

Introduction

Active Citizenship is a civic education module designed for Myanmar adults. It encourages readers to participate fully in their community and its development. It aims to inspire informed citizens that are empowered to create positive change and support social justice. The activities and topics in *Active Citizenship* engage readers through three kinds of learning:

Civic Knowledge involves...

Learning **about** active citizenship through exercises that promote knowledge about rights and responsibilities, social justice, participation and other issues that affect students' communities. They encourage readers to develop critical and enquiring minds and to make informed decisions through discussion and group work.

Each chapter highlights one theme related to civic education and provide readers with relevant background information, case studies, interactive classroom activities, and questions to encourage analysis and discussion.

Civic Skills involves...

Learning **through** active citizenship by taking part in activities that require learners to practice skills such as critical thinking, active listening, debate and teamwork.

It is not possible to "teach" active citizenship in the same way that some other subjects are taught. It has to be learned through experience. This is why many of the activities, especially the social action project in chapter 4, are designed to encourage learners to get direct experience of civic participation. These activities give the learners a chance to practice civic skills so that they can confidently apply them in their community.

Civic Values involves...

Learning **for** active citizenship through activities that require learners to reflect on the values that they and their communities apply in their lives, and the values that they think are important for fair and peaceful communities.

The *reflection* and *discussion* activities in *Active Citizenship* are designed to give learners the opportunity to identify, clarify and express their own beliefs and values. Not everyone is the same. This gives learners opportunities to confront their differences in a framework based on freedom of thought and expression, and respect for others' opinions.

Adapting the Module to your context

There are many different ways of teaching and learning about active citizenship. You may be a youth worker, a trainer, schoolteacher or adult education tutor, a member of a discussion group or an activist. Whoever you are and wherever you are working, we trust there will be something for you in this module.

We hope you will develop the ideas in the module to meet your own needs and those of the people you work with. There is no "right" way to use *Active Citizenship*, it is a flexible resource. You do not need to follow every word of the book, it should be used to match the needs of your learners. For example:

- ▶ If you don't have enough time to teach the whole course, leave out some sections and activities that will take a long time or won't be very useful for your students.
- ▶ If an activity won't work well in your class, change it to something that will.
- ▶ If you want to teach the subject in more depth, supplement it with other materials: books, documentaries, websites, magazines and so on.
- ▶ If the material is too difficult, teach only the most important parts, and have students work in pairs or groups so stronger students can help weaker students.
- ▶ If the language is too difficult, explain the content in students' first language. Another alternative would be to use the Myanmar version of *Active Citizenship*.

Methods used in Active Citizenship

When writing the instructions for how to run activities, we have assumed that people know and understand terms such as “group work”, “brainstorm” and “discussion”. For convenience, they are clarified here.

Brainstorming

Brainstorming is a way to introduce a new subject, check students previous knowledge of a subject, and generate a lot of ideas quickly. It can be used for solving a specific problem or answering a question. How to brainstorm:

1. Write the topic or issue as a simple question or statement on the board.
2. Students contribute their ideas. Write the ideas on the board (e.g. using a mind map or lists).
3. Use the ideas generated in following activities by referring back to the brainstorm and adding to, or discussing them if necessary.

Group work

Group work is the foundation of many of the exercises; it happens when learners are put in to groups to work together on a task. Smaller groups might be better for more personal topics, larger groups for activities that require negotiation or compromise. Try to form groups that are mixed in terms of gender, ethnicity and beliefs so that learners have the opportunity to hear the experiences of other communities. Some of the important aspects of group work to encourage are:

- ▶ Developing communication and listening skills.
- ▶ Developing co-operation and leadership skills
- ▶ Developing decision-making and compromise skills.

Discussion

Discussions are an important part of civic education. Through discussion, people learn to analyse information, think critically, develop communication skills, share opinions and learn from experience. Discussions usually involve the whole group, but can also be done in smaller groups. In this case, ask groups to share what they spoke about with the class. Discussions should take place in a safe environment where learners feel confident about expressing their ideas and opinions. This means it is important to make sure everyone has the opportunity to speak, not just the loudest or most talkative learners in the group.

Teaching sensitive issues

Students will probably not agree with all the ideas mentioned in the texts, so they should provide a starting point for discussions. However, because topics like social exclusion, conflicting values and social justice can be sensitive topics in some communities, there are some things to think about when you are teaching *Active Citizenship*. Before each lesson, consider the needs of your group and think about how you might best manage each discussion and activity.

When addressing personal or controversial issues you need to make sure that participants feel secure and that they do not feel embarrassed or forced to reveal more than they wish to about themselves or their beliefs. Address sensitive issues with forethought and care. If an issue is taboo in your community, discussing it might cause resistance from the group, the community or people in authority. If this happens, consider addressing these issues indirectly. For example, get people to reflect on current issues by using an historical rather than contemporary example.

Managing conflict

Conflicts are difficult to anticipate and may be hard to resolve especially if they arise because participants feel insecure dealing with questions related to emotions and values.

Some tips for resolving conflict:

- ▶ Take enough time for the discussion. If necessary make more time.
- ▶ Help to clarify people’s positions, opinions and interests.
- ▶ Encourage everybody to listen actively to each other.
- ▶ Stress what unites people rather than what separates them.
- ▶ Search for consensus. Get people to look at their common interests rather than trying to compromise and move from their opinions.
- ▶ Offer to talk to those involved privately at another time.

1.1 - CITIZENSHIP: A DEFINITION

Preview

1. Brainstorm the meaning of Citizenship.
Write students' ideas on the board.
2. Students look at the pictures and choose one which represents their idea of 'citizenship'.
 - If they have difficulty, ask them to think about what each picture means to them, based on their experiences as a citizen.
3. In pairs, students discuss their answers.

Reading

- Students read the text up to *Activity*.
- When students finish, ask them what two definitions were in the text.

Answer

'Citizenship' is defined as a legal status and an activity.

Activity

- Write '*A citizen is someone who...*' on the board.
- Students spend a few minutes writing their own definition of a *citizen*. If they are having difficulty with this, ask them to think about the political, social, economic and cultural activities that a citizen takes part in.
- Students discuss their definitions with a partner. Encourage them to discuss the differences and think of reasons why they have different ideas.

Possible answers:

Political activities

- » voting
- » joining political parties
- » running for office
- » taking part in civil society
- » accepting civil rights and responsibilities

Social activities

- » taking care of people in the community,
- » volunteering
- » obeying laws
- » living and traveling in the country
- » getting an education

Cultural Activities

- » understanding cultural traditions
- » taking part in cultural events and ceremonies
- » teaching history
- » studying and teaching local languages

Economic activities

- » paying taxes
- » starting a business
- » being a part of a trade union
- » providing vocational training

Reading

- Ss read the text up to the end of page six.

Activity

- Students re-read their own definitions of a citizen and compare them to the definitions on page six.
- There will probably be some differences as the definitions on page six talk about an 'active' citizen, not a just a 'legal' citizen.

Possible answers for a legal citizen:

- » Someone who belongs to the country (culturally, geographically and historically).
- » Someone who has NRC card/I.D.
- » Someone who can be effected by laws/ can benefit from social support.
- » Someone who is allowed to vote.
- » Someone who was born in the country.

Possible answer for an active citizen:

A person who takes part in the development of their community. They accept their rights and responsibilities as part of the community. They promote social justice, equality and respect for human rights.

Discussion

- In groups, students discuss whether the actions are examples of active citizenship and why.

Answers:

All of the actions can be considered a form of active citizenship since they all have the potential to reflect values/qualities that someone may want to promote in their community.

1. Taking part in a public demonstration – promotes a participatory community where people are able to freely express themselves.
2. Becoming educated – promotes a community where everyone can achieve their potential.
3. Joining or supporting a political party - promotes a participatory community where all groups can represent their interests to the government.
4. Being informed about local news and current events – promotes an informed community.
5. Recycling – promotes a sustainable community where everyone respects the environment.
6. Voting – promotes a participatory community where everyone takes part in choosing their leaders.
7. Helping an old person – promotes a compassionate community where people help the most vulnerable members.

Activity

- In groups, students think of someone who they all think is an 'active citizen', using these categories.
- Some possible reasons why they might choose a person might be:
 - » They respect and defend human rights.
 - » They support marginalised members of the community.
 - » They support the rule of law and fight against corruption.
 - » They accept and fulfil their responsibilities to their family and community.
 - » They work towards the common good of their community.
- Groups prepare a short presentation.
- Groups present their active citizen to the class.

1.2 - IS LEARNING ABOUT CITIZENSHIP IMPORTANT?

Discussion

- As a class, discuss the reasons citizenship education is important.

Reading

- Students read the quotes on pages seven and eight.

Discussion

- As a class, discuss what the quotes tell us about the modern world - problems, challenges, interdependence, etc.
- In groups, students think about the challenges and opportunities in their own communities at the current time.

Activity

- In groups, students list the challenges and opportunities of participating in community problem-solving.
- Explain that a challenge is a factor that inhibits individuals from participation, while an opportunity is a need in the community that citizens can address by participating.

Possible answers:

Challenges

- » low level of education
- » poverty
- » long working hours
- » homelessness
- » depression
- » low self-confidence
- » discrimination (gender, race, ethnicity)
- » disability
- » family commitments
- » marginalisation
- » bad health

Opportunities

- » lack of teachers
- » lack of infrastructure
- » no place for children to play
- » people can't afford to buy fresh fruits and vegetables
- » some services too expensive for most people
- » unsafe or temporary housing
- » local government is too bureaucratic
- » lack of community leadership
- » small civil society
- » unsafe roads
- » pollution/litter

1.2.1 - PEOPLE-CENTRED DEVELOPMENT, DEMOCRATIC DEFICIT

Preview

- Brainstorm a list of changes students notice happening in the world. Write their ideas on the board.
- Prompt students with examples if necessary, e.g. internet and social networking, young people don't wear traditional clothes as often, smaller family sizes etc.

Reading

- Students read the texts on pages eight and nine - *People-centred Development* and *Democratic Deficit*.

Discussion

- In groups or as a class, students discuss the questions.

Possible answers:

2. Donating or volunteering with community organisations, reading newspapers and websites to stay informed, voting, planting trees etc.

1.3 - CITIZENSHIP EDUCATION

Preview

- In groups, students have ten minutes to make a list of the different components (topics, themes, skills etc.) they would include in a three-month citizenship education course.
- Groups write the main objective of their course (e.g. to prepare participants to be active members of their community, to encourage participants to vote, etc).
- Groups discuss their ideas with the class.
- Discuss whether students' objectives are the same as their objectives for this course.
- Individually, students write a list of their personal course objectives.

Reading

- Students read text to the end of page nine.

Discussion

- In groups or as a class, students discuss the questions.

Possible answers:

Schools - both formal and non-formal - have a responsibility for civic education because teachers have the skills to help students develop the knowledge, skills and values needed to be an active citizen.

Other institutions such as family, religious institutions, political parties, community based and civil society organisations can also play a part in civic education since these organisations often have values that make them want to improve their communities. Some also have knowledge and skills to help put those values into practice.

1.3.1 - KNOWLEDGE, SKILLS AND VALUES

Preview

- Write *civic knowledge, civic skills, civic values* on the board.
- Explain that effective citizenship education strategies focus on develop civic knowledge, skills and values.
- Students brainstorm knowledge, skills and values that are important for active citizenship.

Possible answers:

Knowledge:

- » political process
- » environment
- » political/social/cultural/economic issues
- » rights and Responsibilities
- » laws
- » technology (IT)
- » history

Skills

- » management
- » leadership
- » listening
- » public speaking
- » critical thinking
- » decision making
- » analysing
- » negotiation

Values:

- » respect
- » self-confidence
- » tolerance
- » dignity
- » multiculturalism
- » compromise
- » independence
- » participation
- » justice

Reading

- Students read the text.

Exercise

- Students answer the three questions based on the text and their own ideas.

Possible answers

1. Without civic knowledge, people will not understand social, political and economic issues that are affecting their community.

If people are unaware of their civic rights, they will not be able to take action if their rights are being violated. They will not know what they can do to defend their rights. This can lead to exploitation and abuse and cause social conflict and even violence.

In addition, without the right civic knowledge, people might lack the confidence or motivation to participate in their communities because they will feel ignorant. They might think that only “educated” people can fix social problems and not try to be a part of the solution.

2. Without civic skills, people will be less empowered to organise themselves to address social issues. If people do not have skills such as critical thinking they will not be able to make informed decisions about the problems and issues in their communities.

This can cause problems since they might blame the wrong people for these problems. Another problem is that they can be easily manipulated by politicians or other leaders who want to mislead them for their own personal gain.

Also, civic skills help people to avoid conflict. If people lack the ability to listen and talk about issues in a calm and cooperative way, group decisions might lead to violence.

3. While different people have different values, values such as respect, tolerance, equality, cooperation and justice are all important to building strong and peaceful communities. If the members of a community do not share these civic values, this can lead to many social problems including:
 - Human rights abuses (if people do not respect other people’s basic rights)
 - Conflict and violence (if people do not tolerate other people who have different beliefs and values from them)
 - Marginalisation and exploitation (if people do not treat people as equals)
 - Under-development (if people do not cooperate to develop communities together)
 - Crime and corruption (if people do not share justice and respect for the rule of law as values)

Activity

1. Students think back to their active citizen from Page 7.
 - They draw three circles, and write the skills, knowledge and values that person has in the circles.
2. As a class, students discuss whether these knowledge, skills and values are specific to that individual, or their community, or whether these values are universal to community leaders throughout the world.

Exercise

- Students read the case study and answer the questions.

Possible answers:

1. Child poverty and child labour.
2. Raising awareness about the importance of education, offering some classes to poor students before/after their working hours, starting a project to work with some children and their families.
3. Knowledge: getting information from organisations working on these issues, speaking to local leaders/decision makers, understanding the causes of poverty, etc.
Skills: effective communication, organisation, fund-raising.
4. Compassion, social responsibility/duty, concern for welfare of others.

Activity

- In class or as homework. Individually, in pairs or groups, students identify a citizenship education project in their community.
- They answer the questions about this project. They might already know a lot about this project, or they may need to research it - in person or online.
- If this is not possible, they could find another type of community initiative (education, health, rights-based), research it and answer the questions.

Reflection

- In class or as homework, students think of civic knowledge and skills they want to further investigate and develop.
- They write notes explaining these, and discuss this with you, the teacher.
- Use these reflection papers to help you adapt the course to your students' needs/desires.
- Keep the papers to share with the students at the end of the course as a form of course evaluation. This could be done by asking students to review the reflection paper, and the objectives they wrote (see page nine) to see if their aims and objectives were met by the course.

1.4 - CITIZENS' RIGHTS, DUTIES AND RESPONSIBILITIES

Preview

- Write the word CITIZENSHIP on the board.
- Write the words RIGHTS, DUTIES, and RESPONSIBILITIES around CITIZENSHIP creating a mind-map.
- Brainstorm the responsibilities, duties and rights they have as citizens of their country. Write their ideas on the mind-map.

Possible Answers:

Rights

- » to vote and stand for office
- » freedom of political speech
- » to own property
- » to organise and join labour unions
- » to start a businesses
- » freedom of expression and freedom of association
- » privacy
- » freedom to move about your country and live where you want

Responsibilities

- » to obey the law
- » to keep the peace
- » to pay taxes
- » to vote in democratic elections

Duties

- » to defend your country
- » to promote your culture
- » to respect other citizens
- » to learn about your country's history
- » to stay informed about public issues

1.4.1 RIGHTS

Reading

- Students read the text.

Discussion

- Brainstorm a list of goods, services and opportunities. Make class lists on the board.

Possible answers:

Goods - healthy food, clean water, safe and affordable accommodation, phone, computer.

Services - education, health care, better pensions, social support for the poor/people with disabilities/elderly/other marginalised groups, affordable public transportation.

Opportunities - employment with a fair wage, access to quality education, opportunity to meet with people and move freely, travel.

Exercise

- In groups, students list arguments for and against the UDHR.
- Encourage them to list their own ideas as well as arguments from the previous text.

Possible answers:

For

- The authors of the UDHR tried to work with as many different people as they could. It will be impossible to write a document that will fit with every culture in the whole world, but by focusing on the most basic and fundamental rights, it might be possible to find some common ground.
- Even if industrialised countries got to where they are now by abusing peoples rights, that does not make it acceptable behaviour. Sometimes justice does not mean everyone is allowed to do what others have done if it results in suffering and exploitation.
- Even if there are not always legal or military ways to punish human rights abuses now, the UDHR still reminds us about what kind of a world we want to live in. We should try and make laws and systems (such as sanctions) that help us achieve that goal and use the UDHR to help us to do that.
- Even if people's rights are being abused all around the world, they still have rights. If not for the UDHR, it would be harder to document and report on these rights abuses because we would not have the right language to describe them.
- The UDHR helps people to be aware of basic rights and gives them a way to complain about abuses to the media. This can cause negative publicity and embarrassment for rights abuses and give people a non-violent way to defend themselves against human rights abuses.

Against

- Different cultures have different values and so making one list of human rights based on western values will not reflect the values of the whole world.
- It is not fair for industrialised countries (that have got so rich by ignoring human rights for most of their history) to force other countries to respect the human rights that they have now adopted (such as labour rights, environmental rights and rights against slavery and exploitation).
- There is no way that the rights in the UDHR can be enforced so there is no point in having them.
- If there are people all around the world whose rights are being abused, these rights are not universal.
- The UDHR help doesn't people whose rights are being abused in secret.

Reading

- Students read the text.

Reflection

- In groups, students discuss the questions.
- Discuss the questions as a class.

Possible answers:

"I think civil and political rights are the most important because they empower people to take part in the social, economic and political decisions of their community."

"I think social, economic and cultural rights are the most important because being allowed to vote or run for office is useless if you are illiterate and living in poverty."

"I think solidarity rights are the most important because people live in communities and unless the rights of whole communities are respected, it will lead to conflict and environmental destruction."

Activity

- Students classify the rights into civil/political, economic/social and environmental/developmental. Some can go in more than one category.

Answers:

Civil/political - 1, 2, 3, 4, 5, 6, 7, 9, 10, 14, 15, 17, 19, 20, 23, 24, 25

Economic/social - 2, 8, 11, 12, 15, 16, 18, 21, 22

Environmental/developmental - 11, 13

Discussion

1. In pairs, students list the three rights that are most important in their country, and the three that are least important.
 - Pairs join with another pair. In groups, agree on lists of the most and least important rights.
 - Discuss the results as a class.
2. In pairs, students list the rights that are most important for people working for change in their communities. Is the list different from the one in they did in Question 1?
 - Pairs join with another pair. In groups, agree on a list of the most important rights for people who want positive change.
 - Discuss the results as a class.

Activity

- Students read the case studies.
- In groups, they answer the questions.
- Groups present a case study to the class.

Answers - Case Study A:

1. Right to speak freely (freedom of expression), freedom from detention without trial, right to fair trial, right to join political parties, trade unions and organisations (or not).
2. Civil and political rights.
3. Right to speak freely (freedom of expression)
 - he was arrested for sharing his political ideas
 - freedom from detention without trial.
 - he was held for 10 months before his case was brought to trial.
 - Right to fair trial - he was sentenced for a crime that was never committed.
 - Right to join political parties, trade unions and organisations (or not) - he was sent to jail for organising a political party.

4. Arresting people based on their political affiliation can prevent people from participating in political life.
Arresting people for sharing their opinions can prevent people from expressing their opinions and ideas.
Unfair trials may cause people to mistrust authorities which may prevent them from participating in public life.

Case Study B :

1. Freedom from discrimination, right to equality, right to adequate living, right to education, right to vote.
2. Civil and Political Rights - Freedom from discrimination, right to vote.
Economic Cultural and Social Rights - right to adequate living, right to education.
3. Freedom from discrimination - bad treatment based on caste, a quality that is based on birth
Right to adequate living - Dalits suffer from wage discrimination, they are only hired to do low-paying, dirty work. As a result they are poor/malnourished.
Right to education - Dalit children are discriminated against in schools.
4. Long standing discrimination can affect a group's sense of self worth which can prevent them from participating in public life.
Without access to education, health care and proper nutrition people may lack the physical strength and skills to effectively participate in public life.
Threat of violence can prevent participation.

Case Study C:

1. Right to a fair trial.
2. Civil and political rights.
3. Evidence was invented and some evidence was kept secret. Police lied.
4. People will be less likely to participate in public life if the rights that are supposed to protect them are not upheld by the government and the police.

1.4.2 - OUR DUTIES AND RESPONSIBILITIES

Preview

- Ask students to think about the duties they have to perform in their everyday lives and who they do these things for.
- Ask students why they do these things and what would happen if they didn't do them.

Reading

- Students read the text.

Exercise

- In pairs or groups, students classify the examples into rights, duties and responsibilities. Some examples can go into more than one category.

Answers:

1. right
2. duty
3. responsibility
4. duty, right
5. duty, responsibility
6. responsibility
7. duty, right (responsibility in some countries)
8. duty
9. duty

Activity

- Students write three more activities and ask their partner to identify whether they are rights, duties or responsibilities.
- If there is disagreement, have the discussion as a class and try to reach consensus.

1.4.3 - NO RIGHTS WITHOUT DUTIES & RESPONSIBILITIES

Preview

- Students discuss the questions.

Possible answers

1. No, because in most cases having a right means that you also have a responsibility not to violate the same right in other people. For example, if you have the right to be respected, then you also have the responsibility to respect other people. Otherwise you would have a situation where some people have more rights than others and this would be unfair.
2. No, because if some people had to accept responsibilities without having rights, then this would be a kind of exploitation. For example, if someone had the responsibility to make sure that they farmed enough rice for the members of a community, but did not have the right to get a fair share of it, then they would be forced to do work without having the right to equal treatment.

Reading

- Students read up to the first *Exercise*.

Exercise

- In groups, students choose a right from the UDHR on page 14 and answer the questions.
- Groups put their ideas on a piece of paper or poster, and put it on the wall.
- Students walk around the room and read the other groups' posters.

Reading

- Students read up to the second *Exercise*.

Exercise

- Individually or in pairs or groups, students complete the sentences.

Possible answers:

1. ... respect the nationality of others.
2. ...work hard and to make sure the work place is safe for others.
3. ... allow others to also speak, even if we don't agree with what they say.
4. ... learn as much as we can and share our knowledge with our community.
5. ... use the Earth's resources responsibly and respect the environment.

1.5 - SOCIAL JUSTICE

Preview

- Brainstorm the term *social justice*. Write students' ideas on the board.
- Students read the text.
- Students add or change anything to the ideas on the board.

Possible answer:

Everyone in a community is given the same rights, opportunities and respect.

Reading

- Students read the text to the *activity*.

Discussion

- In groups or as a class students discuss the questions.

Possible answers:

1. Knowledge

- » Knowledge of the basic ideas of human rights and justice.
- » Understanding that some behaviour, attitudes and values can either promote or deny social justice.
- » Knowledge of situations in which human rights are abused and social justice is not available to all.
- » Knowing what people's rights and responsibilities are in a community.

Skills

- » Having the skills to put values into practice in the workplace, classroom, home and community.
- » Effective advocacy for the rights of oneself and others (including discussion, negotiation and assertiveness).

Values

- » Sympathy with those who have been denied justice.
- » Willingness to take action on the part of others.
- » Commitment to defending one's rights.
- » Promoting the values of tolerance, equality and respect for diversity.

2.

Discrimination and poverty can cause problems for all members of a community. Such effects include:

- » Low self-esteem.
- » Hostility and social conflict.
- » Oppression and segregation.
- » Marginalisation and exploitation.
- » Under-development.
- » Attraction to violent ideas.
- » Poor commitment to education.
- » Health problems (e.g. reproductive health).
- » Mental health problems (e.g. depression).

3.

- » Education.
- » Programmes that raise awareness about prejudice and intolerance.
- » Workshops on diversity and tolerance.
- » Workshops on managing conflict.
- » Community events that promote pluralism and diversity (for example in gender, ethnicity, religion and culture).
- » Laws and actions against hate crimes and hate speech.
- » Supporting victims of discrimination.
- » Advocacy to promote changes in laws and government policies.
- » Community organisations that work to develop their communities in a fair and just way.
- » Civic participation and education.

Activity

- In groups, students create a list of rules for their communities. The rules should increase social justice.
- Create an example on the board with the students if necessary.

Possible answers:

1. No one may harm or threaten anyone else.
2. All members of the community have an equal opportunity to participate in the decisions and activities of the community.
3. Everyone has the right to get support from the community until they have same resources and materials as others.
4. Students who are having difficulty at school have the right to get extra tuition from the teachers.

1.6 - SOCIAL CONTRACT THEORY

Preview

- As a class, discuss a world without government. What would be different about this world? What would be the advantages and disadvantages?

Exercise

- Students read the text.
- Individually or in pairs or groups, students answer the questions.

Possible answers:

1. The freedom to murder or assault other people, the freedom to keep other people as slaves, the freedom to take other people's property.
2. They need to make sure that the government is serving and protecting them. This means they need to participate in elections and civil society to make sure that the government is not abusing its power.

Reflection

- Students decide whether they agree with Lock or Hobbes and give reasons.

Possible answers:

I agree with Hobbes more because without a government to enforce laws there would be no way of stopping thieves and murderers.

or

I agree with Locke because people are generally good and would respect and care for each other with or without a government.

Chapter 1 Review

Comprehension

- Students answer the questions.

Possible answers:

1. Legal Citizen:

- » “Someone who belongs to the country (culturally, geography and historically)”.
- » “Someone who has an NRC card/I.D.”
- » Someone who can be effected by laws/ can benefit from social support.
- » Someone who is allowed to vote.
- » Someone who was born in the country.

Active Citizen:

“An active citizen is a person who takes part in the development of their community. They accept their rights and responsibilities as part of the community. They promote social justice, equality and respect for human rights.”

2. People-centred development and democratic deficit.
3. Citizenship education programmes help people to gain the knowledge, skills and confidence to actively participate in the development of their communities.

4. Knowledge

Civic knowledge refers to ideas and information that people must have to become effective and responsible citizens. Active citizens need to understand how different communities work economically, politically, socially, culturally and environmentally. Civic knowledge also includes being aware of our rights and responsibilities and understanding the social issues that are relevant to our communities.

Skills

Civic skills include analysis, evaluation and debate skills. They include other skills such as cooperation, problem- solving, and democratic decision-making. These skills allow people to use their civic knowledge to actively participate in politics and social progress.

Values

Civic values include the characteristics, attitudes and beliefs that citizens need for the development and maintenance of just, inclusive and peaceful societies. Citizenship education also promotes shared civic values such as justice, tolerance and the common good.

5. Having a right means that you also have a responsibility or duty not to violate the same right in other people. For example, if you have the right to be respected, then you also have the responsibility or duty to respect other people.
6. When everyone in a community is given the same rights, opportunities and respect.
7. Social contract theory is a thinking exercise to help people understand the relationships between individuals, the community and the government. It argues that people give up some of their rights to join communities where they can be protected from harm and danger.
8. To give a presentation on an active citizen in your community.
 - to analyse that person in terms of the knowledge, skills and values that they have that make them an active citizen.
 - to work together to analyse human rights abuses and think about the consequences for participation.
 - to develop your peer learning skills to test a partner on their understanding of rights, duties and responsibilities.

Values and Opinions - Analysing Quotes

- In groups, students answer the questions.

Possible answers:

- a.
1. The author is saying that ordinary citizens are the people who have the power and responsibility in a country.
 2. Related to: 1.4 Citizens' Rights, Duties and Responsibilities 1.6 Social Contract Theory, 1.1 Citizenship: A Definition.
- b.
1. The author is talking about the importance of taking part in your community. Unless citizens are active and take responsibility for choosing their leaders, bad leaders and officials will come to power.
 2. Related to: 1.4 Citizens' Rights, Duties and Responsibilities, 1.1 Citizenship: A Definition.
- c.
1. The author is saying that people should try to develop their communities in ways that reflect their personal values.
 2. Related to: 1.3 Citizenship Education - Knowledge, Skills and Values, 1.4 Citizens' Rights, Duties and Responsibilities, 1.5 Social Justice.
- d.
1. The author is saying that we are all interdependent and we should work together because when those closest to us suffer, we suffer.
 2. Related to: 1.2 Is Learning about Citizenship Important?, 1.4 Citizens' Rights, Duties and Responsibilities
- e.
1. The proverb is saying that long term, sustainable development only comes from education.
 2. Related to: 1.2 Is Learning about Citizenship Important?
- f.
1. The author is saying that everyone deserves to be treated justly, especially the most vulnerable.
 2. Related to: 1.4 Citizens' Rights, Duties and Responsibilities, 1.5 Social Justice.
- g.
1. The author is saying that no leader should be allowed to rule over someone without their permission.
 2. Related to: 1.6 Social Contract Theory.
- h.
1. Even though people around the world might have different legal citizenships, we can all share our identity as active citizens.
 2. Related to: 1.1 Citizenship: A Definition, 1.2 Is Learning about Citizenship Important?

2.1 CITIZENSHIP AND COMMUNITY

Preview

- Students look at the pictures of different communities.
- In pairs or groups, they discuss the questions.
- Discuss the questions as a class.

Possible answers:

1. Monks - values, religion, clothing, living space/accommodation
Factory workers - skills, motivations, economic status, clothing/uniform, rules
Sports team - goals, uniform, skills
Students - goals, uniform, age, challenges, rules
Ethnic group - history, values, traditions, holidays, language
2. Monks - they were ordained
Factory workers - they started working in the factory
Sports team - they joined the team
Students - they enrolled in the school
Ethnic group - they were born into the group

2.1.1 - COMMUNITY, A DEFINITION

Reading

- Students read the text.

Reflection

- Students brainstorm all the communities they belong to. Encourage them to think of as many as possible, e.g. *family, place, nationality, religion, interests, gender, ethnicity, job/study*.
- They write the most important ones in bigger letters and the less important ones in smaller letters.
- In pairs, students compare their lists and discuss the questions.
- As a class, discuss the communities they have in common. Were they important (big text), or less important (small text)? Were they born into or did they choose the most important communities?

Reading

- Students read the text.

Activity

- In pairs, students make a Venn Diagram of their communities and discuss the differences and similarities..
- They write common communities in the middle section of the diagram. Communities they do not share go in the left or the right part of the diagram.
- Students put their diagrams around the room and walk around to look at other students' diagrams.
- Discuss what people have discovered about themselves and about each other.
 - *Did students have more or less in common than they expected?*
 - *Were there any communities that participants felt strongly that they were not part of?*
 - *How much are people judged by their individual identity and how much by the group that they belong to?*

Reading

- Students read the text and case studies.

Exercise

- Students answer the questions.

Answers

Islamic Community:

1. Shared values
Shared history
Shared traditions and culture
Shared goals (pilgrimage to Mecca)
Shared rules and laws
2. Geography is not shared. (Muslims live all over the world.)

The Salone:

1. Shared history
Shared traditions/culture
Shared geography
Shared interests
2. Rules and laws may not be shared as they live in small groups.

Manchester United:

1. Shared history
Shared goals
Shared geography
2. Not shared traditions and culture. (Players come from different countries).

Activity

1. Students identify which shared characteristics define the communities they belong to.
2. Students identify which characteristics those communities do not share.
3. Students describe any responsibilities they have as members of those communities e.g. not eating pork (Muslim), studying for exams (student), coming to work on time (employee).
4. Students describe the benefits they receive from being members of these communities e.g. spiritual support, getting an education, getting a salary.

2.2 - MODERN COMMUNITIES

Preview

- As a class, discuss the question.

Possible answers:

Communities are no longer bound by geography. A community can be spread over the entire globe.

Reading

- Students read the text.

2.2.1 - URBAN COMMUNITIES

Activity

- In groups, students complete the table.
- They use the ideas from the text and add their own ideas.
- If you have time, make a class table on the board or wall.

Possible answers:

Similarities - Marriage, birth and other life events often similar.

Differences - Population density, number of buildings, literacy rate, income, health, values.

Advantages of urban communities

- » Access to bigger range of services.
- » Employment: Majority of higher paying jobs/ careers are found there.
- » Access to larger political and cultural events.
- » Multi-cultural environment.
- » Transportation: Mass transit, buses, taxis, etc.

Problems of urban communities

- » Crime.
- » Pollution: more people, more waste, more noise, less trees and nature.
- » Impersonal and sometimes isolating.
- » Clear distinction between social classes.
- » Encouraged to consume/spend money.

Advantages of rural communities

- » Strong sense of community - everyone knows each other and helps each other.
- » Low crime.
- » Simple lifestyles, good quality of life and traditional values.

Problems of rural communities

- » Fewer opportunities in education and employment.
- » Lifestyle choices are limited.
- » Strong belief in following traditional ways of living and doing things.
- » Less tolerance of alternative lifestyles.

2.2.2 - ONLINE COMMUNITIES

Reading

- Students read 2.2.2.

Discussion

- As a class, students discuss their experience of online communities. Do they belong to any?
- Discuss whether students think online communities are real communities.

Possible answers:

Yes, because people in virtual communities all interact with each other and share common characteristics.

or

No, because people in virtual communities never actually meet each other. This means that these communities lack the experience of meeting and interacting in person.

2.2.3 - THE GLOBAL COMMUNITY

Reading

- Students read 2.2.3.

Discussion

- Students answer the questions.
- Discuss the answers as a class.

Possible answers:

1. **Economic** - Globalisation is related to the development of world capitalism. Supporters of globalisation say it has developed economic freedom and raised living standards worldwide. Critics say that it has increased the gap between rich and poor and increased economic exploitation and environmental destruction.

Political - Governments are now part of a global community. This global community can participate in other countries' domestic politics much more easily than before. Critics say that this decreases countries independence and allows powerful countries to interfere with the politics of others. Examples of this include structural readjustment policies, sanctions and even military intervention. Supporters of globalisation say that it is responsible for spreading democracy and human rights. They say this can be seen in international movements working on increased political openness, an end to corruption and abuse of power, and improved political representation.

Social - Globalisation has affected the conditions of employment and the social rights of workers. Supporters say that organisations such as the International Labour Organisation have put pressure on corporations and governments to improve working conditions around the world. Critics say that global competition encourages companies to move their factories to countries where salaries and protection of workers are the lowest.

Cultural - Globalisation has led to the development of common lifestyles and consumer habits. Supporters say that globalisation gives better access to global arts, music and fashion. Critics say that this destroys traditional culture.

2.2.4 - DIASPORA COMMUNITIES

Preview

- In pairs or small groups, students discuss their own, and their friends' and relatives' experiences of moving to another country.
- They answer the questions.

Possible answers:

1. If people decide freely to move to another country (voluntary migration) it is often because of things that they want to achieve. These “pull factors” include things like better work opportunities, better living standards or better educational opportunities. When people migrate because they have to (forced migration), it is often because they are trying to get away from something bad in their home countries. Examples of these “push factors” include human rights violations, political violence, war, poverty and environmental disasters. However, in most cases, there is a mix of push and pull factors for most people. For example, if someone is fleeing from poverty, they are attracted to a better income and living standard in another country.
2.
 - » They do not have the same rights as citizens of the country they move to.
 - » They need to get special permission from the government to work, study or live in that country.
 - » They do not know the local language, laws or social customs.
 - » They may face discrimination and racism.
3.
 - » Better paid jobs, perhaps with safer working conditions.
 - » Access to better education for themselves and their families.
 - » Social benefits such as health care and housing.
 - » They might be able to become citizens in their new country.
 - » They can learn new languages and make friends from another country.

Reading

- Students read the case study.

Exercise

- Students answer the questions.
 1.
 - » Provide policies that support the diaspora.
 - » Provide legal, psychological and other support to the diaspora.
 - » Make sure the rights of the diaspora are protected.
 - » Maintain connections between the diaspora and their homeland.
 2.
 - » Send remittances.
 - » Donate to development projects.
 - » Maintain connections to their homeland.
 - » Return within two years if they want to vote.
 3.
 - » Watching Filipino entertainers.
 - » Sending children to Filipino schools.
 - » Keeping their Filipino values.
 - » Voting in elections.

Extra Idea

Students research a diaspora community. Use the exercise questions as a basis, or encourage students to write their own. Students present their research to the class and discuss it. They could research a Myanmar diaspora, e.g. Kayin in Thailand, Kachin in China, resettled refugees in the USA, Australia or Norway or another diaspora, e.g. Haitian diaspora, Palestinian diaspora, Jewish diaspora, etc.

2.3 IDENTITY

Reading

- Students read the text and diagram.

Reflection

- Students make a mind-map about their own different identities.

Reflection

- Individually or in pairs, students answer the questions.

Possible answers:

1. Our identity depends on the communities we grow up in, experience or decide to join. This defines the languages we learn to speak, the food we like best and our religious beliefs. Identity is influenced by the communities we interact with. However, our identity also determines which communities we choose to join. For example, if someone's identity is strongly influenced by nationalism or religion, this might determine some groups who they will not interact with.
2. Communities that you were born into are often the most important part of your identity. The parts of your identity you choose, like being a fan of a certain type of music or a member of a political party, also shape your identity. However, these parts are more likely to change.
3. The roles you play in a community - a daughter, a friend, a school student, a teacher, a banker - define your identity and give you a sense of value and inclusion in that community.
4. Belonging to a minority (ethnic, religious or cultural) can affect whether you feel included in a community. Your gender, sexuality, or appearance can affect whether you feel included.
5. Communities often exclude other people to give themselves a stronger sense of community and identity. For example, racist people might describe themselves by talking about how they are NOT like people from other races or ethnic groups (lazy, untrustworthy etc.)

2.4 VALUES

Preview

- Discuss what values are important to students. Write their ideas on the board.

Reading

- Students read the text.

Reflection

1. Students read the definitions of the different values. They classify them as very important (V), important (I), or not important (N).
2. In pairs, students compare their responses and discuss the reasons they responded that way.

Exercise

- Think of two more values to add to the list.
- In pairs, discuss these. Agree on two that are important.
- Write a brief definition for each one.

Activity

This activity is designed to give the students experience of consensus decision making. Encourage the students to experiment with different ways of resolving conflict and making decisions such as voting, negotiation and compromise.

1. In pairs, students decide on the six most important values. They should focus on the values that are important in their own lives, not a general list for society.
 - They write these values in a pyramid, with their most important one at the top.
 - Point out that there are no right or wrong ways in which to order the values, as different people have different experiences and priorities. However, the aim is to try to reach consensus.
2. Pairs join with others to make a group of four. Groups discuss and agree on a values pyramid.
 - Groups present and explain their pyramid to the class. How do the different groups' pyramids compare? What are the similarities and differences?
 - Ask students if they want to change their pyramid as a result of listening to other groups' presentations.

3. Discuss and agree on a class values pyramid.
4. As a class, analyse the activity. Discuss what students have learned about the values of the class.
 - Discuss which values are not important to the students, and why.
 - Discuss which values were important for all members of the group and why.
 - Discuss which values were controversial in their group and why.
5. Discuss what difficulties students had reaching agreement.
 - Discuss how these challenges apply to decision making in their community and country.
6. Discuss how they overcame those difficulties.
 - Discuss how these strategies for reaching consensus can be applied to their community and country.

Discussion

- As a class, discuss the questions.

Possible answers:

1. No. Different communities value different things. Values such as independence, tradition, respect for authority or patriotism can be very important in some communities and very unimportant in others.
2. Students discuss which values are most important in their communities.
3. Students identify any values which are currently being questioned in their communities. Relations between men and women, old and young and minorities and majorities are often topics that can highlight values that are changing or being questioned. Encourage students to think about the reasons why these values are being questioned.

2.4.1 - DIFFERENT VALUES

Reading

- Students read the text.

Activity

1. Students decide on the six most important rights. They should focus on the rights that are important in their own lives, not a general list for society.
 - They write these values in a pyramid, with their most important one at the top.
 - Point out that there are no right or wrong ways in which to order the values, as different people have different experiences and priorities. However, the aim is to try to reach consensus.
 2. In groups of four, students discuss their choices of rights, and the reasons they chose them.
 - They agree on a group list of six rights.
 3. Students read the text. Explain anything they don't understand about the activity.
 - As a class, agree on a list of six rights to keep.
 - Discuss the challenges of choosing only 6 rights to keep.
- Ask:
- » How did the group reach consensus?
 - » What rights were controversial?
 - » Which rights were chosen by everyone?
 - » What does the list of rights chosen tell us about the values of the class?

Reflection

- As a class, compare the six rights you chose with the six values you chose on page 31.
- Discuss the connection between rights and values.

Possible answers:

The values of a community determine the rules about how people should coexist. These rules help to define what the rights and responsibilities of community members are, e.g.

The value of personal freedom is closely related to the idea of individual rights. To limit someone's freedom takes away his or her right to live, move and work, as they want to. For example, putting someone under house arrest takes away their freedom of movement, their right to work, and their right to live where they want.

The value of respect for other's worth and dignity has a direct relationship to respecting other people's rights. If people do not respect others as equals, they are likely to exploit them. This might lead them to ignore rights such as the right to safe working conditions, fair pay, or the right to healthcare and education. In extreme cases it can even lead to violence, ethnic cleansing or even genocide.

The value of equality is closely related to respecting the rights and dignity of other people. If some people are considered to be lower than others, this might lead them to ignore their rights to equal treatment and non-discrimination.

The value of tolerance is closely related to people's rights of freedom of expression, freedom of religion as well as many cultural rights. If people do not accept the value of tolerance, this can lead to racism and prejudice. It can also restrict people's freedom of expression, stop free debate and lead to censorship or repression.

Justice is a value that supports many different rights. If a community does not accept justice as a value, there will be no rule of law. This can lead to several rights abuses including the right to a fair trial, the right to equality before the law, the right to be free from torture and unfair imprisonment, etc.

Reading

- Students read the text.

Activity

1. In groups, students do the balloon activity from page 30 again as people from Mangoa.
 - They choose six rights that are important to Mangoan people.
2. Groups compare the first list of rights with the Mangoan list of rights.
 - They discuss the similarities and differences, and the reasons for these choices.

Discussion

- As a class, discuss whether some values are bad for society or not.

Possible answers:

In English, the word “value” usually means something good. For this reason, there are very few values that are always bad for a community. However, if taken too far, sometimes values can cause problems, e.g.:

- Values such as *bravery* can become dangerous if it results in violence.
- Values such as *authority* and *discipline* can become cruel or abusive if they result in things like violent punishment of children, or human rights abuses.
- Values like *freedom* and *independence* can cause problems if people are sexually active without having the right knowledge, caution and experience.

2.4.2 - VALUES CHANGE

Preview

- In groups, students, discuss the questions.
- Discuss the questions as a class.

Reading

- Students read the text and case study.

Reflection

- In groups, students discuss the questions.

Discussion

- In groups or as a class, students discuss the quote.
- Students apply the message of this quote to their own communities. Ask them to think about the actions of people in their community and encourage them to think about the values that their behaviour reflects.

Possible answers:

In the same way that wind is *invisible until we see the leaves move*, values are hidden until we see how people behave. When we apply this to communities, it means that the way we can understand the values of a community is by observing the way they treat each other and the environment.

2.4.3 - PUTTING VALUES INTO PRACTICE

Preview

- Students discuss whether their actions always reflect their values.
- If students find this difficult ask them to think about a time when they felt like they didn't do the "right" thing and felt guilty about it.

Reading

- Students read the text and scenarios.

Reflection

- In pairs, students discuss their responses to the scenarios.
- Some students explain their responses to the class.

Discussion

- As a class, discuss the question.

Possible answers:

Civic participation can be considered a right and a duty.

Civic participation gives citizens the ability to take part in decisions that affect them. This is a right because people should be free to meet their needs, defend their interests and create communities that reflect their values and concerns.

Civic participation is a duty because living in a safe, fair and peaceful community requires work. This means everyone has to take responsibility for working for the common good of the community.

Civic participation is also a duty because being an active member of a community means that you have to respect the needs and interests of other community members. If you want to live in a fair and just community and people are being abused or exploited, it is your duty to do what you can to stop it.

Reflection

1. In pairs, students discuss times when their actions do not reflect the values of participation, cooperation, equality, diversity and justice.
2. They discuss the possible reasons for this.

Possible answers:

Fear, laziness, being in a crowd, obeying commands, wanting to “fit in” to a group, following the rules.

3. In pairs, students discuss the situations from page 35. They think of the values required for the scenarios, and factors that could stop reflecting these values.
- Students create tables with notes about the values that influenced their reactions to the scenarios.

Possible answers:

Scenario 1 Values - Responsibility, Sustainability, Respect

Factors stopping values - Being shy, Avoiding conflict, Not caring

Scenario 2 Values - Justice, Equality, Peace

Factors stopping values - Respect, Fear, Doubt

Scenario 3 Values - Empathy, Equality, Compassion, Justice

Factors stopping values - Fear, Not caring, Feeling powerless

Scenario 4 Values - Equality, Justice, Respect

Factors stopping values - Avoiding conflict, Self interest, Doubt

Scenario 5 Values - Justice, Equality, Respect

Factors stopping values - Fear, Laziness, Avoiding conflict, Doubt

Scenario 6 Values - Justice, Equality, Honesty

Factors stopping values - Doubt, Not caring, Laziness

Scenario 7 Values - Tolerance, Respect, Diversity, Participation

Factors stopping values - Doubt, Laziness, Not caring

Scenario 8 Values - Justice, Rule of law, Equality, Honesty

Factors stopping values - Fear, Laziness

4. In groups, they compare their tables.

Extra Idea

In groups, students do a role play with a response to one of the scenarios.

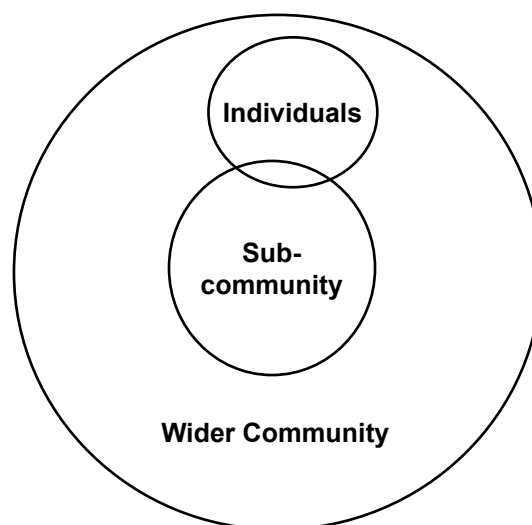
Reflection

- In pairs, students discuss the questions.

2.5 CONFLICTING VALUES

Preview

- As a class, discuss the questions.
- Draw the following diagram on the board to illustrate the three separate but overlapping parts that communities are made up of.



Reading

- Students read the text.
- Explain that a societal dilemma is a difficult choice between two decisions that affects society. For example, poor communities that rely on natural resources such as wood need to cut down trees for their people to survive. However, if too many trees are cut down then the community will have no resources at all, and the poverty will get much worse.

Activity

- Individually or in pairs, Students read the societal dilemmas, and match them with the explanations.

Answers:

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

Activity

- Write this example on the board.

The government makes a law banning smoking in cinemas. Some people are protesting this law by continuing to smoke in cinemas.

- Students identify which societal dilemmas this represents.

Answers:

1, 2, 4

- In groups, students read the scenarios and match them to the societal dilemmas.

Answers:

- a. 4
- b. 8
- c. 3
- d. 5
- e. 7
- f. 6

Extra Idea

Divide the class into groups. Give each group one of the dilemmas.

Groups write a paragraph describing an example of their dilemma. Encourage students to think about real situations they have encountered in their lives.

They should write about the dilemma from the points of view of different people involved (stakeholders).

Groups present their dilemma to the class.

The class votes on which stakeholder they would support in each of the dilemmas.

Activity

1. In the same groups, students think of three societal dilemmas facing their community/ country.
2. They rank them from most to least serious.
3. They identify which kinds of dilemma these are examples of.
4. They analyse the most serious dilemma: Identify the different stakeholders, how they are affected by it and their opinions. They look at solutions - ways to find a balance or compromise between the people and groups affected.

Some dilemmas that students could talk about include:

- » Individual vs majority rule: freedom of expression, minority rights, lifestyle choices.
- » Obeying the law vs dissent: demonstrations, rallies, boycotts.
- » Cultural diversity vs cultural unity: religious organisations and movements, ethnic groups, sexuality.
- » Individual rights vs public safety: spreadable diseases, criminals
- » Use vs preservation of natural resources: sustainable agriculture, mining
- » Business vs national interests: globalisation, foreign investment, multinational corporations, importing foreign goods.
- » Local vs natural control: federalism
- » Privacy vs right to know: anti-corruption, sexual abuse, criminal records

Discussion

- Students discuss what happens when communities can't find a balance (reach a solution) to societal dilemmas.

Possible answers:

Protests, change in leadership, conflict, violence, war.

2.6 - LEADERSHIP AND COMMUNITY

Preview

- As a class, brainstorm the qualities of a good leader. Write students' ideas on the board.

Reading

- Students read the text.

Activity

- Individually or in pairs or groups, students look at the jobs in Box A and answer the questions.

Activity

- Students match the roles and job titles.

Possible answers:

- » Problem solver: politician/community health worker
- » Referee: judge
- » Visionary: activist
- » Motivator: midwife, teacher
- » Crisis Manager: police officer
- » Expert: pharmacist
- » Risk Taker: journalist
- » Task Master: business manager
- » Counsellor: religious leader, midwife, teacher, community health worker

Discussion

- As a class, students discuss which roles are most important for a leader in their community, and explain their reasons.

Extra Idea

Individually or in pairs or in groups, students write a definition of a good leader and put it on the wall.

Students go around the room and read the definitions.

2.6.1 - LEADERSHIP STYLES

Preview

- In groups, students discuss which leaders they admire, and what they admire about them.
- Groups report their ideas to the class.

Reading

- Students read the text and case studies.

Activity

- As a class, look at the spectrum. Ask students what information it shows.

Answer:

It shows how authoritarian or cooperative a leader is, and compares leaders to each other in terms of cooperation/authoritarianism.

1. In groups, students think of a list of five leaders. They should think of some leaders they admire, and leaders they dislike.
2. Groups place their leaders on the spectrum, depending on how authoritarian or cooperative they are.
3. Discuss the advantages and disadvantages of the different leadership styles. Use the leaders on the spectrum as examples.

Possible answers:

Authoritarian - Advantages

Provide clear expectations for what needs to be done and how it should be done. There is also a clear division between the leader and the followers. Authoritarian leaders make decisions independently.

Disadvantages:

Decision-making is less creative under authoritarian leadership, and has less input from others. Abuse of this style is usually viewed as controlling and dictatorial.

Cooperative - Advantages

Cooperative leaders offer guidance to group members, but they also participate in the group and allow input from other group members. Group members feel engaged in the process and are more motivated and creative.

Disadvantages:

It often leads to poorly defined roles and a lack of order. Decisions can take a long time if people don't agree.

Discussion

- In pairs, students discuss the questions and explain their answers to the class.

Possible answers:

1. Able to make decisions quickly. An authoritarian leader can do this, as they don't spend time getting input.
2. Treats everyone fairly. Fair leaders have a more loyal following, and are more successful over the long term.
3. Sometimes making just decisions takes a long time. Sometimes making decisions quickly means the decision might not be fair.

2.7 RULES AND LAWS

Preview

- Individually or in pairs, students discuss the difference between a rule and a law.
- Students read the text and check their answers.

Possible answers:

Laws are made by governments and are usually written down. Rules are often not written down and can be made by small groups like families.

Reading

- Students read the text.

Exercise

- Students classify the statements into rules, laws and both.

Answers:

1. rule
2. rule (unless you live somewhere where spitting betel is illegal)
3. rule
4. law
5. law

2.7.1 - WHAT ARE LAWS?

Reading

- Students read the text.

Exercise

Possible answers:

1. to encourage students to become educated.
2. to keep the community clean and healthy.
3. to stop children from getting in trouble.
4. to protect riders from serious injuries.
5. to keep the streets safe and orderly.

2.7.2 EVALUATING RULES AND LAWS

Reading

- Students read the text.

Activity

- In groups, students create a list of rules for tourists.
- Encourage students to think about what is unique to their culture that foreigners might not understand. Some examples are:
 - » Do not touch people's heads.
 - » Do not point your feet at Buddha images.
 - » Women should not sit next to monks.
 - » Turn away from the public when you tie your longyi.
- Groups put their rules on the wall. Students walk around looking at other groups' rules.
- If anyone has any questions, group members explain their reasons for the rules.

Possible answers:

Allow tourists to enjoy Myanmar e.g. tourists should learn some of the local language, tourists should speak slowly and clearly.

Allow Myanmar people to enjoy tourism e.g. tourists must not raise their voices or act angrily in public.

Allow Myanmar people to benefit financially from tourism e.g. all airports must advertise home stays and locally run guest houses as well as big, foreign-owned hotels.

Stop tourists exploiting Myanmar people e.g. the minimum fare for a taxi should be 1000 Kyat, do not support businesses that use child labour.

Stop Myanmar people from exploiting tourists e.g. all customers should pay the same rate for a taxi (local and tourist), the maximum charge for a room in a guest house should be 50 dollars.

Help tourists understand and respect the culture of Myanmar e.g. all who enter a monastery ground or pagoda must remove shoes and socks, tourists should not step over any part of the person, tourists should bend a bit when crossing close in front of the elders.

Reading

- Students read the text at the top of page 43. Check students understand *fair*, *useful* and *necessary*.
 - Fair – *applied equally, does not favour one group over another, neutral. i.e. does it affect all members of the community in the same way?*
 - Useful – *valuable, able to be used for a practical purpose. i.e. does the rule achieve the effect it is designed to have?*
 - Necessary – *meets a clear need. i.e. is the problem serious enough that it needs a law to address it?*

Activity

- As a class, look at the first law. Elicit the purpose of this law and whether it is *fair*, *useful* and *necessary*.

Possible answer:

- Purpose** - To prevent accidents.
- Fair** - Yes, as it is the same for everyone.
- Useful** - Yes, as it makes roads less dangerous.
- Necessary** - A crossing can be necessary if there is a good reason for it. For example if there have been a lot of accidents on a specific road, or if the road is next to a school.

- In groups, students make a table about the laws. They identify the purpose of each law and decide whether it is fair, useful and necessary. Remind students there are no right or wrong answers.

Possible answers:

- 2. Purpose** - To promote public health.
Fair - Yes, as it is the same for everyone.
Useful - Difficult to enforce.
Necessary - Yes, because it prevents disease.
- 3. Purpose** - To stop people leaving their gum on the street or on benches.
Fair - Perhaps. Businesses that sell chewing gum and people who like to chew gum will be negatively affected more than others.
Useful - Perhaps. The police can make sure shops do not sell gum publicly.
Necessary - Perhaps. If the gum people leave around the community is causing serious problems, then it might be necessary.
- 4. Purpose** - To prevent discrimination.
Fair - Yes, as it is the same for everyone.
Useful - Perhaps. This rule makes it more difficult for employers to make a first judgement on the basis of gender, age or race.

Necessary - In a situation where minorities find it much more difficult to get job interviews than others, this kind of law can be necessary to promote fairness.

- 5. Purpose** - To prevent child marriage.
Fair - Yes, as it is the same for everyone.
Useful - If being married requires people to register with the government, then this rule would be very effective.
Necessary - If the society had serious social and health problems as a result of underage marriages, then this law would be necessary.
- 6. Purpose** - To prevent over-fishing.
Fair - If the licenses are expensive, it might not be fair to poor people.
Useful - Difficult to enforce.
Necessary - If fish are becoming endangered, this is one thing that can help.
- 7. Purpose** - To protect people who are not mentally healthy.
Fair - If people are in a lot of pain maybe they should be allowed to die.
Useful - Impossible to enforce.
Necessary - No, as impossible to enforce. Also if someone commits suicide, what punishment would they get?
- 8. Purpose** - To stop young people from drinking.
Fair - Yes, as it is the same for everyone.
Useful - No, as difficult to enforce.
Necessary - Perhaps, if alcohol causes crime, violence or accidents.

Activity

- In groups, students choose three of these categories. Make sure they don't choose the same categories - you might want to give the categories to the groups.
- Groups decide the purpose of each law and make sure it is fair, useful and necessary.
- Groups explain their laws to the class.
- If you like, they put their laws on the wall and go around looking at other groups' laws.

Discussion

- As a class, discuss the question.

Possible answer:

Understanding the purpose of rules and laws can help citizens evaluate the legitimacy and effectiveness of their leaders and law-makers. It can encourage citizens to speak out against laws that are not fair, useful or unnecessary.

2.7.3 JUST AND UNJUST LAWS

Preview

- Discuss whether there are laws that students disagree with. Brainstorm a class list and write them on the board.
- Discuss the reasons students disagree with these laws. Are they unfair, not useful or unnecessary?

Reading

- Students read the text at the top of Page 44.
- Check students understanding of the words *just* and *unjust*.
 - Just - *based on, or behaving according to, what is morally right and fair*

Activity

1. In groups, students examine the laws and discuss whether they are just or unjust.

Possible answers:

1. Unjust, because it discriminates against parties with members from different races. This is a kind of racism.
 2. Just, because it stops people from causing violence and hatred against minorities. Unjust because it limits freedom of speech.
 3. Unjust, because it means that people have to buy salt instead of making it themselves. This is a kind of discrimination against poor people.
 4. Unjust because it limits freedom of choice and the right to have a family.
 5. Unjust because it means that the government can arrest and jail people for no reason and with no fair trial. This is an abuse of their rights to freedom of movement.
2. In groups, students choose one of these laws.
 - They make a presentation to the class about whether or not it is just, and why they decided this.

Discussion

- In groups, discuss the quote. Decide how this is relevant for the people affected by the laws above.

Possible answers:

Against:

People do not have the right to decide what a “just” law is. If they did, then people could decide which laws they wanted to follow and there would be crime and confusion.

There are better alternatives than breaking the law to make a point about justice (media, protest, petition, voting, legal action etc.).

People could be hurt or injured if people start breaking laws because they think that they are unjust.

Breaking laws is a kind of criminal activity, which makes other protestors who obey the law look bad.

Laws exist to make people feel safe and secure in the face of the possibility of lawlessness and danger.

For:

Throughout history people have broken unjust laws to protest against oppression, corruption and abuse. It has also caused very important social changes.

Protesters should try to peacefully protest within the guidelines of the law, but sometimes it is necessary to break the law to protest if the government doesn't listen to peaceful protest.

As citizens, it is our duty to help our government when they are wrong. Protestors help our government get a better idea of what the people believe in.

It is often the law-breaking acts that draw attention to unjust situations in the local and global media.

2.7.4 VALUES AND LAWS

Preview

- In groups, students discuss the questions.

Possible answers:

1. Government, military, police.
2. A legal document that declares the highest set of laws in a country.
3. The laws of a country reflect of the values of the people of that country. Every country's religion, culture and ideologies are all different. In communities where the ideas of individual freedom and liberty are strong values, then laws will be designed to protect individuals' right to privacy and freedom of expression. In cultures where leadership and hierarchy are strong values, then there may be some limits on these freedoms in the interest of maintaining a strong and unified leadership.

Reading

- Students read the text and the preamble of the Myanmar constitution.

Activity

- Students read the constitution preamble. Explain anything they can't understand.
- Remind students that governments that represent the best interest of the people are more likely to draft laws that reflect the values and concerns of the community. Remind students of social contract theory (1.4.3) and the responsibilities of leaders.
- Review the definition of a constitution and read about the purpose it serves.
- In groups, discuss the questions.

Possible answers:

1. National solidarity; sovereignty; justice; liberty; equality (racial); peace (domestic and international); prosperity of National people; patriotism.

Activity

- Groups rewrite the constitution to reflect their own values and concerns. Remind students to think about their answers for the activities about goals, values and rights earlier in the book.

Reflection

- As a class, students write a goal statement.
- Make sure students understand the difference between goals and values -
 - *A goal is an objective that the class might work together to achieve.*
 - *A value is a belief that helps the class to achieve their goal, e.g.*
Goal: peace building.
Value: non-discrimination, justice etc.

Possible answers:

- » To share our civic knowledge with our community.
- » To use our civic skills to develop our community, to participate more in our community.
- When the class agrees on the goal, put it on the wall.

Chapter 2 Review

Comprehension

- Students answer the questions.

Possible answers:

1. Communities are groups of people that are united by common characteristics.
2. - urban communities
- online communities
- the global community
- diaspora communities

These days changes in technology, transportation and migration are changing the boundaries of these communities. Communities are no longer bound by geography. A community can be spread over the entire globe.
3. Our identity depends on the communities we grow up in, experience or decide to join. This defines the languages we learn to speak, the food we like best and our religious beliefs. Identity is influenced by the communities we interact with. However, our Identity also determines which communities we choose to join. For example, if someone's identity is strongly influenced by nationalism or religion, this might determine some groups who they will not interact with.
4. The values of a community determine the rules about how people should coexist. These rules help to define the rights and responsibilities of community members.
5. People's values determine their attitude towards rights. For example:
 - The value of personal freedom is closely related to the idea of individual rights.
 - The value of respect for other's worth and dignity has a direct relationship to respecting other people's rights.
 - The value of equality is closely related to respecting the rights and dignity of other people.
 - The value of tolerance is closely related to people's rights of freedom of expression, freedom of religion as well as many cultural rights.
 - Justice is a value that supports many different rights.

6. A societal dilemma is a difficult choice between two decisions that affects society. For example, poor communities that rely on natural resources such as wood need to cut down trees for their people to survive. However, if too many trees are cut down then the community will have no resources at all, and the poverty will get much worse.

7. Authoritarian

Advantages:

Provide clear expectations for what needs to be done and how it should be done. There is also a clear division between the leader and the followers. Authoritarian leaders make decisions independently.

Disadvantages:

Decision-making is less creative under authoritarian leadership, and has less input from others. Abuse of this style is usually viewed as controlling and dictatorial.

Cooperative

Advantages:

Cooperative leaders offer guidance to group members, but they also participate in the group and allow input from other group members. Group members feel engaged in the process and are more motivated and creative.

Disadvantages:

It often leads to poorly-defined roles and a lack of motivation. Decisions can take a long time if people don't agree.

8. The laws of a country reflect the values of the people of that country. Every country's religion, culture and ideologies are different. In communities where the ideas of individual freedom and liberty are strong values, then laws will be designed to protect individuals' right to privacy and freedom of expression. In cultures where leadership and hierarchy are strong values, then there may be some limits on these freedoms in the interest of maintaining a strong and unified leadership.

Values and Opinions - Analysing Quotes

- In groups, students answer the questions.

Possible answers:

- a.
1. The author is saying that it is the responsibility of every individual to participate in the development of their community.
 2. Related to: 2.3 Identity.
- b.
1. The author is saying that people should accept the differences of others, and focus on the things they share.
 2. Related to: 2.3 Identity.
- c.
1. The author is saying that shared civic values are important for maintaining the security of the country/community.
 2. Related to: 2.4 Values.
- d.
1. The author is saying that our actions become our habits and then our habits become our values. This means that it is important to do actions that reflect the values we want to have.
 2. Related to: 2.4 Values (Putting Values into Practice).
- e.
1. The author is saying that the values of young people are getting worse and they are causing social problems.
 2. Related to: 2.5 Conflicting Values.
- f.
1. The author is saying that it is the actions of a leader that inspire people to participate, not their words.
 2. Related to 2.6 Leadership and Community.
- g.
1. The author is saying that laws are not effective because good people will obey them anyway, and that bad people will find ways to break the rules without being punished.
 2. Related to: 2.7 Rules and Laws.
- h.
1. The author is saying that in our globalized world, the social problems that affect some communities, will at some time affect all communities.
 2. Related to: 2.1 Citizenship and Community, 2.2 Modern Communities

3.1 WHAT IS CIVIC PARTICIPATION?

Preview

- As a class, discuss the questions.
- Encourage students to think of as many examples of 'civic participation' as they can.

Possible answers:

1. "Yes, voting is important because it gives citizens the chance to choose their leaders."
or
"No, voting is not important because none of the candidates represent my interests."
2. Talking about public issues; writing letters to public officials; presenting a problem to local government; staying informed about important issues by reading the newspaper, listening to television news, or attending public meetings.

Reading

- Students read the text.

Discussion

- In groups, discuss which social, political and cultural activities are 'civic participation'.
- Draw a table on the board with *social activities*, *political activities*, *cultural activities*. Write groups' answers in the table.

Possible answers

Social activities - Organising fund-raising events, having informal meetings between people with shared concerns, running clubs for people with shared interests.

Political activities - Organising campaigns to change local laws or legally challenge things which affect local communities, helping promote the elections of good local political leaders.

Cultural activities - Organising events which help bring together different generations to share history and stories, organising theatre or arts events to promote or teach about issues.

Activity

1. In pairs or groups, students look at the picture and answer the question.

Possible answers:

- a. Tutoring. ("How's your homework?")
- b. Petitioning. ("Support our schools.")
- c. Volunteering. Telling stories to children
- d. Helping an old woman. ("Can I help?")
- e. Demonstrating. ("Education not war.")
- f. Organising/attending meetings.
- g. Voting. ("Register to vote.")
- h. Organising community groups. ("Join our parent teacher association (PTA).")
- i. Taking part in community groups. ("How is my child doing?")
- j. Fund-raising. ("Book sale for education")
- k. Lobbying government.

2. In the same pairs or groups, students look at the picture and answer the question.

Possible answers:

- a. Tutoring - promote education.
- b. Petitioning - get more support for schools.
- c. Volunteering: telling stories to children - create a community where children are looked after if their parents are busy.
- d. Helping an old woman - create a community where the elderly are looked after if their family are busy.
- e. Demonstrating - get the government to change their policies so that more money is spent on education instead of the military.
- f. Organising/attending meetings - to increase civic participation.
- g. Voting - to elect leaders that represent people's interests.
- h. Organising community groups - to increase cooperation between parents and teachers.
- i. Taking part in community groups - to increase cooperation between parents and teachers.
- j. Raising funds for charity - to increase the funding of poor schools.
- k. Lobbying government - to advocate for increased funding for education.

3. In the same pairs or groups, students discuss the question.

Possible answer

Activities **e** and **k** will usually be the most difficult because it involves influencing the government of the whole country not just the community. This means there will be more competing interests and procedures involved.

3.1.1 TYPES OF CIVIC PARTICIPATION

Preview

- As a class, discuss the question. Get students' ideas on advantages or disadvantages of group and individual activity.
- Find out whether most people like working individually or collectively.
- Discuss what this implies about the values of the class.

Reading

- Students read the text and look at the diagram.

Activity

- Discuss *formal* and *informal engagement* - check that students understand the difference.
 - *formal engagement* is when citizens engage with government and political parties e.g. voting, running for office, or presenting a concern to local government.
 - *informal engagement* is when citizens engage with each other through civil society organisations or independently, e.g. volunteering, attending meetings or workshops.

1. Students look back at the list of civic actions they made on page 50 and put them in the right place on the diagram.

Possible answers:

See Example Diagram 1.

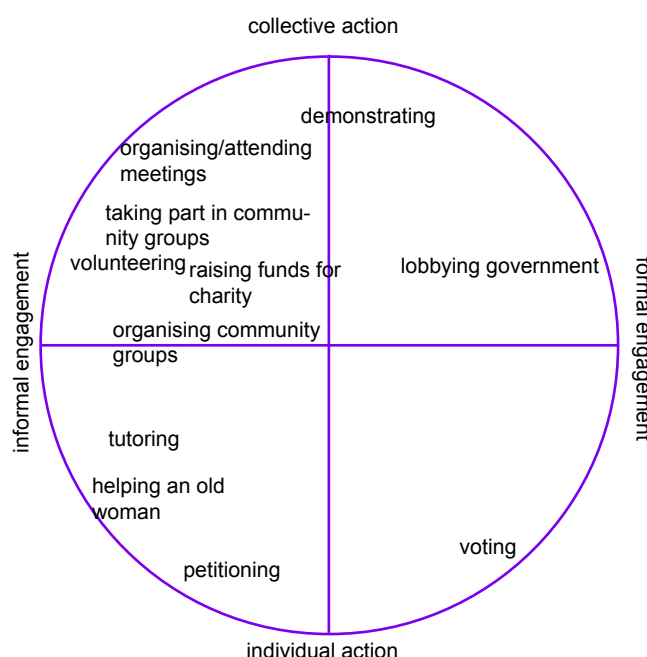
2. In pairs or groups, student brainstorm more civic activities.

- They add them to their diagram.
- Groups put their diagrams on the wall.
- Groups go around looking at each other's diagrams. They should ask and answer questions about the reasons different activities were put in different categories.

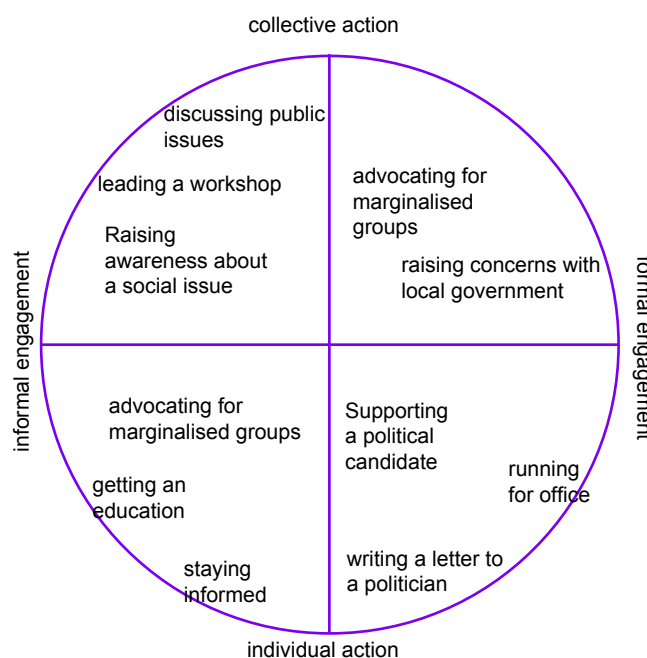
Possible answers:

See Example Diagram 2.

Example Diagram 1



Example Diagram 2



3.1.2 - COMMUNITY MEMBERS

Reading

- Students read the text.

Activity

- Individually or in pairs or groups, students complete the table with characteristics and actions of the different types of community members.

Possible answers:

Personally responsible - Works, pays taxes, obeys the laws, helps those in need during cyclones or earthquakes, gets an education, stays informed by reading newspapers, listens to the news on the radio, etc, respects other people's property, respects other people's rights, respects other people's opinions, serves in the military, serves on a jury, keeps the environment clean.

Participatory - Participates in religious/ neighbourhood activities, votes in elections, participates in political life, talks about public issues, joins a citizens' group to work on a community problem, does volunteer work with community organisations (e.g. a school, a homeless shelter, a neighbourhood crime watch).

Justice oriented - organises with others in the workplace or community to make change cooperatively, explores the root causes of problems, questions who benefits from government decisions, writes letters to public officials about important issues, runs for election.

Activity

- In pairs or groups, students read the statements and answer the questions.
- Discuss the answers as a class.

Answers:

1. Three of the seven people are planning to vote. This is quite low, but reflects the “democratic deficit” trend mentioned in Chapter 1.
2. “My vote will not make a difference.”
“I don’t like rules.”
“The results will be manipulated.” (corruption)
3. “Helps to communicate to the government which issues are important to the citizens.”
“It’s my civic duty.”
“Voting makes a difference.”
“Gives people the power to remove leaders who allow injustice in our community.”

Activity

1. Students identify the examples of civic participation from these quotes.
2. In pairs, students compare their findings.
3. In pairs, students categorise the different examples from the texts into the three categories from page 52 - *personally responsible, participatory, justice orientated*.

Possible answers:

Personally responsible - Taking care of my kids, paying bills, working hard at my job, respecting my neighbours, take care of my parents, get an education, being a safe driver.

Participatory - Voting, volunteering, child-care.

Justice-oriented - Voter education, starting an organisation.

Reflection

- In pairs or groups, students discuss the questions.

Possible answers:

3. Some political scientists argue that communities should try to develop justice-oriented citizens. This is because justice-oriented citizens try to create social change and address the causes of social problems rather than just responding to problems within the community.
4. **Knowledge:** Understanding the community's needs, understanding the community's values, understanding the community's problems, understanding rights and responsibilities.

Skills: Problem solving, decision making, evaluation, team work, public speaking, consensus building, negotiation.

3.2 THE BENEFITS OF PARTICIPATION

Preview

- As a class, brainstorm the benefits of civic participation. Write students ideas on the board.

Reading

- Students read the text.

Activity

- In groups, students design an advertisement for a youth leadership training course.
- Make sure groups include all the information listed.
- Groups put their advertisement on the wall. Students go around the room and look at the different advertisements.
- Have a vote on which advertisement they feel is the most effective. Get some students to explain their choices.

3.2.1 - GETTING INFORMED

Preview

- As a class, students discuss the question. Write students' answers on the board.

Possible answer:

Newspapers and magazines (whether printed or online) and news programmes on TV and radio are some of the most important sources where citizens can find information. Other sources of information can come from communicating with other community members.

Reading

- Students read the text.

Exercise

- Individually or in pairs, students look for connections between the words and phrases. Write an example on the board if this is difficult.
- Make a class list on the board or on pieces of paper on the wall.

Civic participation – Responsibility

(As citizens we have a responsibility to participate in our communities.)

Media – Information

(The media provides citizens with information allowing them to make informed and responsible decisions.)

Opinions – Information

(Information gathered from books, the media, friends, family and other sources help to form our individual opinions.)

Civic participation - Social Change

(Civic participation can lead to social change.)

Discussion

- In groups, discuss the questions.
- Groups explain their ideas to the class.

Activity

- In pairs or groups students read the four scenarios.
- They discuss how they could find out more, and what might be the problems of trying to get more information.

Possible answers:

a. **Sources of information** - Ask your Quarter Leader or 'Yah Kwet Lugyi'.
The office of one of the political parties participating in the election.

Barriers - Lack of capacity or funds to inform people about the election, political manipulation by parties or candidates who don't want people to vote, restrictions on freedom of expression (censorship etc.), low level of literacy/education, poor health, busy with work or family etc.

b. **Sources of information** - The construction company, your local government, residents of the area, journals/newspapers.

Barriers - Lack of capacity or funds to inform people about the new road, restrictions on freedom of expression (censorship etc.) low level of literacy/education, poor health, busy with work or family etc.

c. **Sources of information** - Journals, newspapers, Facebook, group emails. Look for an address or contact information.
If the activist is very famous he/she may have a website or a blog. Ask friends that you know are also interested in environmental issues.

Barriers - No advertising, poor planning, busy with work or family etc.

d. **Sources of information** - Articles published by foreign newspapers.
Humanitarian organisations that are working in the area, e.g. the International Red Cross, United Nations, Refugee Agencies.
People you know that are living in and around the conflict area.

Barriers - Local or international media may misrepresent the conflict. Communication infrastructure could have been damaged by the fighting, journalists might not have access to information because it is too dangerous.

Discussion

- In groups, students discuss the questions.

Possible answers:

1.

- » Political or legal limits on the right to information, e.g. censorship.
- » Discrimination: minority groups might not be able to access documents about their personal records because of language or extra permissions needed.
- » Lack of funding, staff or other resources means that community news cannot be reported on effectively.
- » Lack of access to communications technologies: no or slow internet, mobile phones and computers are expensive and not available everywhere,
- » Low level of education, literacy.

2.

- » Political or legal limits on the right to information: put pressure on the government to increase freedom of information.
- » Reduce discrimination: put pressure on the government to make systems that make it easier for minorities to access information in their own language.
- » Support public and community media: local newspapers and radio stations
- » Improve information on the Internet: put pressure on the government to increase internet access.
- » Share information with as many people as possible (community workshops etc.)
- » Form community internet cafes and computer clubs.
- » Media education: educate people to become more critical readers and listeners, and to analyse the media.

3.3 EVALUATING INFORMATION

Preview

- As a class, discuss the questions.

Reading

- Students read the text on pages 56 and 57.

Exercise

- Students read the scenario.
- Clarify students' understanding - *they have to think about the five sources of information mentioned on the page, and decide whether they are credible, accurate, reasonable and supported.*
- Discuss these as a class.

Answers:

1. **Credible:** Likely to be credible. The man has been working at the factory for a long time and has been in a position to describe the working conditions he experienced.

Accurate: Likely to be quite accurate, although he may have forgotten some things, Also he would describe events in a way that supports his opinions and motivations.

Reasonable: This depends on what his view of the company is. If he is very critical or supportive of them, he might not be reasonable.

Well-supported: His personal account would not be very well supported unless he told you about other people that can confirm his stories.

2. **Credible:** The report could be credible since the report was funded by a large company that can afford to pay professional researchers.

Accurate: The information in the report might be accurate even if it is biased and misleading.

Reasonable: Unlikely to be reasonable. The report was written by Myanmar Mobile. This presents a conflict of interest.

Well-supported: The information in the report might be well-supported even if it is biased and misleading.

3. **Credible:** The International Labour Organisation and Save the Children are well respected internationally and can be generally trusted as credible sources.

Accurate: The report is from 2008 and describes labour conditions in 2007, which means that some of the information may no longer be accurate.

Reasonable: These two organisations share the goals of protecting vulnerable people from exploitation. If a factory is exploiting its workers, they will criticise the factory. However, they will usually do this in an objective and balanced way to maintain their professional reputation.

Well-supported: In order for this report to be respected and supported by important people and organisations, it is likely that the two organisations would make sure that all sources were listed. This will also make sure that other researchers can do more research by following the sources.

4. **Credible:** Because we don't know who the author is, it is impossible to know how credible it is.

Accurate: Because the author seems very supportive of Myanmar Mobile we can assume that they might include inaccurate information if it persuades the reader.

Reasonable: Unlikely to be reasonable. The opinion presented is very one-sided.

Well-supported: Unlikely to be well-supported. There is no clear author, which makes it very difficult to determine whether the content of the email is well-supported.

5. **Credible:** Because we don't know who the author is, it is impossible to know how credible it is.

Accurate: Some of the facts on the website might be accurate. However, because of the strong language used in the website we can assume that they might include inaccurate information if it persuades the reader.

Reasonable: Unlikely to be reasonable. The title of the website uses very strong language and the arguments presented are very one-sided.

Well-supported: It is unlikely that this source is very well-supported. Even if they do include sources, they might not be reliable or up to date.

Activity

- Students read the texts and answer the questions.
- The answers can be discussed in pairs or in groups.
- Alternatively this could be set as a writing assignment.

Possible answers:

1. Text two is more trustworthy. Smith (Text 1) generalises based on a small group of people, predicts danger on the basis of an imaginary situation and assumes that one event (immigration) is causing the other (social problems). Even though Jenkins does use an emotional attack on those who disagree with him, the use of references and evidence makes his case stronger than the argument presented by Smith.

2. **Text 1 Strengths:** Smith says that because of his country's limited water resources, immigration might cause problems in the future. He gives evidence that this issue is being discussed by politicians and experts.

Text 1 Weaknesses: Smith says that immigrants don't want to become citizens. His evidence for this is based on only two people so it is not reliable. Also the fact that groups keep their own languages and culture doesn't prove that they are against his country's culture.

He doesn't give any evidence that there is a danger of "little foreign nations" being formed in his country. However, he still uses this as a reason to say that immigrants would fight against his people if there was a war. There is also no reason to believe that there will be a war with these countries.

Smith says that immigration is the cause of social problems. However just because immigration and social problems have both increased over the same time, this does not mean that that immigration is causing social problems.

Smith uses strong emotional language to influence the reader. For example he refers to a "tsunami" of migrants. He also calls immigrants as 'undesirables'. The language seems to be used to influence the reader to oppose immigration.

3. **Text 2 Strengths:** Jenkins argues that different cultural groups can exist together peacefully. He gives the example of the people from two islands to prove this. The refugees of one island were accepted by the people of the other island. This was successful even though they have cultural differences and a tradition of bad relationships.

The author also explains how interaction between the groups can lead to better understanding. He gives the example of the peaceful relationship of children from the culturally diverse island groups to prove this.

Jenkins' argument is stronger because of his reference to sources. He provides reference to academic sources such as Brown & Gaspar as well as newspaper sources (eg 'White Dove Gazette') for factual information.

Text 2 Weakness: Jenkins uses emotional language and makes opinions without enough evidence. He says that people who oppose his arguments are prejudiced and cause violence and conflict.

4. **Text 1:** This could lead to xenophobia, social conflict, discrimination and marginalisation, but also possibly more sustainable immigration policies.

Text 2: This would lead to unity, tolerance, acceptance and diversity, but could also cause disagreements between journalists and academics.

3.4 - CIVIC SKILLS FOR ASSESSING INFORMATION

Reading

- Students read the text.

3.4.1 - CRITICAL READING

Preview

- As a class, students discuss the question.

Possible answer:

To non-critical readers, texts provide facts. Non-critical readers gain knowledge by memorising the statements within a text. They do not question whether these facts are true or false, but accept them without thinking.

For critical readers, any text only gives one version of the facts. Critical readers look for the author's opinions and biases. They don't only look at what the text says, but also how and why the author says it.

Reading

- Students read the newspaper article.

Activity

- Individually or in pairs or groups, students make lists of the facts and opinions in the article.

Answers:

Facts

- Research shows that there has been an increase in armed robberies (if the source is credible).
- A group of armed men were shot dead outside a shopping centre.
- The police were told that the men planned to rob a local bank (although this could be a lie).
- Some eye-witnesses say that the robbers shot at the police first and that the police shot back.
- Other eye-witnesses said that when the truck that the armed men were in stopped, the police immediately started firing.
- After the shooting the five robbers were declared dead.

Opinions

- The police won a small victory for law and order.
- It does not really matter who fired first.
- The robbers were stealing and killing innocent people.
- The only way to stop them is to act quickly and respond in the only language they understand.

Discussion

- In groups, students discuss the questions.
- Groups explain their answers to the class.

Possible answers:

1. The article contains almost the same amount of facts and opinions. If the article contained only facts, it would not influence the emotions and opinions of the readers as much. This would allow readers to make their own opinions about the story more easily.
2. A newspaper may include opinions but it must make it clear what is a fact and what is an opinion. Otherwise, readers will no longer trust it as a credible source of information.
3. A critical reader should think for him or herself. S/he should ask questions and recognise that every author has his/her own opinion.

3.4.2 - ACTIVE LISTENING

Preview

- In groups, students discuss the quotation.
- Groups explain their ideas to the class.

Answers:

In everyday speech listening and hearing are often used to describe the same action. This quotation points out they are different actions. This quotation can be understood in many different ways. One understanding is that listening involves simply taking in the sounds someone is making when they speak whereas hearing involves both listening and understanding.

For example, if a friend comes to you and tells you that he is depressed you may listen to him and then come to the conclusion 'Oh he is depressed. He feels sad and lonely.' However, to *hear* your friend may involve understanding both that he's depressed and that by coming to speak to you he is asking for your help.

Reading

- Students read the text.

Activity

- In pairs, students take turns presenting their opinions on a controversial topics. Give each pair a topic. Here are some suggestions:
 - *Forest conservation is more important than farming.*
 - *Smoking should be banned in public places.*
 - *Alcohol should be made illegal.*
 - *Women make better nurses than men.*
 - *Arranged marriage is an unhappy marriage.*
 - *Couples should not live together before getting married.*
- They can do this in English or their first language.
- After Partner A speaks, Partner B paraphrases what has been said before responding.
- Partner A and B must agree that the paraphrasing accurately reflects what was said.
- Swap roles - Partner B speaks, Partner A paraphrases, then they reach agreement.
- Give students enough time to discuss their topics.
- As a class, discuss the questions.

Possible answers:

1. We did not interrupt each other. We were able to respond to specific comments made by our partners. It helped us to understand each other's arguments more deeply.
2. If we paraphrase what we've heard in class before asking questions we may get more useful responses from our teachers. During an argument or disagreement paraphrasing can help to calm emotions and encourage more productive discussion.

Activity

- Students repeat the activity with an issue that is important to them.

3.4.3 DEBATE

Reading

- Students read the text to *Activity*.

Activity

1. In groups, students discuss the questions.

- Discuss the questions as a class.

Possible answers:

Advantages - Jobs, infrastructure (roads, railway), with improved employment people will have more spending money which may encourage the development of stores, restaurants and other businesses.

Disadvantages - Disturb wildlife, destroy local environment, ruin local tourism industry, ugly industry.

2. Students write their opinions on Giant Oil's plan - whether they support or oppose it, and the reasons they think this.

Activity

- Divide students into four groups (or eight groups in a large class). Give each group a role:
 - *Giant Oil employees*
 - *unemployed people*
 - *environmental activists*
 - *hotel and guest house workers*
- Groups prepare their arguments for about 20 minutes.
 - *Remind them they should not use their own opinions, but the opinions of the group they represent.*
 - *Remind them all group members must participate in the debate.*
- If possible, arrange the room like a town meeting. Giant Oil and the unemployed sit on one side of the room, and environmental activists and hotel workers on the other.
- Giant Oil speaks for 5 minutes. Other groups listen and think of questions to ask.
- Other groups question Giant Oil for 2 minutes.
- Then the unemployed speak, followed by questions. Other groups follow.
- When all the groups have finished talking, see if they can agree on a conclusion or an agreement which resulted from the debate.
- This might reveal if there was a "winner" of the debate, if they reached a consensus or if they did not make any progress in resolving the conflict.

Extra Idea

If the students did not reach a consensus during the debate, they can work together to write a draft solution for the various characters in the role play. The solution should suggest a way that all groups can meet their needs in the best way possible.

Reflection

1. Students think about the debate, and whether it changes any of their ideas about Giant Oil's plans.
- In pairs, they discuss anything that changed.
2. As a class, discuss the benefit of each group having equal time to speak.

Possible answers:

Helps to keep discussion calm, allows the less aggressive speakers a chance to share their opinions, allows for a more balanced comparison of the two perspectives.

3. As a class, brainstorm different places where people might have debates.

Possible answers:

Online debate forums, universities, parliament, courts etc.

3.5 THE ROLE OF THE MEDIA IN PUBLIC DEBATE

Preview

- As a class, discuss the question.

Possible answers:

The media provides the information that people base their opinions about public issues on. If the media is free, fair and objective, it allows citizens to make decisions based on accurate information. However if the media presents information that is inaccurate or biased, then this can lead to conflict.

Reading

- Students read the text on pages 63 and 64.

Exercise

- Students answer the questions.
- Discuss the questions as a class.

Possible answers:

1. A free media can collect, edit and present information without limitation or interference. This helps citizens to become better informed. A more informed citizen is more likely to form opinions on different public issues which will affect how they participate in their community. It also provides citizens with information about decisions or policies that are being made about their community and gives them the opportunity to involve themselves in the process.
2. The media helps to keep citizens informed of government actions and provides a space for citizens to debate government performance. Citizens that are aware of their government's actions are more likely to speak out against corruption. The media can also put pressure on individual politicians by drawing attention to their actions and making them look bad. Since most politicians want to maintain a good public image, in this way the media encourages good behaviour.
3. Freedom of expression can conflict with other human rights, mainly privacy rights - personal privacy, privacy in the family and professional privacy. The media is often blamed for violating the privacy of celebrities and leaders by publishing photos and information about their private life and families without their consent.
Sometimes the media is used to incite hatred against people from other cultures or religions. Hate speech may have a bigger and more damaging impact when it is in the mass media. The government may prevent the media from publishing information that may put citizen's safety at risk. For example if the government receives a bomb threat it may prevent the media from publishing information about the threat to prevent public panic while they are dealing with the threat.

Discussion

- As a class, discuss the questions.

Possible answers:

1. The rights most closely related to the media are probably the right to freedom of opinion and expression. Freedom of expression covers the right to receive or report information, the right to silence, the right to have your own opinions. It also includes artistic expression, political speech, commercial speech, academic freedom and the rights of journalists.
2.
 - » The media should not hide or manipulate news stories.
 - » The media should not publish information they are not sure about.
 - » The media should not incite hatred or prejudice against minorities or individuals.
 - » The media should not be affected by financial or political pressure or corruption.
 - » The media must respect the right to privacy and the reputation of individuals.
 - » The media must not publish news that puts anyone in danger.

Reading

- Students read the case study.

Exercise

- Students read the texts and answer the questions.

Possible answers:

1. For

- » To protect local culture.
- » Some messages are not the same as the policy and ideas of government.
- » To protect public morality (some songs are not 'suitable').
- » Bad for local music and culture if there are too many foreign influences.

Against

- » Keeps society colourful. People can express themselves freely.
2. The authors support the same position: limited censorship of the media. However they present different arguments to support their position. Article 2 argues that music should be censored to preserve local culture and to support young musicians. In contrast, Article 1 argues that the music should not challenge government policy or ideas. This argument is problematic because it is not clear why music should not challenge government policy. Is the author afraid that anti-government music will lead to instability? Or does the author simply think it is inappropriate under any circumstance to challenge the government? Without knowing why the author believes music should not challenge the government it is difficult to assess the author's argument.

Discussion

- In groups, students discuss the questions.
- Groups explain their ideas to the class.

Possible answers:

1.

- » Promotes the expression of new ideas and new ways of doing things.
- » Promotes creativity which is good for mental development.
- » Promotes democratic values (artistic freedom is a form of free speech).

2.

- » Art, music, literature that present sex, violence, drugs, etc, in ways that may promote unhealthy behaviour.
- » Songs with lyrics that incite hate can lead to public violence (ie: a song that is anti-Muslim may lead to violence against Muslims and encourage racist thinking).

Reflection

- In class or for homework, students write a letter to the editor responding to the two letters, outlining their own opinions on music censorship.
- Students include details and examples from their personal experience and local context.

3.5.1 - SOCIAL MEDIA

Preview

- As a class, students discuss social media. List all the types of social media used by class members on the board, e.g. Facebook, Twitter, blogs etc.
- Ask students what they use these for? What else can social media be used for?
- For each different type of social media, discuss whether people think it is credible or not, and why / why not.

Reading

- Students read the text.

Exercise

- As a class, discuss social media. Brainstorm all the types of social media.
- Students answer the questions.

Possible answers:

1. Spreading rumours, causing fear, encouraging stereotypes, misinformation and ethnic conflict, spreading false information.
2. Censoring citizens who are criticising the government.
3. Blocking web pages and twitter accounts, blocking mobile phone mass text messages, calling for laws that would force social media sites to delete offensive images, videos and texts. Their reasons were to protect minorities from racist attacks and insults.

Reflection

- As a class, discuss whether the government's actions were fair or not. Students give their opinion for and against.
- Write class lists for and against the government's actions on the board.

Possible answers:

1. Peace, tolerance, unity, dignity, minority rights, respect.
2. Freedom of speech, freedom of expression, freedom of the press.

3.6 SOCIAL EXCLUSION: BARRIERS TO PARTICIPATION

Preview

- As a class, brainstorm a list of issues or problems that prevent people from community participation.
- Write students' ideas on the board.

Reading

- Students read the text.

Discussion

- In pairs or groups, students discuss how each factor prevents community participation.
- Pairs/groups explain their ideas to the class.

Activity

- In groups, students look back at the picture on page 50 and choose one of the civic activities pictured. (except voting) Ensure groups each choose different activities.
- Groups identify how the risk factors could stop someone participating in the activity.
- They make a table on a large piece of paper explaining this. They use the voting example as a model.
- Groups present their table to the class and put them on the wall.

Possible answers:

Lobbying government

- » Unemployment/low paid work - no time/money to participate.
- » Illiteracy - no ability to read government documents or the media. No ability to write to government ministers to raise awareness about your cause.
- » Health issues - unable to travel or attend long meetings.
- » Homelessness - low self-confidence, discrimination and prejudice.
- » Discrimination - unfair treatment, being ignored, harassment by the police.

Tutoring

- » Unemployment/low paid work - too busy doing temporary work for long hours to be involved in other activities, low self-esteem or depression.
- » Illiteracy - not able to tutor students without reading and writing skills.
- » Health issues - Illness might be contagious.
- » Homelessness - No home to tutor in.
- » Discrimination - If parents are racist or prejudiced they would not allow their children to be tutored.

Organising community groups

- » Unemployment/low paid work - no time or money to organise community groups.
- » Illiteracy - not able to take minutes, advertise or write reports for their group.
- » Health issues - too much effort for seriously ill people.
- » Homelessness - low self-confidence or depression.
- » Discrimination - community groups might be harassed or intimidated by other groups.

Fund-raising

- » Unemployment/low paid work - unlikely to raise funds for a charity if they do not have enough money for themselves.
- » Illiteracy - unable to manage finance well without financial literacy skills.
- » Health issues - too much effort for seriously ill people.
- » Homelessness - low self-confidence or depression.
- » Discrimination - people will not want to donate to a cause that they are prejudiced against.

3.6.1 ACCESS TO EDUCATION

Preview

- As a class, discuss access to education in students' communities. Who cannot get access to education? Why not?
- Encourage students to think of all types of education - primary schools, high schools, universities, adult education programs, etc.

Reading

- Students read the text and case study.

Exercise

- Students answer the questions.

Possible answers:

1. Girls' education - ensuring that girls enrol in school at the right age, attend school regularly, and complete elementary school education. Meena Mench members are also indirectly addressing the social impacts of early marriage, mainly as it relates to girls' school enrolment.
2. They explained that marriage before 18 years of age is a crime and would damage his daughter's health. They also encouraged Anju to speak to her father about how she wanted to continue her studies and demonstrated their support for her by sitting in front of her house.

Discussion

- In groups, students discuss the question.
- Groups explain their ideas to the class.

Possible answers:

Lack of education represents a significant risk factor for social exclusion. People who lack basic education may feel disempowered and unable to participate in the political, social and even cultural life of their communities.

Reflection

- As a class, discuss the questions.

Possible answers:

1.
 - » In some communities it is believed that it is not safe for a woman to travel alone or go out at night. This belief may restrict women's ability to attend community events or access education and other services.
 - » Some schools services are only available to people from specific communities, and people from other ethnic groups or religions can't use these services.
 - » Sometimes physical or mental disability prevents people from accessing services, for either cultural or practical reasons.
2.
 - » Education directed at teaching communities about the importance of basic education.
 - » Improved safety – police, better lighting, less crowded public transport.
 - » Providing services in more minority languages.

3.6.2 STATELESSNESS

Preview

- As a class, discuss the questions.

Possible answers:

1. Stateless people are not legal citizens of the country where they live, or any other country.
2.
 - a. This picture shows a refugee camp where stateless people live. These camps often have very bad conditions where poverty, poor health and human rights abuses are serious issues.
 - b. Children who are born stateless have a very difficult time becoming legal citizens of a country because they have no birth documents.
 - c. People who marry stateless people might not be able to pass on their citizenship to their spouse. This is because the laws of that country might discriminate against them on the basis of gender or ethnicity.
 - d. Stateless people cannot share in the national symbols and cultural events of the countries they live in.

Reading

- Students read the text on pages 69 and 70.

Exercise

- Individually or in pairs or groups, students answer the questions.

Possible answers:

1.

- » They live in another country where they do not have citizens rights.
- » They do not have documents from their “home” country so they do not have the rights of visitors.
- » They may not know the local language, laws or social customs.
- » Because they “do not belong” to either country, they may be subject to discrimination from both populations.
- » Because they are seen as outsiders, they are faced with racism and xenophobia, and become targets of hate crimes.
- » Stateless people without documents may be detained for a prolonged period of time if caught by authorities.
- » Undocumented stateless workers are also vulnerable to abuse and exploitation by employers, migration agents, corrupt bureaucrats and criminal gangs.
- » Stateless women and children can easily become targets for sexual exploitation. Human traffickers also often take advantage of stateless people.

2. Discrimination is a major barrier to participation. If people are not accepted in their community it is more difficult for them to participate in community activities.

Reading

- Students read the case study.

Exercise

- Students answer the questions.

Possible answers:

1.
 - » Discrimination against women.
 - » Colonialism.
 - » Breakup of states.
2.
 - » Difficulties registering at university.
 - » Freddy's lack of citizenship makes him undesirable as a husband.
3. Discriminating against women, when it comes to passing on nationality, is prohibited by two international human rights treaties: the 1957 Convention on the Nationality of Married Women, and the 1979 Convention on the Elimination of All Forms of Discrimination Against Women (CEDAW).

Reading

- Students read the case study.

Exercise

- Students answer the questions.

Possible answers:

1. Break-up of states
2. They do not enjoy basic citizens' rights. They are unable to register for school, get a driver's license or find a decent job. They mostly live in urban slums
3. Some older Bihari people still identify with Pakistan since their ancestors came from what was once East Pakistan. The younger generation mostly consider themselves Bangladeshi. Possibly because they were born in Bangladesh and have never known any other country.
4. Common ancestry, geography, shared history and goals.

Discussion

- As a class, discuss the reason Biharis are not recognised as citizens, even though they are legally citizens.

Possible answers:

The previous violence that took place between groups of Biharis who were stranded after Pakistan's civil war and other Bangladesh nationals may have contributed to mistrust between the two groups. This lack of trust may partially explain why Biharis remain widely unrecognised as citizens in Bangladesh.

Activity

- In groups, students research a group of stateless people.
- Make sure they cover all the questions.
- Groups present their findings to the class, as a presentation and poster.
- As a class, discuss each group's solutions. Do students think these are good solutions?

Chapter 3 Review

Comprehension

- Students answer the questions.

Possible answers:

1. Raising funds for charity, organising community groups, tutoring, helping an old woman, petitioning, leading a workshop, raising awareness about social issues, advocating for marginalised groups, raising concerns with local government, supporting a political candidate, writing a letter to a politician, advocating for marginalised groups, getting an education, staying informed.

2. **Personally responsible community members** accept their personal responsibilities to his/her community. Examples of this include: picking up litter, giving blood, obeying laws, and volunteering to help those in need during emergencies such as cyclones and earthquakes.

Participatory community members work with others to plan and take part in organised activities to achieve shared goals. While the personally responsible citizen may volunteer during a cyclone, the participatory community member might organise a volunteer program.

Justice-oriented community members organise with others in the workplace or community to make change cooperatively, explore the root causes of problems, question who benefits from government decisions, write letters to public officials about important issues, run for election.

3. **Challenges**

Low level of education, poverty, working long hours, being homeless, depression, low self-confidence, discrimination (gender, race, ethnicity), disability, family commitments, marginalisation, bad health.

Opportunities

- » Lack of teachers, lack of infrastructure, no place for children to play, people can't afford to buy fresh fruits and vegetables, some services are too expensive for most people, unsafe or temporary housing, local government is too bureaucratic, lack of community leadership, small civil society, unsafe roads, pollution/litter.

Benefits

Community benefits

- » It makes sure that the leaders do not abuse their power.

- » It keeps leaders and government more informed of the needs and concerns of the community.
- » It involves citizens in the leadership and governance of the community.
- » If citizens participate in decision-making, those decisions will reflect the values of the people.

Individual benefits

- » Gaining information and knowledge.
 - » Learning about rights and responsibilities.
 - » Understanding others' points of view by active listening.
 - » Improving communication skills, critical thinking and organisational and life skills.
 - » Developing civic values that support fair, peaceful and democratic communities.
4. A more informed citizen is more likely to form opinions on different public issues which will affect how they participate in their community. If a citizen has information about the decisions or policies that are being made about their community, this will give them the opportunity to involve themselves in the process.
 5. Freedom of expression covers the right to receive or report information, the right to silence, the right to have your own opinions. It also includes artistic expression, political speech, commercial speech, academic freedom and the rights of journalists. Censorship robs people of the social awareness, knowledge, and reliable information that they need to form and express their opinions. It also limits information about the state of the economy, political developments and social issues so that people cannot express their concerns or criticise the government.

6. **Positive:**

Social media allows people to publish news in countries where media is censored. It also allows people to express political views in places where political dissent is illegal.

Negative:

However, social media can also cause serious problems when people use these sites to promote prejudice and hatred. News that is shared on social media spreads extremely fast, so dangerous rumours can easily cause social conflict and even violence.

(answers continued on next page)

7. Barriers

- » Long-term unemployment or unstable, low paid, or low-quality employment
- » Low level of literacy and electronic-literacy
- » Disability/poor health
- » Homelessness or unstable housing
- » Racism and discrimination based on ethnicity, gender, religion, sexual orientation etc.

Social problems

- » Crime
- » Inequality
- » Conflict
- » Rights abuses
- » Exploitation
- » Lack of participation
- » Disempowerment
- » Poverty

8. Causes

- » Break-up of States
- » Colonialism
- » Poor Record Keeping
- » Discrimination against Women
- » Racial and Ethnic Discrimination

Effects

- » Stateless people without documents may be detained for a prolonged period of time if caught by authorities.
- » Undocumented stateless workers are also vulnerable to abuse and exploitation by employers, migration agents, corrupt bureaucrats and criminal gangs.
- » Stateless women and children can easily become targets for sexual exploitation. Smugglers and human traffickers also often take advantage of stateless people.

Values and Opinions - Analysing Quotes

- In groups, students answer the questions.

Possible answers:

- a.
 1. The author is saying that people have the power to change their communities and take part in the decisions affecting their communities.
 2. Related to: 3.2 The Benefits of Participation.
- b.
 1. The author is saying that part of taking responsibility means thinking critically and independently.
 2. Related to: 3.3 Evaluating Information.
- c.
 1. The author is saying that respect, active listening and participation are skills and values that are important in a community.
 2. Related to: 3.4 Civic Skills for Assessing Information.
- d.
 1. The author is saying that freedom of speech is meaningless if it only applies to those people we agree with.
 2. Related to: 3.5 The Role of the Media in Public Debate.
- e.
 1. The author is saying that freedom of speech can produce harmful effects if it is not used with restraint.
 2. Related to: 3.5 The Role of the Media in Public Debate.
- f.
 1. The author is saying that being included and accepted is an important part of taking responsibility and civic participation
 2. Related to: 3.6 Social Exclusion: Barriers to Participation.
- g.
 1. The author is saying that a community should be judged on how it treats its most vulnerable members.
 2. Related to: 3.6 Social Exclusion: Barriers to Participation.
- h.
 1. The author is saying that freedom of speech is such a important value that I will tolerate ideas that I hate in order to support it.
 2. Related to: 3.6 Social Exclusion: Barriers to Participation.

4.1 IDENTIFYING AN ISSUE

Preview...

- Students brainstorm a list of all the issues affecting their community. Write their ideas on the board.

Reading

- Students read the text.

Activity

- Students look at the list of issues, and decide on some they might want to work on.
- Students read the text on consensus decision-making.
- Discuss how the students will incorporate those ideas into their decision-making.
- Students use consensus decision-making to rank the issues that the group wants to address.

4.1.1 THE PROBLEM TREE

Reading

- Students read the text.

Activity

- Students look at the example problem tree.

Ask:

- Why does the problem exist?
- Is there more than one cause?
- Are the causes related to each other?
- What are the consequences of the problem?
- How many people does it affect?
- What are the social, cultural, and economic effects?

1. In groups, students write their problem in the middle of a large sheet of paper.

- Underneath it, they write in all the factors that contribute to the problem (causes), and link them up to form the roots of the problem.

2. Students extend the branches of the tree - the consequences (effects) of their original problem.

- They write in all the consequences.
- When they have finished, take a look at their tree. Ask:
 - Should they tackle the task they originally set themselves or one of its contributing factors first?
 - Has the tree helped them to think of ways to go about tackling this problem?

Note: These example answers use a model from an *Out of School Children* project, which aims to assist children who are not unable to afford to go to school. During this section, we use this example to illustrate different stages of the project design.

If your students have difficulty designing a problem tree using their own project ideas, you can use this example situation, and design this problem tree as a class on the board.

Possible answers:

Problem:

- » Many children do not attend school.

Causes

Indirect causes:

- » Poverty.
- » Cuts in government spending on education.
- » Schools in poor or remote areas get less access to teachers and funding.

Direct causes:

- » Many families cannot afford textbooks and equipment (e.g. pens, or notebooks).
- » Some people can't go to school because they cannot afford uniforms.
- » School fees are too high.
- » Children need to work instead of going to school.
- » Some parents do not attach any value to education, often because they are also uneducated.

Consequences:

Direct consequences:

- » Many children do not get the opportunity to go to or finish school.
- » Those who don't graduate from school cannot compete with students who have had more resources.
- » If parents cannot afford fees, their child is sent home. After this has happened to a student a few times, most of them get frustrated and drop out of school.
- » Students who didn't attend regularly are also afraid of failing examinations, so they don't take them.
- » Lack of motivation because of the unfair situation.

Indirect Consequences

- » Illiteracy.
- » Unemployment.
- » Lack of development.

4.2 IDENTIFYING A NEED

Activity

- For each of the consequences on the problem tree, students identify the needs that the affected community members have.
- Students write these needs in the table to rank them in order of importance.

These example answers also use the model *Out of School Children* project. If your students need an example of how to do this task, you could take them through this chart on the board.

Possible answers:

Need	How Common	How Important	Level of Priority
Textbooks	Quite common	Not so important - students often share/ borrow	medium
Pens or notebooks	Very common	Very important	High
Uniforms	Very common	Quite	High
Money for school fees	Very common	Quite	Medium

4.3 CLARIFYING AIMS AND OBJECTIVES

Reading

- Students read the text.

4.3.1 IDENTIFYING AIMS AND OBJECTIVES

Reading

- Students read the text.

Activity

- Students put the objectives under the matching aim.

Answers:

Goal: To improve literacy levels in the community

- » Finding a place to teach classes by 15th June.
- » Finding three volunteer teachers who are willing to teach at least 2 hours per week.
- » Collecting donations to buy 40 exercise books and pencils.

Goal: To organise a fund-raising event

- » Inviting 50 guests.
- » Finding good locations for the event by the 20th June.
- » Preparing food for 60 people.

Goal: To improve literacy levels in the community

- » Painting the walls by the 20th June.
- » Collecting donations to pay for the materials.
- » Borrowing all necessary tools by the 12th of June.
- » Repairing the roof by the 24th June.

4.3.1 CHECKING AIMS AND OBJECTIVES

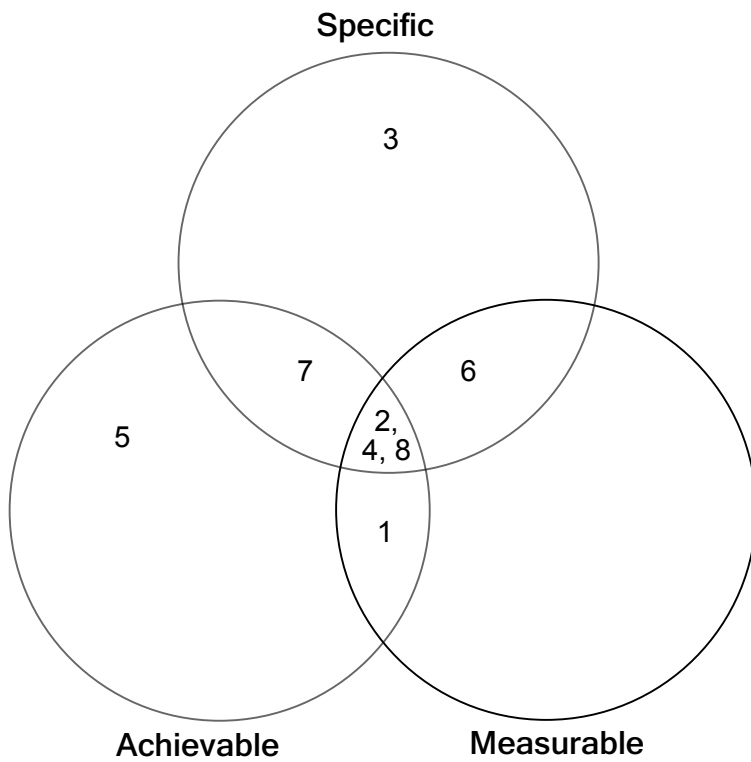
Reading

- Students read the text.

Exercise

- Students put the objectives in the matching aim.

Possible answers:



Activity

- In pairs, students write out three objectives on pieces of paper.
- Pairs give their objectives to another group and ask them to put them on the diagram below.
- Encourage students to actively listen to the other group's reasons for why they put their objectives in that place.
- Pairs swap roles when finished

4.4 ACTIVITIES AND OBSTACLES

Reading

- Students read the text.

4.4.1 BRAINSTORMING ACTIVITIES

Reading

- Students read the text.

Activity

- As a class, students brainstorm a list of activities they could do.
- Write them all on a mind map on the board.
These example answers use the model ***Out of School Children*** project.

Possible answers:

- » Collect and repair old uniforms.
- » Ask local businesses to donate stationery and schoolbags.
- » Put up posters asking people if they have old uniforms or schoolbags they don't want.
- » Organise some bands and dancers for a cultural performance, and use the ticket money to buy stationery.
- » Organise some speakers to talk about the problems that can happen when children cannot get basic education.
- » Make and sell T-shirts with 'Help Children go to School' logos and pictures.

4.4.2 THINKING ABOUT OBSTACLES

Reading

- Students read the text.

Activity

- For each of the ideas that were brainstormed, students make a list of the things that could stop them from achieving the project's aim, and possible solutions to match.

The chart in the Student's Book is an example of this task, using the model *Out of School Children* project.

4.5 DESIGNING YOUR PROJECT

Reading

- Students read the text.

Exercise

- Students think of short and long term effects of the projects listed in the text.

Possible answers:

1. Short-term

Increased awareness about AIDS, drug abuse, housing and unemployment.

Long-term

Improved community health, decreased drug abuse, economic development, improved disease prevention and treatment.

2. Short-term

Increased skills and experience, Improved financial security, improved access to healthy food.

Long-term

Improved community health, reduced poverty, economic development.

3. Short-term

Increased awareness about disease and sanitation.

Long-term

More immunization, Improved community health, improved disease prevention and treatment.

4. Short-term

Increased awareness about water and sanitation, better access to clean water.

Long-term

Improved community health, disease prevention.

5. Short-term

Increased skills and experience, increased awareness about the needs of children in war zones, increased access to educational materials.

Long-term

Conflict resolution, improved access to education, more job opportunities for youth.

6. Short-term

Increased access to clean water, improved agriculture.

Long-term

Improved community health, economic development, improved disease prevention.

7. Short-term

Increased awareness about the needs of street children, improved financial security.

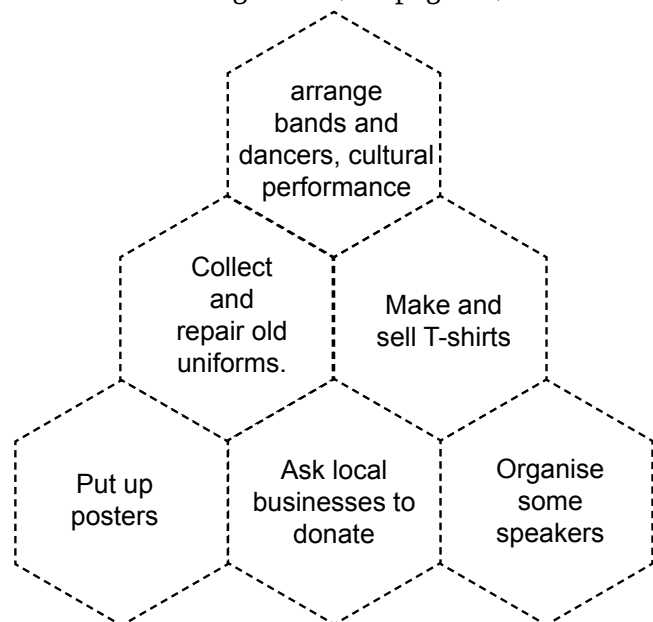
Long-term

Poverty reduction, improve human rights situation, reduce exploitation, economic development.

4.5.1 CHOOSING ACTIVITIES

Activity

- Students choose the activities that they are going to carry out to meet the objectives.
- When making the decision, encourage students to use a pyramid ranking activity (see page 31) to reach consensus.
- If there are any disagreements during this stage, make sure that everyone's opinion is fairly heard by encouraging students to use active listening skills (see page 61).



4.5.2 MAKING A LIST OF TASKS

Reading

- Students read the text.

Activity

- Students write a list of all the tasks to be completed to achieve the project's objectives.

Possible answers:

Activity 1: Prepare the dinner and all food

- task: buy food
- task: buy drinks
- task: set up tables and chairs on the day
- task: cook

Activity 2: sell tickets

- task: print tickets
- task: contact other organisations
- task: sell tickets at the market
- task: sell tickets at fund-raiser

Activity 3: cultural performance

- task: get a guest speaker
- task: perform dances
- task: perform songs

Activity 4: cleaning

- task: take away all borrowed equipment
- task: clean the kitchen
- task: clean the seating area

4.6 IDENTIFYING KEY PEOPLE, RESOURCES AND SKILLS

4.6.1 - BRAINSTORMING YOUR NEEDS

Reading

- Students read the text.

Exercise

1. In groups, students choose an activity.
 - Groups list all the people, resources and skills they need to successfully carry out the tasks for this activity.
2. After 5-10 minutes, groups swap papers and add ideas to their new list.
 - If you like, repeat this, so groups write ideas on all other groups' lists.
3. When groups get their papers back, they read through the lists and decide which ideas they want to keep. They cross out the others.

4.6.2 - MAKING AN ACTION PLAN

Activity

- Students create an action plan using their list of tasks from page 87 and the blank table on page 89.

4.7 CARRYING OUT THE PLAN

Reading

- Students read the text.

Exercise

- In groups, students brainstorm the different ways to record the different activities in their project.
- They discuss which ones are more appropriate for each activity.

4.8 EVALUATING THE PLAN

Reading

- Students read the text.

4.8.1 EFFECTIVE EVALUATION

Reading

- Students read the text.

Activity

- Students create an evaluation table for their project, using the questions and the example table to help them.