

## **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*
- ★ *Writing*
- ★ *Arithmetic*
- ★ *Mathematics*
- ★ *Listening*
- ★ *Speaking*
- ★ *Creative Thinking*
- ★ *Decision Making*
- ★ *Problem Solving*
- ★ *Mental Visualization*
- ★ *Knowing How To Learn*
- ★ *Reasoning*
- ★ *Responsibility*
- ★ *Self-Esteem*
- ★ *Sociability*
- ★ *Self-Management*
- ★ *Integrity/Honesty*

### WORKPLACE COMPETENCIES

- ★ *Manages Time*
- ★ *Manages Money*
- ★ *Manages Materials*
- ★ *Manages Human Resources*
- ★ *Participates as a Team Member*
- ★ *Teaches Others*
- ★ *Serves Clients/Customers*
- ★ *Exercises Leadership*
- ★ *Negotiates to Arrive at a Decision*
- ★ *Works With Cultural Diversity*
- ★ *Acquires and Evaluates Information*
- ★ *Organizes and Maintains Information*
- ★ *Interprets and Communicates Information*
- ★ *Uses Computers to Process Information*
- ★ *Understands Systems*
- ★ *Monitors and Corrects Systems*
- ★ *Improves and Designs Systems*
- ★ *Selects Technology*
- ★ *Applies Technology to Tasks*
- ★ *Maintains and Troubleshoots 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.

## **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.