**Description**

The students will be involved in a simulation that addresses a real-life land claim dispute.

Negotiations at the international level will take place and students are encouraged to consider the most desirable outcome for their country or organization. Following the simulation, individual students will submit a proposal addressed to the General Secretary of the United Nations outlining the results from the negotiations and campaigning for global support. The critical challenge for students is to apply their knowledge of international actors, organizations and relationships to address an authentic international conflict.

**Expectations**

Overall Expectations:

1. Describe the main ways in which sovereign states and non-state participants cooperate and deal with international conflicts
2. Describe the structure and function of international intergovernmental and non-governmental organizations
3. Evaluate the role and operation of international HR protection system
4. Evaluate the role of Canada and Canadians in the international community
5. Communicate knowledge, opinions, and interpretations about events, issues, and trends relating to politics and citizenship, using a variety of forms of communication

Enduring Understandings

1. Various political, economic, and military options are available to countries involved in a conflict as mandated by the balance of power.
2. International cooperation is inconsistent because of the ongoing power struggles between super power nations.
3. Questions of human rights abuses are highly contested due to limitations of state-centric politics.
4. Canada’s role on the international stage has adapted over time to fit the changing political climate

Essential Questions

1. What are the political, economic and military options that are available to countries involved in a conflict?
2. How are the ongoing power struggles between super power nations impacting international cooperation?
3. How does the current structure of international politics affect how we address human rights abuses?
4. How has Canada’s response evolved from a militaristic approach to a humanitarian approach?

**Major Details**

Total Time Allotted: 225 minutes

Your task is to as a group, come together as a nation/organization to address the land dispute conflict that has been posed to the class by the teacher. Your goal is to work out a solution that best benefits your nation/organization. The problem of the challenge comes when you have to negotiate with other nations/organizations who have different motivations, strengths and weaknesses. The obstacle comes when you try to maximize cooperation without sacrificing your own stance.

There will be four countries and two organizations taking part in this land claim dispute.

Each group will receive a dossier that outlines their population numbers, strengths, weaknesses, alliances, implications of war, geographic location (map) and their role in the conflict.

1 country will include the territory under dispute

1 country will be geographically attached/closest to the territory under dispute

1 country will be considered a superpower

1 country will be an emerging power

1 organization will be environmentally motivated

1 organization will be resource/monetarily motivated

Each group will have:

- One leader (of the organization or nation)

- Two diplomats/representatives who are able to travel and negotiate with other groups

- Two citizens who receive the diplomats/representatives from other nations

Part 1: Simulation (150 minutes in class)

The first 75 minutes will be dedicated to introducing the scenario; groups receive their dossier and have to plan their approach.

The second 75 minutes will be dedicated to negotiating with other groups.

Part 2: Position Piece/Policy Briefing (75 minutes in lab)

Students will have one computer lab period to work on their individual piece. This can be presented in a variety of ways (RAFT assignment).

**Evaluation**

The simulation will be assessed with a checklist. There will be one completed by each group (self/group) and one done by the teacher.

The position piece/policy briefing will have a rubric.