

Educational Value of Model United Nations

OVERVIEW: Model United Nations satisfies educational objectives in four key areas.

- ◇ Satisfies 100% of The National Association of Colleges and Employers study (2002) of top qualities in employees
- ◇ Fulfills 100% of the foundation skills and 90% of workplace competencies in the SCANS 2000 report.
- ◇ Is aligned with 70% of the social studies and 100% of the language arts benchmarks of the Michigan core curriculum.
- ◇ Provides other critical skills not directly covered in the above areas.

NATIONAL ASSOCIATION OF COLLEGE AND EMPLOYERS STUDY:

Model United Nations fulfills 100% of the ten qualities employers seek in their new hires:

1. Verbal and written communications
2. Honesty and integrity
3. Teamwork skills
4. Interpersonal skills
5. Motivation and initiative
6. Strong work ethic
7. Analytical thinking skills
8. Flexibility and adaptability
9. Computer skills
10. Organizational skills

THE SCANS REPORT FOR AMERICA 2000

The Secretary's Commission on Achieving Necessary Skills (SCANS) was appointed by the Secretary of Labor to determine the critical skills youth require in "a high-performance economy characterized by high-skill, high-wage employment." Its primary message to schools: look beyond the classroom to the roles students will adopt as workers and citizens. We have placed a ★ next to skills that Model United Nations satisfies.

Model UN satisfies 100% of the Foundation Skills and 90% of the Workplace Competencies.

FOUNDATION SKILLS:

⊛ **Reading**- locates, understands and interprets written information and judges the accuracy of reports, proposals or theories of other writers.

⊛ **Writing**- Communicates thoughts, ideas and information in writing completely and accurately in a variety of forms appropriate to subject purpose and audience.

⊛ **Arithmetic**- Performs basic computations, makes reasonable estimates, and uses graphs and charts to convey information.

⊛ **Mathematics**- Approaches practical problems by choosing the best mathematical technique, constructs logical explanations, and understands the probabilities in the predictions of events.

⊛ **Listening**- Receives, interprets and responds to verbal messages in ways that are appropriate to the purpose (i.e. learn, evaluate or support).

⊛ **Speaking**- Organizes ideas and communicates messages appropriate to situations, participates in conversation, discussion and group presentations, responds to listener feedback and asks questions.

⊛ **Creative Thinking**- Generates new ideas by making non-linear or unusual connections, changing or reshaping goals and imagining new possibilities.

⊛ **Decision Making**- specifies goals and constraints, generates alternatives, considers risks, and evaluates and chooses the best alternatives.

⊛ **Problem Solving**- Recognizes problem, identifies possible causes, and devises and implements a plan to resolve it, monitoring and revising the plan as needed.

⊛ **Mental Visualization**- Sees things in the mind's eye by organizing and processing symbols, graphs, and other information.

⊛ **Knowing How To Learn**- Uses learning techniques in both familiar and changing situations including personal learning styles, formal learning strategies and informal learning strategies.

⊛ **Reasoning**- Discovers a rule or principal underlying the relationship between two or more objects and applies it in solving a problem.

⊛ **Responsibility**- Exerts a high level of effort and perseverance towards goals, sets high standards, pays attention to details, and demonstrates high attendance, punctuality, enthusiasm, vitality, and optimism.

⊛ **Self-Esteem**- Believes in own self-worth, knows one's own skills, and knows own emotional capacity and needs.

⊛ **Sociability**- Demonstrates understanding, friendliness, adaptability, empathy and politeness; asserts self in familiar and unfamiliar situations, and takes an interest in what others say and do.

⊛ **Self-Management**- Assesses own knowledge and abilities, sets realistic personal goals, motivates self and exhibits self-control.

⊛ **Integrity/Honesty**- Recognizes decisions that may break with personal or societal values, understands the effects of violating those beliefs, and chooses an ethical course of action.

WORKPLACE COMPETENCIES

⊛ **Manages Time** ~ Selects relevant goal-related activities, allocates time to activities, and understands and follows schedules.

⊛ **Manages Money** ~ Uses and prepares budgets, including revenue forecasts, keeps detailed records to track budget performance, and makes appropriate adjustments.

Manages Materials ~ Acquires stores, distributes and supplies parts, equipment, space, or final products in order to make best use of resources.

⊛ **Manages Human Resources** ~ Distributes work, evaluates performance, and provides feedback according to assessments of knowledge and skills.

⊛ **Participates as a Team Member** ~ Works cooperatively with others, contributes to group efforts with ideas, suggestions, and effort.

⊛ ***Teaches Others*** - Encourages others to learn necessary skills and helps them to do so.

⊛ ***Serves Clients/Customers*** - Works and communicates with others to satisfy their needs and expectations.

⊛ ***Exercises Leadership*** - Communicates thoughts, feelings, and ideas to justify one's position: encourage, persuade, convince, and motivate an individual or group. Feels responsible to challenge existing procedures, policies, or authority.

⊛ ***Negotiates to Arrive at a Decision*** - Works towards agreements that involve exchanging specific resources or needs and resolving divergent interests.

⊛ ***Works With Cultural Diversity*** - Can accept and work productively with people from a variety of ethnic, social, and educational backgrounds.

⊛ ***Acquires and Evaluates Information*** - Identifies needed data, obtains data from all possible resources, then skillfully evaluates their relevance and accuracy.

⊛ ***Organizes and Maintains Information*** - Organizes, processes, and maintains written or computerized records and other forms of information systematically.

⊛ ***Interprets and Communicates Information*** - Selects and analyzes information for communication to others by way of oral, written, graphic, pictorial, or multimedia methods.

⊛ ***Uses Computers to Process Information*** - Employs computers to acquire, organize, analyze, present, and communicate information.

⊛ ***Understands Systems*** - Knows the inner workings of social, organizational, and technological systems, and works effectively within them.

⊛ ***Monitors and Corrects Systems*** - Distinguishes trends, anticipates impacts, and diagnoses and corrects deviations within systems.

⊛ *Improves and Designs Systems* - Modifies existing systems in order to improve the quality of outcomes, and develops new or alternative systems.

⊛ *Selects Technology* - Judges which technological tools, procedures, or machines will produce the optimum results for a particular task.

Applies Technology to Tasks - Understands the overall intents and proper procedures to be used for setting up and operating machines appropriate to a specified task.

⊛ *Maintains and Troubleshoots Technology* - Prevents, identifies, or solves problems in machines, computers, and other technology.

STATE OF MICHIGAN SOCIAL STUDIES AND LANGUAGE ARTS STANDARDS FOR HIGH SCHOOL

The past several years in education have seen school curricula aligned with Proficiency/MEAP outcomes and common standards or “benchmarks” that all students must achieve. While many students must take several courses over four years to achieve these outcomes, Model United Nations satisfies most on its own. It’s no wonder that Dondero Model UN students have said they have learned more in Model UN than in many of their classes.

Here we have extended a 1994 study begun by Dearborn High School’s Sue Zimmerman. We have placed a ⊛ next to skills that Dondero Model United Nations satisfies.

Model UN satisfies 70% of the Social Studies Standards and 100% of the Language Arts Standards. We might note that the Social Studies standards not met by Model UN are those specific to Michigan and the United States. If the team chose to represent the United States in debate, the percentage would be much higher. In addition, the thinking skills required of these local objectives *are* satisfied by Model UN.

SOCIAL STUDIES STANDARDS

Historical Perspective: Students will

- construct and interpret timelines of people and events in the history of Michigan and the United States since the era of Reconstruction.
- describe the major factors that characterize various eras in U.S. history.
- ✪- identify some of the major eras in world history and describe their defining characteristics.
- drawn upon narratives and graphic data to explain significant events that shaped the development of Michigan as a state and the U.S. as a nation during the eras since Reconstruction.
- ✪- select events and individuals from the past year that have had global impact on the modern world and describe their impact.
- use primary and secondary records to analyze significant events that shaped the development of Michigan and the U.S. as a nation since the era of Reconstruction.
- ✪- challenge arguments of historical inevitability by formulating examples of how different choices could have led to different consequences.
- ✪- select contemporary problems in the world and compose historical narratives that explain their antecedents.
- identify major decisions in the history of Michigan and the United States since the era of Reconstruction, analyze contemporary factors contributing to the decisions, and consider alternate courses of action.
- ✪- evaluate the responses of individuals to historic violations of human dignity involving discrimination, persecution, and crimes against humanity.
- ✪- analyze key decisions by drawing appropriate historical analogies.

-select pivotal decisions in U.S. history and evaluate them in light of core democratic values and resulting costs and benefits as viewed from a variety of perspectives.

Geographic Perspective: Students will

- ⊛- describe how major world issues and events affect various people, societies, places, and cultures in different ways.
- ⊛- explain how culture might affect women's and men's perceptions.
- ⊛- describe the environmental consequences of major world processes and events.
- ⊛- explain how events have causes and consequences in different parts of the world.
- ⊛- explain how geography and major world processes influence major world events.
- ⊛- explain the causes and importance of global issues involving cultural stability and change, economic development and international trade, resource use, environmental impact, conflict and cooperation, and explain how they might affect the future.
- ⊛- explain how major world processes affect different world regions.
- ⊛- explain how major world regions are changing.
- ⊛- explain how processes like population growth, economic development, urbanization, resource use, international trade, global communication, and environmental impact are affecting different world regions.
- ⊛- describe major patterns of economic development and political systems and explain some of the factors causing them.
- ⊛- explain advantages and disadvantages of a federal system of government.
- evaluate how effectively the federal government is serving the purposes for which it is served.

- evaluate the relative merits of the American presidential system and parliamentary systems.

Civic Perspective: Students will

- identify benefits and challenges of diversity in American life.

⊛- explain why people may agree on democratic values in the abstract but disagree when they are applied to different situations.

- evaluate possible amendments to the Constitution.

- evaluate proposal for reform of the American political system.

- analyze causes of tension between the U.S. branches of government.

⊛- describe the influence of the American concept of democracy and individual rights in the world.

⊛- evaluate foreign policy positions in light of national interests and American values.

⊛- decide what the relationship should be between the U.S. and international organizations.

Economic Perspective: Students will

⊛- design a strategy for earning, spending, saving, and investing their resources.

⊛- evaluate the impact on households of alternative solutions to societal problems such as health care, housing, or energy use.

- analyze ways individuals can select suppliers of goods and services and protect themselves from deception in the marketplace.

⊛- describe the use of economic indicators and assess their accuracy.

- distinguish between monetary and fiscal policy and explain how each might be applied to problems such as employment and inflation.

✪- compare governmental approaches to economic growth in developing countries.

✪- evaluate a government spending program on the basis of its intended and unintended results.

- select criteria to use in evaluating tax policy.

- use case studies to exemplify how supply and demand, prices, incentives, and profits determine what is produced and distributed in a competitive world market.

✪- describe relationships between a domestic economy and an international economic system.

✪- evaluate the U.S. and other economic systems on their ability to achieve broad social goals such as freedom, efficiency, equity, security, development, and stability.

- describe relationships among the various economic institutions that comprise economic systems such as households, business firms, banks, government agencies, and labor unions.

- evaluate the benefits and problems of an economic system built on voluntary exchange.

✪- trace the historical development of international trading ties.

✪- explain how specialization, interdependence, and economic development are related.

✪- describe the effect of currency exchange, tariffs, quotas, and product standards on world trade and domestic economic activity.

Investigation and Research: Students will

✪- locate information pertaining to a specific social science topic in depth using a variety of sources and electronic technologies.

✪- use traditional and electronic means to organize and interpret information pertaining to a specific social science topic and prepare it for in-depth presentation.

- ✪- develop generalizations pertaining to a specific social science topic by interpreting information from a variety of sources.
- ✪- conduct an investigation prompted by a social science question and compare alternative interpretations of their findings.
- ✪- report the results of the investigation including procedures followed and a rationale for their conclusions.

Persuasive Communication: Students will

- ✪- generate possible alternative resolutions to public issues and evaluate them using criteria that have been identified.
- ✪- engage each other in elaborated conversations that deeply examine public policy issues and help to make reasoned and informed decisions.
- ✪- compose extensively elaborated essays expressing and justifying decisions on public policy issues.

Personal Conduct: Students will

- ✪- act out of respect for the rule of law and hold others accountable to the same standard.
- ✪- plan and conduct activities intended to advance views on public policy, report the results of their efforts, and evaluate their effectiveness.

ENGLISH LANGUAGE ARTS STANDARDS (summarized)

Reading Comprehension: Students will

- ✪- use reading for multiple purposes.
- ✪- read with developing fluency a variety of texts.
- ✪- selectively employ the most effective strategies to construct meaning

⊛- selectively employ the most effective strategies to recognize words as they construct meaning including contextual clues, reference materials, etc.

⊛- respond personally, analytically, and critically to a variety of oral, visual, written, and electronic texts providing examples of how texts influence their lives and their roles in society.

Writing Effectiveness: Students will

⊛- write fluently for multiple purposes to produce various compositions.

⊛- recognize and approximate authors' innovative techniques to convey meaning and influence and audience when composing their own texts.

⊛- plan, draft, revise, and edit their texts, and analyze and critique the texts of others.

⊛- demonstrate precision in selecting appropriate language when editing text.

Effective Communication: Students will

⊛- integrate listening, viewing, speaking, reading, and writing skills for multiple purposes and in varied contexts.

⊛- consistently use strategies to regulate the effects of variables on the communication process.

⊛- read and write fluently, speak confidently, listen and interact appropriately, view critically, and represent creatively.

⊛- consistently use effective listening strategies; for example: discriminating, assigning meaning, evaluating, and remembering.

⊛- employ the most effective strategies to construct meaning while reading, listening to, viewing, or creating texts.

⊛- determine the meaning of specialized vocabulary and concepts in oral, visual, and written texts by using a variety of resources.

✪- recognize and use varied innovative techniques to construct text, convey meaning, and express feelings to influence an audience.

✪- analyze their responses to oral, visual, written, and electronic texts providing examples of how texts affect their lives.

Effective Language Use: Students will

✪- demonstrate how language usage is related to successful communication in their different spoken, written, and visual communication texts.

✪- use an understanding of how language patterns and vocabularies transmit culture and affect meaning in formal and informal settings.

✪- explore and explain how the same words can have different usages and meanings in different contexts, cultures, and communities.

✪- demonstrate ways in which communication can be influenced through word usage.

✪- recognize and use levels of discourse appropriate for varied contexts, purposes, and audiences.

Literature: Students will

✪- select, read, listen to, view, and respond thoughtfully to literature.

✪- describe and discuss archetypal human experiences that appear in literature and other texts from around the world.

✪- analyze how the tensions among characters, communities, and issues reflect the substance of the human experience.

✪- analyze how cultures interact with one another in literary and other texts.

✪- analyze and evaluate the authenticity of the portrayal of various societies and cultures in literature and other texts.

Voice: Students will

✪- assess their use of elements of effective communication.

✪- evaluate the power of using multiple voices in their oral, written, and informative communication to persuade, entertain, and inspire their audience.

✪- analyze the style and the characteristics of authors, actors, and artists of various forms of literature.

✪- document and enhance a developing voice with authentic writings for different audiences and purposes.

Skills and Processes: Students will

✪- use a combination of strategies when encountering unfamiliar texts while constructing meaning.

✪- monitor their progress while using a variety of strategies to overcome difficulties when constructing meaning.

✪- reflect on their understanding of literacy, assess their developing ability, set personal learning goals, create strategies for attaining those goals, and take responsibility for their own literary development.

✪- demonstrate flexibility in using strategies for planning, drafting, revising, and editing complex texts in a variety of genre and describe the relationship between form and meaning.

Genre and Craft of Language: Students will

✪- identify and use selectively mechanics that facilitate understanding.

✪- describe and use characteristics of various narrative genre and complex elements of narrative technique to convey ideas and perspectives.

✪- identify and use aspects of the craft of language to formulate and express their ideas artistically.

✪- describe and use the characteristics of various written texts.

Depth of Understanding: Students will

✪- analyze and reflect on universal themes and substantial issues from oral, visual, and written texts.

✪- synthesize from multiple texts representing varied perspectives, and apply the principles and generalizations needed to investigate and confront complex issues and problems.

✪- develop and extend a thesis by analyzing differing perspectives and resolving inconsistencies in logic in order to support a position.

Formulating Ideas: Students will

✪- use themes and central ideas in texts to generate solutions to problems and formulate perspectives on issues in their own lives.

✪- function as literate individuals in varied contexts within their lives in and beyond the classroom.

Inquiry and Research: Students will

✪- generate questions about important issues that affect them or society on topics about which they are curious.

✪- determine and evaluate resources that are most appropriate and readily available for investigating a particular question or topic.

✪- synthesize and evaluate information to draw conclusions and implications based upon their investigation of an issue or problem.

✪- research and select the medium and format to use to present conclusions based on the investigation of an issue or problem.

Critical Standards: Students will

✪- apply a set of standards for individual use according to the purpose of the communication context.

✪- analyze and apply individual, shared, and academic standards in various contexts.

✪- synthesize and evaluate information to draw conclusions and implications based upon their investigation of an issue or a problem.

✪- research and select medium and format to be used to present conclusions based upon the investigation an issue or problem.

Personal Literacy: Students will

✪- apply sets of standards for individual use according to the purpose of the communication context.

✪- analyze and apply individual, shared, and academic standards in various contexts.

✪- synthesize and evaluate information to draw conclusions and implications based upon their investigation of an issue or problem.

✪- research and select the medium and format to be used to present conclusions based on the investigation of an issue or problem.

✪- use literary history, tradition, theory, terminology, and other critical standards to develop and justify judgments about the craft and significance of oral, visual, and written texts.

✪- create a collection of personal work based on individual, shared, and academic standards justifying judgments about the craft and significance of each selection.

✪- apply diverse standards (for example, rhetorical and societal) to evaluate whether a communication is truthful, responsible, and ethical for a specific context.

OTHER NOTEWORTHY SKILLS ACCOMPLISHED BY MODEL UN STUDENTS

In our view, Model UN guarantees students educational experiences that are not common to the traditional classroom nor hidden beneath the educational jargon of government standards. We've highlighted a few here.

Model United Nations Unique Educational Experiences

- Students develop a unique understanding of global issues and the complexity of the international system along with social change through democratic institutions and systems.
- Students learn about the cultures, politics, histories, and economics of countries they represent.
- Students learn geography, international law, economics, and religion.
- Students become civic authorities on unilateral and multilateral treaties, both historical and contemporary.
- Students learn personal skills in compromise, caucusing, and consensus.
- Students learn both cooperation and leadership.
- Students learn the United Nations structure, functions and aims, including its structural and political strengths and weaknesses.
- Students examine the participatory role of the United States in the UN and foreign affairs.
- Students learn to integrate current events and history.
- Students who lead conferences and our organization benefit from practical leadership and administrative training.
- Students learn the basics of diplomacy.
- Students become knowledgeable, conscientious, and concerned citizens.
- Students learn to appreciate the perspectives and concerns of others.
- Students become motivated to remain apprised of current world events beyond the school environment.