**Title of Activity: One for all, All for one**

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| **Summary**: *Objective:*The objective of this activity is to get students to explore and analyse socio-cultural or linguistic variables that might impact international conflict resolution.*Goal:*The goal of the activity is to provide a model United Nations (UN) simulation exercise through which students can reflect and debate a topic from the point of view of a particular member state. In doing so, students will address the following question: do the languages we know – and the citizenship we hold - affect how we approach world problems?   |
| **Key words**: * Interculturality
* Conflict resolution
* Plurilingualism
* Citizenship
* Language
* Diversity
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| **Directions**: * The instructor will begin the activity by choosing a current issue inspired by the UN’s Sustainable Development Goals. For example: climate change resolution, migration crisis.
* Each student will be given the choice to represent any UN member state and they may make their choice through Google Forms.
* The instructor will allow students a few days to familiarize themselves with the country of their choice such as its foreign policies.
* The instructor will bring all students together via Zoom for a “UN meeting” and will act as the mediator/ facilitator of the debate.
* Students may present and debate in the language of their choice (English or French). Both the instructor and students will work together to identify any linguistic misunderstandings.
* Future iterations of the activity might allow students to take on mediator/facilitator role. If there is no instructor, the assignment may be presented through tabs on a particular website that students can access. These tabs may be categorized thematically: immigration, climate change, security issues, etc. When the user clicks a particular theme, a current related news topic will pop up; for example, the Mediterranean migration crisis under the immigration tab. A brief introduction of the issue will be presented and after reading it, the user may choose to be a state representative from a list of countries or the mediator role (note: this will be a challenging role for the student that wishes to expand their linguistic and overall subject knowledge). Like Model UN, there would be a conference date announced and students will have until then to prepare for the debate. On day of summit, students transnationally convene via Zoom or similar interface.
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| **Stage of the problem-solving process**:*Highlight the appropriate stage(s) of the problem-solving process that this activity addresses.*1. Define and articulate the problem
2. Analyze the problem
3. Develop alternative ideas
4. Choose a resolution through negotiation
5. Implement and test the resolution
6. Evaluate progress of the resolution
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| **Global competencies**:*Highlight the global competencies addressed by this activity.** Collaboration
* Innovation, creativity and entrepreneurship
* Learning to learn/self-awareness and self-direction
* Communication
* Critical thinking and problem-solving
* Global citizenship and sustainability
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| **Plurilingual competencies**:*Highlight the intercultural competencies addressed by this activity (at least one per category).** Switch from one language to another
* Express oneself in one language and understand the other
* Call upon the knowledge of a number of languages to make sense of a text
* Recognise words from a common international store in a new guise
* Mediate between individuals with no common language
* Bring one’s whole linguistic equipment into play
* Experiment with alternative forms of expression in different languages and dialects
* Exploit paralinguistics (mime, gesture, facial expression, etc.)
* Simplify one’s use of language
* Exploit language as a tool for mediation to:
* Create pluricultural space for communication and learning
* Reducing affective blocks/tensions
* Building bridges toward the new, the other
* Co-constructing new meaning
* Passing on information (and simplifying, elaborating, illustrating or adapting)
* Acting as intermediary
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| **Technologies**:*Highlight the technologies used in the realisation of this activity.** Web and Search Engines
* Open Source
* Open Educational Resources (OER)
* Analyzing Tools
* Databases and data analysis tools
* Cloud computing
* Communication Tools/Software
* Blog/Website
* Learning Management Systems
* Web/Video Conferencing Software
* Messaging Systems (Whatsapp, Google Hangouts)
* Social Networking and Content Curation Tools
* Group Work/Text Document Creation
* Cloud Storage (generally asynchronous)
* Collaboration (synchronous)
* Wiki
* Collaborative Mixed-Media Production
* Podcast
* Presentation Software
* Screencasting/Capturing
* Video Sharing
* Eportfolio
* Peer Review Software
* Assessment/Polling (e.g. Kahoot, Socrative, Quizlet)
* Production Software
* Graphics/Images
* Mind Mapping
* Note Taking
* Video Editing
* Audio Editing
* Curation
* Timelines
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| **Resources:**None provided. |