

MUN and the IB MYP

Looking at the interplay of inquiry, action and reflection in an MUN context.

Aims of this session

1. Comparing IB philosophy and the MUN mission – where do they overlap and differ?
2. Exploring whether the global contexts and MUN are a natural fit?
3. Highlighting how the Learner Profile and the ATLs are developed and fostered naturally through MUN.
4. Establish opportunities that MUN offers in terms of action (learning by doing and experiencing)
5. Sharing ideas and moving forward.

1. Comparing IB philosophy and the MUN mission – where do they overlap and differ?



What is MUN?

Model United Nations (MUN) is an academic simulation of the United Nations that aims to educate participants about current events, topics in international relations, diplomacy and the United Nations agenda.

Different committees

- Human Rights
- Environment
- Disarmament
- Security council
- ECOSOC
- International Court of Justice
- General Assembly committees



Different student roles within MUN

- MUN Conferences
 - Delegates
 - Student officers (in charge of committees)
 - Executive roles – leadership opportunities
 - Admin staff
 - Press
- Virtual Conferences – OMUN
 - Delegate
 - Moderator
 - Chair



Purpose of the UN

The purpose of the United Nations is to bring all nations of the world together to work for peace and development, based on the principles of justice, human dignity and the well-being of all people. It affords the opportunity for countries to balance global interdependence and national interests when addressing international problems.

[Source: http://cyberschoolbus.un.org/unintro/unintro.asp](http://cyberschoolbus.un.org/unintro/unintro.asp)

IB Mission Statement

The International Baccalaureate aims to develop **inquiring, knowledgeable** and **caring young people** who help to create a **better** and more **peaceful world** through **intercultural understanding** and **respect**.

To this end the organization works with schools, **governments** and **international organizations** to develop challenging programmes of international education and rigorous assessment.

These programmes encourage students across the world to become **active, compassionate** and **lifelong learners who understand that other people, with their differences, can also be right**.

What is an IB education?

“Making a better world through education.”

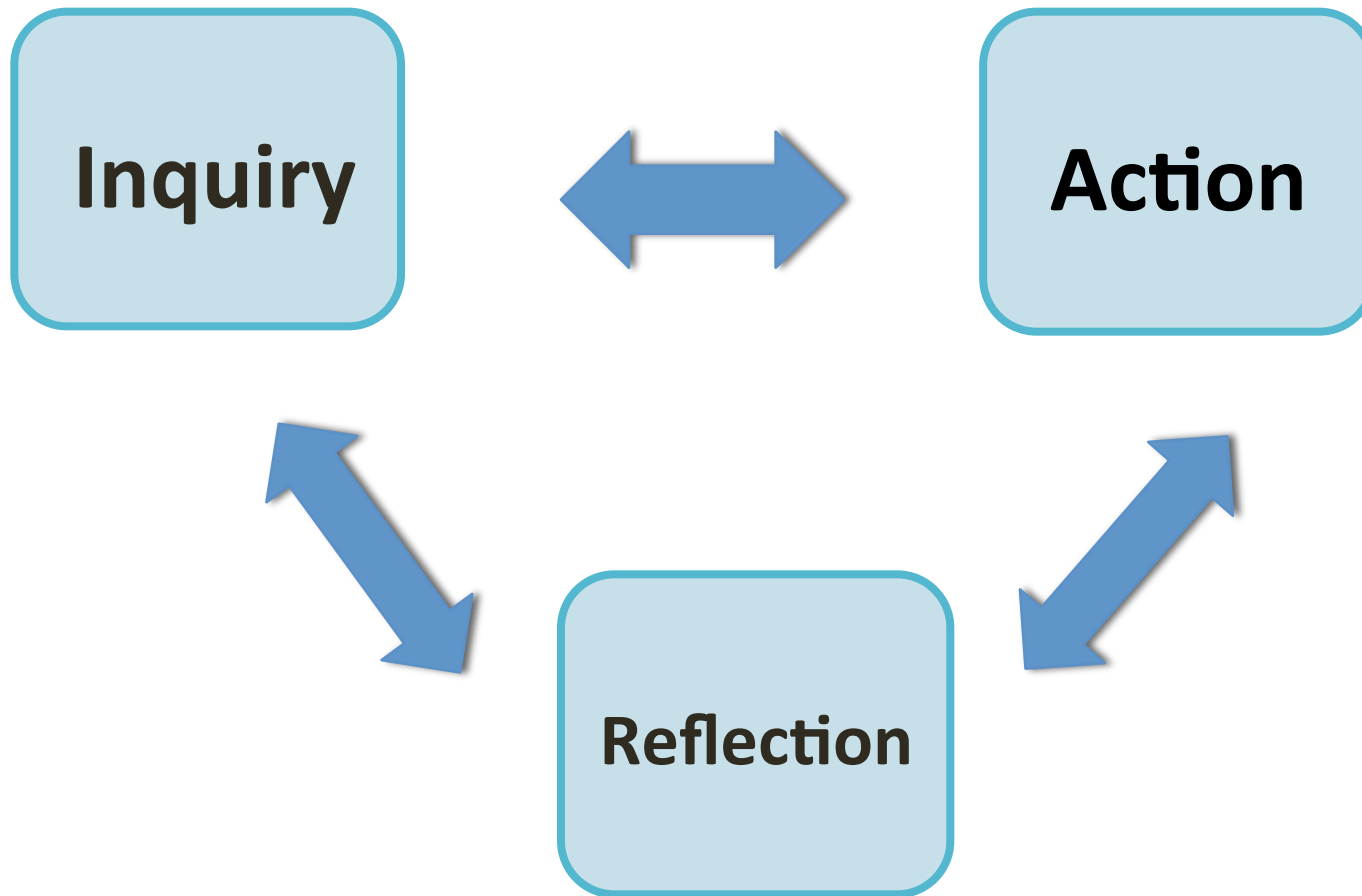
IB Programmes value and offer opportunities for students to become active and caring members of local, national and global communities

From Principles into Practice

Central to all the IB programmes

... is the belief that education must extend beyond the intellectual to include not only socially responsible attitudes but also thoughtful and appropriate action. **Learning through experience is fundamental to teaching and learning in IB programmes.**” (Towards a continuum of international education, 2008)

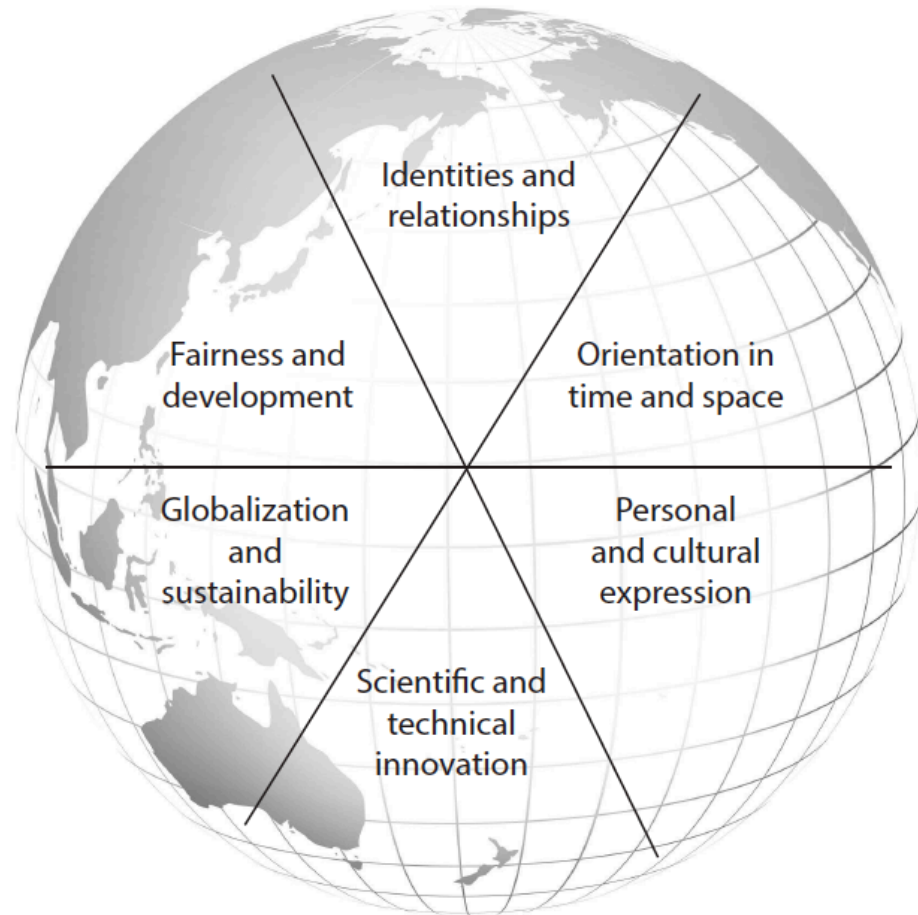
Teaching and learning in the IB



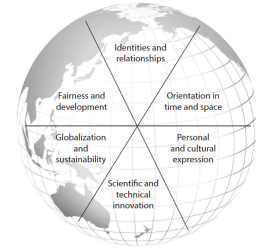
IB Philosophy in the MYP

- Conceptual understanding
- Teaching and learning in context
- Approaches to learning
- Service as action (community and service)
- Language and diversity
- Learning diversity and inclusion

2. Exploring whether the global contexts and MUN are a natural fit



Global contexts

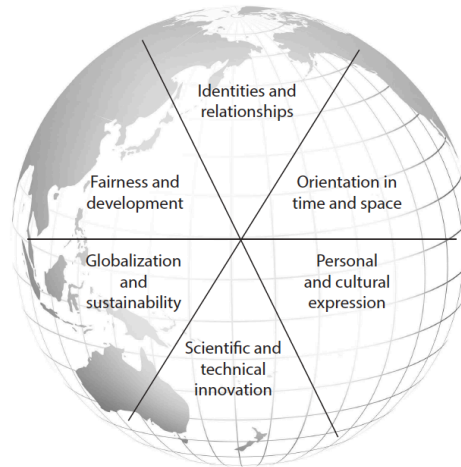


In the MYP, learning contexts should be (or should model) authentic world settings, events and circumstances. Contexts for learning in the MYP are chosen from global contexts to encourage international mindedness and global engagement within the programme.

(From Principles into Practice, 18)

Learning Engagement

Please match the issues for THIMUN 2015 with one of the Global Contexts.



Globalization and Sustainability

- Achieving full and productive employment and decent work for all (ECOSOC)
- Increasing the availability of new technologies in LEDC's especially in the field of communication (Special Conference on the evaluation of the Millennium Development Goals)
- Affordable financial services as a tool for human development and economic growth (2nd Committee, Economic and Financial)

Scientific and technical innovation

- Ensuring collaboration between scientists and policymakers to integrate environmental issues into development processes (Environment Commission)
- Evaluating the environmental impact of hydro-electric projects in LEDCs (Environment Commission)
- Developing sustainable agricultural technology (Special Conference on the evaluation of the Millennium Development Goals)
- Increasing the availability of new technologies in LEDC's especially in the field of communication (Special Conference on the evaluation of the Millennium Development Goals)

Personal and cultural expression

- Measures to ensure respect for cultural diversity (Human Rights Commission)
- Reducing religious, communal and sectarian conflicts in Africa (Security Council)

Fairness and development

- Improving the lives of at least 100 million slum dwellers (Special Conference on the evaluation of the Millennium Development Goals)
- Promoting access to adequate housing in the post 2015 development agenda (Human Rights Commission)
- Increasing the availability of new technologies in LEDC's especially in the field of communication (Special Conference on the evaluation of the Millennium Development Goals)

Orientation in space and time

- Reviewing the problems of sovereignty and territorial control on land and at sea (Advisory Panel on the Gulf of Guinea)
- The question of Iran' s right to nuclear power (1st Committee, Disarmament and International Security)

Identities and relationships

- Implementation of the Convention on the Rights of persons with Disabilities 2006 (Human Rights Commission)
- Measures to further promote gender equality and empowerment of women (Special Conference on the evaluation of the Millennium Development Goals)

3. Highlighting how the Learner Profile and ATLs are naturally developed and fostered naturally through MUN.

The IB Learner Profile ...

“The IB’s mission in action: The aim of all IB programmes is to develop internationally minded people who, recognizing their common humanity and shared guardianship of the planet, help to create a better and more peaceful world.”

Source: IB learner profile booklet, 2006

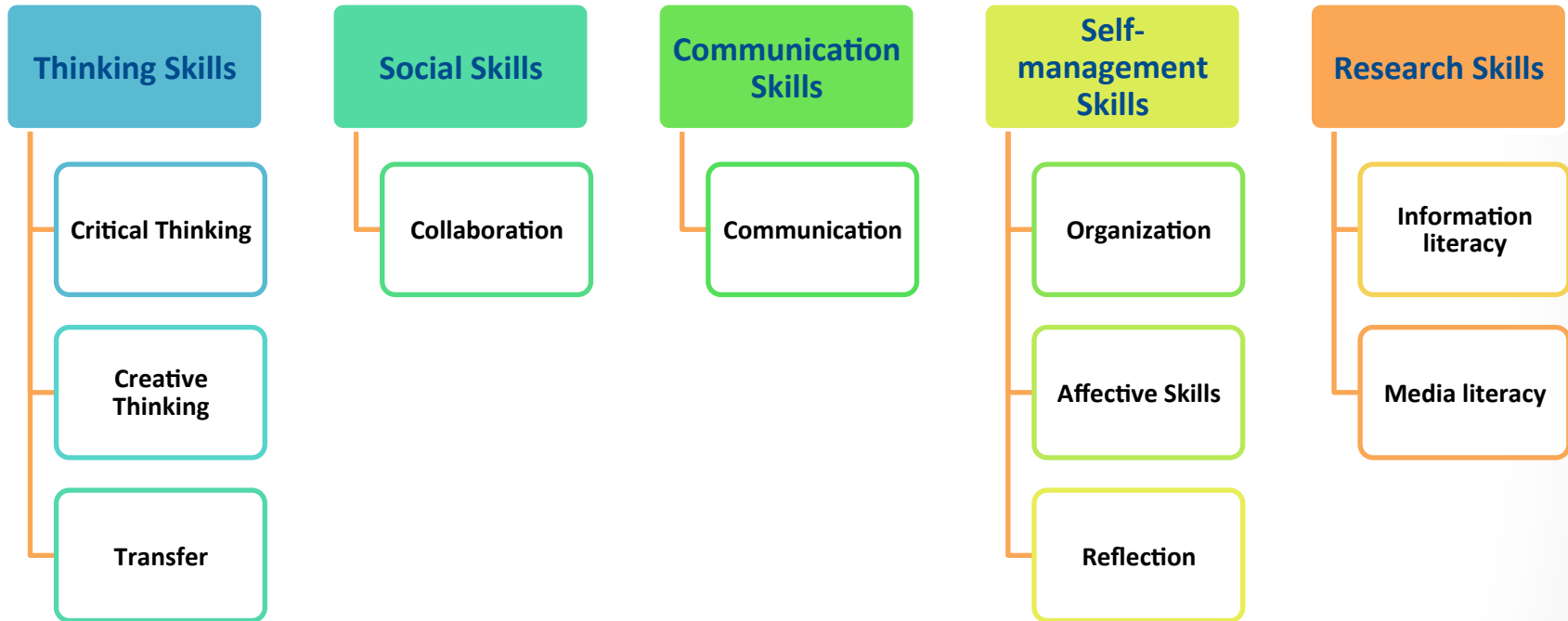


The learner profile attributes

- **Inquirers**
- **Knowledgeable**
- **Thinkers**
- **Communicators**
- **Reflective**
- **Principled**
- **Open- minded**
- **Caring**
- **Balanced**
- **Risk-takers**



Approaches to learning (ATL)



ATL – a learning engagement

Using the descriptors for one of the skill categories, identify those skills that would be part of preparing for and participating in an MUN activity

Collaboration skills

- Build consensus
- Encourage others to contribute
- Listen actively to other perspectives and ideas
- Negotiate effectively
- Exercise leadership and take on a variety of roles within groups
- Manage and resolve conflict and work collaboratively in groups

Communication skills

- Negotiate ideas and knowledge with peers and adults
- Collaborate with peers and experts using a variety of digital environments and media
- Use appropriate forms for writing for different purposes
- Preview and skim texts to build understanding
- Find information for disciplinary and interdisciplinary inquiries, using a variety of media
- Organize and depict information logically

Self-management

- Use appropriate strategies for organizing complex information
- Bring necessary equipment and supplies
- Demonstrate perseverance
- Practice focus and concentration
- Consider the ethical, cultural and environmental implications
- Demonstrate flexibility in the selection and use of learning strategies

Research

- Collect, record and verify data
- Make connections between various sources of information
- Use critical literacy skills to analyse and interpret media communications
- Understand and implement intellectual property rights
- Make informed choices about personal viewing experiences
- Seek a range of perspectives from a multiple and varied sources

Thinking

- Recognize unstated assumptions and bias
- Evaluate evidence and arguments
- Identify obstacles and challenges
- Propose and evaluate a variety of solutions
- Create novel solutions to authentic problems
- Apply skills and knowledge in unfamiliar situations
- Inquire into different contexts to gain a different perspective

**Establish opportunities
that MUN offers in
terms of action
(learning by doing and
experiencing)**

Action in the IB

Principled action means making responsible choices, sometimes including decisions not to act. Individuals, organizations and communities can engage in principled action when they explore the ethical dimensions of personal and global challenges. Action in IB programmes may involve service learning, advocacy and educating one's self and others.

Involving outside agencies for particular unit

Invite guest speakers (from an embassy or UN agency, etc) tying it into a unit dealing with sustainability, natural resources, population growth or decline - students prepare questions in advance and use the speaker's answers to inform an assignment.



1997 Nobel Peace Prize Co-Laureate

Whole school event: UN Day

Could be done
in houses,
grade levels,
homerooms,
etc

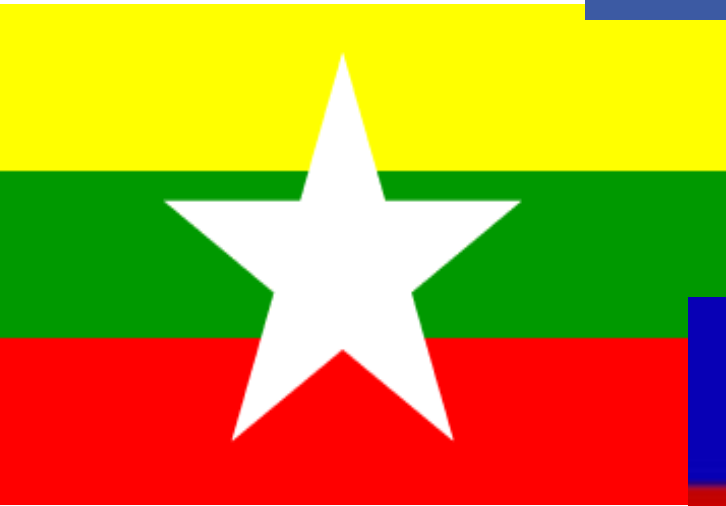


Task 1

Create a presentation about your country in which you:

- Give general information about it
- Highlight specific information regarding issues or difficulties that your country is facing

Countries could include

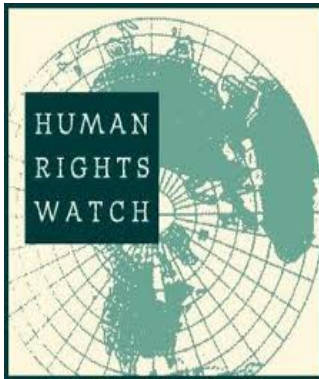


Task 2

- Choose 2 or 3 of the listed agencies/ organizations, that could help and support your country.
- Include in your presentation:
 - Information about the organization(s)
 - How they could help



Organizations could include



Final task

Create an advert/commercial (30 – 60 seconds) in which you advertise one initiative by an agency to solve one or more of your country's issues.

To be filmed and shown on UN Day.



Online debate with O-MUN

“O-MUN believes in democratizing the availability of the Model United Nations experience, to engage all students in the collaborative process of problem solving and consensus building, and to foster leadership and positive engagement through the discussion and debate of the world’s most pressing problems.”

Debates

October UAE National Debate

Saturday, October 18th, 2014 - 02:15 UTC

ICJ Case - Croatia v. Serbia - Genocide

Saturday, October 18th, 2014 - 08:00 UTC

ثاني نقاش باللغة العربية

Saturday, October 18th, 2014 - 13:00 UTC

October Global Debate

Saturday, October 18th, 2014 - 16:45 UTC

O-MUN Turkey National Program Debate

Sunday, October 19th, 2014 - 14:00 UTC

MYP – ID Unit

Inter-disciplinary unit: Science, Individuals and Societies and Language and Literature

- Sciences and INS subject specific knowledge
- Language and literature: writing the policy statement and the resolution and public speaking skills

Summative assessment: MUN debate as a class or grade level on a resolution

In school MUN

Grades 6 – 8

- Research
- Writing position papers
- Debating practice

Grades 9 – 10

- Research
- Writing resolutions
- Policy statements
- Debating practice
- Leadership opportunities, helping younger students

MUN Press

- Writing for authentic purpose – providing students with an authentic platform and a real audience

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Conference Calendar

Upcoming Dates:

- 12/17-12/21 LUMUN
- 12/19-12/22 FLMUN
- 1/28-1/31 THIMUN Qatar
- 1/23-1/25 NIMUN
- 1/29-2/2 LEBMUN
- 2/1-2/4 EMMUN
- 2/19-2/22 HEAMUN

Online MUN:

- 12/31 Middle East/Africa
- 12/38 uni-OMUN
- 12/39 Pacific Regional

Defining Success at DCMUN VI

On November 14-15, over five-hundred delegates gathered together to debate at DCMUN VI.

By Alisha Kamran

IT WOULD be near impossible to say that the next DCMUN Conference could result in a bigger and better conference than DCMUN VI; however, every year, the new conference outdoes the previous year's. Just a few weeks ago, Doha College hosted their sixth annual DCMUN conference over a span of two days, with over five hundred participants in attendance. Delegates showed their great talents and put their leadership skills on display. At the same time, with all of the hard work also came social relationship development and increasing levels of personal understanding, along with ris-

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What Makes a Best Delegate?

By Nabila Elassar

IT IS THE moment of truth. You have just walked into the conference hall and caught a glimpse of the hundred other delegates eagerly preparing their opening speeches. After two weeks of building up your

expectations, the sight of the conference is still intimidating. During moments like these, you don't just need the tools to be a good delegate — to set a mark and clearly differentiate yourself from all these other great delegates around you — you're looking for how to be-

come the best delegate. Although every crisis, every chair, and every group of delegates are different, you can always employ a few handy strategies that will show everyone you are best delegate mate-

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How to Treat a Treaty



Uday



Model United Nations provided me with a dynamic platform to take key academic skills in research, argument forming and essay writing and apply it to real-life scenarios in model diplomacy.

Through this, I not only become exposed to the practical dimensions of the skills we build at school, but simultaneously allowed me hone other equally important skills, such as team work, leadership and problem solving.

This had allowed me to become a confident orator, able to communicate coherently and effectively, and furthermore laid the foundations for a true passion – both academic and professional – for international relations, history and law.

Student views

My main reasons for participating in the OMUN community was to build public speaking skills, give my own input and consider other perspectives on major issues many parts of the world faces today (to be a global citizen) and to suggest solutions to such problems because I care about them and therefore, I want to make a difference in the community.

MUN

I particularly enjoy working with the community and making new friends with like-minded people around the world

O-MUN

Omun is a community where I can share with others my knowledge and passion for the world around me and the issues that surround us. I've learned so much and have had many opportunities with Omun that I could have never imagined having. It has opened many doors for me and I have helped open doors for others to join this wonderful community that is like family to me.

Global Citizenship

Both, the IB Programmes and MUN aim to **develop caring, informed global citizens**. It is incumbent upon the teachers and students involved in both programmes to make an active choice, as: ***“Ultimately global citizenship is the personal decision to assume responsibility and develop a sense of moral agency for issues facing our fellow humans.”*** (Learners without borders, page 5)

Former Secretary General Kofi Annan, who visited THIMUN in 2002, stated:

"The fact that THIMUN exists to uphold the values of the United Nations among the young is particularly important, since it is from the young that we should draw our energy and inspiration as we strive to make the United Nations effective and responsive to the needs of the people worldwide."

Source: www.thimun.org



Sharing ideas



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