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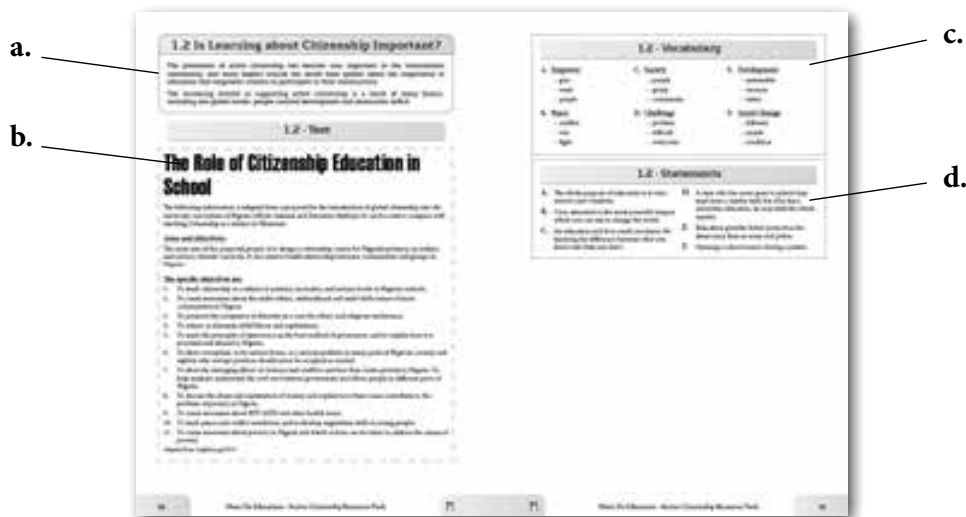
ACTIVE CITIZENSHIP RESOURCE PACK

Welcome to **Mote Oo Education's** *Active Citizenship Resource Pack*. Please read this introduction before you start, so that you become familiar with its components.

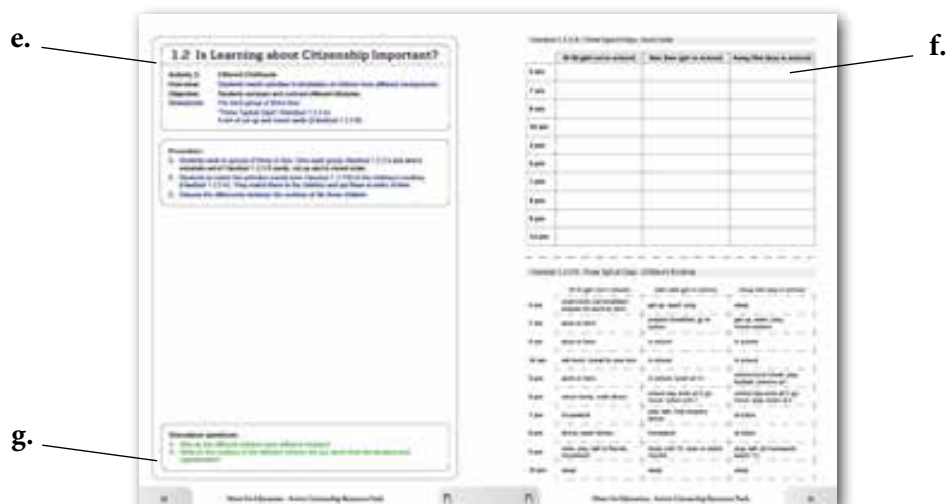
A. WHAT YOU WILL FIND IN THIS BOOK

The *Active Citizenship Resource Pack* is a complete teacher resource for busy teachers of civic education, or for teachers who want to bring interesting ideas, debates and activities into an English class. It was written as a resource pack to accompany **Mote Oo Education's** *Active Citizenship*, but it can be used on its own, with other **Mote Oo Education** books, or with materials from other publishers.

The book follows the Active Citizenship course structure; there are three sections: *Citizenship*, *Community* and *Participation*. Each chapter has several subsections, relating to different aspects of the chapter theme. In *Active Citizenship Resource Pack*, each subsection begins with a brief introduction to the theme (a), followed by a text (b), vocabulary (c) and a selection of statements (d). All the components relate to the major theme of the section. (For more ideas about how to use the texts, vocabulary and statements, see section C.4 of this introduction.)



Each section has one or more activities. Each is designed to give students a deeper understanding of the issues. Full teacher instructions and activity objectives are written on the left page (e), and on the right are (in most cases) photocopyable handouts (f) or sheets, which you can prepare for your students. Additionally, at the bottom of each page of instructions are discussion questions (g), which will hopefully allow even further discussion and debate to happen in your classes.



B. A NOTE TO ENGLISH TEACHERS:

Although the topics in this book relate to civic education, there is much for the English teacher too. Texts are written in clear, simple English, and the topics covered will help students to understand important ideas in English.

Additionally, many of the topics and themes are found in international exams such as the IELTS and TOEFL iBT. Students sitting these exams are expected to understand quite complex ideas about politics and society and read, write and speak authoritatively about them. Ideas such as tackling pollution and poverty, justice, the power of the media and rules and laws are included. This book will not replace a high quality exam preparation course, but many of the topics in it (and Active Citizenship) will make ideal supplementary activities to increase general knowledge and critical thinking.

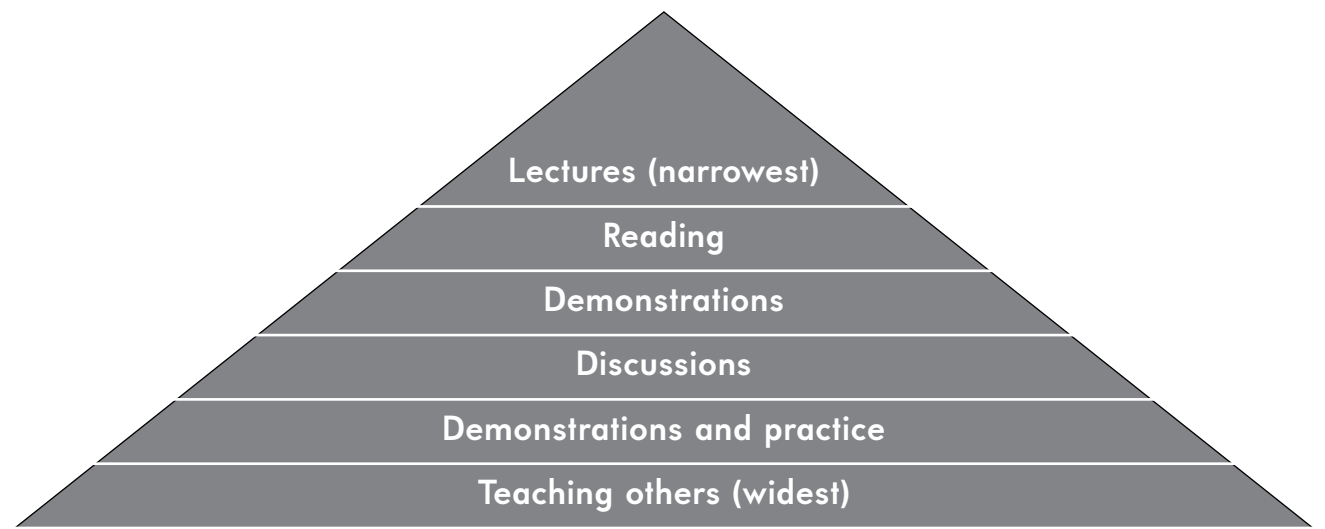
Please bear in mind the difficulty of the texts when choosing activities for your classes. We have not graded the English, though we have simplified language as much as possible. Generally, the main activities are written in simpler English than the texts at the beginning of each section. Texts in the main activities are approximately pre-intermediate and intermediate English. Texts at the beginning of sections are approximately intermediate to upper intermediate English.

C. HOW TO USE THIS BOOK IN YOUR LESSONS

Active learners make active citizens. Activities help develop skills and confidence. Active participation, critical thinking and discussion are useful and effective ways to learn about democracy. This book provides teachers with an active approach to civic education that empowers student learning.

1. ACTIVE LEARNING FOR ACTIVE CITIZENSHIP

Students learn more by doing, and they remember more information when they use it in some way. The learning pyramid below illustrates how much people learn through different activities.



This activity book gives teachers and trainers tools for more integrative teaching. It will help to increase learning and keep lessons and workshops fun and interesting.

2. KNOWLEDGE, SKILLS AND VALUES

Civic education is about the laws, rights and responsibilities of citizens. However, an important part of civic education is developing skills and values that support active citizenship. Because these skills and values cannot be “learned” like other school subjects, different teaching and learning techniques are needed. For example, civic education encourages students to:

- debate current issues, present arguments and listen to the views of others.
- take part in collective decisions affecting their life, school and community.
- reflect on their beliefs and values and why they have them.
- experience the perspectives of other people in their community.

3. LESSON PLANNING FOR ACTIVE CITIZENSHIP

Learning outcomes describe the things students will learn by the end of a lesson. They are also guide for teachers, to help them think about what they are trying to achieve in the lesson.

- **Knowledge outcomes** refer to what learners will be able to explain by the end of the lesson (e.g. “At the end of the lesson learners will be able to explain ...”).
- **Skills outcomes** refer to what learners will be able to do by the end of the lesson (e.g. “At the end of this lesson learners will be able to conduct ...”).
- **Values outcomes** refer to what learners will have reflected on by the end of the lesson (e.g. “At the end of this lesson students will reflected on the importance of ...”).

Each activity during a lesson should be linked to the outcomes of the lesson. Activities from this book all have their own objectives in the teacher notes.

When planning lessons, teachers should include activities that develop knowledge, skills, and values.

4. CORE ACTIVITIES

These activities can be used with the Unit Texts, Unit Vocabulary, and Unit Statements at the beginning of every section.

1. TEXT-BASED ACTIVITIES

Running Dictation

1. Students work in teams of four–ten. Each team appoints a writer. The writer sits at the opposite end of the room to their team. Give each team a copy of the text.
2. The first team member memorises the first part of it, runs back to the writer, and dictates what they remember. The writer writes it down. The first team member returns to their team.
3. The second teams member memorises the next part of the text, runs back to the writer and dictates.
4. Continue until you reach a time limit (e.g. 10 minutes) or until a team finishes the whole text.
5. Teams swap papers and mark another team’s paper. They should ignore minor spelling and grammar errors – focus on getting all the information down.

Dictogloss

1. Read or play the text at normal speed.
2. Read or play the text again. Pause after every paragraph so students can record the important information. They should not write word for word – they should use their own words.
3. Read with pauses again. Repeat this a third time if necessary.
4. Students compare their texts in pairs or groups, and add any missing information.
5. Show students the original text. They compare this to their versions, and check they have all the important information.

Teach Each Other

1. Give a section of text to each student. They read their text and think about how to explain it.
2. They get into groups – each group should have a complete text. Take the texts back from the students.
3. Each group member explains their part to the rest of the group. They must use their own words, either in English or in their first language.

There are more ideas for text-based activities in Mote Oo’s *Activities for Social Science Teaching*, Chapter 2.3 and 3.1.



II. VOCABULARY-BASED ACTIVITIES

Just a Minute:

1. Make a copy of the “topics/issues” sheet (on page 11) and cut out the words.
2. Fold the strips of paper over and put them into a hat.
3. Copy the unit vocabulary for the relevant units.
4. Fold the strips of paper over and put them into a hat.
5. Form the class into two or three teams.
6. Each team sends one member to the front of the class.
7. This student takes one paper from the topics/issues hat and one from the unit vocabulary hat.
8. They need to talk about the relationship between the topic/issue and the word from the unit vocabulary for 60 seconds without stopping.
9. If they stop, or talk about something unrelated they do not get a point.
10. If they talk for 60 seconds on the relationship between the two words, their team gets one point.
11. Repeat with other teams.
12. When all the unit vocabulary has been used up, the team with the most points wins.

Back to the Board:

1. Divide students into two or three groups.
2. One volunteer from each group comes to the front of the class and stands with their backs to the board, facing their group.
3. Write the four words in the vocabulary section on the board so that the volunteer cannot see the word.
4. The first word is the main word. The three lower words are forbidden words.
5. The group must give hints to their volunteer so that their volunteer guesses the main word. However, the following rules apply:
 - The group is not allowed to say the main, or the forbidden words
 - They cannot use sign language or gestures
 - They cannot use the alphabet or numbers
6. If the volunteer guesses the word in one minute, their team gets a point. If they cannot guess the word in this time, the whole class join (but no-one gets the point).
7. The team that has the most points at the end of the activity is the winner.

There are more ideas for vocabulary-based activities in Mote Oo’s *Activities for Social Science Teaching*, Chapter 2.2. Additionally, there will be many new words in the texts and in the activities in the books. You can use the above vocabulary activities to test students understanding of words that they have recently learned



III. STATEMENT-BASED ACTIVITIES

Small Group Discussions

1. Groups should not exceed five people to ensure that everyone has a chance to speak.
2. Tell groups what topic they will discuss and how long they will have to discuss it.
3. Make sure stronger participants do not dominate and everyone has a fair opportunity to talk.
4. A simple way of achieving this is to use “token talk”. Here, teachers give each student five matches or other tokens and require them to give away one match each time they speak. When a student runs out of matches, they are no longer allowed to speak.

Triads

1. Form three groups (by counting 1, 2, 3 for example).
2. Allocate a role to each group. There are three roles: for, against and mediator.
3. Tell groups what topic they will discuss and how long they will have to discuss it.
4. Get the number ones (“fors”) to sit together and the number twos (“against”) to sit together to brainstorm their arguments.
5. Take the number threes (“mediators”) outside the classroom discuss how to mediate.
6. Form groups of threes (one “for”, one “against” and one “mediator” in each group).
7. Get the number twos to introduce themselves as mediators and to conduct the discussion (i.e. “fors” argue first, then “against”).
8. All of the class discuss the activity at the end.

Debates

1. Divide the debate topic between two large groups of participants and choose which groups will argue for and against the statement.
2. Divide the large groups into small groups of not more than five persons each.
3. Get the small groups to prepare their arguments and to choose two debaters to present their arguments.
4. Group 1 (presenter 1) presents their arguments first for 3 minutes.
5. Group 2 (presenter 1) presents their arguments first for 3 minutes.
6. Group 1 (presenter 2), replies to Group 2’s arguments and presents their arguments for 3 minutes.
7. Group 2 (presenter 2), replies to Group 1’s arguments and presents their arguments for 3 minutes.
8. Ask all the participants to vote on which side presented the best arguments and deserved to win the debate.



Opinion polls

1. Write a statement on the board.
2. Ask each student to express privately his or her opinion on a particular statement by stating whether they agree or disagree on a piece of paper.
3. Collect papers and compile their answers on the board.
4. Discuss the results as a class.

VARIATION:

See the Change

This can be done at the beginning and end of a discussion activity to see if the opinions of the class changed after the discussion.

Fishbowls

1. Write the statement on the board
2. Form a group of four to six students.
3. This group sits together in a small circle in the middle of the room to discuss the statement
4. All other students sit around the outside and listen to “the fish in the bowl”.
5. When one of the observers wants to get involved in the discussion, they come forward and stand behind one of the “fish”. This “fish” then has to swap out and join the listeners.
6. Activity continues on until all students who want to speak have spoken.

Reporter Activity

1. Divide into groups of four.
2. Give each group a statement.
3. Each group member is given a role: arguer for, arguer against, “reporter” and observer.
4. Each group member is given time to prepare questions (reporters and audience) and arguments (arguers).
5. Each group presents their discussion to the class. Reporters ask questions about the issue to the groups of arguers. They both answer.
6. After the reporters are finished, the audience has the chance to ask questions or express their opinion.
7. The audience (the rest of the class) votes on which argument they find most convincing.
8. The whole group brainstorms actions that can be taken as a result of the vote.

“Snowballs”

1. Give a statement to a group of eight or 16 students.
2. Give them time to independently consider their arguments for 3-5 minutes.
3. In pairs, students discuss their opinions on the statement.
4. Join pairs to form groups of four. New groups share their ideas and discuss them.
5. Continue joining and discussing until all students are in one big group.
6. Summarise the discussion.



Social Thermometer

1. Prepare two signs, one that says “strongly agree” and one that says “strongly disagree”. Stick up one of these signs on a wall, stick up the other one on the opposite wall.
2. If possible, place a straight line of tape on the floor between the two signs.
3. Get all students to stand in the middle of the room.
4. Read out a statement. Students move to the place on the “thermometer” that best shows their opinion.
5. Ask some students why they are standing where they are and compare people’s reasons.

VARIATIONS:

Reporters

Same as above, but this time:

1. Instead of asking students why they are standing where they are, choose one or two students to be “reporters.”
2. Reporters go around the class “interviewing” students about their reasons like a television news reporter.

VARIATIONS:

Politicians and voters

Same as above, but this time:

1. Ask the people standing at the furthest extremes to give a one minute “speech” to try and persuade people in the middle to move closer to them.
2. No-one should interrupt or assist them.
3. At the end of the speech, ask the class if anyone wants to change where they are standing. Ask the people who moved why they changed.
4. Repeat this with other students at the extremes if necessary.

Swap Questions

1. Write statements on pieces of paper, one statement per student. You can use the same statement more than once. For a large class, write seven or eight statements and make several copies of each.
2. Give a statement to each student. Students walk around the room and find a partner.
3. In pairs, students ask and discuss each other’s statements.
4. They then exchange statements and go and find another partner. Continue discussing and swapping.

There are more ideas for statement-based activities in Mote Oo’s Activities for Social Science Teaching.



Topics/Issues sheet – for vocabulary-based activities

children

equality

health

street children

education

media

citizenship

discrimination

migration

sport

human rights

peace

politics

environment

conflict

racism

development

work

democracy

gender

child labour

nationalism

poverty

corruption

disability

globalisation

the military



1.1 Citizenship: A Definition

We can define citizenship in different ways. In international law, citizenship is a legal relationship between an individual and their country. We can say that a person is a citizen of Britain, Thailand or Myanmar. Citizens have passports, birth certificates and other legal documents that prove that they are members of a country. Citizens have rights in their country. In exchange, they have certain responsibilities including military service, paying taxes and obeying the laws of the country.

Some people feel that this legal definition of citizenship is too simple. They say that citizenship is also an activity. It is about citizens developing communities that reflect their values.

The idea of citizenship as firstly an activity (active citizenship) and secondly a legal status (legal citizenship) has become more popular around the world.

1.1 – Texts

Thinking about Citizenship Education

1. Different traditions of citizenship

There are two competing citizenship traditions:

- the liberal, rights-based tradition
- the civic republican tradition, based around duties or responsibilities.

There is a possible third tradition, related to *communitarianism*. This focuses on the relationship between the individual and their community. As well as duties and rights, there are other important ideas about citizenship that focus on identity: ‘What sort of citizen are you?’

2. Important questions in citizenship education

An important part of citizenship is asking questions. Some of these questions include:

- Is there too much freedom for young people today?
- Should I be forced to obey the law even if it is not just?
- Should I volunteer or donate to community organisations?

There are also questions about the most basic concepts of citizenship. For example, some claim that rights and duties are hard to separate: ‘Is it my right or duty to vote?’ It might be helpful to use these two ideas – rights and duties – to help people understand debates about today's social issues.

3. The goals of citizenship education

Citizenship education supports the development of intelligent, active and considerate people. This focus on critical thinking and civic skills is very different from telling people how to follow rules or telling students what the values of their society are.

Adapted from: Davies p.2



1.1 – Vocabulary

A. Citizenship

- country
- passport
- live

C. Responsibilities

- must
- do
- duty

E. Issues

- people
- problem
- social

B. Rights

- human
- wrong
- left

D. Taxes

- money
- pay
- government

F. Sustainable

- environment
- time
- development

1.1 – Statements

A. Foreigners should not be allowed to vote.

B. Hospitals must provide emergency treatment to anyone who walks through the door, even if they cannot pay and even if they do not have legal citizenship.

C. There's no such thing as "second class citizenship". That's like saying that you can be "a little bit pregnant".

D. Citizenship requires service to the country.



1.1 Citizenship: A Definition

- Activity 1:** What Should a Country Expect of Its Citizens?
- Overview:** Students consider citizen's responsibilities, and how to encourage greater participation.
- Objective:** To classify responsibilities into universal or specific.
- Resources:** *For each group of four-six:*
A set of discussion cards (Handout 1.1.1)
A large piece of paper and marker pens

Procedure:

1. Students work in groups of four-six. Give each group a set of discussion cards (Handout 1.1.1), cut up. Each of the cards contains a suggested duty.
2. Groups put the cards into three categories. They decide whether the suggested duty on the card should apply to:
 - a. ALL citizens
 - b. SOME citizens, or
 - c. NO citizens
3. Groups present their decisions and reasons to the class.

Discussion questions:

1. How do you think citizens in Myanmar should carry out their responsibilities as citizens?
2. What can be done to encourage people to take their responsibilities as citizens more seriously?
3. Should citizens have some of their rights taken away if they do not carry out their responsibilities properly? Why or why not?



| | |
|---|---|
| Paying taxes | Voting in elections |
| Going to religious ceremonies | Joining the military to defend your country |
| Taking care of your family | Helping your community |
| Helping your community | Going to religious ceremonies |
| Following the law | Joining a political party |
| Joining a political party | Defending your country when it is criticised |
| Voting in elections | Telling the police about a crime you know about |
| Defending your country when it is criticised | Taking care of your family |
| Telling the police about a crime you know about | Following the law |
| Joining the military to defend your country | Paying taxes |



1.1 Citizenship: A Definition

Activity 2: Active Citizens

Overview: Students read about active citizens and discuss what defines them.

Objective: To define “active citizenship” from different perspectives.

Resources: *For each group of six:*
“Active citizen” biography cards (Handout 1.1.2)

Procedure:

1. Students work in groups of six. Give each group a set of cards. Each student reads one biography of an active citizen (Handout 1.1.2).
2. They write a definition of an active citizen from the point of view of the person in their role card.
3. Groups role play a discussion, with each group member taking the role of the person on their card.
4. Groups decide on a shared definition of an “active citizen”.

Discussion questions:

1. What does active citizenship mean to you?
2. What does active citizenship mean to the person in your role card?
3. How do you feel about being the person in your role card?
4. What differences do you see from different people in the role cards?



a. Beatrice Were

Beatrice Were is Ugandan. She fights for the rights of women and children with HIV/AIDS. She was one of the first Ugandan women to talk openly about her HIV positive status. She founded an organization, the National Community of Women Living with AIDS.

After her husband died from HIV/AIDS in 1991, Ms. Were learned about the problems faced by widows living with HIV. She almost lost her property and children to her husband's family.

After this, she became an activist to stop other women from suffering in this way. Ms. Were promoted the Memory Book Project in Uganda. The Memory Book Project helps mothers with AIDS prepare their children for their deaths by recording family memories and talking openly about their HIV.

Ms. Were is a strong critic of U.S.-funded "no-sex-before-marriage" programs. These programmes censor factual and sexually explicit HIV/AIDS information for young people.

Adapted from: Human Rights Watch <http://www.hrw.org/en/news/2005/10/26/human-rights-watch-honors-ugandan-aids-activist>



b. Wangari Maathai

Wangari Maathai was born in Kenya in 1940. She was a leader and founder of the international Green Belt Movement, which started in 1977. The Green Belt Movement is run mainly by women, who are paid for planting the trees. In Kenya, they planted 30 million trees. Today the organization helps people to protect the environment they live in. They help people understand the connection between the problems with the environment and other problems, such as hunger and poverty.

In her lifetime she also achieved many other things. She was the first female student to get a doctoral degree in East and Central Africa. In 2001, she won a seat in Parliament. She was a strong advocate for women's rights in Kenya and all over the world. In 2004, she won the Nobel Peace Prize as "an example and a source of inspiration for everyone in Africa fighting for sustainable development, democracy and peace". She was the first African woman to win this prize. She died in 2011.

Adapted from: Global Issues in the ELT Classroom, available at <http://www.globalissues.eu/samples.html>



c. Omid Memarian, Iran

Omid Memarian is one of many young human rights activists who fight political repression through the internet. He is a journalist, blogger, and civil society activist. He has promoted freedom of expression in Iran by using the internet. He has been persecuted for these efforts.

Mr. Memarian worked as a journalist in Iran. He worked for newspapers that called for the reform of the political system. The Iranian government shut down those papers and in October 2004, he was arrested because of his views on human rights. He was put in solitary confinement, where he was tortured repeatedly and forced to make false confessions. After international protests, Mr. Memarian was released in December 2004.

Since then, Mr. Memarian has worked with Human Rights Watch online to expose the torture and mistreatment of prisoners in Iran.

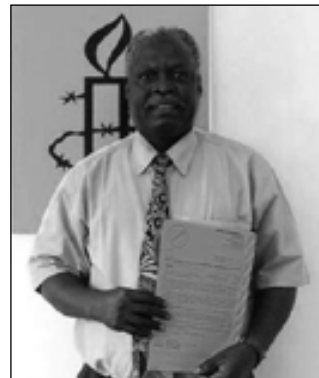


Adapted from: Human Rights Watch <http://www.hrw.org/news/2005/10/26/human-rights-watch-honors-global-rights-defenders>

d. Salih Mahmoud Osman

Salih Mahmoud Osman is a Darfur-based lawyer who works with the Sudan Organization Against Torture (SOAT). They fight against torture and arbitrary detention. For twenty years he has given free legal aid to Sudanese of all ethnicities and political stances. Many of them have been persecuted by the government. Mr. Osman was arrested and detained without charge or trial for seven months in 2004 by Sudanese security forces. He was released after going on a hunger strike.

Mr. Osman continues to defend civil and political rights in Darfur and Khartoum, Sudan. Human Rights Watch worked closely with Mr. Osman when they investigated ethnic cleansing and crimes against humanity in Darfur. He took on this work at great personal risk to himself and his family.



Adapted from: Human Rights Watch <http://www.hrw.org/news/2005/10/26/human-rights-watch-honors-global-rights-defenders>



e. Habib Rahiab, Afghanistan

Habib Rahiab is an Afghan human rights activist. After the U.S. invasion of Afghanistan, he helped Human Rights Watch to understand its impact on civilians. He also exposed the abuse of detainees by U.S. forces, and criticised the actions of local warlords.

Before that, Rahiab directed a school for refugee girls in Pakistan. He also led a human rights group that exposed the oppression of an Afghan ethnic minority called the Hazaras. Rahiab's work to expose human rights abuses in Afghanistan made the local warlords angry. When they threatened to kill him, Rahiab and his family fled from Afghanistan. Human Rights Watch researchers helped resettle Rahiab and his family in the United States and found work for him at Harvard University.



Adapted from: Human Rights Watch <http://www.hrw.org/en/news/2004/11/03/human-rights-watch-honors-afghanistan-activist>

f. Natalia Zhukova, Russia

Natalia Zhukova works with a Russian organization, the Committee of Soldiers' Mothers, which tries to protect soldiers in Russia's army from mistreatment. Each year, nearly one million young men do compulsory (forced) military service in Russia. Thousands are injured or even killed because of violent beatings from other conscripts and from their officers. There is also poor nutrition and health care for soldiers in the military. Because of the dangers and the abuses, parents look for ways for their sons to avoid military service before they reach the age of conscription.

The Committee of Soldiers' Mothers saves lives every day by providing a safe place for thousands of abused soldiers and counselling for them and their families. It fights for policy change and accountability in the powerful military.



Adapted from: Human Rights Watch <http://www.hrw.org/en/news/2004/11/04/human-rights-watch-honors-russian-activist>

1.2 Is Learning about Citizenship Important?

The promotion of active citizenship has become very important to the international community, and many leaders around the world have spoken about the importance of education that empowers citizens to participate in their communities.

The increasing interest in supporting active citizenship is a result of many factors, including two global trends: people-centred development and democratic deficit.

1.2 – Text

The Role of Citizenship Education in School

The following information is adapted from a proposal for the introduction of global citizenship into the university curriculum of Nigeria (©Kola Adesina and Durotimi Adeboye) It can be used to compare with teaching Citizenship as a subject in Myanmar.

Aims and objectives:

The main aim of the proposed project is to design a citizenship course for Nigeria's schools curricula. It also aims to build relationships between communities and groups in Nigeria.

The specific objectives are:

1. To teach citizenship as a subject at primary, secondary and tertiary levels in Nigeria's schools.
2. To create awareness about the multi-ethnic, multicultural and multi-faith nature of most communities in Nigeria.
3. To promote the acceptance of diversity as a cure for ethnic and religious intolerance.
4. To reduce or eliminate child labour and exploitation.
5. To teach the principles of democracy as the best method of governance, and to explain how it is practised and abused in Nigeria.
6. To show corruption, in its various forms, as a serious problem in many parts of Nigerian society, and explain why corrupt practices should never be accepted as normal.
7. To show the damaging effects of violence and conflicts and how they create poverty in Nigeria. To help students understand the civil war between government and ethnic people in different parts of Nigeria.
8. To discuss the abuse and exploitation of women and explain how these issues contribute to the problem of poverty in Nigeria.
9. To create awareness about HIV/AIDS and other health issues.
10. To teach peace and conflict resolution, and to develop negotiation skills in young people.
11. To create awareness about poverty in Nigeria and which actions can be taken to address the causes of poverty.

Adapted from: Leighton pp.163-5



1.2 – Vocabulary

A. Empower

- give
- weak
- people

C. Society

- people
- group
- community

E. Development

- sustainable
- increase
- better

B. Peace

- conflict
- war
- fight

D. Challenge

- problem
- difficult
- overcome

F. Social Change

- different
- people
- condition

1.2 – Statements

A. The whole purpose of education is to turn mirrors into windows.

B. Civic education is the most powerful weapon which you can use to change the world.

C. An education isn't how much you know. It's knowing the difference between what you know and what you don't.

D. A man who has never gone to school may steal from a market stall; but if he has a university education, he may steal the whole market.

E. Education provides better protection for democracy than an army and police.

F. Opening a school means closing a prison.



1.2 Is Learning about Citizenship Important?

Activity 1: World Problems

Overview: Students rank Millennium Development Goals and explain their importance.

Objective: To outline the importance of key Millennium Development Goals.

Resources: *For each group of three–four:*
“Targeting World Problems” (Handout 1.2.1)

Procedure:


1. In groups of three or four, students read Handout 1.2.1.
2. Groups rank the Millennium Development Goals in order of importance.
3. They choose three goals that they want to work on.
4. They explain to the class why they decided on those goals

Discussion question:

1. Compare your answers with other groups. Did you agree with their priorities?
2. Can you see why other groups have the beliefs that they have?



Look at the ten Millennium Development Goals* below. Each targets one problem in the world today. Which ones are most important? Which are less important? Rank them from 1 (most important) to 10 (least important).

- 
- a. Reducing the spread of HIV/AIDS (cost: \$20 billion).
 - b. Supplying food to stop a famine in Africa (cost: \$1 billion per 100,000 people saved).
 - c. Providing free primary education for every child (cost: \$10 billion per one million educated).
 - d. Abolishing and destroying all nuclear weapons (cost: \$150 billion).
 - e. Reducing population growth through education and family planning (cost: \$50 billion).
 - f. Stopping the activities of international terrorist groups (cost: \$200 billion).
 - g. Vaccinating all of the world's children against six dangerous diseases (cost: \$75 billion).
 - h. Making the UN into a democratically elected body, where all countries can take part in decision making (cost: \$1 billion).

*** The Millennium Development Goals (MDGs) are eight development goals. Countries agreed to them at the Millennium Summit of the United Nations in 2000:**

1. To eradicate extreme poverty and hunger
2. To achieve universal primary education
3. To promote gender equality and empower women
4. To reduce child mortality
5. To improve maternal health
6. To combat HIV/AIDS, malaria, and other diseases
7. To ensure environmental sustainability
8. To develop a global partnership for development



1.2 Is Learning about Citizenship Important?

Activity 2: Pollution Solutions
Overview: Students rank solution to problems in order of effectiveness.
Objective: To explore solutions to environmental problems.
Resources: *For each group of three–four:*
“Pollution Solutions” (Handout 1.2.2)

Procedure:

1. In groups of three or four, students read Handout 1.2.2.
2. Groups rank the solutions in order of effectiveness, from most to least effective.
3. Groups compare their views.

Discussion questions:

1. Which statements do you agree or disagree with? Give reasons for your views.
2. What other things could be done to protect the world’s environment?



Six Solutions to Environmental Problems

- a. "We need to reduce the amount of coal and oil we are using. We should build more nuclear power stations. Nuclear energy is a cheap way to make electricity and it doesn't produce lots of carbon dioxide gas."
- b. "Cars and trucks are the main cause of air pollution in the world's cities. We should make car drivers pay to drive in cities. If people had to pay to drive in the city, fewer people would want to. More people would use public transport (buses and trains). There would be fewer private cars on the roads and less pollution."
- c. "We should stop people from using too many plastic bags. Many shops give plastic bags to every customer. If people had to pay for those plastic bags, fewer people would take them. This would lead to less pollution and waste."
- d. "In many countries, people have to recycle their glass bottles, cans and paper when they throw out their rubbish. If you don't separate your rubbish for recycling, you have to pay a fine. This stops waste and reduces pollution. I think every country should make people do this."
- e. "More people means more pollution. Reducing the population will result in much less pollution and environmental damage. Education, family planning and even a one-child policy would mean that less resources will be used. This will lead to more sustainable communities and also less pollution."
- f. "We need to start using renewable energy sources like solar, wind and hydroelectric power. For example, if we covered the Australian desert with solar panels, we'd have enough electricity to power the world. All countries should build large solar electricity farms to meet their energy needs. This would reduce the amount of resources used and decrease pollution."



1.2 Is Learning about Citizenship Important?

Activity 3: Different Childhoods

Overview: Students match activities to timetables of children from different backgrounds.

Objective: To compare and contrast different lifestyles.

Resources: *For each group of three–four:*

“Three Typical Days” (Handout 1.2.3 A)

A set of cut up and mixed cards (Handout 1.2.3 B)

Procedure:

1. Students work in groups of three–four. Give each group Handout 1.2.3 A and a complete set of Handout 1.2.3 B cards, cut up and in mixed order.
2. Students to match the activities (cards from Handout 1.2.3 B) to the children’s routines (Handout 1.2.3 A). They match them to the children and put them in order of time.
3. Discuss the differences between the routines of the three children.

Discussion questions:

1. Why do the different children have different routines?
2. What do the routines of the different children tell you about their life situation and opportunities?



Handout 1.2.3 A - Three Typical Days - blank table

| | Ni Ni (girl not in school) | Swe Swe (girl in school) | Aung Htet (boy in school) |
|-------|----------------------------|--------------------------|---------------------------|
| 6 am | | | |
| 8 am | | | |
| 10 am | | | |
| 12 pm | | | |
| 2 pm | | | |
| 4 pm | | | |
| 6 pm | | | |
| 8 pm | | | |
| 10 pm | | | |
| 12 am | | | |

Handout 1.2.3 B - Three Typical Days - Children's Routines

| | Ni Ni (girl not in school) | Swe Swe (girl in school) | Aung Htet (boy in school) |
|-------|--|---|--|
| 6 am | cook lunch, eat breakfast, prepare for work on farm | get up, wash, pray | sleep |
| 8 am | work on farm | prepare breakfast, go to school | get up, wash, pray, revise lessons |
| 10 am | work on farm | in school | in school |
| 12 pm | eat lunch, break for one hour | in school, lunch at 1 | in school |
| 2 pm | work on farm | in school | school lunch break, play football, lessons at 2 |
| 4 pm | return home, cook dinner | school day ends at 4, go home, tuition until 6 | school day ends at 4, go home, play, tuition at 5 |
| 6 pm | housework | play, talk, help prepare dinner | at tuition |
| 8 pm | dinner, wash dishes | homework | at tuition |
| 10 pm | relax, play, talk to friends, housework | study until 10, relax or watch movies | play, talk, do homework, watch TV |
| 12 am | sleep | sleep | sleep |



1.3 Citizenship Education – Knowledge, Skills and Values

Many governments and other organisations now see active citizenship as a solution to many social problems. Citizenship education programmes help people to gain the knowledge, skills and confidence to actively participate in the development of their communities. Countries such as England and Australia now include citizenship education in the school curriculum. In other countries, NGOs and local community and religious organisations try to promote citizenship education.

1.3 – Text

What Knowledge, Skills, Values Should a Citizen Have?

1. Citizens should have an understanding or awareness of:

- the legal system such as the courts, laws and the role of the police.
- political structures such as democratic and non-democratic systems, the electoral process.
- social issues related to social justice, human rights, social progress and different cultures and their values.
- moral or political concepts such as, right and wrong, fairness, justice, responsibility, dignity, honesty, power and authority, democracy, cooperation and conflict etc.

2. Citizens should be able to:

- communicate effectively by: using reasons to support opinions and persuade others, arguing their point of view and listening to different points of view.
- work in a team effectively by: resolving conflict, making compromises, making objective judgments, and helping and protecting others.
- participate in their communities by: working with other groups and organisations, working towards social change and standing up for themselves and others.

3. Citizens should be:

- tolerant towards other points of view and other people. This includes being patient, reasonable, and open-minded.
- kind, sympathetic, helpful to all members of their community, even if they do not agree with them.
- fair in their dealings with each other by being honest, objective and impartial in making judgments.



1.3 – Vocabulary

A. Education

- learn
- school
- study

C. skill

- can
- do
- ability

E. Values

- ethical
- belief
- think

B. knowledge

- learn
- understand
- information

D. Confidence

- self
- sure
- feel

F. Understand

- learn
- know
- get

1.3 – Statements

A. Weak students should be prevented from slowing others down in their studies.

B. Education without values makes clever devils.

C. It is a thousand times better to have values without education than to have education without values.

D. Grades and certificates should be abolished.

E. Education today is like giving young people pretty flowers. However, we should be teaching them to grow their own plants.

F. Education has produced many people who are able to read, but unable to know what is worth reading and what is not.



1.3 Citizenship Education – Knowledge, Skills and Values

Activity 1: Citizenship and Life Memory Cards

Overview: Students play a memory game where they answer questions about civic education.

Objective: To relate civic education to other areas of life.

Resources: One set of cut up game cards (Sheet 1.3.1) for each group of three–four.

Procedure:

1. In groups of three–four, students spread out the game cards, face down.
2. In turn, group members turn two cards face up. If one (or both) of the cards is a statement card, then the player reads aloud statement and question.
3. If the statement and picture do not match, or they are both pictures or both statements, they turn the cards back face down (in the same place), and it is the next student's turn.
4. If the statement and picture match, the student answers the question.
5. If they answer the question correctly (according to the other people in their group) then the player keeps the cards, and has another turn.
6. The game ends when all the cards are. The winner is the player who holds the most cards..
7. Discuss some of the issues, disagreements or insights that the students had during the game.
8. The winner is the student who has the most cards at the end.

Discussion questions:

1. What are the main challenges to the right to education in Myanmar and/or your community or school?
2. What can you, your group or your community do to improve access to education in Myanmar?

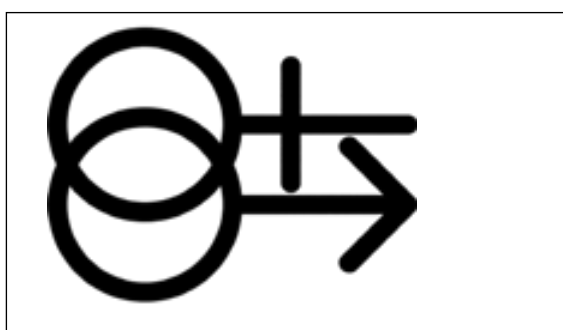




Money & Civic Education

Some people say that civic education does not teach people the skills they need to earn money (e.g. maths, which is useful for accountants). This means that civic education does not help the economy.

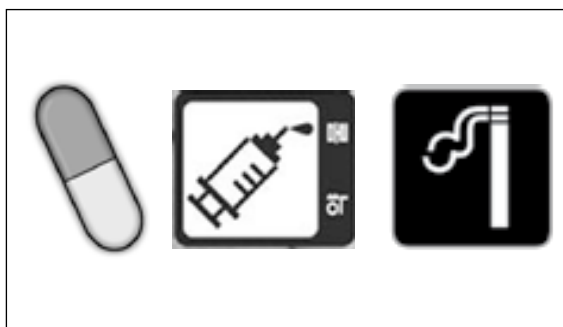
Should poor governments spend money on civic education?



Gender equality & Civic Education

Many countries are working hard to create gender equality in education. However, in some countries, girls and women cannot attend school. This gives them fewer opportunities.

How can civic education help communities to achieve the goal of gender equality in education?



Drugs & Civic Education

The use of alcohol and drugs is a problem in many communities. Alcohol and drug use prevents people from learning and often leads to violence, crime, family problems and money problems.

How can civic education help communities to address drug and alcohol problems?



The Military & Civic Education

In many countries, a large amount of the national budget is spent on the military. This means that there is not enough left for the social sector, especially civic education.

Is military security more important than civic education?



Teachers & Civic Education

Good quality teachers are essential. They act as guides, leaders and counsellors for young people. However, in many communities teacher training is unavailable.

Should countries have a minimum qualification, such as a teaching degree, for all civic education teachers?



Free Civic Education

Governments have a duty to provide education to all children. However, many poor families cannot afford to send their children to school. This means some people have more access to education than others. Should the government focus on basic education before higher/civic education or are they equally important?



Human Rights and Civic Education

In many communities, people are not aware of their human rights. This means that other people (corrupt police, bosses, etc) can abuse their rights. If you are aware of the rights you have, you can use and defend them. How can civic education help people to defend their human rights?



Globalisation & Civic Education

Globalisation often forces businesses in developing countries to specialise. For example, manufacturing clothes in factories. Workers do not need much education or training to do the jobs. This often leads to abuses of workers' rights. How can civic education address the negative effects of globalisation?



Peace & Civic Education

Many people say that peace education should be part of the school curriculum, not only in "non-formal" education classes. Learning about peace, tolerance and forgiveness is very important for children, especially in conflict affected communities. Should peace education be included in the formal curriculum?



The Internet & Civic Education

In many countries, information technology has become an important part of the education process. It is used for research, independent learning and for homework. If every student in the world had access to a computer, what problems could be solved? What problems would be created?

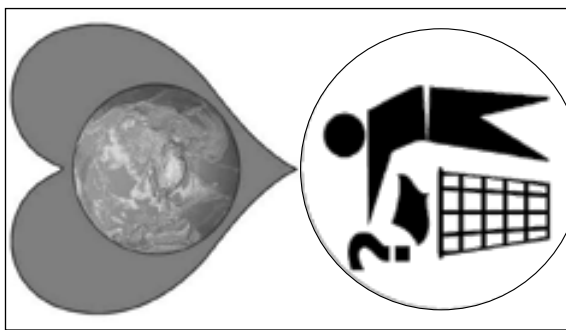




Social Exclusion & Civic Education

In some countries, minorities (ethnic, religious, gender, etc) cannot take part in social and educational activities. Minority students are often put into separate schools or classrooms or have worse education.

How can civic education help to integrate minority students into the education system?



Environment & Civic Education

Some very serious environmental issues (e.g. pollution) are because people use resources unsustainably. People need to be aware of the consequences of their decisions if they want to reduce their environmental impact.

How does civic education help to address environmental issues?



Adults and Civic Education

Adult illiteracy is a big problem in many countries. Today, adults make most of the important decisions, but children will be the decision makers of the future.

Should we spend money on adult civic education or should we invest in the future by focusing on primary civic education?



Discipline & Civic Education

Different schools create discipline in different ways. For example, beatings, extra work and expelling students from school. However, other methods include giving students more responsibilities or doing community service.

What do you think is the best approach to guarantee discipline in civic education?



AIDS/HIV & Civic Education

"The first battle to be won in the war against AIDS is the battle to end the silence, and against the stigma, (disgrace or shame) surrounding it" (Former UN General Secretary Kofi Annan).

How can civic education help in the fight against HIV/ AIDS?

1.4 Citizens' Rights, Duties and Responsibilities

Rights are similar to rules. They give people permission to do/have something, protection from something or someone, or entitlement to do/have something.

Duties are ethical or moral obligations. They are different in different places, according to the beliefs or values of the community.

A responsibility is also an obligation or promise to do something. However, this obligation is usually a legal one. If you do not fulfil your responsibilities, someone may punish you.

1.4 – Text

Rights, Duties and Responsibilities

Citizenship Education vs. Human Rights Education

Some people say that “human rights education” is much better than “citizenship education”. They say that “citizenship” education is unfair because governments can easily identify who is a citizen and who is not. This is important because refugees, asylum seekers and immigration are very political topics now and people without legal citizenship could be more easily excluded from places and activities.

Is Citizenship a Human Right?

Article 15 of the Universal Declaration of Human Rights recognises the right to a nationality, a right to change your nationality, and the right to not have your nationality taken away. In international documents on human rights, “nationality” and (legal) “citizenship” usually mean the same thing.

The right to a nationality is very important because being a recognised citizen of a country has many legal benefits. These may include the right to vote, to be in the government, to social security (welfare), to health services, to public education, to permanent residency, to own land, or to be able to work, and many more.

Second Class Citizens

A concern related to citizenship is the problem of “second class citizens”. These are people who do not receive the full benefits of citizenship. One cause of this problem might be because of discrimination; minority groups may have citizenship of the country they live in, but may not be allowed to get all the rights that other citizens get.

A second cause of the problem is due to increasing globalization. New patterns of work and migration mean many people might live in another country, but they are not able to apply for formal citizenship. Examples of these groups of people are: migrant workers, refugees, temporary residents or people who want to settle permanently in another country.

Active Citizenship

However “active citizenship” is much more than a legal status. It is related to a person’s sense of identity and self-respect. It applies in every community because it focuses on the idea of belonging to a community which you can contribute to and influence directly, regardless of where you were born or what passport you have.



1.4 – Vocabulary

A. Legal

- law
- criminal
- allowed

C. Environment

- nature
- earth
- country

E. A fair trial

- Judge
- court
- guilty

B. Privacy

- alone
- individual
- secret

D. Pollution

- waste
- environment
- clean

F. Health Care

- hospital
- doctor
- sick

1.4 – Statements

- A.** People have a duty to work, but not a right to work.
- B.** Poor countries should concentrate on ensuring a basic standard of living for all before worrying about the civil and political rights of their citizens.
- C.** If rights can't be guaranteed, there is no point in having them.
- D.** Social and economic rights express an ideal for the future, but the world is not ready to guarantee them today.
- E.** We aren't born with rights; we get them.
- F.** Some people naturally have more rights than others.
- G.** People tend to forget their duties but remember their rights.
- H.** The worst conflicts in the world are not between right and wrong, they are between different human rights.
- I.** The UN did not invent human rights, human rights invented the UN.
- J.** I think this society suffers from too much freedom. There are too many rights that allow people to be irresponsible.



1.4 Citizens' Rights, Duties and Responsibilities

Activity 1: Human Rights Violations

Overview: Students match cases of human rights violations to the Universal Declaration of Human Rights.

Objective: Students identify examples of human rights violations.

Resources: *For each student:*
Three or four "Cases of Human Rights Violations" Cards (Handout 1.4.1 A)
For each pair:
"UDHR (Simplified)" (Handout 1.4.1 B)

Procedure:

1. In pairs, students read the "UDHR (Simplified)" (Handout 1.4.1 B).
2. Give each student three–four "Cases of Human Rights Violations" Cards (Handout 1.4.1 A). In pairs, students decide whether these cases are violations of human rights, and which right they violate according to the UDHR.
3. Students join with other students who looked at the same case. They discuss their answers.

Discussion questions:

1. When you heard the other pairs' answers, did it make you want to change your own response? If yes, what convinced you? Why?
2. How would you feel if that happened to you?
3. How would you react?
4. What do you hope other people would do?



| | |
|---|---|
| a. Police use poisonous snakes to frighten and threaten prisoners. | b. Ma Nyein was abused by her husband for many years. She could only get a divorce when she gave him all her property. She was homeless and very poor. |
| c. In the local tea shop, the workers have to work for 12 hours a day with only a one hour break. Most workers are children from poor rural families. Anyone who complains about this loses their job. | d. Ma Kay Thi was seriously ill but when she went to the hospital the doctors didn't treat her because she was in the country illegally. |
| e. A prisoner is not able to see a lawyer. One time, a lawyer arrived but was not allowed to see the prisoner. Another time, the police told the prisoner to stay quiet and stood in the room while the lawyer was there. | f. The whole population of a village were forced out of their homes and were stopped from returning by armed men. These men also stopped them from travelling on the main roads around the village. |
| g. Ma Nyo Wai and Ko Kyaw Htet are both employed to do the same job. They both have the same qualifications and experience but Ma Nyo Wai gets a lower salary than Ko Kyaw Htet. | h. In a neighbouring country there is a civil war. In that country, a village was taken over by an armed group. They destroyed all the food, shelter and water that the local population need to survive. |
| i. Ko Thein Oo kidnapped and held Ko Naing Tun for three days then shot him. | j. A 26 year-old reporter was shot dead because he reported on corruption and intimidation in recent election campaigns. |
| k. Ma Khin Khin Oo is a famous singer who is HIV positive. A journalist found her medical records that showed that she was HIV positive. These documents were published in a journal. | l. Ko Khaing Win was forced to join the army. He told his officer that he did not want to do military service and said that he would not join. He was arrested and had his passport taken away. |



| | |
|--|---|
| m. In a neighbouring country, minority religious groups are not allowed to build religious buildings or worship together. | n. Daw Thanda's house was burned down. She has nowhere to live, but she cannot get any money or help from the government. |
| o. The ethnic majority say that people from minority groups are not allowed to live in some places in a town. | p. Ma Htet Naing is 39 years old. She has always been a housewife. She has five children. When she divorced her husband, she lost her house and all of her income. She still has to support her children . |
| q. Children living in a remote village are unable to go to primary school because there is no school in the local area and the roads are very bad. | r. Khun Sonthai was jailed and tortured for writing poems about the Thai government. He arrived in a neighbouring country and asked for asylum. He said he would be tortured if he was sent home. His request was not accepted. |
| s. Ko Sein Lwin was not allowed to run as a candidate in the local election because the authorities objected to his ideas. | t. Physically disabled children are not allowed to go to the local school. |
| u. U Kyaw Win cannot get a job as a doctor in the local hospital because of his ethnicity. | v. To apply for citizenship in a neighbouring country, people must pass a physical and mental health test. These tests are very expensive and thousands of ethnic people are stateless because they cannot afford the tests. |
| w. In some poor villages, people have no access to affordable doctors, food or housing support. | x. In a neighbouring country, citizens may be sent to prison without being accused of a crime. |



Universal Declaration of Human Rights

1. All human beings are born equal with freedom, dignity, reason and conscience.
2. Everyone has the rights in this declaration regardless of race, gender, colour, language or political beliefs.
3. Right to life, liberty and security.
4. Right to freedom from slavery.
5. Right to freedom from torture, cruel, inhuman, or degrading punishment.
6. Right to recognition as a person before the law.
7. Right to equality and protection before the law.
8. Right to compensation for violation of fundamental rights.
9. Right to be free from arbitrary arrest, detention or exile.
10. Right to a fair and public hearing (trial).
11. Right to be presumed innocent until proven guilty.
12. Right to privacy and freedom from interference in home and family.
13. Right to freedom of movement and residence and to leave or return to a country.
14. Right to seek asylum from persecution.
15. Right to nationality.
16. Right to freedom of consenting marriage and equality within marriage.
17. Right to own property and not be arbitrarily deprived of it.
18. Right to freedom of thought, conscience and religious beliefs.
19. Right to freedom of opinion, expression and to give or receive information.
20. Right to freedom of assembly and association.
21. Right to political participation and to vote.
22. Right to social security, economic, social and cultural development.
23. Right to employment, fair working conditions, equal pay and to join unions.
24. Right to rest, leisure and holidays.
25. Right to an adequate standard of living, food, clothing, housing and medical care.
26. Right to free basic education that promotes understanding and tolerance.
27. Right to participation in cultural life, arts and sciences of the community.
28. Right to a social and international order that recognises these rights.
29. Everyone has duties and responsibilities to respect the rights and freedoms of others.
30. Nothing in this declaration permits acts that destroy any of the rights and freedoms established in it.



1.4 Citizens' Rights, Duties and Responsibilities

- Activity 2:** Conflicting Human Rights
- Overview:** Students read about problems, and identify possible solutions.
- Objective:** Students analyse situations where human rights are in conflict.
- Resources:** *For each group of four–five:*
One case from “Conflicting Human Rights” (Sheet 1.4.2)
“UDHR (Simplified)” (Handout 1.4.1 B)
A large sheet of paper and markers

Procedure:

1. In groups of four–five, students read a case about conflicting human rights (from Sheet 1.4.2).
2. Groups decide which human rights are involved in the conflict. They refer to the UDHR (Handout 1.4.1 B).
3. Groups discuss possible solutions to the conflict. They give reasons for their choice in the following format:
 - a. Human right(s) involved:
 - _____
 - _____
 - _____
 - b. Solution(s):
 - _____
 - _____
 - c. Why?
 - _____
4. Groups presents the their answers to the class. As a class, discuss whether they agree or disagree with the group's ideas, or whether they have other possible solutions.

Discussion questions:

1. What examples of conflicting rights can you see in your community?
2. How do people usually overcome these conflicts?
3. Do you think they are always overcome in a fair way? Why or why not?



CASE A

Lay is an eight-year-old boy. He was seriously injured in an motorcycle accident. The doctors at the hospital say that he will die if he doesn't get medical treatment urgently. However, his father is very religious and will not allow the hospital staff to treat his son until his religious leader arrives at the hospital. His mother and the doctors want to treat him immediately.

CASE B

It is a very busy evening at the local hospital and there is only enough room for one more person to have emergency treatment. However, two seriously injured people arrive at the hospital at the same time: a young child and a successful businessman who employs hundreds of people. The doctors must decide which patient to treat.

CASE C

U Khine Myint is married. He is also a member of a religious political party. It is very traditional and often talks about "traditional family values". Because of this, the party is very popular and will probably win the next local election. A journalist discovers personal emails from a young woman who is a secretary in the party. He can prove that U Khine Myint is having a sexual relationship with the woman.

CASE D

Htun Khaing lives in a very poor community and is able to afford food and clothes, but nothing more. He would like to go to university, but without financial support he cannot afford to. He asked the local monastery if they could support him, but they refused because they have to use all the resources available to cover the basic needs of the population.

CASE E

The local authorities are going to build a factory on some land near a poor village. Now, there is a small school on the land and children have free lessons with a volunteer teacher. The parents of all the children had a meeting to discuss the issue. They argued for a long time. Some thought that having jobs would be better for the community than having a place for the children to learn.



1.4 Citizens' Rights, Duties and Responsibilities

- Activity 3:** Causes of Human Rights Abuses
- Overview:** Students read international case studies of rights abuse and match them with articles in the UDHR.
- Objective:** Students identify and classify examples of human rights abuses and identify possible causes of human rights abuses.
- Resources:** *For each pair:*
"Cases of Human Rights Abuses" (Handout 1.4.3)
"UDHR (Simplified)" (Handout 1.4.1 B)

Procedure:

1. In pairs, students read "Cases of Human Rights Abuses" (Handout 1.4.3).
2. Pairs identify how the following characteristics could cause human rights abuses.
 - fear
 - greed
 - anger
 - jealousy
 - ignorance
3. Pairs consider which of these emotions might contribute to the human right abuses in each case.
4. They identify which rights are being abused according to the UDHR (Handout 1.4.1 B).

Discussion questions:

1. What do you think is the most common cause of human rights abuses in your community?
2. What can people do to reduce human rights abuses?
3. What are the challenges facing people who want to reduce human rights abuses in your community?
4. Does having a "Universal Declaration of Human Rights" mean all rights are respected everywhere in the world? If so, why it is not being followed?



Case
A

Migrant Workers in Saudi Arabia

About nine million migrant workers live in Saudi Arabia. Many of them are from Ethiopia and neighbouring East African nations. There are a lot of reports of abuse of migrant workers in the country, including some cases of murder, rape and torture.

In Saudi Arabia labour laws are usually not enforced, and workers' rights are usually ignored. Many migrant workers do not know about their official rights. Many employers have 'complete power' over migrant workers. They often keep their travel documents and prevent workers from changing jobs once they begin working for an employer.

Adapted from: New internationalist

Case
B

Death Penalty around the World

During 2000, there were 1,457 official executions in the world. The real figure is probably much higher. 88% of these executions happened in China, Iran, Saudi Arabia and the USA. China uses execution for many crimes, including not paying tax. It also tries to charge, try and execute many people very quickly. More people were executed in China between April and June 2001 than in the rest of the world from 1998 to 2001.

Seven countries have executed children since 1990. Fourteen of these child executions were in the USA. In the past, prisoners in the USA and UK have been executed and later found to be innocent. In many countries, most of those executed are poor, from ethnic minorities or are political opponents of the rulers.

Adapted from: Amnesty International 2002

Case
C

Child Workers and Slavery

The International Labour Organisation said there were around 250 million children working in the world in 2000. About 120 million of these children were working full time and about 70 percent were slaves (getting no pay). Many worked in dangerous conditions such as mines or factories. Most child workers do not go to school. This means that they have no education. This makes it difficult to get other jobs. They need to work for very little money in bad conditions for many years.

Many of these child workers are victims of 'trafficking'. Trafficking is a type of slavery. Trafficking means to be taken away from your home by force or by using lies. Children are trafficked and used as domestic servants, farm workers and sex workers.

Adapted from: Ruth Tudor, 'Practical Resources for Teaching Citizenship in Secondary Classrooms', 2002.



Case
D

Slavery: Bonded labour

'Bonded labour' is when a person sells themselves or their family to repay a debt. They work for little or no pay, and many work seven days a week. They are usually watched by guards and sometimes kept in chains. In 1999 the United Nations said there were more than two million bonded labourers in the world. This bonded labourer tells her story:

'I became bonded after I got married to my husband 20 years ago – his family had been bonded for three generations to the same landlord. The family made me do a lot of housework, and they also found me a full-time job at a factory.'

The landlord took her to and from work every day so that she couldn't make friends. At home, she cooked for family parties and was then locked in her room.

Adapted from: Antislavery Organisation 2002

Case
E

Detention Centres

Over a million asylum-seekers, refugees and migrants are kept in detention centres in Europe and the US each year. Non-citizens are locked up without being charged for any crime. They can be held for days, months or even years.

Detention centres are often in remote areas. They often have high fences with wire on top. Detention centres have a lot of problems: breakouts, hunger strikes, riots and even suicides. Detention can have a terrible effect on children. It can damage a child's physical and emotional development for life. The child may lose weight, have nightmares, not sleep and become very unhappy.

Adapted from: New Internationalist

Case
F

Patriot Act, USA

The Patriot Act became law in the USA in October 2001, after the September 11 terrorist attacks on the USA. The Patriot Act includes laws that allow the police to listen to phone calls, read emails and even search the houses of anyone they think might be a terrorist

The new laws meant that any non-American could be arrested with no time limit if the government thought that they were a terrorist. The act also said that any non-American terrorist suspect could be tried by a military court, not by a criminal court (where people have legal rights). This military court was secret, there were no lawyers allowed, and decisions were made without a jury.



Case
G

Religion in China

In China, freedom to worship does not exist and many religious groups are illegal. The government controls all religious activities. It can arrest religious leaders or close down any schools or publishing companies that it suspects of promoting minority religions.

In the past, people practicing their religions have been arrested, tortured, and at times executed. For example, 17 members of a Christian Church were arrested in 2001. Twelve were given prison sentences of two years to life. Five were sentenced to death.

Adapted from: Amnesty International 2002

Case
H

Women with Disabilities

Many women with disabilities who experience violence face challenges that others do not. There are many things that stop them from getting help and justice. Violence is often not reported. This is for many reasons including: low confidence, not enough information about rights, and dependence on carers (who sometimes are the abusers). Police stations and doctors are often difficult to get to.

Police and other professionals often don't know how to help women with disabilities who report abuse. For example, a mother in Kenya had a daughter of 13 who was raped. She was told she could not get help because the girl is deaf and disabled and cannot tell her story in court.

Adapted from: New Internationalist



1.5 Social Justice

All human beings, no matter where they live, have certain basic needs in common. These include the need for food, shelter, health care, education, and self-expression.

However, in all communities there are many examples of injustice, when these basic needs are not met. Poverty is one of the most serious and common injustices. Poverty limits access to education, proper nutrition, medical treatment and fair employment. Poverty can cause serious health problems and can lead to exploitation and abuse.

In a just community, all people are given the same opportunities to participate and develop as individuals. This means that some people might need more help than others to fully participate. Social justice means doing everything that we can to make sure all people enjoy the same opportunities.

1.5 – Text

Social Justice: Nelson Mandela's Goals

1. A world without poverty

“Our goal is the happiness and welfare of the mothers and fathers of children. We want them to live without fear of being robbed, killed for political or material profit, or being spat at because they are beggars.

“These families must be freed from the sadness they carry in their hearts that comes from hunger, homelessness and unemployment.”

2. A world without discrimination

“Our goal is the happiness and welfare of all the people of our country, who will tear down the walls that divide them.

“These people have turned away from an unjust political system that made some masters and others servants.”

3. A world of democracy and human rights

“Our goal is to create a society that recognises that all people are born with equal rights to life, liberty, prosperity, human rights and good governance.

“Such a society should never allow again that there should be prisoners of conscience nor that any person's human rights should be violated.”

4. A world without conflict

“Our shared goal is to live in a peaceful world where the roads to peaceful change are not blocked by politicians who try to take power away from the people.

It must be a world without the threat of civil wars, external aggression and the great tragedy of the millions forced to become refugees.”

Adapted from: Nobel Peace Prize Address by Nelson Mandela, December 10, 1993, Oslo, Norway:



1.5 – Vocabulary

A. Employment

- work
- job
- money

C. Poverty

- poor
- money
- people

E. Inclusive

- exclude
- all
- people

B. Discrimination

- different
- unfair
- group

D. Health

- sick
- doctor
- disease

F. equality

- same
- fair
- different

1.5 – Statements

- A.** Social justice cannot be achieved by violence.
- B.** Extreme economic inequality is a violation of basic human rights.
- C.** Some people are homeless because they want to be.
- D.** The most important aspect of social justice is adequate food for all mankind.
- E.** When you're fighting for economic and social justice, you're always fighting for the minority.
- F.** Nothing breaks trust between citizen and state more than when government officials, bureaucrats and agencies waste the money given to them by the people they serve.
- G.** Free medical care should be guaranteed for everyone, even if this means that funding for schools is reduced.
- H.** Wealthy women have rights in every country and poor women don't have rights in any country.



1.5 Social Justice

Activity 1: Step Forward

Overview: Students take on roles and move forward depending on their chances and opportunities in life.

Objective: To examine inequality of opportunity.

Resources: Teacher Card 1.5.1 B

For each student:

One role card (from handout 1.5.1 A)

Procedure:

1. Cut up the 'roles' in handout 1.5.1 A, fold them and put them in the bag.
2. Each student takes a role card out of the bag. Students read what is on their role card. Tell them not to show it to anyone else.
3. Students get into their character roles. To help, read out some of the following questions, pausing after each, to give people time to think and build up a picture of their characters and their lives:
 - "What was your childhood like? What sort of house did you live in? What sort of work did your parents do?"
 - "What is your everyday life like now? Where do you spend your free time? What do you do in the morning, in the afternoon, in the evening?"
 - "What sort of lifestyle do you have? Where do you live? How much money do you earn each month? What do you do in your leisure time? What you do in your holidays?"
 - "What excites you and what are you afraid of?"
4. Students line up next to each other.
5. Tell students that you are going to read out a list of situations or events. If they believe that their character can answer "yes" to the statement, they take a step forward. If their character cannot answer "yes", they do not move.
6. Read out the 'situations' (teacher card 1.5.1 B) one at a time. Pause after each statement to give people time to step forward and to look at the positions of others.
7. Can people guess each other's roles? (Let people reveal their roles during this part of the discussion)
8. At the end, ask everyone to read out their role look at their final positions and think about the activity.
9. Ask if they think that their/other people's positions are accurate? Why?

Optional:

10. Create a roleplay with the students, and give students time to develop their roles.

Discussion questions:

1. How did people feel stepping forward – or not?
2. For those who stepped forward often, at what point did they begin to notice that others were not moving as fast as they were?
3. Did anyone feel that there were moments when their role's basic human rights were being ignored?
4. Does the exercise mirror society in some way? How?
5. What first steps could be taken to address the inequalities in society?



| | |
|---|--|
| You are an unemployed single mother. | You are an Australian English language teacher volunteering in a monastery school. |
| You are an illegal immigrant from Kayin state living in Thailand. | You are a 22 year-old lesbian living with your family in Yangon. |
| You are a homeless young man. | You are a retired, older female worker from a shoe factory. |
| You are a youth leader of the political party in power. | You are a 23 year old, unmarried Myanmar woman, living with traditional parents. |
| You are a disabled young man who can only move in a wheelchair. | You are a 17 year-old Akha girl who never finished primary school. |



You are the daughter of the manager of a local factory. You study economics at university.

You are the girlfriend of a young musician. He is addicted to heroin.

You are the son of a Chinese immigrant who runs a successful gold shop.

You are an HIV positive, middle-aged sex worker.

You are the daughter of the Singapore ambassador to your country.

You are an unemployed, female university graduate waiting for the first opportunity to work.

You are a soldier in the national army, who comes from an ethnic Chin background.

You are a 24 year-old migrant worker living in Malaysia.

You are the female owner of a successful import-export company.

You are the 19 year-old son of a farmer in a remote village in the mountains.



- | | |
|--|---|
| • You have never had serious money problems. | • You feel you are free to study and follow the profession of your choice. |
| • You have a safe, clean house with a telephone and television. | • You can vote in elections. |
| • You feel that your language, religion and culture are respected in the society where you live. | • You are not afraid of being harassed or attacked in the streets, or in the media. |
| • You feel that people respect and listen to your opinion on social and political issues. | • You can openly celebrate important religious festivals with your relatives and close friends. |
| • People in your community come to you to ask for advice. | • You can travel to other countries if you want to. |
| • You know where to get social and emotional advice and help if you need it. | • You can afford to go to the cinema once a week. |
| • You have never felt discriminated against because of your appearance or origin. | • You are not afraid for the future of your children. |
| • You can afford good medical treatment if you need it. | • You can buy new clothes at least once every three months. |
| • You can go away on holiday once a year and you don't need to work on weekends. | • You can openly fall in love with anyone you choose to. |
| • You can invite friends for dinner at your home. | • You feel that you are appreciated and respected in the society where you live. |
| • You have an secure life and you are positive about your future. | • You can use and benefit from the internet. |
| | • You are not afraid of being stopped by the police because of your appearance. |



1.5 Social Justice

Activity 2: A Just World?

Overview: Students analyse a cartoon and roleplay the characters in it.

Objective: To explore justice from different points of view.

Resources: *For each group of four–five:*
'The World is Just' (Handout 1.5.2)

Procedure:

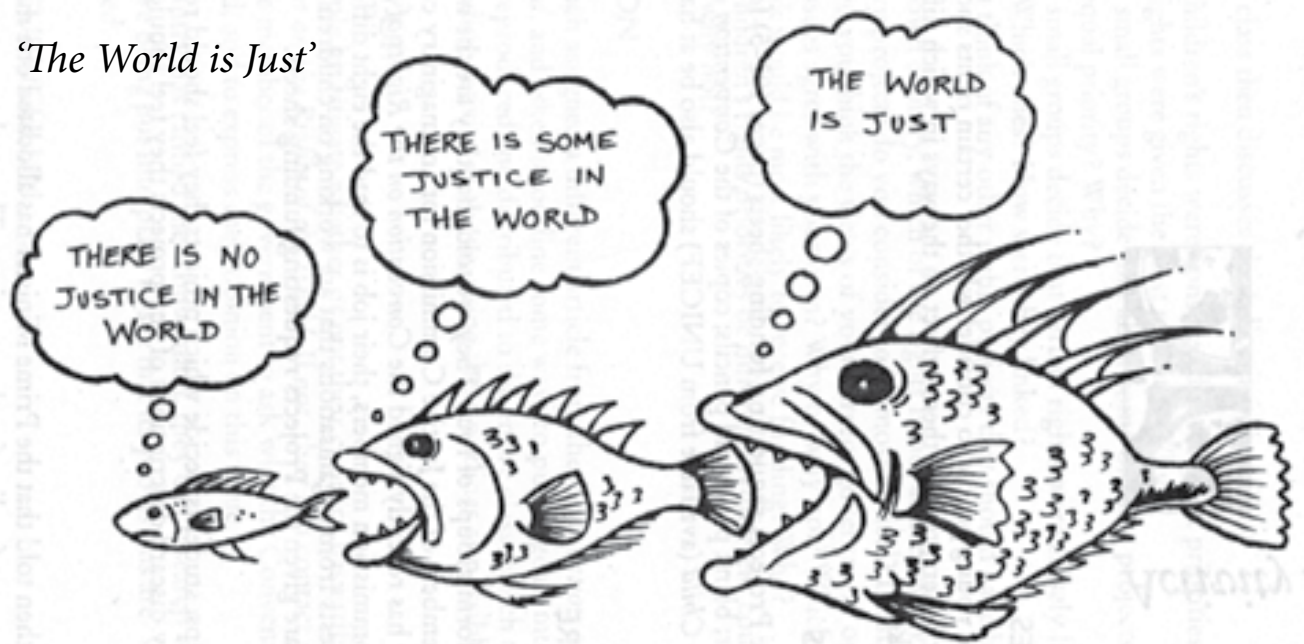
1. In groups of four–five, students examine “The World Is Just” cartoon (Handout 1.5.2).
2. Groups write a statement explaining the meaning of the cartoon.
3. Groups create a conversation between the three fish that explains the message of the cartoon, and perform this to the class.
4. Discuss how this relates to their lives. Are there groups in the students’ community or society who these fish represent?
5. **Optional:**
Students extend the cartoon into a comic strip and show events leading to a situation of greater justice and equality.

Discussion questions:

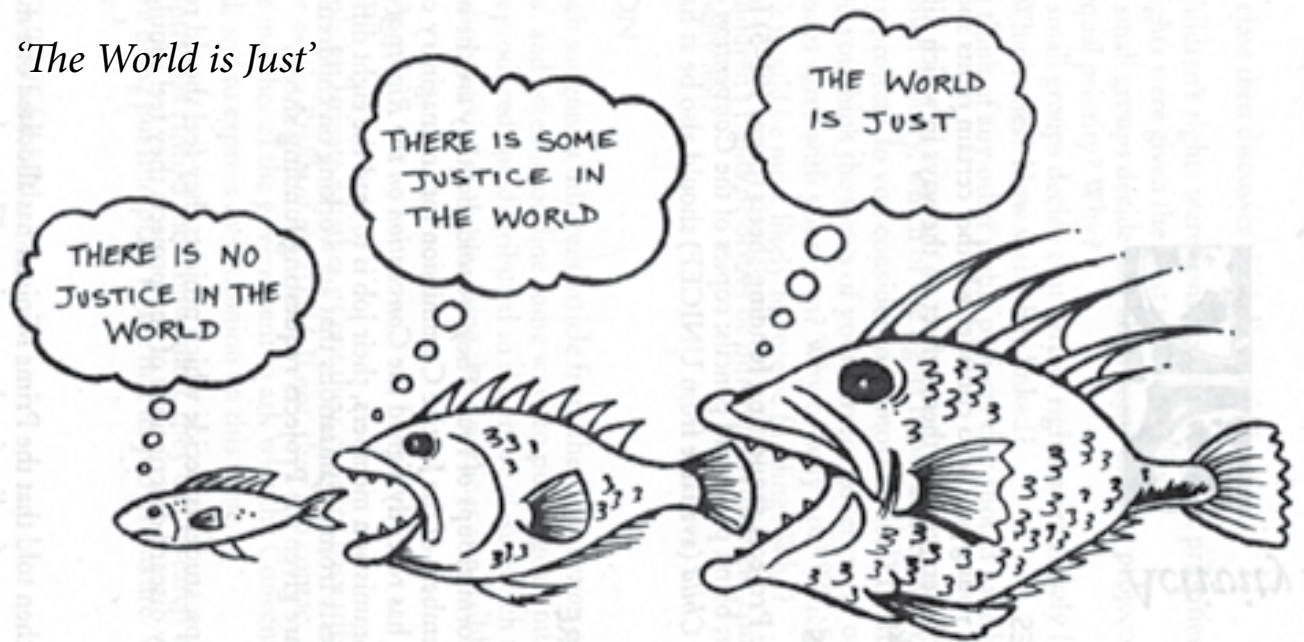
1. Did everyone agree on the meaning of the cartoon, or were there different interpretations?
2. Do you know any situations in your community that are similar to the cartoon? In your country? In the world?
3. What are the conditions that have led to these types of injustices?
4. What factors might bring about change in these unjust situations?



‘The World is Just’



‘The World is Just’



1.5 Social Justice

| | |
|--------------------|--|
| Activity 3: | Household Budgets |
| Overview: | Students make budgets for a low-income family. |
| Objective: | To calculate costs of and prioritise household expenses. |
| Resources: | <i>For each student:</i> “The Budget” (Handout 1.5.3) |

Procedure:

1. Give students the following situation:
 - You work in a factory in a very poor township. You are the only working family member and you provide for the whole family (two adults and three children, aged eleven, six and two). You have a monthly wage of 80,000 Kyats.
(Note: Or a similar amount, depending on where you and your students are and what a “low” income is.)
2. Students read The Budget (Handout 1.5.3). In Column A, students list the things that they think they will need, write the price for each item they have chosen and then add up the total cost at the bottom.
3. In Column B, students decide which of the items that they can afford. In Column C, they list ones that they can't afford. They add up the total for each column.
4. Students answer the questions about the activity.
 - a. What is the total amount of items that you feel you need?
 - b. What is the total amount of the items that you can actually afford to buy?
 - c. What is the difference in cost between those items which you feel you need to buy and those you can afford?
 - d. What is the total amount of the items you can't afford to buy?
 - e. What is one item which you felt you needed but couldn't afford? What is one item which you decided to purchase instead? Why did you make this decision?

Optional

1. Write three–four situations (like in Step 1, above) using families with different incomes.
2. Put students in groups and give them each a different situation.
3. Groups complete the activity as above.
4. As a class, compare the household budgets, the things groups were able to buy and the things they could not.

Discussion questions:

1. As you were doing this exercise, what was the most difficult decision that you had to make?
2. Based on the budget that you have done, do you think the food you have chosen would provide your family with a balanced, nutritious diet?
3. What potential problems might you encounter, based on this shopping list?
4. What do you think you could do to change this situation?



Use this budget sheet to work out what you can and can't afford to buy your family this month.

| Basics | (a) Need | | (b) Can Afford | | (c) Can't Afford | |
|-------------------------------------|----------|------|----------------|------|------------------|------|
| | Y/N | Cost | Y/N | Cost | Y/N | Cost |
| Rent | | | | | | |
| Water | | | | | | |
| School (oldest child, standard six) | | | | | | |
| School (middle child, standard one) | | | | | | |
| Electricity | | | | | | |
| 2 bottles of Cooking oil | | | | | | |
| Fuel for cooking | | | | | | |
| Candles | | | | | | |
| 1 viss tea | | | | | | |
| 25 pyi of rice | | | | | | |
| 1 viss onions | | | | | | |
| 4 viss vegetables | | | | | | |
| 1 viss beans | | | | | | |
| 1/2 viss sugar | | | | | | |
| 1/2 viss garlic | | | | | | |
| 3 viss fruits | | | | | | |
| 2 small chickens | | | | | | |
| Soap | | | | | | |
| Toothpaste | | | | | | |
| Clothes | | | | | | |
| Shoes | | | | | | |
| Mosquito net | | | | | | |
| TOTAL | | | | | | |



1.6 Social Contract Theory

Social contract theory is a thinking exercise to help people understand the relationships between individuals, the community and the government. 17th Century philosophers like John Locke and Thomas Hobbes made this theory popular.

Social contract theory asks us to imagine a society where there were no governments. There would be no police, no laws and no leaders. Everyone would be totally free to do whatever he or she wanted. People would compete against each other for food, shelter, fuel and power. In this world, everyone would always worry about their safety and spend all of their time fighting for survival.

These philosophers then asked: *would it not be better if people made an agreement to give up some of their rights in exchange for security?* E.g. person A would give up their right to kill Person B if Person B did the same. Hobbes and Locke agreed that it would be better.

1.6 – Text

Social Contract Theory

1. Social Contract Theory is based on the idea of people being able to survive together.
2. To survive together in a community that provides us with security, we have a responsibility to follow the rules of that community.
3. To get along, we have to follow certain rules. There are two basic rules:
 - The first rule is that we must not harm one another.
 - The second rule is that we must be able to rely on one another (which means that we must be able to keep our promises).
4. If we follow both of these rules in the community, this allows us to pursue our self-interests without the need to always worry about survival.

Social Contract Theory and Peace

1. In democracies the peaceful exchange of ideas is very important.
2. To support this exchange of ideas, citizens are given basic rights such as freedom of conscience, belief and expression.
3. When citizens use these rights, different citizens will express different ideas.
4. These different ideas will create disagreement and conflict.
5. To manage this disagreement and conflict, democratic citizens agree on rules that allow them to reach agreement in a non-violent way.
6. Therefore, democracy supports peace by resolving conflict in a non-violent (civilised) way.
7. If governments support civilised conflict (rather than suppressing it), this results in peaceful exchange of ideas.

Adapted from: http://www.polywog.org/philosophy/ethics/final_exam/node3.html



1.6 – Vocabulary

A. Democracy

- government
- vote
- people

C. Authority

- power
- government
- leader

E. Philosophy

- ideas
- think
- belief

B. Security

- safe
- protect
- danger

D. Competition

- fight
- win
- beat

F. Survival

- live
- danger
- best

1.6 – Statements

A. A country always gets the government it deserves.

B. The most basic responsibility of any government is to make sure that all citizens have enough to eat.

C. It's not the government's job to make sure that people don't starve, it is the people's job.

D. Employees would work harder if they knew they were being watched.

E. Left to themselves without any control, human beings would kill one another.

F. Everyone should be guaranteed a minimum income, regardless of sex, age and profession, and even if they decide to do nothing.

G. Human beings are naturally good; we should always have confidence in them.

H. Part of the social contract is that you have to take care of people who need your help.

I. The community which has neither poverty nor riches will always be the most just.



1.6 Social Contract Theory

| | |
|--------------------|---|
| Activity 1: | Should People Obey the Law? |
| Overview: | Students read a case study, analyse and debate related issues |
| Objective: | To assess reasons for obeying the law |
| Resources: | <i>For each student:</i> “Zarni’s Dilemma” (Handout 1.6.1) |

Procedure:

1. Students Zarni’s Dilemma (Handout 1.6.1).
2. Students work in two teams. One team brainstorms reasons why Zarni should break the law, and the other brainstorms reasons why he shouldn’t.
3. Teams take turns in sending a member to the front of the class to present their reasons. Examples include:
 - “He should not steal the money because he could get caught”, or;
 - “He should steal the money because he doesn’t have much time to find it.”
4. Each time a new student comes to the front, they stand next to their team member. As this progresses, the two lines get longer and longer.
5. If a member of the opposing team think that a reason is illegitimate (not logical, accurate or relevant) they challenge that student to explain themselves.
6. If the explanation doesn’t satisfy the challenging groups, they have to sit back down and think of another reason.
7. By the end of the time given, the group that has the longest line is the winner.

Discussion questions:

1. Have you ever broken a rule or law for a “good” reason?
2. Is it true that good citizens never break the law?
3. If Zarni was caught, do you think he should get the same punishment as other thieves?



Zarni’s Dilemma

Zarni’s only daughter is very ill. She needs an operation urgently but the hospital says that all the money must be paid before they perform the operation. Zarni cannot afford to pay for the medical treatment because he is unemployed. He recently lost his job after becoming disabled from an accident at work.

Zarni doesn’t know what to do. He collects all his savings and all the money he can borrow from friends, but this is still not enough. He begs the doctors to do the operation for less, but they say they cannot do this, because it would be unfair to everyone else who has to pay full price.

Finally he realises that, without the operation, his daughter only has a few days to live. He doesn’t know what to do so he thinks about stealing the rest of the money to save her life.

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2.1 Citizenship and Community

A citizen is a member of a community. Citizenship also refers to the relationship the citizen has with their community. This relationship is based on rights, duties and responsibilities. Citizens have rights, duties and responsibilities to actively participate in their communities. The community has the responsibility to protect and provide citizens with the resources and opportunities to do this. Communities and citizens try to find a balance between the interests of the individual citizen and the interests of the whole community.

2.1 – Text

The Relationship between Citizen and Community

In the relationship between the individual and community there are four dimensions (parts): the political dimension, the social dimension, the cultural dimension and the economic dimension.

1. The Political Dimension

The political dimension of citizenship refers to political rights and responsibilities that citizens have from/to their communities. The development of this dimension should come through knowledge of the politics of their community and the skills and values that are needed to participate.

The political dimension of citizenship can be promoted through awareness raising and education on, for example:

- community structures and decision-making processes
- local political parties, lobby groups, and other forms of community participation (e.g. demonstrations, writing letters to the press)
- current political issues affecting the community.

2. The Social Dimension

The social dimension of citizenship refers to the behaviour between individuals in a society. It requires loyalty and solidarity. Social skills and the knowledge of social relations in society are necessary for the development of this dimension.

The social dimension of citizenship can be promoted by, for example:

- combating exclusion and safeguarding human rights
- bringing together different groups in society (e.g. national minorities and ethnic groups)

- raising awareness of social issues (e.g. the situation of social and ethnic groups), equality of the sexes, literacy and health.

3. The Cultural Dimension

The cultural dimension of citizenship refers to sharing a common cultural heritage. This cultural dimension can be developed through the knowledge of cultural heritage, and of history and basic skills (language competence, reading and writing).

The cultural dimension of citizenship can be supported by:

- Promotion of intercultural experiences;
- working against racism and discrimination;
- knowledge of local, national, and global cultural heritage and history.

4. The Economic Dimension

The economic dimension of citizenship refers to the relationship between an individual and the labour – and consumer – markets. It implies the right to work and to a minimum subsistence level. Economic skills (for job-related and other economic activities) and vocational training play a key role in the fulfilment of this economic dimension.

The development of this economic dimension of citizenship can be achieved by, for example:

- improving vocational qualifications and employment opportunities in the community;
- integrating minority groups into the local economy;
- working together to face the challenges of globalisation and global economic co-operation.

Adapted from: Compass pp. 141-2



2.1 – Vocabulary

A. Culture

- tradition
- group
- people

C. Rules

- allow
- do
- community

E. Tradition

- culture
- history
- same

B. Goal

- achieve
- result
- aim

D. History

- past
- before
- book

F. Beliefs

- feel
- think
- idea

2.1 – Statements

A. The most perfect political community is one in which the middle class is in control, and outnumbers both of the other classes.

B. I'm a reflection of my community.

C. What people say behind your back is your position in the community.

D. Any young man who is unmarried at the age of thirty is a danger to the community.

E. Any young woman who is unmarried at the age of thirty-one is a failure to the community.

F. I don't believe in sharing my money. If I go out and work very hard for it and make some money, I shouldn't have to share it with my community.

G. I think the world is one community.



2.1 Citizenship and Community

Activity 1: Odd One Out

Overview: Students form groups of different sizes.

Objective: To explore relations between majorities and minorities.

Resources: *For each student:*

A coloured paper or coloured sticker spot.

There must be an unequal number of each colour, with only one of some colours. For example, for a group of 16 students, prepare four blue, four red, three yellow, three green, one black and one white spot.

Procedure:

1. Stick a spot on each student's forehead or chest. Make sure they can't see what colour spot they have.
2. Students form groups with others who have the same colour spot. They are not allowed to talk – they can only use non-verbal communication.
3. Discuss the activity. How did students in large groups feel? How did students who were alone feel?

Discussion questions:

1. Did you try to help each other get into groups?
2. How did you feel when you first met someone with the same colour spot as yourself?
3. What different groups do you belong to (e.g. football team, school, religious group)?
4. Can anyone join these groups?
5. In our society, who are the odd ones out (the people who was alone or in small groups)?



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2.2 Modern Communities

For many communities, geography is the most important characteristic. A family, school or workplace has walls. A village, city or country has boundaries and borders. These days technology, transportation and migration are changing the boundaries of these communities. At the same time, other community characteristics are becoming increasingly important.

2.2 – Text

E-democracy

1. What is E-democracy?

Barack Obama was elected as President of the United States in 2008. In his election campaign a lot of 'new' technology was used (the use of web sites, blogging, social network sites, etc).

Since then, many activists in Eastern Europe, the Middle East and elsewhere are turning to e-democracy. They claim that this new technology is available to everyone, easy to use, fast and exciting. They also say that because it is not restricted in the same way as older media (newspapers, television etc). Therefore, it is more democratic.

Voters used to have to write letters to newspaper editors and hope they would be published. Now they can blog. Contacting an elected representative has become a simple matter of sending an e-mail. This "more democratic" new media allows information to be shared far more effectively, at almost no cost. That gives great hope to the supporters of e-democracy.

2. The Problems of E-democracy

There are arguments against this position. Firstly, this new technology is actually still available only to the minority who live in relatively rich countries. Secondly, it can be used (and monitored) as much by the authorities as by activist groups. Another criticism is that most young people only use new media for entertainment social purposes. Finally, critics argue that it encourages the use of "sound bites" rather than helping in the development of careful, intelligent, critical reflection about serious issues. "Sound bites" summarise or simplify an issue, but they may also lack depth or detail.

Adapted from: <http://www.economist.com/node/10638222>



2.2 – Vocabulary

A. Globalisation

- world
- connect
- trade

C. Experiences

- feel
- situation
- life

E. Virtual

- online
- real
- fake

B. Work

- job
- boss
- employment

D. Diversity

- different
- people
- group

F. Cooperation

- help
- others
- work

2.2 – Statements

A. You will be happier if you stay unmarried.

B. Immigrants are always hard working because they have to be.

C. All people are equal in value.

D. We should be proud that so many foreigners would like to live in our country.

E. There aren't enough jobs for local people as it is. We can't have people from other countries taking our jobs.

F. The way we choose to treat our workers is no business of the international community.

G. I measure the progress of a community by the degree of progress which women have achieved.

H. I am not aware that any community has a right to force another to be civilised.

I. All crime in the end is the fault of the community.

J. A community is democratic only when the humblest and weakest person can enjoy the highest civil, economic, and social rights that the biggest and most powerful possess.

K. We can't really understand our culture unless we compare it with other cultures.



2.2 Modern Communities

Activity 1: e-education

Overview: Students read about future educational systems and consider their likelihood.

Objective: To rank future education scenarios in order of possibility.

Resources: *For each student:*
“The Future of Education” (Handout 2.2.1).

Procedure:

1. In groups of three–four, students read “The Future of Education” (Handout 2.2.1).
2. Students rank the predictions about the impact of the internet on education. They put the most likely prediction first, and the least likely last.
3. In groups of three–four, students compare their rankings, and decide on a group ranking.
4. As a class, brainstorm other ways that the internet might change the way students are educated in the future.

Discussion questions:

1. What are the differences between internet and school-based education?
2. What are the advantages and disadvantages of learning from internet and at school?
3. What other ways could online learning could change education in the future at primary school, high school and post-high school levels?



1. Teachers will not teach whole classes of students. Students will only see a teacher if they have a problem with their online (internet) learning.
2. All exams will be done online, and students will know their results within seconds (like with a TOEFL iBT).
3. Textbooks will be replaced by online resources. The information in textbooks soon becomes out of date, but online materials can be quickly updated.
4. Students will only go to school when they are about five years old, to learn basic skills like reading, using a keyboard and arithmetic. After that they will be educated online at home.
5. Students will go to school for only one day each week. They will do group activities such as physical education and drama, which they can't do online at home.
6. The only students in school in the future will be poor children, whose families can't afford to buy the computers needed for online learning.
7. Students will be able to select the subjects they study. An online curriculum will be like an 'educational shopping mall'.
8. Students will establish their own local educational chat rooms to discuss homework and assignments, and share ideas.
9. Schools will be much the same as they are today, but there will be more web-based materials available to students through school libraries.



2.3 Identity

The communities we belong to play a big part in creating our identities. Because people usually belong to many different communities, they also have many different identities.

For example, a young woman might be a student, a shop assistant, a daughter, an aunt, an English and Myanmar speaker, a Buddhist, an environment campaigner and an Iron Cross fan.

Identities can change throughout a person's life, and some might be more important than others at different times.

2.3 – Text

What are 'Identity' and 'Belonging'?

Your identity defines who you are. It is made up of your interests, values, beliefs and much more. Our sense of identity and belonging is affected by various factors, including our experiences, relationships, and the community that we live in. Finding our identity can be difficult and we often ask ourselves, 'who am I?' and 'where do I belong?' The answers can be difficult to explain.

What Is an Identity?

Our identity is a combination of many different factors. An identity includes both how we see ourselves and also how others see us (and what we think about that). Listed below are some examples of 'identities':

- Career identity: How does our job define who we are?
- Family identity: What role do we play in our family? How does this affect who we are?
- Skills identity: How do our skills define who we are? The good speaker? The athlete? The organizer?
- Cultural identity: How does our history, tradition, religion or ethnicity define who we are?
- Social identity: How do the groups we belong to (class, team, gang or band) define who we are?

People do not just have one identity. Everyone is more than just a doctor, or just Mon, or just a woman. As well as many other things, that person would be a Mon, female doctor. Also, our identity is always changing. In different situations, we may change our identity according to the environment we are in. For example, someone might see themselves (and be seen) very different at work, at home or when training with their football team.

What Is 'Belonging'?

Belonging means to feel welcome and accepted by a person or a group. Just like there are many kinds of identity, there are many kinds of belonging, for example:

- relationships
- social groups
- our local environment.

What Influences Identity and Belonging?

Almost anything can influence a person's identity and belonging. Some influences can be major, for example a person's relationship with their family. Other influences may be minor, for example the street we live in. Although we all live in the same street where many of our experiences overlap, the reason we are all different is that we have so many other influences that have affected who we are. This leads to the diversity that we see in every community.



2.3 – Vocabulary

A. Gender

- feminine
- masculine
- behaviour

C. Exclusion

- include
- discriminate
- people

E. Influence

- affect
- impact
- change

B. Patriotism

- love
- country
- nation

D. Interests

- hobby
- boring
- good

F. Character

- person
- individual
- different

2.3 – Statements

A. Already in childhood, girls are better at sewing and boys are better at mechanics.

B. It is masculine to have muscles.

C. Only thin girls can be beautiful.

D. It is natural for men to take control and to lead.

E. Two women could raise a family but not two men.

F. Human beings are all born with the same potential.

G. Men are more racist than women.

H. Poorer people think about money more than rich people do.

I. Getting married means that you lose your individual identity .

J. It is more important to have wealth and development than to have cultural identity.

K. Globalisation is causing people to lose their cultural identity.

L. Having too many foreigners in our country makes us lose our identity, and that is bad.



2.3 Identity

Activity 1: Labels

Overview: Students are given characteristics that they can't see. They do a task whilst treated as someone with this characteristic.

Objective: To explore the effects of stereotyping.

Resources: *For each student:*
A label (a sticker, or tape and paper) with a different characteristic written on it, e.g. lazy, clever, stupid, dirty, the leader, tough, funny, kind, etc.)

Procedure:

1. Write some of the characteristics on the board. As a class discuss how people feel about "these kinds of people" and how they would treat people with "these characteristics".
2. Students work in groups of about six. Give groups a task (e.g. design a poster, plan an event, move some furniture).
3. Stick a label on each student's forehead, but don't let them know what's written on it.
4. Discuss with class how they feel about "these kinds of people" and how they would treat people with "these characteristics".
5. Place one label on each player's forehead, but don't let them know what's written on it. Be sensitive about matching people with characteristics.
6. Groups perform the task, while treating each other according to their characteristics.
 - For example, if someone has 'lazy' everyone else must treat them as if they are always lazy. However, they must not tell that person what is written on their label.
7. At the end of the activity players guess what is on their label.
8. As a class or in groups, discuss the questions below.

Discussion questions:

1. How did each person feel during this activity?
2. Was it difficult to treat people according to their labels?
3. Did anyone begin to 'prove' their label i.e. did someone labelled 'funny' begin to tell jokes and behave more confidently? Or the person labelled 'lazy' stop helping or participating?
4. What sorts of labels do we put on people in real life? How does it affect them and how does it affect the way we think about them?
5. In real life, are there groups who are given the labels that you used in this activity? Is this accurate? Is it fair?



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2.4 Values

Values guide how we live our lives. They guide how we spend our time, raise our children, participate in our communities, our choice of jobs, partners and lifestyles. They guide our decisions on right and wrong. If we look closely at our values, it can raise some important questions. Do we behave according to our values? Does our community share our values?

2.4 – Text

Life Values

The “Learning for Life Values” poster competition aims to encourage young people to reflect upon their core values. In 2006 over 10,000 British students submitted posters to show what their most important values were. Some of their posters included stories which have an important message for them. Others focused on family members or friends, fictional characters or ordinary people who have done extraordinary things that reflect their values.

The quotations below come from the students’ own writing taken from posters that won prizes in the competition:

- David McKenzie (12/13 years old): ‘Learning how to forgive is one thing and that is hard, but learning to be open is even harder.’
- Bhupinder Singh-Sihota (13/14 years old): ‘To fight for your independence is not a crime.’
- Jade Macdonald (15/16 years old): ‘In a world as messed up as ours, no-one can have a hero or inspirational figure ... because, at some point that ‘hero’ or ‘inspiration’ will betray you to help themselves.’

The following famous quotations were chosen by the poster makers because they reflected their own values:

- Anton Chekhov: ‘Any idiot can face a crisis. It is day-to-day living that wears you out.’
- Stephen Covey: ‘You can’t talk yourself out of what you’ve behaved yourself into.’
- Albert Einstein: ‘Anyone who has never made a mistake has never tried anything new.’
- Henry Ford: ‘Whether you think you can or you can’t, you’re usually right.’
- Mohandas Karamchand Gandhi: ‘The future depends on what we do in the present.’
- Peter Wentz: ‘If you aren’t just a little bit depressed, you aren’t paying very much attention to what’s going on in the world.’



2.4 – Vocabulary

A. Generosity

- give
- others
- help

C. Commitment

- goal
- motivation
- dedicate

E. Solidarity

- other
- support
- same

B. fairness

- treat
- deserve
- same

D. Unity

- together
- group
- separate

F. Liberty

- freedom
- slavery
- independence

2.4 – Statements

A. We are all basically selfish.

B. Women will never be equal to men in the workplace.

C. A male president / prime minister is better than a female one.

D. Talking about feelings is not a masculine thing to do.

E. It is wrong to eat animals.

F. Children under 14 should not be allowed to work.

G. Children should be brought up in several faiths simultaneously; they can make their choice when they are adults.

H. Citizens shouldn't have to pay taxes to support people from other (poorer) communities.



2.4 Values

Activity 1: Beliefs Then and Now

Overview: Students discuss how beliefs develop, how they are reinforced and how and why they change over time.

Objective: To analyse beliefs over different generations.

Resources: *For each group of four–five:*
An equal number of “belief” cards.

Procedure:

1. Divide the “belief” cards between each group of four–five.
2. Group members take turns giving their opinions on each statement.
3. Groups discuss whether they think their opinions are different to what their parents or grandparents believe/believed.
4. Groups discuss:
 - Where did those beliefs come from?
 - How were they reinforced?
 - Were they wise beliefs? Why / why not?
 - What are these beliefs based on (scientific understanding, religion, parents’ beliefs, etc)?
 - If there is a big difference in opinions over time, what has caused this?

Groups write down any important points that come from the discussions.

5. Each group reports their conclusions to the class.

Discussion questions:

1. Where do we get our beliefs from? Are there any general things we can say about how society was in the past and how it will be different in the future?
2. Why do beliefs change?
3. Are any beliefs fixed (unchanging)? If yes, which sorts of beliefs and why don’t they change? If no, why might these beliefs change?
4. What are the advantages of holding beliefs in common?
5. How do our beliefs limit us?
6. What would make you change your beliefs?
7. How easy is it to change beliefs? Which sorts of beliefs are harder, and which are easier to change? Why?
8. What might life be like in your children’s or grandchildren’s time? What will they believe?
9. In what ways will their beliefs about these statements be different from yours?
10. Why might they be different?



| | |
|--|--|
| 1. The belief that the earth is flat. | 2. Beliefs about who has the most power in a family. |
| 3. Beliefs about breast-feeding in public. | 4. Beliefs about blasphemy (speaking negatively about religion). |
| 5. Beliefs about having children out of marriage. | 6. Beliefs about wearing western clothing. |
| 7. Beliefs about divorce. | 8. Beliefs about not having a religion. |
| 9. Beliefs that girls and boys should be raised differently. | 10. Beliefs about women working. |
| 11. Beliefs about contraception. | 12. Beliefs about tattoos. |
| 13. The belief that cyclones and natural disasters are (a god's) punishment for human sin. | 14. A Belief that mental illness is shameful. |



| | |
|--|---|
| 15. Beliefs about women travelling alone. | 16. Beliefs about same sex marriages. |
| 17. Beliefs about men and women's abilities to do the same jobs. | 18. Beliefs about eating different kinds of meat. |
| 19. Beliefs about abortion. | 20. Beliefs about sex work. |
| 21. Beliefs about male and female roles in the family. | 22. A belief in respect for the authorities. |
| 23. Beliefs about disciplining children. | 24. Beliefs that different races are more or less intelligent. |
| 25. A belief that it is an honour to die for your country or religion. | 26. A belief that sex before marriage is a sin. |
| 27. Beliefs about foreigners. | 28. Beliefs about ya-da-ya, fortune telling and other supernatural beliefs. |



| | |
|---|---|
| 29. Beliefs about the death penalty. | 30. A belief that smoking is not unhealthy. |
| 31. Beliefs about the use of drugs and alcohol. | 32. Beliefs about unmarried couples living together. |
| 33. Beliefs about freedom of expression. | 34. Beliefs about what "appropriate behaviour" for young people is. |
| 35. Beliefs about what a "good" education is. | 36. Beliefs about being in a relationship with someone from a different ethnic group. |
| 37. Beliefs about respecting older people in the community. | 38. Beliefs about where to find accurate information. |

2.4 Values

Activity 2: Rights around the World

Overview: Students read statements from different countries on rights, and write their own.

Objective: To compare and contrast young people's rights in different countries.

Resources: *For each student:*
"Young People's Voices" (Handout 2.4.2)

Procedure:

1. Students read "Young People's Voices" (Handout 2.4.2).
2. In groups or as a class, students discuss differences in young people's right in different countries.
3. Students write a statement about the rights a young adult has as a citizen of Myanmar, and what they think about this situation.
4. Students compare their statements in groups or as a class.
5. If they like, students can post their statements on an online forum, or email it to a youth organisation, school or friend in another country.

Discussion questions:

1. Do any of the young people in the countries in the handout have rights that you think young people in this country should have?
2. Are any of them being denied rights that you think they should have?



- A. Here in the USA, we can drive a car when we are 16, but we're not allowed to drink until we are 21. This is good because it stops people from drinking and driving.

All adults also have the right to carry a gun. Many Americans believe that owning a gun is very important, even if it does lead to accidents and shootings.

Michael, USA

- B. All young people over 18 have to do national service in Israel. Most men have to serve for 30 months and most women need to serve for 18 months. I think it is important to protect our country, but I think it also makes society more violent.

Avi, Israel

- C. Here in Saudi Arabia, women of any age must wear clothes which cover our arms and legs in public. Drinking alcohol is not allowed. I think this is good because alcohol leads to many social and health problems.

Ahmad, Saudi Arabia

- D. In Calcutta, people have the right to an education and a minimum wage, but it is not always enforced. I used to work for less than \$1 per day, for eight hours work. It is hard to get a better job because I never went to school.

Ananda, India

- E. In China, people are only allowed to have one child. I think this is good because we need to control the size of our population. All adults have the right to vote but the candidates are usually all from the Communist Party. This is good because we should all support our party, but it is not very democratic.

Jin Lee, China



2.5 Conflicting Values

Communities are complicated. All communities are made up of three separate but overlapping parts:

1. Individuals with their own values and needs.
2. Sub-communities – groups of individuals with common interests, religion, values, education, social and economic situation, political beliefs and other factors.
3. The wider community – this often has its own needs and priorities that are different from those of individuals and sub-communities.

The values, needs and priorities of the three different levels of a community sometimes conflict. This can lead to many social problems, including violence. For the wider community to work in the best interests of everyone, the three parts must find a balance between their different needs and values. This often means choosing between two or more different positions. The need to choose between different positions can lead to a range of societal dilemmas.

2.5 – Text

The importance of values

In a free society, we choose the values that we think are important and meaningful for us. When we make these choices, we are using our freedom of thought and freedom of belief. We are also using our freedom of expression when we express our views in public.

Individual Values

Personal freedom comes with the need to make choices. No-one can, or should, tell us what to believe in or what values we should have. We must make a choice. If we are not able to choose, how else will we know what is important in life? Choosing values is therefore a key issue for young people when they answer the questions: “Who am I?” and “What is my identity?”

Community values

On the other hand, when we think about the needs of society as a whole, we find that freedom of the individual leads to a pluralistic society. In this kind of society, members have different values and beliefs, which can be a source of conflict. This raises the questions of which values our community really relies on, and how much those values reflect our own, individual values. For example, if *compromise*, *non-violence* and *tolerance* are the most important values in our community, then the community is more likely to be able to deal with a lot of diversity in the views and interests of its members.

If these values are not important in a society, then it is likely that freedom of speech will be more restricted.

Values in Civic Education

These questions are as important in a classroom as in society. In a democratic community, no individual or authority has the right to define values for everyone. Therefore it is not the teacher’s job to define students’ values. Students need to learn to use their own freedom of thought and to share their choices with others.

Adapted from: Teaching Democracy p.19



2.5 – Vocabulary

A. Independence

- free
- alone
- separate

C. Respect

- understand
- tolerant
- discriminate

E. Violence

- fight
- hit
- beat

B. Compromise

- agree
- other
- negotiate

D. Open-mindedness

- other
- opinion
- tolerant

F. Dissent

- disagree
- protest
- challenge

2.5 – Statements

A. Information on birth control should be available to all young girls of fourteen or over.

B. Marriages between people of the same sex should be legal.

C. Gay marriages are wrong.

D. Marriage is outdated.

E. A husband should not earn less money than his wife.

F. A woman's place is in the home.



2.5 Conflicting Values

- Activity 1:** Rights and Values
- Overview:** Students match value statements, conflicts and the UDHR.
- Objective:** To identify conflicts of values, and relate them to the UDHR.
- Resources:** *For each group of four–five:*
A “Rights and Values” (Handout 2.5.1 A – easy or 2.5.1 B – hard).
“UDHR, Simplified” (Handout 1.4.1 B)

Procedure:

1. In groups of four–five, students decide whether they want an easy or difficult handout.
2. Groups read and discuss the statements on their handout. As a group, students decide whether they strongly agree (SA), agree (A), are uncertain (U), disagree (D), or strongly disagree (SD) with each statement.
3. Groups match each statement with a values conflict.
4. Groups match each statement/conflict with an article from the UDHR (Handout 1.4.1 B).
5. Groups choose the statement that was the most difficult to agree on.
6. They present this statement, and its matching UDHR article, to the class. They explain why it caused disagreement and how the group solved it.

Discussion questions:

1. Which of the statements are most controversial?
2. Which of the statements are most interesting?
3. Which rights/values are most important? Why are they important?
4. Which UDHR articles do you find most interesting? Most important? Least important? Why?
5. Are universal standards, such as those listed in the UDHR, possible in today’s world? Why? Why not?
6. What would society be like if everyone followed the UDHR?



Statements

1. There are some jobs that only men should be allowed to do.
2. It should be illegal to advertise harmful products like cigarettes, unhealthy food and alcohol.
3. It should be illegal to write books and give speeches that cause violence and hatred.
4. A newspaper should be able to print any information it wants to, even if this causes violent conflict.
5. A person who has a criminal history of causing trouble at public events should be arrested before any public events.
6. Managers should be able to pay as much or as little as they want to their employees.
7. People should be able to travel, stay and live in any community they want.
8. All children should be forced to stay in school until the age of 18.
9. All adults should be able to vote the way they wish, even if they vote for dangerous or extreme parties.

Values conflicts

- | | |
|---|---|
| a. freedom vs public health | f. tolerance/freedom vs. community/traditions |
| b. education/equality vs. freedom | g. gender equality vs. traditional values |
| c. freedom of speech vs. peace and security | h. freedom vs. safety/security |
| d. public safety vs. freedom | i. social justice/fairness vs. freedom |
| e. freedom/ democracy vs. security/safety | |

Statements

1. People should only be allowed to vote if they have finished university.
2. People should be able to marry someone of any nationality, religion or race, even if this causes conflict in their community.
3. A killer who has tortured his victim should be tortured and killed as punishment.
4. Community resources should be distributed to all people – young and old, rich and poor, literate and illiterate, powerful and powerless – equally.
5. The government should confiscate and redistribute land so that everyone owns a small piece of land.
6. Every ethnic group should be allowed to use history and geography textbooks that only include information about their own ethnic and religious group.
7. All trials should be open to the public.
8. Police should be able to search any home, apartment, school, or business if they think it is necessary.
9. Workers should be able to decide if they want to join unions or not. No-one should be forced to join a union.

Values conflicts

- | | |
|---|-------------------------------------|
| a. justice vs. human rights | e. freedom vs. solidarity |
| b. transparency vs. privacy | f. privacy vs. justice/security |
| c. private property vs. equality | g. democracy/equality vs. education |
| d. religious freedom/tolerance vs. peace/security | h. equality vs. social need |
| | i. unity vs. culture and traditions |



2.6 Leadership and Community

Resolving societal dilemmas is hard because there are many people and issues to consider. One solution is to choose representatives to act in the interests of larger groups. These people are likely to be community leaders. Good leaders are able to balance the values, needs and priorities of individuals and groups. Effective leaders encourage people with different skills and interests to work towards a shared goal.

2.6 – Text

Leadership Qualities: Two Great Leaders

Leadership Qualities of Mahatma Gandhi

1. Visionary

He believed in self-rule for individuals in a kind of 'ordered anarchy.' He didn't see the benefit of the government having too much power over the lives of the people. He also felt that every individual should have responsibility for his or her own actions. However, he expected that every individual should remember their responsibilities, and once said that he believed not so much in human rights, as in human duties.

2. He Led by Example

Gandhi developed 'satyagraha' meaning 'devotion to truth' which was a large part of his leadership style. He wanted to fight injustice in a non-violent way. He preached non-violence and all of his protests were done through peaceful non-cooperation with the authorities, known as civil disobedience.

He encouraged his followers to boycott all British organisations and practices including the wearing of British textiles. He weaved his own clothes and his followers did the same. This became a symbol of the movement against British Imperial rule in India. He led entirely by example.

3. He fought for social justice

He expanded women's rights and he actively worked to end the oppression of widows. He demanded an end to the caste system and its treatment of 'untouchables' in India.

Leadership Qualities of Martin Luther King Jr.

1. Anger

King used the anger within him as energy, drive and ambition to change what needed to be changed. He never negotiated or compromised, no matter how hard he found campaigning at times. His only desire was for civil rights for all.

2. He Led by Example

King was driven by his personal values. He was charismatic and inspirational to others and encouraged them to take risks, just as he did. King was arrested 29 times during his life, including during the Birmingham Campaign in Alabama. He encouraged women and minorities to join peaceful demonstrations, which ensured more publicity and media coverage.

3. Top Down Leadership

His top-down, hierarchical leadership style sometimes created conflicts with other civil rights groups, who preferred a more open and democratic style of leadership. However, King never underestimated or looked down on his followers and he managed to appeal to even the most uneducated people.

He was also a great diplomat. He would listen carefully while others argued all around him, and then he would summarise and suggest new ways forwards.



2.6 – Vocabulary

A. Transparency

- government
- people
- know

C. Judgment

- choose
- decide
- think

E. Intimidation

- threat
- control
- fear

B. Power

- control
- leader
- politics

D. Representatives

- choose
- leader
- community

F. Repression

- oppress
- government
- people

2.6 – Statements

A. Leaders are the most important people in a community.

B. A nation has only one dangerous enemy: its government.

C. Everyone who is given power will become corrupted by it.

D. Nobody has the right to give other people orders.

E. Political power should not be given totally to the people.

F. We need a strong leadership that would take responsibility for the rights of the individual and care for the society as a whole.



2.6 Leadership and Community

Activity 1: Blind Obstacle Course

Overview: Blindfolded groups are directed through an obstacle course by a sighted leader.

Objective: To develop communication and trust-building strategies.

Resources: Create an obstacle course: a route that students have to go through or outside the classroom. This should include things they have to step over, around or under. Note: Make sure it is not dangerous.
For each group of five–seven:
Blindfolds (or cloth they can tie around their eyes so they can't see) for all group members except one leader per group member.

Procedure:

1. In groups of five–seven, students choose a leader. All other team members are blindfolded so they can't see. The leader is not allowed to speak to the group or touch anyone in the group.
2. Before they are blindfolded, the group decides on method of communication. This could involve noises, e.g. a whistle could mean 'turn left', or a squeak could mean, bend down to do under something'
3. Show each leader the obstacle course, and where groups need to start and finish.
4. Blindfolded group members get in a line.
5. The leader directs the group through the obstacle course without speaking or touching them. Watch to make sure nobody gets hurt.
6. Discuss the students' experience and the difficulties they faced during the activity.
7. Discuss how this experience relates to real-life situations.

Discussion questions:

1. How did you arrive at a strategy?
2. Did you all agree before you started?
3. What process did you use?
4. Where did the leadership come from?
5. Did you experiment before you started?
6. Did you change your strategy? Why/why not?
7. How did the group communicate?
8. What does this say about your group's teamwork or communication skills?
9. What did you learn from this activity?
10. What did this activity teach you about leadership?



2.6 Leadership and Community

Activity 2: Cross the River

Overview: Students cross a “river” using only “stepping stones” and teamwork.

Objective: To provide a group challenge and help build teamwork.

Resources: A space – inside or outside, that can represent a river that groups must cross.
For each group of five–seven:
Four pieces of cardboard, cloth or paper – about A3 size. These are ‘stepping stones’.

Procedure:

1. Groups stand on one side of the “river” each group has four ‘stepping stones’
2. Groups get the entire team across the “river” safely. They are only allowed to step on the “stepping stones”.
3. If anyone falls into the river, the team goes back to the start and then tries again.
4. The game is over when all the students in the group have passed from one side of the “river” (the classroom) to the other.
5. Discuss the students’ experiences and how they relate to their real lives.

Discussion questions:

1. How did the group communicate?
2. Did you change the order in the line-up? Why/why not?”
3. As you were crossing the river, what helped to keep you progressing?
4. How did you communicate? Who had to pay attention to what?
5. What was most stressful?
6. What happened when you made a mistake?



2.7 Rules and Laws

Rules affect our lives. For example, the structure of families is often guided by tradition and custom that decides the relationship between family members. Similarly, sports have rules about how the players must behave. There are also rules about how students and teachers behave in school – how long the lessons are, how much homework students get, etc. There are rules about what workers and employers do – what time they start work, how many days holiday they get, how much they get paid etc.

Laws are kinds of rules that are made, written down and enforced by governments. Laws serve many different purposes.

2.7 – Text

About Laws

1. Laws Apply to Everyone

Laws of some kind are important for the running of any country. Laws apply in all situations, to everyone within the community of a country – although there are certain groups, such as children, who are not affected by some laws until they reach a certain age.

2. Different Kinds of Law

One way to divide laws up is into *civil* and *criminal* law. Civil law provides a way of settling disagreements between individuals and groups of people. Criminal law covers behaviour that the government has decided is illegal.

3. Law and Politics

Laws can never be perfect. They are human creations and sometimes need changing. They may become out of date, ineffective or be simply unfair on certain groups in society. In almost every political system, laws are made by the government. This is why law can never be separated from politics.

4. The Rule of Law

In a democratic political system it is important that all citizens take part in the law-making process. This is usually done by electing lawmakers on the people's behalf. It is also important that the law is applied equally to all citizens, and that no-one is above the law. This concept is sometimes known as the 'rule of law'.

5. Law and Human Rights

Finally, laws should comply with human rights. This is important in order to make sure that laws are fair and that they are not a means of oppression or dictatorship. Most democratic systems have written constitutions. In them is a "human rights framework" that is higher than the laws of the country. Some countries have also established constitutional courts to decide whether laws are in line with the constitution or not.

Adapted from: Living Democracy p. 176



2.7 – Vocabulary

A. Crime

- law
- Illegal
- prison

C. Rule of law

- people
- obey
- government

E. Constitution

- document
- laws
- amend

B. laws

- government
- rule
- allow

D. Justice

- deserve
- laws
- judge

F. Property

- own
- thing
- person

2.7 – Statements

A. To not buy a ticket on a train or bus is ok if you can get away with it.

B. Murderers should be executed.

C. Punishment never has any good effect.

D. Curfews keep teens out of trouble.

E. Smoking should be banned worldwide.

F. Corporal (physical) punishment should be allowed in schools.

G. Soft drugs should be legalised.

H. Criminals need psychological care rather than punishment.

I. The death sentence should be completely abolished.



2.7 Rules and Laws

Activity 1: The Pen Game

Overview: Student play a confusing game where the rules are not clear. The teacher makes up the rules as the game progresses.

Objective: To experience and reflect on unfair law-making processes.

Resources: A pen and enough space for all students to stand in a circle.

Procedure:

1. Students stand in a circle. Give one student a pen and tell them to start. Do not tell them any rules. They will be confused because they do not know the rules, but tell them again to start the game.
2. After a few seconds, take the pen back and explain the game. Tell the participants they should pass the pen to the student next to them in the circle.
3. Students pass the pen for a 30 seconds. Tell them to stop. Tell the last two participants who passed the pen that they are breaking the rules and are disqualified. Tell them they passed the pen with the wrong hand. They must leave the circle.
4. Students continue playing the game. After 30 seconds tell the participants that they are not playing the game properly. Tell them they should pass the pen in the other direction. Disqualify two more students.
5. As the game continues, continue to make new rules and disqualify students. For example, tell students that they should jump each time they pass the pen. Then tell them they should spin around each time they pass the pen.
6. Disqualify some students for passing the pen too slowly.
7. Disqualify some students because they are wearing a blue shirt, or some other reason.
8. Disqualify all the male (or female) students.
9. Join in the game. Do not give any explanation why – just join the circle.
10. Without any warning, stop the game and say that you are the winner.
11. As a class, discuss the questions below.

Discussion questions:

1. Was this a good game? Did you enjoy it?
2. What were the problems with the game and the rules?
3. What situations is this similar to from the real world?



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2.7 Rules and Laws

| | |
|--------------------|---|
| Activity 2: | Law: Why and What? |
| Overview: | Students discuss reasons for having laws, and negotiate a list of key laws. |
| Objective: | To analyse the reason for laws, and to prioritise key laws. |
| Resources: | <i>For each student:</i> “Ideas about Laws” (Handout 2.7.2) |

Procedure:

1. Students read “Ideas about Laws” (Handout 2.7.2) and decide whether they agree, disagree or are not sure about each statement.
2. In groups, students discuss each statement in turn. They give reason for agreeing or disagreeing with the statements.
3. Groups imagine they were stranded on a desert island with 200 other people. Groups decide on the five most important laws for the island.
4. Groups make a presentation on which laws they would create and why.
5. Decide on a class list of five laws.

Discussion questions:

1. Why do we need laws?
2. Which of the purposes of laws in the handout do you think is most important/accurate? Why?
3. Which of the purposes of laws in the handout do you think is least important/accurate? Why?



About Laws

- a. The main purpose of the law is to protect people from themselves.
- b. Laws are made to protect you, not control you.
- c. You should always obey the law even if you don't agree with it.
- ☐ d. For laws to work, you must have a way to enforce them and a system of punishment.
- e. Laws are society's way of making sure that everyone is treated fairly.
- f. Justice needs good laws like flowers need soil and water.
- g. If there were fewer laws, society would work better.
- h. Laws should guarantee individual freedom and also protect the vulnerable from exploitation.
- i. There can never be any excuse for breaking the law.
- ☐ j. Laws shouldn't be changed because people's attitudes change. If a law is right for one generation, it is right for the next.
- k. People who break the law should have the same protection by the law as people who have never committed a crime.
- l. All countries should have the same laws.
- m. Laws shouldn't tell us how to behave, except when our actions hurt other people.

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2.7 Rules and Laws

| | |
|--------------------|---|
| Activity 3: | Time For Change? – Child Labour Laws |
| Overview: | Students read about child labour, and write statements outlining their positions on it. |
| Objective: | To explore issues around child labour. |
| Resources: | <i>For each student:</i> “Child Labour Laws” (Handout 2.7.3) |

Procedure:

1. Students read “Child Labour” (Handout 2.7.3).
2. In pairs, they discuss the discussion questions, below.
3. Pairs draft a statement saying what they think the laws on child employment should be:
 - a. for children under 13
 - b. for children aged 13-15
 - c. for children aged 15 and over.
4. Pairs present their statements to the class or in groups.
5. Individually or in pairs or groups, students write a letter to their MP saying what they think the laws on child employment should be.

Discussion questions:

1. What are the laws related to child labour in Myanmar?
2. Are those laws being followed? How do you know?
3. List all the jobs which are suitable for 13 year old children. What kind of jobs should 13 year old children not be allowed to do?
4. How many hours do you think 13 year old children should be allowed to work:
 - during term period?
 - during school holidays?
5. Do you think that children should be guaranteed 2 weeks paid holidays during school holidays?
6. Do you think that employers should have standard minimum wages for child workers? What do you think that minimum wage should be?



CHILD WORKER ABUSE IS STILL COMMON IN INDIA

by Mari Marcel Thekaekara

I recently visited a friend of mine at her office in Delhi. She is a founder of HAQ, an organization that fights for children's rights.

Last week, HAQ received phone calls that reported two different cases of abused children. Both were 13 year-old girls working as maids. Aasha and Seema (names changed) from West Bengal and Jharkhand, in central India.

People in Delhi promised Aasha a job with enough money to help her poor family back home in Jalpaiguri, one of West Bengal's poorest districts. Last August, she was employed by a husband and wife, both doctors, in an area where rich people lived. They promised her 2200 rupees (\$43) per month but they never paid her. Every time she asked about her salary, her employers beat her again and again.

On Monday night, she ran away and went to find help in a house close by. The neighbour was shocked when she saw Aasha. She called the police and asked for the phone number of HAQ. Aasha was so shocked and hurt that she couldn't speak. The police came and quickly took her to the hospital.

A few days later, the police arrested her employer. They said what he had done to Aasha was a crime under Indian law.

Seema, another maid, also has a sad story. Her uncle sold her to an employment company, and then left her there alone. The company sent her to work as a maid in a part of Delhi with rich families. Her working day began at six in the morning. Seema had to clean the house, clean the bathrooms, wash clothes and pots and pans and water the plants. They didn't give her three meals a day, they only gave her two small flat pieces of bread.

When the family went away for two weeks to Thailand, they left Seema for six days in their apartment. They locked the door and Seema was inside, alone. The neighbour's maid saw Seema sitting on the balcony and crying. She called the police and told them something was wrong. The police said what the couple did was a crime, and they are waiting for the couple to come back from Thailand.

Many people in Indian cities want to find a maid. The demand is great. So is the wrong use and abuse of these workers who come into the city from the countryside. They have no protection against such abuse.

Right now, we have excellent laws in India, but few of these laws are used in daily life. People who break the law are not arrested. That is the big trouble we have in our lives in India.

Adapted from: *The Daily Telegraph* (UK)



2.7 Rules and Laws

Activity 4: The Role of Law

Overview: Students match rules with the underlying reasons that laws exist, and rank these reasons.

Objective: To connect rules with purposes of law, and prioritise these purposes.

Resources: *For each group of three–four:*
“Rules and Purpose of Law” (Handout 2.7.4)

Procedure:

1. In groups of three–four, students match rules to the purposes of having laws.
2. As a class, compare groups’ answers.
3. Groups rank the purposes in order of agreement – those they agree with most strongly at the top, those they don’t agree with at the bottom.

Discussion questions:

1. Do the rules you apply in your own life match with the choices you made in this activity?
2. Do you know of rules which come under the purposes you consider less important? Do you oppose them? Why?
3. Which purpose for the law do you think is the most important? Why?



The Purpose of Law

1. The purpose of the law is to stop individuals from abusing other people's rights.
2. The purpose of the law is to make sure that each person gets what they deserve.
3. The purpose of the law is to create a perfect society.
4. The purpose of the law is to protect people from being hurt by unfair situations and decisions.
5. The purpose of the law is to control society.
6. The purpose of the law is to maintain peace by ensuring the well-being of everyone.
7. The purpose of the law is to protect the weak from the strong.

Rules

- a. People who have used violence against their children will be imprisoned.
- b. The law guarantees that everyone has enough money to survive, even if they don't work.
- c. The best jobs must go to the students who have the best grades and the employees who have the most work experience.
- d. All workers have to give some of their salaries to meet the needs of the unemployed or people who have large families.
- e. Anyone who damages someone else (or their property) must make up for that damage with payment or services.
- f. Teachers must teach students that it is never acceptable to break the laws created by their leaders.
- g. Any person who demonstrates opposition to the government will be sent to a centre for re-education until they have changed their opinions.
- h. Only people who pay taxes have the right to vote.
- i. All young people must work on community service projects.
- j. Nobody is allowed to spread ideas which have not been approved by the government.
- k. The state has the right to take any goods or property from an individual if they are needed by the community.
- l. Rich people can organise private security services (private police) to protect their property.
- m. A person is not allowed to enter another person's house without his or her permission.



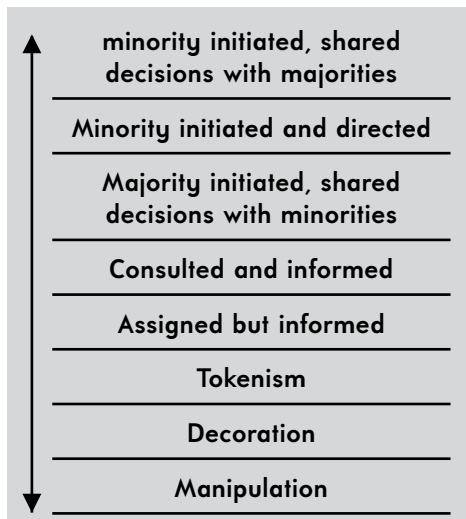
3.1 What is Civic Participation?

Active citizenship is about participating in the development of communities that reflect our values and concerns. The term 'civic participation' describes the different ways we can work together to achieve shared goals and build better communities.

3.1 – Text

Minority Participation in Communities

Participation is an important goal of many who are involved in civic education, both from majority groups and minority groups. There are different ways that the majority and minorities can participate together. In civic education, levels of participation can be seen as follows:



1. Manipulation

Minorities might be used for the benefit of majorities (for example, during election campaigns, when politicians make promises to minority groups). Minorities are persuaded that the activity is for their benefit (when it might not be).

2. Decoration

Minorities have a very small role (they can be seen by others), to add “diversity” to majority actions. Majorities, do not, however, pretend that it is in the interest of the minorities.

3. Tokenism

Minorities are allowed small role, but this is to help the majorities create a “diversity” image, not in the interest of the minorities themselves.

4. Assigned but informed

Minorities can have a role, but majorities tell them about how and why they will be involved. Only after the minorities understand the reason for the project and their involvement do the minorities decide whether or not to take part.

5. Consulted and informed

Minorities are consulted on a project that is designed and run by majorities.

6. Majority initiated, shared decisions with minorities

In the case of projects concerned with community development, policy makers, community workers and local residents involve minority groups in planning and decision making.

7. Minority initiated and directed

Minorities design, organise and direct a project themselves without majority interference.

8. Minority initiated, shared decisions with majorities

Minorities design, organise and direct a project themselves but consult and make decisions with majority groups.

Adapted from: Davis, p. 78



3.1 – Vocabulary

A. Participation

- involve
- community
- active

C. Volunteer

- help
- free
- work

E. Social change

- different
- better
- community

B. Corruption

- money
- pay
- bribe

D. Manipulate

- control
- lie
- power

F. Election

- vote
- democracy
- government

3.1 – Statements

A. Civil society organisations and NGOs should be banned. Only the government has the duty to help poor people.

B. Students should take part in the running of their school.

C. Protests and demonstrations are a challenge to authority, which is why they should be forbidden.

D. Young people should take an active part in the decisions that concern them.



3.1 What is Civic Participation?

- Activity 1:** Tornado Warning: Four roles of social change
- Overview:** Students read about different routes to social change and identify the advantages and disadvantages of each.
- Objective:** To assess the value of different methods of social change.
- Resources:** Write four signs saying 'A', 'B', 'C', and 'D' and stick them around the room.
For each student:
"After the Storm" (Handout 3.1.1)

Procedure:

1. Students read "After the Storm" (Handout 3.1.1).
2. They choose one of the actions (A, B, C, D) from the handout. They go and stand in the part of the room with the corresponding sign. If possible encourage the groups to be even-sized.
3. The people standing under each sign form a group, and discuss:
 - Why are you in this spot?
 - What do you think about the other actions?
 - How is this particular role critical in making social change happen?
4. Tell students the groups are A. Helpers, B. Advocates, C. Change Agents, and D. Rebels. Students form new groups with members from each.
5. In the new groups, students each explain the benefits of their type of action.

Discussion questions:

1. From your position, what annoys you or concerns you when working with someone from one of the other positions?
2. What would you say to the other roles about working with you?
3. What is the value of the different roles?





In a small city, a cyclone hits. It floods or destroys hundreds of small wooden and bamboo houses. Almost forty people are missing, and might be trapped in their homes or in flood water around the area. Local government action is not very well organised. Its preparation for a disaster like this was not very good, and it did not do a very good job of helping or rescuing people either. State and federal government have the resources to come and to help, but are not asked to by the local government.

How do you change this situation? Think what you would do if you lived in that city.

Possible reactions:

- a. People could be dying and need help immediately. We should go there right now and try to help the rescue efforts. Even if we can't help everyone, there are probably children who need care and could use our help.
- b. We need to speak to local government officers now, and see what is stopping the authorities from doing their jobs. They could get the army here now. There are systems in the city and we need to make sure everyone has tried all the options.
- c. We need to get people together to plan and take action about all the needs that aren't getting met. What can religious groups do? We should bring together the people who are suffering and the people who want to help, to put pressure on government to change the situation.
- d. We can't let the government abuse people like this! Where are the state governor and mayor? We need to raise our voices so they and the public can hear our outrage! Let's protest until someone calls a "state of emergency". We need to get money coming in from the government.

3.2 The Benefits of Participation

There are many benefits to civic participation.

- It makes sure that the leaders do not abuse their power.
- It keeps leaders and government more informed of the needs and concerns of the community.
- It involves citizens in the leadership and governance of the community.
- If citizens participate in decision-making, those decisions will reflect the values of the people.

3.2 – Text

What Are the Benefits of Participation?

Civic participation has many positive effects for young people and for the community. American researchers James Youniss and Miranda Yates found that civically-engaged Americans aged from 12 to 24 were more likely than unengaged youths to meet challenges and to control their own lives. They enjoyed higher self-esteem and a greater sense of their abilities.

Other researchers have defined those abilities as:

1. A general improvement in social skills

Civic participation encourages young people to develop communication, teamwork and other skills. They need these skills when people work together as a community to achieve change or to meet common goals.

2. Greater self-confidence

When people participate in their communities, they see that they can make a difference. This gives them the confidence to play a role in supporting social justice.

3. Reinforced ties with family and peers

People form close relationships when they work together on a project. If they are participating because of an issue which they care about, they will share a strong emotional commitment. This can make a community stronger.

4. Reinforced moral values and integrity

It is important to create communities that reflect our values. If people practice their values when they participate, these values will be reflected in the changes they make.

5. Compassion for others

Participating gives people the opportunity to address unjust social issues. This gives people a greater understanding of the feelings of the people who are affected by this injustice. This understanding can motivate people to participate in order to improve the situation.

Adapted from: <http://www.parl.gc.ca/Content/LOP/ResearchPublications/2010-23-e.htm#a7>



3.2 – Vocabulary

A. Concern

- problem
- feel
- issue

C. Leadership

- follow
- people
- power

E. Opinion

- belief
- personal
- fact

B. Training

- learn
- teach
- participant

D. Fact

- true
- idea
- belief

F. Awareness

- know
- information
- understand

3.2 – Statements

A. Protesting against government action is an important form of civic participation.

B. Forming or joining community or grass-roots organisations is an important form of civic participation.

C. Voting in elections is an important form of civic participation.

D. Serving in the military is an important form of civic participation.

E. Military service should be obligatory.



3.2 The Benefits of Participation

- Activity 1:** Should We Take Part in Politics?
- Overview:** Students role-play a conversation between some newly arrived citizens in a new country.
- Objective:** To identify reasons for participation or non-participation, and assess the advantages and disadvantages of each.
- Resources:** *For each group of four:*
A set of Role Cards (Handout 3.2.1)

Procedure:

1. Establish the situation: Four people have migrated to a new country and just received full citizenship.
2. In groups of four, students read a role card each. Roleplay a discussion between the four new citizens. The four citizens are discussing whether they should participate in politics in their new country.
3. Groups present their role play to the class.
4. As a class, discuss the questions below.

Discussion questions:

1. What are the four main views expressed by the citizens about participation? Do you agree? Why or why not?
2. What will the four citizens lose by not participating?
3. What benefits do you think individuals will gain from participating?
4. What benefits do you think the new country would gain from individuals participating?
5. What are the possible risks or losses involved if one chooses to participate?
6. Weighing benefits and risks, do you think it is worthwhile participating?



Citizen 1:

"Where I came from, no-one cared much about politics. We were always too busy with our daily lives. People were more concerned about making money, having fun and taking care of their families to worry about the boring discussions happening in the parliament. So here I probably won't get involved in politics here, either."

**Citizen 2:**

"I never paid attention to politics in my old country. I didn't really understand what was going on among the leaders. Everything I heard was about taxes, or inflation or other difficult ideas like that. It always seemed so complicated. I never finished school, so I didn't even try to understand national issues."

**Citizen 3:**

"In my country, we tried to get involved in politics, but the people who had power wouldn't let us. First they warned us that getting involved would "cause trouble" and then we were threatened when we tried. One time, someone asked too many questions. He lost his job and was attacked in the newspapers. So finally, we all gave up trying to participate."

**Citizen 4:**

"In my country we had elections and our leaders promised us good government. They said that they would work to fight poverty, improve the education system and provide jobs for everyone. But it never happened. The leaders used government to get rich. They took bribes and gave all the good opportunities to their friends. All leaders are corrupt."



3.3 Evaluating Information

Information is the basis for our beliefs, decisions and how we understand the world. However, staying well informed is not a simple task. Because such a huge quantity and quality of information is available, it can be very difficult to know which sources to trust. Being able to evaluate the quality of information is a valuable skill that can empower citizens. It helps them to make good decisions and effectively participate in their communities.

3.3 – Text

The Importance of Evaluating Information

Why Is It Important to Evaluate Information?

Citizenship education involves discussion and debate. Therefore, students need to think critically when they listen to one-sided presentations. This is because people can often be persuaded to do or accept something that looks better than it really is.

This means that when presentations are made, people should not only listen to what is being said, but also think about the following questions:

- Where is the presentation being made?
- Who is making it?
- Why are they making it?
- Who would win or lose if people accept what is being presented?

Contrasting Images

A presenter may decide to talk about a bad thing or event before she discusses a 'good' policy or idea. Salespeople sometimes do this; they show a very expensive or bad quality product before the one that they really want to sell.

Using Factual Information Selectively

When a person uses "facts" and information to present a case, this can be persuasive. However,

listeners should ask the question of "what information is being left out"? A simple example of this would be a report of a football game; if the news tells us that Myanmar scored 10 goals, this sounds great. But if we learn that the other teams scored 11 goals, it changes the meaning; The first information now does not sound as good.

Similar things can be done with statistics. For example, "there has been a 100 per cent increase in ..." could mean that only one more person has been involved if there was only one person in the first place.

Using Emotional Language

What sort of emotional 'appeals' do politicians make? This relates to the selection of key words and also to general appeals to things that cannot be easily argued against (the need to do one's best; to love one's family; love one's country, etc).

An example of this from recent history is Barack Obama's first election campaign. He used the words 'change' and 'hope' again and again. These are powerful, positive words, but he rarely explained what the meaning was. His campaign was successful and he became president in 2008.

Adapted from: Davis p.76

Note: for more detailed information and activities related to critical thinking and understanding statistics, see Mote Oo's *Activities for Social Science Teaching*.



3.3 – Vocabulary

A. Decision

- choose/choice
- option
- select

C. Trust

- belief
- accept
- doubt

E. Fair

- just
- equal
- right

B. Honesty

- truth
- say
- lie

D. True

- false
- correct
- right

F. Generalisation

- all
- bias
- stereotype

3.3 – Statements

A. These days, everybody gets so much information that they lose their common sense.

B. Today's governments do not to use violence to control people, they use information.

C. The function of education is to teach people to think critically.

D. It's not what you say that matters, it's how you say it – the success of your argument depends on how you present it.

E. If we are aware of human rights abuses, we have a duty to act upon that knowledge.



3.3 Evaluating Information

- Activity 1:** Getting at the Truth
- Overview:** Students discuss newspaper headlines.
- Objective:** To identify possible bias and analyse reasons for bias.
- Resources:** *For each group of four–five:*
“Headlines” (Handout 3.3.1)

Procedure:

1. In groups of four–five, students look at “Headlines” (Handout 3.3.1).
2. Groups list any problems that might make it difficult for journalists to report in an accurate, unbiased way.

Discussion questions:

1. How would you attempt to find the truth if you had to report on these issues?
2. Could your emotions or prejudices lead you to report in a biased way?
3. Can you think of any media organisations who might report on these issues in a biased way?
4. How could you avoid thinking in a biased way?



a.

DISASTER

- Russian ship sinks in the Arctic Ocean
- Russia blames US Navy for tragedy

b.

Rioting in Dry Zone!

- Riots spreading from township to township
- Gangs of men armed with sticks and stones attack each other and each others houses!
- Government enforces curfew

c.

BUSTED!

- Senior politician accused of taking money from ethnic drug armies
- Denies all charges against him

D.

Blood Transfusion Tragedy in Local Hospital

- Woman claims she caught HIV from general hospital after they gave her blood
- Hospital says 'no mistakes made'

3.4 Civic Skills for Assessing Information

Critical reading, active listening and debate are civic skills that can be used to help you assess how credible, accurate, reasonable and well-supported information is.

3.4 – Text

Skills for Assessing Information

The Importance of Information

All over the world, the power and the importance of the media has increased over the last few years. We live in complex, connected societies and we rely on information to understand the world. To understand issues that we do not directly experience, we often rely on information from the media.

However, there are big differences in people's access to media. This affects a person's level of information and their level of empowerment. Two examples of this are censorship, and misinformation by political parties, governments and other powerful groups. Additionally, conflict (including social change or violence) can cause information to be restricted or manipulated.

Media Awareness Education

Media awareness education asks students to compare the print media of their country or their region and judge it. For example, by producing their own wall newspaper* students will gain some insight into newspaper production and learn something about the reality of media from within.

As a result, students will view this type of media critically and will also evaluate electronic media, and their own use of media, from a new perspective. They will develop media literacy.

Education for Democratic Citizenship and Human Rights

Media literacy is one of the keys to developing an active, participating citizen. Here is a summary of the two most important aspects of media literacy:

1. Competence of communication

This refers to the ways that human beings interact with each other. Our social world is created by acts of communication. Communication skills begin with learning our own language and are developed further by using these skills in public. To develop these skills, they need to be practised and refined.

2. Media literacy

This refers to the ability to understand and use the different forms of media that are available to people today. These skills also need to be learned and practiced. Print media are important forms of everyday communication, which students should be familiar with.

* A wall newspaper is a hand drawn or printed newspaper designed to be displayed and read in public places. Students can make these on boards or large sheets of paper on the walls of the classroom.

Adapted from: Living democracy 160



3.4 – Vocabulary

A. Critical thinking

- question
- arguments
- independent

C. Communicate

- speak
- talk
- people

E. Listen

- hear
- ignore
- understand

B. Negotiate

- agreement
- different
- ideas

D. Argument

- oppose
- agree
- reason

F. Debate

- group
- argue
- discuss

3.4 – Statements

A. Nobody has the right to impose their opinions on others.

B. Reading about issues and leaders is an important form of civic participation.

C. Debating issues is an important form of civic participation.

D. In this age of media and internet access, we talk much more than ever before.

E. Most of the content on the internet is bad for society.

F. The media creates stereotypes which are the cause of prejudice and discrimination.



3.4 Civic Skills for Assessing Information

- Activity 1:** Every Picture Tells a Story
- Overview:** Students look at the same picture cropped in different ways, and compare reactions.
- Objective:** To investigate methods of influencing opinion.
- Resources:** *For each student:*
Either “The Water and the Gun” Handout A or B (Handout 3.4.1 A or B).

Procedure:

1. Give half the class “The Water and the Gun” Handout A, and the other half “The Water and the Gun” Handout B.
2. Students write down what they think the picture is about, who the people are, what is happening and where the action is taking place.
3. Student form groups of three–four with people who had the same handout. They compare what they wrote.
4. Students form pairs with people who had the other handout. Pairs compare what they wrote.
5. Pairs join their pictures together (or show students the complete picture (Handout 3.4.1 C)).
6. In groups or as a class, discuss the questions below.

Discussion questions:

1. Who were the people in the picture?
2. Where were they?
3. What were they doing?
4. Why were they there?
5. Did the picture have a different meaning to different members of the group?
6. Was it possible to get the full understanding of the picture with only half the picture?
7. Did your opinion change when you saw the whole picture or did you stick to your original position?
8. Is it hard to be honest about changing our minds? Why?
9. What does this example tell us about how images can be used in the media?
10. What does this example tell us about the power of the media over our opinions?









3.5 The Role of the Media in Public Debate

The media – including television, radio, newspapers, journals and the internet can play an important role in supporting high-quality public debate. The media can collect, edit and present information that helps citizens to become better informed. It can help make public debates clearer and more organised by simplifying issues into clear options that citizens can think about. It can also make public debates easier for people to understand by translating difficult ideas and issues into everyday language. This can help promote communication between leaders, experts and the general community. The media can widen public debate by reporting on the experiences and opinions of remote communities (where face-to-face debate is difficult) or marginalised groups such as migrants or minority groups.

3.5 – Text

The Pros and Cons of the Media

Media in the 21st Century

In 21st century media culture, it is now possible for almost anyone, with the knowledge and access to a mobile phone or a computer to send and receive information to and from anywhere in the world.

News that once took days to distribute can now be accessed by millions of people at the same time that it happens.

This has changed not only the way people think about the world they live in, but also how society is structured at the local, national, and global levels.

Media Today vs. Media Before

Compared with the newspapers and pamphlets that existed 100 years ago, the information we receive today comes less through words and more often from visual images, sound and in multiple media formats (including video, podcasts, etc).

Today, the difference between news, entertainment, and reality has become so mixed together that traditional ideas of democracy are being challenged. Some examples of this include:

- **Seeing citizens as consumers.** This means that media organizations will focus on stories that sell, not stories that inform people about important issues. Media organisations that don't do this could go out of business. This can lead to

a decline in news accuracy and a lack of resources to investigate important social issues.

- **Media is dominated by “sensational” stories.** Media organisations can focus on stories that are “exciting” or “scandalous” instead of stories that are important. If people choose to “buy” information that is popular, not what is true or important, then that becomes the only news available.

Describing Criticism as “Unpatriotic”

This makes it difficult for people to disagree with or even to question news and information. The right to dissent (to disagree with the government or a majority opinion) without punishment is one of the most fundamental parts of a free and open society. If the media claims that critics are “against the country”, this can lead to limits on free speech.

Media Can Be Used to Discriminate

If the major media organisations in a country are owned by the majority group, this can mean that marginalised voices are often left out – or disappear altogether. This can lead to the repetition of negative stereotypes and narrow versions of history (told only from the perspective of those in power). This can be especially harmful to minority groups.

Adapted from: Media Democracy Educators Guide



3.5 – Vocabulary

A. Censorship

- media
- government
- free

C. Bias

- prejudice
- opinion
- unfair

E. Danger

- safe
- security
- problem

B. Media

- television
- news
- internet

D. Discuss

- talk
- issue
- view

F. Rumour

- true
- hear
- believe

3.5 – Statements

A. Images of protesters and activists being beaten by police should not be shown on television.

B. Free speech has more disadvantages than advantages.

C. People in the mass media have more power than the government.

D. The media control the minds of the people.

E. Women are always negatively shown in the media.

F. The media doesn't care about human rights.

G. The media only focuses on negative news.

H. The media should be controlled by the government.

I. Social media is a positive force for protecting human rights.

J. Without a free media, freedom of speech is useless.

K. Media corporations have a civic responsibility to not corrupt or degrade our culture.



3.5 The Role of the Media in Public Debate

Activity 1: Freedom of Expression

Overview: Students read opinions on freedom of expression and decide whether they agree with them or not.

Objective: To form and justify opinions.

Resources: *For each student:*
“Freedom of Expression” (Handout 3.5.1)

Procedure:

1. Give students “Freedom of Expression” (Handout 3.5.1).
2. Students read each statement about freedom of expression and decide whether they agree with it, disagree with it, or are not sure.
3. Students choose one statement which they either strongly agree or disagree with. They write a short summary of why they feel so strongly, giving reasons for their views.
4. In groups of four–five, students discuss the statements they agreed with and why.
5. As a class, discuss each statement.

Optional:

6. Choose some statements to do an *Opinion Line*. One end of the room is ‘strongly agree’ the other end is ‘strongly disagree’.
7. Students all stand on the line at the place that best represents their opinion – at one end, towards one end, in the middle, etc. This gives an idea of the overall class feeling on the statement.

Discussion questions:

1. Do you think that freedom of expression should be limited? Why or why not?
2. What is the relationship between freedom of expression, rights and participation?



www.debate-my-face-off.com
**Moe Care-Bacon**

What do you think about "freedom of expression"?

Like • Comment • Share • September 4 at 1.25pm



1. Young people aged 14 and above should have completely free access to the internet.

Agree • Disagree • Not Sure



2. Journalists should not be allowed to take photographs of famous people in their own homes.

Agree • Disagree • Not Sure



3. Everyone should be allowed to say anything about any religion, even if it is offensive to some people or causes conflict.

Agree • Disagree • Not Sure



4. Teachers shouldn't be allowed to discuss sexuality in schools.

Agree • Disagree • Not Sure



5. Racist graffiti should be allowed.

Agree • Disagree • Not Sure



6. All peaceful protests should be allowed regardless of where the protests take place and whatever the people are protesting about.

Agree • Disagree • Not Sure



7. Racists should be banned from speaking in any public place.

Agree • Disagree • Not Sure



8. The media should be able to publish any story they like, even if they are not sure about all the facts.

Agree • Disagree • Not Sure



9. 12 year old children should be allowed to have a tattoo or piercing if they want to.

Agree • Disagree • Not Sure



10. It is unacceptable for men on building sites to shout things at women when they walk past.

Agree • Disagree • Not Sure



11. Anyone who speaks out in support of hate crimes or terrorism should be arrested immediately.

Agree • Disagree • Not Sure



12. Young people should be allowed to vote when they are 16.

Agree • Disagree • Not Sure



3.5 The Role of the Media in Public Debate

Activity 2: *You are the Journalist*

Overview: Students, as journalists, focus on the ethics of journalism.

Objective: To consider ethical issues from the point of view of the media.

Resources: *For each pair:*
“Ethical Issues” (Handout 3.5.2)

Procedure:

1. Establish the situation: The students are journalists. They receive information about the stories in the handout, and need to consider what ethical issues are involved before they write the story.
2. In pairs, students read the situations and complete the table. They tick the boxes where the issues relate to the situation.
3. Pairs discuss what ethical issues they need to consider when writing the story.
4. Students discuss these and other ethical issues journalists have to deal with.
5. Students decide which issues present them with the most difficult dilemmas.

Discussion questions:

1. Are television journalists presented with more ethical dilemmas than reporters working in print media? Give your reasons.



| | The Right to Privacy | Human Rights | Legal Rights | Corruption | Freedom of Speech | Stereotypes and Prejudice |
|--|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|---------------------------|
| A. An MP lied to parliament about being involved in secret talks with a Chinese company | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| B. Blind and disabled people protest about bad roads and sidewalks | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| C. Relatives of factory accident victims hold candles at the place of the accident | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| D. Three more young children die from an unknown disease | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| E. Surveys show drug use is much higher in young ethnic minority communities than in majority communities. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| F. A migrant worker was killed by a Thai gang in the border area | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |



3.6 Social Exclusion: Barriers to Participation

Skills like critical reading and active listening, as well as the confidence to engage in public discussion, are all necessary for effective civic participation. Without these skills, citizens can feel disempowered and unable to take part in the political, social, economic and cultural life of their communities. This isolation from community is sometimes called "social exclusion".

3.6 – Text

Discrimination and Intolerance

What are Discrimination and Intolerance?

Discrimination is one of the most common forms of human rights abuse. It affects millions of people everyday and it is one of the most difficult to recognise. Discrimination and intolerance are closely related concepts.

What Is Intolerance?

Intolerance is a lack of respect for practices or beliefs other than your own. It also involves the rejection of people we see as different. For example, members of a social or ethnic group other than ours, or people who are different in political or sexual orientation. We can see intolerance in a wide range of actions from ignoring people to hate speech or even murder.

What is Discrimination?

Discrimination occurs when people are treated differently compared to other people in the same situation because they belong to a different group or category of people. People may be discriminated against because of their age, disability, ethnicity, origin, political belief, race, religion, sex or gender, sexual orientation, language, culture and on many other grounds.

What Are the Effects of Discrimination?

Discrimination happens because of prejudices people have towards people who are different in some way from them. It stops people from being active citizens and developing skills. It also stops people from accessing work, health care, education and accommodation. Discrimination has direct consequences for the people and groups who are discriminated against. It also has also indirect consequences for society as a whole.

Conclusion

A society where discrimination is allowed or tolerated is a society where people are stopped from freely achieving their full potential for themselves and for society.

Adapted from: Compass



3.6 – Vocabulary

A. Migration

- move
- country
- work

C. Homelessness

- sleep
- house
- Floor

E. Dignity

- worth
- rights
- respect

B. Racism

- hate
- discriminate
- minority

D. War

- fight
- conflict
- soldier

F. Stateless

- country
- discrimination
- rights

3.6 – Statements

A. Rich people are happier than poor people.

B. It's impossible to eradicate poverty totally.

C. To have a bad reputation is worse for girls than for boys.

D. If a student is HIV positive he should not be in the same class as other children.

E. Women should have more rights because they do more work and suffer more.

F. Ideological and religious minorities are just as important as ethnic minorities.

G. We are not supposed to all be equal, but we are supposed to have equal rights under law. If we do that, we have done enough.

H. The fight for women's rights has been won.

I. A woman who thinks she is intelligent demands the same rights as a man. An intelligent woman stops demanding.



3.6 Social Exclusion: Barriers to Participation

Activity 1: We All Have Prejudices

Overview: Students discuss what types of people they are uncomfortable around.

Objective: To analyse their own prejudices and the effects these have.

Resources: *For each student:*
“We All Have Prejudices” (Handout 3.6.1)

Procedure:

1. Students read “We All Have Prejudices” (Handout 3.6.1).
2. Each student chooses three people who he/she would like to share a compartment with, and three they would not like to share a compartment with.
3. In groups of four, students compare their choices and discuss their reasons for these choices.
4. Groups negotiate group lists of three people they would and wouldn't want to travel with.
5. Groups presents their lists and reasons to the class.
6. As a class, discuss the questions below.

Discussion questions:

1. What were the main reasons for the decisions you made?
2. If the group could not agree on a list of preferences, why not?
3. Which stereotypes can you see in the list of passengers?
4. Where do these stereotypes come from?
5. How would you feel if no-one wanted to share a compartment with you?





You have started a long train journey which is going to last for several days. You are sharing a sleeping compartment with three other people.

1. Which of the following passengers would you prefer to share your compartment with?
2. With which of the passengers would you not want to share your compartment?
 - a. a fat bank manager
 - b. a drug addict
 - c. a salesman
 - d. a violent political activist who has just come out of prison
 - e. a gay foreign student
 - f. a young homeless woman carrying a baby
 - g. an alcoholic factory worker
 - h. an HIV positive sex worker
 - i. a policeman
 - j. an armed ethnic soldier
 - k. a young woman who only speaks her own ethnic language

3.6 Social Exclusion: Barriers to Participation

Activity 2: Racism
Overview: Students discuss five possible examples of racial discrimination.
Objective: To identify problems caused by racism and evaluate possible solutions.
Resources: *For each student:*
“Examples of Racism” (Handout 3.6.2)

Procedure:

1. Students read “Examples of Racism” (Handout 3.6.2)
2. In pairs, students discuss the cases and decide what they would do if they were involved in the situation.
3. As a class, discuss the situations and solutions.

Discussion questions:

1. Can racism ever be a positive thing? Why or Why not?
2. What are the disadvantages of racism?
3. What can people do to eliminate racism?



A. A religious leader is banned from speaking at a local university. The university said he was banned because he is a racist and attacks the racial minorities. They said his speeches encourage acts of racial violence. Do you agree with the university's decision?

B. A young Indian woman complains about racism where she works. She tells the manager that people made racist comments about the Indian community. Her manager says that people in the office were only joking and that she should ignore it. He says that there are other Indian workers and they have not complained about these jokes. Do you think that the Indian worker is right to complain?

C. A young person from an ethnic minority group with low grades gets into a university. However, a young Chinese student does not get in, even though she has higher grades. The university says that it has a policy of "positive discrimination" towards ethnic minority students, so that there are more ethnic students at their university. Do you agree with the university's action?

D. A group of teenagers are going to a football match. They are shouting and making a lot of noise. Two police officers stop and question the group. They search two ethnic minority boys who do not speak Myanmar well. When the boys ask why they are being searched, the police officers say it was because they were behaving badly. Do you think the police are acting in a racist manner?

E. A young woman from an ethnic minority group is punished at work for always arriving late. Her boss states that, "all ethnic people are late into the office". The woman argues that she is being discriminated against because her boss is stereotyping her ethnicity. Do you agree with the boss's actions?



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If we have missed anyone from this list, we apologise. Please get in touch, and we will add your name.

27 September, 2014



Also available from Mote Oo Education

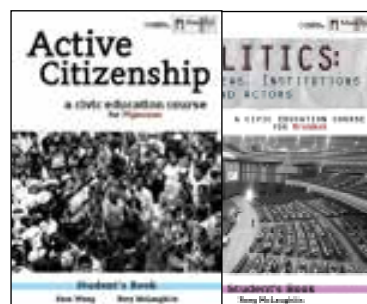
If you are looking for relevant social science, civics or teacher training materials, in English or Myanmar, these books may be of interest to you:

Politics: Ideas, Institutions and Actors and Active Citizenship

Politics: Ideas, Institutions and Actors are civic education books for non-formal adult education classes designed for a Myanmar context.

They book helps readers to develop the knowledge, skills and values that support active citizenship. They makes use of a range of exercises, case studies and interactive activities to address important political issue in Myanmar and around the world.

Book One in the series, *Democracy* will be a basic introduction to some of the fundamental ideas important to a democratic society. Mote Oo expects to publish it in early 2015



Gender: Issues and Perspectives

Gender: Issues and Perspectives is an exciting introduction to the field of gender studies. It covers common gender issues in Myanmar, regionally and globally. It has chapter on: family and community, work, education, religion, and leadership, plus some more controversial issues.



Histories of Burma: A Source-based Approach to Myanmar's History

Histories of Burma is a set of books which provide and introduction to key history skills as well as providing a critical and reflective study of many aspects of history from the region. Students are encouraged to highlight certain themes in history, to look at original source documents, to try and understand different ideas that come from these sources and to think about how they can influence opinions about the past.



The New Teacher I: How Do Learners Learn?

The New Teacher is a series of short training courses for Myanmar teachers. Each module looks at a different aspect of teaching and takes trainees step-by-step through the learning process. Modules can be taught one after the other or individually, depending on the needs of the trainee or the requirements of the training course.

Module One looks at how and why learners learn. It covers learning styles, intelligences, motivation and identity.. *Module 2: How Do I Manage My Classroom?* is due out December 2014.



Activities for Social Science Teaching

Activities for Social Science Teaching is a resource and reference book for teachers of social sciences, English language and critical thinking. It has six chapters with over 120 activities. Each chapter focuses on a different aspect of teaching social science subjects,

