**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 |
| **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. |
| **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 |
| **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 |
| **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 |
| **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 |
| **Resources:**  None provided. |