

Social Science and THE **HUMANITIES**

an introductory course for
Myanmar learners

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Social Science and the Humanities, Teacher's Book.

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(၂) Social Science and the Humanities, Teacher's Book.



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Welcome to the *Social Science and the Humanities* Teacher's Book

On these pages, you will find some basic information about how this book has been designed and the best ways to use it. You may want to read these notes before beginning to teach from the course.



About This Course

Social Science and the Humanities is a basic introduction to the two areas of study. The first chapter provides an introduction to social science and humanities subjects, followed by chapters focused on philosophy and ethics, human impacts on the environment, economics, development and public health. Basic introductions to people, events and eras from history, and to political ideas and theories are woven through these chapters.

Aims of the Book

1. This course introduces adult learners to foundational subject areas within social science and the humanities, though with a greater emphasis on social science.
2. It aims to demonstrate how each of the subject areas overlap and affect the lives of individuals in a society. As students progress through the book, they should begin to get a greater understanding of how, for example, the rate and style of a country's development can affect its environment, which can, in turn affect both the economy and the overall health of the society and the people who make it up.
3. It is designed to encourage students to think critically and to practise important skills that are useful for social science students specifically, and for adult learners generally.
4. It encourages reflection on individual beliefs and values through discussion about the topics and issues covered.

Structure of the Book

The book is split into six chapters covering subjects from social science or the humanities. Each chapter begins with chapter learning objectives and a glossary of key terms.

Chapter Themes and Learning Goals

The major themes and learning goals of chapters are outlined at the beginning of each. You can discuss these with students before starting the chapter, ask students to reflect on them after each chapter or, ideally, do both. This will help students to monitor their own learning.

Glossary

The beginning of each chapter has a Myanmar-English glossary of key technical vocabulary used in the text. Glossarised words appear in **bold** in the text on their first use.

Structure of Chapters

Each chapter has several sections and subsections, with each focusing on a main topic. Each section contains a number of standard components for ease of teaching. They are Previews, Exercises, Activities, Discussions and Focus on... texts.

Often, only one or two pages from the student's book (preview, content, exercise and activity and discussion) will be sufficient for an hour-long lesson.

Teaching with This Book

When teaching using this book, make sure to read the text and do (or think through) the previews, exercises and activities yourself before presenting them in class. Doing these things first will increase your familiarity with the content and with giving instructions for the activities in the class. It will also help you be better prepared for any possible questions that students might have.

Using *Previews* in the Classroom

Previews introduce each section and subsection. They are designed to activate students' prior knowledge and stimulate their interest in the topic.

You can use the previews to start a lesson. When introducing a new topic with a preview, have students close their books so they do not just repeat the information that is already on the page.

Note: Student answers will vary if they are based on opinion or experience. Where 'answers' are

provided, there is usually an expected correct response, although exact wording might vary. If 'possible answers' are supplied, there are a range of correct responses, and the ones given are examples to guide the teacher. Questions based on students' own experience or opinion do not usually have suggested answers.

Using *Exercises* in the Classroom

Exercises check students' understanding of the most important information in each text in the book. Key knowledge goals are listed in the learning goals at the start of each chapter.

You may want to ask students to answer exercise questions immediately after reading the related text. You may also want to walk around the class observing students answering the questions, so that you have an idea of how much of the text they have understood.

You can vary how you manage exercises in classes. For example, you might allocate responsibility for answering different questions to different members of a group. Group members then discuss whether it is a correct answer. After groups have discussed the questions, elicit answers from different groups.

When students are answering exercise questions, encourage them to give brief answers in their own words, and discourage them from restating entire sentences directly from the text.

It is often easy to develop secondary questions from one exercise question which will help students engage with and think more deeply about the topic. You can plan some further questions in advance. If you do this, you can pass the secondary questions based on the original to another student, pair or group. For example, 'why?' or 'what is another example of...?'

Using *Activities* in the Classroom

Activities encourage the learning and application of useful social science skills. Key skills goals are listed in the learning goals at the start of each chapter.

Activities allow students to explore topics covered in chapters in more depth. They usually include some open questions to encourage thinking beyond what is directly presented in the text. Some activities encourage creativity and group work through tasks like designing posters, planning presentations, or group problem solving.

Activity types vary throughout the book and the key social science skill practised – such as ‘categorising’, ‘inferring’, ‘identifying cause and effect’, etc., are stated in the title of each activity.

Some activities will take longer than others. Thinking them through or doing them yourself first can be useful when planning your lesson.

Extra Activities

Additional activities can be found in many sections of this teacher’s book. They allow you and your class to explore the topics to a greater depth. They can be used in a variety of ways.

Using *Discussions* in the Classroom

Discussions provide opportunities to reflect upon learning and discuss broader questions relating to the topics they have studied.

An important aspect of managing class or group discussions is to get students to think critically by providing reasons for why they support a particular claim or point of view. Class discussions have the potential to take a long time, so you may want to allocate a time limit, and bring the discussion to a conclusion when that is reached.

Using *Focus on ... Texts* in the Classroom

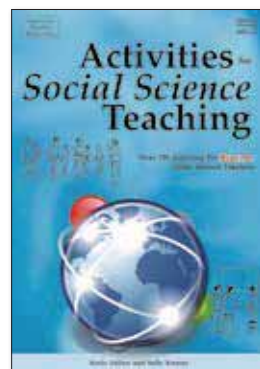
FOCUS ON ... texts are case studies which relate to the main topic. They are examples of the topic in action, or of how the topic relates to a specific country (either Myanmar or another country from the region).

These sections are followed by questions that can be done as an exercise, discussed in groups or set for homework and discussed in the next class.

References, Resources, Additional Reading

We have compiled a list of the major sources that were used in the writing of this book. It appears on page 154 of the student’s book. Additionally, for those who wish to (or wish their students to) do further study in relation to the content of this book, you will find a suggested reading and viewing list on the teacher’s book pages facing the learning goals and glossary (chapters 2-6).

To improve lesson planning, and to find more activities to use with the material in *Social Science and the Humanities*, see Mote Oo Education’s *Activities for Social Science Teaching*. This resource has been written especially for busy social science teachers who need to quickly plan engaging and exciting lessons. It includes a chapter on lesson planning and over 120 activities with full instructions and examples of the activities, using Mote Oo Education texts, and example answers for all activities.



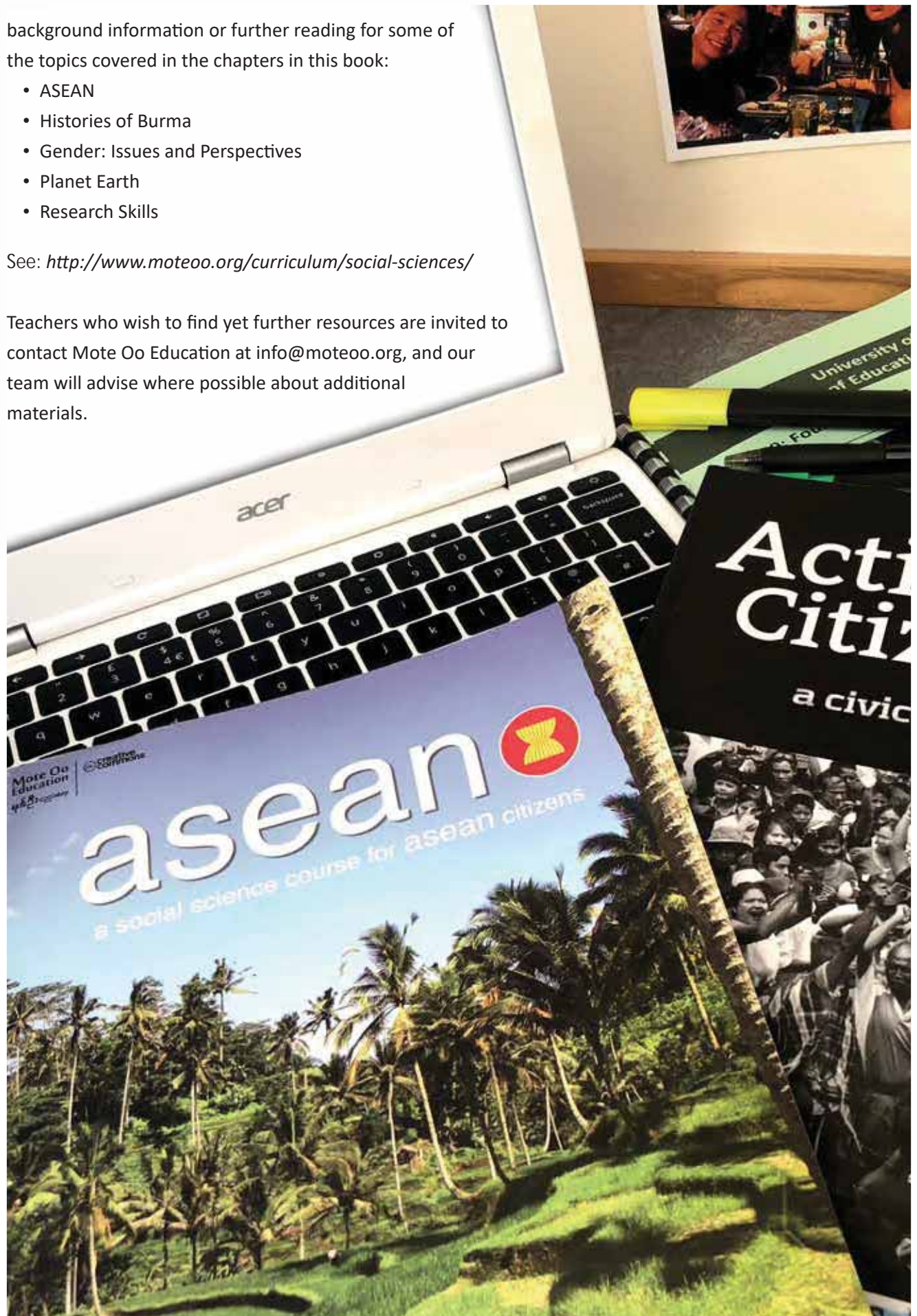
In addition to this teacher’s book, these resources from Mote Oo Education can provide extra

background information or further reading for some of the topics covered in the chapters in this book:

- ASEAN
- Histories of Burma
- Gender: Issues and Perspectives
- Planet Earth
- Research Skills

See: <http://www.moteoo.org/curriculum/social-sciences/>

Teachers who wish to find yet further resources are invited to contact Mote Oo Education at info@moteoo.org, and our team will advise where possible about additional materials.



**We
hope
that you
enjoy using
this resource and
have fun in the classroom.**

Teacher's notes begin on page 6.

1.1 Society

Preview:

- As a class or in groups, discuss the question.
- Write students' ideas on the board.

Possible answers:

1. People, groups, communities
2. People, groups, communities, relationships between people, shared cultures, shared spaces – like cities, shared environments

Point out that:

- the idea of society, what it is and what it is made of, is a vital starting point for understanding social science.

EXTRA ACTIVITY

Parts of Society

1. Draw a table on the board (as below).
2. In groups or as a class, students list examples to put in the table.
3. You might want to supply some examples.
4. Some things can fit into more than one category. For example, 'business' is something that society is made of, and is an example of how people have relationships in society.

Possible answers:

Society is made of...	People in society share...	Relationships between people in society include...
people communities organisations families businesses religions	a country cities neighbourhoods the natural environment values beliefs	family members friends workmates, colleagues classmates business groups religious groups communities organisations

Exercise:

1. Students select the thing that is different from the others in each list (a-d).
2. They identify what type of society the other three items in the list have in common.
3. They identify which type of society the odd one out belongs to.
4. They add another thing to the three common items in each list.

Answers:

1.
 - a. Kings
 - b. Factories
 - c. Collecting fruit
 - d. Weaving clothes
2.
 - a. Hunter-gatherers
 - b. Horticulturalist-pastoralist (or agrarian)
 - c. Post-industrial
 - d. Industrial

3.
 - a. Agrarian
 - b. Industrial
 - c. Hunter-gatherer
 - d. Agrarian
4. Answers will vary.

Possible answers:

- a. Moving around, not settling in one place
- b. Fishing (pastoral)/servants, soldiers, builders (Agrarian)
- c. Smart phones, designing apps, operating systems, social media
- d. Cars, machines, planes, ships, international trade

Activity

Comparing – Day-To-Day Life in Different Societies

Note: In this activity, students need to think 'outside the page'. They need to use their imaginations and input from all group members to develop ideas and pictures for their posters about what life might be like in these different societies.

1. In pairs or small groups, students choose one topic from *families, food, work, clothes, homes, education, health or entertainment*.
 - Alternatively, to prevent all pairs or groups choosing the same topic, write each topic on a separate piece of paper, and then pairs/groups take one (face down) each.
2. Each pair or group discusses what their topic would be like in each type of society.
 - They then draw a poster of what that topic would be like in each society.
3. Each pair/group puts their poster on the wall. They walk around looking at other groups' posters.

Discussion

- As a class or in groups, discuss the questions.

Possible answers:

1. Relationships between people so that society can operate. Law and order so society has rules that are enforced. Technology so society can develop and change. Resources like rivers, forests or minerals so society can grow and develop.
2. - Technology because it changes how people live, work, communicate etc.
 - People's relationships with each other, like kings and servants or workers and owners.
 - Trade between societies so they can develop and grow.
 - Communication or transport so societies can develop and grow.

1.2 What Is Social Science?

Preview

- As a class or in groups, discuss the questions.
- Write students' ideas on the board.

Possible answers:

It is the study of society, the study of people, the science of society, the science of understanding people, issues and relationships in society.

Exercise

- Students decide if the statements are true or false. If false, they say why.

Answers:

1. True
2. False – Social science studies people and society, not natural sciences like biology or chemistry or physics.
3. True
4. False – Social scientists often get different answers about social issues depending on who they ask.

Discussion

- As a class or in groups, discuss the questions.

Possible answers:

1. - How society works
 - Different ideas about society
 - New ideas about society
 - Social science subjects – economics, politics, Development, etc
 - Thinking critically
 - Doing analysis

1.2.1 Why Study Social Science?

Preview

- As a class or in groups, discuss the questions.
- Write students' ideas on the board.

Possible answers:

1. To understand how society works; to understand how people think or why they do things; to find out about society or social issues; to find solutions to problems in society.
2. Skills like thinking critically, research, analysis; awareness of society and social issues; understanding of themselves; understanding of other people; understanding of how society works.

Exercise

1. Students choose the best summaries for each of the first two paragraphs.
2. They match each skill (a-c) to the example of the skill in action (i-iii).

Answers:

1. Paragraph one summary – b
Paragraph two summary – d
2. a. i
b. iii
c. ii

Activity

Categorising – Social Science Skills

1. Individually or in groups or pairs, students match the scenarios (i-ix) with the skills (a-d).
2. They justify their answers.

Possible answers:

- i.
 1. thinking critically
 2. Asking questions and wanting to find out more about the effects of the project on people and the environment.
- ii.
 1. data collection
 2. Gathering information about the project to see what you want to find out.
- iii.
 1. thinking critically
 2. Not accepting something at face value and asking questions.
- iv.
 1. data collection/thinking critically.
 2. Data collection because you are locating information. Thinking critically because of not accepting it and asking questions about it.
- v.
 1. data collection.
 2. Locating and gathering information.
- vi.
 1. data collection.
 2. Locating and gathering information.
- vii.
 1. analysis.
 2. Looking closely at the information in a systematic way and organising it into categories.
- viii.
 1. analysis
 2. Looking closely at the information in a systematic way and organising it into categories.
- ix.
 1. presenting conclusions.
 2. Presenting data, analysis and conclusions in a written report.

Discussion

- As a class or in groups, discuss the questions.

EXTRA ACTIVITY

Social Science Skills in Daily Life

1. Students think of an example of data collection, thinking critically and analysis that they might do in their everyday life.
 - There will be crossover between examples in data collection, thinking critically and analysis. What is important is that students can explain why their example demonstrates one of those skills.
 - A few examples:

Data collection:

Looking for information about something or someone in a book or on the internet; collecting information about different brands of something before they buy it; collecting a list of prices for something before they buy it; keeping a record of people's phone numbers or contact details...

Thinking critically:

Disagreeing with someone else's point of view or something they hear or read; not believing advertising; trying to understand more about something in their studies; making a decision about what they will buy, eat or do each day....

Analysis:

Finding out what the contents are in a food item to decide if it is healthy; comparing prices in different shops or between brands of something they want to buy; budgeting how much money they have to spend on different items for the week...

2. They explain to a partner what that example is, and how it demonstrates thinking critically, research or analysis.

1.2.2 What Does Social Science Study?

Preview

- As a class or in groups, discuss the question.
- Write students' ideas on the board.

Possible answers:

Economics, development, politics, environment

Exercise

1. Students match the pictures (A-F) to the subjects (i-vi).
2. They justify their answers.

Possible answers:

- a. 1 – ii
2 – Economics, because the person in the picture is holding money and adding up things.
- b. 1 – vi
2 – Public health, because the man looks like a doctor, he has a stethoscope around his neck and there are bottles that might be medicine in the background.
- c. 1 – i
2 – Development, because there is construction (what looks like cranes and scaffolding) happening.
- d. 1 – iii
2 – Environment, the picture is of nature including fields, hills and clouds, but also with a windmill in it that could be for producing energy in a sustainable way.
- e. 1 – iv
2 – Politics, because Donald Trump is (as of 2018) president of the United States and is frequently in the news about US and world politics.
- f. 1 – v
2 – Psychology, because the images could represent different parts of someone's mind.

Exercise

- Students match the scenarios (1-6) to the social science subjects from the previous exercise.

Answers:

1. Psychology
2. Politics
3. Economics
4. Development
5. Public Health
6. Environment

Activity

Matching – Issues in Society

1. Individually, students identify an issue in their community or country and relate it to one or more of the social science subjects that have been outlined.
2. In pairs, they explain:
 - a. The issue;
 - b. The social science subjects they have identified that relate to it;
 - c. Why those social science subjects are related to the issue they have chosen.

Discussion

- As a class or in groups, discuss the questions.

1.3 What Are the Humanities?

Preview

1. In pairs or groups, students brainstorm a list of things that make people human.
2. Make a class list on the board.

Possible answers:

Reason, thought, language, creativity, emotions, cultures, reading and writing, religions, clothing, tools

Exercise

1. Students choose the best answer.
2. They match the examples (a-e) with the subjects.
3. They answer the questions.
4. They answer the questions.

Answers:

1. b
2. a – Literature
b – Languages
c – Anthropology
d – Philosophy (ethics)
e – History

Possible answers:

3. People have many different ideas or interpretations of what has happened in the past.
4. Learning and understanding more about the cultures and backgrounds that the languages have come from.

Activity

Describing – The Things That Make Us Human

1. Students think of three things:
 - a. Some music that they like;
 - b. A book that they have read and like;
 - c. A type of food that they like.
2. In pairs, they describe these things and explain why they like them.
3. They write down three questions – one each for their partner's choice of music, book and food.
 - For each question, they say which humanities subjects their question would most fit within: anthropology, art, history, languages, literature, or music (or possibly a combination of those).
4. They ask and answer each other's questions.
 - They record each other's responses.
 - If you like, have some students briefly explain their partner's three likes to the class, or to other pairs.
 - Check they are making connections between their partner's 'likes' and humanities subjects.

Discussion

- As a class or in groups, discuss the questions.

Possible answers:

1. - It has fewer clear connections to practical issues.
 - It is harder to measure or establish facts.
 - It is more subjective because people will have different opinions about what they like or think is good art, music or literature.

Links to Online Sources for Teachers

Chapter 2: Philosophy and Ethics

Internet Encyclopedia of Philosophy (detailed information for different philosophy topics and individual philosophers throughout history and from around the world)

<http://www.iep.utm.edu>

Epistemology

https://www.philosophybasics.com/branch_epistemology.html

Rationalism and empiricism

<https://plato.stanford.edu/entries/rationalismempiricism/>

https://www.philosophybasics.com/branch_rationalism.html

https://www.philosophybasics.com/branch_empiricism.html

Ethics – The Golden Rule

<https://www.thinkhumanism.com/the-golden-rule.html>

Ethics – Rule-based (deontological) and consequential/utilitarian ethics

https://www.youtube.com/watch?v=x_uUEaeqFog&list=RDx_uUEaeqFog&t=5

<https://plato.stanford.edu/entries/ethics-deontological/>

Ethics – Rule-based ethics

https://www.philosophybasics.com/branch_deontology.html

Ethics – Consequential ethics

https://www.philosophybasics.com/branch_consequentialism.html

Ethics – Trolley problem (An example of rule-based vs consequential thought experiments similar to those in the activity on page 31)

<https://www.youtube.com/watch?v=bOpf6KcWYyw>



2.1 Philosophy

Preview

- As a class or in groups, discuss the questions.
- Write students' ideas on the board.

Possible answers:

1. - Big ideas
 - Big questions
 - Thinking deeply
 - Looking at things differently
 - Questioning accepted knowledge
 - Ideas about how we should lead our lives
2. - Human existence
 - Knowledge
 - What is right or wrong and why

Exercise:

1. Students answer the question.
2. Students answer the question.
3. Students answer the question.
4. They match the questions (a-c) with the branches of philosophy (i-iii).

Answers:

1. Epistemology
2. Metaphysics
3. Ethics
4.
 - a. iii
 - b. ii
 - c. i

2.2 Epistemology

Note: For more background on the basic ideas behind epistemology and rationalism and empiricism, these sources provide more details about these ideas.

<https://plato.stanford.edu/entries/rationalism-empiricism/>

http://www.philosophybasics.com/branch_rationalism.html

http://www.philosophybasics.com/branch_empiricism.html

Preview

- As a class or in groups, discuss the question.
- Write students' ideas on the board.

Possible answers:

- Through learning and experience
- Through questioning and thinking
- Through being born knowing some things already

EXTRA ACTIVITY

Can You Trust Your Perceptions?

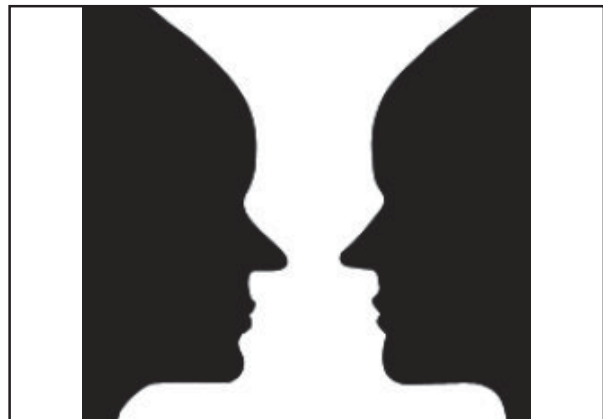
This activity helps introduce ideas in epistemology. The pictures demonstrate why rationalism questions whether we can always trust our perceptions to give us true knowledge.

1. Ask students if they can always trust their perceptions – what they see, hear, feel etc.
2. Show students these pictures.

You can find them on:

<https://pixabay.com/en/pencil-bent-pencil-pencil-in-water-2403662/>

<https://pxhere.com/en/photo/1283860>



3. Discuss how perceptions are not always reliable.
Another example you can mention is mirages in the desert.

Exercise

1. Students read the thoughts (a-d) in the left column.
 - They decide which of the two statements (i or ii) in the corresponding right column would be made by a rationalist thinker and which by an empiricist thinker.
2. They explain why they matched the statements to rationalism or to empiricism.

Answers:

- a. 1: i – Empiricism, ii – Rationalism
2: i. Seeing is using perception = Empiricism
ii. The person using their thoughts and reasoning = Rationalism.
- b. 1: i – Rationalism, ii – Empiricism
2: i. Using thought to think ahead about what would happen = Rationalism.
ii. Physically using perceptions to find out = Empiricism.
- c. 1: i – Rationalism, ii – Empiricism
2: i. Thinking about how to do it = Rationalism.
ii. Trying physically to ride the bicycle to see if they can = Empiricism.
- d. 1: i – Empiricism, ii – Rationalism
2: i. Checking physically by seeing and counting = Empiricism.
ii. Using thought rather than counting things physically = Rationalism.

Exercise

1. Students decide for each idea, statement or activity if it demonstrates rationalism, empiricism, or if it demonstrates both.
 - They put them in the table
2. They explain why they placed them there for each one.

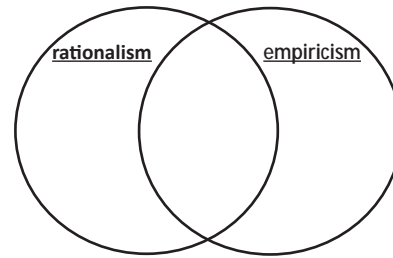
Possible answers:

- a.
 1. Empiricism
 2. Empiricism uses sense experience to gain knowledge. That is what children do through observing (seeing, hearing etc) parents to learn.
- b.
 1. Empiricism
 2. Using sense experience (see, hear, feel etc) to gain knowledge.
- c.
 1. Rationalism
 2. Plato says we cannot trust our senses to gain true knowledge. In the Allegory of the Cave, the people in the cave are seeing shadows they believe are real, not what is real.
- d.
 1. Both rationalism and empiricism
 2. Rationalists believe we are born already having some knowledge. Empiricists believe we gain knowledge through experience in our lives using our senses.
- e.
 1. Both rationalism and empiricism
 2. Thought experiments are an idea in rationalism. They are a way of thinking through a possible situation rather than physically doing or experiencing it. Physical evidence is a central idea in empiricism. Empiricists believe we need to use our senses – seeing, hearing, touching etc to physically experience the evidence to gain knowledge.
- f.
 1. Empiricism
 2. Empiricists believe we gain knowledge through sense experience. Facts and figures require physical (empirical) evidence that has been observed through our senses – seeing, hearing etc.
- g.
 1. Empiricism
 2. Empiricists believe we are not born with any pre-existing knowledge and gain it through our sense experiences during our lives.
- h.
 1. Rationalism
 2. Descartes did not trust his physical senses. The only thing he was sure of was that he doubted, so he knew he was thinking and therefore he knew he existed.

EXTRA ACTIVITY

Venn Diagram

1. Draw a Venn diagram on the board:



2. Before checking the answers, students vote for where each example goes – rationalism, empiricism or both.
 - Make sure to elicit reasons for why they would go there.
3. Individually in pairs of groups, students think of an example of rationalism, empiricism or both. They explain it and put it in the Venn diagram.

Discussion

- As a class or in groups, discuss the questions.
- Encourage students to explain their reasons *why* they believe ideas or senses are the way people gain knowledge, and whether they believe people are born with pre-existing knowledge or not.

Point out that:

- the ideas they have been discussing about how we understand things and how we gain knowledge relate back to epistemology, rationalism and/or empiricism.

2.3 Ethics

Preview

- As a class or in groups, discuss the question.
- Write students' ideas on the board.

Possible answers:

- It is against religious or cultural rules.
- It is against the law.
- It 'feels' right or wrong.
- Family, friends, and community consider it right or wrong.

Exercise

- Students answer the questions.

Answers:

1. What is right or wrong
2. Divine command (from gods or religions) or from people (such as the Golden Rule)
3. Rewards (for following rules) or punishments (for breaking rules) in the next life or after life
4. Divine command – a religious rule
5. People in many different religions and cultures follow it. It is not only found in one religion or culture. It is how people can live and work together in any society.

Activity

Matching – Sources of Moral Ideas

1. Students decide whether each picture of ethical concepts matches divine command (a), the 'Golden Rule' (b), or both (c).
2. In pairs or groups, they explain their answers.

Possible answers:

- i.
 1. 'God' picture – a (divine command)
 2. Rules come from a god
- ii.
 1. 'Two Way Street' = b (Golden Rule)
 2. Treating others as you would have them treat you
- iii.
 1. 'Mahabharata' Quote = c (Both divine command and Golden Rule)
 2. It is a religious teaching and also the idea of the Golden Rule
- iv.
 1. Positive/Negative Scales = b (Golden Rule)
 2. Balance of how you treat others and how they treat you.
- v.
 1. 'The Ten Commandments' = a (divine command)
 2. Rules come from a god.
- vi.
 1. 'Treat Others' Quote = b (Golden Rule)
 2. The wording of the Golden Rule.
- vii.
 1. 'The Five Precepts' = a (divine command)
 2. Rules about not doing (refraining) comes from religious belief.
- viii.
 1. 'Luke' Quote = c (both divine command and Golden Rule)
 2. It is a religious teaching and also the idea of the Golden Rule.

Discussion

- As a class or in groups, discuss the questions.
- Respect all students' beliefs and remind other students to do so as well.

Point out that:

- these are *ideas* about where ethical/moral rules have come from not *facts*. It is up to students to develop their own opinions.

2.3.1 Ethics in Our Lives

Preview

- As a class or in groups, discuss the questions.
- Write students' ideas on the board.

Possible answers:

1. - Will it hurt other people?
 - Will it hurt me?
 - What are the consequences?
 - Do I feel OK about it?
 - Will it break any rules, laws or beliefs that I care about?
 - Would I feel OK about it in the future?
2. Society has rules, laws (enforced by police and courts), religious beliefs, social values ('unwritten rules')

Exercise

- Students decide if the statements are true or false, if false they say why.

Answers:

1. True
2. False – we should consider the effects on others when making ethical decisions.
3. False – getting rich is not an ethical outcome in itself.
4. True

Activity

Applying – Everyday Ethics

1. Individually, or in pairs or group students, read the scenarios.
 - For each scenario, students use the questions for making ethical decisions from the previous page to help them decide:
 - i. What they would do.
 - ii. Why they would do it.
 - Each individual, pair or group could use all eight questions for making ethical decisions for all the scenarios, or:
 - Alternatively, you could give each pair/group one question or a couple of different questions from the list to use for each scenario.
2. They explain what they would do and why for each scenario.

EXTRA ACTIVITY

More Everyday Ethics

1. Students write their own ethical scenario, similar to those in the previous activity.
2. In pairs, they explain their scenarios.
3. They listen to each other's scenario and decide what they would do and why based, on the questions on the previous page.

Exercise

- Students decide whether the sentences describe rules, laws or both.

Answers:

1. Rules
2. Laws
3. Laws
4. Rules
5. Rules and laws
6. Rules and laws

Activity

Arguing – Rules and Laws

1. Individually, students read the statements and decide if they think they are always right, sometimes right or always wrong, and why.
2. In pairs or groups, they compare their decisions about the statements.
 - They explain why they made those choices.

EXTRA ACTIVITY

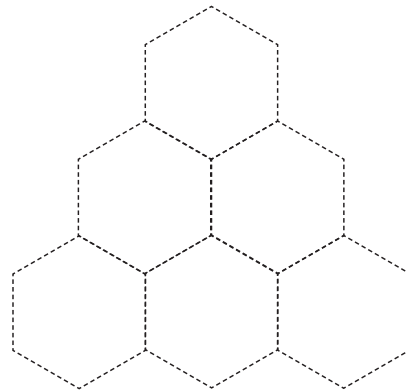
Debate

1. A a class, choose one of the statements about rules and laws.
2. Debate it as a class.
 - Ensure students are giving reasons and applying ethical principles.

EXTRA ACTIVITY

Ranking – Rules for a Good Society

1. In pairs or small groups, students decide on the six most important rules that they believe everyone in society should follow.
 - They can use the questions from Page 26 to help choose the six rules.
 - Check they are writing rules not just questions.
2. The rank the six rules from least to most important in a rule pyramid, with the most important rule at the top, the middle two rules and the bottom three rules.



3. They join with another pair or group, and explain for each rule why they think the rule is important.
 - They also explain why it is more, less or the same importance compared to the other rules.
4. As a class, create a pyramid of the six most important rules for society on the board.
 - If you like, vote for the six rules. Students raise their hand the rule they believe is the most important out of the six. Count the number of votes for each of the six rules. Rank the six rules for society in order of votes.

Discussion

- As a class or in groups, discuss the question.

Possible answers:

- Doing what you believe is ethically right might cause conflict with other people who do not share the same ethical values as you.
- Doing what you believe is ethically right might cause problems if you disagree with people in positions of power or authority like parents, community leaders, teachers or employers.

2.3.2 Rule-Based and Consequential Ethics

Preview

- As a class or in groups, discuss the questions.

Point out that:

- there is no right or wrong answer to this.
- the scenario is a 'thought experiment.' It encourages students to think about what they would do in the situation and why. Would they make an ethical decision based on following a rule (not telling a lie) or on the consequences of their action (protecting their friend by lying to the man)?
- there will be more 'thought experiments' in this section.

Exercise

- Students match the scenarios (1-4) to the approaches to ethics (a or b) that they best demonstrate.

Answers:

1. b – Consequential/Utilitarian. The consequences produce the greatest good for the greatest number, but not for everyone.
2. a – Rule-based. This is a rule you believe should always be followed.
3. a – Rule-based. You could have lied and not been found out. But in rule-based ethics you always follow the rule regardless of the consequences. In this case, by not telling a lie.
4. b – Consequential/Utilitarian. The consequence produces a better outcome, saving the mother, than not stealing (temporarily) the 10,000 MMK.

Activity

Reasoning – Thought Experiments in Ethics

1. Individually, students read the scenarios and decide what action they would take in each one.
 - They might want to find other solutions to these situations other than the two options that are offered – either to do or not do an action. However, the purpose is for them to decide which of the two available options they would choose in each of these scenarios and why.
2. They identify which ethical position (rule-based or consequential/utilitarian) their choice demonstrates.
3. In pairs, they explain their decisions in each scenario, and which ethical approach it takes.
 - Check they are recognising connections between their decisions and rule-based or consequential/utilitarian ethics.
4. As a class, they discuss what they would do in each situation, and the ethical approaches their choices demonstrate.

Answers:

- a. Steal food – consequential/utilitarian
Not steal food – rule-based
 - b. Steal money – consequential/utilitarian
Not steal money – rule-based
 - c. Not tell girl – consequential/utilitarian
Tell girl – rule-based
 - d. Not tell patient – consequential/utilitarian
Tell patient – rule-based
 - e. Torture bomber – consequential/utilitarian
Not torture bomber – rule-based
 - f. Torture wife and child- consequential/
utilitarian
Not torture wife and child – rule-based
 - g. Keep money – consequential/utilitarian
Give it back – rule-based
 - h. Keep money – consequential/utilitarian
Give it back – rule-based
5. Elicit other possible solutions to the scenarios.

EXTRA ACTIVITY

Consequential/Utilitarian or Rule-Based?

1. Draw this table on the board.
 - Students can copy it, or use it to mentally calculate their scores.
2. Students tick the action they choose.
 - They count up the tick in each column. The left column is consequential/utilitarian and the right column is rule-based choices in each scenario.

	Action		Action	
a	steal food		not steal food	
b	steal money		not steal money	
c	not tell girl		tell girl	
d	not tell patient		tell patient	
e	torture bomber		not torture bomber	
f	torture wife and child		not torture wife and child	
g	keep money		give it back	
h	keep money		give it back	
	total		total	

3. In pairs or groups, students compare their scores.

Discussion

- As a class or in groups, discuss the questions.
- Ensure they explain their answers.

Point out that:

- the impacts from making a decision based on a rule or the consequence, and how important people believe the rule or the consequence is, could influence people's decisions.

2.4 Philosophies from around the World

Note: This chapter, a brief introduction to basic ideas in philosophy and ethics, has mostly been in the Greek/Western European tradition. There is also a rich tradition of philosophy from other parts of the world such as China, India or the Middle East. However, it is well beyond the scope of this book to cover that in any depth.

For extra information about the philosophers and ideas mentioned in this chapter, check out the Internet Encyclopedia of Philosophy: <http://www.iep.utm.edu/>

Encourage students to do further background reading on philosophy in their free time, especially if this chapter has been of interest to them.

Preview

- As a class or in groups, discuss the question.

Possible answers:

- Same ideas, because humans everywhere have the same basic needs and concerns and have thought about the same big questions about existence, knowledge or ethics.
- Different ideas, because cultures and religions in different places have had different experiences that have influenced their ideas about existence, knowledge or ethics.

Activity

Comparing and Contrasting – Philosophies from around the World

Note: Try this activity yourself first so you are familiar with where each quotation/idea could fit in the table.

1. Students read the quote and ideas (a-l).
 - For each quote/idea they decide if it is about epistemology or about ethics.
 - They record their answers in Column 2.
2. For each quote/idea they decide where it fits in epistemology (rationalism/empiricism) or ethics (divine command/golden rule). Some quotes/ideas could fit more than one category.
3. In pairs, they discuss their answers.
 - Elicit responses and explanations.
 - It is important that students consider the reasons for their answers. Explaining those things will help reinforce the concepts in epistemology and ethics that have been covered in the chapter.

Answers on Next Page >

Activity

Comparing and Contrasting – Philosophies from around the World (continued)

Possible answers:

1-2.

Idea or Quote	Epistemology or Ethics?	Epistemology		Ethics	
		Rationalism	Empiricism	Divine Command	Golden Rule
c.	epistemology		tick		
d.	ethics			tick	tick
e.	epistemology	tick			
f.	ethics			tick	tick
g.	ethics				tick
h.	epistemology	tick	tick		
i.	ethics			tick	
j.	epistemology	tick			
k.	epistemology	tick	tick		
l.	ethics			tick	

3.

- a. Ethics – The Golden Rule. This is a similar idea in Confucianism to the ‘Golden Rule’ – treating others the way that you would want to be treated yourself.
- b. Epistemology – Empiricism. Empiricism states that we are born with no pre-existing knowledge and gain it through our senses and experiences in life.
- c. Epistemology – Empiricism. The historical records and eyes and ears of the people indicate perceptions – how empiricists claim we gain knowledge.
- d. Ethics – Golden Rule and divine command The idea is similar to the golden rule in that it urges wishing well towards others as you would for yourself. But it also comes from a religious source – The Islamic Hadiths – so could be claimed to be divine command also.
- e. Epistemology – Rationalism. The idea that people are born with pre-existing knowledge
- f. Ethics – Golden Rule and divine command. The idea of the Golden Rule stating do not do to others things that you would not like done to you. It is in the teaching of the Buddha, so it also is based in a religious teaching – so could also be claimed to be divine command.
- g. Ethics – Golden Rule. The idea that people should be concerned for others and not just themselves.
- h. Epistemology – Empiricism and rationalism. Perceptions are how empiricists believe we gain knowledge. Testimony would be observed through ears and eyes and would also be empiricism. However, inference involves thinking and reasoning beyond the information that is presented, and comparison involves both perceptions and thinking/reason, so this statement could be claimed to be both.
- i. Ethics – Divine command. The idea that moral order came from a divine force.
- j. Epistemology – Rationalism. The rationalist idea that the mind rather than the senses is the centre of true knowledge.
- k. Epistemology – Rationalism and Empiricism. This could be both as the idea of knowing the causes of something suggests perceptions (empiricism) to observe it, but then using that knowledge of the causes to think or reason would be an example of rationalism.
- l. Ethics – Divine command. The idea that moral order was from heaven.

Discussion

- As a class or in groups, discuss the questions.

Possible answers:

- They want to understand what knowledge is and how we get it.
- They share similar ethical ideas like the ‘golden rule’.
- Societies all need rules to live by and they share similar values like not killing, lying or stealing, etc.

Links to Online Sources for Teachers

Chapter 3: The Environment

Water and the water cycle

<https://water.usgs.gov/edu/>

<https://www.nationalgeographic.org/media/earths-fresh-water/>

Water pollution and deforestation

<https://www.bbc.com/bitesize/guides/zyvwxnb/revision/1>

Hydropower and dams

<https://www.nationalgeographic.com/environment/2018/08/news-southeast-asia-building-dams-floods-climate-change/>

<https://www.cnbc.com/2018/08/10/hydropower-in-southeast-asia-dams-may-risk-economic-damage.html>

Climate change explained

<https://www.c2es.org/content/climate-basics-for-kids/>

<https://www.bbc.co.uk/news/resources/idt-5aceb360-8bc3-4741-99f0-2e4f76ca02bb>

Climate change Videos

<https://www.youtube.com/watch?v=-n4A0BssFd0>

https://www.youtube.com/watch?v=G4H1N_yXBIA

Plastic pollution(video)

<https://www.youtube.com/watch?v=HQTUWK7CM-Y>

Thant Myanmar (FB page)

<https://www.facebook.com/ThantMM/>

Fertilisers

<https://www.bbc.com/bitesize/guides/zsf82hv/revision/3>

Pesticides

<http://www.who.int/en/news-room/fact-sheets/detail/pesticide-residues-in-food>

Mercury in gold mining (video)

<https://www.youtube.com/watch?v=y8kEM-RKaek>



3.1 What Is the Environment?

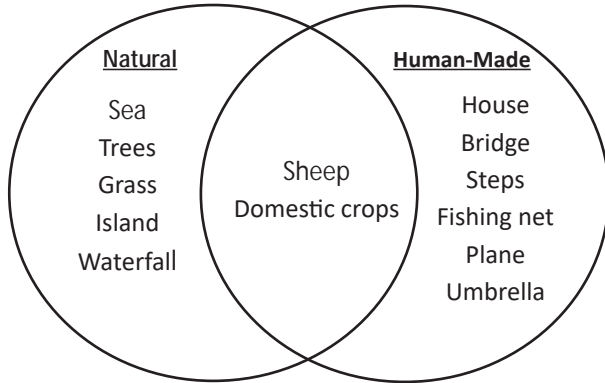
Preview

- As a class or in groups, discuss the questions.

Exercise

- Students look at the picture and identify:
 - things from the natural environment;
 - things from the human-made environment;
 - things that are from both.
- They put them in the Venn diagram.
- Make a class diagram on the board.

Possible answers:



- You may want to explain that domestic animals and human-grown fruit and vegetables come originally from the natural environment but have been adapted by humans and are shared between human-made and natural environments.

Activity

Listing – Human Uses for the Natural Environment

- If possible, students go outside for a few minutes to look at the environment around them.
1. In pairs or groups, students make a list of natural things around them that are used or changed in the human-made/built environment.
 2. For each thing, they state how it is used.
 3. They compare their lists with other pairs/groups.

Discussion

- As a class or in groups, discuss the questions.

3.2 Maintaining a Balance in Nature

Preview

- As a class or in groups, discuss the questions.

Exercise

- Students decide for each situation if it demonstrates a. human effect on the natural environment or b. natural environment effect on humans.

Answers:

1. b
2. a – Human effect on the natural environment that then has an effect on humans.
3. b
4. b
5. a
6. b
7. b
8. a

Activity

Identifying Cause and Effect – Human Impacts on the Environment

1. For each scenario (a-d), students match the causes of the problems to the effects (i-iv).

Answers:

- a. ii
 - b. iii
 - c. iv
 - d. i
2. For each scenario, students list further effects, on humans and on animal populations in the surrounding areas, caused by problems i-iv.

Possible answers:

- a. If fish are poisoned, then people might eat the fish and get sick as well.
 - Animals and other bigger fish might also eat the poisoned fish and get sick or die.
 - Humans might also get sick from eating animals that have eaten poisoned fish or drunk poisoned water.
- b. If people's homes are flooded by the dam, they will have to move.
 - Animals living in the flooded area will also have to move. That could affect other animals, plants and humans.
 - Plants and trees growing in the flooded area will be destroyed.
- c. If there are more female than male fish, they will not reproduce as much and some species will decrease.
 - That will affect other fish or animals and humans that depend on the fish for food.
 - If there are more females than males that will affect the biodiversity and there will be fewer species of fish.
- d. If bees die off then plants that are pollinated by bees will not grow.
 - This will affect humans who depend on plants they eat to be pollinated.
 - Wild plants in the natural environment will also not be pollinated and that may affect animal and insect populations.

Activity

Identifying Cause and Effect – Cause-and-Effect Chains

Practise making cause and effect chains for these scenarios yourself before getting students to do this. Consider possible impacts in the chain on the natural environment and on humans.

- Individually or in pairs, students create cause and effect chains for each cause (a-d) and effect (i-iv) in previous activity.
- They explain the logic and connections in their cause and effect chain to a partner or another pair.
- Check they can explain how one thing relates to another in their chains.

Possible answers:

- a. Dirty water goes into the river → fish are poisoned → people get sick from eating the fish → Fish die → fishers have no work → they have to move to another area
- b. A dam raises the water level → homes are flooded → people have to move to other areas → plants and trees are destroyed → animals have to move to find new places for food
- c. Chemicals in waste water affect the sex of fish and animals → more female than male fish → less fish for people → they have to change sources of food or move → biodiversity of fish and animal species reduced
- d. Powerful insecticides on crops → bees die out → crops not pollinated by bees → crops fail → people have less food or money → natural plants that need pollination die off

Focus on Myanmar

- As a class or in groups, discuss the questions.

Possible answers:

1. Clearing forests leads to reduced biodiversity, conflicts over land, loss of wildlife.
2. The forests are in areas where there have been conflicts and claims to the land from ethnic groups. If there is forest clearance it could cause more conflict.
3. Rubber, palm oil and biofuel crops. In some places, nothing is replacing the cleared forests.
4. For logging and to re-sell the cleared land for profit afterwards (rather than use for palm oil or rubber plantations as they claim).
5. - Laws to protect forests.
 - The use of forests in conflict areas should be decided in peace processes between government and ethnic groups.
 - Land that is already cleared should be used for agribusiness or farming and not sold on for profit after the trees are cut down.
 - There must be replanting of cleared forests areas, etc.

Discussion

- As a class or in groups, discuss the question.

Possible answers:

- If forests are used carefully so that they and the plants and animals that live in them are not destroyed. For example, if only limited amounts of timber are allowed to be taken and the laws are enforced.
- If people who depend on forests have their livelihoods protected and their use of the forests protected. People who live in and know how to live with forests should be able to manage them rather than logging companies or businesses.

3.3 Resources

Preview

- As a class or in groups, discuss the question.

Possible answers:

- Things used by humans that come from the natural environment.
- Food, plants, animals, water, oil, coal, gas, timber, etc.

Exercise

1. Students select the thing that is different from the others in each list (a-e).
2. They explain why it is different, and what the other things in the list have in common.

Answers:

- a. 1 – Plants
2 – Plants are a renewable resource. Cars, houses and computers are made from resources.
- b. 1 – Coal
2 – Coal is a non-renewable fossil fuel. Planes, cars and factories use fuel.
- c. 1 – Oil
2 – Oil is a non-renewable source of energy. Wind, sun and water are renewable sources of energy.
- d. 1 – Trees
2 – Trees are a renewable organic resource. Oil, gold and gas are non-renewable.
- e. 1 – Iron
2 – Iron is a non-renewable resource but not a source of energy. Oil, coal and gas are non-renewable fossil fuel sources of energy.

Activity

Matching – Resources

1. Students match the pictures (A-I) to the resources.
2. Students identify whether each resource is renewable or not.

Possible answers:

1. viii – wood
2. renewable
 1. vi – coal
2. non-renewable
 1. ii – gas
2. non-renewable
 1. iv – wind
2. renewable
 1. vii – hydropower
2. renewable
 1. ix – charcoal
2. renewable
 1. i – petrol
2. non-renewable
 1. iii – nuclear power
2. non-renewable
 1. v – solar
2. renewable
3. For each resource, students state if it is used in their community or country, and for what purposes.
 - Answers will vary depending on where people live/ or have lived.
 - Encourage discussion about renewable and non-renewable energy sources.

Point out that:

- wood and charcoal (charcoal is made from wood) are renewable but it is also possible they can be used up faster than new trees to produce wood and charcoal can be grown.
- nuclear power is often seen as renewable because it is presented as an alternative to fossil fuels like oil, coal and gas. It does not produce greenhouse gases like CO₂. However, nuclear power uses a non-renewable mineral, Uranium, for nuclear fission. Most opposition to the use of nuclear energy is not about whether the fuel being used is non-renewable, but about the dangers to people and the environment from accidents at nuclear power stations and the disposal of radioactive waste.
- there is currently no nuclear power (often used to generate electricity) in Myanmar.

Exercise

- Students decide if the statements are true or false, if false they say why.

Answers:

1. False – All living things, including plants and animals as well as humans, need water to survive.
2. False – Only about 3% of water on Earth is fresh water (does not contain salt).
3. False – Water in the oceans is salt water. Most fresh water is stored in ice in glaciers and polar ice caps or underground.
4. False – Human civilisations have often developed alongside rivers and on river deltas for farming, fishing, trade and transport.
5. True
6. False – Human activities that use rivers like irrigation, fishing and dams can affect people living on the river or downstream. They can even affect people living by the river in other countries. (see the following map activity about the Mekong River and *Focus on Myanmar* about dams).

Activity

Interpreting Maps – The Mekong River

- Students use the map of the Mekong River to answer the questions.

Answers:

1. China, Laos, Cambodia, Vietnam
2. China
3. Myanmar and Laos, Thailand and Laos
4. Vietnam
5. The Mekong Delta
6. From north to south

Focus on Myanmar

- As a class or in groups, discuss the questions.

Possible answers:

1. Ecological damage, loss of farmland, effects on people living near it who have not had any information about it, disruption to people's lives...
2. China
3. Impacts of the dam, the size and location of areas that will be flooded by the dam
4. Fertile soils in the river valley
5. Farming, ancestral homelands, resources
6. Destroyed farmland, floods of muddy water destroy crops and fish, dangerous to bath in the river
7. A fault line that causes earthquakes

Discussion

- As a class or in groups, discuss the questions.

Point out that:

- people often use rivers and coal for electricity generation, oil and petrol for transport, and charcoal for cooking.

3.4 Human Impacts on the Environment

3.4.1 Climate Change

Preview

- As a class or in groups, discuss the questions.
- Make lists of causes and effects on the board.
- After students have read the first text, they check their answers.

Possible answers:

1. The sun heating the atmosphere. Heat trapped by gases in the atmosphere from burning fossil fuels like coal, oil and gas for energy and transport, and deforestation.
2. Effects include temperature changes, rising sea levels, floods, storms and droughts, diseases, different crops grown in different places, population shifts.

Exercise

- Students answer the questions.

Answers:

1. Carbon dioxide (as well as other greenhouse gases like methane and water vapour)
2. The greenhouse effect
3. Burning of fossil fuels
4. Trees/forests
5. Communities living in low lying areas near the sea (and also from inland places where the climate has become too dry)
6. People might have to move to new areas causing overcrowding, pollution, poverty and possibly even conflict between communities.

Activity

Ordering – Climate Change Cause-and-Effect Chain

- In pairs or groups, students put the steps in cause and effect chain (a-h) in order.
- Encourage them to read back over the text on the previous page to help them identify and order the steps.

Answers:

e – d – h – f – b – c – g – a

Activity

Creating – Human-Made Climate Change Diagram

1. In pairs or groups, students draw a poster, with a diagram using pictures to show how human-made climate change is happening.
2. They put the posters around the room.
 - They walk around and see how other groups have made the steps in the climate change process.
 - If you like, exhibit the posters in a public place (like a local school, cafe, shop or fence).

Activity

Interpreting Data – CO₂ Emissions

1. Students match the charts (A, B) to the descriptions (i,ii).
2. They answer the question.
3. They discuss the questions.

Answers:

1. A – ii, B – i
2. The amount of CO₂ in the atmosphere has gone up and down over the last 400,000 years (chart A), but the amount of CO₂ has increased sharply since 1960 (chart B).

Possible answers:

3.
 - a. Chart A because you can see how CO₂ levels in the atmosphere have always changed over hundreds of thousands of years.
 - Chart B because you can see how rapidly CO₂ has increased in the atmosphere in only the last 50 years.
 - b. The charts suggest that humans are probably the cause of climate change because of the sharp increase in CO₂ in the atmosphere (in Chart B) that has happened in recent history.

Focus on Vietnam

- As a class or in groups, discuss the questions.

Possible answers:

1. Rising sea levels due to climate change
2. Rice grown in the Mekong Delta is also exported to other countries. If rice production in the Mekong Delta falls there will be less rice for other countries and the cost of rice might rise.
3. Fishing, farming and aquaculture
4. Sea water contains salt. Rice (and other crops) can't grow in salty soil.

Activity

Comparing and Contrasting – the Effects of Climate Change on Rich and Poor

1. In groups, students choose (or you allocate to them) one of the two scenarios: a rich family or a poor family who are affected by climate change.
 - They discuss how that family would be affected.
 - They discuss possible options each family has.
2. As a class, discuss the questions.

Possible answers:

- a. - The rich family owns land or property, so they can sell it and use the money to move to somewhere else. They can afford to live in an area with good house and away from floods. The children in the rich family have been to school up to university level and have a good education so they can find good jobs in the new town or city.
 - The poor family rents the house they live in and works on someone else's land. When the landowners sell the land because of rising sea levels, they have no work. The children do not have good education as they left school to help their parents work. The family moves to a poor area in a city. They cannot find good jobs and the children have to work in a teashop. Their house is in an area that can be flooded, and they get sick all the time from dirty water.
- b. - The government could develop new or better jobs for poor people away from the low lying areas.
 - The government and businesses could develop better housing, health and education in areas where poor people from climate change-affected places will move to.
 - Improve education for the children from the poor family so they stay in school longer and can find better work.
 - Provide training for the parents so they can find new or better work in a different location.

EXTRA ACTIVITY

Make a Poster

- Groups draw a comic or poster of the experiences of their family.
- They could display them around the room and walk around looking at other groups' posters.
- If you like, display them in a public place.

Exercise

- Students decide if the statements are true or false, if false, they say why.

Answers:

1. False – Adaption means accepting the effects of climate change and adjusting to living with it.
2. True
3. True
4. False – Fossil fuels are important for the economies of countries but using them produces CO₂ contributing to climate change.
5. True

Activity

Categorising – Adaptation or Mitigation

1. Individually, students put the examples into the categories of adaptation or mitigation.
2. In pairs, they explain why they chose that category and what the effects of that action might be.

Answers:

- a. 1. Adaptation
2. Changing crops does not prevent or reduce climate change.
- b. 1. Adaptation and mitigation
2. Redesigning buildings so that they can resist extreme weather does not prevent or reduce climate change. However, buildings can be designed better, to use fewer fossil fuels and require less heating or cooling. This would hopefully lessen the effects of climate change.
- c. 1. Mitigation
2. Using fuels that do not produce CO₂ helps slow or reduce climate change.
- d. 1. Mitigation
2. Not using land for raising animals means that more trees can be planted to absorb CO₂.
- e. 1. Adaptation and mitigation
2. Adaptation because fossil fuels are still used. Mitigation because using fossil fuels more efficiently reduces CO₂ in the atmosphere.
- f. 1. Adaptation
2. Raising street levels because of higher water levels does not prevent or slow climate change.
- g. 1. Mitigation
2. Having fewer children means less people to use fossil fuels that produce CO₂.
- h. 1. Adaptation
2. Building sea walls accepts climate change is causing sea levels to rise and does not prevent or slow climate change.
- i. 1. Adaptation
2. Improving drainage does not prevent or slow climate change.
- j. 1. Adaptation
2. Moving people from low-lying places accepts climate change and does not prevent or slow it.
- k. 1. Mitigation
2. Planting or replanting trees will help absorb CO₂ out of the atmosphere to reduce or slow climate change.

- l. 1. Mitigation
2. Reducing use of fossil fuels will release less CO₂ into the atmosphere. It will help reduce or slow climate change.
- m. 1. Mitigation
2. Higher taxes for businesses that produce CO₂ will encourage reduction in use of fossil fuels and help slow the process of climate change.

Activity

Interpreting – Climate Change Cartoon

- In pairs or groups, and then as a class, students consider what the cartoon is saying about the causes and effects of climate change and who is affected.

Possible answers:

- People in rich countries have gained the most (modern houses, cars etc) from the use of fossil fuels that have caused climate change, but they are least affected by the effects of climate change.
- People in poor countries have used fossil fuels the least so they have not contributed much to the causes of climate change, but they are the most affected by the effects of climate change like floods, storms, rising sea levels or droughts.
- They decide if they agree or not with this opinion. This is an opportunity for class or group discussion.

Discussion

- As a class or in groups, discuss the questions.

Possible answers:

1. By reducing fossil fuels use; changing how they live; planting more trees; finding alternative sources of energy; changing their lifestyles so they use less fossil fuels.

Point out that:

2. students need to think about whether everyone, including people in poor countries, should be made to reduce their use of fossil fuels so climate change is mitigated for other people into the future. This highlights the difficulties and ethical dilemmas facing decision makers when trying to deal with climate change.

3.4.2 Waste and Pollution

Preview

- Students think of things they use daily and how many of those things they throw away.
- You could do this as a class brainstorm on the board.

Possible answers:

- Plastic bottles
- Plastic bags
- Cans
- Plastic cups
- Straws in drinks
- Packaging on things they buy
- Food scraps
- Cardboard boxes

Exercise

1. Students select the thing that is different from the others in each list (a-d).
2. They say what the other three things in the list have in common.
3. They decide how the odd one out is affected by the other three things on the list.

Answers:

- a.**
 1. Air
 2. They are fossil fuels.
 3. When fossil fuels are burnt, they create smoke and fumes, which cause air pollution.
- b.**
 1. Land
 2. Containers and packaging used by humans
 3. The containers and packaging are often thrown away and can pollute land.
- c.**
 1. Water
 2. The other things are activities that use poisonous chemicals.
 3. Chemicals used by industries can pollute water in rivers, underground streams or lakes.
- d.**
 1. Humans
 2. Chemicals used in agriculture
 3. They can make humans sick if they are in or on fruit and vegetables which are eaten by humans or in water supplies drunk by humans.

Focus on ASEAN

- As a class or in groups, discuss the questions.

Possible answers:

1. Almost \$40 billion in revenue from plastics to Southeast Asian countries in 2013, and China and Southeast Asia each contribute 20% of global plastic production.
2. Asian rivers
3. Sea birds, sea mammals and fish
4. Plastic packaging of food products
5. Different packaging, shopping at local markets rather than supermarkets

Activity

Problem Solving – The Plastic Problem

1. In pairs or groups, students list all the ways that plastic is used in their community.
2. They think of ways to reduce plastic use.

Possible answers:

- Using alternative things for wrapping food in, like leaves, bamboo or cloth that can be reused
- Collecting and reusing plastic bottles and bags
- Using bags made from cloth or paper
- Using cardboard boxes
- Encouraging manufacturers to not use plastic packaging on new goods

EXTRA ACTIVITY

Presentation

- Pairs or groups present their waste reduction strategies to the class, or a community group or school.

Exercise

- Students match the examples (1-5) to the appropriate 'R' from the 5 'R's list.

Answers:

1. Return
2. Recycle
3. Refuse
4. Reduce
5. Reuse

Activity

Problem Solving – Reducing Your Waste

1. In pairs, students list things they use and throw away each day. For each item they record:
 - a. What it is used for;
 - b. What it is made from;
 - c. How many or how much they use of it in a week.
 2. They discuss ways using the 5 'R's to reduce the waste problem for each item.
- If you like, have them present some suggestions to the class.

Discussion

- As a class or in groups, discuss the questions.

Possible answers:

1. - Individual people should have the responsibility. If they changed their behaviour to make less waste and recycle things there would not be a waste problem.
 - Governments should have the responsibility. Individual people are too busy to reduce waste on their own. Governments can make laws and provide waste collection and recycling services.
 - Businesses should have the responsibility. They make and sell a lot of things that create waste like plastic packaging. They should collect and recycle waste from the things they make and sell. They could produce things that do not create waste or use plastic packaging.
2. - Yes, they should be forced by laws because they will not recycle waste without laws to make them do it.
 - No, because people should not be forced to do recycling, it should be a service offered by government or big businesses because they have the money and machinery to do it better.
 - No, it might put them out of business.
 - No, because that would cost a lot of money for the businesses to do, so that will raise the price of the things they make and that will affect everyone.

3.4.3 Chemical Pollution

Note: some chemicals occur naturally while others have been combined together by humans to create new chemical compounds.

Not all chemicals are necessarily harmful, for example, water, salt or sugar are chemical substances. However, this section is concerned with chemicals used and/or made by humans that can be harmful to the environment and to people.

Preview

- Students list the ways chemicals are used in their community.
- You could do this as a class brainstorm on the board.

Possible answers:

- Fertilisers to make crops grow
- Pesticides (herbicides and insecticides) on crops and farms
- In industry
- In mining
- In building and construction

Exercise

- Students decide if the statements are true or false, if false they say why.

Answers:

1. True
2. False – Pesticides kill insects and weeds (unwanted plants) in fields where crops grow. Fertilisers make crops grow bigger and faster.
3. True
4. False – Pesticide use may be causing insect populations to decline, including bees, for example.
5. True

Activity

Calculating and Interpreting Data – Pesticide use in Myanmar

1. Students analyse the statistics and answer the questions (a-e).

Answers:

- a. Total insecticide use 2001-2014: 17,137 tonnes
Total herbicide use 2001-2014: 5,148 tonnes
 - b. Mean for insecticide use 2001-2014: 1,224 tonnes per year
 - c. Mean for herbicide use 2001-2014: 367.7 tonnes per year
 - d. Mean per year for the combined use of insecticides and herbicides 2001–2014: 1,591.8 tonnes per year. $(17,137 + 5,148 = 22,285/14 = 1,591.8)$
 - e. Highest insecticide use was 2,370 tonnes in 2011. Highest herbicide use was 1,950 tonnes in 2014.
2. They discuss possible reasons that 2014 had the highest pesticide and herbicide use.

Possible answers:

- Overall pesticide use (of insecticides and herbicides) has varied, but has generally increased. There were sharp increases from 2013 to 2014 (1245-2211 tonnes for insecticides and 874-1950 tonnes for herbicides.).
- The expansion of agriculture since reforms in 2011-12.
- Possible relaxation of restrictions on importing insecticides and herbicides into Myanmar.
- Improved accuracy of recording and reporting how much insecticide and herbicide is being used in the last few years, with reforms.

Focus on Laos

- As a class or in groups, discuss the questions.

Answers:

1. Foreign investors who own the banana plantations
2. The government
3. How poisonous (toxic) the sprays are
4. The agricultural sector
5. A lot of people are using and being exposed to pesticides over a lot of land.
6. Reduce biodiversity and damage soil quality (and also threaten human health)
7. They cannot read the labels on the packaging as they are in different languages (so they do not know what or how strong things are), and they mix different pesticides together which might make them even more toxic.

Focus on Myanmar

- As a class or in groups, discuss the questions.

Possible answers:

1. By hand
2. It is burnt off.
3. Through their skin and through breathing in fumes when the mercury is burnt off
4. They do not have enough education about the dangers or effects of mercury
5. Rivers
6. It has been found in waterways in Yangon far away from where gold mining is happening.
7. Alternative methods such as direct smelting, using borax or magnets, training in use and disposal of mercury, and regulation through laws.

Activity

Interpreting Images – Gold Mining in Northern Myanmar

1. Students look closely at the pictures.
 - In pairs or groups, they list impacts of gold mining on the environment.
2. They list impacts of gold mining on the miners.
3. They discuss the questions.

Possible answers:

1. Deforestation, polluted water, erosion
2. Bad for their health through exposure to chemicals. They are working with bare hands and in bare feet standing in polluted water. They have no protective equipment and their tools are just picks, bare hands and the pan.
3.
 - a. - Sickness for the miners and their families and other people who use the river from the mercury
 - Damage to the environment, pollution, and erosion
 - Poisoning of water and land and loss of fish, animals and plants
 - b. - Make laws that require miners to use protective equipment like gloves and boots.
 - Ban the use of mercury by miners.
 - Educate miners how to use other ways of getting the gold out of the sediment.
 - Encourage or train gold miners to do other work.

Discussion

- As a class or in groups, discuss the questions.
- Encourage students to consider the effects on the environment and on people of allowing or preventing small-scale gold mining.
- Also get them to consider whether it is fair or ethical to prevent small scale mining by poor people or not and why.

Possible answers:

1. - Yes, because it harms the miners, their families, and people living downstream, as well as fish and the environment.
 - No, because it might be the only way some poor people can get money to support themselves and their families.
2. - Yes, because the police could enforce the rules.
 - Yes, because it would make better conditions for miners so they would support it.
 - No, because even if there are laws they will not be followed or enforced.
 - No, because the places where gold mining happen are remote, and it might be possible for miners to pay bribes to officials or police.

Links to Online Sources for Teachers

Chapter 4: Economics

Economics

<https://opentextbc.ca/principlesofeconomics/>

Microeconomics – Supply and Demand

<https://www.investopedia.com/university/economics/economics3.asp>

Microeconomics – Markets and Supply and Demand (video)

https://www.youtube.com/watch?v=g9aDizJpd_s

Macroeconomics – Introduction to Macroeconomics (video)

https://www.youtube.com/watch?v=d8uTB5XorBw&list=PL8dPuuaLjXtPNZwz5_o_5uirJ8gQXnhEO&index=5

Macroeconomics – Market economies versus planned (command) economies

<https://www.investopedia.com/ask/answers/100314/whats-difference-between-market-economy-and-command-economy.asp>

Macroeconomics – Division of labour

<https://www.britannica.com/topic/division-of-labour>

Macroeconomics – GDP and GNI

[https://ec.europa.eu/eurostat/statistics-explained/index.php/Beginners:GDP_-_What_is_gross_domestic_product_\(GDP\)%3F](https://ec.europa.eu/eurostat/statistics-explained/index.php/Beginners:GDP_-_What_is_gross_domestic_product_(GDP)%3F)

Macroeconomics – Unemployment

<https://www.thoughtco.com/how-economists-measure-unemployment-1148110>

Macroeconomics – Inflation

<https://simple.wikipedia.org/wiki/Inflation>

Tax in Myanmar

http://www.vdb-loi.com/wp-content/uploads/2017/04/Myanmar-Tax-Booklet_2017.pdf

<http://www.irdmyanmar.gov.mm/>

Fiscal policy

<https://www.investopedia.com/insights/what-is-fiscal-policy/>

International Trade

<https://www.investopedia.com/university/macroeconomics/macroeconomics11.asp>

Regional Trade Agreements

<https://www.encyclopedia.com/history/news-wires-white-papers-and-books/regional-trade-agreements>



4.1 What Is Economics?

Preview

- Students think of things that they have bought or sold over the last week.
- You could do this as a class brainstorm on the board.

Possible answers:

- Students might have bought goods such as food, drink, clothes, paid rent, petrol for cars or motorbikes, entertainment like movies, books or music, communication like credit for phones.
 - Students might have used services such as restaurants, teashops, buses, taxis, laundries, haircuts.
 - Students might have sold food, drink or services.
- You could also ask how much money people paid or received for these things.

Exercise

1. Students label the images.
2. They classify the information (from the text on the previous page) about microeconomics and macroeconomics into the table.
 - If you like, draw a table on the board and elicit responses.
 - Check that they only use words, and do not copy entire sentences from the text.
3. They fill the gaps to complete the sentences.
 - Point them towards the examples in the last paragraph of the text if they need help.

Answers:

1. a – macroeconomics
b – microeconomics

Possible answers:

<u>Microeconomics</u>	<u>Macroeconomics</u>
- individuals	- countries
- households	- governments
- businesses	- economy
- goods	- growth
- services	- production
- buying	- taxes
- selling	- government spending
- cost	- inflation
- price	- unemployment

2. a. Government, people
b. People, government

Exercise

- Students decide if the statements are true or false, if false they say why.

Answers:

1. True
2. False – taxes, inflation, unemployment and government spending are studied in macroeconomics.
3. True
4. False – people's individual choices when combined together can influence government macroeconomic policy.
5. True

4.2 Microeconomics

Preview

- As a class or in groups, discuss the questions.
- Write students' ideas on the board.

Possible answers:

1. - They need them.
 - They want them.
 - They have to have them for work or school.
 - Because of advertising.
 - They have enough money to afford them.
2. - Because they like making and selling things.
 - They have to make or sell things because they need money.

Exercise

1. Students categorise the things into goods or services.
2. They match the examples (a-d) to the ideas in microeconomics.
3. They match the ideas (a-d) to the examples (i-iv)

Answers:

1. Goods: d, f, h
Services: a, b, c, e, g
2.
 - a. good and need (good is a thing you buy and people need water to survive)
 - b. service and want (people do it for you, a want you can survive without)
 - c. good and want (a thing you buy, something you want and can survive without)
 - d. service and need or want (people do it for you, a want but could be a need for people who depend on computers for work)
3.
 - a. ii
 - b. iv
 - c. iii
 - d. i

Activity

Categorising – Microeconomics in our Everyday Lives

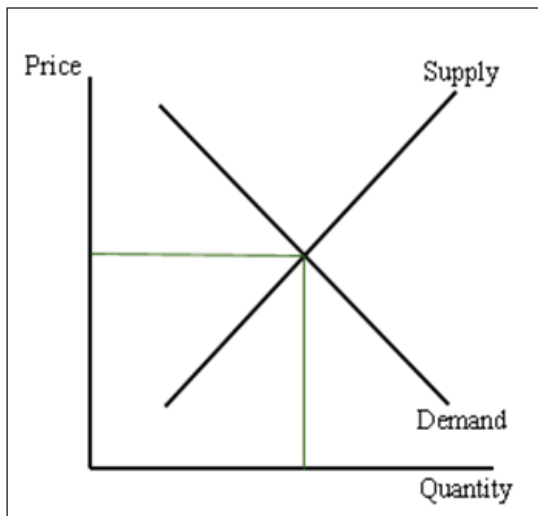
1. Individually, students compile a lists of things they pay for over one week.
2. They classify these into goods and services.
3. They classify these into needs and wants.
4. They calculate how much each thing costs.
5. They calculate the total cost of their weekly needs.
6. They calculate the total cost of their weekly wants.
 - If you like, they discuss their needs and wants in groups or as a class.

Note: Note: The lines representing supply and demand in the graphs are called 'curves' although they are often shown as straight lines.

Note: To demonstrate what happens with the supply and demand curves and the resulting changes in price, draw a supply and demand graph on the board (like graph C in the book).

Draw the axes in black. Write price along the vertical axis and quantity along the horizontal axis. The upward sloping supply curve in blue and the downward sloping demand curve in red, with the green lines from price and quantity to where the lines cross at the equilibrium price in green.

You can then demonstrate the changes by drawing a new curve line to the right or to the left of the original (supply or demand – whichever is moved according to the questions) and redrawing the green lines from the vertical and horizontal axes to demonstrate the changes in quantity and price resulting from questions 3 and 4.

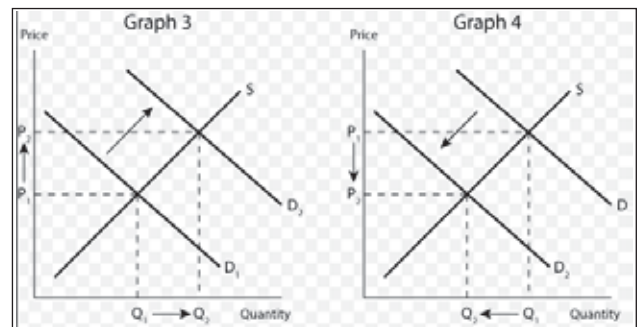
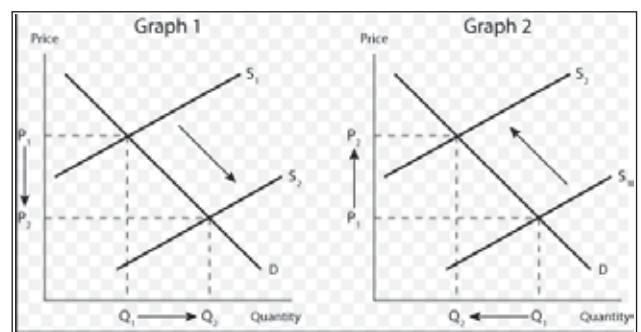


Exercise

- Students look at Graphs A-C and answer the questions.

Answers:

- The supply curve slopes upward because when the price is low, sellers will want to supply less (low quantity). When the price is higher they will want to supply more (higher quantity) because they get more for each good or service they sell.
- The demand curve slopes downward because when the price is high, buyers will want to buy less (low quantity). When the price is lower they will want to buy more (higher quantity).



- If the supply curve moves to the right but the demand curve stays the same (Graph 1):
 - an increase in supply;
 - price will decrease.
 - If the demand curve moves to the left but the supply curve stays the same (Graph 4):
 - a decrease in demand;
 - price will decrease.
- You could also demonstrate using the graph what would happen if:
 - The supply curve moved to the left (decrease in supply) while demand remained the same. The price would increase (Graph 2).
 - The demand curve moved to the right (increase in demand) while supply remained the same. The price would increase (Graph 3).

Activity

Categorising – Factors that Influence Supply and Demand

1. Students match the factors on the page influence supply or demand (i-x) to the examples (a-j).
 2. They explain whether it influences supply or demand, and how.
- Draw students' attention to the example answer so that they understand clearly what to do.

Answers:

- a. 1. xi – Government decisions. (to reduce tax)
2. Demand – This will increase. The price of cars will be lower so the quantity demanded will increase.
- b. 1. ix – Substitute goods (takes the place of another good).
2. Demand – This will decrease the quantity demanded for the old soft drink and increase the quantity demanded for the new one.
- c. 1. ii – Changes in technology (to make clothes)
2. Supply – more clothes can be made more quickly which will increase supply.
- d. 1. vi – Income of buyers
2. Demand – this will decrease because people have less money to spend.
- e. 1. iv – Natural or unexpected events
2. Supply – The quantity of coffee beans is reduced by the weather so the quantity of coffee supplied will decrease.
- f. 1. vii – Changes in what buyers like or prefer
2. Demand – The quantity demanded will increase because green shirts are popular so more people want them.
- g. 1. viii – Expectations of buyers
2. Demand – People expect the price to rise in the future so they will buy more now, so the quantity demanded increases in the short term.
- h. 1. x – Complements to other goods and services
2. demand – The quantity demanded of petrol will increase because it is a complement to cars (it is used with cars) which have also increased.
- i. 1. i – Price of inputs to make goods and services.
2. Supply – The price of the input – rubber – to make tyres has risen, so the quantity supplied of tyres has fallen.
- j. 1. v – Government decisions
2. Supply – The government supporting farmers to grow more beans will increase the quantity supplied of beans.
- k. 1. iii – Expectations of producers and sellers.
2. Supply – Producers expect demand to increase in the future so they increase production leading to an increase in supply (if they release them into the market now).

Focus on Myanmar

- As a class or in groups, discuss the questions.

Possible answers:

1. The summer harvest of new onions has increased supply.
 2. Importing onions from China would increase supply of onions locally and if demand remained the same that would lead to the price going down.
 3. Exporting onions would reduce the supply of onions locally, so the price would rise.
 4. Students draw supply and demand graphs similar to the ones on Page 68. There are four example supply and demand graphs that demonstrate changes in supply (1= increase and 2 = decrease) and demand (3 = increase and 4 = decrease) .
 - i. Should be similar to Graph 1, Page 68. The supply curve moves to the right, and with demand staying the same, the price will decrease.
 - ii. Should be similar to Graph 2, Page 68. The supply curve moves to the left, and with demand staying the same, the price will increase.
- If you like, demonstrate the answer graphs on the board.

Discussion

- As a class or in groups, discuss the questions.

Possible answers:

1. - There is always demand for: rice, onions, petrol, cars, smart phones.
 - People need basic food items or petrol because they use them all the time. People notice if the price of those things rises as almost everyone needs or uses them.
 - People want things like new cars or phones and the price of those things has come down because the supply of them has increased.
2. - Things that affect choices about whether to buy something or not:
 - Do you need or want it?
 - Availability – can you get it?
 - Advertising – if you know about it and does it make you want it?
 - The price – can you afford it?
 - Priorities – are there other things you need to buy that are more important?

4.2.1 Markets

Preview

- As a class or in groups, discuss the questions.
- Write students' ideas on the board.

Possible answers:

1. - Lots of people
 - Buying and selling things
 - Lots of different goods
 - Prices
 - Advertising
 - Choices
2. - Buy and sell goods and services
 - Advertise their goods and services
 - Compete to sell goods and services
 - Compete to buy goods and services

Exercise

- Students decide if the statements are true or false, if false they say why.

Answers:

1. True
2. False – Adam Smith (and other economists of the 18th century) believed that markets worked best when governments did not interfere in them.
3. True
4. False – Profit is an incentive for producers and sellers to supply goods and services of a quality and price that buyers would want. To make a profit from the goods and services sellers need to sell them at a higher price than they cost to make.
5. False – The idea of the 'invisible hand of the market' is that competition and self-interest of sellers and of buyers would keep prices of goods and services low and quality high.
6. False – The labour market is where workers sell their labour (time and skills) to employers who pay them money (wages or salaries) for their work.
7. True

Activity

Diagramming – Markets

- If possible, give each pair or group of students large pieces of paper and colour pens or paints.

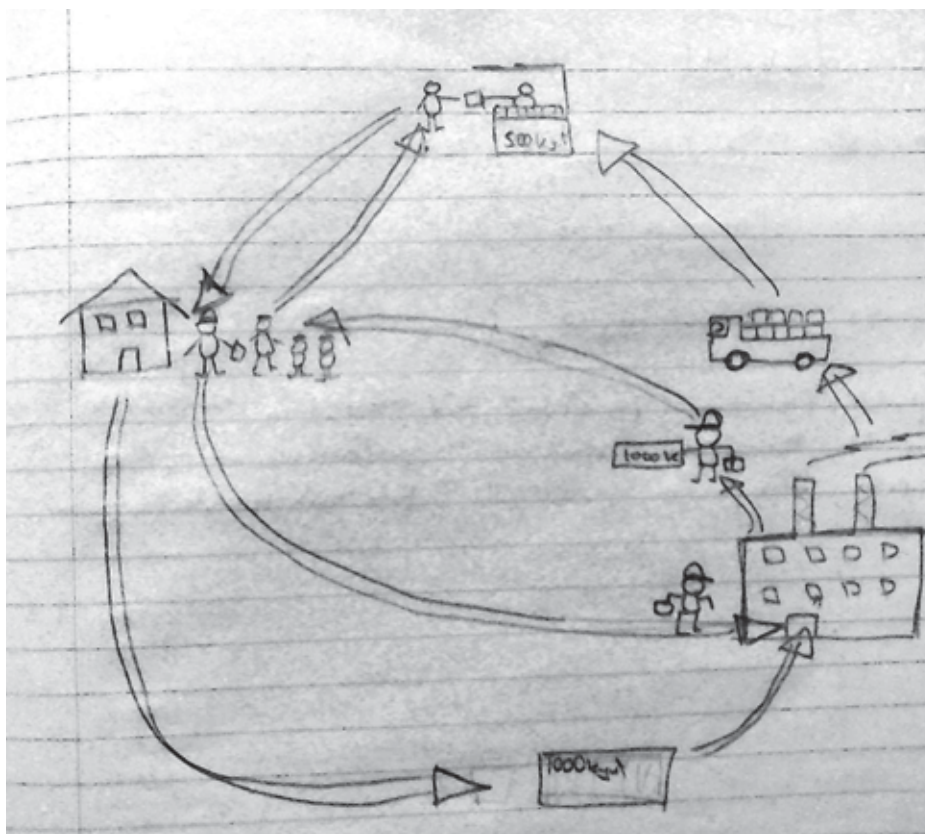
1. In pairs or groups, students make a diagram using pictures rather than words to illustrate the labour and goods and services markets.
- The diagrams might look something like the example below.
2. They put their diagrams around the room or on the wall.
3. Students walk around looking at other groups' diagrams.

Discussion

- As a class or in groups, discuss the questions.

Possible answers:

1. - Yes, because if people need things that creates demand and other people will make and supply them because they can sell them for a profit.
 - No, because some things are needed but people cannot make a profit from them, or people cannot afford to pay for them but they are important for society, like police, health care or education.
2. - Yes, because supply and demand and competition between sellers keeps prices low for buyers.
 - No, because some things are not able to be controlled by producers, sellers or the market like inequality in society, natural disasters or wars and they affect the supply and demand of goods and services.



4.3 Macroeconomics

Preview

- As a class or in groups, discuss the questions.
- Write students' ideas on the board.

Exercise

- Students match the examples (1-6) to the economic systems (a-c).

Answers:

1. c – Mixed economy
2. a – Planned economy
3. b – Free market economy
4. a – Planned economy
5. c – Mixed economy
6. b – Free market economy

EXTRA ACTIVITY

Researching the Wall Street Crash or Global Financial Crisis

1. In pairs or groups, students do independent research into one or the other of the 'busts' described in this section. Students use libraries, newspapers or the internet to find out the causes and the effects of one or the other of the events.
2. Students make a short presentation on their findings.

Exercise

- Students answer the questions.

Answers:

1. Different parts of the production process are divided between workers so more things can be made more quickly.
2. The Industrial Revolution
3. cars, clothes, computers, smart phones
4. - It exploited workers.
- Workers had less skills .
- it created an unequal class division.
5. Land, factories, machinery

Activity

Matching – Macroeconomic Concepts

1. Students match the concepts (i-iv) to the pictures (a-j) on page 77.
 - Some pictures can match more than one concept.
2. They explain the reasons for their choices.

Possible answers:

1. i – Free market
2. The signs show the logos of different corporations which are privately owned businesses.
1. iii – Mixed/planned economy.
2. The sign says 'public health service' which shows the role of the government, but it is for the USA and we know from the text that the USA has a 'mixed economy' although it is more free market than some other countries.
1. iv – Division of labour
2. Many people are making things in a factory.
1. i – Free market
2. Many different brands of soft drink are on shelves with well known logos of the corporations that make them.
1. i – Free market
2. The newspaper headline is from the start of the Wall Street Crash at the start of the Great Depression. This is a famous example of when capitalist free market economies crash, or 'bust', after a 'boom'.
1. ii – Planned economy
2. The buildings are all the same, which suggest the government designed and built them, so that everyone had the same apartment. People did not get to choose what their houses look like. However, blocks of identical apartment buildings can also be found in other types of economies as well.

1. ii – Planned economy.
2. It is a propaganda poster of Russian Soviet Communist dictator, Josef Stalin. He is shown looking down on a map 'planning' the economy of the Soviet Union.
1. iv – Division of labour
2. People are doing different parts of a job preparing food.
1. ii or iii – Planned economy or mixed economy
2. It is called 'National Power Corporation' which indicates government control and planned economy, but it is also called a corporation, so it might be shared between the government and private businesses (corporations) which would be an example of a mixed economy.
1. ii – Planned economy
2. This monument is an example of 'socialist realist' art from the Burma Socialist Progressive Party (BSPP) era in Myanmar. This socialist government attempted a planned economy between 1962 and 1988.

Activity

Inferring – On Economic Systems

- Students discuss the quote.

Possible answer:

The type of economic system (whether the cat is black or white) does not matter, if the economic system produces the best results (catches mice).

Discussion

- As a class or in groups, discuss the questions.

Possible answers:

1. - The government should be involved with providing public services like police, health, education or roads.
- The government does not need to supply health, education or roads because people will supply those things at lower prices and better quality if they do it for profit.
- The government should be able to control certain things that people make or sell because they are unhealthy or dangerous.
- The government should be involved in the market for basic food like rice or onions because everyone needs them.
- The government should not be involved in controlling what people make, sell or buy because the market will be better at deciding what things are made and sold.

4.4 Economic Indicators

Preview

- As a class or in groups, discuss the questions.
- Write students' ideas on the board.

Possible answers:

1. - To see if it is growing or shrinking
 - To find out how much is bought or sold
 - To find out how many people have jobs
 - So governments can make plans about taxes or spending
2. - Gross Domestic Product (GDP)
 - GDP per capita
 - Inflation rate
 - Unemployment rate
 - Interest rates
 - Exchange rates

Exercise

- Students answer the questions.

Possible answers:

1. They affect people's income (how much money they earn), what they can eat and where they can live. They can lead to serious social and political problems.
2. The cost of producing goods and services is deducted from the value of goods and services, and the cost of imports is deducted from the value of exports when calculating GDP.
3. It can show if the economy is growing or shrinking, and how much.
4. The GDPs are converted into a common currency, usually US dollars.
5. That each person gets an equal share of the GDP.
6. Money earned by citizens and businesses in other countries, and foreign aid.

Activity

Interpreting Data – Calculating GDP per Capita for Myanmar

Note: Students will need access to calculators (most will have these on their phones).

1. Students calculate Myanmar's GDP per capita.
 - Draw their attention to the first paragraph of this page, as it explains how to calculate GDP per capita (the GDP of a country divided by the population).
 - Explain they can round up to one decimal place to save long decimal fractions after the whole numbers.
2. They calculate how much that would be for each person per week and per day.
3. They calculate the rates in Myanmar kyat.
 - The US dollar to Myanmar kyat exchange rate was approximately 1,500 MMK when this book was written in mid 2018. Students can check online for the latest exchange rate between US dollar and the Myanmar kyat when they do this activity: <https://www.xe.com/currencyconverter/>
4. In groups or as a class, discuss the questions.

Answers:

1. **\$1,325** (\$1,324.98)
2. - Per person per week: **\$25.50**
(\$1,325/52 weeks in a year = 25.48)
- Per person per day: **\$3.64**
(\$25.5/7)
3. - Per person per year: **1,987,500 MMK**
(at 1,500 MMK to \$1 (mid 2018 rate): \$1,325 per year x 1,500 MMK = \$1,987,500 MMK)
- Per person per week: **38,221 MMK**
(1,987,500/52 weeks)
- Per person per day: **5,460 MMK**
(38,221/7 days)
4. **Point out that:**
 - the GDP is not divided equally between everyone in a country. Some people have very high incomes and have far more than the GDP per capita amount, while many other people have very low incomes, and far less than the GDP per capita amount.
 - many people work in jobs (for example taxi or trishaw drivers, vendors and shopkeepers where the amount they earn changes from day to day or week to week.

Exercise

- Students decide if the statements are true or false, if false they say why.

Answers:

1. True
2. False – If the unemployed person supports other family members, then it will affect them too. Also, unemployment can contribute to domestic violence and crime which will affect other people as well as the unemployed person.
3. True
4. False – The unemployment rate does not count people who are too old, too young or unable to work.

Activity

Interpreting Data – Unemployment Statistics

Note: Students will need access to calculators (most will have these on their phones).

1. Students calculate the unemployment rates for each country in the table.
 - The formula for calculating the unemployment rate is on the previous page.
 - They divide the **number of unemployed people** by the **labour work force** and multiply by **100**.
For example, Bangladesh: $2,665,707 \text{ unemployed} / 66,642,690 = 0.039 \times 100 = 3.9$.
2. They rank the countries in order by unemployment rate.
3. They contrast the relationship between labour force and population between countries.
4. They discuss the question.
5. They discuss the question.

Possible answers:

- 1-2. Cambodia, 0.3
 - Myanmar, 0.8
 - Thailand, 0.1
 - Laos, 1.5
 - Vietnam, 2.2
 - India, 3.6
 - Bangladesh, 3.9
 - China, 4.6
3. In some countries, for example, Bangladesh, the labour workforce (66,642,690) is much less than half of the total population (164,669,751). In India it is also less than half (520,199,010 out of 1,339,180,127). In other countries, for example Cambodia (9,309,610 out of 16,005,673), Vietnam (56,358,750 out of 95,540,800), or Thailand (39,134,880 out of 69,037,513) the labour work force is more than half of the total population. This is obvious to see just from looking at the numbers without doing any calculations.

Possible reasons for these differences include:

 - some countries have a smaller labour workforce compared to total population because many people are too young to be counted. Those countries have a lot more children under 15.
 - maybe they also have many older people who are also not counted in the labour work force.
 - in other countries, the labour work force is more than half the population because more people have to work to survive.
 - there are less children or young people in the population so more people are working or counted as in the labour work force.
4. The governments of those countries supply the statistics to the World Bank for unemployment and how many people are in the labour workforce.
5. The governments of those countries are likely to claim less people are unemployed than there really are.

Exercise

- Students answer the questions.

Possible answers:

1. - An increase in demand while supply remains the same. For example people have more money but there is the same amount of goods and services. They compete for those goods and services and the prices rise. This is usually called 'demand pull' inflation.
- Or, there is a decrease in supply. For example, a shortage of an important input for making goods and services like oil. The supply of goods and services decreases but demand for them remains the same. People compete for less goods and services and prices rise. This is usually called 'cost pull' inflation.
2. Because people have more money, but the amount of goods and services remains the same, so prices rise as people compete offering to pay more for them.
3. Workers will want higher wages to pay for higher prices of goods and services.
4. They have to pay higher wages to workers who want higher wages to pay higher prices for goods and services. Also, inputs for making goods and services may cost more (for example oil).
5. People's savings lose value from inflation because their money is becoming worth less than it was before.
6. Employers cannot afford to pay higher wages to workers. Or, employers cannot afford to employ as many workers because the cost of inputs for production has increased.

Activity

Ordering – Causes and Effects of the Inflation Cycle

- Students order the causes and effects of inflation (a-h) into the most appropriate order.

Answers:

d – c – a – b – g – f – h – e

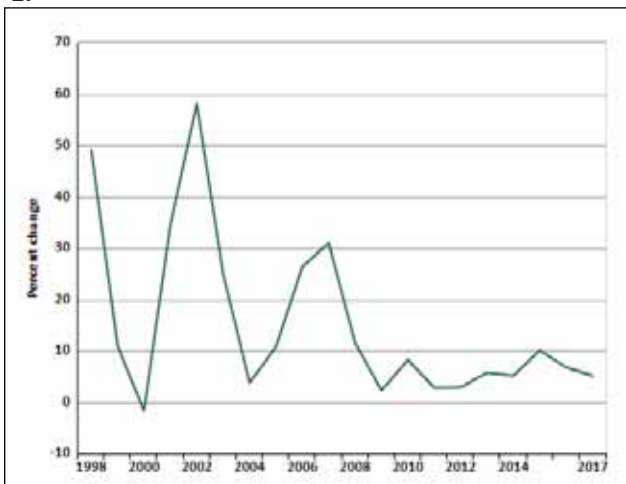
Activity

Diagramming – Plotting Myanmar’s Inflation Rate

1. Students plot the data in the table into a graph of Myanmar’s inflation rate from 1998 to 2017.
2. They answer the questions.

Answers:

1.



2.

- a. 1998-2010
- b. 2011-2017
- c. The period of political and economic reforms from 2011 onwards has meant the inflation rate has become more steady – varying only between 3% and 10%.

Discussion

- As a class or in groups, discuss the questions.

Point out that:

- reasons for price increases might include increases in demand or decreases in supply for some goods.
- increases in the cost of importing goods from other countries.
- the cost of certain inputs (like oil, minerals or rubber etc) to make other goods.
- the value of money will depend on the economic situation at the time. For example, Myanmar’s currency, the kyat, lost value from 1,300 MMK to 1,500 MMK to one US dollar in mid 2018.

4.5 Taxes and Fiscal Policy

Preview

- As a class or in groups, discuss the questions.
- Write students' ideas on the board.

Possible answers:

1. - personal income tax (depending on the job)
 - goods and services (consumer) taxes that they have paid, for example, at restaurants
2. To pay for government services – police, roads, hospitals, schools, military

Exercise

1. Students match the concepts (a-f) with the examples (i-vi).
2. They justify their answers.

Possible answers:

- a. 1 – iii
2 – Min Aung is paying tax that is based on the income of an individual or a business.
- b. 1 – v
2 – Protection of the environment is an example of a 'public good'. Since no profit is made from protecting the environment, a government provides a public good that would otherwise potentially not be paid for.
- c. 1 – ii
2 – Government spending (fiscal policy) can influence how much money is in the economy and consequently demand and spending on goods and services. To decrease spending in the economy the government reduces the amount it spends on public goods like construction projects, which reduces the amount people have to spend on goods and services in the economy.
- d. 1 – vi
2 – Progressive tax systems require people to pay more tax the higher their income is. So people who earn a little do not have to pay as much tax as people who earn a lot.
- e. 1 – iv
2 – Government spending (fiscal policy) can influence how much money is in the economy and consequently demand and spending on goods and services. If the government spends more money on public goods like roads, it pays people and that means there is more money for people to spend on goods and services in the economy.
- f. 1 – i
2 – A 'goods and services (consumer) tax' is a tax that is added to goods and services rather than paid as individual income tax. When people buy the goods or services a percentage of that money goes to the government as tax.

Focus on Myanmar

- As a class or in groups, discuss the questions.

Possible answers:

1. - How much they earn, because it is a progressive tax system.
 - If they earn less than 2,000,000, they do not pay any tax.
 - If they support dependent children or parents
 - If they support a husband or wife that does not work
2. They can deduct money spent on running their business from how much tax they pay.
3. Companies in SEZs do not have to pay corporate tax for the first seven years that they operate there.
4. 10,000,000 MMK minus 2,000,000 (because the first 20% of someone's income is exempt from taxation up to 10,000,000) = 8,000,000. Minus 1,000,000 (for one dependent parent) = 7,000,000, minus 1,000,000 (2 x 500,000) for 2 dependent children = 6,000,000 MMK taxable income.
 - a. 6,000,000 MMK taxable income
 - b. This puts them in the 5,000,000 to 10,000,000 MMK income tax range which is taxed at 10%.
10% of 6,000,000 = 600,000 MMK.
 - c. 600,000 MMK tax to pay for the year.

Focus on Myanmar

- As a class or in groups, discuss the questions.

Possible answers:

1. The restaurants are meant to buy the stamps from IRD and put them on the receipts. If the customers are charged tax and pay it as part of their bill but the restaurant does not put the stamps on the receipt, the restaurant is keeping the tax money for itself.
2. The restaurants have to pay fines if they are caught not putting the stamps on receipts by IRD.
3. By getting the businesses to collect the tax and then pass it on to the IRD.
4. The period of time (a year) for which totals are calculated for government income (taxes) and spending on public goods and services.
5. No, small tea shops or food stalls in the street do not usually charge or pay tax. A reason may be that it is too hard for IRD to monitor or keep records of such small businesses. The businesses can move often to avoid being noticed by IRD. IRD is not yet trying to get very small businesses to pay taxes because they do not have the systems or staff to record all the information from so many small businesses and it would be hard to monitor how many things they sell.

Activity

Diagramming – The Flow of Taxes and Government Spending

- Students draw a diagram using pictures to illustrate the processes and the directions money moves in for taxes and government spending.

Discussion

- As a class or in groups, discuss the questions.

Possible answers:

- Yes, everyone should pay the same amount of tax whether they are rich or poor.
- If everyone – rich or poor – pays the same amount of tax it is easier to understand and to implement the tax system.
- If people pay the same amount of tax they have an incentive to make profits and get richer as they will not pay anymore tax if they earn more, this will help the economy to grow as people start new businesses etc.
- No, rich people should pay more tax than poor people.
- Rich people can afford to pay more tax and they will still have more money than poor people.
- It is better to have a progressive tax system because it reduces inequalities between the few rich people and many poorer people which could lead to social or political problems.
- The progressive tax system means the government gets more money from the people who can afford to pay and uses it to provide health care and education for the poorest people in society.

4.6 International Trade

Preview

- As a class or in groups, discuss the questions.
- Write students' ideas on the board.

Possible answers:

1. - petrol/oil
 - smart phones
 - computers
 - cars
 - clothes
2. - rice
 - electricity (from hydropower dams)
 - gems
 - fish
 - vegetables
 - sugar
 - construction workers

Exercise

- Students decide if the statements are true or false, if false they say why.

Answers:

1. False – An export is when a country sells goods or services to another country.
2. True
3. False – A country has a comparative advantage in trade when it can make something more cheaply and efficiently than other countries and then sells those goods or services to other countries.
4. False – The large supply of oil is a natural resource comparative advantage that Saudi Arabia has. South Korea's comparative advantage is manufacturing electronic goods because of its large skilled workforce.
5. True

Exercise

- Students match the concepts (a-c) with the examples (1-3).

Answers:

1. b
2. c
3. a

EXTRA ACTIVITY

Myanmar Imports and Exports

1. In pairs, students list goods that Myanmar produces and exports.
2. For each export, they say why there might be demand for this in other countries, for example:
 - *Clothes made in Myanmar can be a successful export. There is low cost of producing the clothes in Myanmar as wages are low. People in other countries might like the style of traditional Myanmar clothes like longyis or tameins.*
3. For each import, they say why this is needed in Myanmar, for example:
 - *Smart phones are a successful import from other countries to Myanmar. They are made cheaply in other countries and because the mobile networks in Myanmar have spread around the country and SIM cards are cheap, many people want the latest smart phones.*

Exercise

- Students match the summaries (a-d) with each paragraph in the text.

Answers:

- a. Paragraph 2
- b. Paragraph 1
- c. Paragraph 4
- d. Paragraph 3

Exercise

- Students decide if the statements are true or false, if false they say why.

Answers:

1. False – There are concerns that FTAs and TNCs will reduce the control governments have over economic activity inside their countries.
2. True
3. False – A bilateral free trade agreement is between two countries.
4. False – The EU Common Agricultural Policy gives subsidies to farmers in EU countries to produce meat and dairy products at lower prices.
5. False – The Common Agricultural Policy means that developing countries cannot compete to sell their agricultural products in Europe.

Discussion

- As a class or in groups, discuss the questions.

Possible answers:

1. - Free trade because goods from other places might be better or cheaper if there are no trade barriers like tariffs to importing them.
 - Free trade because we can export our goods to other countries if they do not have tariffs or subsidies, so we earn more in our country.
 - Tariffs and subsidies because while the country is developing, they protect our industries and businesses from having to compete with cheaper goods imported from other countries.
 - Tariffs and subsidies because it is better for society if people have jobs and people might lose jobs if industries inside the country go out of business because people are buying cheaper imported goods.

Point out that:

- Whether countries try to 'protect' their economies using tariffs and subsidies, or open their economies up to free trade is a central idea in globalisation and in development (Chapter 5).

Links to Online Sources for Teachers

Chapter 5: Development

History of Development – Imperialism

<https://simple.wikipedia.org/wiki/Imperialism>

History of Development – Industrial Revolution

<https://www.britannica.com/event/Industrial-Revolution>

History of Development – Colonialism

<https://plato.stanford.edu/entries/colonialism/>

History of Development – The Cold War

<https://www.britannica.com/event/Cold-War>

Economic Development – Globalisation and TNCs

<https://www.bbc.com/bitesize/guides/zxpn2p3/revision/1>

Global (international) Supply Chains (video)

https://www.youtube.com/watch?v=Bblo8_B32Co

Economic Globalisation, Trade and Poverty (video)

<https://www.youtube.com/watch?v=9MpVjxxpExM&t=272s>

Criticisms of Economic Development – Impacts of Economic Globalisation and TNCs

<https://www.bbc.com/bitesize/guides/z3tttfr/revision/1>

Criticisms of Economic Development – Conditions in SEZs

http://www.mekongmigration.org/labourlaw/index.php?option=com_content&view=article&id=124:workers-in-special-economic-zones&catid=61:box-article&Itemid=84

Measuring Development – HDI

<http://hdr.undp.org/en/content/human-development-index-hdi>

Measuring Poverty – Absolute and Relative Poverty

<https://www.bbc.com/bitesize/guides/z2rxsbk/revision/1>

Measuring Poverty – World Bank Poverty Line

<http://www.worldbank.org/en/topic/poverty/brief/global-poverty-line-faq>

Community development

<http://www.peernetbc.com/what-is-community-development>

Community development – Civil Society

https://www.who.int/social_determinants/themes/civilsociety/en/

Sustainable Development

https://simple.wikipedia.org/wiki/Sustainable_development

<https://sustainabledevelopment.un.org/topics/sustainabledevelopmentgoals>

Impacts of development – Free, Prior and Informed Consent

<https://www.un.org/development/desa/indigenouspeoples/publications/2016/10/free-prior-and-informed-consent-an-indigenous-peoples-right-and-a-good-practice-for-local-communities-fao/>

Environmental Impact Assessments

<https://www.cbd.int/impact/whatis.shtml>



5.1 What Is Development?

Preview

- As a class or in groups, discuss the questions.
- Write students' ideas on the board.

Possible answers:

- Building, construction, governments and investment, because development is about building the economy of a country.
- Communities, poverty, NGOs, health and education, because development is about helping people and communities.

Exercise:

- Students answer the questions.

Answers:

1. By earning more money (income) in jobs created through economic development. With income from jobs people can pay for their needs like food and shelter, start to pay for wants like cars or phones.
2. People in communities
3. How to reduce poverty and improve people's lives, health, education and living standards.
4. Local decisions
5. Economic development
6. Social and community development

Activity

Describing – Images of Development?

1. Students match the images (a-f) with the concepts (i-vi).
 - Pictures could match more than one concept.
2. They explain their choice.
3. They explain whether each picture shows 'development' or the 'need for development', and why they think that.

Possible answers:

a.

1. iii – education or i – economic
2. **Education** because there is a boy working who probably should be in school.
Economic because he is probably working as his family is too poor to send him to school or need him to provide income for the family.
3. **Need for development in education** for the child, and for his family so they don't want him to work there.
Need for economic development so that the child's family does not need him to work to support them or bring income for the family.

b.

1. i – economic or v – environmental
2. **Economic** because it shows great inequality – the homes of poor people in the foreground and the skyscrapers and apartment blocks of the rich in the background.
Environment because the river could be polluted, either by industry or from the poor housing in the foreground where there is no way of disposing of waste.
3. **Need for development** for the people in the poor houses.
Presence of development based on the buildings in the city in the background.

c.

1. vi – sustainable or i – economic
2. **Sustainable** because it shows a city which uses bicycles for transportation. Bicycles don't use fossil fuels and do not pollute, so they are good for the environment.
Economic because to have good bicycles and a well organised bicycle system in a city requires money, so it might be easier for a rich economically developed country to have these.
3. **Presence of development** as free or cheap bicycles are an example of sustainable development using non-fossil fuels for transport.

d.

1. iv – political
2. The image shows people's hands reaching up behind barbed wire and this suggests they want freedom or face restrictions on movement and those are political issues.
3. **Need for development** as people need political participation to be involved in development decisions that affect them and their communities.

e.

1. v – environmental or vi – sustainable
2. **Sustainable and environment** because the picture shows trees and buildings together combining the natural and built environments.
3. **Development** as the picture shows sustainable development combining a city and natural environment able to exist together.

f.

1. vi – health or v – environmental
2. **Health** because the waterway probably contributes to many health problems from dirty water, rats and mosquitoes.
Environmental because it shows children standing by a dirty waterway that is polluted by humans.
3. **Need for development** as the dirty waterway is a problem for people's health and for the environment.

Discussion

- As a class or in groups, discuss the questions.

Possible answers:

- The government, because people vote for them and pay taxes to them so the government should provide improved services like healthcare, education or roads for people.
- City councils, state, region or local governments because they know what the needs for development are in their areas.
- Businesses because they make profits from resources and people working for them and they should contribute back to development for the communities where they operate.
- Local people and communities because they know what development needs they have. They can work together, organise and undertake small development projects in their communities without waiting for governments or businesses to do it.
- Non-governmental organisations (NGOs) because they have knowledge and experience about development problems and solutions.

5.2 A History of Development

Preview

- As a class or in groups, discuss the questions.
- Write students' ideas on the board.

Possible answers:

- Industry
- Modern roads, railways and electricity infrastructure
- Public services like health care or education
- Peace, human rights and democracy.

Exercise

- Students decide if the statements are true or false, if false they say why.

Answers:

1. True
2. False – Industrialisation started in the 18th century after European empires had started to expand starting in the 15th century, but industrialisation helped the expansion of imperialism and colonialism from the 18th to 20th centuries.
3. True
4. False – They were weakened by World War Two.
5. False – They had opposing economic systems. Capitalism for the USA and communism for the USSR.
6. True

Exercise

- Students complete the table identifying differences between the capitalist and communist economic models.

Answers:

	Capitalist	Communist
Ideas about ownership	Private ownership of businesses and property	Government owns businesses, factories, farms and property
Control over economy	Little control	A lot of control
Views on business	Privately owned businesses	Government owns businesses
Control over lives of people	A little	A lot

Exercise

- Students decide if the statements are true or false, if false they say why.

Answers:

1. False – Trade in goods between countries has been happening since ancient times.
2. False – The capitalist economic system spread to most parts of the world through economic globalisation.
3. False – Neoliberalism promotes free trade and less government involvement in the economy.
4. True
5. False – TNCs operate in more than one country and often people and resources from many different countries (and therefore more than 'one factory') are involved in making things.

Activity

Diagramming – Globalisation and Myanmar's Development Timeline

Note: This activity may take an hour or more to complete, depending on how you do it.

For more information about timeline activities, see Mote Oo Education's *Activities for Social Science Teaching*

You could get extra information for students from Mote Oo's 'Histories of Burma' source book and Mote Oo's ASEAN student book for steps 2 and 3 in this activity.

You could print or copy some pages from these books and place around the room for students to locate extra information for their timelines.

Histories of Burma Sourcebook:

- People's Front against Fascism – WW2 resistance to Japan (1944), p.35
- Panglong Agreement (1947), p.43
- Ne Win's Speech after the 1962 Coup, p.61
- Aung San Su Kyi's Speech (1988), p.70
- ABMA (2007, Saffron Revolution) and Myanmar's trade figures (2001-6), p.86
- Constitution, (2008), p.88
- Cyclone Nargis (2008), p.93
- 2010 Elections, p.95
- Lifting of EU Sanctions on Myanmar (2013), p.102

ASEAN

- Ancient Southeast Asia, p.8
- Colonial Period in Southeast Asia, p.11
- World War Two, p.13
- Cold War and origins of ASEAN, pp. 15-16
- History of ASEAN, p.22

1. Students read back through all texts on pages 96-98 and transfer the information to a timeline.
2. Students research and select additional world events that they think have influenced Myanmar's development, and put these on their timelines.
3. Students research and select additional events in Myanmar's history that they think have influenced Myanmar's development, and put these on their timelines.

Possible answers:

1. 15th C start of European colonisation... 1760 Start of industrial revolution... World War I... 1939-45 World War II... 1945-91 'Cold War'... different economic systems (capitalism and communism) promoted by the super powers.... 1980s spread of economic globalisation... End of Cold War 1991

2. Wall Street Crash and start of the 'Great Depression' 1929... Korean War 1950-53... Assassination of US president John F Kennedy 1963... Vietnam-American War 1964-1975... Tienanmen Square democracy protests in China 1989... Asian financial crisis 1997... terrorist attacks on US 9/11 2001... Global financial crisis 2007/8 ...
3. Last war with British and start of colonisation 1885...Japanese Invasion 1942....Independence 1948...Ne Win military coup 1962...democracy uprising 1988...Saffron Revolution 2007...Cyclone Nargis 2008...USDP win Elections 2010...NLD win Elections 2015....

Discussion

- As a class or in groups, discuss the questions.

Possible answers:

1. - Colonial era because Myanmar started to be part of world trade through rice production...
 - World War II, the Japanese invasion, General Aung San and the Anti-fascist People's Freedom League (AFPFL) lead to independence...
 - The Cold War, but Myanmar did not take sides directly with the US or Soviet Union...
 - 1991, End of the Cold War and Myanmar's relations with China...
 - 2008 financial crisis...
 - 2012, US President Obama visits Myanmar and opening up...
 - 2016, Donald Trump becomes president of the US and tensions between US and China which affect Myanmar...
2. - Last war with British and start of colonisation 1885 led to colonialism and exploitation of Myanmar's resources...
 - 1942, Japanese Invasion and fighting in Myanmar between Japanese and the US/UK and allies damaged the country
 - 1948, independence and parliamentary era until 1962...
 - 1962, Ne Win military coup and the socialist era with government trying to control the economy...
 - 1988, Democracy uprising...
 - 2007, Saffron Revolution...
 - 2008, Cyclone Nargis...
 - 2010, USDP win Elections...
 - 2015, NLD win Elections...

5.3 Economic Development

Preview

- As a class or in groups, discuss the questions.
- Write students' ideas on the board.

Possible answers:

1. - Governments
- Businesses
- Banks
- Money
- TNCs
- Trade
- Foreign Investment
- Globalisation
2. These things are necessary for economic development to start and to grow.

Exercise

- Students answer the questions.

Possible answers:

1. Improved living conditions, jobs, homes, health and education
2. Profits, resources, cheap workers and low taxes
3. Investment, infrastructure, jobs
4. Other countries or international financial institutions (World Bank, IMF, etc.)
5. To build infrastructure – roads, electricity, hospitals, schools

Exercise

- Students students put the steps in economic development in order.

Answers:

d – b – f – a – e – c

Activity

Diagramming – ‘Economic Development’ Model

Note: Students keep these diagrams or posters. They will compare them later to the posters or diagrams they will draw in 5.7: *Social and Community Development*.

- In groups, students plan and draw a poster or diagram that shows how economic development is intended to bring money and jobs to a country. They show where the money comes from and goes to.
- They can draw pictures or find them in magazines or the internet.
- The previous exercise should help with ideas, steps and order for their diagram or poster.

Activity

Inferring – Quotes about Economic Development

Note: Work through the example quote i with students first. Then use quote ii as a second example. Get them to read quote ii carefully. Elicit the cause, the other variable that affects or is affected by economic development, and the cause and effect relationship.

- In pairs, students analyse each quote.
- They decide whether they agree or disagree with the quote.

Answers:

- i.
 - a. Cause
 - b. The other variable that affects or is affected by economic development: Poverty.
 - c. The cause and effect relationship: economic development (cause) cures (ends) poverty (effect).
 - d. The quote promotes economic development (as the way to end poverty).
- ii.
 - a. Cause (Economic development in China)
 - b. The other variable that affects or is affected by economic development: the jobs of American workers.
 - c. Cause and effect relationship: Chinese economic development causes American workers to lose their jobs.
 - d. Critical
- iii.
 - a. Effect
 - b. Education of children in poor areas
 - c. Education of children in poor areas will improve economic development.
 - d. Promotes it
- iv.
 - a. Effect
 - b. Women's rights in Saudi Arabia
 - c. Denying the rights of women is harming economic development in Saudi Arabia.
 - d. Promotes (It is critical of the treatment of women in Saudi Arabia, not critical of economic development itself.)
- v.
 - a. Cause
 - b. Nature
 - c. Economic development (inferred by capital and markets) causes reduction of nature (through forest clearance, pollution, use of resources etc).
 - d. Critical
- vi.
 - a. Effect
 - b. Women scientists in Korea
 - c. Women scientists have been an important part of the cause of Korea's economic development.
 - d. Promotes
- vii.
 - a. Effect
 - b. Investment in human development (this could include education and health)
 - c. If there is no investment in human development economic growth will be unsustainable and unethical.
 - d. Critical (It implies that economic growth alone often does not support human development and is unsustainable.)
- viii.
 - a. Cause
 - b. Terrorism
 - c. Economic development will stop terrorism.
 - d. Promotes
 - In groups, they compare their answers.

Discussion

- As a class or in groups, discuss the questions.

5.4 Criticisms of 'Economic Development' Models

Preview

- As a class or in groups, discuss the question.
- Write students' ideas on the board.

Possible answers:

1. - Inequality because only some people are better off from economic development.
 - Pollution from factories and transport
 - Deforestation when forests are cleared for export crops.
 - Damming of rivers for electricity
 - Wages and working conditions remain low because that's what attracts TNCs to set up business.

Exercise

- Students answer the questions.

Answers:

1. Economic relations are often still unequal.
2. Making and selling manufactured goods made out of cheap resources from developing countries.
3. Infrastructure like electricity and roads, lower wages, lower taxes
4. - Loss of jobs to new technology
 - People growing cash crops rather than growing food for themselves
 - People forced to move for new development projects
5. Crops that are grown for export. Farmers sell the crops to businesses and use the money – cash – to buy food for their families.

Focus on Myanmar

- As a class or in groups, discuss the questions.

Answers:

1. Myanmar, Thailand, Japan
2. Auto parts, electronics, canneries, and pharmaceutical factories
3. Farming and fishing
4. The land was sold for very little or was confiscated.
5. Mangrove forests cleared, deforestation, dirty water and erosion
6. Fishing villages
7. Jobs, because that is how project planners presented it to them.

Activity

Inferring – A Development Map

- In pairs, students look at the map and answer the questions.

Possible answers:

1. It is on the coast of the Andaman Sea and also close to Thailand. Roads from it lead through Thailand to Cambodia and Vietnam. When it is operating goods can travel by road from the DSEZ to those countries' cities and by sea to ports.
2. There is a place on the inset map called the 'Bawah Relocation Village' next to the area of land set aside for the planned SEZ.
3. It is next to 'Pan Din In' port on the Andaman Sea.
4. Air travel – there is an airport shown on the map near Dawei downtown.
5. Important people from businesses or governments who fly in to see the DSEZ.
6. It is probably trying to attract large businesses or TNCs to set up in DSEZ, so therefore it shows how close it is to Thailand, to its road connections, to cities and ports in Thailand, Cambodia and Vietnam, and also how it is near a sea port and an airport.

Activity

Inferring – A Development Cartoon

Note: Students will need to think about what the cartoon suggests about economic globalisation and development.

1. They write a paragraph about the idea they believe the cartoon is demonstrating. The paragraphs do not need to be long, only a few sentences.
2. They swap their paragraphs with a partner and they compare their ideas about the meaning in the cartoon.

Possible answers:

1. Likely points that could be inferred from the cartoon include:
 - Rich people in developed countries (represented by the man on the pile of boxes) that have the wealth, economic growth and profits from economic development. They are being supported by the hard work of poor people who have nothing (at the other end of the boat) in the developing countries.
 - The man is saying 'Row. Row...you want us all to drown?!' indicating that developed rich countries need the poor developing countries to keep working to keep them afloat

economically.

- It might also be related to climate change. They are all in the same boat in the ocean of water which could represent rising sea levels or floods from climate change. The rich developed countries have all the benefits of economic development – wealth, growth, profits – but are not doing very much to reduce it. This is indicated by the boxes the man is sitting on. The poor people in developed countries are being asked to do the work to reduce climate change now. This is inferred by the man saying 'do you want us all to drown?'

Discussion

- As a class or in groups, discuss the questions.
- Ensure they explain their answers.

Point out that:

- they need to think about the effects of moving people for economic projects like SEZs. Is it ethical that people should have to move? Which is more important in the long term? How should people be helped or compensated?
- they need to consider both the positives and negatives of SEZs on people's lives and standards of living and provide reasons for their answers.

5.5 Measuring Development

Preview

- As a class or in groups, discuss the question.
- Write students' ideas on the board.

Possible answers:

1. - To see if people's living conditions, health or education have improved
 - To see if the economy is growing or shrinking
2. - We can find out how much the economy has produced and how much per person that is.
 - We can find out how many people are in education and how long they stay in education.
 - We can find out how long people live for.

Exercise

1. Students select the thing that is different from the others.
2. They identify what the other three items in the list have in common.
3. They explain dimension of the HDI each one measures.

Answers:

1. 'One person's share of the GDP.'
2. The other three are measures used in the HDI.
3.
 - a. How long some is expected to live = 'a long and healthy life'
 - c. One person's share of the GNI = 'standard of living'
 - d. The number of years someone is expected to be in school = 'knowledge'

Activity

Interpreting Data – The HDI

Note: If you have access to a world map in books, on a poster or online, get student to locate each country in the table.

You could also brainstorm to check what students know about each country.

- Individually or in pairs or groups, students look at the data and answer the questions.

Answers:

- Chad
 - Japan
 - Australia and the United States
 - 1 – Norway
 - 2 – Australia
 - 3 – United States
 - 4 – Sweden
 - 5 – Japan
 - 6 – Saudi Arabia
 - 7 – Russia
 - 8 – Malaysia
 - 9 – Thailand
 - 10 – China
 - 11 – Vietnam
 - 12 – Bolivia
 - 13 – South Africa
 - 14 – Bangladesh
 - 15 – Cambodia
 - 16 – Myanmar
 - 17 – Zimbabwe
 - 18 – Yemen
 - 19 – Chad
 - 20 – Niger

2. Possible answer

- The countries with the lowest HDIs have all had wars in the past, military governments or political instability.
- Some are located in dry areas exposed to droughts made worse by climate change.

EXTRA ACTIVITY

Differences in HDI scores

- This activity provides an opportunity for students to research information, draw conclusions and present them.
 - Students will need access to the internet or a good library to do research.
1. Students choose two contrasting countries from the table in the previous activity. They should have quite different HDI scores.
 - They research those two countries to try and identify factors which cause the differences in HDI. For example, countries with lower HDI scores may be experiencing civil war, famine or disease epidemics, whereas countries with higher HDIs are likely to be industrialised nations which have been relatively stable for several decades. Other factors might include gender equality, the amount of natural resources in a country, the number and the scale of natural disasters in a country, the political system, etc.
 2. Students present their research, outlining the reasons for the differences.

Discussion

- As a class or in groups, discuss the questions.

Possible answers:

1. - Yes, because the HDI includes health and education as well as income and they are important for a country to be developed.
 - No, economic measures are better because the economy of a country will affect everything else about people's standards of living like education and health.
2. - Happiness
 - State of the environment
 - How democratic the country is
 - Political stability
 - Gender equality

5.6 Measuring Poverty

Preview

- As a class or in groups, discuss the question.
- Write students' ideas on the board.

Possible answers:

1. - broken or old houses
- not enough food, hunger
- no work
- no school
2. - by seeing how much people earn
- by looking at their level of health or education
- seeing people's living or working conditions
- finding out what and how much people eat

Exercise

1. Students select the thing that is different from the others.
2. They identify what not having the other three is.
3. They answer the question.
4. They answer the question.
5. They answer the question.
6. They answer the question.

Answers:

1. iii – Owning a car (the other three are basic needs for survival)
2. Absolute (or extreme) poverty
3. The governments of those countries
4. It was adjusted because of the rise in the basic cost of living (inflation, see Chapter 4).
5. **Possible answers:**
Economic growth leading to improvements in health and education
6. Inequality, war, political corruption, economic inefficiency, natural disasters

Activity

Interpreting Data – Extreme Poverty

- Individually or in pairs or groups, students look at the data and answer the questions.

Answers:

- a. Extreme poverty
 - b. Around 1925
 - c. Two billion
 - d. Around 1970
 - e. Approximately 750 million
 - f. Around 1950 to 2015
- Possible answers:**
 - Industrialisation
 - Improvements in health care and education
 - Improvements in agriculture for growing food
 - more and better quality food

Discussion

- As a class or in groups, discuss the question.

Possible answers:

- For governments to focus more on providing housing, health and education for poor people.
- Lending small amounts of money to poor people to start their own businesses, farms etc (microfinance).
- Economic development based on improving the living standards of poor people.
- Rich countries could share more of their wealth with poor countries.
- Poorer countries should be able to keep more of the wealth from their natural resources.

5.7 Social and Community Development

Preview

- As a class or in groups, discuss the question.
- Write students' ideas on the board.

Possible answers:

1. - People in communities make decisions about their own development rather than big business or government.
 - Small community projects improve the lives of people involved with them
 - People working in development come from the communities they are working with
2. - They both try to improve people's lives.
 - business and agriculture are still part of economic growth but on a smaller scale.

Exercise

- Students answer the questions.

Possible answers:

1. Because governments and businesses decide what kinds of development projects countries need. They are large and powerful and come from outside or 'above'. They make the economic decisions not local communities.
2. Local people are involved in and make development decisions that affect them such as about health or education.
3. UN agencies, local and international NGOs
4. People working with CSOs/CBOs often come from the communities they are working with and may have personal experience of issues that the community faces.
5. Reputation, by showing they care for people, and advertising.
6. Through their members of parliament

Exercise

1. Students state:

- a. what each acronym stands for;
- b. whether it relates to top-down or bottom-up development, or both, and why;
- c. what it does (or could do) in development.

2. They decide if each activity (a-g) is an example of top-down or bottom-up development, or both.

1. a. Answers:

- i. Corporate social responsibility
- ii. Transnational corporation
- iii. Community-based organisation
- iv. Civil society organisation
- v. Local non-governmental organisation
- vi. Member of parliament
- vii. International non-governmental organisation
- viii. United Nations Development Programme

b. Possible answers:

- i. Both – Businesses can be top-down, but might also work with communities through CSR.
- ii. Top-down – TNCs set up business for profit, not community development.
- iii. Bottom-up – People in CBOs come from the communities they work in.
- iv. Bottom-up – CSOs include non-government and non-business organisations.
- v. Bottom-up – LNGOs usually work with communities, not businesses or governments.
- vi. Probably both – MPs are part of the government, and the government is involved in top-down economic development. However local communities can get MPs to raise issues at the national level.
- vii. Both – INGOs work with local communities but also work with and get funds from governments and UN agencies.
- viii. Top-down and bottom up (UN agencies work with governments as well as with CSOs, NGOs and CBOs).

c. Possible answers:

- i. It is a way for communities to work with businesses to get equipment for community-based projects. In return, the business improves its reputation and/or advertises itself.
- ii. Usually TNCs invest money and set up business in a country as part of top-down economic development.
- iii. They are small organisations made up of people from a community. They work with their

community, or one group within that community, to improve their situation.

- iv. They work in one or more communities, to improve people's situations – they could be women's or youth groups, religious groups, unions, not involved in business or government.
- v. They get funding from governments, UN agencies and donations, but also work with local communities.
- vi. These people are the elected representatives of people in an area. They can support community development by giving communities a voice in government.
- vii. They are similar to LNGOs but they work in more than one country, and with governments and UN agencies as well as local communities.
- viii. A UN agency works with governments, LNGOs and INGOs.

2. Possible answers:

- A. Bottom-up: This is an example of a local community helping itself to improve its living standards.
- B. Top-down: This is a large-scale project that received money from the government, and probably investment from a foreign government and/or company.
- C. Bottom-up: This is an example of local people working together to help each other and improve their lives at a local level.
- D. Both: The technological university is part of the government, however, the work would likely be done by students and other local people who are from that area, know the problem and want to fix it.
- E. Bottom-up: This is an example of a CSR programme.
- F. Top-down: This would happen as part of an agreement between the government and the foreign company.
- G. Bottom-up: Youth in the town are helping education in their own community.

Activity

Inferring – Confucius on Development Answers on Page 113

Activity

Inferring – Confucius on Development (from Page 112)

Note: Make sure that students respond to the whole quote, as it is a quote within a quote. Confucius' quote about teaching a man to fish is included within Allen Kaplan's quote that asks about what happens if the man or woman is not allowed to use the lake to fish.

1. In pairs or groups, students read the quote and discuss the question.

Possible answers:

- Some people do not have the same access or opportunities for development as others.
 - The point about some people not being 'allowed to use the lake' suggests inequality within political or economic systems that disadvantage some groups in society.
2. Individually or in pairs, they write paragraphs explaining how this quote relates to development.
 3. In pairs or groups, they compare their paragraphs.
 - If you like, have students put their paragraphs up on the wall. Students walk around reading each other's paragraphs.

Activity

Matching – Community Empowerment Goals

1. Students match the community empowerment issues (i-vii) to the pictures (a-e).
 - Some of the pictures can match to more than one issue.
2. In pairs, groups or as a class they explain why they think the pictures match to the issue they matched them to.

1. Possible answers:

- a. i, vi
- b. i, ii, iv, v
- c. vii,
- d. i, iv
- e. iii, vii

2. Possible answers:

- a. i – **Increasing participation of marginalised groups** – this image shows a community meeting where women are involved.
 - vi – **Encouraging community participation in political decisions** – This meeting could be one where women can more easily have a voice in the political decision making of that community.
- b. i – **Increasing participation of marginalised groups** – This shows participation by a disabled youth, and disabled people are often marginalised because of lack of facilities or social issues attached to disability.
 - ii – **Improving education and literacy** – This image shows inclusive education for disabled youth.
 - iv – **social justice through working for more equal distribution of wealth and opportunity** – Opportunities for disabled people.
 - v – **Promoting human rights including women's rights and children's rights** – The image shows both male and female students (abled and disabled) with access to education, which is a basic human right.
- c. vii – **Promoting forms of development that are locally relevant and sustainable** – This image shows newly-build toilets, made from locally-available materials, which should improve health and sanitation in that community.
- d. i – **Increasing participation of marginalised groups** – This image shows a finance project where local women are working together to save and manage money for their community.
 - iv – **social justice through working for more equal distribution of wealth and opportunity** – This image shows a community-based bank, run by local people.
- e. iii – **improving education and literacy** – This image might show the result of an education project which raises environmental awareness.
 - vii – **promoting forms of development that are locally relevant and sustainable for people and the environment** – This image shows local people working together to address the problem of littering and trash, maybe on the streets or in a local river.

Focus on Thailand

- As a class or in groups, discuss the questions.

Possible answers:

1. They grow them as cash crops (that are grown for export).
2. They have loans from the bank that are meant for equipment and education (but often buy food instead).
3. Forests are important because they are a source of food and medicine.
4. Farmers can grow food for themselves. Also, they can add value to fruits and herbs that they grow by processing them in their own factory.
5. A university (a university scholar was one of the people who started the network) and the government through the Agricultural Land Reform Office.
6. The members of Inpaeng Network meet with other farmers and encourage them to move away from cash crops. They demonstrate the integrated farming approach that combines traditional and new farming techniques.

Activity

Transferring Information – the 'Bottom-Up' Development Model

Note: Student refer back to the diagrams they made in 5.3: Economic Development.

- In groups, students transfer the information in the text to a diagram.
- It should show the different types of organisations in relation to each other, the work they do and who they do it with, and where money flows from and to (for example funding from UNDP to LNGOs and from TNCs and big businesses to CSOs).
- When students are finished, check that the posters show social and community development and the organisations involved in it.
- Students can compare their diagrams to the economic (top-down) development model diagrams that they drew previously in 5.3, and see what similarities and differences there are.

Activity

Problem Solving – Community Development Plan

1. In groups, students identify a development need or problem in their community.
 - See the suggested problem/issue areas, although there are many others, for example, access to communications technology, access to transport or alternatives to cash crops etc.
2. They discuss how the community could take action to improve the situation or find a solution to the problem.
 - Check that they have:
 - developed a plan that deals with their identified issue/problem using a bottom-up community development approach;
 - thought of ways to empower local people;
 - considered other actors/organisations that could be involved.

EXTRA ACTIVITY

Presentation

Groups present to the class (or a wider audience) a community development approach to the problem/issue they have identified. They should consider these questions in their presentation about how they would address the problem:

- How will they encourage participation in community decision-making?
- How will people be empowered?
- What other organisations might be involved and how?
- How will you know if the community development plan has made a difference?
- What are possible advantages and disadvantages of your plan?

Discussion

- As a class or in groups, discuss the questions.

Possible answers:

1. - lack of money to do projects
 - lack of education about how to plan and implement projects; lack of time to organise and do the work
 - other large organisations or businesses that come into the community to do projects but do not know the local situation

5.8 Sustainable Development and the SDGs

Preview

- As a class or in groups, discuss the question.
- Write students' ideas on the board.

Possible answers:

1. - being able to keep using or doing something
 - using things so that they do not run out
 - leaving resources for future generations
 - considering the social and environmental impacts of development as well as the economic impacts
2. - using renewable energy sources
 - planting or replanting more forests
 - development projects that also protect people and the environment

Activity

Applying – Your Community and the SDGs

1. In pairs or groups, students match the 17 targets (a-q) to the 17 Sustainable Development Goals.
2. They think of an action they or their community could take to help reach each of the 17 goals.

1. Answers:

- a. 9 – Industry, Innovation and Infrastructure
- b. 13 – Climate Action
- c. 17 – Partnerships for the Goals
- d. 2 – Zero Hunger
- e. 12 – Responsible Consumption and Production
- f. 3 – Good Health and Well-being
- g. 4 – Quality Education
- h. 5 – Gender Equality
- i. 15 – Life on Land
- j. 8 – Decent Work and Economic Growth
- k. 6 – Clean Water and Sanitation
- l. 7 – Affordable and Clean Energy
- m. 10 – Reduced Inequality
- n. 1 – No Poverty
- o. 11 – Sustainable Cities and Communities
- p. 16 – Peace Justice and Strong Institutions
- q. 14 – Life Below Water

2. Possible answers:

1. Organise assistance for poor people in their community, or collect donations to assist poor people.
2. Organise a system where people from the community each donate a little food that can be stored to help poor people or be used during emergencies.
3. Start an education campaign in schools to encourage children to eat healthy food.
4. Organise a teacher training in your community to improve the quality of teaching in schools.
5. Advocate for an equal representation of men and women to be involved in community decision making.
6. Ensure soap and water for hand washing are available in all public community toilets.
7. Help to install solar panels in homes in remote areas to supply electricity for lighting and to power phones and computers.
8. Encourage workers to form unions to advocate for fair wages and working conditions.
9. Work with a telecommunications company to bring mobile phone and internet coverage to remote villages.

10. Include members of minorities or disadvantaged groups living in the community in regular meetings about community issues and decision making.
11. Ride a bicycle to work each day rather than drive a car that uses fossil fuels.
12. Start a recycling area in your neighbourhood where people can bring their used bottles, cans and plastic to be collected and recycled.
13. Write to your Member of Parliament to encourage your government to join an international agreement to reduce carbon emissions.
14. Organise regular community working groups to remove plastic waste from waterways that will run into rivers and then into the oceans.
15. Join a community project to maintain and protect an area of natural forest and the animals and plants that live in it.
16. Organise meetings between members of different religious or ethnic communities to help them improve their understanding of each other.
17. Share the experiences and ideas of your community organisation with people or organisations doing similar work in other communities or countries.

Discussion

- As a class or in groups, discuss the questions

Possible answers:

1. - Yes, if governments and people accept they need to make changes to their lives.
- No because economic growth and people's need for jobs, new goods and money mean that economic growth will not be reduced for environmental or social reasons.
2. - Yes, because there are things that we have or want that we don't really need, like the latest phone or a new kind of fast food or vehicles that use up fuel. These things create pollution and waste and use up money and resources that could be used to help poor people improve their lives.
- No, because people should be free to have the things they want if they can afford them from the money they have earned.

5.9 Impacts of Development

Preview

- As a class or in groups, discuss the question.
- Write students' ideas on the board.

Possible answers:

1. - by taking natural resources, animals, fish and plants
 - Development can cause deforestation, pollution, climate change.
2. - It can affect people positively by creating jobs, access to health care and education, better housing.
 - It can affect people negatively by damaging the environment they live in or depend on, by forcing them to change what they do for a living, by forcing them to move to other places for work.

Exercise

- Students answer the questions.

Possible answers:

1. When development happens quickly, businesses may take advantage of poor or poorly-enforced laws, especially if there is an increased demand for resources.
2. Economic growth and development, increased demand for land and resources
3. Indigenous people often understand land as collectively owned by communities, whereas the modern capitalist understanding is of individual ownership.
4. Listen to the voices and needs of indigenous people affected by development projects. They should be informed and included in decisions, and need to give their consent to them.
5. Free, prior and informed consent.

Focus on Myanmar

- As a class or in groups, discuss the questions.
- Students decide if the statements are true or false, if false they say why.

Answers:

1. False – A company must inform the Ministry when it wants to start a new development project and the Ministry decides if it requires an EIA.
2. False – The EIA should analyse alternatives to the planned project and their potential impacts.
3. True
4. False – The EIA should be shown to the public and civil society through media and public consultations.
5. False – If the project is accepted by the Ministry, the individuals and communities affected by the project have 30 days to appeal the decision.

Activity

Analysing – Impacts of Development Projects

1. Students match the criteria (a-l) for making decisions about EIAs to the scenarios (i-viii). Scenarios may match to more than one criteria.
2. Students explain their answers.

1. Answers:

- a. i, vi, viii
- b. i, vi, vii, viii
- c. iii, vii
- d. ii, iii, iv, v, vii
- e. ii, v
- f. iv, v
- g. i
- h. i, iv and viii
- i. iv, v
- j. iii
- k. i, iv
- l. viii

2. Possible answers:

- a. i, vi and viii are emergencies.
- b. i, vi, vii, and viii could all cause harm to people.
- c. iii, vii could cause conflict between groups of people.
- d. ii, iii, iv, v, vii are likely to have serious impacts the longer they operate.
- e. ii and v affect areas important to the religions or cultures of local people.
- f. iv and v – irrigation and logging could negatively affect the natural ecosystem.
- g. i – cyclones and flooding; vi – earthquakes.
- h. i storms and flooding; iv – irrigation; and viii – chemical pollution could all affect drinking water.
- i. iv – irrigation could affect biodiversity in wetland areas; v – biodiversity in the forest could be threatened by logging.
- j. iii, more people moving to the area for jobs could cause overcrowding.
- k. i, iv – contribute to or are effects of climate change.
- l. viii happened after the end of the project (the chemical factory).

EXTRA ACTIVITY

Solutions and Submissions

In pairs, for one scenario, students identify:

1. what the project planners could do (or could have done) to prevent or reduce (mitigate) the impacts in each scenario.
2. whether, if they were the Ministry, they would have approved the project or not, and why.
 - You could demonstrate a breakdown of potential responses (elicited from the class) like the example for the first scenario below.

Scenario i. Three cyclones in one month bring flooding that causes a dam on a river to burst and flood surrounding countryside.

- Planning: the planners could have considered if the dam was in a place where more flooding would happen from cyclones due to climate change, and the effects it would have downstream if it broke or overflowed.
- Mitigation: They could contribute money to communities near the dam so they can build higher flood banks or walls to protect them from floods. Or organise evacuation plans if a flood happens.

3. They decide if they would approve the project.

Discussion

- As a class or in groups, discuss the questions.

Possible answers:

2. - Education about social and environmental impacts of development in schools
- Workshops held with communities so they understand the impacts of development
- More training for project planners, businesses and developers about what effects their planned projects could have
- Face-to-face meetings between project planners and affected communities

Links to Online Sources for Teachers

Chapter 6: Public Health

World Health Organisation (WHO)

<http://www.who.int/about/mission/en/>

Causes of Diseases – Microorganisms

<https://microbiologyonline.org/about-microbiology/microbes-and-the-human-body/microbes-and-disease>

Causes of Diseases – Environment

<http://www.who.int/features/factfiles/environmental-disease-burden/en/>

Causes of Diseases – Genes

<https://www.who.int/genomics/public/geneticdiseases/en/>

Causes of Diseases – Immune System

<https://kidshealth.org/en/parents/immune.html>

Causes of Diseases – Vaccination and Immune system

<http://www.who.int/topics/vaccines/en/>

<https://www.youtube.com/watch?v=rb7TVW77ZCs>

Diseases

<http://www.who.int/news-room/fact-sheets/detail/malaria>

<http://www.who.int/news-room/fact-sheets/detail/cholera>

<http://www.who.int/news-room/fact-sheets/detail/hiv-aids>

<http://www.who.int/news-room/fact-sheets/detail/tuberculosis>

Public Health

https://www.youtube.com/watch?v=t_eWESXTnic

Social Determinants

<https://esrc.ukri.org/about-us/50-years-of-esrc/50-achievements/the-dahlgren-whitehead-rainbow/>

Public Health Indicators

<https://www.who.int/healthinfo/indicators/2015/metadata/en/>



6.1 Health

Preview

- As a class or in groups, discuss the question.
- Write students' ideas on the board.

Activity

Applying – Causes of Disease

1. Students match the causes of disease (i-iii) to the pictures (a-j).
 - Some pictures can match more than one cause.
2. In pairs, groups or as a class they explain their answers.

1. Answers:

- a. iii
- b. ii
- c. ii
- d. ii,iii
- e. ii
- f. i
- g. iii
- h. ii
- i. ii
- j. i

2. Possible answers:

- a. Sickle cell anaemia is passed through genes (this is mentioned in the text).
- b. The satellite picture is of a haze cloud in Southeast Asia, and the smoke can affect people's health, especially their lungs.
- c. Exhaust fumes from vehicles such as trucks or cars are an environmental factor that can affect people's health.
- d. Genes because people who have parents that have had these cancers have a higher risk of getting the disease, but they are also influenced by environmental factors like diet and whether people smoke or not.
- e. Smoking is an environmental factor, a form of self-pollution.
- f. Hand washing after going to the toilet and before eating is a way to reduce the risk of getting sick from diseases that are spread by microorganisms.
- g. The diagram demonstrates how a disease is passed genetically from parents to children.
- h. Alcohol is an environmental factor. It is a poison that people drink, a form of 'self pollution'.
- i. Our diet is an environmental factor that affects our health.
- j. A sneeze spreads disease microorganisms through the air.

Exercise

- Students decide if the statements are true or false, if false they say why.

Answers:

1. False – Microorganisms are all around us and inside us. Not all microorganisms make us sick.
 2. False – They are examples of symptoms of diseases, they are not the causes.
 3. False – Antibodies are proteins formed when our immune system fights disease microorganisms in our body. We then have immunity to that disease in the future.
 4. True
 5. False – Vaccination is when we are injected with a very small quantity of a weakened disease so our body produces antibodies to it that give us immunity.
 6. True
3. Three sources of disease are microorganisms, genes and environment. Genes and environment can combine in diseases like cancer. Environmental causes can include pollution in the air and water and things humans deliberately consume themselves through eating, drinking and smoking.
 4. Treatment is something people get when they are already sick from a disease. Prevention stops someone from getting sick in the first place.
 5. Treatments can include medicine or surgery that cures the disease or things that temporarily reduce the effect of the symptoms from the disease, like paracetamol.
 6. - Vaccination through injection with a small amount of a disease to build antibodies and immunity to diseases caused by microorganisms.
- Hand-washing to prevent diseases spread by microorganisms in food or water.
- Access to clean toilets.

Activity

Summarising – Teaching about Health

Note: Remind students that they will do this exercise with books closed, so they need to read section 6.1 (pages 124-126) carefully.

Write questions 1-6 on the board so they do not need to keep looking back at the book for the questions once they have closed them

- Students close their books. Put students in pairs or groups.
- Groups or pairs divide up the topics – if pairs, they get three topics each. If groups of three, two topics each and if groups of six, one topic each.
- Students explain their topics to their partner or group.

Possible answers:

1. - Physical health
- Mental health
- A balanced diet
- Access to safe drinking water
- Access to health services
- Mothers giving birth safely
2. - Diseases are what make someone sick. Symptoms are the physical effects that show they are sick, for example, coughing, vomiting, fever, diarrhoea, tiredness, depression.
- Different diseases that make us sick can show similar symptoms.

Discussion

- As a class or in groups, discuss the questions.

Point out that

- Different people have different experiences growing up, and different access to hygiene and health education and health care.
- Handwashing, vaccinations, eating healthy food, access to clean water and living in a clean or dry place are all examples of things some people do to prevent getting diseases

6.1.1 Disease

Preview

- As a class or in groups, brainstorm a list of common diseases that students know about.
- Make a list of diseases on the board.

Possible answers:

- malaria
- dengue fever
- influenza (flu)
- typhoid
- cholera
- tuberculosis
- cancer
- heart disease
- HIV/AIDS
- polio
- rabies
- hepatitis
- measles
- bronchitis
- pneumonia
- mental illness
- drug addiction
- alcohol addiction

Activity

Applying – Cause and Prevention of Disease

- Students read the texts on pages 128-131.
- 1. Students match the means of transmission (a-d) to the diseases (i-iv).
- 2. In pairs, groups or as a class they discuss ways to prevent these diseases.

1. Answers:

- a. iii
- b. iv
- c. ii
- d. i

2. Possible answers:

- i. Avoid mosquito bites using nets, clothing, repellent, draining stagnant water or spraying to kill mosquitoes.
- ii. Hand washing, access to clean drinking water, toilets that do not pollute sources of clean drinking water.
- iii. Not sharing intravenous needles/syringes, avoid unprotected sex, use condoms during sex.
- iv. Avoiding coughing, sneezing or spitting around other people. Getting tested to find out if they have TB so that they can get treatment and avoid spreading it to other people.

Activity

Creating – Disease Awareness

- In groups, students choose one of the four diseases from the case studies.
- They design a poster or infographic that shows the causes, symptoms, treatments and preventions for their disease.
- They make it as visual as possible, using pictures and diagrams.
- They explain their posters to the class.
- If you like, put the posters up in public places like schools, shops or community areas.

Discussion

- As a class or in groups, discuss the questions.

Point out that

- Which diseases people think are most serious for health of people in their communities could depend on where they are from.
- People from rural areas might have experience of diseases like malaria, which is less common in large towns or cities. Whereas people from large towns or cities might be more familiar with diseases like heart disease or cancer that have environmental causes.
- Also, they should consider how some diseases are more 'visible' than others. For example, there might be social stigma around HIV/AIDS, mental illness or drug or alcohol addiction so people might hide or not talk about these conditions with other people. This makes it harder to know how many people have these diseases or to treat them.

6.2 Public Health

Preview

- As a class or in groups, discuss the questions.
- Write students' ideas on the board.

Possible answers:

1. - The health of everyone in a community or in society
 - How to prevent or treat diseases in a community or society
 - Physical and mental health of people in communities
 - Access to doctors, hospitals or medical care in society
2. - Public health is related to ethics because of decisions about which medicines or treatments do or do not get funding; which medicines or treatments are made available or not; who medicines or treatments are made available to; and the testing of new medicines on people and on animals.
 - Public health is related to the environment because where people live and work and what they eat and drink will affect their health.
 - Public health is related to economics by where people can afford to live, afford to eat or medical care they can afford to pay for.
 - Public health is related to development by how much access people have to doctors, hospitals, education about health, clean drinking water or toilets.

Exercise

- Students decide if the statements are true or false, if false they say why.

Answers:

1. True
2. False – Public health focuses on the health of groups of people, communities or a whole country.
3. False – Public health considers social, environmental, economic and development conditions.
4. False – The age, sex and constitution of the individual is at the centre of the social model of public health (see the diagram).
5. True

Activity

Analysing – Public Health Case Studies

Note: This activity is based on the three public health case studies, which include text and pictures, on pages 133-135. They each illustrate factors from different parts of the social model of public health on p.132. The point of this activity is for students to recognise examples of these factors in the case studies.

To help students start this activity, draw a simplified version of the social model of health on the board.

Include in the circles outwards from the centre: age/sex; individual lifestyle factors; social community networks; living and working conditions; and social, economic, cultural and environmental conditions.

Demonstrate a couple of examples to help them start. In Case Study One, U Aung Win lives in a small village in a mouldy damp house (living and working conditions)... he is male and 82 (age and sex)...he smokes (individual lifestyle choices)...

- Students read the case studies and examine the pictures.
- Individually or in pairs or groups, Students check for factors in the social model of health for each case study.

Possible answers:

Case Study 1

- U Aung Win's damp mouldy house: working and living conditions.
- He's male and 62 years old: sex and age.
- He smokes = individual lifestyle factors.
- His wife died could not see a doctor = lack of access to health care services in living and working conditions.
- His children work as farm labourers = living and working conditions.
- His family cannot help him = social and community networks.
- Cost of transport and hospital fees = general socio-economic conditions.
- Neighbours bring fruit, vegetables and water = social and community networks.

Case Study 2

- Ma Cho Cho is female and 23 = age and sex.
- She lives in an air conditioned apartment near centre of town = living and working conditions.
- She has a well paid job = living and working conditions and/or socio-economic conditions.

- She went to the doctor = access to health care in living and working conditions.
- she had unprotected sex = individual lifestyle factors.
- She's from a wealthy family = social and community networks and/or socio-economic conditions.
- Her family pay for her apartment = living and working conditions.
- Her family will help raise the child = social and community networks.
- She can return to her job = living and working conditions.

Case Study 3

- Kyaw Kyaw is 15 = age and sex.
- He lives in a crowded house = living and working conditions.
- He's at school but family want him to work to support family = education in living and working conditions/social and community networks.
- His village floods from the monsoon = environmental conditions.
- Mosquitoes in flood waters spread malaria = environmental conditions.
- A group of people from the town provide nets and repellent = social/community networks.
- There are public workshops on avoiding mosquito bites = education in living and working conditions.
- A medical centre in the town can take blood tests for malaria = access to health care services in living and working conditions.

EXTRA ACTIVITY

Positive and Negative Factors

1. Students look at the factors in one or more of the case studies and for each decide if it is positive or negative and why.
2. They present to another group or to the class with their findings.

Discussion

- As a class or in groups, discuss the questions.

Possible answers:

- **Age** because older people will experience more health problems.
- **Sex** because women often live longer than men.
- **Individual lifestyle factors** because people can choose to eat healthy food and avoid unhealthy food, drinking or smoking.
- **Social and community networks** because if people have supportive families and communities that helps their health.
- **Living and working conditions** because they include, health care and education, and access to health care and education are important for health.
- **Socio-economic factors** because if people live in poor communities that will affect their health.
- **Environmental** because if people live in unhealthy places due to climate or pollution that will affect their health.

Point out that:

- the social determinants are interrelated and may affect different people's health at different times.

6.2.1 Public Health Indicators

Preview

- As a class or in groups, discuss the questions.
- Write students' ideas on the board.

Possible answers:

1. - to find out how long people live for
- to find out what are common health problems or diseases in society
- to find out how many people have been born or have died in the population over one year
- to find out what people do that helps or harms their health
2. - count how many people get different diseases each year
- count how many people have been born or died over one year
- find the average number of years people live for in a population
- find out the most common causes of death or injury

Exercise

- Students match the examples (1-7) to the indicators (a-g).

Answers:

1. g
2. d
3. a
4. c
5. e
6. b
7. f

Activity

Interpreting Data – Myanmar's Health Statistics

- In pairs or groups, students read the statistics and answer the questions.

Possible answers:

1. In 2015, the infant (under one year old) mortality rate was **38.9 per 1,000 live births**. The number of live births in 2015 was 1,023,982. Divide 1,023,982 (live births) by 1000 = 1,023.98 x 38.9 (infant mortality rate) = 40,754.40 children would be expected to die before they are one year old in 2015.
2. In 2015, the maternal mortality ratio was **200 per 100,000 live births**. The number of live births in 2015 was 1,023,982. Divide the live births 1,023,982 by 100,000 = 10.24 x 200 (maternal mortality ratio) = 2048 mothers would be expected to die before, during or just after child birth in 2015.
3. The table states that 33% of the population live in urban areas, so that leaves **67% living in rural areas**. So they need to calculate 67% of Myanmar's total population of 50,402,517. So $67/100 = .67$ x 50,402,517 = **33,769,686.39** (since you cannot have .39 of a person) round it to 33,769,686.
4. 77% of the population are stated as using improved sanitation, so $100-77=23\%$ **still need improved sanitation**.
5. GDP in 2015 was US\$ 62,600,000,000. Health expenditure was 1.8% of GDP. $1.8/100 = 0.018$ x 62,600,000,000 = **US\$1,126,800,000 was spent on health care in Myanmar in 2015**.

Discussion

- As a class or in groups, discuss the questions.

Possible answers:

1. - Life expectancy, as it shows overall how much better people's health is compared to the past because of how much longer they live for.
 - Under five mortality because if children have better conditions when they are small they will grow into more healthy adults with better life expectations.
 - Maternal mortality because it is important for children and families that they do not lose mothers from death during child birth.
2. - Indicators for mental health like happiness or depression
 - The different types and amounts of medicine that people use
 - The number of people who are seeking help for drug addiction
 - The number of visits that people make to doctors or hospitals

6.2.2 Public Health Issues and Programmes

Preview

- As a class or in groups, discuss the questions.
- Write students' ideas on the board.

Possible answers:

1. - posters in clinics and hospitals
- TV and radio advertisements
- social media and websites
- education programmes about health in schools
2. - preventing diseases
- nutrition or diet
- smoking
- alcohol
- drugs
- mental health

Exercise

Note: In some posters the health issue may be implied rather than directly stated. In others, the prevention may be implied rather than directly stated.

1. Students decide which public health issue is the focus of the poster.
2. They identify the recommended prevention.

1. Answers:

- a. Smallpox
- b. Death from diseases related to smoking
- c. Malaria
- d. It is implied that the health issue is death from drowning because people do not know how to swim.
- e. The implied health issue is obesity and illness from consuming sugary drinks
- f. The implied health issue is diseases spread by microorganisms (germs) between people or through food and drink

2. Possible answers:

- a. Prevention: Vaccination
- b. Implied prevention: To stop smoking
- c. Prevention: Spraying to kill the mosquitoes
- d. Prevention: Learning how to swim
- e. Implied prevention: Not drinking sugary drinks
- f. Prevention: Washing hands

Activity

Public Health Problems and Solutions

1. In groups of four, students each read one of case studies I-IV on pages 140-143.
2. They explain the issues in their own words:
 - a. the main public health issue;
 - b. what can be done about it;
 - c. the barriers to improvement.
 - They keep their books closed during the explanation.

Possible answers:

I.

- a. Water, sanitation and hygiene: Includes access to clean drinking water; safe toilets that do not pollute drinking water; waste disposal; hand washing.
- b. Education and involvement of communities in planning and implementing WASH projects and maintaining infrastructure like pipes and toilets.
- c. Providing WASH for communities in remote areas, or in poor or crowded areas in cities that do not have good infrastructure (for example regular water supplies, pipes, closed sewers etc).

II.

- a. Vaccination: a small amount of a disease is injected into someone so that they develop the antibodies to resist the disease.
- b. Vaccination programmes often focus on certain serious diseases that affect children – measles, rubella, polio, tuberculosis, hepatitis B.
- c. Difficultly reaching remote areas with poor roads or areas where there is armed conflict. People who move a lot for work may miss vaccinations or follow-up injections.

III.

- a. Safety and Accidents: Includes road accidents and safety conditions at work or where people live, such as by rivers.
- b. Better roads, cars, laws and education and training. Safety equipment and training at work. Learning to swim to avoid drowning.
- c. Poorly built roads or cars; employers not following regulations about work safety; people live in dangerous places because of their work.

IV.

- a. Lifestyle choices: The things that people choose to eat, drink or smoke. It is also necessary to consider why people become addicted to drink or drugs.
- b. Education, awareness raising, regulations to restrict use or tax to discourage use, programmes to end addiction.
- c. Unemployment; trauma from wars; advertising; cheap unhealthy food, alcohol or tobacco.

Activity

Inferring – WASH-Related Issues

- Students match the issue (water, sanitation or hygiene) to the pictures.
 - Some pictures represent more than one issue.
- They state whether the picture demonstrates a problem or a solution to an issue in WASH.
- For the pictures where they believe there is a problem, they give potential ways to improve WASH in that situation.

1. Answers:

- Water and hygiene: Water because the man is using water to wash with, but it is possibly dirty. Hygiene because he may be exposed to disease microorganisms from the dirty water.
- Hygiene: If people have not washed their hands, then touching the food with bare hands could spread disease to other people through the food.
- Water: The flooding will make water supplies dirty.
- Hygiene: Hand washing
- Sanitation: This appears to be a toilet in a field and also there is a lot of other rubbish in the water.
- Water and sanitation: Water because this source of water, used to wash dishes, may also be a source of drinking water. Sanitation because the water may be polluted and microorganisms may pass from the dishes to people when they eat from them.
- Sanitation and hygiene: Sanitation, as there is a huge amount of rubbish and the people are defecating in the open. It also a hygiene issue because the people have no ways to clean or wash their hands after going to the toilet.
- Sanitation. There is a large bin of rubbish which is overflowing.

2. Possible answers:

- Problem: He needs access to a better place to wash in. The water is dirty.
- Problem: Disease could be spread in the food.
- Problem: The floods pollute drinking water supplies and the dirty water may carry diseases.
- A solution: Hand washing reduces the risk of spreading diseases between people or through food.
- Problem: The toilet appears to just drop feces into the water and that increases the risk of diseases spreading.

- Problem: The water supply could have many dangerous microorganisms in it, either from humans or animals, or even pollution from industry or agriculture.
- Problem: Open defecation and the piles of rubbish could both be sources of germs that spread disease. If people cannot wash their hands after going to the toilet, that will also spread germs.
- Problem: The rubbish has not been collected. Solution also, as it is better to have places to put rubbish rather than pollute the land.

3. Possible answers:

- Clean the canal. Provide taps or showers in buildings.
- Hand washing with soap, and/or using implements to eat with like spoons or chopsticks, so that the food is not touched with bare hands.
- Bring in clean drinking water supplies in tanks or trucks from somewhere else.
- Build a toilet in another location where the feces are properly removed or buried so they do not enter the water supply.
- Provide safe, clean water either from an underground source or by pipe from another location.
- Provide clean safe toilets that do not pollute water or land. Provide access to water and soap for hand washing. Organise a community cleaning group to clean up the rubbish.
- There needs to be regular rubbish collection. Maybe also have a system so that when the bin is full, the community could contact the rubbish collectors to come and take it away.

Activity

Mapping – Vaccination in Myanmar

1. In pairs or groups, students order the vaccination percentages for states/regions from lowest to highest.
2. They create a vaccination map for Myanmar.
 - a. They make a map key using different colours, shading or patterns to illustrate vaccination percentages in Myanmar's regions and states.
 - b. They name and label each state and region on the map.
 - c. They fill in the map using the colours, patterns or shading from the their map key to show different percentages of vaccination in each state or region.
3. They identify differences in vaccination rates across the map. To help them see some differences you could ask what areas have under 50% vaccination coverage (Ayeyarwaddy, Rakhine, Shan, Bago and Nay Pyi Taw), or what is the lowest and highest rates (Ayeyarwaddy – 34% and Mandalay – 81%).
4. They list the factors (environmental, economic, social, cultural or development) that could explain differences in coverage.
 - They compare their maps with other groups, or put their maps on the wall and walk around looking at other groups' maps.

1. Answers:

Lowest

Ayeyarwaddy 34%
 Rakhine 41%
 Shan 46%
 Bago 47%
 Nay Pyi Taw 49%
 Tanintharyi 52%
 Chin 53%
 Magway 58%
 Kachin 59%
 Mon 64%
 Kayin 65%
 Sagaing 66%
 Yangon 67%
 Kayah 80%
 Mandalay 81%

Highest

4. Possible answers:

Social:

- Fertility. If less children are being born in some areas (social factor), then the vaccination rate for that area will rise as less new children are born that will need vaccinations compared to those who already have been vaccinated. On the other hand, if more children are being born, then there are more children who need vaccinations who might not get them, and that lowers the vaccination rate for that area.

Environment:

- Remote areas: Vaccination rates may be lower in remote places that are hard to access for vaccination teams or for people to take their children to clinics or hospitals for vaccinations. This also relates to environments they live in, and to development and economics, for example, building roads.

Economics:

- Mobile populations: People may move around often to find work (economic factor) and miss out on vaccinations.

Development:

- Armed conflict: Armed conflict will stop access for vaccination teams or people travelling to other places to get vaccinated. People may not want contact with government or other external health organisations that they see as coming from outside of their own communities, ethnic or religious groups.
- Information and Communication: Are there education or public information programmes to encourage vaccination? Do people have access to information such as internet, radio, TV, or newspapers that could inform them about vaccination?
- Population density: Some areas have less people living there, so it is easier to locate and vaccinate most of the people who do live there.
- Education: People who have more education or are wealthier (social and economic factors), may know more about health issues and want to get their children vaccinated. This also relates to development and access to schools.

Activity

Analysing – Accident Injuries and Deaths In Myanmar

Note: Students will need the colour versions of the books to do this activity.

- In pairs or groups, students look at the statistics and answer the questions.

Answers:

1. Road traffic accidents (see the first bar in the first graph)
2. Approximately 45%
3. Mon State
4. Injuries on farms
5. Yangon (assault)
6. Drowning
7. Rakhine and Ayeyarwaddy

Possible answers:

8. They are coastal areas so people are often working on boats and/or fishing.
9. Because many people in Myanmar do not know how to swim.

Activity

Inferring – Causes and Effects of Alcohol Consumption in Myanmar

1. For each quote, students identify the cause and effect of drinking.
2. For each cause of drinking, students identify possible public health actions or policies to address the problem.

Possible answers:

1.
 - a. Cause: Too many beer stations and they are open too long.
Effect: Young people waste their time and money.
 - b. Cause: Advertising of alcohol.
Effect: It makes young people want to drink more.
 - c. Cause: Frustration due to lack of job opportunities.
Effect: Young men drinking because they are frustrated and have nothing to do.
2.
 - a. The government could regulate how many beer stations are allowed in an area, and they could reduce the number of hours they are allowed to be open. People could organise other activities without alcohol, (for example, sports or music) for young people to attend instead of going to beer stations.
 - b. The government could regulate advertising of alcohol, for example on buildings, TV, radio or newspapers. They could organise a campaign to advertise the negative health and social effects of alcohol to discourage people from drinking so much.
 - c. Creating more job opportunities so that young people are not unemployed and not frustrated.

Focus on Myanmar

- As a class or in groups, discuss the questions.

Possible answers:

1. The per 100,000 road deaths rate in Myanmar has increased by 5.3 from 15/100,000 in 2011 to 20.3/100,000 in 2015.
2. Motorcycle riders might not wear helmets. Motorcycle riders are exposed and have no protection if they fall off or have accidents with larger vehicles like cars or trucks.
3. An increase in cars on the roads, lack of enforcement of driver's licenses, the poor quality of cars...
4. Because people drive on the right-hand side of the road in Myanmar, if the car has the steering wheel on the right-hand side of the car drivers will not have a good view of where their car is in relation to other traffic on the road.
5. Car drivers, motorcycle drivers, and pedestrians.
6. Roads might be in poor condition with rough or broken surfaces or holes. Sometimes there are no footpaths and pedestrians share the road with vehicles like cars and trucks.
7. Because children may need to cross roads going to and from schools. Children can take home what they learn about road safety to their families and parents.

Focus on Myanmar

- As a class or in groups, discuss the questions.

Possible answers:

1. Before eating, after using the toilet
2. The children are a way to get the handwashing message out to family and community.
3. Washing facilities (like bathrooms, basins, water pipes etc), soap, water, a place to wash.
4. Diarrhoea, worm infections, respiratory infections.
5. Children in schools are close to each other in classrooms and have physical contact when playing.

Discussion

- As a class or in groups, discuss the question.

Possible answers:

- Society, because people's attitudes and beliefs about health and education and about actions like hygiene and vaccination will affect society's overall health. Attitudes to lifestyle choices like food, alcohol, smoking, or drugs would also influence health in society.
- Ethics and law, because governments could make laws and regulations, for example, making it compulsory to have vaccinations or setting standards for water and hygiene that would also affect people's choices and freedoms.
- Environment, because where people live and work affects their health as well as their access to health care.
- Economics, because it affects the nutrition, housing and access to health care people can afford, and the conditions where they choose to live for work.
- Development, because it affects the overall infrastructure in a country and the health care and education that people can access through it.

6.3 Public Health Policy

Preview

- As a class or in groups, discuss the questions.
- Write students' ideas on the board.

Possible answers:

1. - Governments because people pay taxes for them to provide health care and they have the money, organisation and the power to implement health care programmes.
 - Individuals because they should take responsibility for their own health through eating healthy food, living in healthy places and avoiding unhealthy lifestyle choices like drinking or smoking.
 - Businesses because they will produce the best medicines and health care that people can pay for because of competition and the motive of profit.
 - NGOs and civil society groups because they work more closely with people than governments and know about the health issues in communities.
2. - Governments and schools could educate people about healthy behaviour and healthy food, and encourage people to have good habits like hand-washing.
 - Individuals could choose to not eat unhealthy food and not drink alcohol or smoke.
 - Governments could put taxes on unhealthy food, alcohol or tobacco.
 - Businesses could produce healthy food and drink and say what is in the food and drink they produce on the labels.
 - NGOs could help build medical clinics and provide medicine.

Exercise

- Students order the example steps in developing a public health policy in order, based on the steps on Page 150.

Answers:

b – d – f – c – g – h – a – e

- When students have ordered the steps you could write the order on the board and get the class to connect each example a-g to one of the eight steps for making a policy on page 50.

b = identify a health issue

d = decide goals and outcomes

f = choose policy options

c = develop a draft policy

g = discuss the draft policy with affected communities

h = revise draft policy based on input from communities

a = implement policy

e = monitor the implementation

EXTRA ACTIVITY

Order the Public Policy Steps

1. Students order the steps in groups. Photocopy as many copies of this page as you have groups and cut up the steps.
2. Give a set of the cut-out steps to each group. They assemble in the best order according to the policy steps on Page 150.

Focus on Myanmar

- As a class or in groups, discuss the questions.
- Students decide if the statements are true or false, if false they say why.

Possible answers:

1. Many more men smoke than women, and smoking is seen as less socially acceptable for women in Myanmar.
2. Because advertising influences people to smoke or to start smoking.
3. Because people who do not smoke are also exposed to smoke from smokers inside public places, work places, bars and restaurants. Also, people will smoke or will smoke more often if they can do it inside rather than having to go outside to smoke.
4. No, it suggests that there is not enough taxation on cigarettes because they are still cheap to buy.
5. The government gets money from the tax and can use it to spend on health care or anti-smoking campaigns, and taxes make smoking more expensive, to try to discourage people from buying tobacco products.
6. They will try to influence the government not to raise taxes or place regulations on tobacco products.
7. If the laws about tobacco advertising were enforced.
8. To make smoking less appealing by showing the graphic pictures and warnings of the harm it causes and make people not want to smoke.

Activity

Creating – Designing a Public Health Policy

1. In groups, students develop a plan for a public health policy on a specific issue they agree on. Refer them to the steps for developing a public health policy on page 150.
 - They choose a public health issue that affect their community or country.
 - Some suggestions include:
 - Mental Health (for example in the case of teenagers);
 - Drug addiction;
 - Air pollution in cities (causing respiratory illness like bronchitis);
 - Support for mothers having babies;
 - Road safety on bicycles or motorbikes;
 - Care for elderly people;
 - Work accidents (in different industries like mining, logging, factories etc);
 - Domestic accidents (in people's houses such as from cooking fires etc).
 - Make sure that they consider:
 - The public health issue;
 - The goal of the policy (e.g.: prevention, reduction, education, improved services or access...etc);
 - What kinds of actions the policy would involve (education, awareness raising, promotion, laws, taxes... etc);
 - What types of people and organisations they would consult with to develop the policy and how those people would be involved (e.g.: doctors, teachers, communities, businesses... etc);
 - Specific actions to achieve the goal of the policy (e.g.: visits to schools or workplaces, vaccinations, food labels, laws, taxes, posters... etc);
 - How the policy's effectiveness would be monitored (e.g.: what data they would collect, who would collect it and how...etc).
 - They write short notes or a sentence or two for each of these.
2. Groups present their policy plans to the class.
 - If you like, encourage them to develop a poster to use as part of their presentation on their public health policy. Encourage them to display it somewhere in the classroom, school or community.

Discussion

- As a class or in groups, discuss the questions.

Possible answers:

2. - Governments, because they implement policies.
 - Communities, because they are affected by policies.
 - Experts who know about the issues