

UNITED NATIONS MODEL

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This action arose in 2013 when working on international humanitarian law's contents to an eleventh degree, globally, a threat to peace because of Russia, Korea, and the situation of refugees in the world. These issues generated a lot of concern among students, so the UN (United Nations) model for the eleventh grade was proposed. The experience was raised for a class block; however, some courses spent the full day debating and analyzing the topics. Initially, only the debate's exercise was contemplated without considering the full protocol of the UN model. Evaluating this experience, it was observed that it was successful and therefore implemented in all high school grades because it strengthens in students the ability to argue, self-control, listen, and tolerance to diverse opinions. The teacher's role is to accompany the exercise, since the orientation, execution, and evaluation of the activity is in charge of the same students.

The exercise arises from the need to articulate what is curricular in the area with the analysis of real problems of the world where the student can contrast the issues seen in class with real situations and everyday life and addressed by local and international instances. The strategy's challenge is that students have tools to build global citizenship with intimate, tolerant, difference-friendly, and environmentally friendly attitudes. This makes sense in the development of interpretive, argumentative, propositional, and citizen competences.

The UN model is structured in the institutional schedule, coordinating a space in which students can concentrate on realizing the exercise without academic life pressures. That is when other activities or educational junctures of the period are not crossed. The experience works in phases; that is, institutional planning is based that is then realized in an internal schedule of the area for the awareness, assembly, execution, and evaluation of the exercise.

The experience is organized as follows: A review of the issues discussed at the UN at the area meeting and with the groups is proposed to students the topics on which they choose one that they consider necessary to discuss, following the commission for which it is addressed and the level of complexity of the problems. Topics to be discussed by degree are chosen. The countries participating in the committees, presidents, and representatives of the press are selected...

In conclusion, it is a work that allows the student to be placed in real scenarios, from where critical thinking is strengthened, sustained, from searching, questioning, and interaction with the geopolitical and the social. It is the global reality, which places the student at the opportunity to strengthen himself by consolidating meaningful learning.

The fragment was taken from:

SYSTEMATIZATION EDUCATIONAL PRACTICES

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