

ပုံနှိပ်တိုက်အမည်

ရွှေပုံနှိပ်တိုက် (မြဲ - ၀၀၂၁၀)
အမှတ် (၁၅၃/၁၅၅)၊ သစ်တောအောက်လမ်း၊
မောင်လေးဝင်းရပ်ကွက်၊ အလုံမြို့နယ်၊ ရန်ကုန်

ထုတ်ဝေသူ

ဦးအောင်မြတ်စိုး

စာပေတိုက်အမည်

မုခ်ဦးစာပေ

အမှတ် (A4)၊ မြကန်သာလမ်း၊ မြကန်သာအိမ်ယာ၊
အမှတ် (၂) ရပ်ကွက်၊ ကမာရွတ်မြို့နယ်၊ ရန်ကုန်တိုင်းဒေသကြီး
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ပုံနှိပ်မှတ်တမ်း

ထုတ်ဝေခြင်းလုပ်ငန်း အသိအမှတ်ပြု လက်မှတ်အမှတ် - ၀၁၉၄၇

ပုံနှိပ်ခြင်း

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ကျောပ်၊ ဒန်နီယယ်။ ပေလာ၊ အယ်လ်ဆာ

ပဋိပက္ခနှင့် ငြိမ်းချမ်းရေး အကြံမိတ်ဆက်၊ ကျောင်းသားလက်စွဲ

ဒန်နီယယ်ကျောပ်၊ အယ်လ်ဆာပေလာ။

ရန်ကုန်၊ မုခ်ဦးစာအုပ်တိုက်၊ ၂၀၁၇။

၆၄ စာ၊ ၂၁ စင်တီမီ။

မူရင်းအမည် - **Conflict and Peace, an Introduction**
by Daniel Korth and Alyssa Paylor (Student Book)

(၁) ကျောပ်၊ ဒန်နီယယ်၊ ပေလာ၊ အယ်လ်ဆာ

(၂) ပဋိပက္ခနှင့် ငြိမ်းချမ်းရေး အကြံမိတ်ဆက်၊ ကျောင်းသားလက်စွဲ



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Teacher's Introduction

About *Learning Skills*

Learning Skills introduces the core learning skills that students will need in post-secondary study. First, we cover foundation skills like active learning and goal setting, before moving on to specific skills like communication, group work, time management and written assignments.

The skills can be taught in the order they are presented in the book, or particular sections or chapters can be selected, depending on the needs of your students and institution.

Do note, however, that the skills build on each other and become more challenging as the book progresses.

About this Teacher's Book

This Teacher's Book contains instructions and answers for activities and exercises in each chapter.

Teachers are strongly encouraged to do the exercises and activities themselves before giving them in class. This will help teachers to understand the difficulties students might have with them, and give teachers confidence in presenting and teaching the material and responding to questions.

Most preview, discussion and exercise questions have answers, or possible answers (there will be many others), provided.

Extra Activities

Some extra activities are included in the Teacher's Book. They provide further practise for some of the more challenging skills such as written assignments, referencing or evaluating information and arguments. Instructions and resources for these activities are at the back of this book. There are notes about the activities in appropriate places of the teacher's book .

Resources

A compilation of links to websites and videos that provide useful background for the skills covered in this book is also included. These can be used to help teachers develop familiarity with the material they are teaching, and for demonstrating skills to students in the classroom.

Chapter Summaries

Each chapter in the Student's Book ends with a brief chapter summary. These summaries are intended as an opportunity for teachers to encourage students to review the central skills covered in the chapter using note-taking skills to extract the most important points.

1. Active Learning

1.1 Why Do We Study?

Preview

- Discuss the questions. Write students' ideas on the board.

Possible Answers

1. – to learn
 - to get a job
 - to help my community
2. – thinking
 - reading
 - writing
 - finding things out for myself

Activity – Reasons to Learn

1. Individually, students list things they want to learn in the courses or at the school they are studying at.
2. They list the things they want to do after they complete this course.
 - Encourage them to think about their own goals and plans for the future.
3. In pairs, they compare their lists.
4. They make connections in their lists between what they are studying now and what they want to do in the future.
 - Check they are making connections between their own study and their future goals, for example:
 - *Good communication skills are useful for becoming a teacher.*
 - *A good understanding of science is useful for becoming a health worker.*
5. Compile a class list on the board of what students are currently learning and how these connect to their future plans.

Exercise

- Students decide whether the statements are true or false.
- If false, they write a correct statement.

Possible Answers

1. True
2. False – Communication is also important for work and personal life.
3. True
4. True
5. False – Understanding the main idea in an article is a sub-skill of reading.
6. True

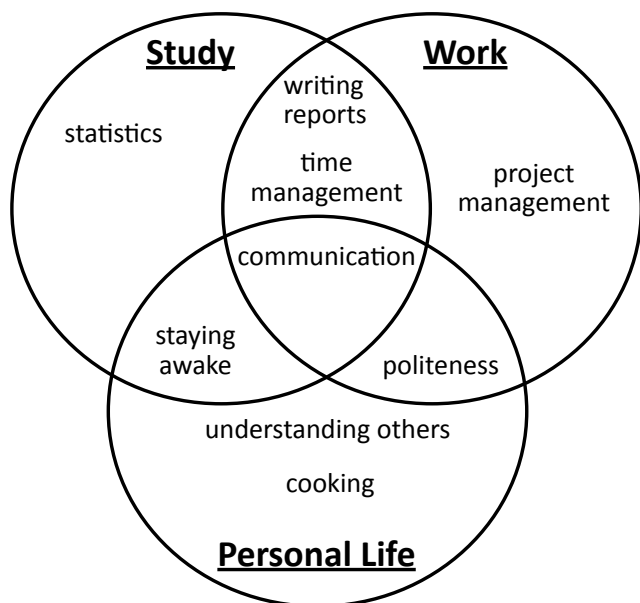
Discussion

- As a class or in groups, students discuss the questions and why they placed the skills in parts of the Venn diagram.

Activity – Venn Diagram of Skills

1. Individually, students identify three (or more) skills they need for study, three for work and three for their personal lives.
 2. In pairs, they compare their lists and make a combined list.
 3. In groups, they compare their lists and make a combined list.
 4. On a large piece of paper, groups make a Venn diagram.
- They write the skills in the appropriate place. For example, if they decide *writing reports* is useful for work and for study, they put it between those two circles.

Example



1.2 Intelligence and Learning

Preview

- Discuss the questions. Write students' ideas on the board.

Possible Answers

1. – finding out about new things
– developing new skills
– thinking differently about things than you did before
2. – by thinking
– by doing
– by listening
– by questioning

Activity – Ways of Learning

1. Students order the descriptions of learning, from least to most like themselves.
 2. In pairs, they compare their lists to see what was similar and what was different.
 3. They discuss which of the ways of learning are most like their own, and why.
 4. They discuss which of the ways of learning are least like their own, and why.
- Compile a class list on the board of the descriptions of ways of learning that the students have identified with. Overall, which were most identified with and which were least? Encourage a class discussion about these descriptions.

Discussion

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

Possible Answers

- formal classes
- participating in discussions
- asking questions
- doing and finding out things for myself
- experimenting

Activity – Intelligences Quiz

Note: Do the multiple intelligences quiz yourself in advance of getting students to do it. You will find it easier to explain how it is done and the process for calculating scores to students in class.

With the idea of multiple intelligences, make sure to point out to students that this is just one idea about how people's intelligences and ways of learning might work. Also, people usually have a combination of these intelligences, rather than just only one.

1. Students score each statement from 1-4, according to how much they agree with it.
2. They add up the scores from the statements in the table and write the totals in the correct column. For example, their total score for 'verbal' intelligence would come from adding up each of their responses (from 1-4) to statements 1, 8, 15, 22 and 29.
 - The totals each relate to one intelligence, listed in the right-hand column
3. In pairs, they compare their scores and answer the questions.

1.3 Active Learning

Preview

- Discuss the question. Write students' ideas on the board.

Possible Answers

- reading about how to do something
- practising it
- being shown how to do it
- learning with others in a group
- seeing someone else do it (e.g. on a video online or watching them directly)
- writing things down

Exercise

- Students decide whether the statements are true or false.
- If false, they write a correct statement.

Possible Answers

1. False – People learn in lots of different ways.
2. True
3. True
4. False – Asking questions is part of active learning.
5. True
6. False – Learning continues after you learn something new. If you learn a new skill, you need to practise it.
7. False – Repeating something exactly is not active learning. Active learning would include thinking more about, reading more about, talking about and asking questions about something new.

Activity – Making Lists

Note: This activity introduces very basic note taking. This is an important active learning skill. Continue to encourage students to take notes in future lessons after they attempt it here. Chapter five goes into detail about note taking.

First, demonstrate on the board a simplified note-taking method with headings and keywords with indents or bullet points underneath. Use another topic like the responses to the preview for how people have learned how to do things in the past as an example.

1. Students make a list of the things they have to do for school or work each day for a week.
 - Students make a list of their five biggest goals they want to achieve this year
 - Check they are only writing a few words for each item on their lists.
2. In pairs, they compare their note taking.
3. Read a passage out loud. Students take notes. Check that they are only writing down a few important keywords and not trying to write down every word you say.
 - Remind them to keep taking notes in future lessons.

Activity – Learning Actively

1. Students read the learning scenarios.
 - Individually or in pairs or groups, they decide whether it describes “active learning” or “not active learning”.
2. For the non-active learning scenarios, they think of a way to make it active.

Possible Answers

- a. Not active learning. What Ko Aung is doing is not really active learning, because he is focused on writing every word out in full. An active learner would write short useful notes when they were needed (not copy everything in full) and focus on listening, understanding, thinking and asking questions (active learning strategies) about what is being taught.
- b. Active learning. Mi Meh is listening and asking questions when she does not understand something.
- c. Active learning. Ma Sandar reading about what will be taught before class is an active learning strategy. When she is in class, she can understand most of what is being taught because she has read about it before.
- d. Active learning. Brang Seng only takes notes that he needs and that are useful, and he can still listen and understand what is being taught.
- e. Not active listening. Paw Reh does not take any notes, so she will not have anything to read or help her remember after class. Also, she is not asking questions, so she cannot find out when she does not understand things. She needs to take some notes, and to ask questions when she does not understand things.
- f. Not active learning. Even though Myat Thu looks at the book he is not thinking about it, and when he is in class he is not thinking about what is being taught. Myat Thu needs to actively think about and ask questions about what he is reading and learning in class.

Activity – Define Active Learning

1. In pairs, students explain in their own words what they understand active learning to be.
 - They give an example of it.
 - They can use any language they like.
2. Individually, students write three sentences about active learning.
 - They write an example of it.
 - If possible, put students' sentences on the wall.
3. They find dictionary definitions (L1 or L2) for “active” and “learning”.
4. Students draw pictures that represent “active learning” to them.
 - If possible, put students' pictures on the wall.
 - Students walk around the room looking at the sentences and pictures.

Activity – Active Learning Poster

1. In pairs or groups students discuss what they think active learning is and the kinds of things an active learner would do.
 2. They draw a poster that represents active learning, or shows the things an active learner would do.
 3. Put the posters on the wall.
- Students walk around looking at the different ways other groups have drawn active learning on their posters.

Discussion

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

Extra Activity – Note Taking from the Summary

1. Students read the chapter summary.
2. They take brief notes using headings and keywords as demonstrated in the previous note-taking activity.

3. In pairs, they compare their notes.

Check that they are only writing relevant keywords and not copying entire sentences or unnecessary words.

Continue to get students to take notes during class, and practise taking notes from the chapter summaries at the end of each chapter.

2. Communication Strategies

2.1 Communication

Preview

- Discuss the questions. Write students' ideas on the board.

Possible Answers

1. – getting a message to someone
– passing information between people
2. – speaking
– writing
– listening
– gestures
3. – classmates
– work colleagues
– friends and family
– people working in shops
– people working on transport

Exercise

- Students decide whether the statements are true or false.
- If false, they write a correct statement.

Possible Answers

1. False – Feedback is sent from the receiver back to the sender to let them know they have received the message.
2. True
3. True
4. False – Communication is more than just 'hearing' the message – the receiver also needs to understand it.

Exercise

1. Students read the scenarios. They decide whether each one is an example of successful communication or communication breakdown.
2. For the scenarios with communication breakdown, they decide whether it is sender-receiver or receiver-sender.

Answers

- a. Communication breakdown from the receiver to the sender. The farmer's friends do not give feedback to let the farmer know if they have understood the message.
- b. Successful communication. The girl's friend (the receiver) sent feedback indicating she had understood the message.
- c. Communication breakdown. It could be in the message from the sender (the woman) to the receiver (her friend), because the receiver did not know what time to be home. However, it could also be that the receiver did not give feedback, such as asking a question to check the correct time the woman would be visiting her.
- d. Communication breakdown from the sender (the shopkeeper) to the receivers (the customers). The sender gave the wrong information in the message.

Discussion

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

Possible Answers

1. – unclear communication
– lack of feedback
– misunderstanding
2. – misunderstandings
– not getting work done properly
– conflict

2.2 Non-verbal Communication

Preview

- Discuss the questions. Write students' ideas on the board.

Possible Answers

- their facial expressions
- how they walk or move
- the tone of their voice
- their gestures (how they move their body, head, arms or hands)

Activity – Gestures and Expressions

1. Individually, students look at the pictures and decide what each picture communicates.
2. In pairs, they compare their answers.

Possible Answers

- a. I'm confused.
- b. What do you think?
- c. I think this is correct.
- d. That's really exciting!
- e. That's really strange.
- f. This is correct!
- g. No, you are completely wrong.
- h. Here is my opinion.

Point out that:

- there will be many possible interpretations of what the gestures and expressions mean. This demonstrates how important, and sometimes difficult, interpreting non-verbal communication is.

Activity – Whispers

1. Arrange the students in teams of five-seven. Teams form lines.
 - Give the first person in each team a written message. Make sure other team members can't see it. The message can be in any language that students understand well.
 - You can use one of these example messages if you like, or think of your own:
 - Come to the office a half past five on Tuesday so we can discuss your homework.
 - Can you help me carry this large shelf and these bags to the kitchen?
 - There's a history test next week after we finish the chapter.
 - Make sure you eat a lot of vegetables or you won't stay healthy.
2. The first team member whispers the message to the second team member.
 - They are not allowed to use facial expression or gestures when they whisper.
 - Make sure the other team members can't hear them saying the message.
3. Teams continue whispering the message to each other until the last person gets the message.
 - The last team member writes the message on the board. How similar is it to the original? Did any team get it exactly right?
4. Discuss the questions.

Point out that:

- it is likely that the message will change when it passes from the first to last person in the chain;
- the point of this activity is to demonstrate the importance of non-verbal communication in expressing meaning.

Activity – Roleplay

1. In pairs, students act out the messages, using the communication scenarios listed.
2. As a class, discuss the difference between using verbal and non-verbal communication.

Discussion

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

Possible Answer

- People can say one thing but show another in their non-verbal communication through gestures, facial expressions, or tone of voice. An example might be if someone says they are pleased to see you, but are not smiling and are trying to walk away.

2.3 Active Communication

Preview

- Discuss the questions. Write students' ideas on the board.

Possible Answers

1. No, because hearing is the physical action of perceiving a sound, but listening requires a person to think about and understand what is being communicated to them.
2. hear the words, try to understand, look at the person speaking, ask questions, make eye contact, nod

Exercise

- Students decide whether each scenario is active listening or not. For the "not active listening" scenarios, students explain why they thought that.

Answers

1. active listening
2. not active listening - not thinking about what the speaker is saying
3. not active listening - not thinking about what the speaker is saying
4. active listening
5. active listening
6. active listening
7. active listening
8. not active listening - not thinking about what the speaker is saying
9. not active listening - not understanding, or trying to understand
10. not active listening - not focused on the meaning of the speaker's words, not looking at the speaker

Activity – Picture Dictation

Note: This activity demonstrates the value of active communication including non-verbal communication, visual cues and being able to ask questions, especially when the students are prevented from doing these things.

Before you do the activity, get some simple pictures – draw them yourself, use ones in books or magazines or print them from the internet.

1. In pairs, students sit back to back.
 - Give each Partner A a picture.
 - Ensure Partner Bs can't see the pictures.
 - Partner A describes the picture. Partner As are not allowed to use gestures, facial expressions or examples.
2. Partner B draws the picture. Partner Bs are not allowed to ask questions.
 - After they finish, show the pictures. Does Partner B's drawing look similar to the original?
3. They swap roles. Give each Partner B a picture.
 - After they finish, show the pictures. Does Partner A's drawing look similar to the original?
4. Repeat this activity with new pictures. This time, the pairs sit facing each other, and can use gestures, examples and facial expressions, and can ask questions.
5. As a class, discuss the question.

Possible Answer

- It can be easier to communicate when you can see the other person's gestures and facial expressions (non-verbal communication and active listening), ask questions (active listening), and give examples (active communication).

Exercise

- Students decide whether each scenario is a good communication strategy or not and why.

Answers

1. Not good communication strategy. Speaking more loudly does not mean people will understand or think about what you are saying.
2. Good communication strategy. It allows the listener to think, understand, and ask questions about what you are saying.
3. Good communication strategy. Eye contact shows you are interested and paying attention to the person.
4. Not good communication strategy. People asking questions and responding to them is a part of good communication.
5. Good communication strategy. Giving examples helps people to understand your ideas or messages.
6. Not good communication strategy. Effective communication takes time, and should allow space for pauses for the listener to think, understand and ask questions.

Discussion

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

**Extra Activity –
Note Taking from the Summary**

1. Students read the chapter summary.
2. They take brief notes using headings and keywords.
3. In pairs, they compare their notes.

Check that they are only writing relevant keywords and not copying entire sentences or unnecessary words.

Continue to get students to take notes during class, and practise taking notes from the chapter summaries at the end of each chapter.

3. Working in Groups

3.1 Working with Other People

Preview

- Discuss the questions. Write students' ideas on the board.

Possible Answers

1. at work, at school, with friends or family
2. Because it is transferable – working with other people is useful in work, study and life generally.

Exercise

- Students decide whether each scenario is effective group work or not.

Answers

- not effective group work
 - not effective group work (if the disagreement is not resolved)
 - effective group work
 - not effective group work
 - effective group work
- They decide which point (from A-H in the box on effective groupwork, p24) each scenario is an example of.

Answers

- C – clearly communicate ideas thoughts and feelings
 - A – share a common goal
D – listen to and understand other people's ideas, thoughts and feelings
H – manage conflict and disagreement
 - A – share a common goal
C – clearly communicate ideas, thoughts and feelings
H – manage conflict and disagreement
 - B – share work evenly between group members,
E – fulfill your role as a team member
F – contribute your time and ideas.
 - C – clearly communicate ideas, thoughts and feelings
F – contribute your time and ideas
G – accept criticism
H – manage conflict and disagreement
- For the ineffective scenarios, they explain why they are not effective.

Answers

- Nang Seng is not clearly communicating verbally (too quiet) and non-verbally (looking down, not making eye contact).
- It could be effective if the group members can reach an agreement, for example how education and health are important parts of community development. This will not be effective group work unless members can agree on a topic that works for all of them.
- One person is doing almost all the work, so it is not group work – there is little sharing of the work load or input from other members.

Activity – Benefits and Difficulties

Note: The point of this activity is to get students to both consider situations where they have done group work, and to work together – do group work – while they compile the list.

- In groups of three, students list activities they have done in groups.
 - Make sure all group members contribute to the list.
- Groups make lists of the benefits of working in groups.
 - Make sure all group members contribute to the list.
 - Groups make lists of the difficulties of working in groups.
 - Make sure all group members contribute to the list.
- As a class, make lists of the benefits and difficulties of group work.
- As a class, discuss how each group organised the group work.
 - This is an opportunity to discuss the roles people may have taken in groups, sharing work load and other issues that come up related to working in groups.

Discussion

Note: You might prompt this discussion by mentioning some group roles and dynamics, and/or allocating them to people in groups.

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

Possible Answers

- a leader, a team member, contributor, listener, organiser, note taker etc
- in groups where everyone has the same amount of input
- in groups where people are allowed to sit back and observe, and don't have to participate if they don't feel comfortable
- sitting in a circle, at a table, outdoors etc

3.2 Effective Group Work

Preview

Note: This discussion is an opportunity to remind students about valuable group work dynamics like recognising the strengths of different members, the different roles members play in groups, cooperation and teamwork.

- Students think of a group situation they know of where people have to work together (sports team, music group, community organisation etc).
- They identify the reasons they believe make that group effective.
- Write these reasons on the board (no need to list the groups, just the reasons they are effective).

Exercise

- Students decide whether the statements are true or false.
- If false, they write a correct statement.

Possible Answers

1. False – All members should have input into the group.
2. False – An effective group deals with conflict constructively, so that it can achieve its goal with the contribution of all members.
3. True
4. True
5. False – Group members should share a common goal.

Activity – Observe Group Behaviour

Note: There are two points to this activity. Firstly it is a group problem solving task. It also raises awareness of the group dynamics in solving the problem.

1. In groups of four, students choose one group member to observe the group. That member does not participate in the problem solving.
 - The observer takes note of how the group discussed the problem and notes what they did.
 - Change the observer for each problem.
2. The other three group members discuss the problem and decide on a solution.

Possible Answers

- a. It will depend on how heavy the sacks of rice are. The person with four sacks might have smaller sacks, and the person with three sacks might have bigger sacks.
 - b. Aung Ko was in a ten-storey building, but if he jumped out of the window on the ground floor, he would have survived.
 - c. The same time. The water boils regardless of the number of eggs in the pan, as it is the same amount of water.
 - d. Wah Wah could do those things on the way home because she was walking, not driving a car.
3. Discuss the results of the observations.

Activity – Group Picture

Note: Before this activity, prepare enough pictures so that there is one for each group of three.

1. In groups of three, students draw a picture.
 - One person is the 'drawer,' one person is the 'talker,' and one person is the 'viewer.'
2. Give a picture to the 'viewer' of each group.
 - Explain or write up these instructions and check they are following them.
 - The drawer draws the picture but cannot see the original and cannot talk. They are told what to draw by the talker.
 - The talker tells the drawer what to draw, but cannot see the picture. The talker is communicated with by the viewer. The talker can ask questions to the viewer.
 - The viewer can see the picture, but cannot speak. They must use non-verbal communication like gestures, movement, facial expressions etc when they communicate.
 - The viewers communicate the picture to the talkers.
3. The talkers tell the drawers what to draw.
4. As a class, students discuss the strategies they used to do the task. How did they work as a group?

Activity – Make a Plan

Note: Groups work together to plan an end-of-year event such as a party, dance or prize giving. This is particularly useful if there actually is a real event like this happening in the future.

1. In groups, students discuss how they can break the project down into smaller, manageable tasks.
2. They draw up a project plan on a large piece of paper (check all members contribute to this task).
 - The plan should include:
 - a breakdown of the project into smaller tasks;
 - the roles and responsibilities of members;
 - an outline or timeline of what needs to be done and when (timeline).
3. Groups put their plans up on the wall.
 - Students walk around the room looking at other groups' plans.

Extra Activity –

Group Problem Solving Card Mix-up

You will need several decks of playing cards depending on how many students you have in the class.

1. In groups of five or six, students get a deck of playing cards that are all mixed up.
2. They work together to sort the cards out, but cannot talk to each other while they are trying to do this.
3. To make this more challenging, after the groups have been working for a while, give extra instructions for how they need to organise the cards. For example, by suits from Ace to King, or by number rather than by suit, or give different groups different orders they need to sort.
4. When the groups have completed the task, get them to explain to the class how they went about sorting out the cards in their group.

Discussion

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

Possible Answers

1. – getting things done quickly
 - having more input and ideas
 - more people to do different parts of the project
 - more expertise or specialisation with some people knowing about or how to do certain things
2. – getting used to different ways of communicating
 - having to accept different ideas
 - disagreements about how to do some things
 - members not contributing or dominating

Extra Activity –

Note Taking from the Summary

1. Students read the chapter summary.
2. They take brief notes using headings and keywords.
3. In pairs, they compare their notes.

Check that they are only writing relevant keywords and not copying entire sentences or unnecessary words.

Continue to get students to take notes during class, and practise taking notes from the chapter summaries at the end of each chapter.

4. Time Management and Motivation

4.1 What is Time Management?

Preview

1. Students discuss whether they can identify their free time. Is it regular (e.g., every afternoon after 4.30 they are free?) or at different times each day?
2. They discuss ways to organise their time. Write their ideas on the board.

Possible Answers

- memory
- mobile phone reminders
- diaries
- wall planners

Activity – Time Management Quiz

1. Students complete the time management self-test. Encourage them to answer this as honestly as possible.
2. In pairs, they compare their results.
3. As a class, they compile and discuss the most common time management issues.

Point out that:

- if they got results mostly in the 3s and 4s, they need to evaluate their time use. Even if they mostly scored 1s and 2s, they can improve their time management.

Activity – Using your Time

1. Students use the blank weekly timetable to record how they use their time over a week.
2. They identify times they could use for extra study, revision, research, assignments, etc.
3. They do the same thing again using another copy of the table for the following week.
 - This time they write in the times for the extra study-related activities.
 - Remind them that they also need some free recreational time.

Discussion

- As a class or in groups, students discuss the things they spend the most time doing.
- Is it similar for everyone in the class, or are there a lot of differences?

4.2 Time Management Systems

Preview

- Discuss the questions. Write students' ideas on the board.

Possible Answers

1. – systems like diaries, calendars (on paper, phone or computer), timetables
– strategies like prioritising, having a specific study space, or breaking work into smaller tasks

Exercise

- Students decide whether the statements are true or false.
- If false, they write a correct statement.

Possible Answers

1. False – A to do list is more useful on a daily basis than for marking longer-term projects.
2. True
3. False – Wall planners need to be placed somewhere they will be seen each day.
4. False – The point of writing these events into diaries or wall planners is so you do not forget them. You need to check them regularly.

Extra Activity – Class Planner

- Give each student a planner, direct them to online planners (e.g. Google Calendar) or put a large one on the wall.
- They put all important dates for classes, tests, assignments, school events etc., for all the subjects they are studying at your institution.

Discussion

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

4.3 Time Management Strategies

Preview

- Discuss the questions. Write students' ideas on the board.

Possible Answers

1. a system or way of doing something to achieve a goal
2. prioritising tasks, breaking large tasks into smaller ones

Exercise

- Students answer the questions.

Possible Answers

1. the most important and urgent tasks
2. Prioritising is important for study because you often have more than one task to work on at a time.
3. Prioritise more time for a difficult task because it will take longer to do.
4. Breaking a task into smaller steps makes the small steps easier to do and makes it easier to get started and complete the big task.

Activity – Break It Down

1. Individually, students choose a large assignment. It could be a work activity outside of class, a large personal project (e.g. repairing the roof of their house) or large study-related projects.
2. They write out a plan to break the project down into smaller steps.
 - They work backwards from the outcome to the beginning, so that the smallest step can be started today.
3. In pairs, they discuss their project breakdown.
 - They look for ways to break their partner's plan down even more.

Discussion

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

Possible Answers

4.
 - breaking tasks down into smaller steps
 - prioritising important or difficult tasks first
 - starting something straight away not putting it off until later
 - using timetables and wall planners so you know when tasks must be done by

4.4 Study Space

Preview

- Discuss the questions. Write students' ideas on the board.

Possible Answers

1. – home
 - bedroom
 - shared family space
 - library
 - empty class room
2. – friends and family
 - social media
 - phones
 - work
 - sport
 - housework

Exercise

- Students answer the questions.

Possible Answers

1. good lighting and no distractions
2. give yourself a reward
3. family, friends, TV, social media, phone
4. the time of the day when you study the best, and when you have available time
5. turn it off while studying

Activity – Managing Your Time

- Individually or in pairs or groups, students choose a time management method that works for each of the scenarios.

Possible Answers

- a. Break the assignment down into smaller tasks so you can start it today and have it all done by the end of the three weeks.
- b. Find a study space where you are not distracted and turn off social media on your phone or computer.
- c. Use a wall planner and a diary so you know important dates for tests or when assignments are due.
- d. Prioritise. Choose the amount of time you need to spend on the tasks according to how urgent they are.

Activity – Time Management Case Studies

- In pairs, students read the case studies. They identify the time management problems and suggest practical time management methods that could help solve the problems.
- Make sure pairs can explain how and why the methods they suggest could work.

Possible Answers

- a. Banya Chan could use a to-do list or a diary, draw out a timetable and use a wall planner. The to-do list and diary would help with daily things that need to be remembered. The timetable helps with regular things like times of classes, study times work etc. The wall planner would help because tests and assignment due dates could be seen on it.
- b. Ma Phyu needs to prioritise work for the test, essay and group presentation. The test is in three days so that should be her first priority, followed by the assignment and group presentation. She forgot about the essay, so she could use a wall planner to remember important dates for tests and assignments. She needs to make the test a priority. She could reward herself after by going out with her friends, if she does enough revision for the test beforehand.
- c. Laila needs to break the big assignment (writing the essay) down into smaller tasks. Then she can get started. Her friends on social media are distracting her, so she could turn it off on her phone while she is working on the essay, and reward herself by going on Facebook after she has done her work.
- d. Win Swe Myint needs to use a to-do list or diary to remember the things that need to be done each day. He could have a regular study time and place where he will not get distracted by friends. He could reward himself for getting work done by then playing football with his friends afterwards.

Discussion

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

4.5 Goals and Motivation

Preview

- Discuss the questions. Write students' ideas on the board.

Exercise

- Students decide whether the statements are true or false.
- If false, they write a correct statement.

Possible Answers

1. False – Goals for the future help give you motivation to manage your time in the present.
2. False – Owning your own business is likely to be a long-term goal.
3. False – A goal is something you want to achieve for yourself, it does not require other people to tell you to do it.
4. True
5. True

Activity – Identify Your Goals

1. Students identify a short-term, a medium-term and two long-term goals.
2. In pairs, they discuss their goals.
3. They work out a step-by step plan to achieve these goals.

Activity – Goals Timeline

- Students draw a timeline of at least three goals they have had in the past and three they have for the future.
- Their future goals should contain one short-term goal, one medium-term goal and one long-term goal.
- If you like, students can put their timelines on the wall, and go around looking at others' timelines.

Discussion

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

Activity -Time Management Roleplay

1. In groups of three or four, students think of a time management problem and how it could affect themselves, or their colleagues, classmates, friends or family.
2. They act out their scenario to the class.
 - They focus on how one person's bad time management causes the problems.
3. The class provide advice to the group member about how to improve their time management.
4. The group acts out the same scenario again, but this time where time management is used effectively to resolve the problem.

Discussion

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

Extra Activity – Note Taking from the Summary

1. Students read the chapter summary.
2. They take brief notes using headings and keywords.
3. In pairs, they compare their notes.

Check that they are only writing relevant keywords and not copying entire sentences or unnecessary words.

Continue to get students to take notes during class, and practise taking notes from the chapter summaries at the end of each chapter.

5. Note taking

5.1 Why Take Notes?

Preview

- Discuss the questions. Write students' ideas on the board.

Possible Answers

1. – in class
 - when reading
 - when listening or watching programmes
2. – to remember things
 - to use for revision later
 - to learn in class
 - to learn when reading

Exercise

- Students decide whether the statements are true or false.
- If false, they write a correct statement.

Possible Answers

1. False – It is useful to take some notes when you are listening to help you learn and understand important things you hear in the class.
2. False – Taking notes is active learning because you have to think about and choose what to write down.
3. True
4. False – You don't need to copy everything the teacher says or writes on the board. You need to choose what to write down.
5. True

Discussion

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

5.2 Selecting Words and Phrases

Preview

- Discuss the questions. Write students' ideas on the board.

Possible Answers

1. – everything
 - only a few words
 - nothing
2. – if the word seems important
 - if it is something they think they need to remember
 - if it is a heading

Exercise

2. Students cover the top half of the page. They look at the highlighted words.
 - They try to remember the poem from only the highlighted words.

Activity – Choose Keywords

1. Students read the text.
 2. They read it again, and this time underline or highlight only the keywords and phrases.
 3. They write the keywords and phrases into a notebook.
 4. Looking only at the keywords and phrases, they answer the questions.
- They do not need to recall the exact words, just the main ideas.

Possible Answers

- a. politics
- b. how people make decisions in a community
- c. conflict, cooperation, justice

Discussion

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

5.3 Identifying Topics and Main Ideas

Preview

- Discuss the questions. Write students' ideas on the board.

Possible Answers

2. The main topic is what the writing is about. You need to be able to recognise the topic and the main idea about it so you can understand the rest of the paragraph or article.

Activity – Identify the Topic and Main Idea

Note: The point of this is for students to recognise topics, main ideas and supporting points in the paragraphs. They do not need to copy out large amounts of text to do this. Overall, their answers should include information similar to the answers on the next page.

Do this activity yourself first. That way you will be familiar with the different ways students might answer the questions, and also with the difficulties and questions students might have.

There will be some variations in the words that students choose for topics or main ideas in each paragraph.

The topics and main ideas students choose should be close to (but may not be exactly the same as) the Possible Answers given. For example, in Paragraph B., students might choose 'kingdoms or empires of Southeast Asia,' or the 'control of trade routes in Southeast Asia' as the topic. The main idea about that topic should be something about how 'control of trade routes enabled the kingdoms or empires in Southeast Asia to be rich.' The supporting points would be 1. the Straits of Malacca, and, 2. that they are between Malaysia and Indonesia.

- Students read the paragraphs.
1. They identify the topic.
 2. They identify the main idea.
 3. They identify the supporting points.
- They can look at the first example, which is done already.
4. In pairs, they compare their answers.
 5. They fill out the note taking self evaluation table.

Possible Answers

- b.** Topic: Trade routes in Southeast Asia
Main idea: Control of the trade routes made empires and kingdoms powerful
Supporting points: Straits of Malacca most important trade routes / Straits of Malacca is the sea between Malaysia and Indonesia
- c.** Topic: Mountains
Main idea: Mountains are formed by the earth's plates pushing into each other
Supporting points: Most mountains formed this way / The Himalayas and Rockies are examples of mountains formed this way
- d.** Topic: Southeast Asia
Main idea: There are two parts to Southeast Asia. Supporting points: Rivers and mountains on mainland; good for rice; seas around maritime SEA good for trade

Discussion

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

5.4 Note-taking Methods

Preview

- Discuss the questions. Write students' ideas on the board.
- Point out which methods are the most commonly used.

Possible Answers

1. highlighting, keywords, indents, mindmaps

Activity – Heading and Indenting

Note: Students use the texts to practise taking notes using the heading and indent method. Remind them to speak clearly and slowly so their partner can hear and has time to write some notes.

1. In pairs, Partner A reads Text A aloud.
 - Partner B takes notes using the heading and indenting method.
 - Check they do not try to copy too much. They should focus on what is most important from what the other person is saying from the text.
2. Students swap role. Partner B read Text B, partner A takes notes.

Possible Answers

a. – Reptiles

- 8,000 species
- land and water
- not on ice
- Vertebrates
 - backbone
 - cold blooded
 - heat to move
 - scales
 - lungs
 - 4 legs
 - lay eggs

b. – Okinawa

- famous
- people over 100
 - scientific studies
 - diet
 - fish
 - grow fruit and veges
 - exercise

3. In pairs or groups, students compare their notes, looking at how they did it, what they did the same, and what they did differently.

Exercise

- Students read the paragraph.
- They fill in the missing keywords/phrases in the mind map.

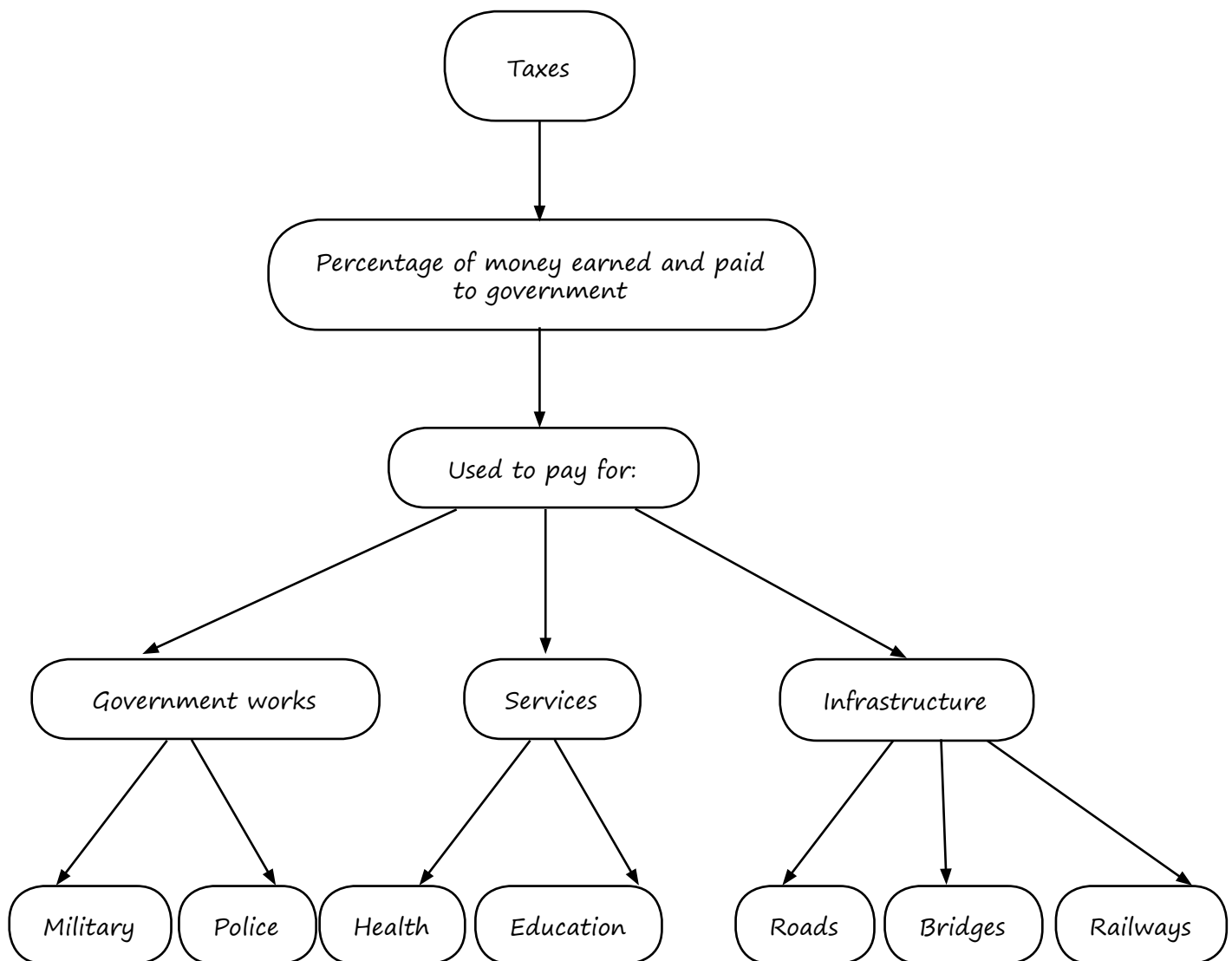
Answers

1. cup of tea
2. services
3. fix computer

Activity – Mind-map

1. Individually or in pairs or groups, students read the text.
 - They create a mind map based on the text.
2. They compare their mind maps with another pair or group's.
 - Answers will vary, but students should break the main points of the paragraph down into one word or a few words for each point, and join them with lines or arrows in a diagram such as in the example:.

Possible Answers



Activity – The Cornell Method

Note: Do this activity yourself first. Check students are shortening phrases, using only a few words, using abbreviations etc for their notes while they are doing this activity. Also, check that the keywords they choose are relevant and represent the details in the right-hand column.

1. Individually, students read the text.
 - They use the Cornell method to make notes.
2. In pairs, they compare their notes.
 - Answers will vary, but the main points of the paragraph should be summarised in phrases or short sentences in the wide right-hand column. Only the keywords from these would go in the left-hand column, and a brief summary of the topic written in the space at the bottom of the page. They should ask a question about the topic in the notes.

Possible Answers

Keywords	Notes
Industrial revolution	Industrial revolution = important in history
Rapid change	Rapid change to how things were done and made.
Europe, 18th C	Started in Europe, 18th C
Machines, factories	Things were made by machines in factories.
Quickly, large numbers	Things were made quickly in large numbers.
Move to cities	People moved from country to cities to work in factories.
Better pay	Pay was better in factories than country.
Unhealthy, crowded	Work and houses in the cities were unhealthy and crowded.
Summary and Questions	
<p>The Industrial revolution changed how things were made. It started in Europe in the 18th Century. Machines in factories made a lot of things much more quickly. People moved to the cities to work in the factories for better pay than in the country. Living and working in the cities was crowded and unhealthy.</p> <p>Question: What did people who moved to the cities for work do about the poor living and working conditions?</p>	

Discussion

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

Possible Answers

3. – colour highlighting or coding
 - audio recording classes
 - taking photos of teachers notes on the board

Extra Activity – Note Taking from the Summary

1. Students read the chapter summary.
2. They take brief notes using one of the methods from this chapter.
3. In pairs, they compare their notes.
 - Check that they are only taking down relevant keywords and not copying entire sentences or unnecessary words.

Continue to get students to take notes during class, and practise taking notes from the chapter summaries at the end of each chapter.

Encourage them to use a variety of different note-taking methods.

6. Public Speaking and Presentations

6.1 Public Speaking

Preview

- Discuss the questions. Write students' ideas on the board.

Possible Answers

1. – speaking to a group of people
– preparing and giving a formal speech
– speaking in a way that informs or convinces people about something
2. – in class
– at work
– for an organisation you work with
– at an event for family or friends, like a wedding or birthday party

Exercise

- Students decide whether the statements are true or false.
- If false, they write a correct statement.

Possible Answers

1. True
2. False – Public speaking is often needed for work.
3. True
4. False – Non-verbal communication such as eye contact and gestures are important for public speaking.
5. True

Activity – Evaluate a Speaker

- Individually, students think of someone as an example of a public speaker. This can be someone they know, or someone from the media, TV or movies.
1. They list things they like about their public speaking.
 2. They list things they did not like about their public speaking.
 3. In pairs, they compare their notes about their public speakers. Did they like and dislike the same things?

Discussion

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

6.2 Reducing Anxiety in Public Speaking

Preview

- Discuss the questions. Write students' ideas on the board.

Possible Answers

- feeling nervous or anxious or embarrassed
- not sure how to start

Exercise

- Students answer the questions.

Possible Answers

1. your breathing
2. People might ask questions about your presentation.
3. People often get nervous about public speaking when they are planning the presentation, just before they speak, and when they are speaking.
4. on the presentation topic and not on the speaker being nervous

Activity – One-minute Speech

1. Students choose a topic they know well and are comfortable speaking about for one minute.
2. They spend ten minutes preparing their speech.
 - They write notes to remind them of what to say.
 - Make sure they are not writing the entire speech word for word.
3. They deliver their speech to the class.
 - Make sure they speak for about a minute. If they are still speaking after one and a half minutes, tell them to stop.
 - Ensure that the audience pay attention to each speaker and that they are being supportive.
4. In groups or as a class, they discuss the questions.

Discussion

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

6.3 Presentations

Preview

- Discuss the questions. Write students' ideas on the board.

Exercise

- Students decide whether the following actions are good public speaking or not, and why.

Possible Answers

1. Not good. During the presentation you should speak clearly and look at the audience.
2. Good. Reading about the topic and taking notes are good preparation for the presentation.
3. Not good. You should use your notes as a guide, not read every word from the page.
4. Good. Pictures and other visual aids make the presentation interesting for the audience.
5. Not good. The points in the presentation should follow a logical structure.
6. Not good. You need to acknowledge in the presentation where you got specific quotes, facts or figures from.
7. Not good. Avoid negative comments about people based on them belonging to religious or ethnic groups.
8. Good. Eye contact and clear speech are central to a good presentation.
9. Not good. You should have a clear plan and structure and know how long your presentation will take.

Activity – Effective Public Speaking

1. In pairs, students get a piece of paper and divide it in half.
 - On one half they list strategies of an effective speaker.
2. On the other half list they list strategies of an ineffective speaker.
3. They join with another group and make group lists.
4. On a big piece of paper, they make a class list of strategies for effective and ineffective public speakers.
 - Put it on the wall or board.

Discussion

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

6.4 Group Presentations

Preview

- Discuss the questions. Write students' ideas on the board.

Possible Answers

2. – coordinating group members
 - getting everyone to agree
 - dealing with disagreements
 - making sure everyone contributes and shares the workload

Exercise

- Students decide whether the statements are true or false.
- If false, they write a correct statement.

Possible Answers

1. False – Group presentations require communication skills to work with other people in the group and to give the presentation.
2. False – Group members undertake different parts of the research and planning to contribute to the overall goal of the group. All group members contribute in the actual presentation.
3. False – Each group member in the presentation should introduce the next speaker.
4. True
5. True

Activity – Poster Presentation

Note: *The point of this activity is for students to experience planning and delivering a group presentation.*

This could involve one hour or more of preparation. Either set aside class time for them to work on the project, or organise the groups to meet and work on the poster and presentation outside class time – or get them to do both. This is all part of group work.

When checking them, ensure all group members are participating.

When they deliver the presentations, you might want to invite family and community members to attend, if appropriate.

1. In groups, students decide on a topic and design a poster. Encourage them to choose topics they have been studying in class, or topics relevant to them.
 - They plan the poster and presentation.
 - They decide roles for the group members, making sure all group members are involved. All group members should have at least two tasks, and all do some of the speaking.
2. Remind the groups about the importance of breaking the poster and presentation down into smaller tasks. Smaller tasks could include gathering information, designing the poster, drawing and writing on the poster, drawing up keywords to assist speakers in the presentation.
3. They deliver the presentations.
4. They use the charts on page 65 to evaluate the other groups' presentations.
 - They decide the rating for each category of the evaluation for the other groups.
 - They explain the reason for their score.
 - They make suggestions for improvement.
5. They use the chart on page 65 to evaluate their own group presentation.
 - They decide the rating for each category of the evaluation for their group.
 - They explain the reason for their score.
 - They make suggestions for improvement.
6. They use the chart on page 66 to evaluate their own role in their group presentation.
 - In their groups, they discuss their own performance and the groups' performance.
 - If you like, make copies of the peer-evaluations, and give each group's peer evaluations forms to that group.

Extra Activity –**Group Presentation: Learning Skills**

This activity further develops presentation skills and revises the learning skills already covered so far in the book. It could also be done as a variation of the existing poster presentation activity in 6.4, 'Group Presentations'.

In groups of three or four:

1. Students choose a learning skill that they have covered so far in this course (active learning, communication, time management, note taking, working with others, presentations, etc.).
2. They develop a short presentation about this learning skill for the class. (Remind them to also include visual aids like posters, drawings on the white board, handouts etc in the presentation.) Each member should contribute to planning the presentation and in giving parts of the presentation.
3. They give the presentation to the class.
4. Presenters answer questions from the audience.

Extra Activity –**Note Taking from the Summary**

1. Students read the chapter summary.
2. They take brief notes using one of the note-taking methods demonstrated in Chapter 5.
3. In pairs, they compare their notes.
 - Check that they are only taking down relevant keywords and not copying entire sentences or unnecessary words.

Discussion

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

Possible Answers

- working as a team
- preparation
- practise
- being organised before the presentation
- working to the strengths of group members

7. Written Assignments

7.1 Paragraphs

Preview

- Discuss the questions. Write students' ideas on the board.

Possible Answers

2. – organisation
 - structure
 - planning
 - understanding what you read so you can write about it
 - grammar
 - proofreading
 - writing drafts

Exercise

- Students read the paragraphs and identify the elements.

Answers

1. The Olympic Games are an important international sporting event.
2. Topic: The Olympic Games.
Main Idea: Important international sporting events
3. summer and winter Olympics / hosted by 44 cities in 23 countries
4. Many athletes want to be chosen by their country to compete at the Olympic Games.

Exercise

- Students identify the topic and main idea in the topic sentences.

Answers

1. Topic: Yangon
Main idea: Commercial capital of Myanmar
 2. Topic: Effective communication
Main idea: Important for study and life
 3. Topic: Monsoon
Main idea: Caused by cool moist air rushing onto land
 4. Topic: Floodplains
Main idea: Good for farming
 5. Topic: Andaman Sea
Main idea: Used for fishing and transport
- Point out how sometimes, topic sentences have the main topic later, not at the start. For example, *monsoon* in 3 and *the Andaman Sea* in 5.

Exercise

- Students match the topic sentences and the supporting points.

Answers

1. b
2. c
3. e
4. a
5. d

Activity – Talking Paragraphs

- In groups of three-five:
- 1. Groups each get one of the paragraphs from the exercise on p.71.
 - They decide which topic sentence matches their paragraph of supporting points.
 - Each group member takes one sentence.
 - The group members line up in the sentence order of their paragraph.
 - They present the paragraph to the class. Each member, in order, says their sentence.
- 2. Groups think of their own topic and main idea for a paragraph.
 - One person from the group is the topic sentence.
 - Each other member is one of the supporting sentences.
 - Each member writes out their sentence. Check to make sure the individual members' sentences fit in with the paragraph.
 - The group members line up in the sentence order of their paragraph.
 - Each member speaks their sentence of their paragraph in order.

Activity – Topic Sentences 1

1. Students read the paragraphs. Each one is missing a topic sentence.
 - They write topic sentences to match the supporting points. The first one is done as an example.
 - The topic sentences students write will vary, but they should contain topics and main ideas similar to these examples of Possible Answers.
2. In pairs, students compare topic sentences.

Possible Answers

- b. Chinlone is a popular game in Myanmar.
- c. Coconuts are very useful / have many uses.
- d. Water can be used to produce energy.

Extra Activity – Cut Up Paragraphs

There is an extra activity 'Cut Up Paragraphs' in the Extra Resources section on page 125-126.

Activity – Topic Sentences 2

1. Students write a topic sentence with a topic and main idea on one piece of paper.
2. They write three sentences of supporting points about the topic and main idea on another piece of paper.
3. In pairs, they swap their supporting points page.
4. They write a topic sentence (with a topic and main idea) based on the supporting points from their partner's supporting points.
5. They compare each other's topic sentences with the original topic sentence.
 - Did they get the topic and main idea?

Discussion

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

Point out that:

- it is useful to read the first sentences (usually the topic sentences) of paragraphs in an article;
- in books, contents pages, chapter introductions, and indexes are useful to understand what is in a book without having to read it all. You can often see from these whether it is useful or contains information that you are looking for.

7.2 Essays

Preview

- Discuss the questions. Write students' ideas on the board.

Possible Answers

2. – reading about the subject first
 - deciding on the topics in the body of the essay
 - writing paragraphs for the body of the essay
 - writing an introduction and a conclusion

Exercise

- Students answer the questions.

Possible Answers

1. a paragraph
2. the essay topic and main idea
3. the introduction
4. the conclusion

Exercise

Note: *If you have time to prepare in advance for this exercise, you could copy or write out the sentences for the introductions onto separate pieces of paper and organise students into groups to assemble them in the correct order.*

- Students put the sentences in order to make logical introduction paragraphs.

Answers

1. c, a, d, b
2. b, a, d, c
3. c, a, b

Activity – Write an Introduction

- Students write an essay introduction based on a topic they are familiar with.
- Check that their introductions include a topic and a main idea about that topic.
- They should also be able to outline some supporting points about the essay topic in the introduction.
- Use the example 'climate change' essay introduction to model this. They can then write their own introduction to that format:
 - a couple of sentences to introduce the general topic of the essay
 - the main idea (argument or thesis statement) about that topic
 - a brief outline of the supporting points (sub-topic paragraphs) that will be in the rest of the essay

Exercise

1. Students identify the topic in the topic sentences of each paragraph.
- Make sure they only highlight the topic, not the whole topic sentence.
- It is possible students will choose different words or parts of paragraphs.

Possible Answers

- a. Other places will get drier.
 - b. sea levels
 - c. storms/tropical storms
- They put the paragraphs in order according to the introduction to the climate change essay on page 74.

Answers

b, c, a

Exercise

- Students decide whether the statements are true or false.
- If false, they write a correct statement.

Possible Answers

1. False – Conclusions should not contain any new information or ideas that have not been covered in the body of the essay.
2. True
3. False – Conclusions should use some different words to the introduction and be written in the past tense.
4. False – Conclusions should restate the main idea of the essay.

Exercise

- Students read the pairs of introductions and conclusions. They decide which one is better.
- They decide what the problem is with the bad example.

Possible Answers

1. A is a bad example. B is a better example
2. The conclusion for example A includes new information (exercise and diet) that were not mentioned in the introduction as topics in the essay – organising time and managing priorities. It also has a weak ending statement.

Activity – Write a Conclusion

- Students read the essay introduction and write a conclusion based on it.
- Check that they restate the main idea (argument) and outline the supporting points (paragraph topics) that are mentioned in the introduction.
- They should write a strong final sentence for the conclusion.
- Encourage them to use different words (paraphrase) and use the past tense, but make sure the meaning in the conclusion remains the same as in the introduction.
- In pairs, they compare their conclusions.

Exercise

Note: The example essay on climate change is presented here in full. Encourage students to read the whole essay and understand the essay structure as they highlight and label the essay parts.

- Students read the essay and identify each part.

Answers

1. climate change
2. Climate change is the biggest threat to human survival.
3. effects on human access to food and water caused by rising sea levels, storms, and droughts.
4. – sea levels rise because of climate change
 - storms grow stronger
 - other places will get drier, drought
5. rising sea levels; storms; droughts
6. This essay has argued that they will all have serious impacts on human access to food and fresh water.
7. Preparing for these impacts now is important so that people living in vulnerable areas will still have access to food and fresh water in the future.

Discussion

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

Possible Answers

2. – Break the essay writing process into smaller steps.
 - Look at examples of how essays are written and structured.
 - Write drafts and get people to give you feedback on them.

Extra Activity – Jigsaw Essay

There is an extra activity for students to practise recognising the parts and structure of an essay in the Extra Resources section on page 127.

7.3 Planning and Drafting an Essay

Preview

- Discuss the questions. Write students' ideas on the board.

Possible Answers

1. – Read the question (if the essay is answering a question).
 - Think about what the topic, main idea, and supporting points will be.
 - Plan the essay structure.
 - Look for useful resources like books or websites.
2. Break a large essay writing task down into smaller steps.

Activity – Write an Outline

Note: The object of this activity is to plan the outline of an essay. They do not need to write the whole essay. Use the example outline plan for the climate change essay above to demonstrate what is needed.

- Identify a clear topic, main idea and three supporting points (introduction).
- Identify some brief details to go with each of the three supporting points (essay body paragraphs).
- Restate the topic, main idea and supporting points (conclusion).
- Students write an essay outline based on this essay question.

Possible Answer

Introduction

- Learning is a different experience for each person (introduces the topic).
- I am an independent learner. I learn a lot when I am outside the classroom and this is good for my success in study (main idea about the topic).
- The three main ways that I learn are through talking with other people, reading, and finding things out for myself (outline of the sub-topics in the body of the essay).

Paragraph 1

- I learn through talking with others.
- I like to hear new ideas and to discuss them with other people.
- This is a way that I learn outside of class time.

Paragraph 2

- I learn through reading.
- I like to read in my free time.
- This is an effective way to learn and I can do it outside class time.

Paragraph 3

- I like to find things out for myself.
- This is good for critical thinking as I do not believe everything I am told.
- This is a good way to learn away from class time.

Conclusion

- I learn through talking with others, reading, and finding out for myself (summary of the subtopics).
- I do a lot of learning outside of class time (main argument restated).
- Independent learning is important for successful study (final strong concluding statement).

Activity – Talking Essay

Note: Depending on class sizes, this activity could take an hour or longer. Students in groups need to decide on their essay topic and main idea and what they will say individually for their supporting points, as well as all contribute to the introduction and conclusion.

- In groups of three, students choose an essay topic.
- 1. They decide on a main idea or argument about their topic.
- 2. They choose three supporting points about the topic and main idea, so there is one for each group member.
- 3. Each member plans what they can say for their supporting point in the essay.
- Encourage them to write a few short notes and discuss their ideas with the other group members.
- They should be able to present a few sentences each on their supporting point.
- 4. As a group, they plan the introductions and conclusion.
- 5. The group presents their talking essay.
- All three group members share presenting the introduction:
 - introducing the topic
 - introducing the main idea or argument about the topic
 - giving an outline of the supporting points covered in the essay (in the order they will present them)
- 6. Each group member presents their supporting point (in order as outlined in the introduction) with two or three spoken sentences.
- 7. All three group members share the conclusion:
 - a summary of the supporting points
 - a restating the topic and main idea
 - a final strong statement

Activity – Write an Essay

1. In pairs or groups, students plan an essay of 350-500 words on the question provided.
 - They agree on the three skills (as sub topics for the essay) and a plan for them.
2. Individually, each student writes their essay.
 - This will take some time, and you could give them several days or a week to write the full essay.
 - Get them to show you their outlines and, later, their drafts before they complete the final version.
 - Check that:
 - they are using a clear essay structure;
 - they are answering the question;
 - they have three learning skills as supporting points;
 - the introductions and conclusions contain the basic elements that have been mentioned in this chapter.
3. In their pairs or groups, they compare essays.
 - If you want to mark their essays, give points for:
 - an essay structure that works;
 - students answering the question;
 - an introduction with a topic, main idea and outline of paragraph topics;
 - the argument being restated in the conclusion;
 - main points summarised in the conclusion;
 - a strong final statement.

Discussion

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

Possible Answers

3. – Break the essay writing process into smaller steps.
 - Practise writing essays.
 - Look at examples of other essays.
 - Get other people to give you feedback on your essay.

Extra Activity – Note Taking from the Summary

1. Students read the chapter summary.
2. They take brief notes using one of the note-taking methods demonstrated in Chapter 5.
3. In pairs, they compare their notes.
 - Check that they are only taking down relevant keywords and not copying entire sentences or unnecessary words.

8. Plagiarism and Referencing

8.1 Avoiding Plagiarism

Preview

- Discuss the questions. Write students' ideas on the board.

Possible Answers

1. No, because they are not reading, thinking about or understanding the things they are copying.
2. Because they did the work and should get credit, and because it is honest. Also, it shows where you have been looking and reading for information and other people can find and read about it too.

Exercise

1. Students read both paragraphs. They identify the similarities between the first and second paragraphs.

Possible Answer

- Large parts of the second paragraph have been directly copied from the first one (which comes from a book about transport)
2. They underline the parts of the second paragraph that come directly from the first one.

Answers

- Wheels are very important. Until 7,000 years ago, people had to walk everywhere. Then they started to use animals for transportation. Later, people invented vehicles. That was important because then they could move heavy things from one place to another. About 5,500 years ago people added wheels to sleds. Farmers and traders made carts with wooden wheels. They then used animals to pull the carts. Carts with wheels were faster than sleds and they could move more things around quickly. The wheel is one of the most important inventions in history and today you can see wheels everywhere. Cars, buses, trucks, trains, bicycles, motorbikes and planes all have wheels. Wheels have changed how everyone today lives.

Exercise

- Students answer the questions.

Possible Answers

1. If you change something that you read into your own words, you will have to read it carefully and think about it and that means you will have a better understanding of it.
2. quotations, specific facts and figures that you get from an expert source (the number of people in the world affected by malaria, for example)
3. fined, lose qualifications, expelled
4. They can see what you have read for your assignment and they can find it themselves.
5. There may be some situations when teachers or education systems might require or expect students to copy something exactly.

Discussion

Note: *The point of this discussion is for students to develop an idea of why plagiarism is wrong – not only can they get into trouble in some institutions if they do it, but it is also bad for their learning.*

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

Possible Answers

1. – Because people don't understand the topic.
– They don't believe they can write about the topic as well as a teacher or academic in a book or website.
– They don't have time to write the assignment themselves.
2. – People don't learn from just copying. The most important active learning skill they can have is to develop their own understanding about the topic.
– Writing about it in their own words helps to understand the topic.
3. – Writing, thinking and talking about things in your own words
– talking about assignment topics with teachers and other students so you understand the topics better
– starting assignments well before they are due and breaking the task down, so you are not tempted to plagiarise at the end because you have run out of time
– Realising it is better to be using simple language of your own, even if there are some grammatical errors, rather than copying a piece of text because it looks or sounds academic.

8.2 Referencing

Preview

- Discuss the questions. Write students' ideas on the board.

Exercise

- Students decide whether the statements are true or false.
- If false, they write a correct statement.

Possible Answers

1. True
2. False – You learn referencing skills by practicing them.
3. True
4. True
5. False – The date for in-text references is the year the book, newspaper, webpage or article was published.

Exercise

Note: When students check their answers to this exercise, and you have the correct layouts in the answers below, make sure to explain why they are like that. Brief explanations are given after each correct answer.

- Students correct errors in the direct quotation in-text references.
 - They use the direct quotation in-text reference examples as a guide.
1. "It is important to appreciate Yangon's rich history and its proud, multi-faith and multi-cultural heritage" (Thant Myint U, 2014, para. 5).
Author, date and page (in the brackets) needed to go at the end of the quotation. Full stop goes after the brackets.
 2. "Women have been almost entirely excluded from the nationwide ceasefire talks" (MacGregor, 2015, para.3).
Author and year also need to go inside brackets after the quotation. Quotation marks only go around the quoted words, not the brackets. Full stop goes after the brackets.
 3. "For peace to be truly established, strengthening civil society in peace-building work is a vital subject" (Laphai Seng Raw, 2015, para.1).
The order inside the brackets after the quotation should be author, year and then paragraph number.
 4. "The illegal trade in logs continues despite a nationwide logging ban" (Saw Yan Naing, 2016, para.1).
It is meant to be a direct quotation in-text reference, so it needs quotation marks around the quoted words. The author's name needed to go inside the brackets with the year and paragraph number. Full stop goes after the brackets.

Extra Activity – In-text Quotations Reference Jigsaw

There is an extra activity for groups to assemble the parts of in-text references in the Extra Resources section on page 128-129.

Extra Activity – Paraphrasing Strategies

There is extra information and an extra activity 'Paraphrasing Strategies' in the Extra Resources section on page 130-131.

Activity – Paraphrasing

Note: Practice this activity yourself first so you can explain the paraphrasing and in-text references to students. There will be many ways that the original sentences could be paraphrased. Try to see how the example answers below could have been paraphrased from the original sentences in the activity. There is extra information and another paraphrasing activity on pages 130-131.

1. Students read the sentence and paraphrase them into their own words as in-text references.
- The reference for authors and dates should be given in brackets for each paraphrase at the end of the paraphrased sentence.
 - The first one is done as example.

Possible Answers

- a. People are always doing research (Cottrell, 2008).
 - b. For most countries, international trade is an important part of their economies (McCulloch, 2002).
 - c. Everyone cannot always participate in all decisions made in big communities (McLaughlin, 2014).
 - d. Many religions have been practised in Myanmar throughout history (Metro, 2013).
 - e. Because Myanmar has many natural resources, large populations have been able to grow throughout history (United Nations Development Program, 2015).
2. In pairs, students compare their paraphrases and in-text references.
- Encourage them to look at each other's different ways of paraphrasing, and to check each other's in-text references.

Discussion

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

8.3 Reference Lists

Preview

- Discuss the questions. Write students' ideas on the board.

Possible Answers

1. – So other people can also locate the sources you used in your work.
 - So that other people can see and assess the sources you used in your work.
2. the author's name, title, the date published, where it was published, who published it, URLs for websites

Exercise

- Students read the reference list and answer the questions.

Answers

1. c, e
2. a, b, d
3. c, e
4. They have URLs.
5. f
6. a
7. alphabetical

Activity – Reference List

1. Individually or in pairs, students look at the sources.
- They identify the type of media.

Answers

- a. website
 - b. book
 - c. magazine/newspaper
2. They find the information on the sources they need to make a reference list.

Answers

- a. Author: Myanmar Information Management Unit
Date: 2016 (see the bottom of the page by copyright, the date in the title, and date in the URL)
Title: Monsoon flooding 2016
URL: www.mimu.info/emergencies/floods-2016
 - b. Author: Thant Myint U
Date: 2011 (see the publication page near the copyright symbol)
Title: Where China meets India: Burma and the new crossroads of Asia.
Place: New York
Publisher: Farrar, Straus and Giroux
 - c. Author: Kyaw Hsu Mon
Date: 2016, November 1
Title: President addresses financial sector reforms
Newspaper name: The Irrawaddy
3. They make a reference list in alphabetical order.
 4. They join with another pair and compare reference lists.

Answer

Kyaw Hsu Mon. (2016, November 1).
President addresses financial sector reforms.
The Irrawaddy.

Myanmar Information Management Unit.
(2016). *Monsoon flooding 2016*. Retrieved
from www.mimu.info/emergencies/floods-2016

Thant Myint U. (2011). *Where China meets India: Burma and the new crossroads of Asia*. New York: Farrar, Straus and Giroux.

Extra Activity – Reference List Parts

There is an extra activity 'Reference List Parts' in the Extra Resources section on page 132-136.

Discussion

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

Extra Activity –

Note Taking from the Summary

1. Students read the chapter summary.
2. They take brief notes using one of the note-taking methods demonstrated in Chapter 5.
3. In pairs, they compare their notes.
 - Check that they are only taking down relevant keywords and not copying entire sentences or unnecessary words.

9. Evaluating Information and Arguments

9.1 Critical Thinking

Preview

- Discuss the questions. Write students' ideas on the board.

Possible Answers

- asking questions
 - criticising
 - not believing everything you read and hear
- You might be led to believe things that are not true.
 - You might believe negative things about other groups of people.
 - You might accept an argument or point of view that is not based on fact.
 - Because you are not really thinking for yourself.
 - Because you might even be led to buy or use something that can't do what it says.
- They will likely say they do ask questions – but this is a chance to remind them about the importance of active learning and asking questions – not only when they don't understand something, but if they don't agree with or believe something they read or hear.*

Exercise

- Students decide whether the statements are true or false.
- If false, they write a correct statement.

Possible Answers

- True
- False – You should question things that you read or hear.
- False – Critical thinking is about evaluating claims or arguments that people make. It is not about evaluating the people themselves.
- False – Evidence is what supports claims or arguments. Evidence is what they are based on and the strength of the evidence will influence how strong or convincing those claims or arguments are.
- True

Note for teachers: Facts, Opinions and Hypotheses

A **fact** can be proved. An **opinion** will vary between different people and cannot be established as an independent fact.

Depending on how well students understand what a fact and an opinion is, you might also want to explain and demonstrate what a hypothesis is.

A **hypothesis** is a theory about how something might have happened in the past or a prediction about how things might be in the future. It is like an educated guess. A hypothesis should be able to be proved true or false, but that has not happened yet – maybe the research has not been done yet, or we don't have the technology to test it out. For example, the statement 'if children cannot play outside, it will damage their health' is an example of a hypothesis. A social scientist might want to then do research to find out if this hypothesis is true or false.

If you would like to know more about facts, opinions and hypotheses, see section 4.4 Fact, Opinion and Hypothesis in 'Activities for Social Science Teaching' by Mote Oo Education.

Exercise

1. Students decide whether the statements are facts or opinions.
2. They explain why they are facts or opinions.

Answers

- a. Fact. It is a physical fact. You can find out using a map of Myanmar or searching on the internet.
- b. Fact. It is a physical fact. You can find out using a map of Myanmar or searching on the internet.
- c. Opinion. People will have different ideas about what is the most beautiful river in Myanmar. For example, other people might think the Chindwin River is, and other people might think the Thanlwin River is.
- d. Fact. You can find out by looking at books about agriculture in Myanmar, or searching online about agriculture in Myanmar.
- e. Fact. You can find out by looking at books about Myanmar's history and geography, or searching online.
- f. Opinion. Different people will have different ideas about what is the most important natural feature in Myanmar. For example, other people might think Mount Hkakbo Razi is, and other people might think Inle lake is.

Activity – Facts and Opinions

Note: It is not necessary in this activity for students to actually look in books or do online searches.

The point of the activity is that they should be able to recognise the opinions from facts because of the claims the sentences make.

Claims like (something) 'tastes good' or 'it's the best' are opinions. They will be different for different people. They would not really be able to be verified by searching for information.

Facts can be checked. For example, that pizza was invented in Naples, Italy; that it is a flatbread with toppings; or can be sold fresh or frozen. These can be verified by looking for information or even by observing pizza and pizza shops.

1. Individually, students read the paragraph. They identify the facts and opinions.
2. They explain why each is a fact or an opinion.
3. In pairs, they compare their answers.
 - If time, discuss this as a class.

Possible Answers

- a. *Pizza was invented in Naples, Italy.* Fact.
You can look for information about where pizza was invented.
- b. *It has since become a popular food, especially in Europe and North America.* Fact.
There are many pizza shops and many people eat pizza in Europe and North America.
- c. *Without doubt, the best place to eat pizza is in New York City.* Opinion.
Different people will have different places they think is the best place to eat pizza.
- d. *Pizza is a flatbread that usually has a topping including tomato and cheese.* Fact.
You can see this by looking at pizza.
- e. *It is baked in an oven.* Fact.
Pizza is flatbread, it is not fried or boiled.
- f. *Many other foods can also be added to the toppings on pizza.* Fact.
There are very many possible pizza toppings.
- g. *However, pineapple and mushrooms are the best flavours for pizza toppings.* Opinion.
Different people will have different toppings they think are the best flavours.
- h. *Pizza can be sold fresh or frozen, and whole or in slices.* Fact.
This can be seen in shops that sell pizza.
- i. *Fresh whole pizza always tastes much better than pizza slices.* Opinion.
Some people may prefer pizza slices to a whole pizza.
- j. *Shops that specialise in selling pizza are called pizzerias.* Fact. You can look for this information online or ask people who make and sell pizza.
- k. *Pizzerias make more money than other types of food shops.* Opinion.
This is a very broad generalisation. There are very many different types of food and shops that sell the food. It is very unlikely that everywhere in the world pizzerias make more money than other types of food shops, and it would be almost impossible to know if pizzerias do make more money than other types of food shops.

Activity – Write Facts and Opinions

Note: While students are doing this activity, use it as an opportunity to check their understanding yourself. Check that they have written facts that are verifiable in some way, and the things they claim are opinions are individually subjective, and not able to be proved conclusively.

1. Individually, students choose a topic they know well. They write a paragraph with three facts and three opinions about that topic with the facts and opinions in mixed order.
2. In pairs, they swap their paragraphs. They identify the facts and opinions in their partner's paragraph.
3. They discuss the paragraphs. Did they correctly identify their partner's facts and opinions?

Activity – Speak Facts and Opinions

Note: This activity helps students develop skills in identifying facts and opinions in spoken presentations. Questioning and thinking critically about what they hear as well as what they read is an important skill for critical thinking.

1. In pairs, students create a short speech of about one minute.
2. They include three or more things (about the topic) they know to be facts and three or more things (about the topic) that they know are opinions.
 - They could use one of their paragraphs from the previous *Write Facts and Opinions* activity, or they can choose a topic that they are interested in, or know about.
 - If you like, have them use books or online sources to do some background research and check their facts.
3. They deliver their speeches, sharing the speaking equally.
4. The rest of the class identifies the facts and opinions presented in the speech.
 - If they believe something is opinion they raise their hand and explain why they believe it is an opinion.
5. Presenters say which things were facts and which were opinions from their speech.

Discussion

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

Possible Answers

- see if it is possible to prove it, or if it is something that will be different depending on different people's points of view
- check using reliable books and reliable online sources

9.2 Analysing Arguments

Preview

- Discuss the questions. Write students' ideas on the board.

Possible Answers

1. – how convincing or honest they seem
 - how much they themselves already agree with the person, idea or point of view
 - how clearly they explain their ideas
 - how clearly they explain their expertise or background
 - how logical or organised their ideas are
 - how good the evidence is that supports their ideas or arguments

Exercise

- Students answer the questions.

Possible Answers

- When you are reading or listening to other people's arguments, and when you are making or writing your own arguments.
- The conclusions in a good argument should follow logically from the supporting points.
- Check whether the supporting points are facts or opinions, and how reliable the evidence is that they are based on.
- The topic, main idea (argument), supporting points, evidence, and that the conclusions follow logically from the supporting points.

Activity – Evaluating Arguments

Note: Point out to students that depending on how it is written, the conclusion of an argument may not always be at the end of the set of sentences (see c, e and g, where they are at the start).

Read the sets of sentences that make up these arguments yourself first, so you are clear about why sentences are supporting points or conclusions.

- Students read the arguments and identify the supporting points and conclusions.
- They decide and discuss whether they agree with all these arguments, and why or why not.

Possible Answers

- Supporting points:** People who work hard find good jobs. You work hard.
Conclusion: You will find a good job.
(this follows logically from the premises that make a connection between working hard and finding jobs, and this person working hard)
- Supporting points:** The colours create a powerful image of a sunset. It is interesting and well drawn.
Conclusion: It is a good picture.
(this follows logically from the premises that provide evidence for why the picture is good – powerful image, interesting and well-drawn)
- Supporting points:** Too much sugar in food contributes to people being overweight. Sugar also causes tooth decay.
Conclusion: Sugary foods are bad for your health.
(the argument is at the start, the other sentences provide supporting points for it – being overweight and tooth decay are examples of why sugary foods are bad for your health)

- Supporting points:** The train is always on time. The train would only be late if there was an accident. The train is late.

Conclusion: The train must have had an accident.

(this follows logically in the argument from the premises – although it's logical, it is not sound, there may in reality be other reasons why the train is late)

- Supporting points:** People who speak more than one language understand the structure of language better. Learning a second language can help people to have a better understanding of their first language.

Conclusion: Being able to speak more than one language has many advantages.

(conclusion is at the start, the other supporting points are examples of the advantages of speaking more than one language)

- Supporting points:** In the past, people took many risks to defend the causes they believed in. Today, far fewer people are joining any political parties. Also, voting in elections has been lower than in the past.

Conclusion: People are less interested in politics than they were in the past.

(follows logically from the premises – the premises all demonstrate less interest in politics in the present compared to the past)

- Supporting points:** Many drivers become tired when they drive long distances. When drivers are tired they are more likely to have accidents.
(supporting points – provide reasons for why resting places for driver should be set up – connection between tiredness and accidents)

Conclusion: More places for drivers to stop and rest should be set up alongside motorways to reduce accidents.

(conclusion is at the start)

- Supporting points:** Litmus paper turns red in liquids that are acid. The litmus paper has not turned red in this liquid.

Conclusion: This liquid is not acid.
(the conclusion follows logically from the premises.)

Extra Activity –

Facts and Opinions in Arguments

Students discuss which supporting points in these arguments are facts or opinions.

Activity – Evaluate the Argument

1. Individually or in pairs, students read the texts and identify the elements.

Answers

a. Argument: Children's health is damaged by not being able to play outdoors.

Supporting points:

- Three parents said their children miss out by not playing outside.
- The claim that "everybody knows this".
- Parents in Yangon will not let their children play in unsupervised play areas.
- Parents are worried about not seeing where their children play.

Evidence: Spoke to three parents in Yangon and claim that other parents in Yangon have said these things.

Conclusion: Children will be unhealthy without outside play areas and will watch TV and play computer games.

b. Argument: There are different ways to measure poverty and that affects how we understand what poverty is.

Supporting points:

- absolute poverty;
- relative poverty;
- poverty in America;
- poverty for poor people in other countries;
- number of people in the world living below the poverty line

Evidence: references to information from UNDP/ Proctor and Dalaker/ World Bank

Conclusion: It is important to understand the different ways we understand poverty.

c. Argument: Compulsory military service would be good for society through developing better citizens.

Supporting points:

- claim that youths are involved in immoral and unhealthy activity
- military service would make better citizens
- an army general says a year in the army would be good for youth
- a site about compulsory military service says countries with compulsory military service are secure and have strong economies; it also says people can learn work skills in the army
- a friend of the writer was in the army before becoming a mechanic

Evidence:

- An army general
- a website about compulsory military service that probably supports it
- the experience of one friend after being in the army

Conclusion: Compulsory military service will help the country grow and develop

2. They decide whether the conclusion for each argument is justified by the supporting points.

Answers

a. No

b. Yes

c. Yes (note: the conclusion does follow logically from the evidence, but the evidence for the conclusion is weak)

3. In pairs, students discuss whether the texts present good arguments or not and whether the evidence is good or not.
4. Discuss this as a class.

Possible Answers

- a. Bad argument. Problems with the argument is the evidence of only three people spoken to, the claim that 'everyone knows' and 'parents in Yangon say' without any supporting evidence. It also assumes children will watch TV and play computer games without offering any evidence for why. The conclusion does not logically follow from the supporting points.
- b. Good argument. It uses supporting points with reliable sources for the evidence and references them.

Continued on next page >

- c. Bad argument. It says, 'Youths are involved in immoral and unhealthy activities' but offers no evidence or examples. The evidence for why compulsory military service is a good idea comes from likely biased sources. The general is probably biased and wants people to join the army; compulsorymilitaryservice.com is probably promoting compulsory military service; the one friend who became a mechanic might not have got the job because of anything to do with being in the army.

Discussion

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

Possible Answers

- logic
- being based on facts not opinions
- being based on strong evidence

9.3 Evaluating Sources

Preview

- Discuss the questions. Write students' ideas on the board.

Possible Answers

1. – using libraries
– searching on the internet
2. – finding out about the expertise of the people who wrote it
– looking at the quality of the book or website
– seeing if other people have recommended or reviewed it
– looking at the back cover or contents page of a book
– by reading the 'about' page on a website

Exercise

- Students choose the most reliable and useful source for each scenario.

Answers

1. b
2. d
3. c
4. c

Exercise

- Students identify each part of the book in the pictures.
- They answer the questions.

Answers

1. **a.** index
b. contents
c. front cover
d. information about the author
e. general summary of the book
f. introduction to the main argument
2. contents page
3. index
4. back cover or inside cover
5. introduction to the book

**Extra Activity –
Book Parts**

If you or the class have access to a supply of academic or non-fiction books, or a library, use these for another exercise where students locate and identify book parts like contents, indexes, chapter headings, introductions, author information etc. From this information, they write a short summary in their own words about the book.

Activity – Evaluate the Sources

1. Individually or in pairs, students look at the sources. They read the questions and decide whether they are reliable sources of information to answer them.
2. The explain why it is or is not a reliable source.
3. They join with a partner and compare their answers.

Answers

a. Reliable

- It is about the question topic and it is written by an expert on the topic.
- The book provides an introduction to the history of Southeast Asia and connects it to global (international) and political issues.
- The author is a professor of history and an expert on South and Southeast Asian studies at UCLA.

b. Reliable

- The World Food Program focuses on world hunger. The site menu offers links to who the organisation is, their work, and where they work, so it would be possible to find out the information the question asks about.
- It has a .org URL, indicating it is a non-profit organisation rather than commercial.
- The website menu offers information about the organisation, its work, and where it works.
- It specifically offers information for government donors, journalists, professionals, students and teachers.

c. Not reliable

- The book is not about the electoral system of the United States.
- Although Donald Trump won the 2016 US presidential election to become US president in 2017, the book is not about US politics, it is about Trump's advice about business.

d. Reliable

- The book is specifically about recent political developments in Myanmar.
- The book states it is about Myanmar and the NLD government.
- It is recent, published in October 2016.
- The authors are qualified and specialise in the study of Myanmar politics.

e. Not reliable

- It is not reliable for this topic. Although it is about motor vehicles (and there are a lot of Mercedes cars in Myanmar) is not about pollution caused by motor vehicles in Yangon.

- It is a commercial – .com – site and is for the purpose of selling cars.
- The menu offers information about cars, design, events and lifestyle, but it is unlikely to offer any information about the pollution caused by cars, since cars are what it is attempting to sell.

Extra Activity – Evaluating Online Sources

If students have access to the internet, there are extra activities 'Evaluating Online Sources' in the Extra Resources section on page 137-140.

Discussion

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

Extra Activity –

Note Taking from the Summary

1. Students read the chapter summary.
2. They take brief notes using one of the note-taking methods demonstrated in Chapter 5.
3. In pairs, they compare their notes.
 - Check that they are only taking down relevant keywords and not copying entire sentences or unnecessary words.

10. Tests and Exams

10.1 Test Questions

Preview

- Discuss the questions. Write students' ideas on the board.

Possible Answers

1. – A test is usually on one part of a course and an exam will cover all of it.
 - You might have several tests during a course but you usually have one exam at the end.
 - Exams might be more important than tests, and passing or failing might have greater consequences.
 - Exams might be for external organisations outside of your regular school.

Exercise

- Students decide whether the statements are true or false.
- If false, they write a correct statement.

Possible Answers

1. False – A multiple choice question will give you three or four answers to choose from and you need to choose the correct answer.
2. True
3. False – They are a way for students and teachers to find out about students' progress in the course or subject.
4. True
5. False – Short answer questions ask you to write answers that are usually only a few words to one or two sentences.
6. True
7. True

Exercise

1. Students look at the test tasks, and identify which subjects they are testing.

Possible Answers

- i. science, chemistry
 - ii. geography, development or social studies
 - iii. maths
 - iv. English
 - v. teaching skills, education
2. Students identify the test tasks.

Answers

- a. ii
 - b. v
 - c. iv
 - d. i
 - e. iii
3. Students identify which test tasks are open, closed or in the middle.

Answers

- i. closed
- ii. open
- iii. closed
- iv. middle
- v. closed

Activity – Analyse the Test

1. Students do the test. Give them exactly 30 minutes to do it.
2. They swap papers and mark each other's tests. Give them 10 minutes for marking.
 - Give them the answers after they have marked the test.
 - Explain how in middle and open questions, they need to use their own judgment as to whether the answer is correct. The ones listed here to B and C are examples.
 - They add up the scores.

Answers (for the test)

A.

1. b
2. c
3. d

B.

1. True
2. False – *(for example)* Sometimes it is useful to use a computer, but it is not necessary.
3. False – *(for example)* Referencing is something you learn through doing, not by memorising all of it.

C.

1. *(for example)* everyone having a role, breaking the task into smaller tasks, having a common goal
2. *(for example)* You might get into trouble, it is not active learning, people can't follow your references to the source
3. Topic – education
Main idea – formal schooling is only a part of education.

- D.** *Mark this out of 5. Give 3 points for a well-structured essay (introduction, supporting points, conclusion) and 2 points for good ideas.*

3. In groups or as a class, students answer the questions.

Answers

- a. A is closed.
B is closed (however, the reasons given by students for why the false statements are false in B may vary a little).
C is middle.
D is open.
- d. The essay, as it is longest. Each question in C was worth 3 marks, because they are longer.

Discussion

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

10.2 Test Preparation

Preview

- Discuss the questions. Write students' ideas on the board.

Exercise

- Students answer the questions.

Possible Answers

1. The most effective time to start revising your notes is during the course.
2. Breaking large tasks into smaller tasks.
3. Working with a partner asking each other questions you have made up.
4. Essay questions in an exam test your ability to plan an essay using a few sub-topics and a main idea or argument that ties them together.
5. Start revision well before the test date.

Activity – Test Preparation Strategies

1. In groups, students list exam preparation strategies.
2. As a class, make a list on the wall.

Possible Answers

- Start preparing before the test date.
- Regularly revise notes.
- Break large tasks into smaller tasks.
- Rewrite notes.
- Make up questions and ask questions with a partner.
- Ask about things you do not understand.
- If there are essay questions, think of questions or topics you might be asked about.

Activity – Test Questions

1. In pairs, students choose a chapter from this book.
 - They make brief notes about it.
 - Check they are not writing out things in full.
2. Each student writes five questions about the chapter.
3. They answer each other's questions.
4. They mark each other's answers.
 - Pairs discuss their results and why they designed those test questions.

Discussion

- As a class or in groups, students discuss what ways they prefer to prepare for tests and exams.

10.3 Exam-taking Strategies

Preview

- Discuss the questions. Write students' ideas on the board.

Exercise

- Students decide whether the statements are true or false.
- If false, they write a correct statement.

Possible Answers

1. False. You should know where and when the exam is before the day.
2. True.
3. True
4. False. Use all the time you have available to answer questions, go back to hard questions you could not answer the first time, and check your answers.

Activity – Exam-taking Strategies

1. In groups, students list exam-taking strategies.
2. As a class, make a list on the wall.

Possible Answers

- Know where and when the exam is.
- Get there early.
- Listen to instructions.
- Follow instructions on the exam.
- Quickly read through the exam.
- If the exam has sections check how many marks for each section.
- Spend more time on sections worth more marks.
- Start by answering the questions you know answers to.
- Come back to difficult questions.
- Try to answer all questions.
- Use all your time.
- Check your answers at the end.

Activity – Learning Skills Exam 1

1. Individually, students read the exam. They should read it thoroughly and carefully but they do not do the exam at this stage. They answer questions a-g.

Possible Answers

- a. Section Three because it's worth 50 out of the 100 marks you can get for the exam, and because it is an essay and will take the most time to write.
 - b. Section A because it is worth 20 marks and it has four questions that would not take long to answer.
 - c. on the page in the spaces provided
 - d. on the separate paper provided
 - e. by putting a circle around the one letter for the correct answer
 - f. one hour
 - g. Section Three – You only need to choose and answer one question.
2. Discuss the questions as a class.

Activity – Learning Skills Exam 2

1. Individually, students sit the exam. Give them one hour (or less).
2. Students discuss how they answered the questions.
- You can either mark the exam yourself, or read the answers to the students, or get them to mark each other's papers or write the answers on the board.

Marking Instructions and Answers

Section One

1. c
2. b
3. c
4. c

Section Two

1. *(for example)* The sender sends a message to the receiver. The receiver sends feedback to the sender showing they understand and/or asking questions about the message.
2. *(for example)* eye contact, movement, facial expressions, gestures
3. *(for example)* listening, asking questions, clear speech

Section Three

Mark this out of 50. Give 30 points for a well-structured essay (introduction, supporting points, conclusion) and 20 points for good ideas.

Discussion

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

Possible Answers

2. – reading and finding out more about the subject in your own time
- asking people who have done the exams in previous years or semesters what was in the exam and what it was like to do it
- studying previous test papers (if they are available)

Extra Activity – Note Taking from the Summary

1. Students read the chapter summary.
2. They take brief notes using one of the note-taking methods demonstrated in Chapter 5.
3. In pairs, they compare their notes.
 - Check that they are only taking down relevant keywords and not copying entire sentences or unnecessary words.

3. As a class, discuss the questions.

Extra Resources

The following pages contain additional activities which relate to earlier ideas and activities in the book.

Cut Up Paragraph, Section 7.1. Copy or print the paragraphs and cut out each individual sentence.

The paragraphs have been written with clear topic sentences and clear sentence orders for the supporting sentences in the paragraph.

Practise assembling the paragraphs yourself first so you are familiar with how they fit together before doing this activity in class.

- Match the number of cut out sentences to the number of students in the class (if necessary, remove some supporting sentences. Do not take out the topic sentence).
 - Mix up the cut out sentences and hand out one per student to the class.
1. Students find others in the class with sentences from the same topic and paragraph, and form groups.
 2. They put the sentences in order.
 3. In order, they each read their part of the paragraph.
 4. Repeat this activity, giving students a different sentence. This time, take the pieces of paper away after students have looked at them for a minute, before they put themselves in order.

Note taking is an important skill that all students need to develop.

There are a number of ways that many people use to take notes.

First, a way to take notes is to write down the most important words.

These important words are known as 'key words.'

A second way to take notes is to highlight or underline only keywords or short phrases.

A third way to make notes is to draw a diagram that shows connections between the ideas within the topic.

This kind of diagram is often called a 'mind map.'

In conclusion, which note-taking method you choose will depend on your personal learning style, and whether you are taking notes from listening or from reading.

An important protection for workers is their labour rights.

Labour rights include the right to choose your employment, safe healthy working conditions, and equal pay.

These rights also include freedom of association to form or join trade unions.

Therefore, labour rights recognise concerns workers have about their working conditions, wages and how they are treated.

Cut Up Paragraph, Section 7.1.

Gold is a precious metal that is prized for two important characteristics.

First of all, it is valued for its beauty and resistance to corrosion.

For example, a gold coin from two and half thousand years ago remains untarnished today.

The second important characteristic of gold is its usefulness to industry and science.

An example of its scientific value has been the recent use of gold in astronauts' suits.

In conclusion, gold is treasured not only for its beauty, but for its usefulness.

Transport is moving people or things from one place to another place and it is vital for modern cities.

Transport can be divided into infrastructure, vehicles, and operations.

Infrastructure is the network of roads, railways and bridges on which things are carried by vehicles.

These networks are usually built by governments and paid for by taxes from citizens.

Vehicles travel on the infrastructure and can include cars, trucks and trains.

Operations control the transport system and include traffic lights and railway signals.

From this brief outline, it is clear that transport is a very important part modern cities.

Jigsaw Essay, Section 7.2. Copy this and cut out the separate paragraphs.

1. In pairs, students assemble the essay paragraphs in order
2. They highlight or underline and label the parts of the essay:

a. Introduction	e. Conclusion
b. Thesis statement (main idea/argument)	f. Summary of the supporting points in conclusion
c. Outline of the supporting points	g. The thesis statement (main idea/ argument) restated in different words
d. The topic sentence in each of the body paragraphs	h. Final statement about the topic
3. They draw a plan/outline of the essay and its topics.

Politics is about how people make decisions in a community. Three central ways to understand politics are through conflict, cooperation, and justice. People have conflict over access to resources, or over different ideas. People cooperate for peace, development or security. And, last, people want justice through participation in political activity. However, without justice, people are less likely to cooperate for peace and development and more likely to have conflict. Therefore, this essay argues that justice is the most important way to understand politics.

Conflict is a part of politics. Where there have been long violent conflicts, usually there are some groups in society that believe they have been denied justice. Even with peace agreements and development, if some people believe they are prevented by injustice from participating in that development, there will not be lasting peace. Justice means that everyone's needs are met fairly in a society. If the political system only advantages some people, the underlying injustice will continue to lead to conflict.

People in society and whole countries need to cooperate. Peace and development are hard to achieve if there is no cooperation. People will cooperate within a system if they believe it treats them fairly and equally. However, if people feel they are not treated with justice, they are less likely to cooperate. While cooperation is an important part of politics, it cannot happen without trust that is first built through justice.

If groups of people cannot find a just way to resolve disagreements that can lead to conflict and even violence. Preventing violent conflict is an important part of the political process. However, if people are not able to participate in the political process because of injustice, disagreements will lead to more violent conflicts. While dealing with violence in society is important in politics, upholding justice is the best way to prevent conflicts from becoming violent in the first place.

In summary, lack of justice can lead to continued conflict and prevent development or peace. The central argument this essay has made is that justice is the most important way to understand politics. Without it, conflicts will continue and cooperation will be difficult to achieve. For lasting peace and development, justice should be a central part of ending violent conflict.

In-text Quotations Reference Jigsaw, Section 8.2. Copy and cut out the parts of the example in-text references.

- For each reference, mix the order. Each part includes a sentences, 2 brackets, a name, a date and a page or paragraph number.
1. Students work in groups of six. If there is a group with less members, give one member two consecutive parts from the group’s in-text reference to make up numbers.
 - Give each group member one part of the group’s in-text reference
 2. Groups assemble their in-text reference parts into order.
 3. Groups line up in the correct order of their in-text reference.

Answers

“Some have predicted the development of a new Silk Road, like the one in ancient and medieval times that connected China to the Middle East and Europe” (Thant Myint U, 2011, p.5).

“Youth can play a critical role in the future to come” (United Nations, para. 1, 2017).

“Myanmar still needs millions of new houses” (Smith, 2017, para 1.).

“In Myanmar, community-based organisations helped to detect an average of 36% of total new cases of TB” (World Health Organisation, 2017, para. 2).

“Some have predicted the development of a new Silk Road, like the one in ancient and medieval times that connected China to the Middle East and Europe”

(

Thant Myint U,

2011,

p.5

).

In-text Quotations Reference Jigsaw, Section 8.2.

“Youth can play a critical role in the future to come”

(

United Nations,

para. 1,

2017

).

“Myanmar still needs millions of new houses”

(

Smith,

2017

para 1.

).

“In Myanmar, community-based organisations helped to detect an average of 36% of total new cases of TB”

(

World Health Organisation,

2017,

para. 2,

).

Paraphrasing for In-text References, Section 8.2. Copy one worksheet per student.
(On the next page)

This section provides some strategies and an exercise for paraphrasing. This is an important skill for students to develop, so they can change the writing of others into their own words.

- Practise paraphrasing the sentences yourself first before giving this activity to students.

Possible Answers

Here are some suggestions (there are many other ways) for approaches to changing the sentences. You will also need to reorder or add or remove some words, and change grammar etc.

b. Active learning can involve questioning, critical thinking and doing your own research.

- learning actively = active learning
- asking questions = questioning
- thinking critically = critical thinking
- finding things for yourself = research or looking for information

c. Teaching shows you can do something yourself.

- being able to show others = teaching
- demonstrates = shows

d. Non-verbal communication includes eye contact and movement or gestures.

- looking at people = eye contact
- moving around = movement or gestures
- non-verbal communication = body language
- You could also reverse the sentence order and start with *Non-verbal communication includes*

e. Using time effectively might mean breaking a large task into smaller ones.

- job = task
- making it smaller = breaking it down
- useful time management strategy = way to use time effectively
- you could reverse the sentence order and start with *A way to use time effectively is... or Time management includes...*

f. In study and work, you may need to do public speaking.

- speak to large groups of people = public speaking
- at school = study or studying
- in your job = work or working

Paraphrasing for In-text References, Section 8.2. Copy one worksheet per student.

Paraphrasing for In-text References Student Worksheet

You need to paraphrase things you read, rather than copying them all as direct quotation, e.g.

Original: "The consequences of climate change will have a strong effect on poorer countries."

Paraphrase: *Less developed countries will be seriously affected by the results of changing climate.*

- Using different words with a similar meaning (synonyms): 'consequences' has changed to *results* 'poorer countries' has changed to *less developed countries*, 'strong' has changed to *seriously*.
- Changing word classes: 'affected' (verb past tense) to *effect* (a noun)
- Changing word order: 'climate change' = *changing climate*
- Changing the sentence from active to passive by reversing the subject and the object: In the original, 'consequences of climate change' is the subject and 'poorer countries' is the object. In the new sentence, *less developed countries* (the paraphrase of 'poorer countries') is the subject and *results of a changing climate* (the paraphrase of 'consequences of climate change') is now the object.

Activity: Paraphrasing Strategies

1. Use paraphrasing strategies to change these sentences, while keeping the meaning the same.
 - a. Being able to communicate is a valuable skill that can be used throughout your life.
Paraphrase: *Communication is an important lifelong skill.*
 - b. Learning actively includes asking questions, thinking critically, and finding out things for yourself.
 - c. Being able to show others how to do something demonstrates that you have learned it yourself.
 - d. Looking at people and moving around are examples of non-verbal communication.
 - e. Taking a large job and making it into smaller jobs is a useful time management strategy.
 - f. You will need to speak to large groups of people at school and in your job.
2. In pairs, compare your paraphrasing.

Reference List Parts Jigsaw, Section 8.3. Print one copy of each of the reference source page pictures (p134-136) for this activity (make them larger if you like)

Copy the individual parts of each of the reference list entries (p132-133).

- Do this activity yourself first before giving it to students, so you can explain why the parts go in that order.
1. Distribute one reference part per student, and put the sources pages around the room.
 - If less than 24 students give two or more consecutive parts to some students.
 2. Students form groups next to the source page, with the people with parts from the same reference as them.
 3. They get in a line in the correct order to be the reference.
 4. The rest of the class checks that they are correct.
 5. All the groups line up in order as a reference list in alphabetical order.

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HEARTBEAT OF THE NATION

MYANMAR TIMES

INTERNATIONAL NEWS BUSINESS PULSE SPORTS OPINION IN DEPTH SPECIAL FEATURES IN PICTURES



Union to appeal expulsion of student over Facebook postings

By Ei Shwe Phyu | Wednesday, 02 August 2017

Like 37 G+ Tweet Share

The Chin Student Union of Myanmar will appeal the expulsion of a college student over postings in his Facebook account criticizing the military and the government.

English | မြန်မာ

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Research Foundation

Search

RESEARCH MyPILAR RESEARCH CAPACITY BUILDING PUBLICATIONS EVENTS

POLITICAL RESEARCH



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3rd Street, 8th Quarter, South Okkalapa Township,
Yangon, Myanmar.
Ph: +95 1 8562439
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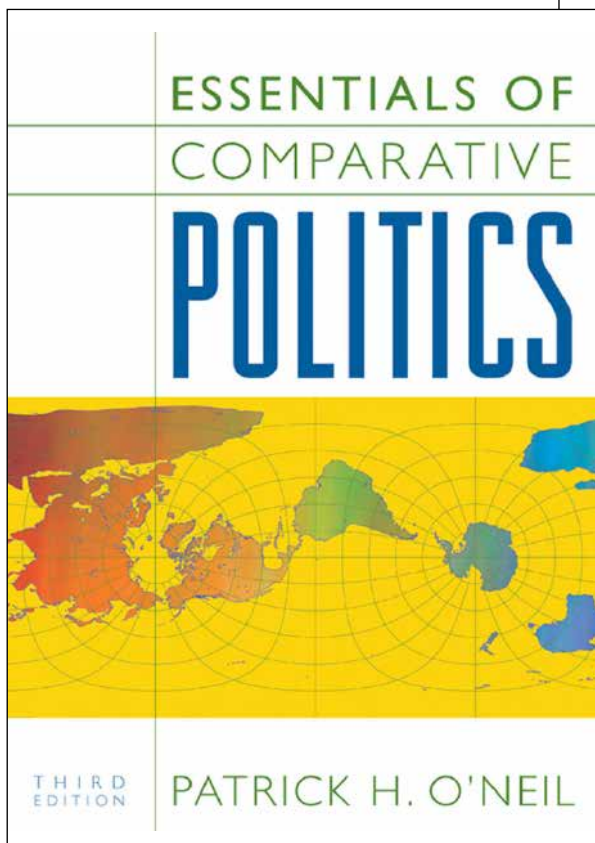
Burma

Activists Deem Amendments to Article 66(d) 'Ineffective'



 Upper House Speaker Mahn Win Khaing Than walks into the Parliament in Nanyitaw in July 2017. / Htet Naing Zaw / The Irrawaddy

 By **MOE MYINT** 2 August 2017



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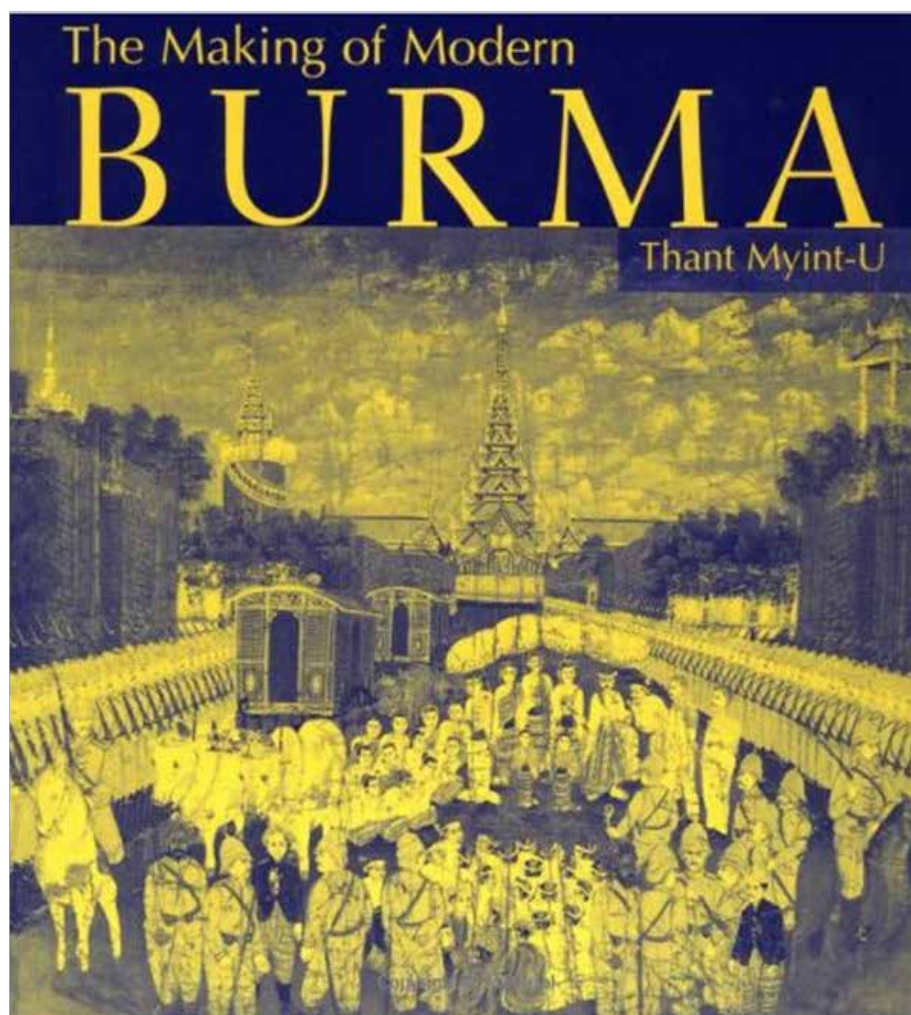
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Evaluating Online Sources, Section 9.3. Make copies of worksheets 1-4 for each student.

If your class has access to computers and internet, students can also copy the example search on ecosia.com. Ideally, have students do the searches without and then with quotation marks (and AND), so they can see the difference the focused search makes (the number of results will likely vary over time). Alternatively, if that is not possible, copy the paper version in the book to hand out for the exercise.

Encourage students to be critical about the websites they are using.

Evaluating Online Sources Student Worksheet – 1

Preview

1. How do you choose the internet sources you use for your research and assignments?
2. How do you know the site is providing accurate and useful information?

Criteria for evaluating online sources

Is it up to date?

- When was the information last updated?
- Do other links from the site still work?

Is it relevant?

- Is the information useful for what you need to know?
- Have you looked at some other sources to compare their information to this one?

Who is the author or organisation?

- What is their background or expertise on the subject?
- What type of URL does the site have?.com,.org,.gov,.edu...?
(Is it commercial, organisational, government, education...etc)

Is it accurate?

- Is the information supported by evidence?
- Is the language neutral or biased?

What is the purpose?

- Does the site state its purpose?
- Is it attempting to sell something or convince you of something?
- Does it present facts or opinions?

Evaluating Online Sources, Section 9.3.

Evaluating Online Sources Student Worksheet – 2

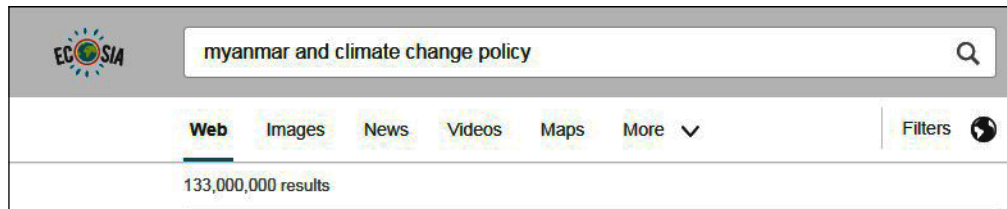
Understanding Online Search Results

The internet allows you to find information on any topic. However, anyone can put information on the internet. This means a lot of information on the internet is unreliable. It could be:

- promoting some person or group's opinions or biases;
- trying to sell you something;
- deliberately spreading misinformation.

Searching for information on the internet can produce thousands or even millions of results. You will often be tempted to just choose the first result at the top of a list after you have entered some words into a search engine. We use the search engine Ecosia (www.ecosia.org) in the example below because it allows us to search for specific terms.

See the example search below for the words Myanmar climate change policy



Notice that there are 133,000,000 results for those words. The search has included any sites with any of the words Myanmar, climate, change or policy.

If you put the keyword and phrase "Myanmar" and "climate change policy" into quotation marks "____" and join them with AND, you will narrow the search and reduce the number of results to those about Myanmar's climate change policy (now 266,000 see below). This is because you now only get results that include specific terms 'Myanmar,' and 'climate change policy.' The first results of this search will be more relevant to what you are looking for.



When you get a list of results for a search, look at the suffixes (the part at the end) of the website addresses (URLs). For example, .com, .org, .gov, .edu...etc.

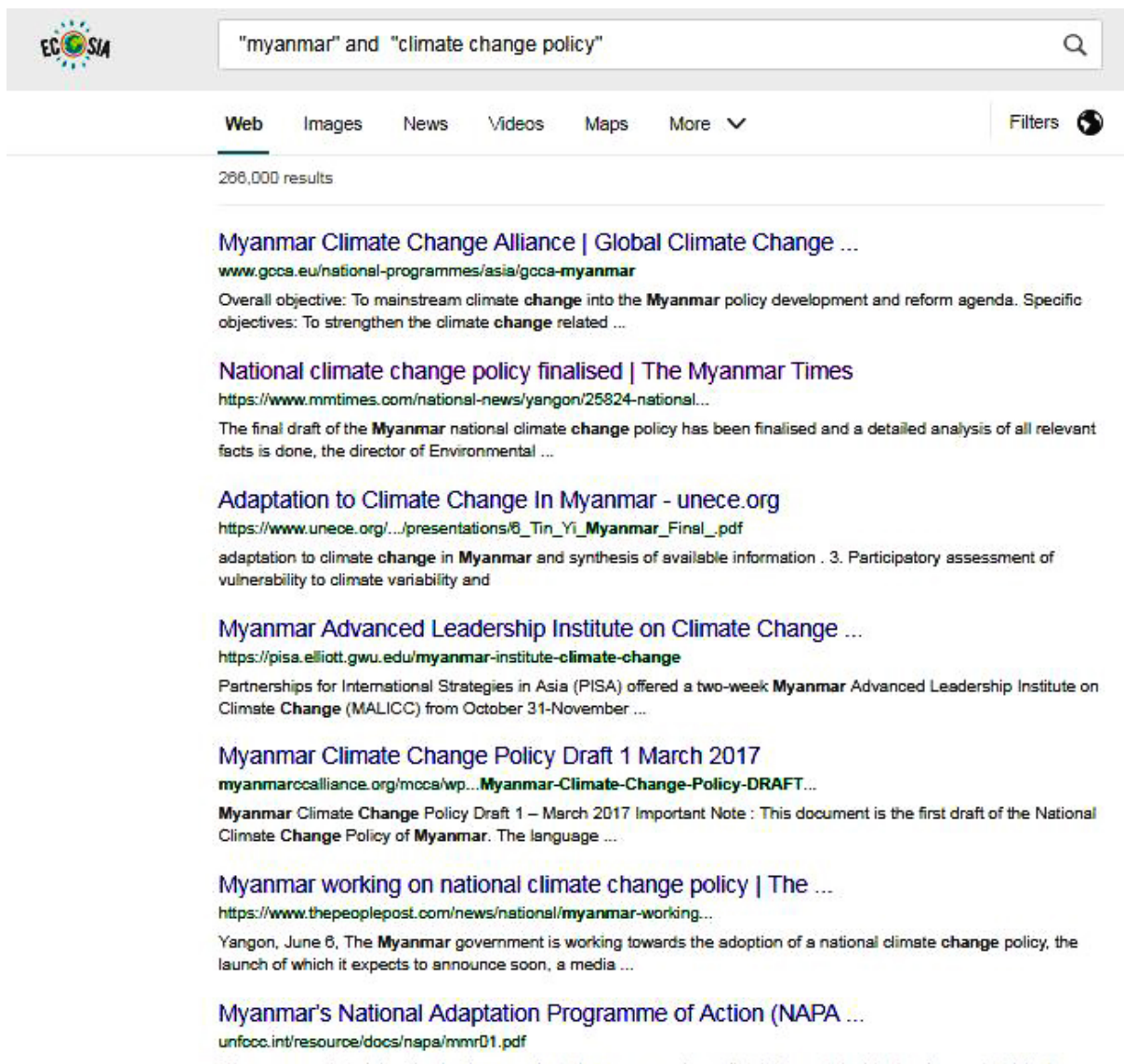
- Commercial sites often have .com URLs. They may be advertising or selling things. However, many online newspapers have .com URLs and you might use information from a newspaper as long as you critically evaluate it first.
- Organisations from small community based organisations, to NGOs to the United Nations often use .org URLs. They are usually not-for profit organisations involved in development, health or education or other public work. They are also likely to have reports and statistics on a variety of topics related to those types of issues.
- Educational organisations like universities usually have .edu (education) or .ac (academic) URL suffixes. These are likely to be reliable sites for advanced sources on many topics.
- Government sites usually have .gov, .govt or .go URLs. Government sites are useful for statistics about a country.

Evaluating Online Sources, Section 9.3.

Evaluating Online Sources Student Worksheet – 3

Exercise

1. Which search result would take you to a draft of Myanmar's climate change policy?
2. Which search results would take you to pdf files you could download?
3. Which search result is to a university website?
4. Which search result is from the United Nations Framework Convention on Climate Change?
5. Which search results would take you to online newspaper articles about Myanmar's climate change policy?



The screenshot shows a Google search interface with the query "myanmar" and "climate change policy". The search bar is at the top, and the results are displayed below. The search bar has a logo on the left and a search icon on the right. Below the search bar, there are tabs for Web, Images, News, Videos, Maps, and More. The Web tab is selected. Below the tabs, it says "266,000 results". The search results are listed below, each with a title, URL, and a brief description.

Myanmar Climate Change Alliance | Global Climate Change ...
www.gcca.eu/national-programmes/asia/gcca-myanmar
 Overall objective: To mainstream climate change into the Myanmar policy development and reform agenda. Specific objectives: To strengthen the climate change related ...

National climate change policy finalised | The Myanmar Times
<https://www.mmtimes.com/national-news/yangon/25824-national-...>
 The final draft of the Myanmar national climate change policy has been finalised and a detailed analysis of all relevant facts is done, the director of Environmental ...

Adaptation to Climate Change In Myanmar - unece.org
https://www.unec.org/.../presentations/6_Tin_Yi_Myanmar_Final_.pdf
 adaptation to climate change in Myanmar and synthesis of available information . 3. Participatory assessment of vulnerability to climate variability and

Myanmar Advanced Leadership Institute on Climate Change ...
<https://pisa.elliott.gwu.edu/myanmar-institute-climate-change>
 Partnerships for International Strategies in Asia (PISA) offered a two-week Myanmar Advanced Leadership Institute on Climate Change (MALICC) from October 31-November ...

Myanmar Climate Change Policy Draft 1 March 2017
myanmarccalliance.org/mcca/wp...Myanmar-Climate-Change-Policy-DRAFT...
Myanmar Climate Change Policy Draft 1 – March 2017 Important Note : This document is the first draft of the National Climate Change Policy of Myanmar. The language ...

Myanmar working on national climate change policy | The ...
[https://www.thepeoplepost.com/news/national/myanmar-working...](https://www.thepeoplepost.com/news/national/myanmar-working-...)
 Yangon, June 6, The Myanmar government is working towards the adoption of a national climate change policy, the launch of which it expects to announce soon, a media ...

Myanmar's National Adaptation Programme of Action (NAPA ...
unfccc.int/resource/docs/napa/mmr01.pdf
 ..

Evaluating Online Sources, Section 9.3.

These topics are just suggestions, and you and your class may have others more relevant to your situation.

Evaluating Online Sources Student Worksheet – 4

Activity: Compare the Sources

1. In pairs choose a topic to search sources for online. Here are some topics you could do searches for:
 - Foreign investment in Myanmar
 - The environment and development projects in Myanmar
 - Education reform in Myanmar
 - Relations of Myanmar with China
 - Social media in Myanmar
2. Individually search for information. Keep a record of at least four websites you found information on about your topic
3. Decide if each site is useful and reliable or not using the website evaluation criteria. Give reasons for why you believe each of those four sites is reliable or not.
4. In pairs, compare your results. Did your partner find the same sources as you? Why or why not? Discuss how you did your searches.
5. As a class compile a list of sites for the topics
6. Discuss:
 - What have you found most useful in this section about doing searches online? Why?
 - What other things about doing online searches would you like to know more about?

Online Learning Skills Resources

Some links are provided here to websites addressing the main skills presented in this module as well as links to some short YouTube videos about these skills. You can use these resources to increase your own background knowledge for teaching these skills, and use some of these resources in class. You can also use these links as a starting point to locate more information and resources about these skills for yourself.

1. Active Learning

<https://www.openpolytechnic.ac.nz/current-students/study-tips-and-techniques/study-concentrate-and-remember/active-learning/>

<https://cei.umn.edu/support-services/tutorials/what-active-learning/basic-active-learning-strategies>

2. Communication

<https://www.extension.harvard.edu/professional-development/blog/mastering-basics-communication>

<https://globaldigitalcitizen.org/8-methods-improving-student-communication-skills>

https://www.youtube.com/watch?v=Nhg1_6NdDfo

Non-verbal Communication

<https://www.youtube.com/watch?v=SKhsavlvua0>

3. Working in groups

<https://icebreakerideas.com/problem-solving-activities/>

<https://www.library.auckland.ac.nz/study-skills/study-exams/group-work-guidelines-students#=1>

<https://student.unsw.edu.au/groupwork>

https://www.youtube.com/watch?v=Clp_kFR5_jc

https://www.youtube.com/watch?v=t-_zW4wUI5w

4. Time management

<http://owll.massey.ac.nz/study-skills/introduction-to-time-management.php>

<https://www.openpolytechnic.ac.nz/current-students/study-tips-and-techniques/study-tips/managing-your-time-while-studying/>

<http://www.nyu.edu/students/academic-services/undergraduate-advisement/academic-resource-center/tutoring-and-learning/academic-skills-workshops/time-management.html>

<https://www.youtube.com/watch?v=TwvJIZZh7Us>

5. Note taking

<http://owll.massey.ac.nz/study-skills/note-taking.php>

http://www2.eit.ac.nz/library/lis_guides_note-taking.html

<https://student.unsw.edu.au/note-taking-skills>

<https://www.youtube.com/watch?v=Pg00Tn6UIws>

6. Public speaking and presentations

<http://www.virginia.edu/cue/presentationtips.html>

<https://www.extension.harvard.edu/professional-development/blog/10-tips-improving-your-public-speaking-skills>

<http://www.otago.ac.nz/hedc/otago615363.pdf>

<https://lil.lincoln.ac.nz/wp-content/uploads/sites/20/2016/02/OralPresentation.pdf>

Public speaking and Presentations (videos)

TED Talk example

<https://www.youtube.com/watch?v=6DFaD6MELIA>

Examples of bad and good presentations

<https://www.youtube.com/watch?v=S5c1susCPAE>

7. Written assignments

Paragraphs in essays

<https://www.youtube.com/watch?v=0IFDuHdB2Hk>

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

Essay writing

<http://owll.massey.ac.nz/assignment-types/essay-planning-and-structure.php>

<http://www.uefap.com/writing/writfram.htm>

<https://unihub.mdx.ac.uk/your-study/learning-enhancement-team/online-resources/writing-your-assignment>

<https://www.youtube.com/watch?v=GwjMmTV01g>

8. Referencing

APA referencing

<http://www.apastyle.org/>

<http://www.waikato.ac.nz/library/study/referencing/styles/apa>

<http://owll.massey.ac.nz/referencing/apa-interactive.php>

<https://owl.english.purdue.edu/owl/resource/560/02/>

<https://www.youtube.com/watch?v=SOEmM5gmTJM>

https://www.youtube.com/watch?v=dOs_OCGy0hI&t=4s

In text referencing

<https://www.youtube.com/watch?v=qzKlb7E7ERc>

Reference list entries for books

https://www.youtube.com/watch?v=Y2ibg_CVt6A&list=PLOjUhNG9PY-GI5hMLuxDQ2yyiCcdVJNa0&index=4

Reference list entries for websites

<https://www.youtube.com/watch?v=gQp8sPfu1D4>

Reference list entries for newspapers

<https://www.youtube.com/watch?v=1RhygEiK18E&list=PLOjUhNG9PY-GI5hMLuxDQ2yyiCcdVJNa0&index=8>

9. Evaluating arguments and information

Critical thinking and evaluating arguments

<http://owll.massey.ac.nz/study-skills/critical-thinking.php>

https://www.library.auckland.ac.nz/study-skills/study-exams/thinking-critically#=#1https://www.youtube.com/watch?v=a1zz_Kf04ZI

<https://www.youtube.com/watch?v=MPgJCMd9a6k&index=2&list=PLpbtRdN7xWUcPT0qWBfC52FubQxcgdgjk>

<https://www.youtube.com/watch?v=OpNoCmNtP5c&t=1s>

Evaluating online sources

<http://www.waikato.ac.nz/library/study/guides/evaluate-websites>

<http://www.library.georgetown.edu/tutorials/research-guides/evaluating-internet-content>

<http://www.sussex.ac.uk/skillshub/?id=332>

<https://www.youtube.com/watch?v=FxyKHp47EnQ>

https://www.youtube.com/watch?v=T2LBPL-_fDM

10. Tests and Exams

<https://www.openpolytechnic.ac.nz/current-students/study-tips-and-techniques/studying-for-exams/>

<http://owll.massey.ac.nz/main/tests-and-exams.php>