a standstill should a coal mine ever be threatened to close. But aside from the inevitable confrontation with Scargill and NUM, Lawson is equally responsible for developing Britain's alternative energy resources – particularly North Sea Oil and the UK's growing nuclear energy sector

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