

# Association of Southeast Asian Nations Simulation

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**Level:** 9-12

**Duration:** 1.5-2 weeks (variable according to schedules)

**Summary of Activity:** As globalization occurs, the need for a more informed citizenry becomes evident. High school students should be introduced to the international organizations that indirectly affect their lives. ASEAN represents a large percentage of the world population as well in addition to being a collective stakeholder in the world's economy. This simulation is to introduce students to Southeast Asia as a region, learn about international issues and global events, as well as give students the opportunity to express their ideas and problem solve.

Students will be divided into small groups that represent the ASEAN member nations. These groups will research their respective nations and identify the key issues that their country needs to/should address within ASEAN. As a group, these students will create a country profile to present to the class (optional). After the country presentations, the students will conduct an ASEAN simulation in which they will collectively discuss and work toward solutions for their issues. The simulation will include small group discussions with other member countries about transnational issues. It will also include whole group discussions on the issues at hand. At the end of the simulation, students will create a document that outlines the progress that they have made during the ASEAN Summit.

There are several activities within this project that teachers may lengthen or shorten according to their class schedules. This activity has been broken down to span the course of a 1.5 to 2 weeks. However, teachers may find that the research portion of the project may not need class time or that a culminating writing assignment can be done for homework. Teachers may also decide to exclude the simulation but to conduct country research.

This activity can be used in many different high school social studies and humanities courses. The sequence of this activity depends on the schools curriculum. It can be used after teaching about the Vietnam War, when discussing international organizations such as the United Nations, the European Unions, or when talking about globalization. However, it is suggested that students have a familiarity with the geography and regional history before participating in the activity. This activity manual is designed to allow teachers to choose what would be the most useful for their students' ability, curriculum sequencing, and what can fit into their schedules.

**Essential Question:** How do intergovernmental organizations solve problems?

**Enduring Understandings:**

What is ASEAN?

What are some of the issues that ASEAN deals with?

What is the political and social history of Thailand and Vietnam?

What are the social and political problems faced by the region today?

What is the United States' relationship with this region and ASEAN?

## Overview

Duration (Class Period)	Activity	Description	Documents Included in Activity Manual
1	Introduction Lesson	Introduction to Southeast Asia and ASEAN. Students will be assigned a country to represent for the simulation.	<ul style="list-style-type: none"> <li>• Lesson Plan</li> <li>• Presentation Description</li> <li>• Grading Rubric</li> </ul>
1	Research	Students will research their country as a group. (Teachers may want to collect articles and research materials before class for the sake of time or if this activity is being used with lower levels students.)	<ul style="list-style-type: none"> <li>• Presentation Worksheet</li> <li>• Grading Rubric</li> </ul>
1	Individual Research	Students will research their specific topic concerning their country.	<ul style="list-style-type: none"> <li>• Transnational Issue Research Guide</li> </ul>
1	Presentation	Students present their country to their classmates. (Students can take notes on the Note Sheet and complete the ASEAN while their classmates are presenting.)	<ul style="list-style-type: none"> <li>• Note Sheet</li> <li>• ASEAN Map (Notes)</li> </ul>
2	Simulation	Students conduct ASEAN simulation.	<ul style="list-style-type: none"> <li>• ASEAN Simulation Teacher's Guide</li> </ul>
1	Debriefing Writing Activity	Students write what they have learned, their impressions of ASEAN, and questions they still have.	<ul style="list-style-type: none"> <li>• Essay Topic</li> </ul>
NA	Extension Activities	Students may choose an extension activity or the teacher may choose to replace or supplement activities in this simulation with the activities on the extension list.	<ul style="list-style-type: none"> <li>• Extension Activities</li> </ul>

## Student Assessment

Activity	Description
Introduction Lesson	Students will identify the purpose and role of ASEAN. They will also identify the unifying factors in ASEAN.
Research	Students will complete a worksheet to guide their research as well as collect sources in MLA format.
Presentation	Students will create a presentation about their country to share with the class. They will be assessed on participation, research, and creativity.
Simulation	Students will be assessed on participation, contribution to discussion and preparation.
Debriefing (Essay)	Students will write a debriefing essay about what they learned, their impressions of the simulation, and any outstanding questions that may be lingering after the unit.

## What is ASEAN? (Lesson Plan)

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### Objectives:

- Students will be able to identify Southeast Asian countries and described their similarities and differences.
- Students will be able to describe ASEAN and its role in the region.

### Prerequisites:

Students should have a general knowledge of the history of the region, although details can be researched during the independent research portion of the project. Students should understand the United States' relationship to the region spanning from the Spanish American War to the Vietnam War until today.

### Lesson:

#### Do Now:

Define intergovernmental organizations and give one example.

*An intergovernmental organization is typically an organization of sovereign (free and independent) states that come together for a common cause or purpose. They are established by a treaty (international agreement) and operate under a charter (document that outlines the rules, regulations, and purpose) of the organization. Examples include the United Nations, the European Union, Interpol, World Trade Organization.*

(Allow students to share their responses and give examples. Define intergovernmental organization for their notes.)

### Introduction to New Material:

- Teacher begins discussion on why countries may want to create an intergovernmental organization (write these ideas on the board).
- Teacher describes the geographic, political, and economic impetus for the formation of ASEAN.
  - Common markets
  - Similar geographies
  - Shared environmental/climate concerns
  - Shared educational goals
  - Security Concerns (China, terrorism, and international disputes among ASEAN neighbors)
- Teacher explains the history and formation of ASEAN.
- Teacher shows the ASEAN video created for small children and explains that this video breaks down the ideas and goals of ASEAN.
  - <http://www.youtube.com/watch?v=aiQhgN-NdQc>
  - Based on this video, answer the following questions
    - Create a list of ASEAN goals.
    - How do think ASEAN will achieve these goals?
    - Why do you think countries choose to participate in these organizations?
    - Critical thinking question: Why do you think ASEAN would create videos for small children and preschoolers?

**Activity:**

- Teacher introduces class projects and simulation.
  - Students will be assigned countries in groups. These groups will present information about the country to the class, but they will also represent this country in an ASEAN simulation. Within each group, students will be assigned a transnational issue that they must learn about and research from the perspective of their country. During the ASEAN simulation students from different groups will break into small groups or committees according to their transnational issue and discuss that issue.
- Project explanation and research worksheets are distributed.
- Teachers may allow students to choose their own countries OR assign students groups. Additionally, teachers may want to assign transnational issues.

**Note on groups:**

There are 10 ASEAN countries and there are typically 25-30 students in a class. If you assign all of the countries to one class, there will only be 2-3 students per group. This means that you will need to limit the transnational issues that are assigned (For example, only cover Education and Women's Issues). The other option is to only assign 5 countries per class and allow for all of the transnational issues. In this case you should arrange for students from different classes participate in the summit together so that all of the ASEAN nations will be represented.

## What is ASEAN? (Project Description)

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Assigned Country: \_\_\_\_\_  
For this project, you will create a presentation in which you share the history of this country. You will describe the history, culture, geography, and politics to the class. You will also represent this country during a class ASEAN simulation. It is important that your group becomes experts on the country so that you all can fully participate in the simulation. Additionally, each group member will be responsible for a transnational topic/issues that will be discussed with other ASEAN countries during the ASEAN simulation. You must be an expert on this issue as it pertains to your country! You are free to present your country any way you choose. (Powerpoints, skits, talk show, video, etc.) This is an opportunity to be very creative!

### **At minimum, you should include the following information:**

#### *History:*

When was the country founded?  
Has the country been colonized? When and by whom?  
What has been the country's role in international politics?  
Role in ASEAN  
Relationship to the United States

#### *Geography:*

Climate  
Crops and industry  
Population statistics  
Capital city  
Major geographic features

#### *Culture:*

Is the country more individualistic or collective?  
Religion  
Food  
Popular culture: music, movies, and famous individuals

### **Transnational Issues**

*Each person will be assigned one of the following issues and will be responsible for conducting individual research on this topic. The research you conduct for this will be graded individually.*

- Environment
- Transnational Crime and Terrorism
- Tourism
- Women's Issues
- Education

### **Sources:**

Each group is responsible for compiling a bibliography of the references used in the presentation. This list should be in MLA format.

# What is ASEAN? (Grading Rubric)

Members:

	1 Students did not meet expectations.	2 Students approached expectations.	3 Students met minimum expectations.	4 Students met and exceeded some expectations.	5 Students exceeded <b>all</b> expectations and were above average.
<b>Participation</b> Student was on task and contributed equally to the group.					
<b>Creativity</b> Students presented their material in a new, innovative, or original format. Students took care in the way their materials looked.					
<b>Content</b> The content was accurate and from reputable sources.					
<b>Professionalism</b> Students treated each other with respect during the presentations. Students took their presentation seriously without inappropriate behavior. Students submitted a references sheet in MLA format.					
<b>Total Score</b>					<b>/ 20</b>
<b>Comments:</b>					

## Transnational Issues (Research Guide)

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*Each person will be assigned one of the following issues and will be responsible for conducting individual research on this topic. The research you conduct for this will be graded individually.*

- Environment
- Transnational Crime and Terrorism
- Tourism
- Women's Issues
- Education

In addition to representing your country on this issue during the ASEAN simulation, you need to turn a 'Researcher's Report.' This report will include the following information: *5 sources of information (MLA format), responses to preparation questions, and a list of ideas on how to improve this issue for your country and other ASEAN nations.*

Complete each of the following tasks:

- Research your topic and collect at least 5 sources of information (MLA format and to be included in the Researcher's report)
- Read about how ASEAN has been working on your topic.
  - Environment: <http://www.asean.org/19601.htm>
  - Transnational Crime and Terrorism: <http://www.asean.org/18799.htm>
  - Tourism: <http://www.asean.org/19595.htm>
  - Women's Issues: <http://www.asean.org/23894.htm>
  - Education: <http://www.asean.org/19600.htm>
- Answer the *Preparation Questions* and include your typed responses in the researcher's report.
- Search the ASEAN website for the *most recent* information, statements, agreements, etc. concerning your issue.
- Brainstorm a list of ideas that could help you 'solve' or improve this issue for your country and your ASEAN neighbors. Include your typed ideas on your Researcher's Report.

### **Preparation Questions for ASEAN simulation:**

How does this issue affect your country?

How do you think your neighbors can help you with this issue?

Are there instances in which your neighbors make issues worse in your countries? If so, which countries may do this? (This is so that you know who to talk to during the simulation) How have you communicated this to your neighbor? What has been done to 'fix' this issue with your neighbor?

What are your countries goals concerning this issue? (Example: Country X would like to increase the literacy in women by 15% by 2020.)

You may use <http://www.unesco.org/new/en/unesco/> to help you find your countries goals concerning many of these issues.

### **ASEAN Simulation**

During the ASEAN simulation all of the member states will come together for a plenary (whole groups) session in which the ASEAN summit will begin. After the welcoming remarks, you will break into groups according to your transnational issue.

When you are in your groups, one person will be the designated committee chairperson. He or she will be responsible for monitoring discussion (makes sure everyone has a chance to share, keeps the group on task, etc). You will use the allotted class time to discuss your issue with your committee. By the end of the session, your group will need to come up with an action plan regarding your issue. (For example, if a common goal for the committee is to improve literacy rates, you must list what needs to be done to accomplish this goal. So you may decide to share resources, to have an education-monitoring group to ensure that schools are meeting standard goals, etc.)

When you are conducting your individual research, it is really important that you know what work has been done to resolve or improve your issue so that you can think of new ideas. Please refer to past ASEAN summits to see past progress.

<http://www.asean.org/20100.htm>

## ASEAN Country Notes

Country	Notes
Brunei	
Cambodia	
Indonesia	
Lao PDR (Laos)	
Malaysia	
Myanmar	
Philippines	
Singapore	
Thailand	
Viet Nam	

## ASEAN Map (Notes)

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Label the map as each group presents their country.



Source: <http://www.worldatlas.com/webimage/countrys/asia/asoutl.htm>

## ASEAN Simulation (Teacher's Guide)

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Students will be divided into country teams based on the country presentations. However, if you have chosen not to complete the presentation portion of this activity, you must divide your students into 10 groups. While this simulation is very similar to a Model Senate or Model UN and is not necessarily representative of a plenary session of ASEAN, but it allows students to discuss, debate and defend their country's and action plans in a meaningful way.

Teachers will need to choose student leaders for the following positions:

**Secretary General:** This person will deliver the opening speak for the simulation. He or she will welcome all of the countries and set the tone for the summit. He or she will outline many of the issues each of the countries face and challenge all of the participants to help solve these issues through international understanding and cooperation.

**Chairperson for each Committee (5 committees):** The chairs of the respective committees will be responsible for monitoring the group's discussions. They will keep the groups on task and challenge the participants to think critically about the issues their committee faces. They will also be responsible for making sure that the group creates a list of common goals and an action plan by the end of the small group session. They will also delegate an individual to introduce the ideas to the general assembly members.

### **The Simulation**

Each student should have a simple name placard that reads the name of the country they represent.

#### Plenary Session 1

The simulation will begin with a plenary session. All of the students will be in attendance and sitting with their delegation. The Secretary General will give opening remarks. Afterwards, students will break into their small groups according to transnational issues.

#### Committees

Students will work with committee members to create common goals and actions plans according to their transnational issue. They will delegate an individual (besides the chairperson) to share their plan with the general assembly of member states. This person must be very articulate and be able to express the ideas of the committee fully.

#### Plenary Session 2

Students will come together to hear each committee's goals and action plans. The general assembly members will then vote on whether or not to adopt the committee's goals and plans. If there are objections to the goals and plans, other's can move to adopt the goals and plans with amendments. After going through all of the committees, the Secretary General will deliver closing remarks to the group. He or she will summarize the events of the simulation, discuss the challenges of enacting the action plans, and thank all of the participants.

### Rules of Plenary Session:

There are many ways to conduct the plenary session. However, a modified and simplified Robert's Rules of Order may be the best plan. During the session, delegates must obtain the floor to speak by from the Secretary General by holding up their country placard. After they finish speaking the Secretary General regains control of the floor. During the committee presentations, the Secretary General must ensure that each student is heard by calling on countries. If there are objections to actions plans, the country/person who objects must either submit and amendment or argue that the plan be thrown out by providing a compelling argument against the plan. After the arguments are given, the secretary general calls for a vote of the action plans (with or without amendments). Putting a time limit on how long they can discuss a transnational issue will help keep the activity moving.

One way to control and mitigate the simulation is to post the rules on the board and to allow the Secretary General to tell countries/people they are out of order.

A summary of Robert's Rules of Order can be found here: <http://www.robertsrules.org/>

### Option Two: Plenary Session 2

For the sake of time, you may choose only to have students present their ideas to the larger group without debate on whether or not it "passes". In this case, you may want to encourage students to ask clarifying questions to allow for fruitful discussion.



## Extension Activities

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These are a list of ideas that will help you teach about Southeast Asia and ASEAN. This list is certainly not exhaustive but allows you to differentiate and introduce students to new experiences.

1. United States and ASEAN students can research the American relationship with ASEAN. They can create a presentation on the topic or write an essay.
2. Students can create short books about ASEAN nations.
3. Students could create an ASEAN promotional video based on the ideals and goals of ASEAN.
4. Students could invite community members from ASEAN countries to come and discuss their national identity and their ASEAN identity.
5. Cultural Day: Groups representing ASEAN nations dress in traditional clothing and bring food to share with the class. In this case, students can reach out to organizations that would be willing to share cultural items.
6. The class could create an ASEAN cookbook in which they all research and cook a traditional food item from an ASEAN country. The class could discuss role of food and festivities in a country's identity.
7. Teachers could set up pen pal/video conferencing with a class in an ASEAN country. This could be accomplished by contacting the Fulbright offices in the ASEAN countries or by contacting the Peace Corps offices in those countries.
8. Students could create a travel guide for an ASEAN nation.
9. Students could collect or create 'artifacts' from and about their country to share with the class.
10. Students could create a project on historical sites in ASEAN countries- a brochure