

# asean

## curriculum sourcebook

a teaching resource for primary and secondary

schools to foster an outward-looking, stable,

peaceful and prosperous asean community



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# Foreword

SEAMEO recognizes that quality education is the key that keeps Southeast Asia at pace with the changing world while maintaining a stronghold of its regional identity. This recognition fuels SEAMEO's commitment to continuously encourage unity of purpose among its Member Countries and enhance regional understanding and cooperation.

This shared value for closer international collaboration in education is what has brought SEAMEO and ASEAN together. With faithful commitment to a shared goal of changing mindsets and transforming behaviors of Asian youths towards greater awareness of their heritage and identity, SEAMEO and ASEAN jointly embarks on developing this ASEAN Curriculum Sourcebook.

The ASEAN Curriculum Sourcebook serves as SEAMEO and ASEAN's call for the adoption of appropriate basic education pedagogy, content, and assessment through the integration of cultural identity awareness principles, values and practices in appropriate learning areas and processes. Through this Sourcebook, we hope to engage teachers and students, in variety of teaching-learning strategies, to explore the means to which ASEAN peoples live and adapt to present realities and opportunities amidst different cultures, languages and religions. This Sourcebook shall be the tool for SEAMEO and ASEAN to encourage Asian peoples to reclaim, revalue and sustain Asian cultural heritage.

I thank our authors, curriculum experts from the ASEAN Member States and collaborators for sharing their knowledge, experiences and resources in the development of this Sourcebook. Indeed, this initiative is the best manifestation of a true regional cooperation.



Witaya Jeradechakul  
Director, Southeast Asian Ministers of Education Organization (SEAMEO) Secretariat

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# Acknowledgments

The ASEAN Secretariat expresses its appreciation to the ASEAN Member States and their Senior Officials Meeting on Education (SOM-ED) for their valuable inputs and support in the development of the ASEAN Curriculum Sourcebook for reference by schools.

We would like to thank the U.S. Agency for International Development (USAID) and the U.S. Department of State-funded ASEAN-US Technical Assistance and Training Facility (TATF) under the ADVANCE program for their technical assistance in the development and production of this Sourcebook. The ASEAN Secretariat would also like to acknowledge the key collaborative roles played by Nathan Associates Inc., the lead TATF contractor, and the East-West Center, the lead TATF subcontractor, in the development of this Sourcebook, and the contributions made by the participants of the ASEAN Curriculum Sourcebook Review Workshop (January 16, 2012, Bangkok) and the Final ASEAN Curriculum Sourcebook Review Workshop (May 30-31, 2012, Phnom Penh).

On a final note, the ASEAN Secretariat would like to record its sincere appreciation to the Southeast Asian Ministers of Education Organization (SEAMEO) Secretariat and the two Regional Centers, namely SEAMEO Regional Centre for Educational Innovation and Technology (INNOTECH) and SEAMEO Regional Open Learning Centre (SEAMOLEC), for their generous contributions to the Sourcebook and fostering closer cooperation between ASEAN and SEAMEO.

The ASEAN Curriculum Sourcebook was prepared under the direction and overall coordination of the Education, Youth & Training Division of the ASEAN Secretariat.





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## A Call to Action

Today, new technologies as well a burgeoning population have heightened people’s interactions, both with one another and with the environment, so much so that “globalization” and “connectivity” have become defining features of our age.

The Association of Southeast Asian Nations (ASEAN) embodies global connections and recognizes the interdependence shared by nations by supporting and advancing the mutual interests of its ten Member States: Brunei Darussalam, the Kingdom of Cambodia, the Republic of Indonesia, the Lao People’s Democratic Republic, Malaysia, the Union of Myanmar, the Republic of the Philippines, the Republic of Singapore, the Kingdom of Thailand, and the Socialist Republic of Viet Nam. Together, these countries span an area of 4.4 million square kilometers (2.8 million square miles) with a combined population of nearly 600 million people (close to nine percent of the world population), whose combined economic activities generate a total GDP of nearly US\$1.8 trillion annually.



Education is a key way for the ASEAN’s citizenry to become aware of the many connections that bind them, and to endow them with the skills they need to effectively build a better future across the region. For this purpose, ASEAN calls on Member States to come together to ensure that their young citizens in the classrooms learn about the interconnectedness among cultures, peoples, economies, governments, and ecosystems, and how these are linked to their own lives.

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It further urges Member States to also build students' 21st century knowledge and skills, such as problem-solving, critical thinking, innovation, cross-cultural communication, collaboration, and media as well as IT literacy.

Education must empower young people so that they can not only adapt and respond to their fast-changing world, but also participate actively in shaping a better future for themselves, their families and communities, and for the ASEAN region as a whole. Toward this goal, ASEAN supports a more concerted approach toward regional coordination of ASEAN-related education among its members at the primary and secondary levels to help the region realize its broad goal of a people-centered, socially responsible, unified, and harmonious ASEAN.

- Central to this work is the development of educational materials aimed at promoting greater awareness of ASEAN and building a common ASEAN identity, as articulated in the characteristics and elements of the “ASEAN Socio-Cultural Community (ASCC) Blueprint:”

- Building a caring and sharing society, which is inclusive and harmonious and where the wellbeing, livelihood and welfare of the peoples are enhanced.
- Building a strong foundation for greater understanding, good neighborliness, and shared sense of responsibility.
- Promoting human and social development, respect for fundamental freedoms, gender equality, the promotion and protection of human rights, and the promotion of social justice.
- Promoting respect for different cultures, languages, religions of the people of ASEAN and emphasizing their common values in the spirit of unity in diversity and adapting them to present realities, opportunities, and challenges.
- Envisaging human development, social welfare and protection, and social justice and rights, and environmental sustainability.

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This ASEAN Curriculum Sourcebook is both a direct response to, as well as a crucial step toward, fulfilling ASEAN’s call to action. It seeks to help teachers and students explore ASEAN across subject areas and through grade levels, so that they discover it as both a place and an entity of which they, their families, neighbors, and country are all an integral part as they strive for a brighter future. As such, I would like to encourage ASEAN Member States to consider the Sourcebook as an essential resource, one that can be utilized as a key reference document when national curricula are being revised in the future.



Dr. Surin Pitsuwan

Secretary-General of ASEAN

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# ASEAN Curriculum Sourcebook: A Design for Realizing the Vision

The ASEAN Curriculum Sourcebook is a resource that teachers throughout ASEAN can use to help learners explore their many connections to one another and to conceive of themselves both as individuals, and as engaged members in their community, country, their region, and the world. As they do so, they will understand the complex ways in which peoples and lands across ASEAN are connected, be able to exchange and appreciate diverse perspectives, and envision new ways in which they can work together to realize common goals and a brighter future.

To this end, the Sourcebook presents strategies for teaching various ASEAN concepts and is designed to enhance and complement the current curricula of ASEAN member countries. The design and approaches suggested in this Sourcebook were conceptualized after an extensive review and analysis of curricula, along with textbooks

and other materials on ASEAN used in schools across the region.

This survey, conducted during 2008-2010, examined the ways in which ASEAN content progresses through grades and across subject areas in each member country, and identified where the content is strong. It also highlighted possibilities for curricular enrichment and regional coordination on education about ASEAN. Importantly, it illuminated ways of teaching and learning that transcend a survey of customs, costumes, and cultures, and instead truly strengthen not only knowledge of the nations, peoples, and cultures of the region, but also the understandings between them. In particular, the survey revealed new opportunities to explore commonalities and differences; the links between communities, the region, and the globe; the interests of collectives and individuals in upholding principles; and the many ways the peoples of ASEAN can collaborate in all fields and levels of society to strengthen their communities, nations, and the region as a whole.

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Ultimately, the aim of the Sourcebook is to engender multi-layered inter-group connections, international perspectives, innovation, meaningful collaboration, and a spirit of shared enterprise among peoples and nations of ASEAN and, in so doing, advance the broader goals of ASEAN. Bonds between people, whether cultural, historical, geographic, economic, or political, are sometimes cooperative and sometimes contentious. Yet, it is through active exploration of these ties that a curriculum can foster shared ownership and mutual pride in the multiplicity of ASEAN, and help today's students, who will be tomorrow's leaders, workers, and citizens, define and value their own unique place within ASEAN, and recognize how it shapes their own experiences, and life in their community, country, region, and the world.

## THEMES

The following five Themes emerged from the curriculum survey, and these constitute the five chapters of the Sourcebook:

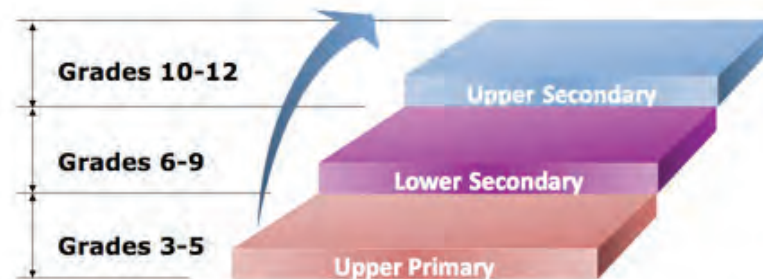
1. *Knowing ASEAN*: Learning about ASEAN (its structure, membership, purpose, and approach) and exploring ASEAN's significance, accomplishments, and future challenges.
2. *Valuing Identity and Diversity*: Exploring the complex connections and influences that shape culture and beliefs, and recognizing and appreciating the strengths embodied in the commonalities of people (whether individuals or groups) as well as in their distinctive characteristics.
3. *Connecting Global and Local*: Investigating how local issues are shaped by global developments and trends, and how local events in ASEAN influence global realities.
4. *Promoting Equity and Justice*: Fostering principles of fairness and equality, and providing learners with tools and references (scientific and political, as well as philosophical) for analyzing complex situations and responding appropriately.
5. *Working Together for a Sustainable Future*: Recognizing the pressures brought on by limited resources and growing populations, and the implications for sustainability, while inspiring learners to work together within their communities and beyond so they might build a prosperous, peaceful, and sustainable future for ASEAN.



Each Thematic chapter is prefaced with an overview, which includes two or three “Enduring Concepts.” These were agreed upon through consensus of ASEAN Member States and reflect the goals of the ASEAN community, support the purpose of the curriculum, and help teachers keep sight of essential points for learners to know, understand, and be able to act upon. In addition, the Themes align content with the goals articulated in the ASEAN Socio-Cultural Community (ASCC) Blueprint and supported by the Roadmap for an ASEAN Community (2009-2015), thus enabling learners to explore ASEAN’s mission and goals through the windows of various subject areas and approaches appropriate for primary and secondary school education.

## LEARNING LEVELS AND SUBJECT AREAS

Each Theme is organized into three educational levels: upper primary, lower secondary, and upper secondary. However, since ASEAN member countries do not have uniform terminology for “primary,” “lower secondary,” and “upper secondary” schools, nor do they have identical grade groupings, the educational levels that are suggested are intended to guide teachers in selecting appropriate lessons. As such, they should choose lessons that suit their country’s grade groupings and the needs of their curriculum, and feel free to make adaptations as they see fit.



Within these three educational levels, the content is further divided into seven broad subject areas: History and Social Studies; Science and Mathematics; Civic and Moral Education; Languages and Literature; the Arts; Health and Physical Education; and Technology Education.

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Since each ASEAN member country has its own curriculum, the Sample Lesson Plans that are provided do not match exactly with any one country’s curriculum or subject clusters. However, the lessons are both specific enough to support existing curricula and flexible enough to adapt to the range of approaches used in schools across ASEAN.

## PATHWAYS

Woven into the design of the Sourcebook are four interconnected Pathways:

- *People*: Individuals, ethnic groups, cultural heritage, governments and citizens, health, security, and gender roles as well as generational roles within families and in larger cultures.
- *Places*: Physical features, spatial patterns, ecosystems, climates, and dynamic and interactive natural forces.
- *Materials*: Tangible objects including manufactured goods, natural resources, arts and craft, and archaeological artifacts.
- *Ideas*: Religions, belief systems, philosophies, values, worldviews, forms of governance, technologies, adoptions, and adaptations.

These four Pathways serve as avenues through which learners can explore content and analyze complex issues through multiple perspectives, while providing continuity of articulation between grades. The Pathways are intentionally concrete, but they intersect and interact with one another so that when talking about Places and People, for instance, students can explore the influence of geography and climate on culture. They can also study how ecosystems and physical features (Place) determine the availability of natural resources (Materials), which, in turn, can influence generational or gender roles in terms of labor (People).

Similarly, when examining the topic of migrations, students can see how a location’s spatial patterns (Place) can influence the spread and exchange of religious beliefs (Ideas). Moreover, since “People, Places, Materials, and Ideas” are concepts that are fundamental to human experience, these Pathways can forge a web of connections across ASEAN, fostering mutual bonds among learners of all ages.

The curriculum framework overview chart that follows broadly illustrates how the four Pathways are manifest through the five Themes.



## Curriculum Framework Overview

Themes / Pathways	Knowing ASEAN	Valuing Identity and Diversity	Connecting Global and Local	Promoting Equity and Justice	Working Together for a Sustainable Future
People	Perceiving that the peoples of ASEAN share commonalities in their past, and in their destiny, and that they can work together to achieve peace and mutual prosperity.	Appreciating the commonalities of people (individuals and groups) as well as their distinctive characteristics and how these inform shared as well as individual identities.	Understanding the extent to which one's own culture, community, and nation have been influenced by others, and vice versa.	Endowing a sense of duty to assess equity and justice, the consequences of actions or choices on other people, and the mutual responsibilities between individuals and groups.	Recognizing the importance of working with others to overcome immediate challenges and ensure long-term sustainability of various systems, including social, political, and environmental.
Places	Seeing how the countries of ASEAN face many of the same challenges and opportunities, and that ASEAN provides mechanisms and policies to bring the region together.	Recognizing that differences in geography and local resources are likely to produce different perspectives and ways of life.	Understanding different ways places are connected or isolated and how this has influenced history as well as people's lives today in various ways.	Recognizing the interdependence of urban and rural places as well as the strengths and vulnerabilities of different locales.	Recognizing that individual and group interactions with their surroundings can have important consequences or benefits for people elsewhere and that helping others in times of need builds regional resilience.
Materials	Understanding that ASEAN's regional policies regarding the exchange of technology, energy, and health-related assistance bring widespread economic, cultural, and physical benefits.	Recognizing that all cultures attempt to provide for the same basic human needs and that available resources vary from place to place.	Gaining awareness of the many ways resources, goods, money, and services are transferred from one place to another; how this has changed through time; and the ways in which these affect people's lives.	Appreciating how access to materials, resources, technology, and services affects the education, health, and wellbeing of individual citizens as well as the political and social stability of communities.	Understanding how economic and resource policies and practices affect the wellbeing of other people, and that these should be assessed on both their short- and long-term benefits and drawbacks.
Ideas	Grasping that the exchange of ideas across ASEAN promotes the well-being of nations and individuals.	Recognizing that human groups are continually creating new ideas for doing things and new ways of expressing themselves, while at the same time preserving and handing down cultures, traditions, and histories.	Gaining awareness of the many ways in which the exchange of ideologies, technologies, information, practices, and aesthetics affect daily life in different communities.	Understanding how equity and justice have been defined by different groups at different times and how this may influence the ways in which people think about and practice justice and equity today.	Becoming aware that in dealing with complex issues, seeking out new ideas and viewpoints can promote stable and sustainable outcomes.

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## ESSENTIAL QUESTIONS

Essential Questions are a vital part of the Sourcebook design. They articulate the Pathways, connect the Themes with the learners' own ideas and perspectives, and guide them in applying critical thinking and problem-solving skills as they engage with the material. Below are examples of how Pathways appear through Essential Questions:

### *People and Places*

- Why did nations join ASEAN?
- How do geography and climate change daily life?

### *Places and Materials*

- What makes up an ecosystem and how do these elements interact?
- How can art change a place?

### *Materials and Ideas*

- How does art capture nature's beauty and nature's power?
- How can technologies share and renew cultures?

### *Ideas and Places*

- What is the role of memoir in understanding global events?
- Why is diversity in a group a source of strength?

## SAMPLE LESSON PLANS

The Themes, Pathways, and Essential Questions underpin the curriculum structure of Sample Lesson Plans that have been developed for each chapter to demonstrate how ASEAN content can be integrated across subject areas and articulated through grade levels. The Sample Lesson Plans serve as free-standing teaching units and contain:

- **Overview**—an introduction to the lesson and how the topic is illustrated
- **Desired Understanding**—what students will understand at the end of the lesson
- **Lesson Objectives**—what students should know and be able to do after the lesson
- **Essential Questions**—inquiry questions used to frame content and guide learning experiences
- **Materials and Handouts**—what a teacher must have on hand to teach the lesson
- **Glossary of Terms**—a short definition of terms key to comprehending the topic
- **Anticipatory Set**—strategies for activating background knowledge, providing motivation, and introducing the lesson

- 
- **Input**—teacher-provided knowledge
  - **Model**—how teachers can use material to demonstrate what is expected of students
  - **Procedures**—suggested step-by-step instructions
  - **Guided Practice**—how students demonstrate new learning under teacher’s supervision
  - **Closure**—actions or statements to bring lesson to an appropriate conclusion for students
  - **Independent Practice**—some lesson plans include this component for student-led projects
  - **Suggested Assessments**—key performance tasks that demonstrate understanding of concepts and content
  - **Summary Questions**—a set of review questions addressing main points covered in the lesson

Guidance is also provided in terms of how much time a teacher would need to teach the lesson and how the lesson can support or relate to other subject areas and topics across the curriculum.

## ADDITIONAL NOTES FOR TEACHERS

The Sourcebook is intended to be a flexible tool that teachers can use to support and augment what they are already teaching. Themes are related to one another and can be articulated across subject areas within each learning level as well as spiraled from one level to the next, so that the Sourcebook is highly adaptive to each country’s needs. Since the curricula throughout ASEAN differ vastly, this means that even though teachers might share common learning goals, from country to country, and even community to community, they may use the Sourcebook in different ways and find a range of applications for it in their classrooms.

Moreover, the lessons require varying amounts of class time, materials, and activities. From anticipatory set to closure, the Sourcebook strives to be specific enough to be both applied as it is, and to be versatile so that teachers can modify the strategies to best support their classroom teaching. Therefore, teachers themselves can best decide whether to follow the strategies faithfully, or adapt the content, format, or execution to align it with their country’s mandated curriculum, content they already teach, local policies, their school’s resources, and, importantly, the educational needs of their students.

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Anticipatory sets, for instance, will inevitably vary widely as different groups of students will have disparate knowledge, skills, and personal interests that the teacher will best know how to activate. Similarly, in the closure part of the lesson, teachers may wish to modify how the lesson is brought to a meaningful conclusion depending both on how the class experience of the lesson unfolded, and what they plan to teach next. Even the glossary is not prescriptive. It is widely held that the best lists of unfamiliar words are student-generated, but the glossary is included to save teachers time in creating or finding short, suitable definitions for the terms most likely to be unclear to students.

The same holds true of the content itself. Teachers may wish to elicit content based on students' prior knowledge before assigning them tasks of finding new content through research. Others may also wish to assign more specific parameters for research topics than those that are given, or may want to refer to the handouts only as examples of possible content, and substitute or supplement them with local examples of songs, poems, articles, and so forth.

Suggested assessments are likewise adaptable. They are designed to support the Enduring Concepts for each Theme and build connections

between students' own lives, as well as people, places, materials, and ideas across ASEAN. They also spiral through learning levels and across subject areas. Suggested assessments are based on "Six Facets of Understanding" originally developed by Grant Wiggins and Jay McTighe (*Understanding by Design*, 2005). These are:

1. *Explanation*: provides explicit theory or sound reasons for facts, claims, or actions.
2. *Interpretation*: adds meaning and insight to explanations through metaphors, stories, or analogies.
3. *Application*: demonstrates and utilizes understanding in new situations or contexts.
4. *Perspective*: delivers critical and insightful points of view that examine strengths, weaknesses, and assumptions behind actions and ideas. Also recognizes and coordinates multiple points of view.
5. *Empathy*: senses what others feel and see. Also observes or perceives the deeper patterns unfolding in a person's life or author's text.
6. *Self-knowledge*: recognizes and evaluates one's own ignorance, prejudice, understandings, and values.

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Suggested assessments include both “formative” (frequent checks throughout the lesson to gauge understanding) and “summative” (tying all the elements together) assessments. Activities (including worksheets, discussions, and projects) listed in the procedures function as assessment tools (in addition to learning endeavors), and so are often listed both under “Procedures” as well as “Suggested Assessments” when applicable. Teachers are invited to adapt the assessments to their own curricular goals and country’s curriculum standards.

Throughout the Sourcebook, the teaching and learning activities suggested incorporate principles of inquiry-based and student-centered learning, which will build and practice students’ 21st century skills. For some teachers, these may demand a set of skills that they have not yet fully developed. By providing a high level of specificity, it is hoped that teachers will be inspired to expand their own skill-set, and master and implement new best practices in their classrooms, and encourage their colleagues in other grade levels and subject areas to do the same.

Teachers around the world face the challenge of bridging past and future as they create a supportive learning environment and facilitate students’ discovery and mastery of knowledge and skills so that they can make

sense of their world and be effective agents within it. Effective teachers know their curriculum, standards, goals, available resources, and, most importantly, their students. Therefore, this Sourcebook is intended to be a resource that is made available to teachers and schools throughout ASEAN, to be applied in different ways, but for the same ultimate goal: to connect young people across ASEAN to one another and to their region so that they might all work together for a better future.

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# Chapter One: Knowing ASEAN

This chapter engages learners in exploring ASEAN's structure, membership, purpose, and approaches to global issues. It provides general information on the ASEAN Community concept, aspirations, pillars, plans, and processes. Moreover, it analyzes ASEAN's significance, accomplishments, and future challenges through the exploration of following concepts:

- ASEAN was formulated because of changing global conditions and founding Member States' commitments to strengthening connections among their nations in order to promote peace, stability, and prosperity of communities and people within their nations and throughout the region.
- Creating and maintaining an effective regional organization requires its members to work together to build consensus. Complexities can arise, but members can work together to weigh and discuss issues in order to minimize difficulties.

- When people and nations cooperate, they can overcome obstacles and create opportunities for themselves. Regional cooperation comes in many forms and can change the lives of people across ASEAN.

These three concepts can be explored in different ways through many subject areas, whether by examining ASEAN's approaches to energy security (e.g., Science or Health), or looking at the policy of non-intervention and why this is vital to the organization (e.g., Civic and Moral Education), so that students will not only understand ASEAN as an organization, or regional cooperation as a discrete concept, but as something that permeates multiple aspects of their learning, and influences various facets of their lives.

## UPPER PRIMARY: Knowing ASEAN

Subject Areas	Learning Outcomes	Thematic Pathways and Essential Questions				Suggested Teaching and Learning Activities
		People	Places	Materials	Ideas	
History & Social Studies	ASEAN brings countries in Southeast Asia together.	How are countries stronger when they come together to work toward mutual goals? (Places, People, Materials)				Students pool knowledge and take apart the term “ASEAN.” They will work in groups to research, sort, and assemble features of ASEAN member countries. The lesson will culminate with each group contributing to a pictorial wall mosaic illustrating ASEAN countries.  Students make ASEAN floor puzzle in small groups, with each group assigned to making an ASEAN Member puzzle piece, filling in with cultural and geographical information. As a class, list what cultural and geographic features are distinctive to specific country and what features are common across ASEAN.
	Southeast Asia has been connected through geography, history, trade, culture long before the formation of ASEAN.	What cultural and geographic features do ASEAN member countries share? (Places, People, Ideas)				
Science & Mathematics	Sharing information can lead to important discoveries.	Why does sharing scientific information and ideas promote discovery? (Materials, Ideas)				Students divide into groups, each representing a different ASEAN nation. They receive a card with information on a topic related to health or the environment. Each group comes to an independent conclusion. Groups then share their data and analyze it again, comparing their conclusions and their recommended course of action.
Civic & Moral Education	ASEAN member nations treat each other as equals.	How do equals collaborate? (People, Ideas)				Working in small groups, students create guidelines to ensure equality for a class meeting. Groups present their guidelines and vote on the ones they think are most important to create a single list for the class.
Languages & Literature	People can work across language barriers.	How do people who speak different languages work together? (People, Places, Ideas)				Class brainstorms languages spoken in their community and compare these with a map representing languages spoken across ASEAN. They design ways to make it easier for people to communicate across language barriers.  Read legends and popular stories that have cultural variations and compare similarities and differences. Choose a story to illustrate.
	People across ASEAN share many story traditions.	How do sharing stories bring people together? (People, Places, Ideas)				

Subject Areas	Learning Outcomes	Thematic Pathways and Essential Questions				Suggested Teaching and Learning Activities
		People	Places	Materials	Ideas	
The Arts	Children can communicate using the arts.	How can children make friends across cultures and learn about each other through the arts? (People, Places, Ideas)				Students create art works and, either through the mail or online, have an “art exchange” with a class from another ASEAN member country.
Health & Physical Education	ASEAN member countries share common health challenges.	What health challenges are common across the ASEAN region? (Places, People, Materials)				Students work with maps and data to create a chart of major health challenges people in various ASEAN member countries face, and also connect these to some causes—such as environmental, lifestyle, and so forth.
Technology Education	Technology helps people of ASEAN communicate and collaborate with one another.	How does technology help people of ASEAN work together? (Materials, Ideas)				Research different technologies that are available across ASEAN and create a visual exhibition of them, describing a situation where each would be useful in promoting communication and cooperation.



**LOWER SECONDARY: Knowing ASEAN**

Subject Areas	Learning Outcomes	Thematic Pathways and Essential Questions				Suggested Teaching and Learning Activities
		People	Places	Materials	Ideas	
History & Social Studies	10 Southeast Asian nations joined ASEAN to realize mutual goals.	Why did nations form and join the ASEAN and what goals do member nations share? (Places, People, Ideas)				Students read newspaper articles as well as interviews of historical actors to explore motivations for the formation of ASEAN, and different nations' reasons for joining ASEAN. They will compare multiple perspectives and begin to connect the needs in their community to the ASEAN Declaration Seven Aims and Purposes. The lesson will culminate with students' creations of photo narratives that, ideally, will be shared on a dedicated ASEAN Youth website.
	ASEAN is working towards a 2009-2015 Blueprint.	How can member nations of ASEAN more easily realize their goals together than separately? (Ideas, Places)				
Science & Mathematics	ASEAN supports member nations establish reliable sources of energy.	How can a regional body like ASEAN promote energy security that may be more difficult for individual member nations to achieve on their own? (Places, Materials)				Students work in small groups with each group researching one ASEAN member country's sources of energy and how it procures them. The groups unite to coordinate their data for different member countries and draw conclusions with the help of worksheets and short background readings on ASEAN energy policies, their successes, and long-term goals.
Civic & Moral Education	Sometimes there are tensions between what is in the best interests of a country and what is beneficial to the region as a whole.	How can national and regional goals be weighed, and how can misalignments between the two be handled? (People, Ideas, Places)				Using a core text as a vehicle for discussion, explore different points of views of a particular "moment" in history. Find a reading (nonfiction, historical fiction, memoir, novel) that allows students to analyze the origins, self-consciousness, short- and long-term effects of an historical conflict. Then using a collection of primary and secondary sources dealing with the conflict, have students compare perspectives found in the readings with those in these sources, and determine if the history and perspectives you found may have determined various ASEAN policies.

Subject Areas	Learning Outcomes	Thematic Pathways and Essential Questions				Suggested Teaching and Learning Activities
		People	Places	Materials	Ideas	
Languages & Literature	An official language makes communication easier among diverse peoples, but also favors or gives advantages to some people over others.	Why was English chosen as the “official language” of ASEAN? (People, Ideas)				Students examine political and language distribution maps and create a list of criteria for a “common language” and judge several languages including English. Students compare results with ASEAN’s rationale for using English.
	Unofficial languages have rich traditions.	What is the role of minority languages in literary traditions across ASEAN? (Peoples, Ideas, Places)				Students compare and analyze three excerpts of “minority language” literature from different ASEAN countries.
The Arts	The ASEAN emblem encapsulates important concepts.	What are the meaning of the symbols, colors, numbers, and shapes used in the ASEAN emblem, and what is the significance of rice in the artistic and cultural traditions across ASEAN? (Materials, Ideas, Places)				Students make the ASEAN emblem using collage and write short sentences explaining the meaning of the symbols. Students then choose from several examples of how rice is important for cultural celebrations or arts traditions in various ASEAN member countries and create their own artwork showing this.
Health & Physical Education	ASEAN sets goals and creates policies to improve regional health standards.	What are the health priorities of ASEAN and why are they important to member nations? (Materials, People)				Students organize health priorities into categories based on what causes them (lifestyles, environmental pollution, hunger, infectious diseases, etc.), and devise policies for improving people’s health (vaccination programs, infrastructure that promotes exercise, etc.) Students compare their ideas with ASEAN’s initiatives.
Technology Education	Although technology facilitates exchanges across ASEAN, there is a “digital divide” within each ASEAN member nation as well as between different members.	What is the “digital divide” and whom does it separate? Why is closing the digital divide important for the viability of ASEAN? (Materials, People, Places)				Students research who provides digital infrastructure and where it is available. They read stories about people in various communities whose lives changed because of digital access. They then write a piece on how this access can benefit the ASEAN region (by greater access to information promoting more vibrant cultural creativity, economic growth, healthy populations, or social stability through greater social mobility, etc.)

**UPPER SECONDARY: Knowing ASEAN**

Subject Areas	Learning Outcomes	Thematic Pathways and Essential Questions				Suggested Teaching and Learning Activities
		People	Places	Materials	Ideas	
History & Social Studies	<p>In this era of rapid globalization, there is an urgent need for political, economic, and cross-cultural cooperation to meet common global challenges and achieve goals.</p> <p>ASEAN strives to help nations and communities across the region meet the challenges of the future.</p>	<p>What mutual benefits are derived by ASEAN member countries from close economic and social ties created by globalization? Why is the need for ASEAN greater today than in previous decades? (People, Materials, Ideas)</p> <p>What is ASEAN doing to prepare for future challenges? (People, Place, Materials)</p>	<p>Students recreate ways of coming to agreements, and as they do, they examine the complexities that arise when people or groups of people try to resolve differences fairly or cooperate with mutual benefit. Students will then explore how ASEAN uses various approaches in different situations, the rationale behind these approaches, and ultimately, the benefits of working together despite challenges that may arise.</p> <p>Students research ASEAN’s plan for future threats, whether related to security, health, poverty alleviation, environmental sustainability, economic prosperity, etc., and make a presentation on how ASEAN has defined the challenge, how it decided to meet it, and what it is doing to prepare.</p>			
Science & Mathematics	<p>Cooperation in scientific and technical fields accelerates economic development for ASEAN member nations.</p>	<p>How does regional scientific cooperation advance economic development? (People, Ideas)</p>	<p>Class game, based on real-life examples of scientific collaboration between ASEAN Member States, student groups are assigned a Member State and given a card with scientific and technological assets. They must seek out other Member States with whom to collaborate (or to provide or receive assistance) based on the asset cards of other groups. Culminates with a group discussion about the results of collaboration or assistance.</p>			
Languages & Literature	<p>ASEAN Member States face practical and abstract challenges in speaking with “one voice.”</p> <p>ASEAN promotes literature and literary traditions.</p>	<p>What challenges are to be expected when a diverse group formulates a policy or resolution, and how can these be addressed? (People, Ideas)</p> <p>How does ASEAN give voice to writers? (People, Ideas)</p>	<p>Case study of two instances where it was complicated for ASEAN to speak with one voice. Students analyze the problem, formulate a solution, and then compare it to ASEAN’s solution.</p> <p>Examine forums or policies of ASEAN that assist writers or promote their works and write about the effect of this.</p>			

Subject Areas	Learning Outcomes	Thematic Pathways and Essential Questions				Suggested Teaching and Learning Activities
		People	Places	Materials	Ideas	
Civic & Moral Education	ASEAN's policy of non-interference in the politics of Member States sometimes clashes with the organization's policies of promoting equality, justice, and the rule of law.	What is the rationale for adhering to the non-interference policy, even when doing so conflicts with ASEAN's other ideals? (Ideas, People)				Read the policy and case studies demonstrating how the policy was adhered to; and compare the circumstances and challenges for the nations involved, as well as immediate and long-term outcomes. Divide class into two teams and hold a debate on a mock situation when other principles conflict with non-interference. One side defends other principles, while other defends non-interference. Teams switch viewpoints of defense and at the end compare rationales.
The Arts	The arts can expand people's frames of identity.	Why do people connect with film, music, dance, theater, and visual art and how does this help shape a shared ASEAN identity? (People, Ideas, materials)				Listen to three popular ASEAN songs from different nations. Students first analyze the songs stylistically, and then look at lyrics (in translation) and write an essay or create a visual project expressing what they learned that was new; and what reaffirmed something in their own life or viewpoint. (Teaching strategy may be adapted to films as well.)
Health & Physical Education	ASEAN actively promotes physical and mental health across the region.	How is the health of a population related to economic development? (people, materials)  What kinds of health initiatives does ASEAN undertake and what has been their effect? (People, ideas, materials)				Compare economic and health statistics from several Member States to make conclusions about the relationships between health and economic growth. Compare to ASEAN health initiatives and prepare a proposal for how these will result in more economic growth.
Technology Education	The development of science and technology is a critical part of ASEAN'S mission.	How does ASEAN promote science and technology in private as well as public sectors? (People, ideas)				Examine ASEAN's policies on the promotion of science and technology and use word processing software to write a report and document findings.

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# Sample Lesson Plan: Piecing Together ASEAN

*Grade Level/Subject Area:* Upper Primary/Social Studies

*Overview:* Students will pool their knowledge, and use this as a starting point to take apart the term “ASEAN,” which will introduce them to the concepts of “association,” the geographical location of ASEAN member countries in the region of Southeast Asia, and the separateness of and connections between various member countries. They will work in groups to research, sort, and assemble features of ASEAN member countries, and reenact when countries joined. The lesson will culminate with each group contributing to a pictorial wall mosaic illustrating ASEAN countries. This can be displayed in the classroom, or in a public area of the school.

*Desired Understanding:* ASEAN brings countries in Southeast Asia together.

*Lesson Objectives:*

- Students can explain what “ASEAN” stands for and the meaning of each letter in the acronym.
- Students can identify characteristics of ASEAN member countries.
- Students can locate ASEAN member countries on a map and describe some of their features.
- Students can show pictorially how ASEAN brings countries together.

*Essential Questions:*

- How are countries stronger when they are connected? (Places, People, Materials)

*Materials/Handouts Needed:*

- ASEAN: Say What? handout
- Maps of Asia

- 
- ASEAN Country Cards
  - ASEAN Country Cutouts, projector, craft paper
  - Magazine clippings or printed pictures from the Internet
  - Posterboard, markers, paint, cardboard

*Time Needed:* Whole class and group activities require three class periods. Small group research and art projects may be done as homework assignments.

*Glossary of Terms:*

- Association: A cooperative link between people or groups of people.
- Nation: A community of people with defined territory and government.
- Staple: Main or important
- Topographic map: Map showing physical features of the land and sea

*Anticipatory Set:* Teacher writes “ASEAN” on a whiteboard, chalkboard, or poster paper, and asks students to brainstorm what they know about ASEAN. Students may say “Asia,” or “Southeast Asia,” or specific countries, or other items, facts, or concepts.

*Input:* Students should know the location of their own country on the globe and in relation to Asia and some of its geographic, cultural, and economic features.

*Model:* Teacher models how to brainstorm ideas to pool knowledge for ASEAN acronym breakdown and mapping, and also how to ask questions and find out information from the Country Cards.

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## *Procedures:*

### Class Period 1

#### What is ASEAN?

- Teacher distributes “ASEAN: Say What?” handout, and explains that ASEAN is an acronym for words in English. Using the class language, teacher asks students to guess which of the words from their brainstorm list form the acronym ASEAN. Prompts as needed to fill in some of the blanks on the board, with students filling in their individual sheets (to save) based on the class discussion.
- As they fill in each letter, teacher asks students about the meanings of each of these items and how they reveal some of the fundamental features of ASEAN. For instance:
  - **A-Association:** A sense of coming together for a joint purpose or cooperative effort. “Association” also, though, has a sense of the parts maintaining their integrity and separateness.
  - **S-South:** South of what?
  - **E-East:** East of where? South and East position ASEAN in relation to Asia.
  - **A-Asian:** Asia is the absolute (unchanging) position of ASEAN on the globe.
  - **N-Nations:** A nation is a community of people with defined territory or border and government.

#### Where is ASEAN?:

- Teacher breaks students into small working groups and distributes topographic maps of Asia. Students find Asia, and identify south and east, and, using crayons, put a circle around the general area they think ASEAN covers.
- Teacher asks class to guess the names of countries they think are members of ASEAN. Wrong answers are okay, but these will be listed to the side. Correct identifications will be marked on the map. Ask how many countries are members?
- Ask someone to come forward and find the class’ home country on the map.

- 
- Ask someone else to come forward and point to neighboring countries that are part of ASEAN.

### Who is ASEAN?

- Teacher will distribute one of ten “ASEAN Country Cards” to each group. ASEAN country cards are color-coded depending on when countries became members of ASEAN.
- For homework, students research countries by asking one another, their family members, or consulting the library or the internet to find out some things that make the country distinctive and fill n their cards.

### Class Period 2

#### ASEAN Meet and Greet

- Students travel in their groups, with their ASEAN Country Card (filled in with their research), and mingle with other groups in the class. They ask one another questions about their country, and note shared features.

#### Let’s Join ASEAN

- The teacher explains that the student groups with their country cards are going to “join ASEAN.” Teacher calls up student groups that have blue country cards. These are the five founding nations of ASEAN (Indonesia, Malaysia, the Philippines, Singapore, and Thailand) and student groups with these cards will come to the front of the class. Each new group that comes up can demonstrate their country’s greeting.
- Teacher leads a brief class discussion on what these countries share based on their list on the board. Teacher will tell them that ASEAN was formed on August 8, 1967. It should be noted that the founding nations hoped ASEAN could bring together all of the countries of Southeast Asia to cooperate in order to secure the region’s peace, stability and development, for several countries in the region were still fighting for national independence or fighting a civil war at the time.
- Teacher then calls up the other countries based on color (which is based on when they joined): Green: Brunei Darussalam (7 January



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1984; teacher can ask class to calculate how many years this was since the founding of ASEAN. Note that this was six days after Brunei Darussalam gained independence, and ask class why it may have wanted to join); Yellow: Vietnam on 28 July 1995 (How many years was this since the founding of ASEAN? Since the end of the war in Vietnam?); Purple: Laos and Myanmar 23 July 1997 (How many years since Vietnam joined? Since ASEAN's founding?); Pink: Cambodia 30 April 1999 (How many years ago was this?) By this time, regional economic cooperation, in addition to promoting peace in the region, became a key purpose of ASEAN.

- For homework or in-class assignment, student groups research what was taking place in the year, or years leading up to, their assigned country's inclusion in ASEAN. For instance, did the country recently gain independence or have a new leader? Groups present briefly to the class what events they thought were significant.

*Guided Practice:* ASEAN Country Cards, Let's Join ASEAN, and Putting ASEAN Together will all be practiced under the guidance of the teacher.

### Class Period 3

#### Putting ASEAN Together

- Student groups create ASEAN Country Cutouts (outlines of each ASEAN country) and together decorate and illustrate a cutout for their country, using collage from magazine cutouts, images from the Internet, or freehand drawings.
- The class assembles these groupings in the relative placement of the geographic locations of countries on a wall in the classrooms.

*Closure:* Looking at the mosaic, the teacher will lead a discussion about what benefits there may be for the class' home country to be in ASEAN. Students will each choose their top reason, and create a decorative plaque using paints and cardboard and expressing the idea. These will be posted up around the wall mosaic.

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### *Suggested Assessments:*

- Ask student groups to use the information on their Country Cards to compare similarities and differences among ASEAN member nations, and to discuss the meaning of “association” and “nation.” (Formative assessment; Facet 1 - Explanation and Facet 2 - Interpretation).
- Ask students to create a class chart listing ASEAN countries according to when they joined. Chart should reveal integration and organization of information on assigned ASEAN countries, containing students’ (whole class) accurate calculations on when each country joined ASEAN. Student groups should then be able to identify events that they felt were significant with the class. (Formative assessment; Facet 1 - Explanation and Facet 2 - Interpretation).
- Have students integrate this chart with their ASEAN country cutouts to form a mosaic on the classroom wall, along with relevant and timely images, drawings, cut-outs contained inside these country outlines. Hold a class discussion or create a class chart of similarities and differences between nations. (Summative assessment; Facet 2-Interpretation and Facet 4-Perspective)
- Hold a class discussion about the benefits for the class’ home country to be a part of ASEAN. Creation of individual student mosaics to reveal a top reason why one feels it important to be a part of ASEAN. (Summative assessment; Facet 1-Explanation and Facet 4-Perspective)

### *Summary Questions:*

- What is the meaning of each letter in the acronym ASEAN and why is it important?
- What are the 10 ASEAN countries, and which 5 of these are founding countries?
- What are some differences and similarities between Member States?
- How does our country or our community benefit from being a part of ASEAN?

*Connecting across the Curriculum:* This lesson can be connected to other studies in geography, culture, and economics that focus, in particular, on nations and people interacting over time for different purposes and as part of a larger organization.

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## Handout: ASEAN Say What?

Based on the ideas in the class discussion, fill the meanings behind the acronym “ASEAN” below.

**A**

**S**

**E**

**A**

**N**

# Handout: Topographic Map of Asia



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## Handout: ASEAN Country Cards

Country Cards are color-coded based on when the country joined ASEAN.

Blue: Indonesia, Malaysia, Philippines, Singapore, and Thailand (founding member nations of ASEAN, established on 8 August 1967)

Green: Brunei on 7 January 1984

Yellow: Vietnam on 28 July 1995

Purple: Lao PDR and Myanmar 23 July 1997

Pink: Cambodia on 30 April 1999

FRONT of the Country Card: This will be filled in based on research of each group to give a snapshot profile of each Member State. The “fun or interesting fact” can be a type of popular food, a surprising historical event, a cultural tradition, or just something that captures the group’s imagination.

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## ASEAN Country Card: Indonesia

Official Language(s):

How do you say:

Hello (or other greeting, including body language such as bowing)

Thank you

Yes/No

Numbers 1-5

Student, Teacher, School

Staple crop:

Widely available fruit:

Currency:

Major religions practiced:

What percentage of the population practices these?

Major holidays (noting dates):



*back:*

Color in Indonesia below

Bordering countries and/or oceans:

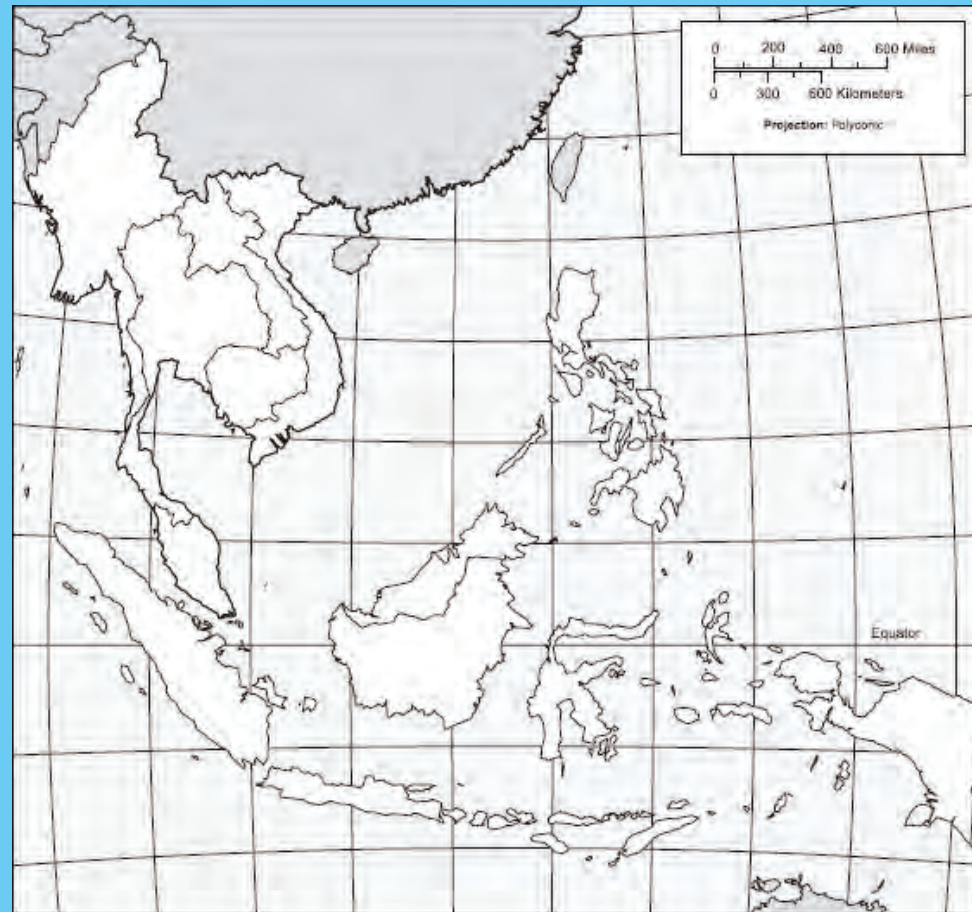
Land size:

Seasons (months each season spans):

Population:

System of government:

Fun or interesting fact:



Courtesy Arizona Geographic Alliance (<http://geoalliance.la.asu.edu/azga>),  
School of Geographical Sciences and Urban Planning, Arizona State University, cartographer Terry Dorschied

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## ASEAN Country Card: Malaysia

Official Language(s):

How do you say:

Hello (or other greeting, including body language such as bowing)

Thank you

Yes/No

Numbers 1-5

Student, Teacher, School

Staple crop:

Widely available fruit:

Currency:

Major religions practiced:

What percentage of the population practices these?

Major holidays (noting dates):



*back:*

Color in Malaysia below

Bordering countries and/or oceans:

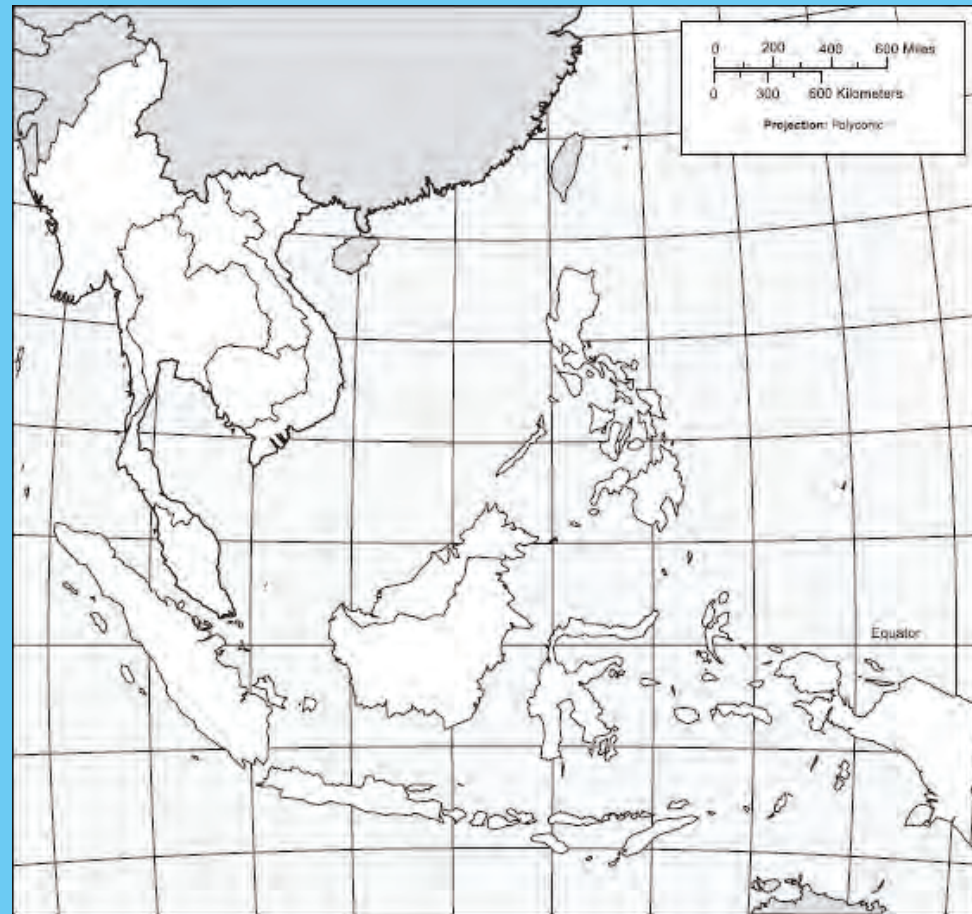
Land size:

Seasons (months each season spans):

Population:

System of government:

Fun or interesting fact:



Courtesy Arizona Geographic Alliance (<http://geoalliance.la.asu.edu/azga>),  
School of Geographical Sciences and Urban Planning, Arizona State University, cartographer Terry Dorschied

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## ASEAN Country Card: Philippines

Official Language(s):

How do you say:

Hello (or other greeting, including body language such as bowing)

Thank you

Yes/No

Numbers 1-5

Student, Teacher, School

Staple crop:

Widely available fruit:

Currency:

Major religions practiced:

What percentage of the population practices these?

Major holidays (noting dates):

*back:*

### Color in Philippines below

Bordering countries and/or oceans:

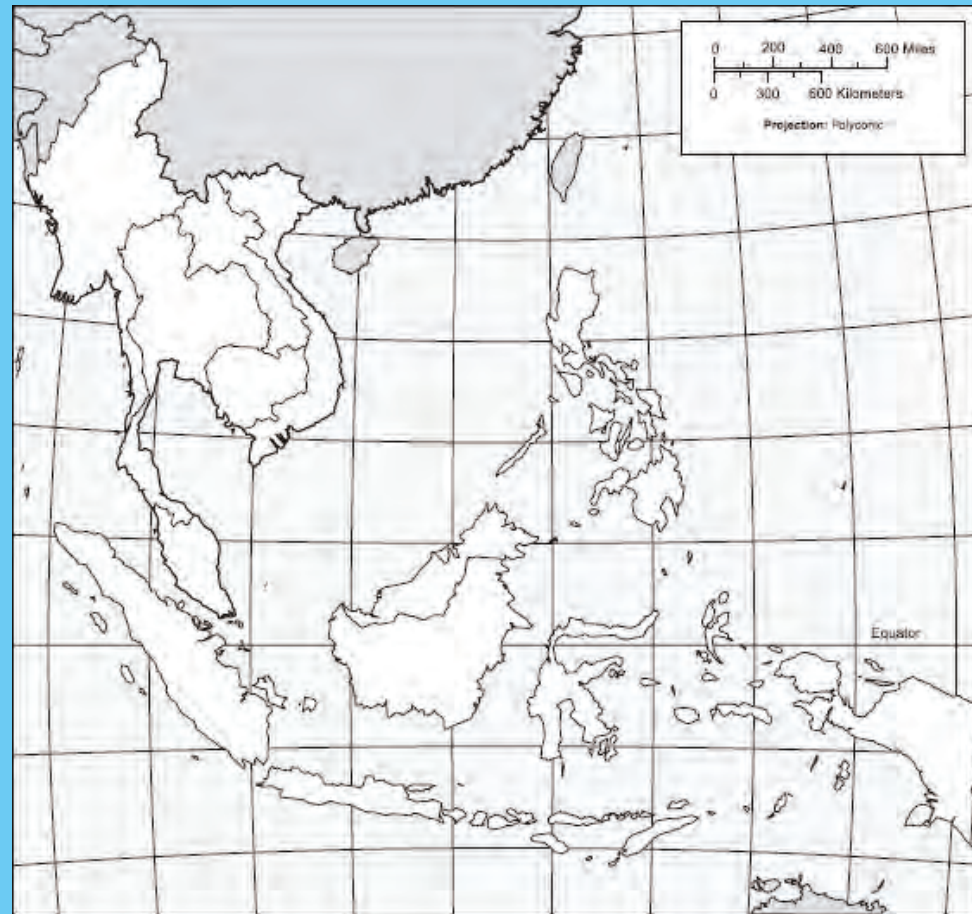
Land size:

Seasons (months each season spans):

Population:

System of government:

Fun or interesting fact:



Courtesy Arizona Geographic Alliance (<http://geoalliance.la.asu.edu/azga>),  
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## ASEAN Country Card: Singapore

Official Language(s):

How do you say:

Hello (or other greeting, including body language such as bowing)

Thank you

Yes/No

Numbers 1-5

Student, Teacher, School

Staple crop:

Widely available fruit:

Currency:

Major religions practiced:

What percentage of the population practices these?

Major holidays (noting dates):

*back:*

Bordering countries and/or oceans:

Land size:

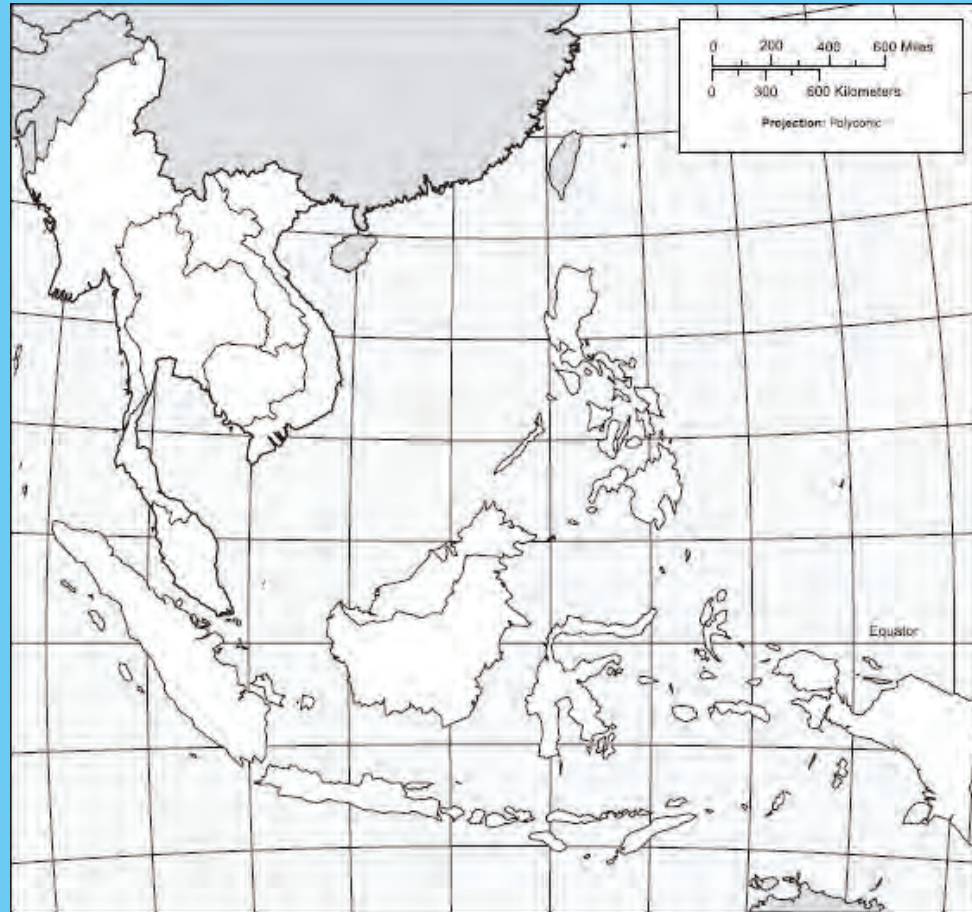
Seasons (months each season spans):

Population:

System of government:

Fun or interesting fact:

Color in Singapore below



Courtesy Arizona Geographic Alliance (<http://geoalliance.la.asu.edu/azga>),  
School of Geographical Sciences and Urban Planning, Arizona State University, cartographer Terry Dorschied

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## ASEAN Country Card: Thailand

Official Language(s):

How do you say:

Hello (or other greeting, including body language such as bowing)

Thank you

Yes/No

Numbers 1-5

Student, Teacher, School

Staple crop:

Widely available fruit:

Currency:

Major religions practiced:

What percentage of the population practices these?

Major holidays (noting dates):



*back:*

Bordering countries and/or oceans:

Land size:

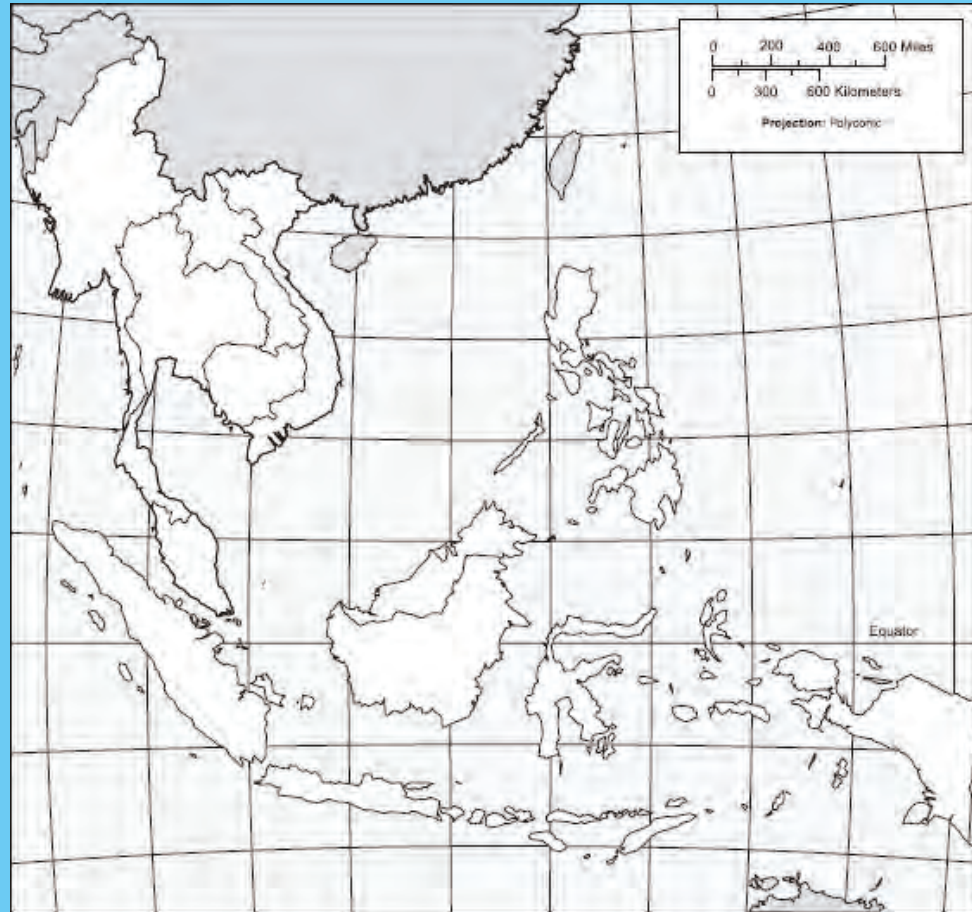
Seasons (months each season spans):

Population:

System of government:

Fun or interesting fact:

Color in Thailand below



Courtesy Arizona Geographic Alliance (<http://geoalliance.la.asu.edu/azga>),  
School of Geographical Sciences and Urban Planning, Arizona State University, cartographer Terry Dorschied

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## ASEAN Country Card: Brunei

Official Language(s):

How do you say:

Hello (or other greeting, including body language such as bowing)

Thank you

Yes/No

Numbers 1-5

Student, Teacher, School

Staple crop:

Widely available fruit:

Currency:

Major religions practiced:

What percentage of the population practices these?

Major holidays (noting dates):



*back:*

Bordering countries and/or oceans:

Land size:

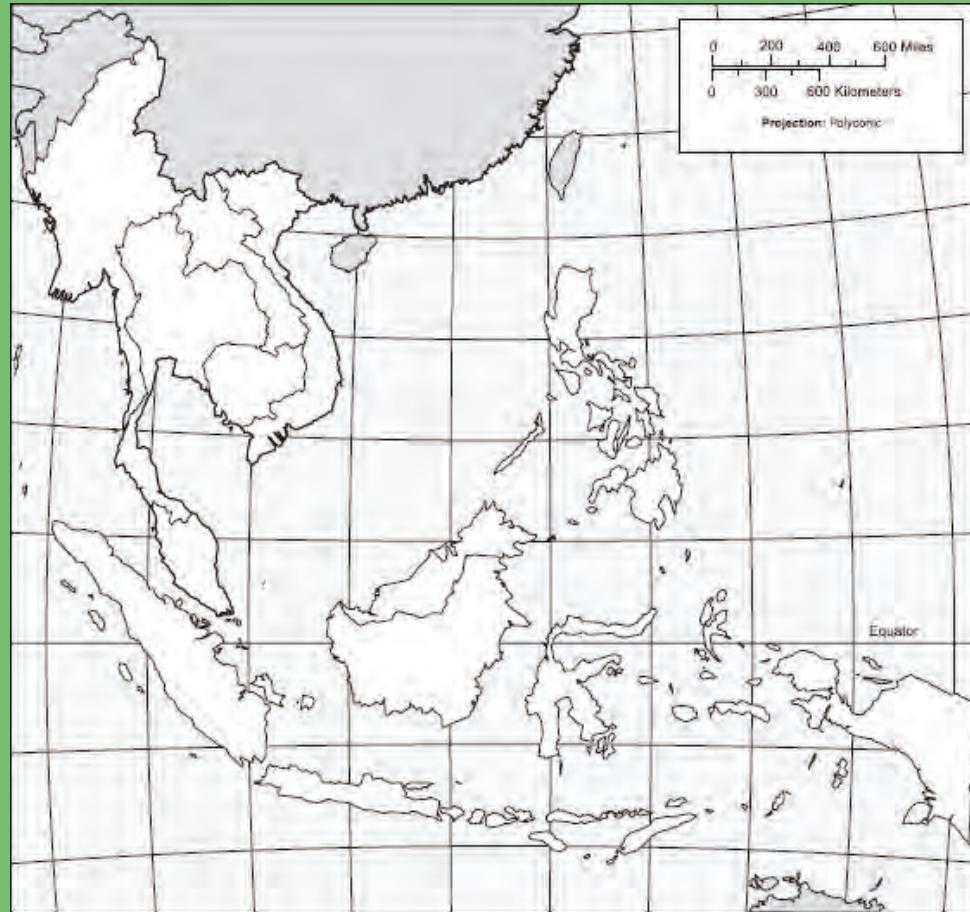
Seasons (months each season spans):

Population:

System of government:

Fun or interesting fact:

Color in Brunei below



Courtesy Arizona Geographic Alliance (<http://geoalliance.la.asu.edu/azga>),  
School of Geographical Sciences and Urban Planning, Arizona State University, cartographer Terry Dorschied

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## ASEAN Country Card: Vietnam

Official Language(s):

How do you say:

Hello (or other greeting, including body language such as bowing)

Thank you

Yes/No

Numbers 1-5

Student, Teacher, School

Staple crop:

Widely available fruit:

Currency:

Major religions practiced:

What percentage of the population practices these?

Major holidays (noting dates):

*back:*

Bordering countries and/or oceans:

Land size:

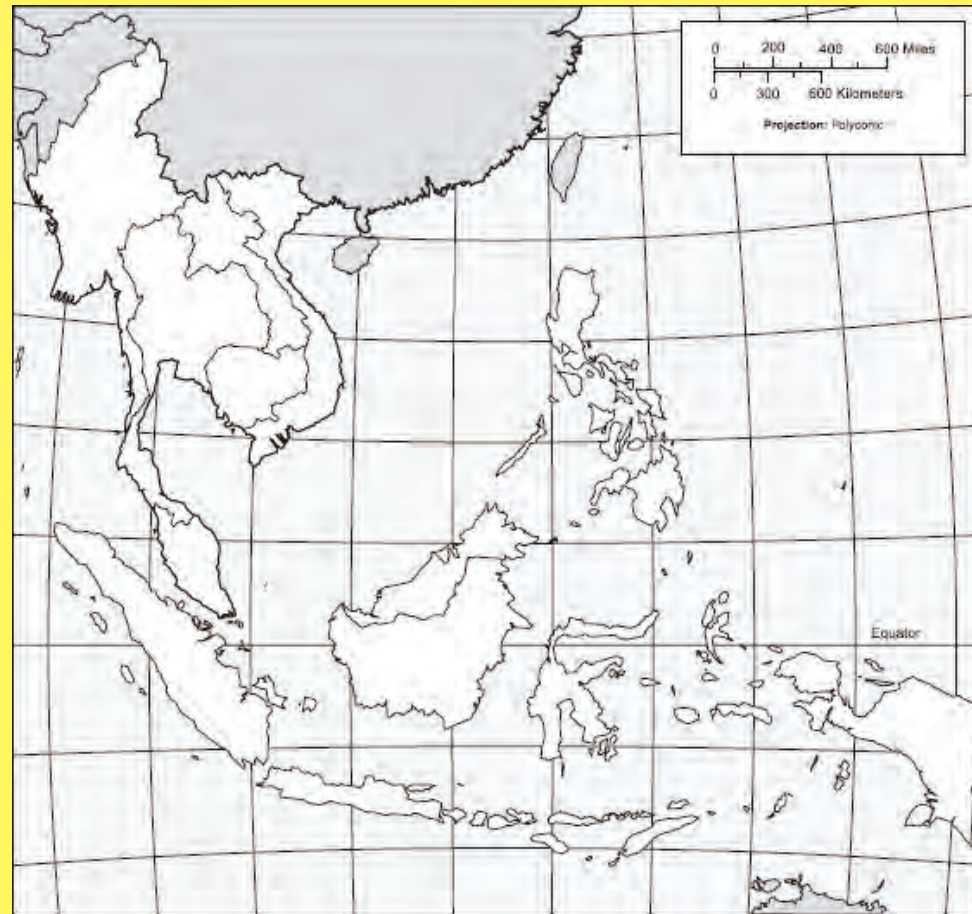
Seasons (months each season spans):

Population:

System of government:

Fun or interesting fact:

Color in Vietnam below



Courtesy Arizona Geographic Alliance (<http://geoalliance.la.asu.edu/azga>),  
School of Geographical Sciences and Urban Planning, Arizona State University, cartographer Terry Dorschied

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## ASEAN Country Card: Lao PDR

Official Language(s):

How do you say:

Hello (or other greeting, including body language such as bowing)

Thank you

Yes/No

Numbers 1-5

Student, Teacher, School

Staple crop:

Widely available fruit:

Currency:

Major religions practiced:

What percentage of the population practices these?

Major holidays (noting dates):

*back:*

Bordering countries and/or oceans:

Land size:

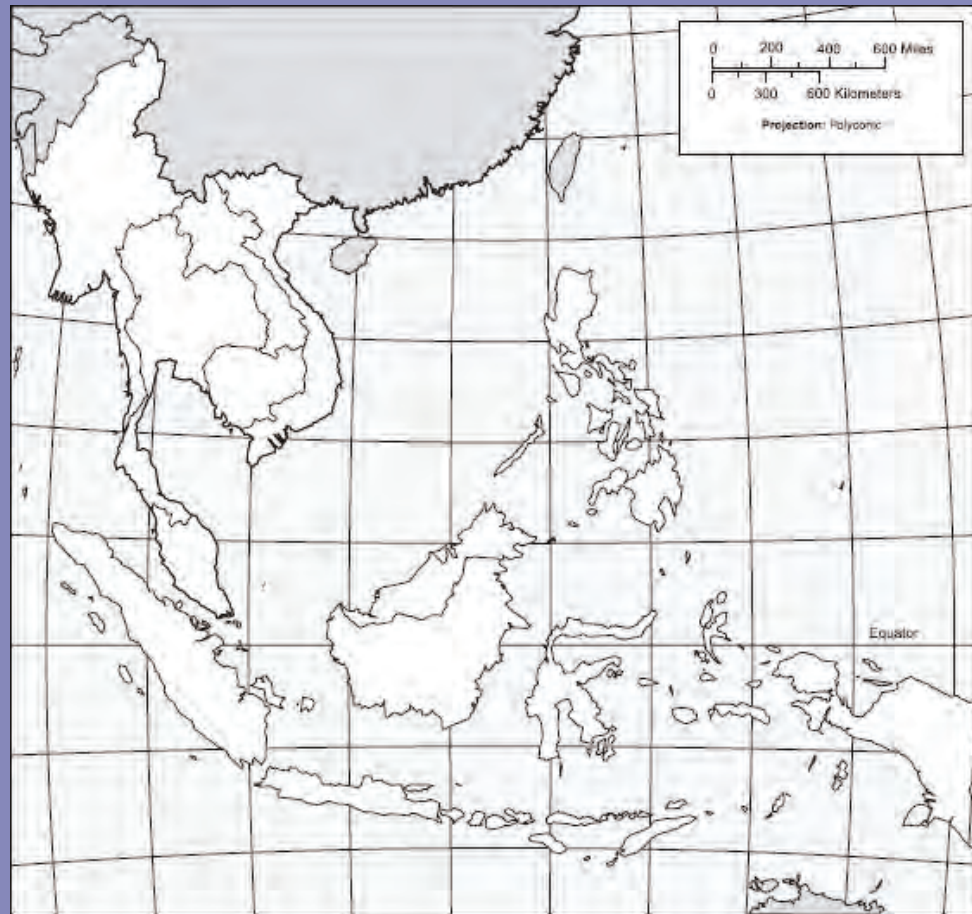
Seasons (months each season spans):

Population:

System of government:

Fun or interesting fact:

Color in Laos PDR below



Courtesy Arizona Geographic Alliance (<http://geoalliance.la.asu.edu/azga>),  
School of Geographical Sciences and Urban Planning, Arizona State University, cartographer Terry Dorschied

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## ASEAN Country Card: Myanmar

Official Language(s):

How do you say:

Hello (or other greeting, including body language such as bowing)

Thank you

Yes/No

Numbers 1-5

Student, Teacher, School

Staple crop:

Widely available fruit:

Currency:

Major religions practiced:

What percentage of the population practices these?

Major holidays (noting dates):



*back:*

Bordering countries and/or oceans:

Land size:

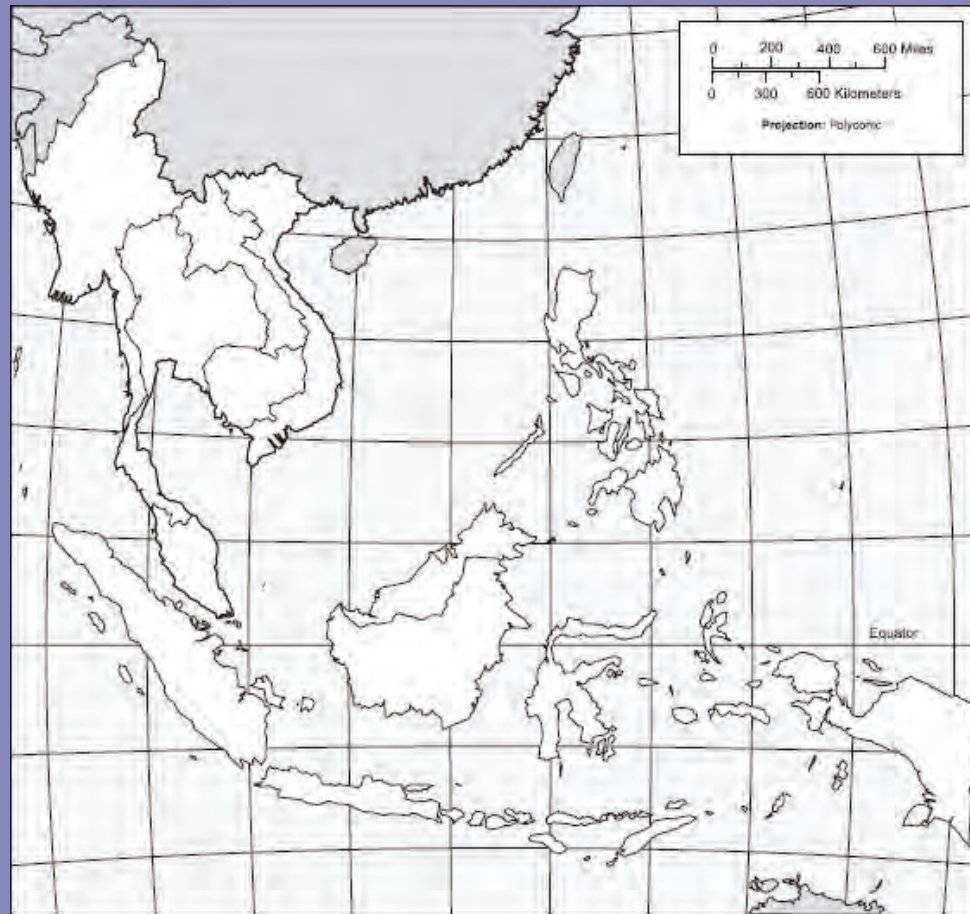
Seasons (months each season spans):

Population:

System of government:

Fun or interesting fact:

Color in Myanmar below



Courtesy Arizona Geographic Alliance (<http://geoalliance.la.asu.edu/azga>),  
School of Geographical Sciences and Urban Planning, Arizona State University, cartographer Terry Dorschied

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## ASEAN Country Card: Cambodia

Official Language(s):

How do you say:

Hello (or other greeting, including body language such as bowing)

Thank you

Yes/No

Numbers 1-5

Student, Teacher, School

Staple crop:

Widely available fruit:

Currency:

Major religions practiced:

What percentage of the population practices these?

Major holidays (noting dates):



*back:*

Bordering countries and/or oceans:

Land size:

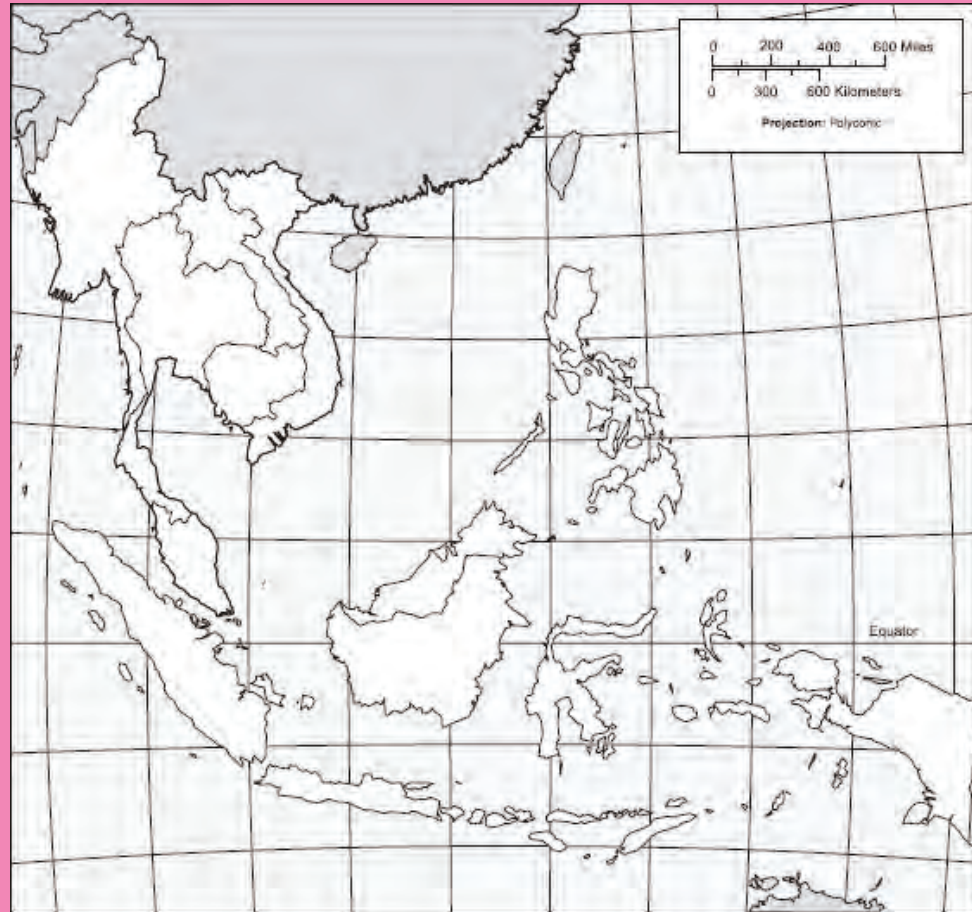
Seasons (months each season spans):

Population:

System of government:

Fun or interesting fact:

Color in Cambodia below



Courtesy Arizona Geographic Alliance (<http://geoalliance.la.asu.edu/azga>),  
School of Geographical Sciences and Urban Planning, Arizona State University, cartographer Terry Dorschied

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## Handout: ASEAN Country Cutouts

These country cutouts can be made from large poster boards to be handed out, or a teacher may project the map of the region onto large sheets of paper, which then can be traced in marker and cut out by students.

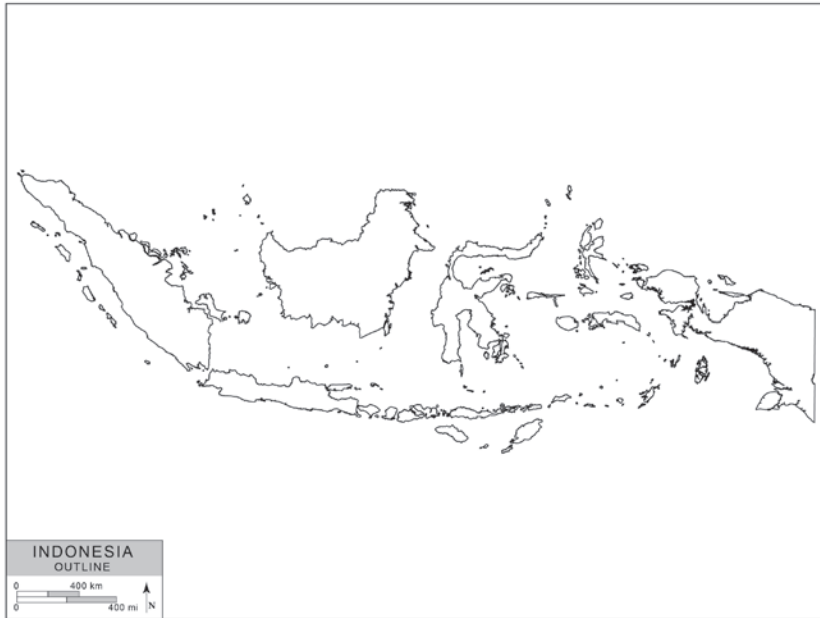
### Brunei



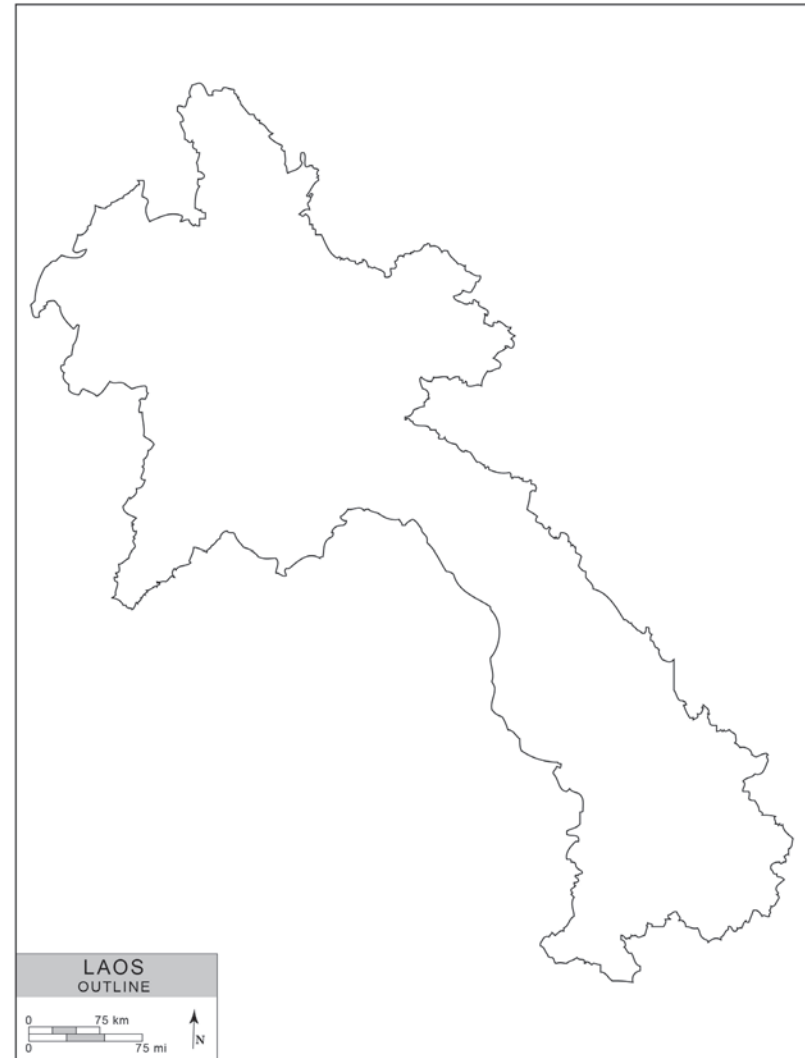
### Cambodia



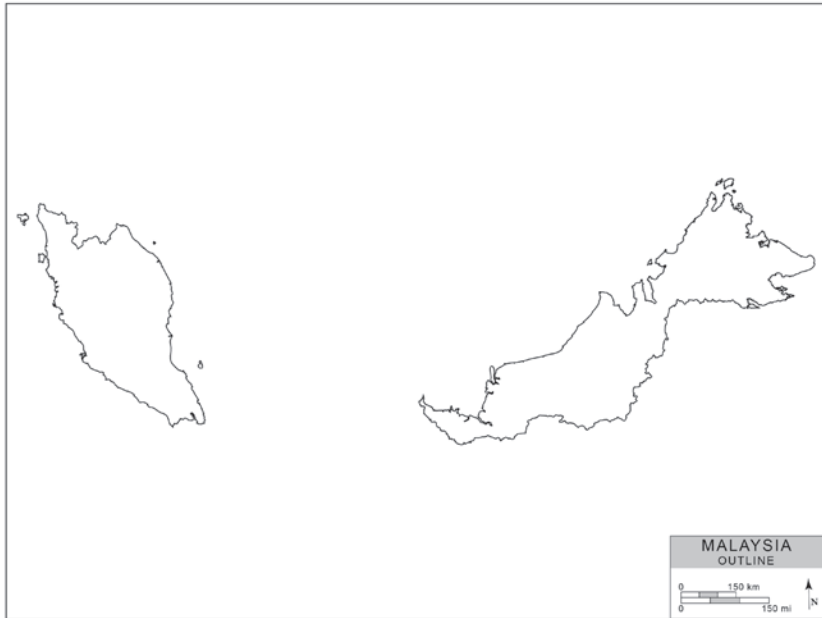
## Indonesia



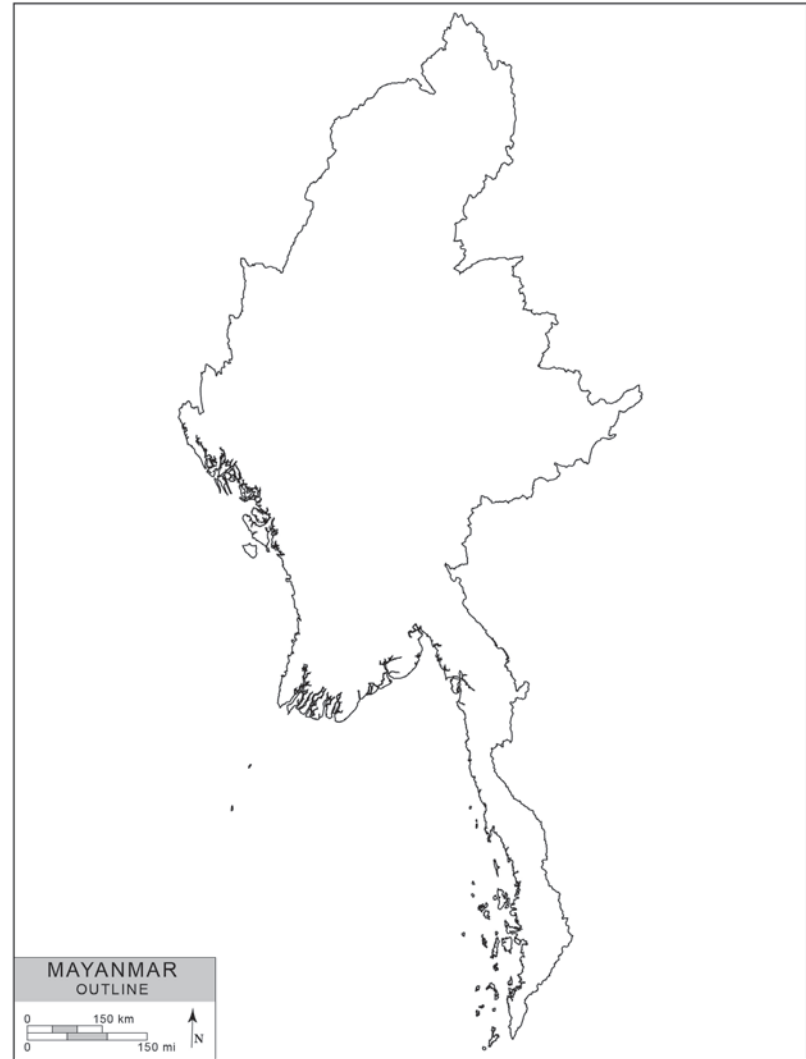
## Lao PDR



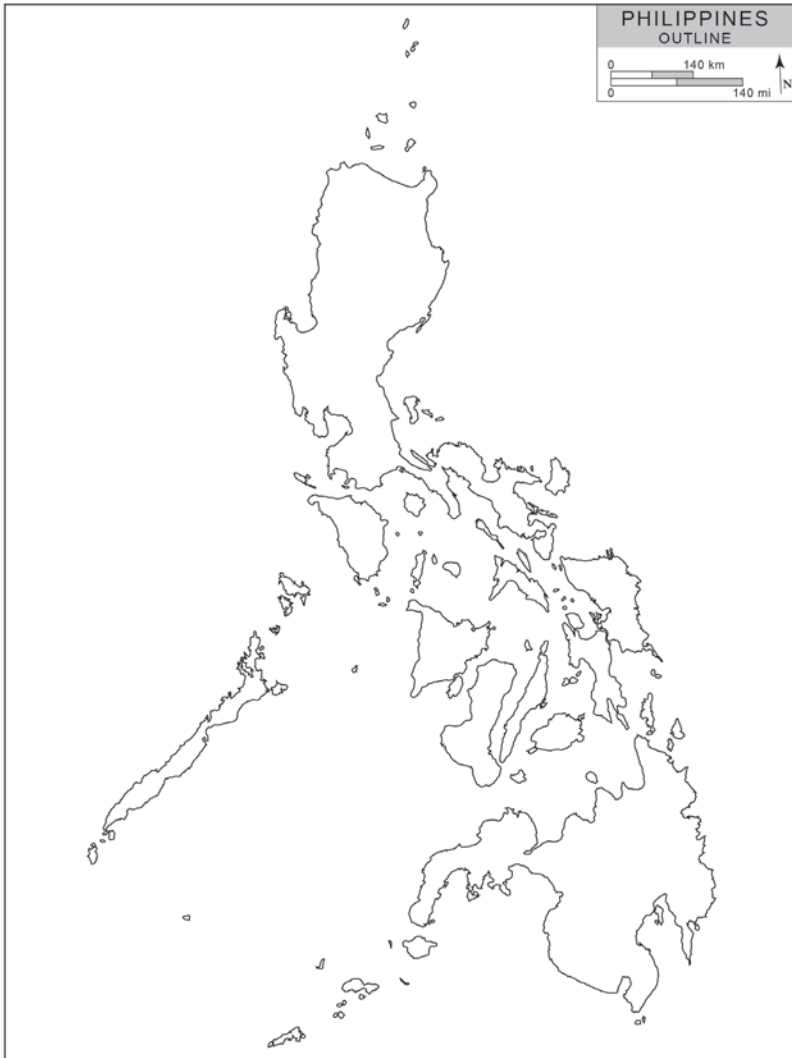
## Malaysia



## Myanmar



## Philippines



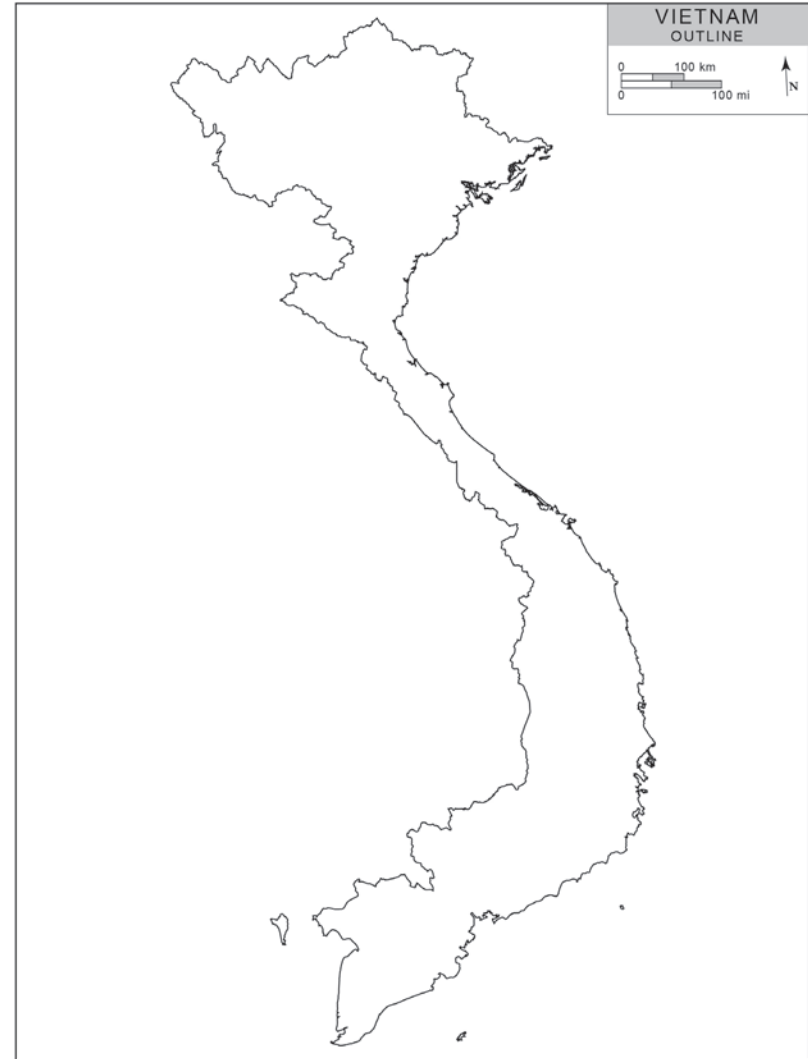
## Singapore



## Thailand



## Vietnam



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# Sample Lesson Plan: Telling ASEAN Stories

*Grade Level/Subject Area:* Lower Secondary/Social Studies

*Overview:* Students use newspaper articles as well as interviews with people in their community to build on their learning as they explore motivations for the formation of ASEAN, and nations' reasons for joining. They will examine and compare multiple perspectives, and begin to connect the needs in their community to the ASEAN Declaration Seven Aims and Purposes. The lesson will culminate with students' creations of photo stories that, ideally, will be shared on a dedicated ASEAN Youth website so that they can connect with other ASEAN youth and learn about one another's communities.

*Desired Understanding:* 10 Southeast Asian nations have come together to form ASEAN in order to realize mutual goals.

*Lesson Objectives:*

- Students can explain several reasons why ASEAN was formed.
- Students can describe how ASEAN works, pointing to specific principles and how they have been used.
- Students will consider advantages of membership in ASEAN for their country and community.
- Students will connect their communities to those of other students in ASEAN.

*Essential Questions:*

- Why did nations form and join ASEAN? (Places, People)
- What goals do Member States share? (People, Ideas)
- What can ASEAN Member States achieve together that they cannot achieve as separate nations? (People, Places, Ideas)

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*Materials/Handouts Needed:*

- Breaking News and Your ASEAN Story handouts
- Interview: Where Were You? handout
- ASEAN Declaration Seven Aims and Purposes
- Image Hunt and Gather worksheet (adaptation available if students do not have cameras)
- Story Crafting worksheet (adaptation available if students do not have cameras)
- Cameras or access to print or computer images
- Dedicated ASEAN Youth website with Story Crafting program (if possible)

*Time Needed:* This lesson requires three class periods with an interview homework assignment after class period one, and a more involved homework assignment (that may require a week) of gathering photos. In Class 3, they will assemble these into a narrative that connects ASEAN's goals with an issue in their community.

*Glossary of Terms:*

- Declaration: a formal statement or announcement.

*Anticipatory Set:* Have the class consider how accounts of actual events can be told (through oral, written, or pictorial means). Ask them what is the role of perspective in an account about actual events?

*Input:* Teacher will explain how to analyze a newspaper account of events and help synthesize the discussion on motivations for the founding of ASEAN.

*Model:* Teacher will model how to analyze a newspaper story to define perspective and to draw out specific information.



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*Procedures:*

Class Period 1

- Teacher divides class into five groups and distributes a different “Breaking News ASEAN” handout to each group.
- Groups read the two articles in their handout, discuss, and fill in the accompanying worksheet chart.
- For homework, teacher distributes Interview: Where Were You? handout.

Class Period 2

- In class, groups re-form and compare answers from their interview homework. Teacher then leads a whole-class discussion on the motivations for the founding of ASEAN, based on the students’ reading of the responses and homework interviews. Teacher writes reasons on the black/white/poster board in front of the class.
- Teacher distributes ASEAN Declaration Seven Aims and Purposes handout. As a class, they discuss how the reasons on their list match up to those listed in the ASEAN Declaration.
- Discuss as a class some of the community challenges the students’ interview subject cited and match these to Aims and Purposes. Which ones match easily? Which ones do not seem to fit?
- Student groups use the Your ASEAN Story to choose and frame one community challenge.
- Distribute the Image Hunt and Gather handout and student groups use it to gather photographs.

Class Period 3

- Students use photos to create a narrative (print or multimedia).

*Guided Practice:* Teacher helps supervise and guide groups as they create their narratives.

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*Closure:* ASEAN stories are uploaded directly to a newly created ASEAN Youth website or sent to the ASEAN Secretariat or the East-West Center and uploaded to a dedicated website for sharing among students across ASEAN.

*Independent Practice:* Students connect online with another group in another ASEAN Member State and undertake a joint community action project to address a shared concern.

*Suggested Assessments:*

- Ask groups to complete the “Breaking News ASEAN” handout to reveal comprehension and analysis of the motivations (of each of the 10 countries) for the founding of ASEAN. (Formative assessment; Facet 1-Explanation and Facet 2-Interpretation)
- Have individual students complete the “Where Were You?” interview, collecting perspectives on first impressions of ASEAN, why their country joined, and benefits of being a Member State. (Formative assessment; Facet 4-Perspective)
- Hold a class discussion about the goals of ASEAN and compare and contrast the ASEAN Declaration and Aims and Purposes document with multiple perspectives (gathered from the “Where Were You?” interviews of community members). Agree on key community challenges (class consensus) and select one community challenge per group for “Your ASEAN Story” assignment. (Summative assessment; Facet 2-Interpretation and Facet 4-Perspective)
- Ask student groups to select 10 to 20 photographs to convey ideas and viewpoints addressing the following: (1) importance of an issue/challenge in the community; (2) relationship to other communities of ASEAN; and (3) how ASEAN can help address this issue/challenge. Upload ASEAN stories to ASEAN Youth website, and ask students to engage in respectful communications and comments. (Summative assessment; Facet 2-Interpretation and Facet 4-Perspective)

*Summary Questions:*

- What were the motivations for ASEAN’s founding?

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- Why did other nations join ASEAN?
  - How does the ASEAN Declaration with its Aims and Purposes address concerns in your community?
  - How do perspectives influence accounts of events?

*Connecting across the Curriculum:* Connect to exploration of perspective in Social Studies/History, the relationships between individual, community, country, and region, as well as creative endeavors, such as elements that make a compelling narrative in a news story, in fiction, or in a pictorial or video piece.

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## Handout: Breaking News ASEAN Worksheet

Five different versions for every class. Each version will have two actual newspaper articles (which need to be procured and selected) about the 1967 formation of ASEAN, one from a founding country of ASEAN, and one from a country that was not a founding member, but that joined later. The accompanying worksheet will have a chart to compare how the reasons for the formation of ASEAN are described in the articles.

<b>Articles from founding countries</b>	<b>What do they say are the reasons for forming ASEAN?</b>
Indonesia	
Malaysia	
Philippines	
Singapore	
Thailand	

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<b>1967 articles from non-founding countries</b>	<b>What do they say about the reasons for forming ASEAN?</b>
Brunei	
Vietnam	
Lao PDR	
Myanmar	
Cambodia	

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## Handout: ASEAN Where Were You? Interview Worksheet

Directions: Interview two adult family members or family friends about ASEAN, asking the following and recording their answers:

- Do you remember the 1967 formation of ASEAN? What were your impressions?
- If the formation of ASEAN was not memorable to you (or if you were not born or old enough to remember) when do you recall first hearing about ASEAN and in what context?
- What do you think was the purpose of your country joining ASEAN?
- What benefits has ASEAN brought to your country/your immediate community?
- What are the two most important challenges facing your community?

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## Handout: ASEAN Declaration/Seven Aims and Purposes List

- Economic growth, social progress, and cultural development
- Regional peace and stability
- Economic, social, cultural, technical, scientific and administrative collaboration
- Mutual assistance in training and research
- Collaboration in agriculture and industry, trade, transportation and communications, and the improvement of living standards;
- Promotion of Southeast Asian studies; and
- Cooperation with regional and international organizations.

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# Handout: Your ASEAN Story Worksheet

Team member names:

Frame Your Story:

- What is your community issue or challenge?
- Why is it important to your community?
- Do you think your issue is relevant to other ASEAN communities? Why or why not?
- Is the issue addressed in the ASEAN Declaration/Seven Aims and Purposes? How?
- Where would you go in your community to photograph images of this topic to tell a photo story about:
  - Its importance in the community?
  - Its relationship to other communities?
  - How ASEAN could help address the issue?



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## Handout: Image Hunt and Gather Directions

How can you tell a story through images? First, you need an idea of what you want to say. Take your answers under Frame Your Story with you and refer to them as you take photos. As you gather images you may find that your ideas develop in surprising ways. If this is the case, feel free to revise your story accordingly. To take photos, use the tips below:

- Keep the camera steady when shooting, holding the camera with two hands.
- Lean on a wall or in a doorway to keep from moving.
- Choose a subject: What do you want to photograph? Think about which subject (people, objects, a place) will capture what you want to convey in your story.
- What's your viewpoint? Think about how your photo will be different if you get down low with the camera versus standing on a chair and aiming the lens down. How will it change if you stand to the side, in front of, or even behind the subject?

Frame it:

- The Rule of Thirds. Imagine each photo divided into three horizontal and three vertical sections.
- Many photographers find that if they arrange points of interest at the intersections or along the lines of the grid, their photos are more visually appealing.
- Look around the edges of your shot--is there something that will detract from your main subject? If so, try to come closer or stand in a different position to exclude distractions. Is there something that will add to your photo? Make sure to include it by backing up to enlarge the area captured by the photo or by changing position.
- This is also a good opportunity to check to see if you are holding the camera straight (looking at doorways, windows, horizon-lines or tree trunks in the picture can help you align the camera properly).
- Take some parent permission slips with you because photos of you or other children must be accompanied by a signed form in order to be posted on the Internet.
- Snap! Over the weekend, take a team total of between 10 and 20 photographs that tell your story. You can make arrangements to meet with your team for the assignment, or individually gather images for a different aspect of the story.

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## Handout: Image Hunt and Gather Directions (Adaptation)

How can you tell a story through images?

First, you need an idea of what you want to say. Your ASEAN Story worksheet will be your starting point. Take it with you and refer to it as you gather images about the issue you selected. As you do so, you may find that your ideas develop in surprising ways. If this is the case, feel free to revise your story accordingly.

Gather images from local sources about your issue. These can be from newspapers, magazines, fliers, posters, or photos to which you have access.

As you select images, ask yourself:

- “What is the subject of this image? What does it depict?”
- “Whose perspective does it show?”

Each team should gather 10-20 images to bring into class.

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# Handout: Story Crafting Directions

Team member names: \_\_\_\_\_

- Gather in your teams and upload your photos onto the Story Crafting web page (if Internet access is available), or lay printouts on the table in front of you. If using Story Crafting on the computer, you will be prompted through the steps. If you are using printouts (recommended), continue following steps below.
- Review Your ASEAN Story as you experiment with shuffling and rearranging your photos to tell a story about your answers to these questions. (If your photo-taking led you to new answers you may adapt as necessary.)
- Consider your story's purpose. Do you want it to educate people, to mobilize them to action, to suggest a solution?  
Write your purpose here:
- As you arrange your photos, set aside ones that do not fully support your intended story. Even if these are good images in themselves, setting them aside will make your story stronger. Each story may have a maximum of eight photos.
- When your photo story is finalized, write the following on the back of each photo (or, on the computer if using the Story Crafting webpage):
  - City, town, or area where it was taken
  - Setting (your kitchen, your school's lab or playground, a local park)
  - A one-sentence description of the photo
- Think of a title for your photo story and write it here: \_\_\_\_\_
- Put the photos in order, and enclose this sheet as well as Your ASEAN Story and hand in to your teacher. Your story is ready to share!

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# Sample Lesson Plan: All Agreed?

*Grade Level/Subject Area:* Upper Secondary/Social Studies

*Overview:* As students recreate ways of coming to agreements, they will examine the complexities that arise when people or groups of people try to resolve differences fairly or cooperate with mutual benefit. Students will explore how ASEAN uses various approaches in different situations, the rationale behind these approaches, and, ultimately, the benefits of working together despite challenges that may arise.

*Desired Understanding:* In this era of rapid globalization, there is an urgent need for political, economic, and cross-cultural cooperation to meet challenges and achieve goals.

*Lesson Objectives:*

- Students will point to ASEAN's key achievements and explain their significance.
- Students will cite and explain considerations faced in creating a Charter.
- Students will be able to analyze the ASEAN 2015 Goals, and assess how economic and social ties between ASEAN member countries can advance these.
- Students can connect with students in other ASEAN nations who have similar community needs, and create a persuasive media piece.

*Essential Questions:*

- What mutual benefits are derived by ASEAN member countries from close economic and social ties created by globalization? (Materials, People, Places)
- Why is the need for ASEAN today greater than in previous decades? (People, Ideas)

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*Materials/Resources Needed:*

- List of ASEAN Achievements
- ASEAN Agrees individual worksheet
- Charter Time group worksheet
- ASEAN Principles and Purposes worksheet
- (actual) ASEAN Charter Principles and Purposes handout
- (actual) Roadmap for the ASEAN Community
- Library or Internet resources
- Supplies for posters or multimedia pieces
- Dedicated ASEAN Youth website (if possible)

*Time Needed:* Three class periods with time either in class or for homework to conduct research either in the library or online.

*Glossary of Terms:*

- Charter: A written document creating an institution and describing its function, rights, and privileges
- Globalization: The condition resulting from free trade, free flow of capital, and frequent exchange of ideas
- Consensus: General agreement
- Ratify: Sign or give formal consent to
- Outcome: Something that follows as a consequence or result

*Anticipatory Set:* Students write a paragraph story about coming to an agreement or settling a difference with a peer (a sibling or friend). What strategy did they use? Were both parties satisfied? What might they have done differently?

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*Input:* As needed, teacher may fill in reasons why ASEAN formed, and some of the principles of how it works.

*Model:* Teacher should model comparisons of student-generated materials with actual ASEAN ones.

*Procedures:*

#### Class Period 1

- Teacher divides class into small project teams and assigns each a topic from a list of ASEAN Achievements. Students will use print or computer resources to research a specific instance of an agreement that illustrates the general achievements. Some agreements will have been reached through the ASEAN Consensus System; others achieved through other means (SE Asia Nuclear Weapon-Free Zone treaty required seven ratifications; ASEAN Agreement on Transboundary Haze Pollution needed six ratifications. Some projects go forward on the basis of the ASEAN Minus X or Two Plus X formula—two or more members may engage in a cooperative project and others engage when ready).
- For homework or in class, student groups will research the background to the problem, which were Member States at that time, how they addressed the problem, and what the short- and long-term outcomes were.

#### Class Period 2

- Student groups present their projects to the class. Even though they are working in groups, each student uses their own ASEAN Agrees handout to keep track of how agreements are made and what the benefits have been.

#### Charter Time

- Teacher divides class into new groups, each representing an ASEAN Member State. In this scenario, it is now December 2005, the year ASEAN leaders decided to form a charter.
- Students bring their ASEAN Agrees handouts to their new group and use these to complete Charter Time group worksheet. Here they come

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up with a list of pros and cons to the agreement structures from ASEAN Agrees, and then list what the benefits of a charter would be. Each group circles one benefit that they agree is the most important.

- Groups share with the class the most important benefits, and these are written on a class chalk/black/white board.

### Class Period 3

#### Ministers Meet

- Every ASEAN “country group” now splits with members attending Ministers Meetings (how many “meeting groups” depends on the size of the class—some may want two, some more). Here they meet with representatives from other “countries” and together they brainstorm “Purposes of ASEAN” and “Principles of ASEAN” using the ASEAN Principles and Purposes handout. Groups discuss and agree on five (5) purposes and five (5) principles and create posters or multimedia projects with these.
- Teacher distributes the 2008 ASEAN Charter Purposes and Principles worksheet and student groups compare their own with the actual ones.
- Groups examine goals in the “Roadmap for the ASEAN Community” and choose one goal that they feel of significance to their community. First, they will evaluate how the goal was informed by or aligns with the Purposes and Principles of the Charter. Then, they will link it to their community issue and prepare a visual or multimedia presentation about how the goal may affect their community issue, what the progress has been since the goals were set in 2009, and what the expected 2015 outcome is. Groups identify an area that still needs attention within this issue and, using their presentation, prepare a petition or open letter to their government and ASEAN Secretariat.

*Guided Practice:* Charter Time and Ministers Meet will be conducted under the guidance of the teacher.

*Closure:* Presentations, petitions, and open letters are shared via the ASEAN Youth website and students connect to counterparts in other ASEAN countries.

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### *Suggested Assessments:*

- Ask students to complete “ASEAN Agrees” worksheet, and group-generated chart based on research of ASEAN Achievements. Should include: Member States involved at that time of the conflict, how the problem was addressed, and the short- and long-term outcomes of the ASEAN agreement. Groups then communicate findings to the class, showing unbiased viewpoints from selected countries and critiques of outcomes of the ASEAN agreement. (Formative assessment; Facet 1-Explanation, Facet 2-Interpretation and Facet 4-Perspective)
- Encourage cooperative participation by students as they role-play utilizing the information gathered from the “ASEAN Agrees” activity to take a stance from the perspective of their respective “country group” and participate in Ministers Meetings and contribute to a group consensus on five key purposes and five principles of ASEAN. (Formative assessment; Facet 2-Interpretation and Facet 4-Perspective)
- Ask groups to generate a visual or multimedia presentation, or write a open letter addressed to their government and ASEAN secretariat. These should focus on a goal related to a community issue that is aligned with the Principles and Purposes of the ASEAN Charter. The final products should clearly address the essential questions of this lesson: (1) What mutual benefits are derived by ASEAN Member States from close economic and social ties created by globalization?; (2) How might regional benefits challenge individual nations?; (3) Why is the need for ASEAN today greater than in previous decades? (Facet 2-Interpretation and Facet 4-Perspective)

### *Summary Questions:*

- Why can reaching agreements be complicated?
- What kinds of issues had to be resolved to form a charter for ASEAN?
- How does articulating its goals help ASEAN bring benefits to local communities?

*Connecting Across the Curriculum:* This lesson can connect to other lessons in economics, history, and civics where treaties, agreements, philosophy, and logic are discussed. It can also be connected to science and to health by comparing goals and outcomes.



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## Handout: List of ASEAN Achievements

ASEAN's broad achievements include:

- Establishing relationships between nations
- Forming networks between policymakers so they can cooperate
- Developing a regional consciousness
- Integrating economies in the region
- Protecting the environment
- Combating transnational crime
- Preventing spread of communicable diseases
- Reducing the economic gap between older and newer ASEAN members
- Promoting tourism in the region
- Preparing for and dealing with natural disasters
- Championing equal status for women
- Preventing conflict between and among ASEAN countries

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## Handout: ASEAN Agrees Individual Worksheet

This worksheet is completed through group work, but individuals need their own sheet to bring to Charter Time and Ministers Meet.

Research a specific agreement that illustrates one of ASEAN's broad achievements. Web-based resources include the Association of Southeast Asian Nations Official website: <http://www.aseansec.org>. In particular, see the page with "links": <http://www.aseansec.org/19573.htm>

In the course of your research, answer the following questions:

- What was the problem or the challenge?
- What country or countries did it affect?
- What format or approach did countries use to try to come to an agreement?
- How many countries agreed to it initially?
- Did other countries come on board later? (If yes, who and when)
- What was the agreement?
- What were the short-term effects?
- What were the long-term outcomes?
- How did it benefit the countries that made the agreement?
- Did it benefit other ASEAN countries too? (If so, how)
- Did it benefit other non-ASEAN countries?

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## Handout: Charter Time Group Worksheet

Each member of your new group is a minister of ASEAN. Briefly introduce the agreement you researched in ASEAN Agrees. As a group, use the presentations (and questions and answers) to complete the following:

<b>Purpose of Agreement</b>	<b>Type of Agreement</b>	<b>Year Enacted</b>	<b>Countries that Agreed</b>	<b>Benefits of <u>Type</u> of Agreement</b>	<b>Drawbacks of <u>Type</u> of Agreement</b>

After four decades of operating largely on informal agreements, personal relationships, and implicit understandings, why did ASEAN decide to write a Charter in December of 2005?

Brainstorm the benefits of a charter as a group:

Most important benefit:

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# Handout: ASEAN Principles and Purposes Worksheet

As a group, discuss (consulting a dictionary or other resource if desired) how to define a principle and a purpose.

Write your definition in pencil so it can be modified as you create a list for each.

## **Principles**

## **Purposes**

Circle five of the best items from the categories above.

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## Handout: Roadmap for an ASEAN Community 2009-2015

Select overall goals from pp. 7-19 of <http://www.asean.org/publications/RoadmapASEANCommunity.pdf>

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# Handout: Actual 2008 ASEAN Charter Principles and Purposes List

## ESTABLISHMENT

The Association of Southeast Asian Nations, or ASEAN, was established on 8 August 1967 in Bangkok, Thailand, with the signing of the ASEAN Declaration (Bangkok Declaration) by the Founding Fathers of ASEAN, namely Indonesia, Malaysia, Philippines, Singapore, and Thailand. Brunei Darussalam then joined on 7 January 1984, Viet Nam on 28 July 1995, Lao PDR and Myanmar on 23 July 1997, and Cambodia on 30 April 1999, making up what is today the ten Member States of ASEAN.

## AIMS AND PURPOSES

As set out in the ASEAN Declaration, the aims and purposes of ASEAN are:

- To accelerate the economic growth, social progress and cultural development in the region through joint endeavors in the spirit of equality and partnership in order to strengthen the foundation for a prosperous and peaceful community of Southeast Asian Nations;
- To promote regional peace and stability through abiding respect for justice and the rule of law in the relationship among countries of the region and adherence to the principles of the United Nations Charter;
- To promote active collaboration and mutual assistance on matters of common interest in the economic, social, cultural, technical, scientific and administrative fields;
- To provide assistance to each other in the form of training and research facilities in the educational, professional, technical and administrative spheres;
- To collaborate more effectively for the greater utilization of their agriculture and industries, the expansion of their trade, including the study of the problems of international commodity trade, the improvement of their transportation and communications facilities and the raising of the living standards of their peoples;
- To promote Southeast Asian studies; and
- To maintain close and beneficial cooperation with existing international and regional organizations with similar aims and purposes, and explore all avenues for even closer cooperation among themselves.

## FUNDAMENTAL PRINCIPLES

In their relations with one another, the ASEAN Member States have adopted the following fundamental principles, as contained in the Treaty of Amity and Cooperation in Southeast Asia (TAC) of 1976:

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- Mutual respect for the independence, sovereignty, equality, territorial integrity, and national identity of all nations;
  - The right of every State to lead its national existence free from external interference, subversion or coercion;
  - Non-interference in the internal affairs of one another;
  - Settlement of differences or disputes by peaceful manner;
  - Renunciation of the threat or use of force; and
  - Effective cooperation among themselves.

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## Chapter Two: Valuing Identity and Diversity

In this chapter, learners will explore diversity across ASEAN and investigate how diversity contributes to making communities, environments, societies, and political systems more resilient.

Equally important, this chapter will prompt learners to examine their own community, livelihood, and beliefs for aspects that are distinctive and valuable.

This Theme is framed by the following Enduring Concepts:

- The peoples of ASEAN have multifaceted identities, which can be influenced by many things, including geography, nationality, language, ethnicity, socio-economic standing, education, religion, age, gender, and professional interests and pursuits.
- Valuing diversity can deepen one's own sense of identity as well as belonging, and also plays an important role in the well being of individuals, societies, and ecosystems across the region.

- History, and the way it is commemorated, remembered, and interpreted, contributes to individual as well as shared identities of people in the ASEAN region.

In History and Social Studies, students may investigate diverse celebrations across ASEAN and examine their common functions, such as bringing people together and passing on traditions. In Science, they can learn about biodiversity on small and large scales, and its importance in maintaining healthy ecosystems. In Civic and Moral Education, they can explore how groups can be both distinct and interconnected. Languages and Literature, meanwhile, can look at how different cultures adapted writing systems to suit their spoken languages. In the Arts, students can analyze how art helps transmit, and transform, culture. In doing so, learners will appreciate the multiplicity that contributes to the shared character of themselves, and their community, culture, nation, and region. Curriculum framework illustrations for this Theme can be found below.



## UPPER PRIMARY: Valuing Identity and Diversity

Subject Areas	Learning Outcomes	Thematic Pathways and Essential Questions				Suggested Teaching and Learning Activities
		People	Places	Materials	Ideas	
History & Social Studies	Celebrations and rituals bring people together.	Why is tradition important when celebrating holidays? (People, Places, Ideas)				Learn about different rituals (weddings, funerals, initiations) and holidays across ASEAN and look for underlying similarities in how they bring people together, and reinforce shared culture or history.
	People adapt to their environment through culture and ways of living.	How do geography and climate shape daily life? (People, Places)				Using printed and blank maps, create a map of ASEAN climates and environments and as a class look for and mark commonalities (for example: coastal, mountainous, forested, island, inland) and link this to differences in daily living.
Science & Mathematics	ASEAN's ecosystems contain a rich diversity of living and non-living things on every scale.	What makes up an ecosystem and how do these elements interact? (Places, Materials)				"One Square Meter" activity. Class outing to a natural area (seaside tide pools, a nearby forest, or a park). Students measure one square meter and then draw or list the species of plants, insects, animals (or indications of them such as cobwebs, nests) that they see. Then, they focus on 10 square centimeters and repeat the exercise, noting a greater level of detail.
Civic & Moral Education	All cultures have distinct customs and ways of interacting.	What is the purpose of manners and local customs? (People, Ideas)				Learn about what constitutes good manners and what is a faux pas in different ASEAN cultures. Look in local media for ways in which the exchange of goods (cell phones, fashion, transportation) are changing traditional values and customs and make a collage or video.
Languages & Literature	There are many language groups found across ASEAN.	What determines the distribution of languages? (People, Places)				Use maps to identify, connect, and make comparisons about how languages are distributed across ASEAN.
	Stories shape people's identity.	How do stories create identity? (People, Ideas)				Compare stories that define groups--how they overcame hardship, or how they triumphed, and connect these to identity.

Subject Areas	Learning Outcomes	Thematic Pathways and Essential Questions				Suggested Teaching and Learning Activities
		People	Places	Materials	Ideas	
The Arts	Culture can be handed down and preserved through the arts.	How do people transmit culture through the arts? (Materials, People, Ideas).				Learn about oral history, visual history, and songs as ways of preserving cultures and handing down histories and stories generation to generation, and their continued importance today.
	Some art works transform places.	How does art change a place? (Places, Ideas)				Look at examples of temples, memorials, or other art works that transformed a place and gave it cultural meaning. How does this meaning affect people's identity today? Students make a group art piece to transform a place in the school.
Health & Physical Education	A healthy diet depends on a wide variety of foods that can be found across ASEAN.	How does a varied diet promote good health? (Materials, People)				<p>Part 1: Students catalog and photograph (if possible) the foods their family eats over the course of a week. By reading nutrition and ingredient labels, they quantify the sources of food that they eat. Are they surprised by the diversity or lack thereof?</p> <p>Part 2: ASEAN/World on My Plate – Students trace where the ingredients and foodstuffs their family eats come from and then research where they are produced, by whom (if this information is readily available), and how it is grown and transported.</p>
Technology Education	Technology allows diverse peoples to communicate with each other daily.	What are the ways in which diverse peoples can connect through technology to perform various daily functions? (Materials, People, Ideas)				Technology Safari: Students use technology to explore different aspects of ASEAN including music, photos, and information about holidays or geography of different Member States. Students create a class collage representing different information or exchanges they gleaned.

## LOWER SECONDARY: Valuing Identity and Diversity

Subject Areas	Learning Outcomes	Thematic Pathways and Essential Questions				Suggested Teaching and Learning Activities
		People	Places	Materials	Ideas	
History & Social Studies	Production and consumption of goods can influence diversity.	How does the exchange of goods affect traditional customs in ASEAN? (Materials, People, Ideas)				Look in local media for ways in which the exchange of goods (such as cell phones, fashion, and transportation) are changing traditional values and customs, and make a collage or video.
	Groups are stronger when people respect differences.	Why is diversity in a group a source of strength? (People, Ideas)				Study chart difference roles, interests, and strengths in their family, class, or community. Write an essay or depict pictorially the strengths each person or sub-group contributes.
Science & Mathematics	Biological diversity is fundamental to ASEAN's ecological health.	How is equilibrium maintained in the ecosystems across ASEAN, and what can disrupt it? (Places, Materials, People)				Students will develop and discuss different arguments for preserving biodiversity. They will then present an argument for protecting the biodiversity in an area and why it is essential to that environment.
Civic & Moral Education	Individuals and groups are both distinct and interconnected.	How do communities, nations, and cultures come to be diverse? (People, Ideas, Places)				An oral history project will show how one's community, nation, and region came to be so diverse culturally and ethnically. Students will understand that many cultures use oral histories to share knowledge from one generation to the next generation. They will also recount the personal story of someone who is making a difference in the community or in their own personal life.

Subject Areas	Learning Outcomes	Thematic Pathways and Essential Questions				Suggested Teaching and Learning Activities
		People	Places	Materials	Ideas	
Languages & Literature	All languages embody forms of politeness that bind people together.	What happens when someone knows a language, but does not understand manners? (People, Ideas)				<p>Situation Room: Students draw cards with a “situation” (arriving at someone’s home as a guest, receiving a guest, making an apology, deciding who pays at a restaurant, giving or receiving a compliment) and simulate polite interactions in their native and in the target language (or as an adaptation, learn a new way of saying things using their native language but the forms of politeness used in a different language).</p> <p>Analyze several culture-specific retellings of famous stories and legends. Track differences and similarities. Choose one story (working in groups) to research its origins and present to the class. Develop a new retelling of the story using your own contemporary culture.</p>
	Stories and legends can be told in diverse ways.	How do people adapt stories to their culture? (People, Ideas)				
The Arts	The arts help bind people together.	How does art preserve the shared memories and collective identity of people? (Materials, Ideas, People)				<p>Examine how war memorials and sacred spaces bring people together across space and time.</p> <p>Look at examples of art depicting nature in ways that shape and promote group identity, whether through the depiction of landscapes, animals, or phenomena. Why are these important to the groups in question and how do they perpetuate a legacy of identity?</p>
	They also provide ways for people to appreciate different outlooks and ways of life.	How does the depiction of nature in art shape a group’s identity? (Places, Ideas)				
Health & Physical Education	The human body benefits from a wide variety of physical activities.	How do different activities promote physical health? (People, Places)				Practice various forms of exercise that are pursued in different parts of the ASEAN region (forms of martial arts, dance, and physical games). After each, discuss how each promoted strength, endurance, flexibility, or mental focus in a different way. As a class, devise an ideal exercise program that spans two weeks and incorporates various practices for maximum health.

Subject Areas	Learning Outcomes	Thematic Pathways and Essential Questions				Suggested Teaching and Learning Activities
		People	Places	Materials	Ideas	
Technology Education	Technology can sharpen or blur cultural diversity.	What is the effect of new technologies on people's identity? (Materials, People)				Webquests: Find examples in the community of ways in which local arts, crafts, and forms of expression are losing their distinctiveness to global culture and share these on an ASEAN website feature. Use technology to look for new influences to try in an aspect of your life, such as an art or school project, the preparation of a meal, or a recreational activity.

**UPPER SECONDARY: Valuing Identity and Diversity**

Subject Areas	Learning Outcomes	Thematic Pathways and Essential Questions				Suggested Teaching and Learning Activities
		People	Places	Materials	Ideas	
History & Social Studies	The way history is taught or remembered plays an important part in shaping people's identities.	Why are there diverse perspectives on history? (People, Ideas)				Explore a historical event from multiple perspectives: from textbook overviews, to personal eyewitness accounts or memoirs of people involved at various levels of influence and power. Create a Venn diagram to show what is common in these accounts and what is particular to perspective. Follow up with a report on how various facets of the story are kept alive in different places or by different people.
	Young people across ASEAN have different ways of renewing traditions as they shape their identity.	What is the role of young people in preserving the significance of tradition even as they invent new ways of replicating it? (People, Ideas)				Study examples of resurgence of tradition in ASEAN communities and research how young people are looking back to older generation for inspiration as they build their own identity. What is preserved, and what is new? How do they make these choices?
Science & Mathematics	People can measure biological diversity, and the effects of its loss.	What is the impact on a community if an indicator species decreases or disappears? (Places, Materials)				Students will identify an indicator species in different environments within their community. In addition, they need to learn the niche (role) of this species in its particular ecosystem. The disappearance of a single indicator species in one location can be a warning that there is a more widespread concern, which could potentially affect all of the ASEAN nations.

Subject Areas	Learning Outcomes	Thematic Pathways and Essential Questions				Suggested Teaching and Learning Activities
		People	Places	Materials	Ideas	
Civic & Moral Education	When people with diverse perspectives and cultures work together, they exchange ideas, which in turn can help people solve problems.	How can understanding identity (one's own and the identities of others) help people resolve conflicts and meet challenges? (People, Ideas)				Research a conflict between two groups (ethnic, religious, national, generational) and report on the two stories from the different sides. List the points of commonality and contention, and also alternative viewpoints that could be more fully considered, and then propose inventive ways to mediate, highlighting how expanding each group's understanding of the other's perspective may accelerate a resolution. Extension: Identify a problem in the school or local neighborhood. Frame the problem and approach people who might have different perspectives on it to solicit their concerns and opinions. Propose a solution and explain how consulting diverse perspectives influenced your understanding of the problem and helped shape your proposed solution.
Languages & Literature	Local variations of a language sometimes sharpen the perception of differences.  The diverse writing systems across the ASEAN region have influenced literature.	How do variations within a language bind some speakers together and exclude others? (People, Ideas)  Why do cultures adopt writing systems? (People, Ideas)				Compare regional examples in a language (accents, expressions, grammatical patterns or syntax). Discuss what might give rise to differences (migrations, geographical isolation from or connectedness with other groups) and how they can affect identity and diversity within that language.  Learn about writing systems that originate within a language and those that are adopted from other languages (e.g., Vietnamese and Bahasa Indonesia). Learn how people adapted writing systems to suit local languages and some of the decisions that had to be made. Study examples of what was written early on (religious texts, governmental edicts, etc.).

Subject Areas	Learning Outcomes	Thematic Pathways and Essential Questions				Suggested Teaching and Learning Activities
		People	Places	Materials	Ideas	
The Arts	<p>Exposure to new ideas and diverse audiences has brought changes to the arts of the ASEAN region.</p> <p>The arts of the ASEAN region have changed artistic traditions elsewhere</p>	<p>How has technology and communications affected who makes art, and who consumes it? How has it changed art itself? (Materials, Ideas, People)</p> <p>How do the arts help people from around the world understand the cultures and peoples of the ASEAN region? (Materials, Ideas, People)</p>				<p>Students explore how increasing wealth around the world is leading some film companies to cater to audiences that were previously overlooked, and is also spawning new international collaborations in film.</p> <p>Examine virtual exhibitions of Southeast Asian art and critique how traditions, peoples, techniques, and ideas are portrayed. Are they accurate? How does the way art is shown in a museum affect what audiences learn and conclude?</p>
Health & Physical Education	A broad range of medical practices and traditions benefit individuals and society.	Why is it important to pursue and maintain manifold approaches to practicing medicine? (Ideas, Materials, People)				<p>Research and report on how the administration of health care is transforming in an ASEAN community. How does the community's economy and urban or rural status affect the changes in healthcare? Who benefits and who does not? Are traditional ways of pursuing medicine being shunted in favor of new, imported ideas? Have the new ideas been scientifically shown to be better or not? How can innovations be adapted in ways that are culturally sensitive and what is the benefit of this?</p>
Technology Education	Using technology, people can innovate and renew culture as well as preserve tradition.	How does technology affect the ability to research, understand, and preserve unique cultures, resources, and environments? (Ideas, Materials, People)				<p>Research and experiment with ways in which technology today allows communities of people to connect virtually and share information about as well as preserve their traditions.</p>



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# Sample Lesson Plan: One Square Meter

*Grade Level/Subject Area:* Upper Primary/Science and Mathematics

*Overview:* The class will take an outing to a natural area (seaside tide pool, nearby forest, park, etc.) to observe their natural surroundings.

Students will observe their surroundings three times, each time they will focus on a smaller area of land in greater detail. The first observation will be of the area as a whole. Then groups of children will measure one square meter and draw or list species of plants, insects, or animals (or evidence of living things) that they see. The final observation will focus in 10 square centimeters and repeat the exercise, noting a greater level of detail.

*Desired Understanding:* ASEAN's ecosystems contain a rich diversity of living and non-living things on every scale.

*Lesson Objectives:*

- Students can define an ecosystem.
- Students can identify biotic and abiotic factors in an ecosystem.
- Students can identify interactions between biotic and abiotic factors in an ecosystem.
- Students recognize that all ecosystems are made up of diverse factors.

*Essential Questions:*

- What makes up an ecosystem and how do these elements interact? (Place, Materials)
- What are the biotic (living) and abiotic (non-living) factors in an ecosystem? (Place, Materials)
- How do biotic and abiotic factors interact in an ecosystem? (Place, Materials)

*Materials/Handouts Needed:*

- Meter sticks

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- String and pegs
  - Magnifying glass
  - Thermometer
  - Notebook or paper for recording observations
  - Tools to record observations including any of the following: pencils; crayons, markers, and camera

*Time Needed:* This lesson requires taking the class to a local natural setting. If there is an appropriate place close to the school this lesson can be done over 3 class periods; if not, additional days may be needed.

*Glossary of Terms:*

- Ecosystem: A biological community of interacting organisms and their physical environment
- Biotic: Of, relating to, or resulting from living things, esp. in their ecological relations
- Abiotic: Physical rather than biological; not derived from living organisms

*Anticipatory Set:* Define ecosystem: An ecosystem is community of plants and animals and their physical environment.

*Input:* Teacher will provide the definitions of biotic and abiotic as well as what it means to observe.

- Biotic means, everything relating to and produced or caused by plants and animals is part of an ecosystem.
- Abiotic factors include all non-living factors in an ecosystem (rocks, air ,and temperature).
- Observation is using your sense to notice carefully.

*Model:* Teacher should model how to observe using each of the senses. “I hear the wind blowing in the trees, and frogs croaking. I feel the warm sun and the rough ground. I smell flowers and fresh air. I see trees and dirt.”

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*Procedures:*

1. Observe the Setting. Begin by having students record the date, time, location and temperature. Students will observe the setting by looking, listening, feeling and smelling their surroundings. They can record their observations in pictures, diagrams, photographs or words. (For older students a two-column table of biotic and abiotic factors would be appropriate).
2. Through class discussion review the observations of the students. Focus the discussion on the connections between living things and non-living things in the environment. Children should be encouraged to share if they can connect to something that was already said. For example: “--- saw a bird, the bird was in a tree, the tree needs sunlight to live..”
3. Observe One Square Meter: Remind students that scientists look very carefully and have them “zoom in” on a smaller area. Teacher should model how to measure and mark out one square meter using a meter stick, string and pegs.
4. Working in groups of three to four, students will measure out one square meter and observe and record biotic and abiotic factors within the space (include different types of plants, insects, soil and temperature).
5. Through class discussion, review students’ observations, trying to point out connections between factors in an ecosystem.

*Guided Practice:*

- Observe Ten Square Centimeters: Repeat as before by measuring out ten square centimeters and marking it using string and pegs. This time students may use magnifying glasses to look even more closely.
- Discuss as in previous lessons and ask students to reflect on the experience: Did they find it difficult to focus on a smaller area? Were they surprised by anything they found? What tools would help them observe more closely?

*Closure:* Have students choose three to five biotic and abiotic factors that they observed in the ecosystem they studied. They should then draw a diagram and write to explain how these factors are connected within the ecosystem.

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### *Suggested Assessments:*

- Have student groups delimit and measure one square meter, using string and pegs, and quantify biotic and abiotic elements. Teachers may observe accuracy, cooperation and “thinking like a scientist.” Finally, ask students to create a chart containing the following information: plant types, insect/animal types, soil type, and temperature. (Formative assessment; Facet 1-Explanation)
- Ask students to participate in the class discussion based upon observations, notes and charts, focusing on how an environment is determined by the interaction between biotic and abiotic elements. (Formative assessment; Facet 1-Explanation and Facet 2-Interpretation)
- Ask students to complete “Ten Square Centimeters” activity with a chart containing further detail of the selected area. Participation in class discussion and completion of science journal entry to include three to five biotic and abiotic factors observed in the ecosystem studied, along with a drawing and explanation of how these factors are connected within the ecosystem and at larger (1 meter) as well as smaller (10 centimeter) scales. (Summative assessment; Facet 1-Explanation and Facet 2-Interpretation)
- Assessment Extension: Have students work in groups to create a local field guide, describing native species of plants, animals, and insects common to the ecosystem studied, with climate and habitat noted. (Summative assessment; Facet 1-Explanation and Facet 3-Application).

### *Summary Questions:*

- How can the diversity in an ecosystem be observed and measured?
- How do living and non-living factors interact in an ecosystem?
- How do living things on different scales (small to large) depend upon an ecosystem’s living and non-living factors working together?

*Connecting across the Curriculum:* This series of lessons can connect to environmental studies and other interdisciplinary studies that explore diverse geographic regions and ecosystems, ecology and conservation, and human interaction with the natural and built environment.

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# Sample Lesson Plan: Celebrating Tradition and Togetherness

*Grade Level/Subject Area:* Upper Primary/History & Social Studies

*Overview:* Families transmit beliefs, values, customs, and traditions through celebrations and rituals, which, in turn, help strengthen people's ties to one another and to their common culture or history. Through this series of lessons, students will recognize family traditions and understand why they are important. Students will see that people of different cultures celebrate differently, but all hold cultural universals (commonalities like music, foods, clothing, etc.) The goal is for students to see what families of diverse cultures have in common. This activity is designed to help students understand the importance of tradition and culture.

*Desired Understanding:* Celebrations and rituals bring people together.

*Lesson Objectives:*

- Students interview older family members about traditions and rituals
- Students chart traditions and rituals according to cultural universals (cultural patterns known in every society)
- Students chart traditions and rituals of other cultures
- Students look for cultural universals

*Essential Questions:*

- Why is tradition important when celebrating holidays? (People, Places, Ideas)
- How do foods, clothing, songs, artifacts, play a special part in your family/community traditions? (Materials, Ideas)
- What are the cultural universals for holidays and celebrations? (People, ideas)
- How are holidays around the world alike and different? (People, Ideas)

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*Materials/Handouts Needed:*

- Chart of Cultural Universals
- Birthday Celebration Graphic Organizer
- Holiday Comparison Chart
- Family Celebrations Interview Worksheet
- Several Picture Books on the following topics: Birthday celebrations around the world and New Years Day celebrations
- New Years Day noise makers, hats, songs, lucky money envelope, lantern, traditional clothing, etc.

*Time Needed:* 4 Class Periods; 2 Homework Assignments for family interviews

*Glossary of Terms:*

- Traditions: Customs or beliefs that are transmitted from one generation to the next
- Celebrations: The acts marking an important event through a social or enjoyable activity
- Rituals: Ceremony with a set series of actions
- Artifacts: Object made by a person, usually an item of historical or social interest
- Cultural universals: Culture patterns known in every society

*Anticipatory Set:*

Class Period 1

Get students thinking and talking about things their families share when it comes to beliefs, customs, and traditions. Ask:

- What are some special things that your family does year after year to celebrate religious holidays, birthdays, or public holidays? (Give example of public holiday.)

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- Are there special foods your family eats to celebrate? Special songs you sing? Special clothes you wear? Special things (artifacts) you use? Explain that these are part of one's family traditions.
  - Many traditions grow out of celebrations that occur year after year. List some family celebrations. Be sure to guide the students to include all types of celebrations, not only religious holidays.

*Input:* Teacher will provide specific examples that show universals in celebrations.

*Model:* Teacher will describe a family tradition and model how to put the elements of that tradition into a category on a Cultural Universals Chart.

*Procedures:*

Class Period 2

Show Cultural Universals Chart and introduce some “universals” that are part of how people around the world celebrate. They are:

- Music
  - Special Foods
  - Artifacts
  - Clothes
  - Lights
- If appropriate, ask the students how they celebrate their birthday. Have them fill in the Birthday Graphic Organizer. If students do not celebrate birthdays, go to the next step (of reading about birthday celebrations) and then have them fill in the Graphic Organizer.
  - Read a book about birthday celebrations around the world. Discuss the common things people around the world do/use to celebrate birthdays (music, clothes, food, and artifacts).
  - Record student responses on the Chart of Cultural Universals. (Keep the chart displayed after the lesson so that students may refer to it. )

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### Class Period 3

- Holidays
  - Compare and contrast New Year's Day celebrations in different countries using a new Chart of Cultural Universals.
  - Example: New Year's Day (January 1) and Lunar New Year (such as Tet in Vietnam).
- Read books about New Year's Day as it is celebrated on January 1 in various countries. Ask students why they think people all over the world celebrate the New Year. What do people hope for in the New Year?
- Play a New Years song, such as Auld Lang Syne, for the class. (If Internet access is available, the class can view/hear this YouTube version of the song with lyrics and English translation at: [www.youtube.com/watch?v=wPnhaGWBnys](http://www.youtube.com/watch?v=wPnhaGWBnys)).
- Ask: What is the big idea of the song? Why do they think that?
- Show students such items as New Year hats and noise-makers (artifacts).
- Have students fill out the Chart of Cultural Universals with a partner. Allow students refer to the books about New Year's Day (January 1).

### Class Period 4

- Read books about how some countries in ASEAN celebrate the Lunar New Year.
- If available, play a Lunar New Year song. Ask: What is the big idea of the song? Why do they think that?
- What do people wish each other on Lunar New Year? Why?
- Show the students a lantern, a lucky money envelope, traditional clothing, and other artifacts important in celebrating Lunar New Year .
- Ask the class to fill out the Lunar New Year section of the chart together, allowing students to look in the books about Lunar New Year.
- Compare New Year's Day as celebrated on January 1 to the Lunar New Year celebrations. Make note of which elements or aspects of the two celebrations are the same or very similar.



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*Guided Practice:* Oral History Project: Invite family members into the classroom to discuss family traditions and rituals. Students will interview parents after they tell their stories.

This procedure allows the students to learn and apply listening, speaking, reading, and writing skills in a real and meaningful way. The students become the active finders of information. After the interview, the students share their notes, sequence them, and create a class book. They decide on a title based on the main idea of the interview. Some of the skills used with interviewing include: how to ask relevant questions, how to take notes, how to make eye contact, how to greet visitors, how to speak in a group and to an adult, how to find out information, how to listen for repetitive questions, how to sequence ideas after the interview, how to choose a main idea and then write about it.

*Closure:* Quilt Project: Make a classroom quilt. Each student creates one panel that reflects something about their cultural tradition and heritage to contribute to the larger classroom family's traditions.

*Independent Practice:* Homework: Students interview family members about their family traditions and rituals. See Family Celebrations Interview Worksheet.

*Suggested Assessments:*

- Ask students to participate in class discussion on beliefs, customs, and traditions of their own families. Have students complete a class Chart of Cultural Universals with two or three examples of family celebrations and traditions with accompanying descriptions of music, food, clothes, artifacts, and lights (if any) that are used in each celebration. (Formative assessment; Facet 1-Explanation).
- Have students complete Birthday Celebration Graphic Organizer, focusing on descriptive words to explain how one's birthday is celebrated in the family or by people in their community/country, specifying inclusion of music, special clothing, special foods, and artifacts. (Formative assessment; Facet 1-Explanation).

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- Ask students to discuss birthday celebrations around the world, with students recognizing commonalities (universals). Have students consolidate a class chart/graphic organizer of cultural universals based upon student responses. (Formative assessment; Facet 2-Interpretation)
  - Ask students to work in pairs to complete the Holiday Comparison Chart for the New Year celebration (both calendar and lunar), using examples from the book readings, song sharing, artifact sharing, and class discussions. As a class, discuss the similarities and differences of celebrations across ASEAN. (Formative assessment; Facet 2-Interpretation and Facet 4-Perspective)
  - Ask students to create a class quilt, with each student contributing to a piece to show how he/she is part of the community based on heritage, classroom values and practices, and ethnic backgrounds. (Summative assessment; Facet 2-Interpretation and Facet 4-Perspective)
  - Assessment Extension: Completion of student interview of family members about traditions and rituals using the Family Celebrations Interview Worksheet and creation of a class book featuring student biographies (each student contributes a page with his/her personal history based on the information gathered from the interview). (Summative assessment; Facet 2-Interpretation and Facet 4-Perspective)

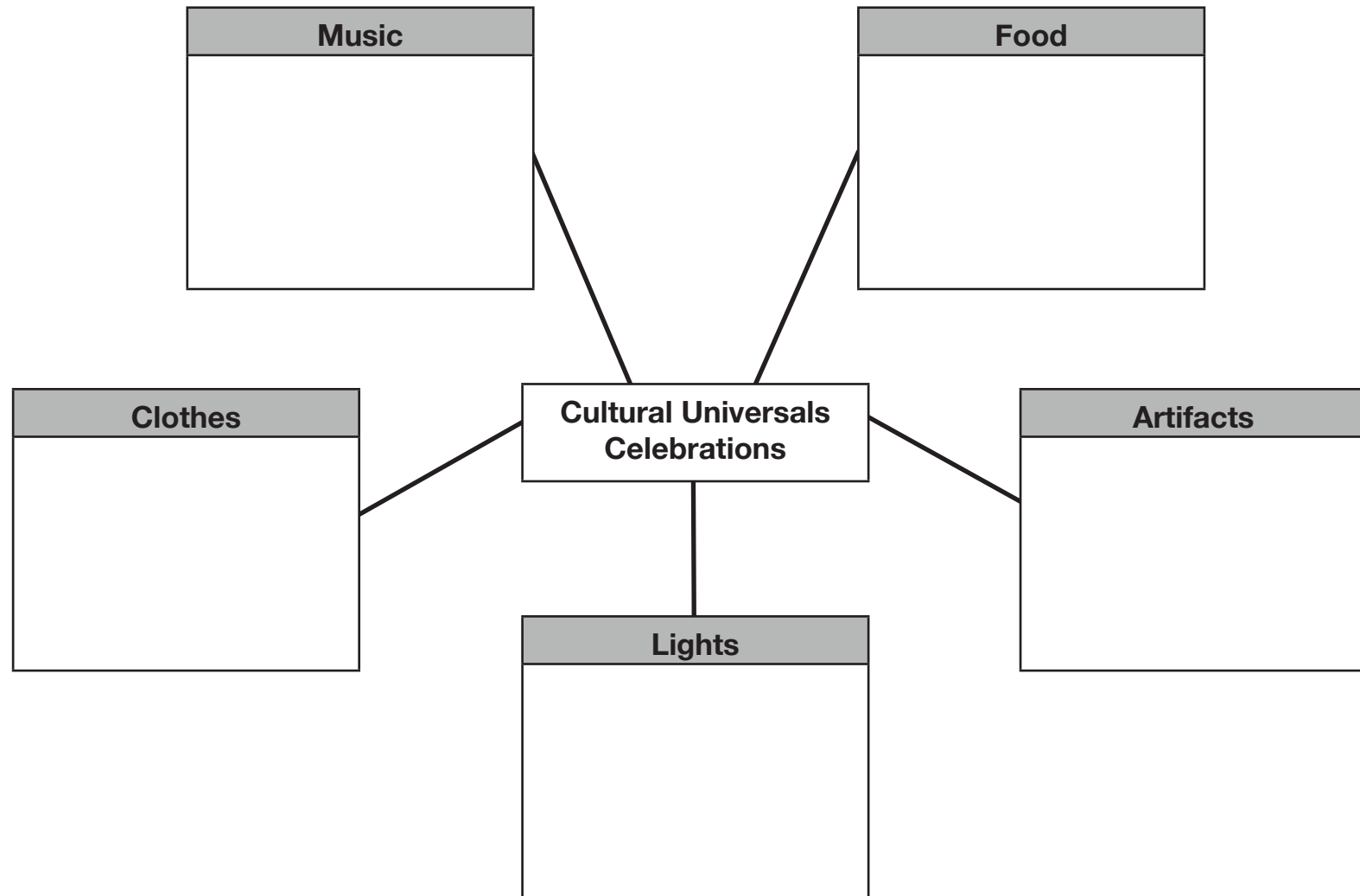
*Summary Questions:*

- How do families and communities follow tradition in their celebrations?
- How do different elements (lights, food, clothing, music) work together in a celebration?
- What universals do rituals and celebrations share?
- What are some different ways holidays are celebrated across ASEAN?
- How do rituals and celebrations bring people together?

*Connecting across the Curriculum:* The curriculum connections are embedded through the reading, writing, and social learning experiences included in the lesson plan.

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## Handout: Chart of Cultural Universals



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# Handout: Birthday Celebration Graphic Organizer

Name \_\_\_\_\_ Date \_\_\_\_\_

Families across the world participate in celebrations. The celebrations may be different, but commonalities can be found across cultures in the ways we celebrate. Celebrating birthdays is becoming more common in ASEAN countries, especially in cities and popular among children and young people. Let's think about how birthdays are celebrated across ASEAN.

In my country/culture, to celebrate birthdays, we:

Music: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Special Clothes: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Special Foods: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Artifact: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

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# Handout: Holiday Comparison Chart

Name \_\_\_\_\_ Date \_\_\_\_\_

Families across the world participate in celebrations. Compare two holidays (such as the New Year's Day on January 1 and the Lunar New Year). Complete the chart and discuss what they have in common.

<b>Celebration</b>	<b>Music</b>	<b>Food</b>	<b>Clothing</b>	<b>Lights</b>	<b>Artifacts</b>

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# Handout: Family Celebrations Interview Worksheet

Name \_\_\_\_\_ Date \_\_\_\_\_

Families across the world participate in celebrations. The nature of the celebrations may be different, but how we celebrate (with music and special foods, for example) are similar across cultures. Interview a family member (parent, grandparent, aunt, uncle) about an important celebration that your family has and make note of how your family celebrates:

My family celebrates: \_\_\_\_\_

Music: \_\_\_\_\_

Special Clothes: \_\_\_\_\_

Special Foods: \_\_\_\_\_

Artifact: \_\_\_\_\_

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# Sample Lesson Plan: Covering Land and Sea - ASEAN Geography

*Grade Level/Subject Area:* Upper Primary/Social Studies

*Overview:* This lesson will ask students to examine the similarities and differences between geographic features of their country and other ASEAN countries. By looking at the geographic diversity of their country, students can then begin to connect these to other ASEAN countries to understand the concept of “alike” and “different” in valuing diversity. Students will practice reading maps, identifying geographic features on a map, and representing those features on a blank map. They will begin by noticing the features of their own country and identifying lifestyles that relate to that particular geographic region through pictures. Then researching another country by examining their geographic features such as mountains, coastal, forested, island, etc. Finally, they will fill out and label a blank map and a chart showing the differences and similarities of these countries.

*Desired understanding:* People adapt to their environment through culture and ways of living.

*Lesson Objectives:*

- Students will identify different geographic features across ASEAN countries on a map.
- Students will compare and contrast geographic environments across ASEAN.
- Students will explain how geography is similar and different across ASEAN.

*Essential Questions:*

- How do geography and climate define a country? (Place, Ideas)
- How are those features connect or separate ASEAN countries? (Place, People)

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*Materials/Handouts Needed:*

- Topographical Map of ASEAN Countries
- Blank Map of ASEAN Countries
- Small Blank Maps of ASEAN Countries
- Printed maps of agriculture and other maps across ASEAN
- Blank Two-Column Chart of Geographic Features of “MY Country” and “ASEAN country”

*Time Needed:* 1 class period for one hour

*Glossary of Terms:*

- Diverse: Showing a great deal of variety
- Topography: The arrangement of an area’s physical features

*Anticipatory Set:*

- How are different geographic regions shown on maps?
- What are the different geographic regions in our country?
- Looking at our country and another country in ASEAN, how are these two countries alike? How are they different?

*Input:* N/A

*Model:*

- Model the process for reading symbols on a topographical map, using the symbols on the map to help record those features.
- Model the process of listing the features and comparing those features on a chart by circling similarities across the chart.



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*Procedures:*

- As a whole class, display a large topographical map of ASEAN countries and a blank map of the class country next to it. Discuss how different geographic features of a country are represented by symbols (ex. mountains, water, etc). Define the geographic colors and symbols with the class. Model how to read the topographical map for a geographic feature and then how to record that geographic feature with colors and symbols on the blank map.
- Distribute a blank map of the country to which the class belongs to each student and a topographical map of the region to each student. Have them work individually to fill out the country map.
- After a period of time, discuss the geographic features of the country. List those features on a chart for the whole class to view.
- In small groups of three or four (depending on the number of students and number of ASEAN countries), assign another ASEAN country to that group. Distribute the geographic features chart and a large blank map of another ASEAN country. Students will then work as a group to interpret and record the geographic features of their assigned ASEAN country.
- Bring students together and with an example of another country, model how to compare and contrast countries from the list of features on the chart. Ask students to compare and contrast in their groups and be prepared to explain them to the rest of the class.
- Have each group paste their maps on the wall next to the class country's map. Each group will present their findings to the rest of the class.

*Guided Practice:*

- Work with those students that have difficulty interpreting symbols and recording them on the map to ensure they have proper skills.
- Work closely with different groups on interpreting alike and different features from their chart.

*Closure:* Have all students look at all ASEAN countries to determine which countries are most alike and different.

*Independent Practice:* Have students fill out a map of ASEAN for reinforcement of geography skills and to assess how much they have learned.

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*Suggested Assessments:*

- Ask students to create country maps, with geographic features accurately depicted using symbols given on the topographical map. (Formative assessment; Facet 1-Explanation)
- Ask the class to refer to their maps as they discuss the geographic features and create a common class list of the various geographic features. (Formative assessment; Facet 1-Explanation)
- Have students work in groups to create a map of a different ASEAN country, with geographic features noted. Hold group presentations followed by class discussion to compare and contrast the geographic features among the 10 ASEAN countries. (Summative assessment; Facet 1-Explanation and Facet 2-Interpretation)

*Summary Questions:*

- How are geographic features shown on maps?
- What are the geographic features of ASEAN countries?
- How do these features connect or distinguish ASEAN countries?

*Connecting across the Curriculum:* These lessons will help to show how geographic diversity also leads to how they shape daily life of people in those places. Lessons that follow can look at the lives of people living in mountainous, coastal, valley, forested, and urban regions to connect the geography with the daily life of people.

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## Handout: Topographic Map of ASEAN Countries



Source: [http://commons.wikimedia.org/wiki/File:South\\_east\\_asia\\_topographic\\_map.svg](http://commons.wikimedia.org/wiki/File:South_east_asia_topographic_map.svg)

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## Handout: Small Blank Maps of ASEAN Countries

**Brunei**



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## Cambodia



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## Indonesia



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## Lao PDR



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## Malaysia





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## Myanmar



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## Philippines



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## Singapore



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## Thailand



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## Vietnam



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# Handout: Two-Column Chart of Geographic Features

Name \_\_\_\_\_ Date \_\_\_\_\_

<b>My Country</b>	<b>ASEAN Country</b>

# Handout: Blank Map of ASEAN Countries



Courtesy Arizona Geographic Alliance (<http://geoalliance.la.asu.edu/azga>),  
School of Geographical Sciences and Urban Planning, Arizona State University, cartographer Terry Dorschied

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# Sample Lesson Plan: Myriad Voices - Diversity in Oral History

*Grade Level/Subject Area:* Lower Secondary/Civic and Moral Education

*Overview:* In this lesson, students will participate in an oral history project to better appreciate how one's community, nation, and region came to be so diverse culturally and ethnically. Students will understand that many cultures use oral histories to share knowledge from one generation to the next generation. They will also recount the personal story of someone who is making a difference in the community or in their own personal life.

*Desired Understanding:* Individuals and groups are can be both distinct and interconnected.

*Lesson Objectives:*

- Students generate questions to interview a person in their community.
- Students conduct interviews to gather first-hand stories about a person's experiences.
- Students write a first person essay retelling the story.

*Essential Questions:*

- How might valuing diversity ease tensions locally, regionally and globally? (People, Ideas)

*Materials/Handouts Needed:* Books to anchor the role of memory and the value of learning from the “elders” in a community is recommended.

Choose a book that includes:

- Someone who is most valued in the community and who holds the memories of the past
- Members of the community relying on this “Receiver of Memory” to help them make significant choices – decisions that will have a great impact on the present day and in the future
- The “Receiver of Memory” playing a monumental role in shaping the identity and values of the community



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*Time Needed:* Varies (approximately 1 week)

*Glossary of Terms:*

- Oral History: Historical information passed on through interviews
- Memory: A recollection of the past in a person's mind

*Anticipatory Set:*

- Why is memory important? In writing, students define memory and reflect on its importance (in their lives, for their community, etc.)
- What is the value of oral history? Students construct a definition of oral history.
- How does studying the collective memory of a community contribute to one's identity?

*Input:* In small groups, have students reflect on their own memories and then have each group share one memory with the entire class.

*Model:* Teacher to model how to take initial ideas and make them into appropriate and interesting interview questions.

*Procedures:*

Class Period 1

- Working in small groups, students create a web diagram brainstorming the term “memory” and construct an initial definition of “memory.”
- Teacher asks students how he/she learns about the past, including one's own family history and that of the community.
- Teacher explains the definition of oral history.
  - Oral histories are created when one person (the interviewer) interviews another person (the interviewee) about a specific time period in the interviewee's life or a specific topic they can recall. The interviewer takes the interviewee's responses and creates a text of the interviewee's words told through the point of view of the interviewee. This is not an exact transcript of what the interviewee says.

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- The interviewer must edit the transcript—moving parts around, taking parts out, and even adding words here and there (with the interviewee’s permission). The final piece of writing should capture the voice and spirit of the interviewee. Students select a person in his or her community or a different community to learn more about. Help student find a person of interest.
  - As a class, students generate interview questions, ranging from basic information to life experiences.
  - For homework each student chooses a person to interview and writes a brief explanation of why he/she selected this person and what she/he student hopes to learn.
  - Encourage students to focus on a particular time or a specific topic in the person’s life. Each student interviews a person and take notes about what he/she learns.

#### Class Period 2

- Working in pairs, students share their notes from their interview.
- Students draft a first-person narrative of their person’s life experiences.

#### Class Period 3

- Students present orally to the class the narrative of their chosen individual.
- After each presentation, students take notes on what they have heard and complete:
  - What I heard that surprised me was...
  - One thing that shocked me was...
  - Something I learned from the oral histories was...
  - One thing I thought was important from the interviews was...
  - From what I heard, I have a question or would like to know more about...

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## Class Period 4

- Students reflect on the story/stories and consider the common experiences across all the stories.

*Guided Practice:* N/A

*Closure:* Students submit the written narrative.

### *Suggested Assessments:*

- Prior to conducting interviews for the oral history projects, ask students to complete a journal reflection on why the person was selected and what they hope to learn from this person. (Formative assessment; Facet 1-Explanation)
- Have students complete the written narrative based on an interview with a community elder and focused on a particular time or a specific topic in the person's life. Ask them to describe how this has shaped a collective identity of the community. The narrative may include photos or artifacts associated with the interviewee. (Formative assessment; Facet 4-Perspective and Facet 5-Empathy)
- Have students present their stories to the class and then write reflections based upon what was learned, why it's important to create oral histories, and any common experiences across all of the stories shared. (Summative assessment; Facet 1-Explanation, Facet 2-Interpretation, and Facet 4-Perspective)
- Assessment Extension: Students write thank you letters to the elders that they had interviewed for the oral history project, sharing what was learned from this person and how they (the students) will use these collective memories to build a more cohesive community. (Summative assessment; Facet 5-Empathy)

### *Summary Questions:*

- What is the role of personal stories in history?

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- Why is cultural memory and identify important in your life?
  - How do stories and memories strengthen families, communities, and nations?

*Connecting across the Curriculum:* In Social Studies, students can analyze and compare perspectives in oral histories and personal memories to historical records. In the arts, they can examine art works commemorating an event from one person's point of view and analyze how visual works are a record of memory and explore how stories and cultural memories are passed from one generation to the next through songs. In Technology, they can examine the role of technology in gathering, organizing, and disseminating oral histories.

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# Sample Lesson Plan: Variety and Vigor - Biodiversity in Ecosystems

*Grade Level/Subject Area:* Lower Secondary/Science and Mathematics

*Overview:* In this lesson, students examine how human actions affect local environments and wildlife populations. They will develop and discuss different arguments for preserving biodiversity. They will then present an argument for protecting the biodiversity in an area and why it is essential to that environment.

*Desired Understanding:* Biological diversity is fundamental to ASEAN's ecological health.

*Lesson Objectives:*

- Students will explain why all members of an ecosystem are important.
- Students can identify the reasons why biodiversity should be preserved.
- Students explain what they feel are the most compelling reasons for preserving biodiversity and also describe the arguments they think would be most likely to convince the general public that biodiversity should be preserved.

*Essential Questions:*

- How is equilibrium maintained in ecosystems throughout ASEAN, and what can disrupt it? (Places, Materials, People)
- How does biological diversity make ASEAN's ecosystems resilient? (Materials, Places)
- What are the consequences of a loss of biodiversity? (Materials, Places)

*Materials/Handouts Needed:*

- Journal or notebook
- Writing materials

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- Photographs of endangered animals (Glenn, C. R. 2006. “Earth’s Endangered Creatures” (Online: <http://earthsendangered.com>)
  - Articles about biodiversity (Shah, Anup. 2012. “Biodiversity – Global Issues” (Online: [www.globalissues.org/issue/169/biodiversity](http://www.globalissues.org/issue/169/biodiversity))
  - Other research materials (books, magazines, journals, etc.)

*Time Needed:* 2-3 class periods

*Glossary of Terms:*

- Biodiversity: The variety of life in a habitat
- Ecosystem: Community of organisms and their environment
- Preservation: To protect something from change
- Endangered: at risk of extinction
- Species: A group of organisms
- Extinction: Ceasing to exist

*Anticipatory Set:* Students will examine the pictures of endangered species from their region and answer the following questions:

- Why are these animals in danger?
- Why do you think it is important to help this situation?

*Input:* Define the following terms, or have students define them: biodiversity, ecosystem, and extinction. To demonstrate their understanding of these terms, ask students to write or state sentences that use all three of these words. For example, they might say, “In order to preserve biodiversity and prevent species extinction, all members of an ecosystem must be protected.”

*Model:* N/A

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*Procedures:*

Class Periods 1, 2, and 3 (Divide as appropriate)

- Ask students to explain why all the members of an ecosystem are important.
  - What happens if one member of an ecosystem no longer exists? For example, what might happen if a certain type of fish dies out of a lake ecosystem, leaving its predators without a food source and its prey without a predator?
  - Discuss potential impacts for animal and plants and for people who live near or make use of the ecosystem (e.g., fishers or tourists).
- Divide the class into groups of about two to three students each. Ask the groups to consider the following question: Why should ecosystems be kept healthy, with every organism in the ecosystem protected?
  - The groups should discuss and list all their ideas/reasons for why they think biodiversity is important and why endangered animals and habitats should be protected.
- Discuss the groups' ideas as a class. Inform students that, as they may have already realized from making their lists, there is more than one argument in favor of preserving biodiversity and maintaining healthy ecosystems. Five major categories of these arguments are as follows:
  - **Economic:** "Biodiversity can help people make money or keep people from losing money."
  - **Recreational:** "People love outdoor activities like hiking or swimming at a waterfall, which would not be possible if ecosystems were destroyed."
  - **Human health:** "Biodiversity can help people find better cures for illnesses (this may require research about the medicinal benefits of certain native plant species, either using field guides, reference books, or the internet if available)."
  - **Human rights:** "If biodiversity is protected, indigenous people can continue to live in their native lands."
  - **Intrinsic or spiritual value:** "Biodiversity should be preserved for its own sake," "Animals and plants have a right to live," and "People believe spirits reside in natural surroundings, such as waterfalls, cliffs, and large trees."

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- Ask students if they have identified any of these types of arguments in their lists. Tell them that many people who believe biodiversity should be preserved will use more than one of these arguments to make his or her point. For example, a person may believe that every species has an intrinsic right to live but may also be excited about prospects for finding new medications from the Earth’s plant and animal species.

*Optional – If technology is available:*

Have the students visit the following websites to read some of the arguments in favor of preserving biodiversity. For each website they visit, ask them to write “economic,” “recreational,” “human health,” “human rights,” and “spiritual” to indicate which argument, or arguments, the site makes in favor of preserving biodiversity.

- Rainforest Action Network: Kids’ Corner ([www.ran.org/new/kidscorner/](http://www.ran.org/new/kidscorner/))
- Why It Matters ([www.bagheera.com/inthewild/classroom/class\\_extinction\\_why.htm](http://www.bagheera.com/inthewild/classroom/class_extinction_why.htm))
- Why Save Endangered Species? ([www.state.ak.us/local/akpages/FISH.GAME/wildlife/geninfo/game/es\\_why.htm](http://www.state.ak.us/local/akpages/FISH.GAME/wildlife/geninfo/game/es_why.htm))

*Guided Practice:* After students have looked at the research materials, ask them to write one to three sentences for each of the five types of arguments. Their sentences should provide specific examples of these pro-biodiversity arguments.

*Closure:* Student groups will present their arguments for preserving biodiversity. Students complete peer evaluations of the presentations.

*Independent Practice:* Have students write letters to the director of the World Wildlife Fund or other conservation organizations with recommendations for convincing the public to support biodiversity protection. Which of the five pro-biodiversity arguments would be the most convincing, and why? In their recommendations, students can suggest that the organization use all five arguments, just one, or a few.

*Suggested Assessments:*

- Ask student groups to generate reports or campaign posters, followed by class presentations and discussion of evidence-based arguments for



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the preservation of biological diversity in ecosystems across ASEAN, with attention to five major categories: economic, recreational, human health, human rights, and spiritual/aesthetic value. (Formative assessment; Facet 2-Interpretation and Facet 4-Perspective)

- Ask students to complete peer reviews and evaluations of group presentations based on the five pro-diversity arguments posed by the groups. Teachers can combine peer assessments with their own to come up with an evaluation and grade for participation in the presentation. (Summative assessment; Facet 1-Explanation, Facet 2-Interpretation and Facet 4-Perspective)
- (If Internet access is available) Ask students to conduct a website review of two to three organizations that favor preserving biodiversity and write a journal entry (to include any of the five arguments: economic, recreational, human health, human rights, spiritual/aesthetic) reflecting on why it is important to maintain biological diversity. (Formative assessment; Facet 2-Interpretation and Facet 4-Perspective)
- Assessment Extension: Ask students to write individual or group letters to conservation groups (i.e. World Wildlife Fund, Rainforest Action Network) with recommended approaches for convincing the public to support biodiversity protection based on one or more of the five pro-diversity arguments, based on student research and analysis of successful programs to date. (Summative assessment; Facet 2-Interpretation and Facet 4-Perspective)

*Summary Questions:*

- What are different arguments for preserving biodiversity in an environment?
- How can these different arguments be aligned, weighed, and reconciled?

*Connecting across the Curriculum:* This lesson ties into a unit on ecology and human responsibility in the environment. It also has interdisciplinary implications in Social Studies (Geography) and Languages/Language Arts (letter writing component).

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# Sample Lesson Plan: Vital Signs - Indicator Species as Markers for Environmental Health

*Grade Level/Subject Area:* Upper Secondary/Science and Mathematics

*Overview:* Indicator species in a particular environment inform us about the general health of ecosystems in a particular area. Students will identify an indicator species in different environments within their community. In addition, they need to learn the niche (role) of this species in its particular ecosystem. The disappearance of a single indicator species in one location can be a warning that there is a more widespread concern, which could potentially affect all of the ASEAN nations.

*Desired Understanding:* People can measure biological diversity, and the effects of its loss.

*Lesson Objectives:*

- Students will identify indicator species and where they should be found
- Students will learn to quantify the species

*Essential Questions:*

- What is the impact upon a community, if an indicator species decreases or disappears? (People, Places, Ideas)
- Is there an economic or health consequence to decreasing diversity in your community? (People, Places, Ideas)

*Materials/Handouts Needed:*

- Information on local flora and fauna, including Field Guides
- Notebooks to record field data

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*Time Needed:* 4-5 class periods

*Glossary of Terms:*

- Indicator Species: A kind of organism whose condition can be measured, and from which conclusions can be drawn about other species
- Ecosystem: An interactive community of organisms and their physical environment
- Community: A place or area and its inhabitants
- Flora: The plants of a region or habitat
- Fauna: The animals of a region or habitat
- Diversity: Variety
- Food Web: System of interdependent food chains

*Anticipatory Set:*

- How do we know that an ecosystem is healthy?
- How can we test for the diversity within an ecosystem?
- How is your community affected by an unhealthy ecosystem?

*Input:*

- Pictures or samples of common plants and animals in the community
- Explain relationship between various species within an ecosystem

*Model:* Model food webs among these species

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*Procedures:*

Class Periods 1 & 2

- Divide into groups; each group will choose one indicator species within the community to research
- Determine the organisms' roles within the ecosystem
- Draw a food web that includes this species
- Identify six locations near the school where it this species should be found
- Investigate methods for counting the number of organisms in an ecosystem

Class Periods 3 & 4

- Groups will collect data (count the number of your chosen species) from the six locations
- Collate and analyze data and submit in the form of a laboratory investigation
- Determine the relative health of each location with respect to biodiversity

*Guided Practice:* N/A

*Closure:*

- Collect and assess field notebooks for neatness, completeness, and organization
- Evaluate each group lab for completeness of information and accuracy of conclusions
- Each group presents their findings and have a discussion on the findings of all groups, with respect to the health of the six locations
- Students can extrapolate their findings to other ecosystems within the larger ASEAN community
- They can develop a pamphlet with suggestions how to reintroduce indicator species, or to prevent habitat destruction in other locales

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*Independent Practice:* N/A

*Suggested Assessments:*

- Ask student groups to create a lab report based on their research of the indicator species, identifying and explaining: organism's role within the ecosystem, food web for the selected species, six locations near the school where the species can be found, and doable/feasible investigative methods for counting the number of organisms in an ecosystem. (Formative assessment; Facet 1-Explanation and Facet 2-Interpretation)
- Ask groups to share comprehensive, organized, and accurate lab report containing data (number count) of chosen indicator species from the six locations, with insightful analysis of results, revealing relative economic and/or physical health of each of the six locations with respect to biodiversity. Proper and justified use of scientific and mathematical terminology and skills should also be assessed by the teacher. (Summative assessment; Facet 1-Explanation, Facet 2-Interpretation, and Facet 4-Perspective)
- Ask students to conduct peer-reviews of group presentations based on accuracy of data and analysis of indicator species supporting findings of economic and physical health of the six locations investigated, along with proposed applications of findings that transfer beyond the local ecosystems, within the larger ASEAN community. (Summative assessment; Facet 1-Explanation, Facet 2-Interpretation, and Facet 3-Application)
- Assessment Extensions: (1) Ask students to create a mural showing the food web of all of the indicator species and data the class investigated. (2) Ask groups to generate informational pamphlets containing facts and scientific research on the importance of indicator species, with suggestions for species reintroduction and/or methods for preventing habitat destruction in local ecosystems. (3) Ask student groups to create and disseminate a public service announcement (PSA) based on local photographs, videos, and information contained in the group research reports and pamphlets. (Summative assessment; Facet 1-Explanation and Facet 3-Application)

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*Summary Questions:*

- What kinds of information about indicator species can be gathered?
- How can this information help people measure the health of a local ecosystem?
- How can these findings be important in measuring the health of a larger regional ecosystem?

*Connecting across the Curriculum:* This lesson can be connected to Social Studies as students learn about geography and about material resources. Technology classes can also examine how data is collected and analyzed.

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## Handout: Flora and Fauna of ASEAN Member List

<b>Brunei</b>	<a href="http://bim.aseanbiodiversity.org/bnchm/index.php?option=com_wrapper&amp;view=wrapper&amp;Itemid=10">http://bim.aseanbiodiversity.org/bnchm/index.php?option=com_wrapper&amp;view=wrapper&amp;Itemid=10</a>
<b>Cambodia</b>	<a href="http://www.aseanbiodiversity.org/index.php?option=com_content&amp;view=article&amp;id=16&amp;Itemid=173&amp;current=125">http://www.aseanbiodiversity.org/index.php?option=com_content&amp;view=article&amp;id=16&amp;Itemid=173&amp;current=125</a>
<b>Indonesia</b>	<a href="http://bk.menlh.go.id/?module=florafauna">http://bk.menlh.go.id/?module=florafauna</a>
<b>Laos</b>	<a href="http://chm.aseanbiodiversity.org/laopdr/index.php?option=com_content&amp;view=article&amp;id=153&amp;Itemid=66">http://chm.aseanbiodiversity.org/laopdr/index.php?option=com_content&amp;view=article&amp;id=153&amp;Itemid=66</a>
<b>Malaysia</b>	<a href="http://www.chm.frim.gov.my/Bio-Diversity-Databases/About-Bio-Diversity-Database.aspx">http://www.chm.frim.gov.my/Bio-Diversity-Databases/About-Bio-Diversity-Database.aspx</a>
<b>Myanmar</b>	<a href="http://bim.aseanbiodiversity.org/mmchm/index.php?option=com_wrapper&amp;view=wrapper&amp;Itemid=7">http://bim.aseanbiodiversity.org/mmchm/index.php?option=com_wrapper&amp;view=wrapper&amp;Itemid=7</a>
<b>Philippines</b>	<a href="http://bim.aseanbiodiversity.org/rde/specrde-PH/SpeciesList.php?">http://bim.aseanbiodiversity.org/rde/specrde-PH/SpeciesList.php?</a>
<b>Singapore</b>	<a href="http://www.nparks.gov.sg/cms/index.php?option=com_content&amp;view=article&amp;id=129&amp;Itemid=128&amp;Itemid=128">http://www.nparks.gov.sg/cms/index.php?option=com_content&amp;view=article&amp;id=129&amp;Itemid=128&amp;Itemid=128</a>
<b>Thailand</b>	<a href="http://en.wikipedia.org/wiki/List_of_species_native_to_Thailand">http://en.wikipedia.org/wiki/List_of_species_native_to_Thailand</a>
<b>Vietnam</b>	<a href="http://www.amnh.org/education/resources/rfl/web/vietnam_biodiv/">http://www.amnh.org/education/resources/rfl/web/vietnam_biodiv/</a>

### Also of Interest:

- <http://chm.aseanbiodiversity.org/>
- <http://www.tes.co.uk/teaching-resource/Indicator-Species-Case-Study-Circus-6172349/>
- [http://nature.ca/education/cls/lp/lpismwq\\_e.cfm](http://nature.ca/education/cls/lp/lpismwq_e.cfm)
- <http://jan.ucc.nau.edu/~caw/GK-12%20lessons/Secondary%20Lessons/EcologyLesson5InvisibleAnimals%5B1%5D.htm>
- Endangered animals: <http://www.earthsendangered.com/continent.asp?ID=3>
- ASEAN Climate map: [http://web.idrc.ca/en/ev-137064-201-1-DO\\_TOPIC.html](http://web.idrc.ca/en/ev-137064-201-1-DO_TOPIC.html)
- ASEAN Macroeconomic yearbook: <http://www.asean.org/macroeconomic/yearbook.htm>

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## Chapter Three: Connecting Global and Local

People and places have always been linked, but today, global and local connections are so tightly bound that trends and events resonate in surprising ways. Global trends rapidly spread and permeate urban areas and, increasingly, rural ones too. News of local events and phenomena are no longer isolated and are immediately disseminated, spurring reactions in places nearby and far-flung.

This chapter examines how ethnic groups, languages, belief systems, art forms, as well as material goods and resources have traveled, changed, and been localized so that they forge new local realities. It also explores how environmental and health concerns, as well as information and ideas can originate in distinct localities and then freely spread over national borders with profound consequences in distant communities.

The Enduring Concepts for this Theme are:

- Throughout history, the movements of people in the ASEAN region have facilitated the exchange and adaptation of ideologies, technologies, information, practices, and aesthetics to their own local or regional situations. Today these same processes are faster and even virtual.
- Peoples and nations in the ASEAN region have been connected to each other and to the larger world in many ways throughout history. This has created a basis for shared traditions as well as common aspirations of peoples and nations both locally and globally.

This Theme can be applied across subject areas as lessons that explore how local geography connects or separates communities from the larger world in Science; define citizenship in the community, country, and region in Civics and Moral Education; and investigates how globalization relies on free trade and open access to markets in Social Studies. Additional sample lessons can analyze art trends across



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ASEAN, including how they originated and spread; and examine how daily and industrial practices are leading to ocean acidification, rising sea-levels, and changing climate that affect places locally and globally. This Theme also lends itself to exploring how ideas traveled to and were interpreted differently in various locales historically, and how processes of transmission, not to mention the global exchange of ideas, are increasing in speed and number today through technology.

What follows is a curriculum framework chart illustrating how the Theme “Connecting Global and Local” may be articulated across various subject areas and educational levels.

**UPPER PRIMARY: Connecting Global and Local**

Subject Areas	Learning Outcomes	Thematic Pathways and Essential Questions				Suggested Teaching and Learning Activities
		People	Places	Materials	Ideas	
History & Social Studies	People migrate for many reasons.	Why do people move from place to place? (People, Place)				Interview people in the community who came from different places. Track reasons and also how they assimilated to their new surroundings in groups and as a class come to conclusions about why people move, what they bring to a new community, and how they adapt.
	Trade around the world shapes daily life in local communities.	How does trade influences communities? (People, Materials)				Construct tables and maps to determine where products used in your community produced and consumed, and create a chart of all the daily goods used within several days that originate from other ASEAN countries and beyond to highlight global influences in students' daily life.
Science & Mathematics	Geography connects and separates communities from the world.	How do geographic features determine a community's connection to the world? (People, Places)				Students will gather images of their community to create a map or web of their community. They will include natural geographic features like mountains, bodies of water and forests as well as manmade features like homes, stores and places of business. Using this information, students will analyze how their community is connected to the outside world and what keeps it separate.
Civic & Moral Education	People can be citizens of their community, their country, and their region.	What are different ways in which people can be connected to one another? (Ideas, People, Places)				Students sketch Venn diagrams with various aspects of their identity ranging from local to global. Use art supplies or magazine clippings to overlay the diagram with a collage.

Subject Areas	Learning Outcomes	Thematic Pathways and Essential Questions				Suggested Teaching and Learning Activities
		People	Places	Materials	Ideas	
Languages & Literature	Languages can be grouped in different ways, from local to regional.	How do people group languages? (People, Places)				Learn about language families, language groups, and dialects. Place students' local languages within this spectrum.
	Global happenings shape local literature.	How are global ideas shared in literature? (Ideas, Materials, People)				Compare local retellings of historic or religious events and discuss what is local and what is global in the story, and why it is relevant to local audiences.
The Arts	Local materials influence art forms.	How have local materials shaped art forms in the ASEAN region? (Materials, Ideas, Places)				Using visuals, compare distinct art materials that treat a theme or topic stemming from a common influence. Match these to maps and to information about local resources and environments.
Health & Physical Education	People's ideas about health have changed over time.	What influences people's attitudes towards health? (People, Ideas)				Explore historic influences on health: diets based on local availability, ideals of health based on religious or cultural beliefs, and compare with influences today (greater availability of processed foods from many locales; ideals of health influenced by the media).
Technology Education	Technologies have always connected local to global.	How has technology influenced the spread of information? (Materials, People, Places)				Research how information spread locally in various communities across Southeast Asia before modern technologies were adapted. Or Research how information is spread in rural areas of Southeast Asia that are not yet connected through local technologies. (Perhaps through newspapers and bulletin boards, but also through local songs and rhymes if applicable.)

**LOWER SECONDARY: Connecting Global and Local**

Subject Areas	Learning Outcomes	Thematic Pathways and Essential Questions				Suggested Teaching and Learning Activities
		People	Places	Materials	Ideas	
<b>History &amp; Social Studies</b>	<p>Cross-cultural exchanges are localized in different ways.</p> <p>A person's worldview is influenced by immediate factors (such as geographic location, family, education, personal experience, and community), and also by larger forces of history, culture, or religion that is shared with a wider group of people.</p>	<p>What different reasons do people have for both introducing and adapting outside influences? (Ideas, Places, People)</p> <p>How does an individual's or group's worldview influence how information and new ideas are processed. How can new information or experiences change someone's worldview? (Ideas, People)</p>				<p>Analysis of specific trends that grew from the “bottom up” by being adapted by regular people, and that changed daily life. Examples could include food, communication technologies, clothing, transportation, and housing.</p> <p>Track an idea such as democracy, environmentalism, or gender equality and research its origins, how it was introduced within ASEAN, and how it has been adapted to suit local conditions.</p>
<b>Science &amp; Mathematics</b>	<p>Local environments are part of the global ecosystem that sustains life on earth.</p>	<p>How are the four major components of earth's system (atmosphere, hydrosphere, biosphere, and pedosphere) connected? How are they manifest in the ASEAN region? (Places, Materials)</p>				<p>Explore distinctive ecosystems through maps, pictures and texts, and show how they are connected to the four major components of earth's systems. Research the effects the loss of biodiversity has on ecosystems.</p>
<b>Civic &amp; Moral Education</b>	<p>Responsible citizens must understand how t local and global communities are connected.</p>	<p>What is the obligation of a citizen to his or her community? To the nation? To the world? (People, Ideas, Places)</p>				<p>In groups, students draft a citizen's bill of responsibility for their community/neighborhood, nation, and world. It is important for students to learn their role in the community and responsibility to help maintain it.</p>

Subject Areas	Learning Outcomes	Thematic Pathways and Essential Questions				Suggested Teaching and Learning Activities
		People	Places	Materials	Ideas	
Languages & Literature	<p>Human migrations have influenced the spread of languages in Southeast Asia.</p> <p>Memoirs give a personal voice to history.</p>	<p>Why have languages in the ASEAN region changed over time? (Places, People, Ideas)</p> <p>What is the role of memoir in understanding global events? (People, Ideas)</p>				<p>Using maps, chart the migration of language families in Southeast Asia. Using interviews with older family members or friends, make a report on how your native language (spoken or written) has changed since your parents or grandparents were children.</p> <p>Reading memoirs of immigrants/migrants exposes students to the ideas of cultural diversity and common history among ASEAN nations. This lesson will give students a human connection to historical events, teach students about the conflicts faced by their nations. Looking at any country or community, past or present, and you can observe how people are organized into smaller groups. Often, group membership is determined voluntarily as individuals seek relationships with people who share their interests, beliefs, goals, or backgrounds. Sometimes, membership in groups is not left to individual choice. People can be born into groups, such as a racial or gender group or a family.</p>
The Arts	<p>People can exchange ideas, technology, and aesthetics over great distances through art.</p>	<p>How have people across Southeast Asia shared ideas through the arts? (people, places, ideas, materials)</p> <p>How can art help transmit technology? (ideas, materials)</p> <p>What can the arts of Southeast Asia tell us about how people's beliefs and values have changed over time? (ideas, people, materials)</p>				<p>Look at works of art, including materials, techniques, use of line, color, representation of the human form, and subject matter, to learn about people's beliefs. Create a work modeling art from a particular time and location in Southeast Asia.</p> <p>Research a work of art that embodied a new technology and illustrate how this was adapted in a new location.</p> <p>Art timeline: Make an illustrated timeline of an ASEAN Member State or sub-region using works of art to show changes in people's beliefs.</p>

Subject Areas	Learning Outcomes	Thematic Pathways and Essential Questions				Suggested Teaching and Learning Activities
		People	Places	Materials	Ideas	
Health & Physical Education	Local health practices can turn into global phenomena, and global trends influence local health.	How have modern lifestyles changed the health of various populations in Southeast Asia? (People, Materials, Places)				Research local trends relating to diet, food preparation, transportation, and recreation. In class, learn about global health trends and link research to these and compare Southeast Asia to other parts of the world.
Technology Education	Technologies sometimes eclipse local traditions, but can also invigorate them.	How can new technologies undermine as well as reinvigorate traditions? (Materials, Ideas)				Research and apply technology to record a recording of dying languages, restoring or document art, or other uses in various parts of the ASEAN region. Cite instances where technological innovations have eclipsed a local tradition. Also, create a proposal for a new type of technology that will preserve local tradition.

**UPPER SECONDARY: Connecting Global and Local**

Subject Areas	Learning Outcomes	Thematic Pathways and Essential Questions				Suggested Teaching and Learning Activities
		People	Places	Materials	Ideas	
History & Social Studies	Religions in Southeast Asia are a product of historical and international forces, as well as of local practices and beliefs.	How do the major world religions and philosophies (Buddhism, Islam, Christianity, Confucianism, and Hinduism) along with many local beliefs that are practiced throughout Southeast Asia influence ethical and moral values as well as attitudes and behavior of local peoples? (Ideas, People, Places)				Looking at religious texts as well as actual practices, examine various belief systems and compare commonalities and differences to learn about localization in terms of dogma, liturgy, and social structure. Apply to various ASEAN member nations and locales within a nation.
	Globalization relies on free trade and open access to markets.	Who has benefitted from globalization and who has not? (People, Materials)				
Science & Mathematics	Natural systems are linked around the world and transcend national and political boundaries.	Why can the “ripple effects” of human actions on the environment be unexpected and severe? (People, Places, Materials)				By learning how climate change can impact their local community, students can begin to examine ways to reduce their carbon footprint and develop ways to ameliorate the problems. Students will understand that local CO2 emissions not only affect their local community, but will have more global consequences affecting all the ASEAN nations.

Subject Areas	Learning Outcomes	Thematic Pathways and Essential Questions				Suggested Teaching and Learning Activities
		People	Places	Materials	Ideas	
Civic & Moral Education	Globalization has created the basis for a common destiny locally, regionally and globally.	How have various belief systems formulated the mutual obligations between individuals and a larger group—whether family, communal, political, cultural, or other? (Ideas, People)				Compare case studies and writings of several historic and present-day examples of religious, philosophical, and political approaches to individual and group rights and responsibilities. What commonalities do they share? Hold a youth open forum in your school to address issues that concern youth: civic duty, tolerance, respect, education, gender issues, ethnic and religious differences, and discuss ways that youth can help bridge cultural divides that hinder responsible citizenship.
Languages & Literature	Learning languages broadens the learners' worldviews.	How does learning a new language widen a person's perspective? (People, Ideas)				“There is a word for that.” A card game featuring vivid or distinctive phrases or words with their definitions from various languages from across ASEAN. Students craft a short story (of about three sentences) using the foreign phrase and other students guess what it means based on the context. At the end, students discuss which words or phrases capture either a concept with which they are familiar, but for which their language has no direct counterpart, and which words or phrases introduced an entirely new concept or way of thinking to them.
	Historical events and trends have shaped literature.	What is the role of history in literature? (People, Ideas)				Compare literary works that chronicle historical events, but also those shaped by trends such as migration or trade.



Subject Areas	Learning Outcomes	Thematic Pathways and Essential Questions				Suggested Teaching and Learning Activities
		People	Places	Materials	Ideas	
The Arts	<p>Global artistic phenomena, start as local artistic traditions.</p> <p>The arts influence local and global perceptions and realities.</p>	<p>When do the arts passively reflect ideas, and when do they shape or revolutionize them? In what ways have the arts united diverse communities? (People, Ideas)</p> <p>In what ways have the arts united diverse communities? Does globalization change the role of local arts? (People, Ideas)</p>				<p>Examine specific art trends in Southeast Asia, learn how they originated and spread, and evaluate contributing factors inherent in the art, such as a relatively universal aesthetic (and define what this might be), adaptable technology, increase in efficiency, ease of transport, and the appeal of a luxury item. Also tangential (but important) factors such as trade, political empires, and spread of religion.</p> <p>Students will examine frescoes, statues, and reliefs that exist at a particular location, and research the different stories or events that inspired these different works from the various unique cultures. Students will explore what united these works at this location and report on all of these findings. Students will also read excerpts from various versions of The Ramayana from across Asia/Southeast Asia. They will then draw conclusions about similarities and differences between the cultures based on the different versions.</p>

Subject Areas	Learning Outcomes	Thematic Pathways and Essential Questions				Suggested Teaching and Learning Strategies
		People	Places	Materials	Ideas	
Health & Physical Education	Local and regional frameworks can mitigate health threats and advance their benefits.	How can local policies lessen health threats while also promoting health benefits arising from global trends? (People, Ideas, Places, Materials)				Research approaches to healthy city planning by looking at several ASEAN cities and use these as inspirations for what to replicate and what to avoid in order to plan a city that combats obesity through infrastructure and education.
Technology Education	Technology influences the media's effect on local culture, practices, and attitudes in different ways across ASEAN.	How does the media affect people's involvement in their communities across ASEAN? (People, Ideas, Materials, Places)				Document how people in your local community are responding to availability of global media and entertainment, and how this is affecting media locally and regionally while also changing people's attitudes, interactions, or participation, and create a multimedia presentation.

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# Sample Lesson Plan: Mapping Your Community

*Grade Level/Subject Area:* Upper Primary/Science and Mathematics

*Overview:* Students will gather images of their community to create a map or web of their community. They will include natural geographic features like mountains, bodies of water and forests as well as man-made features like homes, stores and places of business. Using this information, students will analyze how their community is connected to the outside world and what keeps it separate.

*Desired Understanding:* Geography connects and separates communities from the world.

*Lesson Objectives:*

- Students can identify people and places in their community.
- Students can identify the natural geographic features that are part of their community that facilitate or hinder exchange of goods, services, and ideas.
- Students can explain how the geography of their community connects or isolates them from other communities.

*Essential Questions:*

- How do geographic features determine a community's connection to the world? (People, Places)
- What makes a community special? (People, Ideas)
- How do geographic features influence how communities are connected to or isolated from other people and places? (Places, People)

*Materials/Handouts Needed:*

- Camera or paper for sketching or painting
- Crayons, markers or paint

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- Large paper/ bulletin board
  - Chart paper
  - Map of local community
  - String

*Time Needed:* 3 class periods

*Glossary of Terms:*

- Community: A place or area and its inhabitants
- Geography: The physical features of earth and its atmosphere

*Anticipatory Set:*

- What is a community?
- What makes up our community?
- How do things move in and out of our community? How do people move?
- How do information and ideas move into and out of our community?

*Input:* Through class discussion students will develop a working definition of a community and identify important aspects of their local community. Teacher may need to explain community is a group of people working together in a particular place: “Our community is made up of people, natural geographic features and features created by humans.”

*Model:* Teacher may model examples of images of the community, the placement of these on the board, and a brief explanation of them.

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*Procedures:*

Class Period 1

- Pose the discussion question “What is a community?” As students share ideas about aspects of community the teacher should chart their responses.
- Once a meaningful list has been generated students will decide on 2-4 aspects of their community on which to focus (consider having each student choose a geographic feature, a man-made feature, and a person or group of people in the community).
- Using either cameras or paper and art supplies students will gather images of each of the aspects of the community they chose. Depending on the time available this may be done on a walking class trip or as homework.

Class Period 2

- Using a bulletin board or large paper to represent the geographic area of the community, have students place their images on the paper. (This activity could also be done using a local map with strings to connect images to actual locations.) Students should give a brief explanation of the place or person they are adding to the community.
- Pose the discussion question: How do people and things move in and out of our community? Have students work from their own images to make connections within their community and to communities outside their own.

Class Period 3

- Review the geographic features students listed in the previous lesson.
- Teacher will create two column tables on chart paper for each geographic feature with the questions: How do the geographic features of our community help to keep us connected to other communities? How do they help to keep us separated from other communities?
- Students will participate in a carousel walk to answer the two questions. (A carousel walk is used to generate and share ideas. Through

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movement and conversation, prior knowledge will be activated, providing scaffolding for new information to be learned in the proceeding lesson activity or as a review of information before a discussion or assessment. In a Carousel Walk, students will work in small groups of 3-4. Each group will be assigned a color or magic marker to help hold them accountable for adding information. Each group will have 2-5 minutes to read and add information to each chart. Once the groups have rotated through all the questions the answers can be shared and discussed.

- Once the charts are complete, share the results. Either discuss as a class or have students write about which geographic features make it most difficult to exchange objects and ideas and which make it easiest.

*Guided Practice:* The picture activity and explanations as well as the carousel walk are all part of the guided practice.

*Closure:* Each student should reflect in writing or through pictures how they are connected to other communities. Consider:

- How are you connected to other communities? Think about places you have been, and where your food, clothing, entertainment, etc., come from, and how you learn about as well as learn from people and ideas from other places.
- What geographic features make it difficult for your community to connect with other communities?
- What geographic features make connecting with other communities possible for the people in your community?

*Suggested Assessments:*

- Ask students to create (on a bulletin board) a class web or map of their community with pictures and/or photos addressing the anticipatory question of “What is a community?” The mural should contain two to four shared pictures and/or photos from each student contributing to this map, with focus on geographic features, human-made features, and people (groups or individual). With each photo/picture, the students should accurately identify the feature of the environment that it represents, both in writing (label) and orally (when creating the map and adding a piece to the mural). (Formative assessment; Facet 1-Explanation and Facet 3-Application)

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- Ask students to contribute to an insightful class discussion on the posed question of “How do people and things move in and out of our community?” Students can be assessed by how well they connect their own images contributed to the class map during class discussion (orally) and/or in writing (reflection journal). (Formative assessment; Facet 2-Interpretation)
  - Ask students to create a two-column class charts (focused on geographic features of their community and other communities) and participate in a “Carousel Walk,” interpreting how geographic features of their community can connect them to and separate them from other communities. Students can also be assessed individually by asking them to create a journal entry (with pictures and words) to reveal how they understand their own connections to other communities, and how geographic features in their community can make it easy or difficult to exchange ideas and objects across communities. (Summative assessment; Facet 2-Interpretation and Facet 4 Perspective)
  - Assessment Extension: Written student test with maps and geographic regions for students to identify key features based on these natural physical geographic features, people, ideas, and objects created by these people. This can be in the form of selected response, matching, and/or fill-in-the-blank questions. (Formative assessment; Facet 1-Explanation and Facet 2-Interpretation)

*Summary Questions:*

- How do people, places, and ideas all make up communities?
- How does movement of people and goods shape a community?
- How do surrounding geographic features connect or isolate communities?

*Connecting across the Curriculum:* Curricular connections can be made to lessons focusing on cross-cultural interaction, diversity (of ASEAN), global systems, etc. Similar geographic regions can be found in other ASEAN nations and those regions will have similar advantages and face similar challenges in connecting with other communities.

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# Sample Lesson Plan: Citizen Circles - Community, Country, and Region

*Grade Level/Subject Area:* Upper Primary/Civic and Moral Education

*Overview:* Students live in communities: families, school communities, neighborhoods, and towns. By learning about the different communities of which they are a part, students recognize the connections they have with others.

*Desired Understanding:* Students will understand that members of communities rely on each other to provide what they need and want. They will identify community helpers, such as police officers and fire fighters, and define the roles they play in the community. They will learn that members of communities provide different services that benefit the community.

*Lesson Objectives:*

- Students will identify community helpers.
- Students will recognize members of communities work together to help one another.

*Essential Questions:*

- Why do people live in communities? (Place, People)
- How do members of communities help one another? (People, Materials, Ideas)

*Materials/Handouts Needed:*

- Colored construction paper
- Scissors and glue
- Large mural paper
- White construction paper



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- Map of ASEAN countries

*Time Needed:* 2 class periods

*Glossary of Terms:*

- Citizens: Members of a community or state who share in rights and responsibilities
- Community: A place or area and its inhabitants
- Venn Diagram: A diagram representing sets with circles with common elements in overlapping sections

*Anticipatory Set:*

- Who helps us in our community?
- What do we need to live in our community?

*Input:* Teacher will explain the following:

- People have needs and wants.
- Community helpers provide members of a community with what they need and want.

*Model:* Teacher may demonstrate how to use paper to create houses, stores, and other parts of a community for the mural.

*Procedures:*

Class Period 1

- Ask students to think about the community in which they live. Have them give examples of what they see in their communities: houses, stores, schools, places of worship.

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- Tell the students they are going to make a mural of their community.
  - Using colored paper, scissors, and glue, have students create what they need to represent their community.
  - Collect the paper creations and spread the mural paper on the floor.
  - Have the students sit on the floor around the mural.
  - Discuss with the students where they should place what they made, having them explain why a particular location is better than another.
  - Using glue sticks, have the students attach what they made to the mural.
  - Display the mural where the students can see it.

#### Class Period 2

- Remind the students of the mural they made, emphasizing members of communities live and work together.
- Ask if they are part of a larger community. Elicit they are all members of a country and a region.
- Show students a map of the country in which they live.
- Ask them to list what they have in common with other citizens of their country and what is different.
- Display a Venn Diagram. Explain a Venn diagram is a means of showing the relationship between different groups.
- Demonstrate how to use a Venn diagram by having students share features they have in common with other citizens of their country and those they do not.
- Have students create their own Venn Diagrams.

*Guided Practice:* The mural creation is practice done under the teacher's guidance.

*Closure:* Display Venn diagrams in classroom. Have students share observations about their classmate's projects.

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### *Suggested Assessments:*

- Ask students to create the mural that includes thoughtful placement of houses, stores, schools, places of worship, etc. There should be accurate depictions of these parts of the community in which the students live, and each student should explain why he/she created their picture and how it benefits or shapes their life. (Formative assessment; Facet 1-Explanation and Facet 2-Interpretation)
- Ask individual students to create a Venn diagram comparing and contrasting needs and wants they have in common with other citizens in their country, and which needs and wants are distinctive. Students should then be able to explain their reasons for creating these Venn diagrams verbally through a sharing session and in writing through a reflection journal, based on the two essential questions posed for this sample lesson: (1) Why do people live in communities?; and (2) How do members of communities help one another? (Summative assessment; Facet 2-Interpretation and Facet 4-Perspective)
- Assessment Extension: Ask students to reflect on guest speaker presentations, with community members coming in to the classroom to share how they are helpers and contributors to society. These should be community members from different aspects of the community. Students might prepare questions to ask these speakers ahead of time with the teacher, focusing on questions of: “How do members of a community help one another?” and “What roles do each member play in the community and how do I (the student) benefit?” (Summative assessment; Facet 2-Interpretation and Facet 4-Perspective).

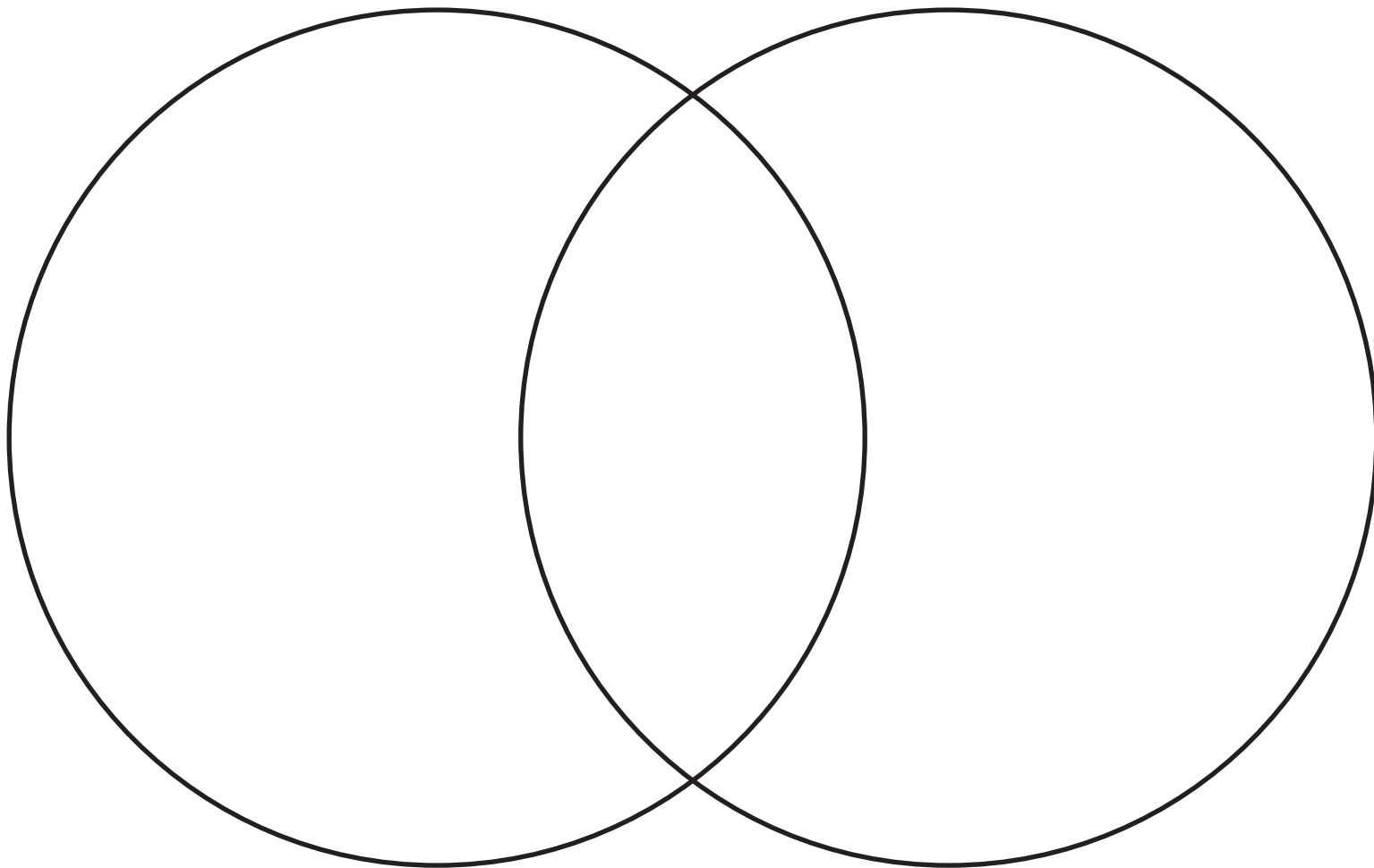
### *Summary Questions:*

- How do people benefit from being in communities?
- How do needs or wants differ among communities?

*Connecting across the Curriculum:* This lesson can be connected to History and Social Studies by examining changing roles of citizens in different places at different points in history.

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## Handout: Venn diagram



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# Sample Lesson Plan: A Class Bill of Rights and Responsibility

*Grade Level/Subject Area:* Lower Secondary/Civic and Moral Education

*Overview:* In groups, students draft a citizen's bill of responsibility for their community/neighborhood, nation, and world. It is important for students to learn their role in the community and responsibility to help maintain it.

*Lesson Objectives:*

- Students will define *rights* and *responsibilities*.
- Students will recognize individual's obligation to the community and express their ideas in writing.

*Essential Questions:* What is the obligation of a citizen to his or her community? To the nation? To the world? (People, Ideas, Place)

*Materials/Resources Needed:*

- Paper
- Markers
- Poster-size paper
- Internet (if available):
  - BrainPop, Jr ([www.brainpopjr.com](http://www.brainpopjr.com))
  - Scholastic.com (<http://teacher.scholastic.com>)

*Time Needed:* 2 class periods

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*Glossary of Terms:*

- Citizen: Inhabitant of a city or town, or member of a nation-state who owes allegiance to that state and who, in return, is entitled to legal rights and protection
- Community: A place or area and its inhabitants
- Rights: Moral or legal entitlements
- Responsibility: A duty or obligation

*Anticipatory Set:* Ask students to give examples of school rules that are different from their rules at home. Ask them why different settings have different rules and whether this means there are different expectations.

*Input:* Discuss the document that outlines the rights and responsibilities within their school/neighborhood/national community.

*Model:* See handout for template.

*Procedures:*

Class Period 1

- Teacher defines citizen as a member of a community. In small groups, students brainstorm about the following questions: What is a community? Who are the members of the community? Community can be defined as geographically (i.e. local or global) or defined as inclusion in an interest group (i.e. groups with common interests and goals). Members of a community have a responsibility to protect it.
- Students name different communities that they are a part of (e.g., family, religious affiliation, school, neighborhood).
- As a class, discuss the difference between rights and responsibilities.

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## Class Period 2

- As a class, students draft a Class Bill of Rights and Responsibilities.
- Discuss the rights of every student, and the responsibilities each student has to maintain and protect their rights.
- Draft a set of rules that protect students' rights. Have each student sign the bill. (See handout for template.)

*Guided Practice:* Drafting a Class Bill of Rights and Responsibilities.

*Closure:* At the end of each day, reflect with students on how they honored the Class Bill of Rights and Responsibilities on that day. For example, “I cleaned up after myself today,” or “I was quiet while my friend was working on her homework.”

*Suggested Assessments:*

- Ask students to complete a graphic organizer or concept map to reveal their own rights and responsibilities as individuals in their classroom, at home, then in the greater community. (Formative assessment; Facet 1-Explanation and Facet 2-Interpretation)
- Ask the class to create an agreed-upon Class Bill of Rights and Responsibilities that also meets your approval. Publish it and post in the classroom. This document can be used for daily student reflections as to how he/she honored this contract, with respect to rights and responsibilities in the classroom, in their family, and in the community. After a period of time, the teacher may also hold a class discussion on the individual and group benefits realized by adherence to the Class Bill of Rights and Responsibilities. (Summative assessment; Facet 3-Application and Facet 6-Self-Knowledge)
- Assessment Extension: Ask students to outline the key tenets of the Class Bill of Rights and Responsibilities for publication and sharing with other classrooms (school community) and at home through the school newsletter. (Summative assessment; Facet 3-Application and Facet 4-Perspective)

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*Summary Questions:*

- What are your rights and responsibilities within your family, school, and community?
- How does defining and observing rights and responsibilities benefit individuals and groups?

*Connecting across the Curriculum:* This activity supports Social Studies and the idea that everyone has rights as an individual, but also responsibilities as a citizen of a community, a nation, and a region.



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# Sample Lesson Plan: Moving Memories - History through the Eyes of Immigrants/Migrants

*Grade Level/Subject Area:* Lower Secondary/History and Social Studies

*Overview:* Reading memoirs of immigrants/migrants exposes students to the ideas of cultural diversity and common history among ASEAN nations. This lesson will give students a human connection to historical events, teach students about the conflicts faced by their nations. Looking at any country or community, past or present, and you can observe how people are organized into smaller groups. Often, group membership is determined voluntarily as individuals seek relationships with people who share their interests, beliefs, goals, or backgrounds. Sometimes, membership in groups is not left to individual choice. People can be born into groups, such as a racial or gender group or a family.

*Desired Understanding:* Memoirs give a personal voice to history.

*Lesson Objectives:*

- Students can identify and explain the purpose of a memoir.
- Students can identify and explain key points in history for ASEAN nations.
- Students can identify the cultural similarities and differences among ASEAN nations.
- Students can identify the struggle migrants and immigrants have in ASEAN nations.
- Students can identify the unifying characteristic of ASEAN nations.
- Students will begin to understand the commonalities among ASEAN nations.
- Students will be exposed to the ideas of cultural identity and nation building through the use of memoir.

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*Essential Questions:*

- What impact has “globalization” had on ASEAN nations both locally and nationally? (People, Place, Materials)
- What common cultural traditions are shared among ASEAN nations? (People, Ideas)
- To what extent do we define ourselves? To what extent are we defined by others or outside forces? (People, Ideas)

*Materials/Resources Needed:*

- Migrant/Immigrant Memoir Stories (to be selected by teachers to highlight various groups or perspectives)
- Pens/Pencils
- Chart Paper
- Memoir handouts
- Handout on population of ASEAN nations
- Handout on ASEAN occupations
- Handout on government types
- Glossary that explains key words

*Time Needed:* 1 class period

*Glossary of Terms:*

- Migrant: Someone who travels to a new place to live or work
- Immigrant: A person who comes to a new country or community to live permanently
- Memoir: An account written from personal experience
- Government: Group of people who formulate the policy and direct the affairs of a community or nation

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- Occupation: Job or profession
  - Population: All inhabitants of a town, area, country, or region
  - Community: A place or area and its inhabitants
  - Globalization: The condition resulting from free trade, free flow of capital, and frequent exchange of ideas
  - Cultural Diversity: Variety in ways of life and beliefs that are passed from generation to generation

*Anticipatory Set:*

- What is a memoir?
- What are some holidays and traditions you observe with your family?
- How is your community physically connected to other communities?
- What is the difference between learning about a historical event through reading a memoir and learning about it through other sources, such as primary source documents or history books?
- What does a memoir provide that other sources do not? What might other sources provide that a memoir does not provide?

*Input:* Teacher provides a variety of memoirs and also reminds students of the range of political and economic conditions, as well as different cultural, religious, and political groups that exist in ASEAN nations.

*Model:* Teacher can model how to extrapolate information and perspective from a memoir.

*Procedures:* Working in pairs students will go to discovery stations. At each station they will read an excerpt from a memoir. After reading the story they will comment on the story using chart paper. Some of the questions they will be asked are:

- Who is the story about?

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- What was the conflict or struggle in the story?
  - Try to relate to experiences in the story by finishing one of the following sentences:
    - What I just read reminds me of the time when I was included or excluded...
    - I agree with/understand what I just read because in my own life...
  - What historical events were discussed?
  - How does the story relate to the history of your nation?

*Guided Practice:* After visiting three discovery stations students will answer the questions listed above.

*Closure:* After visiting discovery stations the class will come together and share their responses. The teacher will place chart paper from each discovery station on a classroom wall or board and discuss the responses.

*Independent Practice:* For homework students will write a reflection paragraph. They will share their reflections with their discovery station partner and class. The teacher should create a bulletin board and display the reflection paragraphs.

*Suggested Assessments:*

- Ask students to complete at least three discovery stations and provide insightful and thoughtful answers to six questions and reveal understanding of multiple perspectives based on different groups, as well as political and economic conditions in various ASEAN nations. Students should also reveal how these events in history relate to themselves and their own community and nation. (Formative assessment; Facet 4-Perspective and Facet 5-Empathy)
- Ask students to create a classroom bulletin board highlighting the commonalities shared among the ASEAN nations, as revealed through historical events in the selected memoirs. Accompanying each discovery station chart will be the student reflections that should reveal

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understanding of multiple perspectives and connections of self to the greater community and beyond. (Summative assessment; Facet 4-Perspective and Facet 5-Empathy)

- Ask students to write a reflection paragraph on how their perspective on an event was influenced by the memoirs and by the perspectives of their classmates. (Summative assessment; Facet 4-Perspective and Facet 6: Self-Knowledge)

*Summary Questions:*

- What do memoirs reveal that other accounts (historical analysis, news reports) do not?
- How do memoirs reveal cultural similarities and differences?
- How do memoirs cause readers to revisit or reshape their own viewpoints?

*Connecting across the Curriculum:* This lesson can be connected to Social Studies as well as Civic and Moral Education in Theme 1: Knowing ASEAN. Students can explore how the ASEAN ideology embraces the ideas of cultural diversity and independence and can analyze the commonality in experience and struggles that some immigrants/migrants face in any ASEAN nation. By teaching students about common identity and cultural diversity, they can understand how these can further the goal of a unified and cohesive organization for stability and cooperation among nations.

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# Handout: Memoir Worksheet #1

Looking at your country or community, past or present, you can observe how people are organized into smaller groups. Often, group membership is determined voluntarily as individuals seek relationships with people who share their interests, beliefs, goals, or backgrounds. A memoir is a special kind of autobiography, usually involving a public portion of an author's life as it relates to a person or an historic event. Memoir is about the personal knowledge and/or experiences of the author.

Directions: Before you start learning about memoir and its importance in understanding cultural identity, answer the following questions.

Remember you will revisit these questions later on and compare your answers.

- What is a memoir?
- What are some holidays and traditions you observe with your family?
- How is your community physically connected to other communities?
- What is the difference between learning about a historical event through reading a memoir and learning about it through other sources, such as primary source documents or history books?
- What does a memoir provide that other sources do not? What might other sources provide that a memoir does not provide?

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## Handout: Memoir Worksheet #2

“You make a living by what you get. You make a life by what you give.” -Winston Churchill

Directions: At each station you will find a story. The stories are from the book *Me to We: Finding Meaning in a Material World*, by Craig and Mark Kielburger. This book is a collection of stories written by people who have tried in their life to make a difference. You will read each story silently and write a reaction to the story. Questions to answer after you have read the story:

- Who is the story about?
- What was the conflict or struggle in the story?
- Try to relate to experiences in the story by finishing one of the following sentences:
  - What I just read reminds me of the time when I was included or excluded...
  - I agree with/understand what I just read because in my own life...
- What historical events were discussed?
- How does the story relate to the history of your nation?

When you have finished reading and writing about the story, you will leave the paper on which you wrote your reactions and move to the next station. At the next station you will repeat the steps; read the story and write a reaction, but now you will also read one of your classmate’s reactions. Write your thoughts about both the story and your classmate’s reaction. Do you agree or disagree with your classmate’s opinion? Be sure to give clear reasons.

\*Try to write as clearly as you can. It is important for people to be able to read your reaction. You do not have to include your name when you write your reaction.

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# Sample Lesson Plan: Charting Climate Change

*Grade Level/Subject Area:* Upper Secondary/Physical Science

*Overview:* By learning how climate change can impact their local community, students can begin to examine ways to reduce their carbon footprint and develop ways to ameliorate the problems. Students will understand that local CO<sub>2</sub> emissions not only affect their local community, but will have more global consequences affecting all the ASEAN nations.

*Desired Understanding:* Natural systems are linked and transcend national and political boundaries. Importantly, there are both natural and human-made causes for climate change and that this change has a direct impact on communities, agriculture, industry, and the environment.

*Lesson Objectives:*

- Students will learn the different layers of the atmosphere.
- Students will identify that there is a relationship between CO<sub>2</sub> and temperature.
- Students will see role of plants in the removal of CO<sub>2</sub> and their importance in maintaining temperature balance.
- Students will learn how CO<sub>2</sub> will be produced.
- Students can compare graphs showing global patterns of heat trapping gases (CO<sub>2</sub>, e.g.) and temperature change over time.
- Students will research when large storms, droughts, or significant temperature fluctuations have occurred in their country, as well as other ASEAN countries.
- Students will look for patterns in both their country and the entire ASEAN region.

*Essential Questions:*

- In what ways can the “ripple effects” of human actions on the environment be unexpected and severe? (People, Places, Materials)



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- Why is gathering data at local levels crucial to understanding global phenomena and developments? (Materials, Ideas, People)

*Materials/Handouts Needed:*

- Overhead or diagram showing the layers of the atmosphere
- Climate maps of ASEAN countries
- Graphs comparing CO<sub>2</sub> and temperature fluctuations over time
- Historic weather data for the ASEAN region

*Time Needed:* 6 class periods

*Glossary of Terms:*

- Climate Change: Long-term significant change in the Earth's climate
- Carbon Footprint: Amount of carbon dioxide emitted
- Heat Trapping Gasses: Gases that trap heat in the Earth's atmosphere and cause the climate to warm
- Troposphere: Lower region of the Earth's atmosphere, extending to about 6-10 kilometers above the Earth's surface
- Mesosphere: Region of the earth's atmosphere above the stratosphere and below the thermosphere, about 50-80 kilometers in altitude
- Thermosphere: Region of the atmosphere above the mesosphere and below the height at which the atmosphere ceases to have the properties of a continuous medium
- Exosphere: The outermost region of a planet's atmosphere
- Greenhouse Effect: The trapping of the sun's warmth in a planet's lower atmosphere
- Isotope: Each of two or more forms of the same element that contain equal numbers of protons but different numbers of neutrons in their nuclei

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*Anticipatory Set:* Pose the following questions to the class using an image of the Layers of the Atmosphere:

- Within what layer of the atmosphere is CO<sub>2</sub> found?
- What produces CO<sub>2</sub>? Which are natural and which are man-made?
- What is the role of plants in removing CO<sub>2</sub>? (Deforestation Issues)
- Overhead of CO<sub>2</sub> vs. Temperature Graph

*Input:* Teacher may need to explain the layers of the atmosphere as well as photosynthesis; and clarify the difference between weather and climate. Teacher will also present materials from the links embedded in the procedure below.

*Model:* Teacher will model how to compare data and read the images and charts for information.

*Procedures:*

Class Period 1-2

- Using an overhead of a cross section of the layers of the atmosphere, students examine the different layers of the atmosphere, including temperature, thickness, altitude, and composition.
- Students will have a handout that they will fill in as the various layers are discussed.

Class Period 3-4

See online lesson plans following the lesson suggestions below.

- Teacher will present a lesson on the carbon cycle. Students will draw diagrams of this cycle. (If Internet access is available: <http://gk12.asu.edu/node/45>, <http://depts.washington.edu/oacis/lessonplans.html>, and <http://www.calacademy.org/teachers/resources/lessons/Carbon-Cycle-Roleplay-3-12/>)

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- Teacher will present a lesson on the greenhouse effect. Students will focus on the troposphere and will begin to discuss how the earth behaves like a greenhouse. (If Internet access is available: <http://learningtogive.org/lessons/unit372/lesson1.html>, <http://astroventure.arc.nasa.gov/teachers/pdf/AV-Atmoslesson-3.pdf>, and <http://www.pbs.org/now/classroom/globalwarming.html>)
  - Teacher will present a lesson on how prehistoric climate change is measured, i.e. tree rings, ice cores, historic records, plant pollen, oxygen isotope ratios in glacial ice, etc. (If Internet access is available: [http://www.smithsonianeducation.org/educators/lesson\\_plans/idealabs/prehistoric\\_climate\\_change.html](http://www.smithsonianeducation.org/educators/lesson_plans/idealabs/prehistoric_climate_change.html), [http://alex.state.al.us/lesson\\_view.php?id=29812](http://alex.state.al.us/lesson_view.php?id=29812))

#### Class Period 5

- Students will look at the comparison of historic CO<sub>2</sub> and temperature graphs over long and shorter time periods and draw conclusions about natural (e.g., volcanic eruptions, shifts in the earth's tilt, rotation, and revolution) vs. man-made causes (deforestation) of climate change.

#### Class Period 6:

- Students will search for short articles on climate change that focus on such issues as disappearing communities due to sea level rises, the disappearance of various habitats, the impact of climate change on weather patterns, and farming.
- Students will work in small groups to make a list of important points from their article, and present their information to the class.

*Closure:* Have students write a letter to their local government expressing their concerns about deforestation and its impact on climate change.

*Independent Practice:* Students calculate their individual carbon footprint and accompany with a personal reflection on how one can change his/her practices to reduce this carbon footprint, and calculations on the effect of this on carbon emissions if a larger population were to adopt the practice.

#### *Suggested Assessments:*

- Quiz students' recall of information (i.e. layers of atmosphere, properties of heat trapping gasses), understanding of concepts and processes

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(i.e. greenhouse effect, CO<sub>2</sub> production, carbon cycle, climate change), and conduct application exercises to reveal mathematical and scientific skills of data extrapolation (i.e. analyzing graphs comparing CO<sub>2</sub> measurements and temperature fluctuations over time).

(Formative assessment; Facet 1-Explanation, Facet 2-Interpretation, and Facet 3-Application)

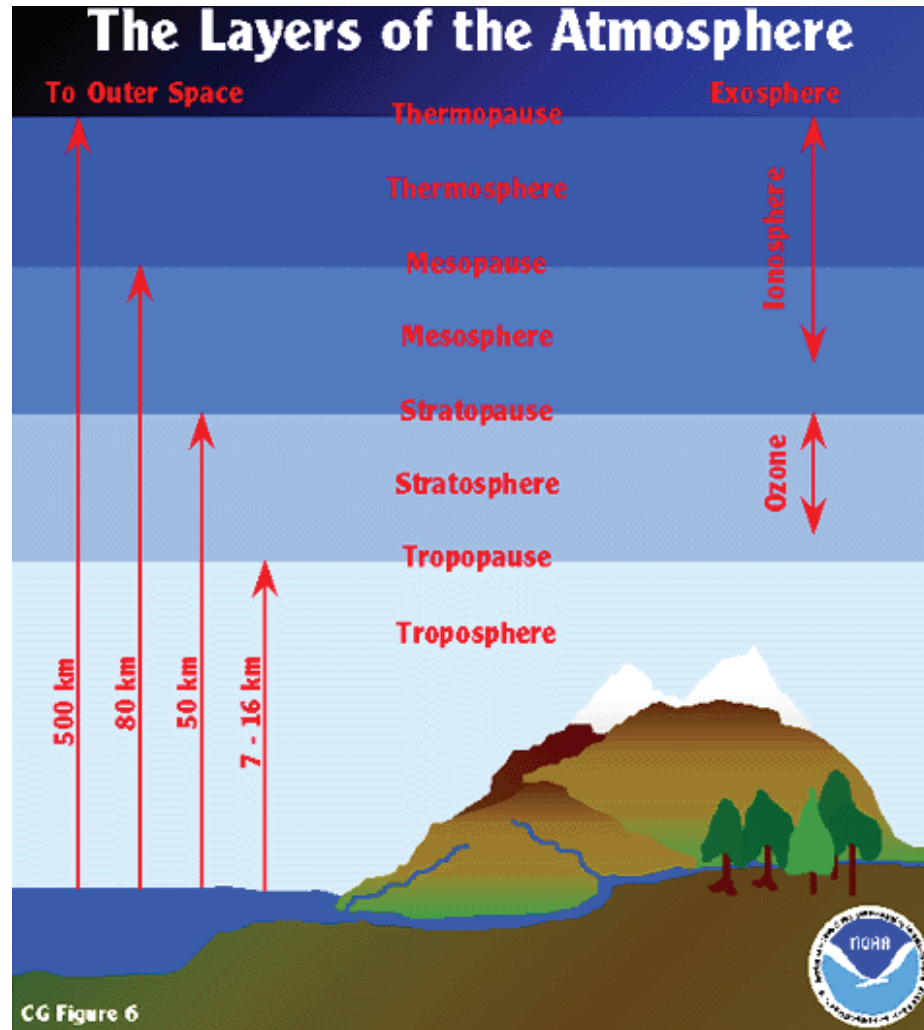
- Ask student groups to make presentations highlighting evidence supporting scientific claims that carbon emissions (both natural and manmade) contribute to global climate change, and that this change has a direct impact on communities, agriculture, industry, and the environment. This presentation should include direct references to research, photographs, charts (data tables with comparisons and historical patterns), and conclusions and future implications. Teacher and peer assessments can be based on the learning outcomes of this lesson. (Summative assessment; Facet 2-Interpretation, Facet 3-Application, and Facet 4-Perspective)
- Ask students to calculate their individual carbon footprint and then write a personal reflection on how one can change his/her practices to reduce it. Students can also calculate and chart the effect if a larger population adopted that practice. (Summative assessment; Facet 3-Application and Facet 5-Self-Knowledge)

*Summary Questions:*

- What role do the layers of the atmosphere play in enabling life on Earth, and how are they affected by CO<sub>2</sub>?
- How can global climate change be measured and its causes deduced?
- How can people change their lifestyles and practices to mitigate climate change?

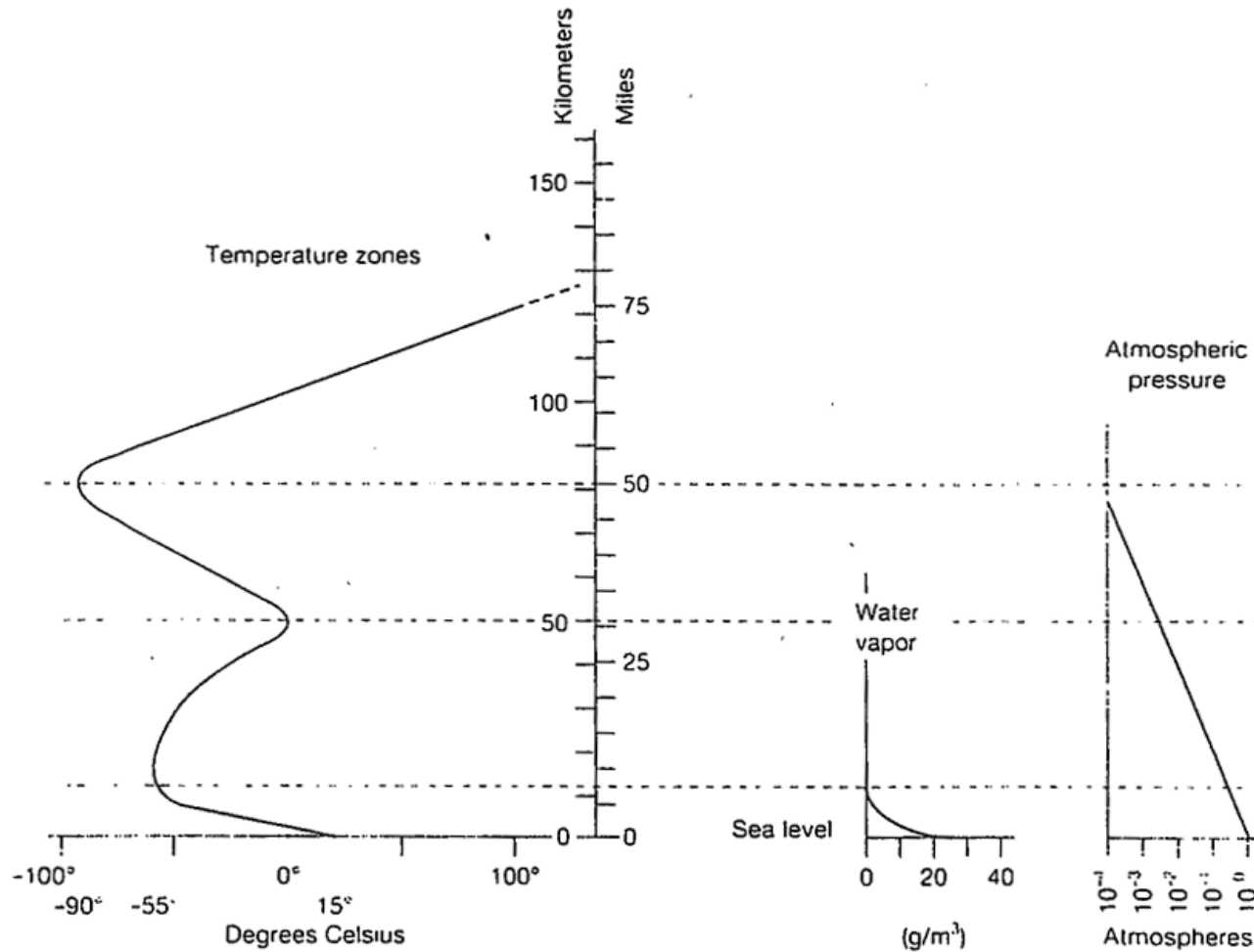
*Connecting across the Curriculum:* This lesson can be connected to Civic and Moral Education in Themes 1: Knowing ASEAN, and Theme 5: Working Together for a Sustainable Future as ways to talk about the obligation wealthy nations may have to help developing nations or vulnerable populations and to examine how the region is addressing climate change and its effects.

# Handout: Layers of the Atmosphere Diagram



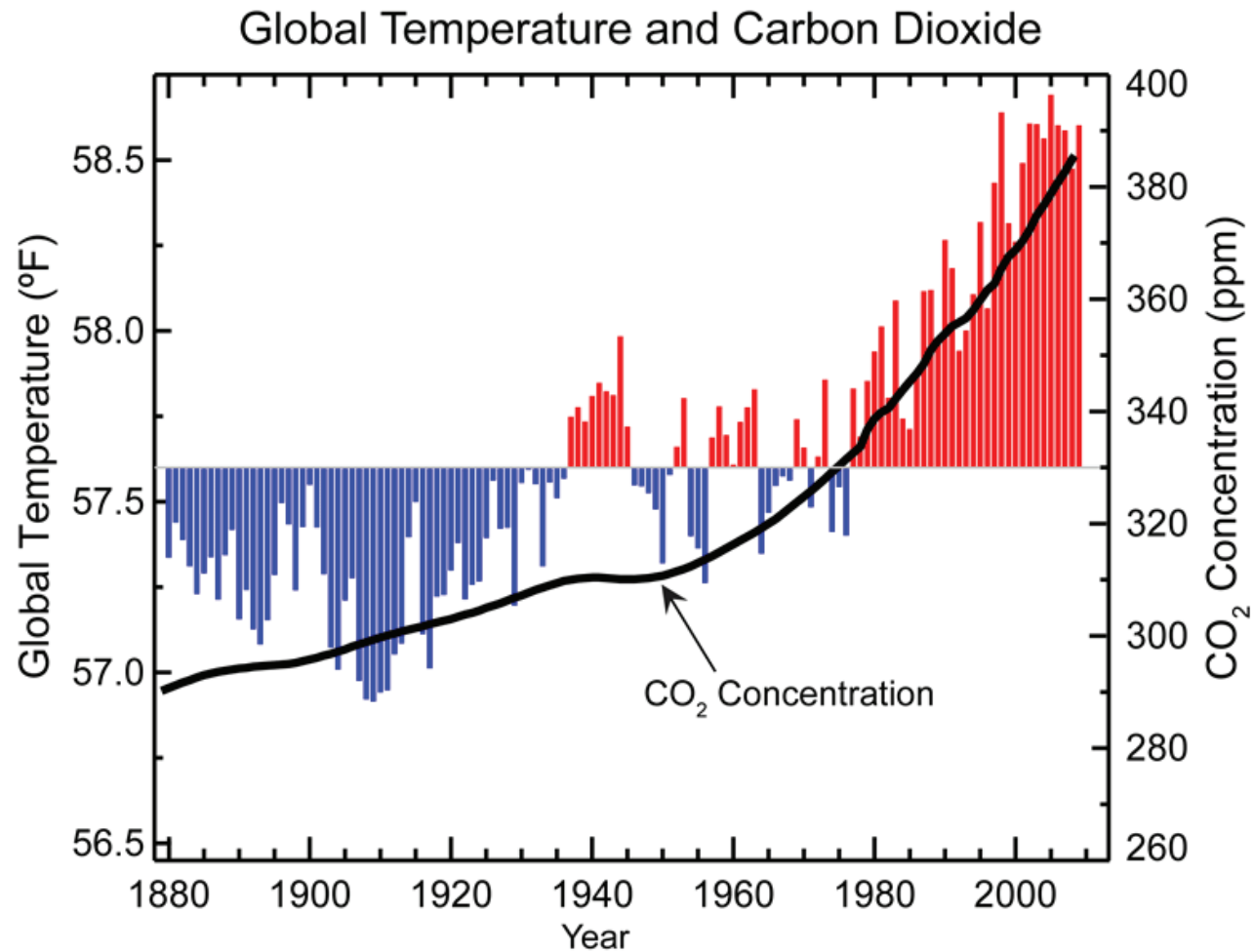
Source: US Department of Commerce/NOAA  
[http://www.esrl.noaa.gov/gmd/education/lesson\\_plans/](http://www.esrl.noaa.gov/gmd/education/lesson_plans/)

# Handout: Layers of the Atmosphere Worksheet



Source: US Department of Commerce/NOAA  
[http://www.esrl.noaa.gov/gmd/outreach/lesson\\_plans/Characteristics%20of%20the%20Earth%27s%20Atmosphere.pdf](http://www.esrl.noaa.gov/gmd/outreach/lesson_plans/Characteristics%20of%20the%20Earth%27s%20Atmosphere.pdf)

## Handout: Global Temperature and Carbon Dioxide Graph



Source: US Department of Commerce/NOAA  
<http://www.ncdc.noaa.gov/indicators/>

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# Sample Lesson Plan: Global Currents - Navigating New Economies

*Grade Level/Subject Area:* Upper Secondary/History and Social Studies

*Overview:* Since the end of the Cold War in 1991, the global economy has been guided by the concept of free trade. To understand the effects of globalization on the ASEAN region, students will choose a commodity (suggestions might be: rice, coffee, sugarcane, bananas, soybeans, cassava, palm oil, and maize) in their own country or in another ASEAN nation. They will investigate whether free trade has had an impact on the production and producers of this commodity. They will also explore the cost-benefit challenges and social implications of existing trade practices within their countries and regions to learn if the producers of their food commodity are receiving a fair chance under free trade, fair trade, or other trade policies. This lesson will illustrate how globalization can benefit and/or challenge a community, country, or region.

*Desired Understanding:* Globalization relies on free and open access to markets.

*Lesson Objectives:*

- Students will learn that globalization is dependent on free trade, which creates economic and social benefits for some, but challenges others, especially those who are the local or regional producers.
- Students will be able to discuss the goals and connections between globalization and free trade practices.
- Students will find out if other forms of trade (such as fair trade agreements, protectionist policies, state subsidized commodities, to name a few) can or do exist alongside free trade policies and if these policies compliment or challenge free trade.
- Students will look at the specific benefits and challenges of all types of trade policies and the impact each may have on local and regional commodity production.
- Students will learn why ASEAN countries are focusing on sustainable local markets and national food security.
- Students will present their findings at a class ASEAN Economic Summit or individually depending on the choice of the teacher.



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*Essential Questions:*

- What impact is globalization having on communities and countries across the ASEAN region today? (People, Places, Materials, Ideas)
- What responsibilities do governments have to ensure that everyone has a fair chance in a system more closely tied together than ever before? (People, Materials, Ideas)

*Materials/Handouts Needed:*

- Sample Readings for Globalization and Trade Practices and Issues (web links are provided)
- ASEAN Food Security and Trade Policies (see also: [www.iisd.org](http://www.iisd.org))
- List of Major Agricultural Commodities in ASEAN Member States
- The ASEAN Economic Community Blueprint (2007): [www.aseansec.org/18757.htm](http://www.aseansec.org/18757.htm)
- ASEAN Free Trade Area Agreement (AFTA Council): [www.aseansec.or/19585.htm](http://www.aseansec.or/19585.htm)

*Time Needed:* Two weeks for research and preparation for a two-day in-class ASEAN Economic Summit

*Glossary of Terms:*

- Globalization: The condition resulting from free trade, free flow of capital, and frequent exchange of ideas
- Free trade: Free and open access to markets without interference from taxes, tariffs, or other government interference
- Fair trade: Trade in which fair prices are paid to producers in developing nations
- Food commodities: Agricultural products that can be bought and sold
- Food security: Condition measured by the availability of food, access to it, and its appropriate use based on nutrition and health
- Subsidy: Money provided by a government to assist an industry
- Protectionism: Shielding a domestic industry by taxing foreign imports

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*Anticipatory Set:* Before students begin their food commodity/ASEAN nation project, they should research the above terms and discuss what they mean. Also, students discuss the following, guided by the teacher:

- What is globalization?
- What is free trade and how is it connected to globalization?
- What is “fair trade”?
- What are food commodities?
- What are subsidies?
- Who provides subsidies, to whom and why?
- What is meant by trade protectionism?

*Input:* Teacher will review with students the early land and ocean trade routes using trade maps circa 500-1800 CE, key “travelers” (individuals, private trading companies, country sponsored voyages) who used these early routes, and the products they traded (especially food commodities).

*Model:* Teacher will model how to look at and weigh benefits and drawbacks to issues.

*Procedures:*

Class Periods Week 1

Brief Background: The link to the past. Using maps and travelers’ tales, students will chart the early trade routes across the Indian Ocean to learn who, when, where and why individuals, private trading companies, and country-sponsored voyages came to the shores of Southeast Asia from East Asia, the Middle East, and Europe during the period from 500-1800 CE.

- Students will discover through this exercise that “globalization” may have existed in some form much earlier than previously thought.
- Students will learn about several food commodities that were traded in Southeast Asia from 500 to 1800 CE.

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- Students will discuss how the global trade affected people living in the region.
  - (Optional) For homework, students are given several readings that outline the broad ideas of globalization today.

### Research Steps

In small groups (designated by the teacher):

- Students will review the glossary notes (teacher guided) paying special attention to how globalization and free trade practices have been embraced across the ASEAN region.
- (Optional) Students will discuss the background homework readings assigned by the teacher.
- Students will then choose one ASEAN Nation (ideally all ten ASEAN Nations should be represented) and one food commodity important to that nation. Examples might include: rice, sugarcane, pepper, coffee, tea, soybeans, bananas, or cassava.
- Students will research their food commodity using online, library, or printed material, and identify how globalization and free trade are affecting both the producers and the production of this food commodity in the ASEAN nation they are representing.
- Students will consider the following issues/policies within their specific research country and regionally as an ASEAN Member State:
  - Trade practices and policies: free market, “fair trade,” protectionist and subsidy policies ...
  - Food security issues
  - Wage benefits and challenges
  - Transnational corporation challenges
  - Global trade policy benefits and challenges
- Students will also consider how the following social issues directly/indirectly affect the daily lives of those who produce the food commodity:
  - Child labor
  - Health benefits

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- Working conditions
  - Education opportunities

### Class Periods Week 2

Research preparation for the class ASEAN Economic Summit:

- Each student will keep their individual research notes and bibliographic information in their own journal, which they will share daily with their group and teacher. An alternative method would be to use bibliography cards and note cards.
- Students will share and analyze their research in their small groups to determine if free trade has benefited both the producers and the production of the commodity in the ASEAN state they researched.
- If challenges remain, students will identify what they are, why they exist, and how they might be overcome locally and regionally to ensure a stronger market return for local producers.
- Students will also discuss how ASEAN as a regional body has or might provide both economic and social support for in-country producers of food commodities.
- Based on their research, students will consider if ASEAN should continue to embrace globalization and free market trade practices based on the country and the food commodity they researched.

### Class ASEAN Economic Summit

- For the class ASEAN Economic Summit, each group will prepare a five to ten minute report summarizing their research and the conclusions reached as to whether ASEAN as a regional body should continue embracing free market practices and the process of globalization.

*Guided Practice:* This activity would best be accomplished in small working groups guided by the teacher. Online and/or printed handouts can be assigned for homework and independent research encouraged and/or required.

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*Closure:* Students will debrief the ASEAN Economic Summit in their small groups and share their final conclusions orally with the entire class and/or in written form. Each student's note-taking journal will be turned in for evaluation by the teacher.

*Independent Practice (Following the Summit):* Students may use what they have researched and learned from each other, and apply this knowledge to answering a Document Based Question (DBQ).

*Suggested Assessments:*

- Ask students to map a food commodity's global journey, choosing a time period between 500-1800 CE. Discuss why these commodities were traded and what their effect on communities might have been. (Formative assessment; Facet 2-Interpretation and Facet 4-Perspective)
- Throughout the week, evaluate individual student notes and bibliographic information along with group research on a specific food commodity from an ASEAN Member State. These should include: practices and policies, food security issues, wage benefits and challenges, transnational corporation challenges, and global trade policy costs and benefits. The research should also reveal insightful consideration of social issues, such as child labor, health benefits, working conditions, and educational opportunities, that directly or indirectly shape the daily lives of those producing the food commodity. (Formative assessment; Facet 1-Explanation and Facet 2-Interpretation)
- Ask student groups to prepare reports for the class ASEAN Economic Summit. These should include research summary, analysis of cost and benefits of globalization, and recommendations for future trading practices in the ASEAN region. The written reports and presentations should reflect understanding of key concepts and processes of globalization and trading, with use of proper terminology and support of conclusions with data/evidence. (Summative assessment; Facet 2-Interpretation, Facet 3-Application, and Facet 4-Perspective)
- Assessment Extension: Ask students to apply their knowledge in answering a Document Based Question (DBQ). (Summative assessment; Facet 2-Interpretation and Facet 3-Application)

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*Summary Questions:*

- How is globalization different today than in previous centuries?
- Who benefits and who is challenged by globalization?
- How can benefits and challenges of different trade policies be weighed?

*Connecting across the Curriculum:* This project bridges Social Studies/History and Civic and Moral Education and should be a combined lesson across these two themes for maximum understanding and breadth in illustrating how nations across ASEAN have a common destiny as members of a supra-national regional/global body with roots that echo historical movements of people, ideas, and materials across time and space.

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## Handout: Sample Readings for Globalization and Trade Practices and Issues

- <http://www.asean.org/18757.htm>
- <http://www.asean.org/19585.htm>
- <http://www.asean.org/18770.htm>

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# Handout: ASEAN Food Security and Trade Policies

## Food Security Policy

- <http://aseanfoodsecurity.asean.org/wp-content/uploads/2011/08/aifs.pdf>
- <http://www.asean.org/Fact%20Sheet/AEC/AEC-05.pdf>

## Trade Policy

- <http://www.asean.org/pdf/brosurAFTA.pdf>



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## Handout: List of Major Agricultural Commodities in ASEAN Member States

<b>Brunei</b>	Beef, Eggs, Poultry, Rice
<b>Cambodia</b>	Cassava, Corn, Rice, Rubber
<b>Indonesia</b>	Beef, Cassava, Cocoa, Coffee, Eggs, Palm Oil, Peanuts, Poultry, Rice, Rubber
<b>Lao PDR</b>	Beef, Cassava, Coffee, Corn, Peanuts, Poultry, Rice, Sugarcane
<b>Malaysia</b>	Cocoa, Palm Oil, Rice, Rubber
<b>Myanmar</b>	Fish, Rice, Sugarcane
<b>Philippines</b>	Beef, Cassava, Corn, Eggs, Fish, Rice, Sugarcane
<b>Singapore</b>	Eggs, Fish, Poultry
<b>Thailand</b>	Cassava, Corn, Rice, Rubber, Sugarcane
<b>Vietnam</b>	Coffee, Fish, Peanuts, Rice, Rubber, Sugarcane

Source: CIA World Factbook  
<https://www.cia.gov/library/publications/the-world-factbook/index.html>

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## Chapter Four: Promoting Equity and Justice

This Theme investigates various definitions of equity and justice, and how these manifest in the world, including how actions on behalf of some people affect the well-being of others, and the benefits that are shared throughout broader populations when equity is pursued and justice is protected for all.

The Enduring Concepts that encompass this Theme are:

- All people, regardless of region or locale, age, gender, culture, race, ethnicity, economic status, religion, and education level should enjoy equity and justice.
- Individuals have the responsibility and accountability to contribute to the larger community.
- Fair, just, and equitable systems promote stability in a society and wellbeing throughout the population.

In particular, this unit looks at rights and responsibilities of individuals in groups, whether a family, a school class, or a community or country.

Upper primary learners will investigate how rights and responsibilities change over the course of a lifetime from childhood to adulthood.

Lower secondary students in History and Social Studies will explore the role of the news in promoting justice. Upper secondary students in Social Studies will learn how to find their own voices in promoting equity and justice; in Science they will devise equitable systems for water distribution between nations; and in Art, they will see how images tell stories of inequities or injustice and can spur people to action.

This Theme will also be applied to Languages and Literature as students examine how languages can perpetuate or minimize inequities, or hinder or advance justice, and the effects that resonate not just through disadvantaged populations, but through the larger society and population; and to Technologies as students learn the role of technology in documenting or overcoming inequity and injustice. A curriculum framework chart for this Theme follows.

## UPPER PRIMARY: Promoting Equity and Justice

Subject Areas	Learning Outcomes	Thematic Pathways and Essential Questions				Suggested Teaching and Learning Activities
		People	Places	Materials	Ideas	
History & Social Studies	People have needs, rights, and responsibilities.	How do the responsibilities and rights of children differ from adults? (People, Ideas)				<p>As a class, students brainstorm the rights and responsibilities they have (in their home, as a sibling, as a child, in school, in their community, etc.). Categorize them according type, and then, individually, students make a list of those rights and responsibilities that they think are or should be fundamental. As a class, students share their lists. They then consider how one could balance individual rights and freedoms with communal responsibilities and obligations. As a class, draft a “Bill of Rights and Responsibilities” for their group.</p> <p>Compare practices or customs of local communities, and create timelines to reflect changing patterns across ASEAN or in a sub-region.</p>
	All societies have concepts of equity and justice, but they are defined differently.	How have ideas of equity and justice been defined and protected differently? (People, Ideas)				
Science & Mathematics	Local resources determine economic opportunities.	What resources do communities need in order to thrive? (Places, Materials, Ideas)				Students create a class pyramid with necessities for a community, putting the most important items at the bottom and ones of lesser importance at the top. Working as individuals or in groups, students make two smaller pyramids—one for today’s communities and one for 100 years ago. Class discussion on what has changed and why.
Civic & Moral Education	Communities and countries choose leaders in different ways.	What are the different systems for choosing leaders? (People, Ideas)				<p>Find out how leaders are selected in different countries and the basic powers they have. Compare advantages and disadvantages of different systems.</p> <p>Read stories (in the news, online, or short memoirs) related to migrant workers in an ASEAN city and develop a paper describing their home, explaining why they left, and the challenges they face in their new home. Describe their official status (or lack thereof) and the effect It has on their daily life.</p>
	Some people are members of a community, but not citizens of the country in which they live.	What is a citizen? (People, Ideas)				

Subject Areas	Learning Outcomes	Thematic Pathways and Essential Questions				Suggested Teaching and Learning Activities
		People	Places	Materials	Ideas	
Languages & Literature	Forms of address define relationships.	How does language preserve or change relationships? (People, Ideas)				<p>Have students interview grandparents or other people of an older generation about how they addressed their peers, teachers, parents, younger children, and elders when they were growing up. Based on interviews, make a class chart of changing forms of address and as a class discuss related social or cultural changes. Extension: Compare various Southeast Asian languages that incorporate and stress hierarchy. Have students draw connections between languages and social structure, who is in power, and who may be regarded as unequal in stature. What would they change to promote equality?</p> <p>Read stories about children in different ASEAN cultures and compare their daily lives, their responsibilities, their dreams, and what they are expected to learn or master in childhood and how they do so.</p>
	Children have different roles in different cultures.	What is childhood? (People, Ideas)				
The Arts	Art reveals society's values.	Who makes art and who makes craft? (People, Materials, Ideas)				<p>Visit a local museum and compare their collections with online or print "virtual exhibition" from a major museum in the ASEAN region or other parts of the world. What is considered art and what is considered craft or artifact? What is attributed to individuals and what is anonymous? (Can consider calligraphy, painting, sculpture, weapons, handicrafts, textiles, utilitarian objects, or even works of architecture). What do the objects and information that have been preserved through time disclose about values of the societies that made them? What do they reveal about the societies that display them?</p>

Subject Areas	Learning Outcomes	Thematic Pathways and Essential Questions				Suggested Teaching and Learning Activities
		People	Places	Materials	Ideas	
Health & Physical Education	Access to clean water and air, sanitation, and food is central to equity.	How can technology promote equity and justice for an individual and a community? (People, Materials)				Map your community's garbage dumps, cell phone towers, hazardous waste sites, sewer treatment facilities, or industrial areas, and find out who lives near these. Discuss what the effects are on the health of nearby residents, whether there are likely similarities with other communities in the ASEAN region, and how this is related to equality and justice.
Technology Education	Technology provides opportunities to individuals and communities.	How can technology promote equity and justice for an individual and a community? (People, Materials)				List technologies (electricity, Internet, mobile phone, television, refrigerator, car, tractor) and discuss how an individual's life or a community's prospects can change through access to technology. Look for case studies/short stories/news reports of the introduction of technology into a community and the effect on local lives.

**LOWER SECONDARY: Promoting Equity and Justice**

Subject Areas	Learning Outcomes	Thematic Pathways and Essential Questions				Suggested Teaching and Learning Activities
		People	Places	Materials	Ideas	
History & Social Studies	News plays an important role in promoting equity and justice.	Why does awareness and information promote equity and justice? (Ideas, People)				<p>Many people learn about their village, city, state, country, or world by reading news articles that are either published in a newspaper or magazine or are shared with the world in digital form. The primary purpose of these news articles is to inform, but many of them are also written to persuade. An important way that a spotlight is focused on human rights violations to reach larger audiences is through news articles. In this time of the Internet and social media a human rights conflict in small or distant country might receive worldwide attention and a call to action. Students need to view media and print sources with a critical eye and understand the bias, which might be inherent in a printed article.</p> <p>Understanding the United Nations Declaration of Human Rights (UNDHR) creates an environment that supports the ideas of respect and solidarity among ASEAN nations. This lesson creates an opportunity for students to think critically about what are basic and fundamental rights, and what situations may lead to the violation of those rights. By the end of the lesson, students will have a better understanding of the difficulties and violations of rights faced by citizens in both ASEAN and Non-ASEAN nations, and how governments must come together to balance group safety and protect the fundamental rights of individuals.</p>
	Some rights are universal.	Why are human rights important to ASEAN nations and the world community? (People, Place, Ideas)				
Science & Mathematics	Local systems can improve environmental conditions in all communities.	What agencies are responsible for environmental conservation? (Places, Materials, Ideas)				Contact environmental organizations to gather information and analyze their roles in conservation. Research and create posters/keynotes about environmental issues in their country as well as surrounding areas. Create (if technology is available) a wiki/blog to discuss environmental issues and ideas.

Subject Areas	Learning Outcomes	Thematic Pathways and Essential Questions				Suggested Teaching and Learning Activities
		People	Places	Materials	Ideas	
<b>Civic &amp; Moral Education</b>	<p>A country's founding documents shapes people's lives.</p> <p>How governments make and enforce laws dramatically influences people's lives.</p>	<p>What is the purpose of founding documents? (People, Places, Ideas)</p> <p>How do laws affect people's daily lives? (People, Ideas)</p>				<p>Compare founding documents of two ASEAN nations with ASEAN itself and create a list of commonalities in terms of the purpose of the document.</p> <p>Compare ways that laws are made and enforced in ASEAN countries and compare with case studies to see effects for individuals and, importantly, the larger society.</p>
<b>Languages &amp; Literature</b>	<p>The names people use to identify groups promote or undermine equity and justice.</p>	<p>How are names important, especially when striving for equity? (People, Places, Ideas)</p>				<p>Compare names of several ethnic, regional, or religious groups' names for themselves, or names for famous places, with names used by outsiders. What are the origins of different terms, when and who are they used, and how do they perpetuate inequities or stereotypes, or promote equity or mutual respect?</p>
<b>The Arts</b>	<p>Art is central to shared identity.</p>	<p>Who owns the art of Southeast Asia and who decides? (Materials, People)</p>				<p>Study cases of art theft during colonial occupation or times of war and hold a class court where one group appeals for the repatriation of art from a world-famous museum. Who owns and views these today. Are there statutes of limitations? (For example, what if something was removed 100 or 1,000 years ago?) Does it matter in which location the art will be better preserved?</p>
<b>Health &amp; Physical Education</b>	<p>Access to healthcare entails considerations about equity and justice</p>	<p>Who should have access to healthcare and who should pay for it? (Materials, People)</p>				<p>Research who pays for healthcare in various ASEAN member nations and who determines the types of care that is covered and for whom? Make class presentations and hold a class debate on what students think a society should be willing to invest in the health of its people. How much should be spent on the elderly versus children? Who decides and how does this reflect the power structure of the society?</p>

Subject Areas	Learning Outcomes	Thematic Pathways and Essential Questions				Suggested Teaching and Learning Activities
		People	Places	Materials	Ideas	
Technology Education	New media can promote equity and justice.	How are people using new medias to change the realities of equity and justice? (Materials, Ideas)				Students use the web or newspapers to find instances in ASEAN where individuals or a community have used blogging, YouTube, or social networking to right or expose a wrong, or otherwise promote justice. Student discussion on what the outcome would have been without the technology. Students create a technology campaign to address inequity in their school or immediate community.



**UPPER SECONDARY: Promoting Equity and Justice**

Subject Areas	Learning Outcomes	Thematic Pathways and Essential Questions				Suggested Teaching and Learning Activities
		People	Places	Materials	Ideas	
History & Social Studies	Everyone plays a role in promoting justice and equity.	How can ASEAN’s youth promote equity and justice across the region? (People, Ideas)				Using case studies to understand how cultural values and beliefs have influenced how equity and justice are defined and practiced by different groups at different times, students will begin to see and appreciate the complex intricacies involved in promoting and maintaining a just society. They will also learn how they can play an active role in helping to overcome societal injustices within their own communities and countries, thereby helping to build regional sustainability and interdependence.  Gather newspaper articles from local and global news sources analyzing the impact of changing role of women. Interview women in the community and ask them how their roles have changed, and their opinion of benefits and drawbacks. Create a “report card” assessing how the changes have positively or negatively influenced individual women’s rights.
	When new interpretations of equity and justice take root, they can profoundly change society and culture.	How is the changing role of women related to changing family roles and equity in society? (People, Ideas)				
Science & Mathematics	Climate and geography influence the availability of water.	How water be distributed equitably between nations? (Materials, Ideas)				Water is an essential resource for all aspects of life. This includes drinking, bathing, cooking, industry, and sanitation. Not all countries have plentiful water resources, while others have in abundance. Even within countries, water is not necessarily distributed equitably. By looking at the local community and the greater region student can learn how this resource is distributed in the ASEAN countries and how this can influence the way people adapt to a particular lifestyle. Students will develop better plans to redistribute water.

Subject Areas	Learning Outcomes	Thematic Pathways and Essential Questions				Suggested Teaching and Learning Activities
		People	Places	Materials	Ideas	
Civic & Moral Education	Values from Southeast Asia’s many traditions, religions, and cultures can help people today balance the needs of the group with the rights of the individual.	How can people apply traditional values to today’s educational and civic responsibilities? (Ideas, People)				Students will create a “charter of rights” for the classroom based on one tradition or mixed traditions. They will decide which individual rights to preserve but also address what is needed to be in place for the greater good of the class. Students will apply this experience to their own nation’s obligation to its citizens.  Interview community leaders working for equality or justice for a marginalized group (could be religious, a certain type of worker, women, children, ethnic group, etc.) and create a school awareness campaign or write letters to the editor of the local paper detailing why fair and equal treatment of this group benefits the larger community. Extension or variation: Students will research daily practices from another religion within ASEAN, discuss what might facilitate or impede practices, and why this is important to equity in the larger community.
	A society reveals its values in the way groups treat each other; and values inform how groups treat one another.	Why does discrimination against a few people affect justice and equality for all? (People, Ideas)				
Languages & Literature	A “common language” can both reflect and solidify equality or inequality between groups.	What is the effect on education and opportunity when the language of instruction is different than one’s native language? (People, Materials)				Compare examples from several ASEAN member nations where disadvantaged minority groups receive instruction in a non-native tongue with examples of relatively affluent or privileged children whose parents or community endeavors to nurture multi-lingual fluency and literacy. Discuss both benefits and drawbacks in terms of equity.  Read translations of literature or stories from marginalized groups. Discuss how showcasing this literature enriches society at large. Hold a literary fair for a nearby middle school highlighting these kinds of stories.
	Celebration of many voices in literature makes a nation or region more culturally rich.	How does celebration of many forms of literature help promote equity in a larger nation or region? (Ideas, Materials, Places)				

Subject Areas	Learning Outcomes	Thematic Pathways and Essential Questions				Suggested Teaching and Learning Activities
		People	Places	Materials	Ideas	
The Arts	The arts can heighten response to inequality, or increase desire for justice.	How have the arts been used to mobilize people to strive for equity and justice, or to fight injustice or inequities? (Ideas, People, Places, Materials)				Students will view photography (images) of justice being denied or served. They will write reactions to these acts. They will discuss why these acts occurred and the impact they had on the artist. They will discuss the impact and the importance of an artist's image.
Health & Physical Education	Factors that affect health ignore political and cultural boundaries.	Why is it in people's interest to promote health equity in other places? (Places, People)				Examine case studies in the news of environmental health hazards (or other health practices that could, for example, stave off a pandemic) originating in one country that may affect another. Students create a media campaign promoting a just and safe solution.
Technology Education	There is a balance between maintaining privacy and providing access to information.	Who has the right to an individual's personal information or access to their conversations? (People, Ideas)				Find out to what extent privacy is protected by different entities in your home country, whether your school, government, or corporations (especially ones with whom students interact online). Use graphics to show how this compares with practices in other ASEAN member countries?

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# Sample Lesson Plan: Through the Ages - Rights and Responsibilities of Children and Adults

*Grade Level/Subject Area:* Upper Primary/History and Social Studies

*Overview:* As a class students brainstorm the rights and responsibilities they have in their home, as a sibling, as a child, in school, in their community. Students categorize their rights and responsibilities according to type, and then, individually, students make a list of those right and responsibilities that they think are or should be fundamental. As a class, students share their lists. They then consider how one could balance individual rights and freedoms with communal responsibilities and obligations. As a class, draft a “Bill of Rights and Responsibilities” for their group.

*Desired Understanding:* Individuals have needs and rights, as well as responsibilities.

*Lesson Objectives:*

- Students understand that people have the right to be recognized as individuals, and as members of family and school communities.
- Citizens have rights and responsibilities and laws and rules help define these
- Citizens have rights. Rules and laws are created to protect our rights.
- Part of our responsibilities as citizens is to respect the rights of others by following the rules.

*Essential Questions:*

- How do the responsibilities and rights of children differ from adults? (People, Ideas)
- Why do we have rules and laws in our families and school? (People, Ideas)

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*Materials/Handouts Needed:*

- Name Story Parent/Guardian Letter
- Name Story Template
- Responsibilities Family Letter

*Time Needed:* 7 class periods and 2 homework assignments

*Glossary of Terms:*

- Rights: Moral or legal liberties
- Responsibilities: Duties or obligations
- Community: A group of people that live, work or play together and share a common goal
- Laws: System of rules that govern a community or country

*Anticipatory Set:*

Class Period 1

You are an individual. People have a right to be recognized as individuals. Individuals are important members of a society.

- Talk about the students in the class. Choose one child at a time. Ask the group what is special about that child. Ask students to describe something special about each student in the class. (Use at least 3 class members input for each child).
- Chart student responses on paper.

*Input:* Teacher to define community according to the one in the lesson. Teacher will also ask parents/guardians to write a one-page story about how his/her child got his/her name. Students will share their stories in class and create a class book about their names. See sample Name Story

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Parent/Guardian letter and Name Story Template.

*Model:* Model how to define the responsibilities that underlie everyday behaviors and practices.

*Procedures:*

Class Period 2: Individuality

Use the parent/guardian homework assignment (see input) to share students “name stories” with the class. Have the child tell the class the history of his/her name. Provide support if necessary. Using the completed templates, create a class book about their names.

Class Period 3: Communities

- Begin by discussing the word community. Ask children if they have heard of this word before and facilitate a discussion sharing prior knowledge about the word. Clearly describe to students that a community is a group of people that live, work or play together and share a common goal. Chart the definition of “community” and hang it in the classroom.
- Share photographs of various communities to show with the students (class picture, family photo, people around the world, people at work, a sports team, etc).
- Have children generate a list of communities that they are a part and add the list to the chart with the definition.
- Students create a web that has a self-portrait in the center. The branches of the web should include pictures and or writing that demonstrate three communities in which the child is a citizen.

Class Period 4: Responsibilities in a Classroom Community

- Start a discussion with the class. Ask: In what ways are we responsible in class and in school? Generate a list of ideas. Have the children act out being responsible with a partner. If possible, take photographs and then have the pairs write a sentence about how their role shows

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responsibility. Create a bulletin board with the photos titled, “We are Responsible Citizens of \_\_\_\_\_.”

#### Class Period 5: Responsibilities in a Family Community

- To prepare for this part of the lesson send the letter home asking the family to share an in-home discussion about their responsibilities of different members in their family. Students interview different family members about the responsibilities.
- Students share the results of their interview with the class. Chart responsibilities for the group according to family members (mother, father, grandparent, sister, brother, etc).

#### Class Period 6: Citizens Rights

- Create a class Bill of Rights. Assess students understanding of rights. Ask: What are rights? What does it mean if you have the right to do something? Facilitate a discussion about this concept.
- Students discuss in pairs what they believe to be their rights in the classroom. Through these discussions, students do a shared writing activity where the class writes a Class Bill of Rights. It might include things such as the right to feel safe and have a comfortable place to work. When completed have each student sign the “Class Bill of Rights.”

#### Class Period 7: Class Rules

- Use the Class Bill of Rights to create the rules that will establish classroom rules. Students brainstorm important rules (not too many) that follow the Class Bill of Rights.

*Guided Practice:* N/A

*Closure:* Compare adult rights and responsibilities to a child’s rights and responsibilities. Create a Venn diagram displaying differences and similarities.

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*Independent Practice:* Name story homework assignments. See template and letter to parents.

*Suggested Assessments:*

- Ask students to contribute to a class book by telling the story of how he/she got his/her name. The stories should incorporate personal interpretations based upon parent letters/stories, self-understandings, and self-portraits. (Formative assessment; Facet 2-Interpretation and Facet 6-Self-Knowledge)
- Ask individual students to create web diagrams that demonstrate their connections to at least three communities. Ask students to contribute to a class bulletin board featuring photos and captions (one sentence revealing how their role shows responsibility as a citizen) of student pairs. (Formative assessment; Facet 2-Interpretation and Facet 6-Self-Knowledge)
- Ask students to contribute to the class chart showing results of family member interviews based upon roles and responsibilities of each group member. Each student should have completed the family member interviews with the completion of a guide sheet asking key questions, and then participated in the class discussion in an effective and fluent manner. (Formative assessment; Facet 2-Interpretation, Facet 3-Application, and Facet 4-Perspective)
- Ask students to contribute to paired discussions and shared writing in order to create a Class Bill of Rights that reflects deep understanding of rights as students and as citizens in a community. Then, ask students to create classroom rules that are directly connected to the Class Bill of Rights. These classroom rules should be posted alongside the Class Bill of Rights and, at the end of each class day, students will share in class discussion how they have adhered to particular classroom rules, understanding how these rules are related to their Class Bill of Rights. (Summative assessment; Facet 3-Application, Facet 5-Empathy and Facet 6-Self-Knowledge)
- Ask students to contribute to a class Venn diagram showing the differences and similarities between the rights and responsibilities of children versus adults in their community. (Formative assessment; Facet 2-Interpretation)



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*Summary Questions:*

- Why is it important that people be recognized as individuals?
- How do people have different roles in different groups, whether a family, class, or community?
- How do customs or routines define rights and responsibilities?
- How do rules define rights and responsibilities?
- How does a person's rights and responsibilities change through their life?

*Connecting across the Curriculum:* This lesson can connect to Civic and Moral Education course discussions of rules, rights, and responsibilities.

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## Handout: Name Story Parent/Guardian Letter

[Date]

Dear Parent/Guardian,

We are learning about individual rights and responsibilities. The class would like to create a class book filled with short stories (written or told by you) about how each child got his/her name. Some children seem to know their “name stories” but are missing some details. If you would please, write a one-page (see paper enclosed) story, or tell your child the story about how your child got his/her name. Please write clearly (or ask your child or his/her older sibling or others in the family to write clearly) because at some point in the year students will want to read the stories independently. It would be very helpful if you went over the story with your child. Your child will be given the opportunity to share (I’ll help) his/her story with the class. Please send in the stories by [date].

Thank you for your cooperation.

Sincerely,

[Teacher’s Name]



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## Handout: Responsibilities Family Letter

[Date]

Dear Families,

We are learning about what it means to be a responsible citizen. We will be writing about what it means to be responsible members of our families. Please help your child by sharing in a discussion about the responsibility of each person in your family.

Thank you for your participation.

Sincerely,

[Teacher's Name]

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# Sample Lesson Plan: It's Fundamental - People's Essential Rights

*Grade Level/Subject Area:* Lower Secondary/History and Social Studies

*Overview:* Understanding the Universal Declaration of Human Rights (UDHR) creates an environment that supports the ideas of respect and solidarity among ASEAN nations. This lesson creates an opportunity for students to think critically about what are basic and fundamental rights, and what situations may lead to the violation of those rights. By the end of the lesson, students will have a better understanding of the difficulties and violations of rights faced by citizens in both ASEAN and non-ASEAN nations, and how governments must come together to balance group safety and protect the fundamental rights of individuals.

*Desired Understanding:* Some rights are universal.

*Lesson Objectives:*

- Students are aware of their nation's constitution, and freedom and rights guaranteed to them by their nation's government.
- Students are aware of what are basic and fundamental rights.
- Students are aware of the rights protected by the Universal Declaration of Human Rights (UDHR).
- Students understand how different ASEAN nations guarantee rights to their citizens and how they ensure that these rights are protected.

*Essential Questions:*

- Why are human rights important to ASEAN nations and the world community? (People, Place, Ideas)
- What rights are protected by the Universal Declaration of Human Rights (UDHR) for all global citizens? (People, Ideas)
- How might “fundamental rights” change in the face of conflict? (People, Ideas)

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*Materials/Handouts Needed:*

- Abbreviated 1948 Universal Declaration of Human Rights
- Declaration of Human Rights Articles Worksheet
- Constitutions of ASEAN Countries
- Human Rights Comparison Venn Diagram Worksheet
- Pens/Pencils
- Chart Paper
- Glossary that explains key words

*Time Needed:* 2 class periods

*Glossary of Terms:*

- Human Rights: A right believed to belong to every person
- Constitution: A body of fundamental principles according to which a state or other organization is governed
- Bill of Rights: A statement of the rights of a class of people
- Government: Group of people who formulate the policy and direct the affairs of a community or country
- Citizen: Members of a community or state who share in rights and responsibilities
- Freedom: The power or right to act, speak, or think as one wants
- The United Nations' Universal Declaration of Human Rights (UDHR): A declaration adopted by the United Nations General Assembly in 1948. It was the first global expression of rights to which all human beings are inherently entitled.
- The United Nations: An international organization facilitating international cooperation. It was founded in 1945 after World War II.

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- Article: A separate clause or paragraph of a legal document or agreement, typically one outlining a single rule or regulation
  - Fundamental: Basic, or of central importance
  - Universal: Affecting, or done by all people in the world; applicable to all cases

*Anticipatory Set:* Ask the following questions:

- What is a human right?
- What are some rights that all citizens should be guaranteed?
- What role should government play in protecting citizens' rights?
- What is the Universal Declaration of Human Rights (UDHR)?

*Input:* Teacher will explain fundamental rights and the Universal Declaration of Human Rights (UDHR).

*Model:* Model how to distinguish basic rights that all people are entitled to as global citizens.

*Procedures:*

Class Period 1

- Ask students to respond to this question on a piece of paper
  - What rights do all people have?
- Ask students to share their answers and compile a list on the board.
- Gather in a small group to brainstorm at least three rights that your group unanimously believes are “universal” or “fundamental” that apply to all people from every cultural and political background.

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- Discuss as a class:
    - Who protects our basic and fundamental rights?
    - What can happen to those rights during times of conflict or unrest?
    - Who is responsible for helping protect people's rights during these times of strife?
  - Provide your students with copies of the Universal Declaration of Human Rights and the UDHR Articles Worksheet. Tell the students that they will be identifying the most essential rights that all citizens should have protected. As a group, students must select which 5 articles of the UDHR are the most important and defend their selection.
  - Each group will present their position to the class.

### Class Period 2

- Ask students to respond to these questions on a piece of paper
  - List three rights that all citizens should have based on the Universal Declaration of Human Rights.
  - List three rights that all citizens have in your ASEAN nation.
  - Ask students to share their answers and compile a list on the board.
- Provide your students with copies of the Universal Declaration of Human Rights and Constitutions from two ASEAN nations.
  - Highlight freedoms and rights from the ASEAN Constitution/Bill of Rights.
- In small groups have students compare the constitution from each ASEAN nation to the Universal Declaration of Human Rights.

*Guided Practice:* Have students complete the Human Rights Comparison Venn Diagram Worksheet comparing two ASEAN nations.



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*Closure:* Have students discuss the following;

- Which rights appear in both ASEAN nations? Which rights appear only in one ASEAN nation?
- Which rights appear in on the United Nations’ document?
- Which rights appear in both the ASEAN nations and the UDHR?

*Independent Practice:* Taking the knowledge from both lessons on the Universal Declaration of Human Rights, have students compose their own Global Bill of Rights. Display in the school the Global Bill of Rights.

*Suggested Assessments:*

- Ask students to identify and rate rights he/she thinks should be sanctioned by their nation and rights that they think are sanctioned by their nation (assumption of existing laws). Hold a group discussion and unanimously select at least three fundamental or “basic” human rights for all peoples around the world. (Formative assessment; Facet 4-Perspective, Facet 5-Empathy, and Facet 6-Self-Knowledge)
- Ask groups to select five articles of the Universal Declaration of Human Right that are deemed most essential rights that all citizens around the world should have protected. In a class discussion, ask each group to present coherent and clearly justified reasons as to why each article was deemed essential. (Formative assessment; Facet 3-Application and Facet 4-Perspective)
- Ask students to complete the Human Rights Comparison Venn Diagrams to compare sanctioned rights (laws) between two ASEAN nations, analyzing each country’s constitution and utilizing the UDHR document as a reference for universal rights. (Formative assessment; Facet 3-Application and Facet 4-Perspective)
- Have students create public service campaign posters sharing their proposed Global Bill of Rights. These posters should reveal understanding of key articles from the UDHR, illuminating information on rights that citizens across the world should be guaranteed. (Summative assessment; Facet 3-Application and Facet 4-Perspective)

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*Summary Questions:*

- How do people go about defining freedoms and rights? What freedoms and rights are defined by ASEAN?
- How are freedoms and rights defined by the UDHR? How are they defined by different ASEAN nations?
- What freedoms and rights are guaranteed by your government? Are these different from or similar to other ASEAN nations?
- What rights are protected by the UDHR? What freedoms and rights ought to be universal?

*Connecting across the Curriculum:* This lesson can be connected to Civic and Moral Education and examinations of rights and responsibilities. It can be examined in relation to Health and Physical Education when discussing rights to clean water, food, and environmental stability. It can also be connected to Social Studies and Civics and Moral Education lessons in Theme 1: Knowing ASEAN by looking at ASEAN's statements on rights and also its policies and goals; and to Theme 5: Working Together for a Sustainable Future by examining what rights and responsibilities will lead to long-term viability for populations, ecosystems, and societies.

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# Handout: Abbreviated 1948 Universal Declaration of Human Rights

## Article 1

All human beings are born free and equal in dignity and rights. They are endowed with reason and conscience and should act towards one another in a spirit of brotherhood.

## Article 2

Everyone is entitled to all the rights and freedoms set forth in this Declaration, without distinction of any kind, such as race, color, sex, language, religion, political or other opinion, national or social origin, property, birth or other status.

Furthermore, no distinction shall be made on the basis of the political, jurisdictional or international status of the country or territory to which a person belongs, whether it be independent, trust, non-self-governing or under any other limitation of sovereignty.

## Article 3

Everyone has the right to life, liberty and security of person.

## Article 4

No one shall be held in slavery or servitude; slavery and the slave trade shall be prohibited in all their forms.

## Article 5

No one shall be subjected to torture or to cruel, inhuman or degrading treatment or punishment.

## Article 6

Everyone has the right to recognition everywhere as a person before the law.

## Article 7

All are equal before the law and are entitled without any discrimination to equal protection of the law. All are entitled to equal protection against any discrimination in violation of this Declaration and against any incitement to such discrimination.

## Article 8

Everyone has the right to an effective remedy by the competent national tribunals for acts violating the fundamental rights granted him by the constitution or by law.

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### Article 9

No one shall be subjected to arbitrary arrest, detention or exile.

### Article 10

Everyone is entitled in full equality to a fair and public hearing by an independent and impartial tribunal, in the determination of his rights and obligations and of any criminal charge against him.

### Article 11

Everyone charged with a penal offence has the right to be presumed innocent until proved guilty according to law in a public trial at which he has had all the guarantees necessary for his defence.

No one shall be held guilty of any penal offence on account of any act or omission which did not constitute a penal offence, under national or international law, at the time when it was committed. Nor shall a heavier penalty be imposed than the one that was applicable at the time the penal offence was committed.

### Article 12

No one shall be subjected to arbitrary interference with his privacy, family, home or correspondence, nor to attacks upon his honour and reputation. Everyone has the right to the protection of the law against such interference or attacks.

### Article 13

Everyone has the right to freedom of movement and residence within the borders of each State.  
Everyone has the right to leave any country, including his own, and to return to his country.

### Article 14

Everyone has the right to seek and to enjoy in other countries asylum from persecution.

This right may not be invoked in the case of prosecutions genuinely arising from non-political crimes or from acts contrary to the purposes and principles of the United Nations.

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### Article 15

Everyone has the right to a nationality.

No one shall be arbitrarily deprived of his nationality nor denied the right to change his nationality.

### Article 16

Men and women of full age, without any limitation due to race, nationality or religion, have the right to marry and to found a family. They are entitled to equal rights as to marriage, during marriage and at its dissolution.

Marriage shall be entered into only with the free and full consent of the intending spouses.

The family is the natural and fundamental group unit of society and is entitled to protection by society and the State.

### Article 17

Everyone has the right to own property alone as well as in association with others.

No one shall be arbitrarily deprived of his property.

### Article 18

Everyone has the right to freedom of thought, conscience and religion; this right includes freedom to change his religion or belief, and freedom, either alone or in community with others and in public or private, to manifest his religion or belief in teaching, practice, worship and observance.

### Article 19

Everyone has the right to freedom of opinion and expression; this right includes freedom to hold opinions without interference and to seek, receive and impart information and ideas through any media and regardless of frontiers.

### Article 20

Everyone has the right to freedom of peaceful assembly and association.

No one may be compelled to belong to an association.

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## Article 21

Everyone has the right to take part in the government of his country, directly or through freely chosen representatives.  
Everyone has the right to equal access to public service in his country.

The will of the people shall be the basis of the authority of government; this will shall be expressed in periodic and genuine elections which shall be by universal and equal suffrage and shall be held by secret vote or by equivalent free voting procedures.

## Article 22

Everyone, as a member of society, has the right to social security and is entitled to realization, through national effort and international co-operation and in accordance with the organization and resources of each State, of the economic, social and cultural rights indispensable for his dignity and the free development of his personality.

## Article 23

Everyone has the right to work, to free choice of employment, to just and favorable conditions of work and to protection against unemployment.

Everyone, without any discrimination, has the right to equal pay for equal work.

Everyone who works has the right to just and favorable remuneration ensuring for himself and his family an existence worthy of human dignity, and supplemented, if necessary, by other means of social protection.

Everyone has the right to form and to join trade unions for the protection of his interests.

## Article 24

Everyone has the right to rest and leisure, including reasonable limitation of working hours and periodic holidays with pay.

## Article 25

Everyone has the right to a standard of living adequate for the health and well-being of himself and of his family, including food, clothing, housing and medical care and necessary social services, and the right to security in the event of unemployment, sickness, disability, widowhood, old age or other lack of livelihood in circumstances beyond his control.

Motherhood and childhood are entitled to special care and assistance. All children, whether born in or out of wedlock, shall enjoy the same social protection.

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## Article 26

Everyone has the right to education. Education shall be free, at least in the elementary and fundamental stages. Elementary education shall be compulsory. Technical and professional education shall be made generally available and higher education shall be equally accessible to all on the basis of merit.

Education shall be directed to the full development of the human personality and to the strengthening of respect for human rights and fundamental freedoms. It shall promote understanding, tolerance and friendship among all nations, racial or religious groups, and shall further the activities of the United Nations for the maintenance of peace.

Parents have a prior right to choose the kind of education that shall be given to their children.

## Article 27

Everyone has the right freely to participate in the cultural life of the community, to enjoy the arts and to share in scientific advancement and its benefits.

Everyone has the right to the protection of the moral and material interests resulting from any scientific, literary or artistic production of which he is the author.

## Article 28

Everyone is entitled to a social and international order in which the rights and freedoms set forth in this Declaration can be fully realized.

## Article 29

Everyone has duties to the community in which alone the free and full development of his personality is possible.

In the exercise of his rights and freedoms, everyone shall be subject only to such limitations as are determined by law solely for the purpose of securing due recognition and respect for the rights and freedoms of others and of meeting the just requirements of morality, public order and the general welfare in a democratic society.

These rights and freedoms may in no case be exercised contrary to the purposes and principles of the United Nations.

## Article 30

Nothing in this Declaration may be interpreted as implying for any State, group or person any right to engage in any activity or to perform any act aimed at the destruction of any of the rights and freedoms set forth herein.

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# Handout: Universal Declaration of Human Rights Articles Worksheet

**Directions:** Now that you have read the United Nation's Universal Declaration of Human Rights, as a group you will decide which five articles are the most important. Then, your group must write a paragraph defending each of your selections. In the paragraph you must describe the purpose of the article, the right that is being protected, and the article's importance. All groups will present their positions to the class.

## Articles:

- 1.
- 2.
- 3.
- 4.
- 5.

## Sample:

Article I: The Right to Equality

All human beings are born free and equal in dignity and rights. They are endowed with reason and conscience and should act towards one another in a spirit of brotherhood.

## Position:

When children are born, they are free and each should be treated in the same way. They have reason and conscience and should act towards one another in a friendly manner. To be born free means that all people have an equal right to freedom. But freedom does not mean that we can do anything we want, nor can freedom for some mean limiting the freedom of others. Though we are born free, we live in a community that functions because there is an understanding among its members; in other words, it has rules and requires responsibilities. (This definition and position comes from [www.un.org/cyberschoolbus/humanrights/declaration/1.asp](http://www.un.org/cyberschoolbus/humanrights/declaration/1.asp).)



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## Handout: Constitutions of ASEAN Countries

<b>Brunei</b>	<a href="http://www.agc.gov.bn/agc1/images/LOB/cons_doc/constitution_i.pdf">http://www.agc.gov.bn/agc1/images/LOB/cons_doc/constitution_i.pdf</a>
<b>Cambodia</b>	<a href="http://www.asianlii.org/kh/legis/const/1993/index.html">http://www.asianlii.org/kh/legis/const/1993/index.html</a>
<b>Indonesia</b>	<a href="http://www.asianlii.org/id/legis/const/2002/">http://www.asianlii.org/id/legis/const/2002/</a>
<b>Lao PDR</b>	<a href="http://www.asianlii.org/la/legis/const/2003/">http://www.asianlii.org/la/legis/const/2003/</a>
<b>Malaysia</b>	<a href="http://www.commonlii.org/my/legis/const/1957/">http://www.commonlii.org/my/legis/const/1957/</a>
<b>Myanmar</b>	<a href="http://www.burmalibrary.org/docs5/Myanmar_Constitution-2008-en.pdf">http://www.burmalibrary.org/docs5/Myanmar_Constitution-2008-en.pdf</a>
<b>Philippines</b>	<a href="http://www.asianlii.org/ph/legis/const/1987/">http://www.asianlii.org/ph/legis/const/1987/</a>
<b>Singapore</b>	<a href="http://www.commonlii.org/sg/legis/const/1999/">http://www.commonlii.org/sg/legis/const/1999/</a>
<b>Thailand</b>	<a href="http://www.asianlii.org/th/legis/const/2007/index.html">http://www.asianlii.org/th/legis/const/2007/index.html</a>
<b>Vietnam</b>	<a href="http://www.asianlii.org/vn/legis/const/1992/index.html">http://www.asianlii.org/vn/legis/const/1992/index.html</a>

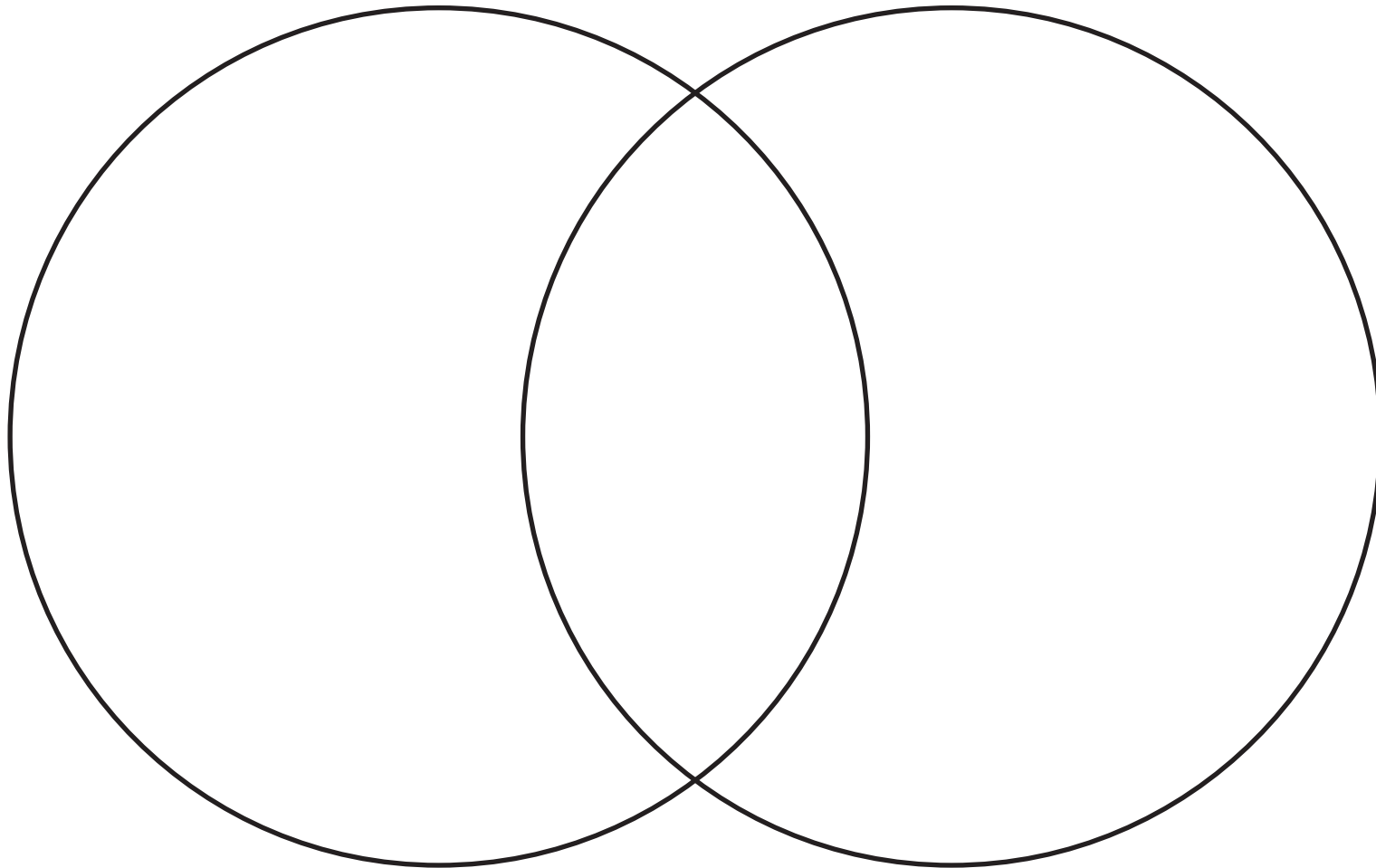
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# Handout: Human Rights Comparison Venn Diagram Worksheet #1

Universal Declaration of  
Human Rights (UDHR)

Rights in both UDHR  
and ASEAN country

Rights in ASEAN  
country #1



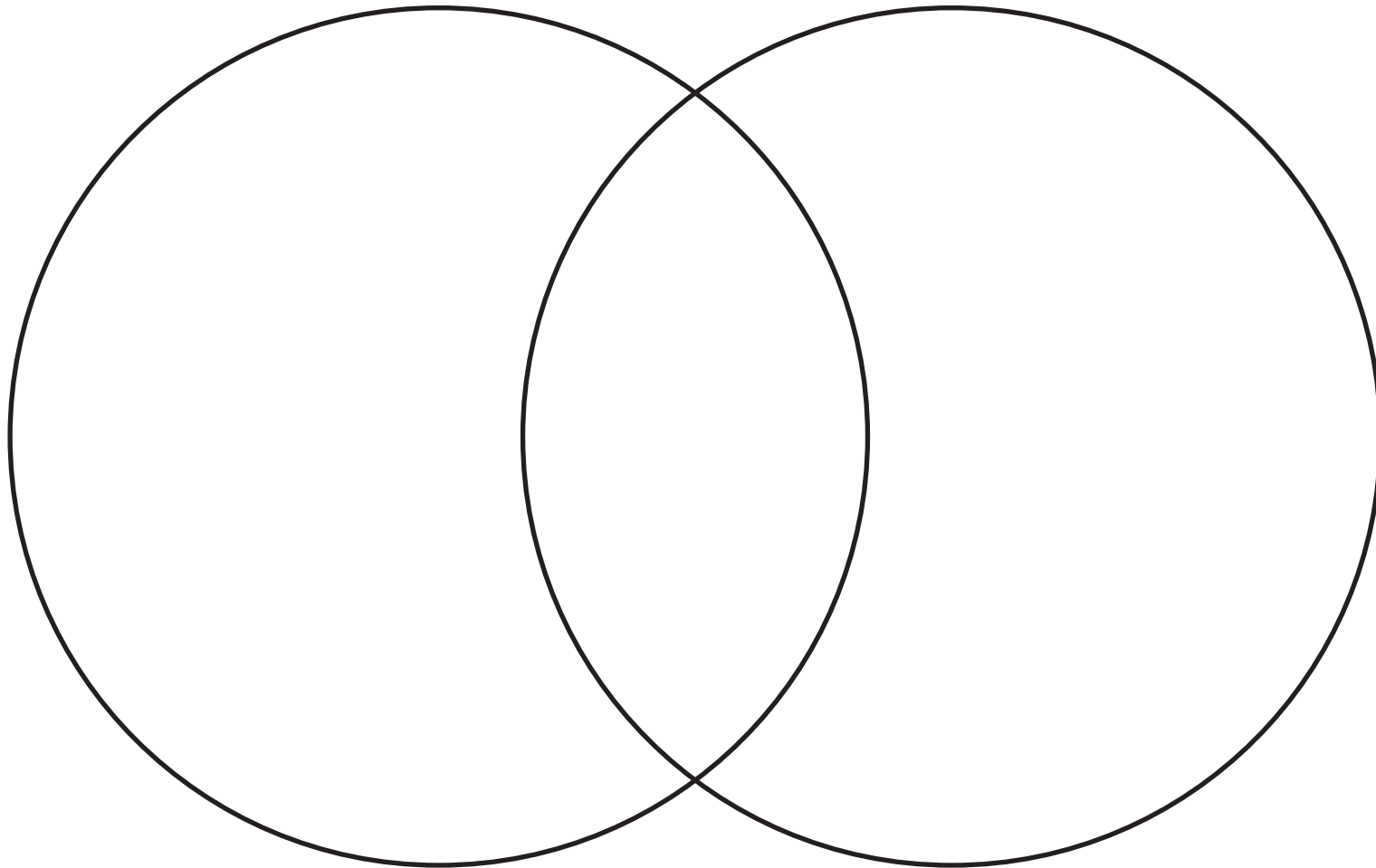
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## Handout: Human Rights Comparison Venn Diagram Worksheet #2

Universal Declaration of  
Human Rights (UDHR)

Rights in both UDHR  
and ASEAN country

Rights in ASEAN  
country #2



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# Sample Lesson Plan: Spotlight on the News Media

*Grade Level/Subject Area:* Lower Secondary/History and Social Studies

*Overview:* Many people learn about events in their community, country, or world by reading about them in a newspaper, listening to radio or television broadcast, or information shared in digital form. The primary purpose of these news articles is to inform, but many of them are also written to persuade. An important way that stories about human rights violations reach larger audiences is through the news media. In this time of the Internet and social media a human rights conflict, even in small or distant country, might receive worldwide attention and a call to action. Students need to view media and print sources with a critical eye and understand the bias, which might be inherent in a printed article.

*Desired Understanding::* News and media play an important role in affecting equity and justice.

*Lesson Objectives:*

- Students will be able to analyze a news report for the important who, what, where, when, why, and how facts inherent in the report.
- Students will be able to identify and explain bias in a news report.
- Students will be able to identify a human rights issue in a report and explain a possible solution to that problem.

*Essential Questions:*

- Why does awareness and information promote equity and justice? (Ideas, People)
- How can readers or viewers of news be aware of biases? (People, Ideas)
- Are local, national, and regional definitions of equity, justice, and individual responsibility the same? (Places, Ideas)
- What are examples of inequity worldwide and what measures are being taken to mediate, educate, and change the situation(s)? (People, places, and ideas)

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*Materials/Handouts Needed:*

- Chalkboard or whiteboard to list the headlines
- News articles from a variety of newspapers, magazines, and/or online news agencies (if Internet is available) that shine a spotlight on human rights issues spanning several countries
- Colored markers
- Teacher-model of an article with all the different parts labeled using different colors, writing utensils for the students
- Index cards for “Ticket Out the Door”

*Time Needed:* 1 to 2 days

*Glossary of Terms:*

- Bias: Prejudice in favor of or against, usually considered to be unfair
- Social Equity: Equal access and consideration throughout a population
- Justice: Fair and reasonable treatment
- Propaganda: Information of a biased or misleading nature, used to promote or publicize a political cause or point of view
- Human Rights: Moral or legal entitlements thought to belong to all people
- Expository: Intended to explain or describe something
- Persuasive: Convincing through reason

*Anticipatory Set:* Each student will examine a list of headlines from selected news stories first in a “Do Now” assignment and then write what s/he thinks the topic of the news article will be and how s/he feels about this potential article.

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*Input:* Five different articles on human rights issues.

*Model:* The teacher will model the analysis of a news article for the students using an overhead, media projector, or five different copies of the analyzed article that students can look at in small groups.

*Procedures:*

Class Periods 1 & 2

When students first come into the classroom the “Do Now” will be for them to write a sentence or two about five different headlines that involve human rights issues. They must make predictions about what these headlines might be about.

- In a full class discussion, have students share and discuss their responses to the headlines in the anticipatory set.
- Introduce the vocabulary for the analysis of a news article including but not limited to bias, social equity, justice, propaganda human rights, expository, and persuasive.
- The teacher will model the analysis of a news article for the students using an overhead media projector, or by students looking at copy of the analyzed article in small groups.
- The copy of the article will have the who, what, where, when, why, how, bias,
- Expository writing, persuasive writing, human rights issue, and solution for the human rights issue clearly labeled with different color pens.

*Guided Practice:* In the small group, students will analyze one of the human rights articles that connects with the headlines discussed at the beginning of class. The seating could be random, through a seating chart, or by letting the students self-select which headline sounded most interesting to him or her. The teacher will facilitate these small group discussions.

- The small group will present their article and analysis to the entire class thus teaching the class about both the analysis and the human rights issue simultaneously.

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*Closure:* For the ticket out the door each student will write one lesson s/he learned about news article writing on a card. This will be his or her ticket out the door when leaving the room.

*Independent Practice:*

Each student will pick a news article that focuses on a human rights issue and concerns him or her, analyze it, and share it with the class what the reporter did to minimize bias and how the he or she could have minimized it further. For additional practice, students will be able to research a human rights issue and take notes on it. Students will be able to write their own articles focusing on human rights issues that concern them as human beings. The article must include the following:

- *Headline:* This is how you grab the reader’s attention, and it must be clear, concise, and interesting. It should be in large and bold print!
- *Your Byline:* Make sure that your name is clearly printed on your article underneath the headline.
- *Specific Area:* The city or village, region, etc., are noted in the dateline.
- *Lead:* Your first sentence must hook or grab your reader and pull him or her into the story and sum up the main idea of the story.
- *Vital Information:* This information must appear in your first paragraph or two of the news article. It is the real meat of the story. Answer the following questions: Who? What? Where? When? Why? How?
- *Details and Support:* Different types of information that make major ideas more clear (facts, statistics, examples, and incidents).

*Suggested Assessments:*

- Ask student groups to analyze a news article, giving attention to key human rights issue(s) being addressed. Ask groups to present their analyses along with their assessment of bias in the selected articles. Groups should give attention to at least one human rights issue and possible solution addressing this issue in the article. (Formative assessment; Facet 3-Application and Facet 4-Perspective)
- Ask students to complete the “ticket out the door” with at least one lesson learned from reading the news article and participating in the

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group and whole class discussions on human rights. The lesson learned should reveal insight, sensitivity, and self-awareness. (Summative assessment; Facet 5-Empathy and Facet 6-Self-Knowledge)

- Ask students to independently select a news article focusing on a human rights issue and share a summary and analysis with the class., with a focus on advice for the reporter to rewrite the article in ways that minimized bias. Or, ask students to research a human rights issue and write their own article about it. (Summative assessment; Facet3-Application, Facet 4-Perspective, and Facet 5-Empathy)

*Summary Questions:*

- How can readers identify and gauge bias in articles?
- What role does the media play in promoting human rights?
- What are the ingredients of a news article? What different forms does bias take and how can writers be aware of and minimize them?

*Connecting across the Curriculum:* This lesson connects to Moral and Civic Education as students can discuss what are the obligations of people to respond when they learn of injustice. It can further be connected to Theme 1: Knowing ASEAN with real-life examples of how ASEAN has assisted countries in the wake of traumatic events.



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# Sample Lesson Plan: Water - The Bedrock of the Community

*Grade Level/Subject Area:* Upper Secondary/Physical Science

*Overview:* Water is an essential resource for all aspects of life. This includes drinking, bathing, cooking, industry, and sanitation. Not all countries have plentiful water resources, while others have in abundance. Even within countries, water is not necessarily distributed equitably. By looking at the local community and the larger region student can learn how this resource is distributed in the ASEAN countries and how this can influence the way people adapt to a particular lifestyle. Students will develop better plans to redistribute water.

*Desired Understanding:* Climate and geography influence the availability of water.

*Lesson Objectives:*

- Students can determine the water usage in their household.
- Students can identify where their water originates.
- Students will identify geographic areas where water is less plentiful.
- Students will learn ways that water can be redistributed to drier areas.

*Essential Questions:*

- How water be distributed equitably between nations? (Materials, Ideas)
- Which natural resources are necessary to all nations? (Materials, People)
- What types of energy are available in your country that can be shared with other nations? (Materials, Places)
- What natural resources are abundant in your homeland and which are scarce? (Places, Materials)

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*Materials/Handouts Needed:*

- Maps Showing Sources of Water in ASEAN Countries
- Precipitation Map of ASEAN Countries
- Temperature Map of ASEAN Countries

*Time Needed:* 5 class periods

*Glossary of Terms:*

- Natural Resources: Materials or substances such as minerals, forests, water, and fertile land that occur in nature and can be used for economic gain
- Irrigation: Channels that supply water to crops to promote growth
- Aqueducts: An artificial channel for conveying water, typically in the form of a bridge supported by tall columns across a valley
- Reservoirs: A large natural or artificial lake used to store water for future use

*Anticipatory Set:* Ask students the following:

- How much water do you use daily?
- Where do you think your water comes from?
- How does geography affect how much water is available
- How does climate affect how much water is available
- What would you like to learn about water?

*Input:* Teacher will provide information on where water in the community comes from and its relative abundance or scarcity.

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*Model:* N/A

*Procedures:*

Class Periods 1 & 2

- Have students study Maps Showing Sources of Water in ASEAN Countries and compare areas with a scarcity of water to areas where water is plentiful (rivers, lakes, ponds, etc.), and discuss the inequity of water distribution.
- Set up a model for keeping a water diary. Instruct the students to keep the diary for one week.
- Give examples of possible sources of household water (e.g. cisterns, reservoirs, ponds, rivers, etc.) Identify where the water in your house originates.
- Distribute Precipitation Map of ASEAN Countries, and identify wet and dry areas.
- Draw a map of your local community, and include all water sources.

Class Period 3-5 Activities

- Share the information from your water diaries and construct a bar graph depicting total class water usage.
- Make a class list of all sources of household water.
- Analyze the percentage of wet and dry land in each ASEAN country.
- Visit a water source in your community that is a common source of water for household usage.
- Write a paragraph describing how you would protect the water source that you visited.

*Guided Practice:* The activities above are guided practice.

*Closure:* Using small groups, devise a plan to move water to a drier community. (Explore irrigation, aqueducts, reservoirs, trucking, etc.) Present your strategy to the whole class.

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*Independent Practice:* N/A

*Suggested Assessments:*

- Ask students to complete a weeklong diary of water usage at home. This log should reveal consideration of all possible sources of household water, the approximate amount used, and for what activities. Information in these diaries should be assessed for accuracy, organization, and completeness. With this information, students can then work in groups to create a comparison chart of household water and share these findings with the entire class. From this shared information a class bar graph can be created of the total water usage. (Formative assessment; Facet 1-Explanation, Facet 2-Interpretation, and Facet 3-Application)
- Ask students to complete a map to reveal wet and dry areas in their own country, along with accurate location of all water sources in the local community. Based on this, have students work as a class to organize a graph or chart comparing the percentage of wet and dry areas in each of the ten ASEAN countries. (Formative assessment; Facet 1-Explanation and Facet 2-Interpretation)
- Ask students to complete a science journal entry based on their water diaries and class discussions, and visit to a community water source. This journal entry should reveal insights on conserving water and protecting the water source visited. (Formative assessment; Facet 2-Interpretation and Facet 4-Perspective)
- Ask student to work in small groups to develop a water distribution plan, with clear strategies that are feasible and appropriate for the selected community. Groups should produce a written proposal and present their strategy to the class, with research-based and observational evidence. Peer and teacher evaluations can be used for these small group presentations based on accuracy of information, justification of strategies, and inclusion of detailed plans for water redistribution. (Summative assessment; Facet 1-Explanation, Facet 2-Interpretation, and Facet 3-Application)

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*Summary Questions:*

- How is water used in different households?
- Where does our community water supply come from and how does our situation compare to communities in different parts of the country/ other places across ASEAN?
- How resilient is our community's water supply?
- What is the role of access to water in equity?
- How can water be distributed equitably?

*Connecting across the Curriculum:* This lesson can connect to Civic and Moral Education and lessons that examine principles and policies of equitable distribution of resources, and to Health and Physical Education by learning about the health effects influenced by access or lack thereof to clean water.

# Handout: Maps Showing Sources of Water in ASEAN Countries

## Brunei



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## Lao PDR



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## Singapore



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## Thailand



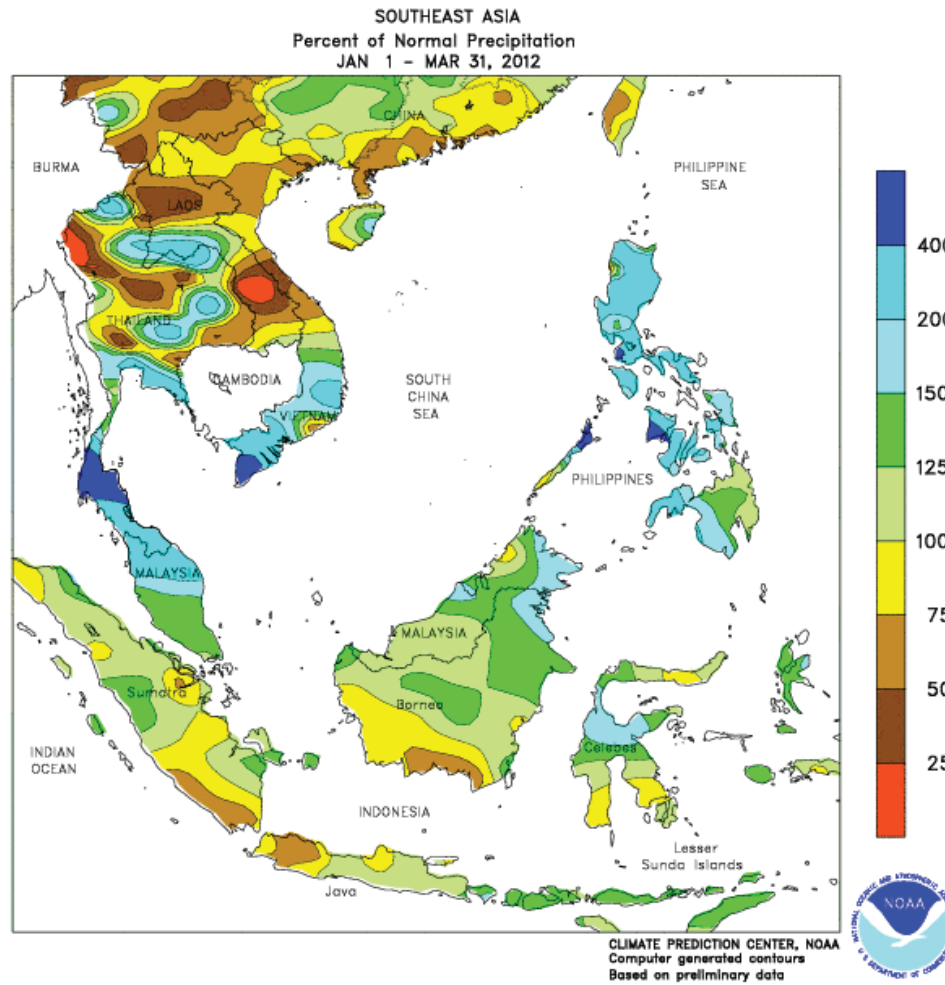
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## Vietnam



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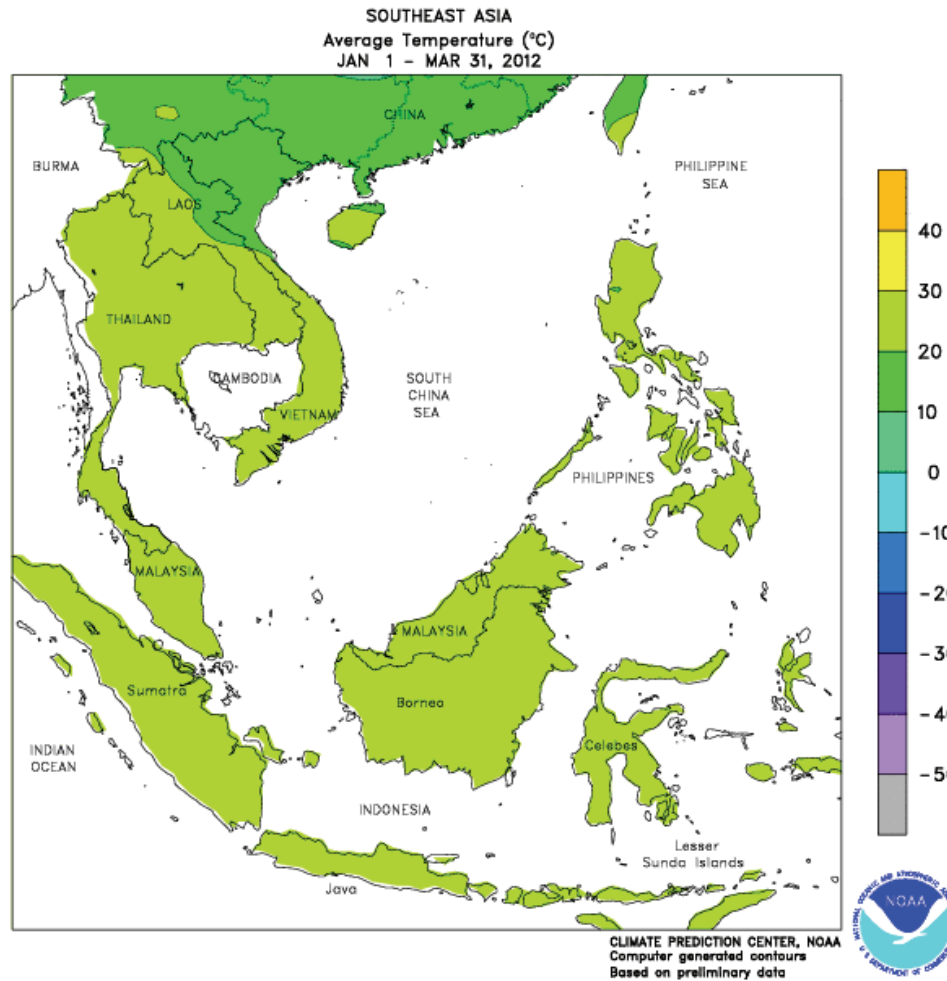
# Handout: Precipitation Map of ASEAN Countries



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[http://www.cpc.ncep.noaa.gov/products/analysis\\_monitoring/regional\\_monitoring/3cnpn5.gif](http://www.cpc.ncep.noaa.gov/products/analysis_monitoring/regional_monitoring/3cnpn5.gif)



# Handout: Temperature Map of ASEAN Countries



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[http://www.cpc.ncep.noaa.gov/products/analysis\\_monitoring/regional\\_monitoring/3cavg5.gif](http://www.cpc.ncep.noaa.gov/products/analysis_monitoring/regional_monitoring/3cavg5.gif)

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# Sample Lesson Plan: All Rise - Standing Up for What is Right

*Grade Level/Subject Area:* Upper Secondary/History and Social Studies

*Overview:* Using case studies to understand how cultural values and beliefs have influenced how equity and justice are defined and practiced by different groups at different times, students will begin to see and appreciate the complex intricacies involved in promoting and maintaining a just society. They will also learn how they can play an active role in helping to overcome societal injustices within their own communities and countries, thereby helping to build regional sustainability and interdependence.

*Desired Understanding:* Everyone plays a role in promoting justice and equity.

*Lesson Objectives:*

- Students will learn through case studies that justice and equity may be defined differently within a country as well as across countries both regionally and globally.
- Students will learn why it is essential for governments to take into account cultural values and beliefs when creating rules and addressing issues of justice and equity within an individual country, as well as across a region.
- Students will look at media sources in print (and/or online if available) to view how the issue has been portrayed in country, regionally and/or internationally.
- Students will look at issues of gender, ethnicity and religion, education, land rights, health, job equality, housing, and rural vs. urban issues among others to gain an understanding of what is meant by arbitrary injustice, and if it exists, how equitable justice can be served to counter unfair rules and practices.
- Students will identify where and how their voices can make a difference in promoting justice within their own country and across ASEAN borders.

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*Essential Questions:*

- How can ASEAN’s youth promote equity and justice across the region? (People, Ideas)
- What is the effect on society when people suspect the rules are unfair or arbitrary? (People, Ideas)
- What role do cultural beliefs and values play in how equity is practiced and justice is served? (People, Ideas)

*Materials/Handouts Needed:*

- Internet access (if available)
- Library access (if available)
- Writing a Policy Paper Template
- Printed material: articles, newspaper accounts
- Journal for research/oral interview notes

*Time Needed:* A span of two weeks but some research will be done outside of the school day

*Glossary of Terms:*

- Justice: Fair and reasonable treatment
- Equity: Equal and fair access and consideration
- Injustice: Unfair or unreasonable treatment
- Bias: Prejudice in favor of or against, usually considered to be unfair
- Multiple perspectives: Different views or attitudes on a situation.
- Civic duty: Duties or obligations of citizens to their community
- Interdependence: Mutual reliance.

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*Anticipatory Set:* Included under Procedures for class periods

*Input:* N/A

*Model:* Explain to the students how to construct a policy report using the Writing a Policy Report Template (see also suggested form of organization based on the questions defined under Procedures, Week 1). Also remind the students that they may encounter different perspectives and that one is not necessarily right or wrong and all must be taken into account; they are just reporting on their research.

*Title of report:*

*Issue addressing:*

*Essential Question:*

*Introduction with statement of direction (thesis):*

*Background/history of issue:*

*Has justice been served?* (Bring in perspectives in your explanation)

*What viewpoints were expressed by the media?* (Cite media source for each viewpoint you document)

*Concluding perspectives on justice and equity based on your research:*

*Procedures:*

Class Periods Week 1

- The teacher will lay the groundwork for this activity by asking the students what their views of justice, equity, and injustice are.
- Ask students to write down what justice means to them and if they believe that there is only one justice for all. Have students share ideas.
- Continue the discussion by asking if multiple definitions of justice are possible, and if so, what that means in deciding whether or not justice has been served.

- 
- Introduce the concept of multiple perspectives and its link to how different groups may view equity and justice differently and how this may influence how people think about and determine what is just and equitable today.
  - Ask students why these differences may exist and move into a discussion of cultural values and beliefs, as well as past history, including conflict within countries and across borders within the ASEAN region that influence how people may view justice and equity.
  - Introduce the role of the media (print and web-based if applicable), including social media, in influencing how people may view justice and equity.
  - Have students look at local/national newspapers and listen to radio and TV news broadcasts to learn what issues are of concern currently in their own country/regions and to see if different media sources have different perspectives/views in their reporting.
  - Discuss what the students learned in small groups in class and have them begin a list of possible topics that they would like to know in greater depth.
  - Share the highlights of these discussions with the full class.
  - Also, discuss with the students how they can become actively engaged in helping to promote a just society.

### Class Periods Week 2

1. Arrange students in groups of three and have them choose a current issue (one discussed during Week 1 or another of their choice) involving justice and equity in their own community or country. The following are possible choices:
  - Women's rights/changing roles
  - Educational opportunities
  - Land rights/urban or rural development issues
  - Health and sanitation issues
  - Rights of children

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- Job equality
  - Food security
  - Ethnic and/or religious disputes
  - Environmental/water issues
  - Cross-border issues/disputes
  - Rural migration to urban areas
  - Your choice?
2. Students will research their issue/topic using print and on-line sources (if available). During the project each student should:
    - Keep all notes, sources, and interview questions and responses in a journal notebook.
    - Continue listening to radio/TV broadcasts (if available in your area) for news concerning your issue.
    - Interview their family and community leaders to learn what is being done to provide equity and justice in terms of their issue.
  3. Each student will write a brief policy report based on the model above.
  4. Students will share their policy papers in class, and possibly with local community leaders (if appropriate).

*Guided Practice:* The teacher will guide the students' research, help them find materials, and explain how to write a policy report.

*Closure:*

- After listening to the reports, have students decide together which issue they would like to work on as a class and create an action plan as to how they might proceed to ensure that justice is being served and/or maintained in terms of that issue. One suggestion might be to choose an issue that is of local concern so students can more easily get involved.

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- Find out if the issues the students researched are the ones that other ASEAN Member States are also experiencing, and what actions they may be taking to ensure equity and justice are guaranteed.

*Independent Practice:* N/A

*Suggested Assessments:*

- Ask students to participate in a group discussion and produce a list of possible issues involving justice and equity in their community or country. Students need to show cooperation and respect with these group discussions, and the selection of a single topic to focus on should be assessed for attention to current issues involving justice and equity, along with sound justification for this choice. (Formative assessment; Facet 4-Perspective and Facet 5-Empathy)
- Ask student groups to choose an issue related to equity and create a policy report based upon research and analysis using various forms of media and interviews. Reports should include elements listed in the “Model” section above. Ask students to present reports to the class for peer review and teacher evaluation based upon completeness of report, organization, and an unbiased report on the issue. (Summative assessment; Facet 1-Explanation, Facet 3-Application, Facet-Perspective)
- Ask the class to create an action plan targeting a selected issue from the group policy reports that is realistic, organized, and clear, with respect to identifying steps for ensuring that justice is being served and/or maintained. This action plan can then be published in the school newspaper, revealing understanding of how cultural values and beliefs can influence how equity and justice are defined and practiced in a community. (Summative assessment; Facet 3-Application, Facet 4-Perspective, and Facet 6-Self-Knowledge)

*Summary Questions:*

- What are some different ways justice and equity may be defined?
- Do cultural values and belief matter when it comes to issues of equity and justice?

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- What issues of justice and equity (e.g., gender, ethnicity, religion, education, land rights, health, job equality, housing, and rural vs. urban) exist in your community? How are they portrayed in the media?
  - How can youth make a difference in promoting justice and equity within their own country and across ASEAN?

*Connecting across the Curriculum:* This activity connects to Civic and Moral Education and to issues addressed in Science, especially where resources, health, and the environment are concerned.



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# Handout: Writing a Policy Paper Template

Title of report:

Issue addressing:

Essential Question:

Introduction with statement of direction (thesis):

Background/history of issue:

Has justice been served? (Bring in perspectives in your explanation)

What viewpoints were expressed by the media? (Cite media source for each viewpoint you document)

Concluding perspectives on justice and equity based on your research:

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# Sample Lesson Plan: Exposing Justice - Images Lead to Action

*Grade Level/Subject Area:* Upper Secondary/The Arts

*Overview:* Students will view photography of justice being denied or served. They will write reactions to these acts and also discuss the impact and the importance of the photographer's image in documenting these acts. They will also create their own image of justice being denied or served in their world/community.

*Desired Understanding:* The arts can heighten response to inequality, or increase desire for justice.

*Lesson Objectives:*

- Students will understand how an artist can document a moment of justice or injustice.
- Students will understand the back story for a particular image
- Students will deepen their awareness and response to a particular event based on the image(s) shown
- Students can identify the injustice or justice being documented
- Students can identify key elements in the image that effect their reaction to the image
- Students can explain how an artist's image can deepen one's understanding (feeling) about a particular event

*Essential Questions:*

- How have the arts been used to mobilize people across ASEAN /the world to strive for equity and justice, or to fight injustice or inequities?  
(Materials, Ideas)

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*Materials/Handouts Needed:*

- Photograph(s) of events that capture(s) or document(s) an injustice
- Information about the actual event on which the photo is based
- Pen and paper

*Time Needed:* 2 class periods

*Glossary of Terms:* In order to discuss a photograph, students should be aware of some basic terminology, such as:

- **Composition:** The way elements of a picture are put together or relate to one another
- **Color:** The property of producing different sensations on the eye as a result of the way the object reflects or emits light
- **Foreground:** Part of the picture that is nearer to the viewer
- **Background:** Part of the picture that is farther away

*Anticipatory Set:*

- Have you ever witnessed an injustice?
- Have class brainstorm a list of “injustices” they perceive in their own lives.

*Input:* Teacher to share the key terms students should know and understand in order to look critically at an image (see glossary of terms). Teacher also explains to the students that they will be looking closely and critically at a photograph capturing some form of injustice.

*Model:* Demonstrate how to verbally describe and analyze the various parts of the photograph to tell a story.

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*Procedures:*

Class Period 1

- Brainstorm a list with the class of injustices they may have experienced or witnessed. (These may be small things such as chores they have to do that older siblings do not, etc.)
- Introduce students to the vocabulary they will use when looking closely at the photograph (see glossary of terms).
- Tell them they will view a photograph and they will write about their initial response to the picture. Without any background information, show the photograph.
- Ask students to look closely at the picture, and without talking to anyone, write a reaction to what they see. They should also write at least two questions that the picture inspires.
- After 5-7 minutes of silent writing and reflection, share the background information you have on the picture.
- Where did it take place?
- What were the events surrounding the photograph?
- Ask students to reflect in writing again with this new information. In particular ask students to comment on the choices the photographer made.
- After approximately 5 more minutes of individual writing, ask students to share observation and responses in small groups.
- Invite the whole class to join in a whole group discussion of the photograph. Some questions to use in guiding the discussion:
  - What is the message of the picture and how do you know?
  - What choices did the photographer make to convey this message?
  - What does the photograph inspire in you and how does it do that?
  - How is your reaction to the photograph different with the background information you heard?

- 
- How did the photographer appeal to emotions and move the viewer to action?
  - How might this photograph inspire or mobilize people?

### Class Period 2

1. Repeat this process with another photograph.
2. Ask students to return to their own list of “injustices.” In small groups, ask them to decide on one of the injustices that they could attempt to document in a photograph.
3. Have the group discuss images they could photograph and choices they would make to send a message about this particular injustice.
4. Ask groups to prepare a sketch of what they would photograph and write a brief justification of the choices they would make.
5. If possible, ask students to attempt to take photographs that send some kind of message about issues of justice/injustice.

*Guided Practice:* Sketch and written justification.

### *Closure:*

- Show students a new image and give background information about the event that is captured in the photograph.
- Ask students to write a paragraph analysis of the message being conveyed and how the photographer did so.

*Independent Practice:* If students have access to cameras, they can attempt to photograph their own moments that convey some sort of message using elements from the images they studied in class.

### *Suggested Assessments:*

- Ask students to write about their reaction to images portraying injustice or inequity, basing these on composition, color, foreground, background, etc. Have students pose at least two questions about the image. Have students participate in a group discussion comparing

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their written responses. (Formative assessment; Facet 2-Interpretation, Facet 3-Application, and Facet 4-Perspective)

- Ask student groups to document injustice or inequity using sketches or photography. The assessment can be made on the group sketch/ photograph and accompanying written justification for the way the image is portrayed. (Summative assessment; Facet 2-Interpretation, Facet 3-Application, and Facet 4-Perspective)
- Ask students to write a reaction to a new image (with background information given) in the form of a paragraph analysis, with a plausible message being conveyed, attention to artistic elements of the photo, and explanation of how the photographer attempted to convey this message. (Summative assessment; Facet 2-Interpretation, Facet 3-Application, and Facet 4-Perspective)

*Summary Questions:*

- How do artists document justice or injustice?
- How can someone find out about the background story for a particular image?
- What elements in the image play on emotion and why is this important?

*Connecting across the Curriculum:* This lesson could be connected to Civic and Moral Education about how to promote positive action through images, and also to History and Social Studies by looking at images of historical events and analyzing them for new perspectives and information.



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# Chapter Five: Working Together for a Sustainable Future

People often think of sustainability in terms of the environment, but this chapter will assess the sustainability of various systems, such as economic, healthcare, and political, while underscoring the advantages of working together to create a sustainable future.

This Theme is shaped by the following Enduring Concepts:

- Interconnections among people, environments, countries, economies, and other systems must be nurtured and managed in order to ensure a sustainable future.
- Working together to build resilience can mitigate disasters, avert crises, and avoid conflicts.
- Weighing long-term effects alongside short-term gains is important for achieving sustainability.

Sustainability can be applied to Civic and Moral Education as students in lower grades enact a plan for kindness and study its effects. In

Science, students learn to measure environmental viability, develop a collaborative project to preserve their local environment, and create disaster preparation plans to respond to and mitigate environmental threats.

This Theme also explores universal themes in art and poetry. In Health, they can look at how to enact sustainable health policies to benefit individuals and populations, and Physical Education can examine the role of peers and education in sustainability of an individual's health. Technology courses can examine the roles of social networking and micro-blogging services in enabling people from distant places to join forces in the virtual world and bring about change, and can also examine the potential as well as limitations of technology in promoting sustainable forms of energy. Throughout, students will learn to appraise systems by their potential to endure and thrive over time, and will shape their own roles in creating a sustainable future for ASEAN.



**UPPER PRIMARY: Working Together for a Sustainable Future**

Subject Areas	Learning Outcomes	Thematic Pathways and Essential Questions				Suggested Teaching and Learning Activities
		People	Places	Materials	Ideas	
History & Social Studies	Every individual is part of a larger system.	What systems are you a part of? (People, Ideas)				Students create posters illustrating the systems of which they are a part—their family, class, school, geographic area (such as village, town, city, province, nation, or a region), and environment.  Interviews with family members or community members about what makes these systems sustainable (tradition, different roles, saving resources, mechanisms for helping each other in times of need such as illness, infancy, old age). Students then work in groups to create murals about what makes their family or community sustainable.
	People can make systems sustainable	How are families or communities sustainable systems? (People, Ideas)				
Science & Mathematics	Individuals and communities can prepare for natural disasters.	How do people prepare for disasters? (places, materials)				Community leaders and emergency personnel come to the classroom to talk about what natural disasters threaten their community. Based on this, students create a response plan for their family and conduct a drill at home. Students also learn what other ASEAN communities face the same threats they do.  Students work in teams to frame a habit that contributes to sustainability (e.g. turning off lights, conserving water, biking or walking to school), and calculate the impact on the community if their classmates all adopt their practices. Then calculate the impact if classmates families all adopt the practice, and the impact if the practice were adopted throughout their town or city.
	Daily choices can ensure a sustainable future.	How do individual's decisions have an effect upon the environment?				

Subject Areas	Learning Outcomes	Thematic Pathways and Essential Questions				Suggested Teaching and Learning Activities
		People	Places	Materials	Ideas	
Civic & Moral Education	<p>People can improve their community by practicing kindness.</p> <p>There are many ways to be a leader.</p>	<p>How can an individual become an “agent of change” by acting with integrity, compassion, and broad-mindedness? (People, Ideas)</p> <p>What is leadership? (People, Ideas)</p>				<p>Each student makes a Plan for Kindness, pledging to do a kind act to better the community for a week. Students hold a class discussion to share their experiences and the differences they may have made in their community, in their own lives, and in the behavior or experiences of others.</p> <p>Class brainstorms qualities of leadership and compare these with qualities listed on a worksheet. Students modify the worksheet list as they wish, and then come up with scenarios that illustrate each quality. Students choose one quality they believe they have and make an illustration: I am a leader because... Extension: Students create a similar illustration with a quality they want to develop: I want to be a leader who...</p>
Languages & Literature	<p>Learning new languages can open the door to making new friends.</p> <p>Poems can describe people’s connection to nature.</p>	<p>How does language learning help people make friends? (People, ideas)</p> <p>How do poems express people’s connection to the natural world? (People, Ideas, PLaces)</p>				<p>Children communicate with pen pals in their target language.</p> <p>Students read poems about the seasons or the natural world and write down metaphors or adjectives about nature that they find and use these to create a wall-collage in the classroom. Students create their own poem and or piece of art that celebrates or documents some aspect of the natural world in their locality.</p>
The Arts	<p>Art can capture the beauty and power of nature.</p>	<p>How does art artists capture nature’s beauty, and how do they capture nature’s power? (Ideas, Materials)</p>				<p>Look at artworks depicting nature (virtually or locally) and choose words to describe how an artwork shows nature (e.g. peaceful, scary, fun, big) and how this makes the student feel (relaxed, nervous, small). Try to analyze how the artist achieved this feeling (with colors, line, composition, light) and students try to recreate the feeling in a painting of their natural surroundings.</p>

Subject Areas	Learning Outcomes	Thematic Pathways and Essential Questions				Suggested Teaching and Learning Activities
		People	Places	Materials	Ideas	
Health & Physical Education	Daily choices influence health.	What defines good health in your community? (People, Ideas)				Analyze community attitudes through surveys to find out what people consider healthy practices and healthy physique considering differences between men and women, children and adults, whether most people come close to the standard, and how to test your observation.
	Communities are stronger when they are inclusive.	How can communities include all people? (People, Places)				Catalogue community resources and infrastructure that help handicapped people, people living with illnesses, or the young or elderly, engage with and participate in the community. Link to the positive benefits for the society as a whole.
Technology Education	Children can share ideas about sustainability through technology	How can technology help children promote sustainability? (People, Materials, Ideas)				Use technology to connect with children in other ASEAN communities and learn about their Science and Mathematics “sustainable habits” project. Students can come up with new ways to showcase the effectiveness of their habit and inspire other ASEAN communities to follow suit.

**LOWER SECONDARY: Working Together for a Sustainable Future**

Subject Areas	Learning Outcomes	Thematic Pathways and Essential Questions				Suggested Teaching and Learning Activities
		People	Places	Materials	Ideas	
History & Social Studies	Economic systems must be sustainable in order for nations and regions to prosper over the long term.	How can the sustainability of economies be measured and valued? (People, Ideas)				Learn about the 1997 Asian Financial Crisis. Students study which countries suffered the most and least, and what systems exacerbated or helped the situation. Students choose one country and study whether it has put systems in place or pursued practices to make a crisis less likely.
	Education is the key to success for individuals, communities, and nations.	How do nations prepare young people through education, and how does this help a nation thrive? (People, Ideas, Places)				Research how various countries or regions seek to provide a similar learning experience for disparate students and communities. In small groups create pamphlets focusing on a country's education. Address the challenges it faces, who determines curricula and learning materials, what innovations are being explored or tested, and what opportunities there are for adult-continuing or beginning education.
Science & Mathematics	Sustainable gardens help the environment and the economy.	How can we maintain a healthy environment responsibly and economically today and in the future? (Places, Materials)				Explain to students that they will be working to design a sustainable garden and analyzing the environmental and economic impacts of such a plan. They will learn that different ways of using resources or producing goods have varying impacts on the environment and human health. They will develop a plan for a sustainable garden or farm, and discuss the pros and cons of such a plan for a larger community.
	Overpopulation has deleterious effects on the environment.	What is the impact of an exploding population on the environment? (People, Place)				Overpopulation has a devastating impact on the environment. In order to envision a more sustainable future, students need to limit the use of resources and to determine how these resources can be conserved both locally and globally (materials, places). In addition, students need to learn how to effectively recycle those substances that can be used again (ideas).

Subject Areas	Learning Outcomes	Thematic Pathways and Essential Questions				Suggested Teaching and Learning Activities
		People	Places	Materials	Ideas	
Civic & Moral Education	Environments are worth preserving for future generations.	What obligations do people today have to future generations? (People, Materials, Places)				Students will learn to appreciate their environment, celebrate it, and find ways to preserve it. They will educate each other and the local school /community on the effects of consumption and environmental degradation, and the benefits of reducing both issues through a project that addresses these issues in their community. They will look at this both locally and globally with a special emphasis on how neighboring countries are impacted by environmental issues within their own area. Finally, they will create a collaborative project to share at a special event to educate their fellow peers and their community on the importance of sustainability and preservation of the environment.  Read case studies of children or youth who started campaigns to help after a disaster. Students identify a disaster or ongoing challenge and create a campaign to address a specific need.
	Individuals play an important role in helping in the wake of disasters.	How can individuals make a difference after a disaster? (Places, People, Materials)				
Languages & Literature	Providing young people with second language instruction can strengthen a nation.	How does having a population versed in more than one language make a nation resilient? (People, Ideas)				On a world or ASEAN map, draw lines of different colors showing economic, political, and cultural connections between your country and others in the ASEAN region/world. What languages are spoken in these countries or areas? Based on this, what languages do you think students in your country should learn?  Compare literary excerpts of people's experiences with the natural world in the last hundred years, and then research the state of the excerpt's setting today. Would the same experience be possible? Why not? Students create a short literary piece about a person's experience in that environment now.
	As the world changes, so does people's ability to experience the natural world.	How is nature fundamental to human experience? (People, Places)				

Subject Areas	Learning Outcomes	Thematic Pathways and Essential Questions				Suggested Teaching and Learning Activities
		People	Places	Materials	Ideas	
The Arts	Social and political conditions can determine whether the arts flourish or wither.	What circumstances foster creativity and artistic production? (Ideas, Materials)				Compare historical examples when creativity blossomed whether due to affluence or hardship, government sponsorship or individual patronage. Discuss how governments, institutions, and individuals can support the arts today.
Health & Physical Education	Individual health partially determined by social factors.	How do one's peers and society influence health? (Places, People)				Conduct community surveys to draw conclusions about about how social factors as well as expectations or habits of peers encourage or dissuade a person from reaching their ideal health.
	Individual health is partially determined by environmental factors.	What role does the environment play in people's health? (People, Places)				Research an environmental health threat, who it affects the most, and how it has worsened or improved over the last decade. Propose a single way to mitigate the threat.
Technology Education	People can expand their definition of community through technology.	How can diverse people share perspectives through technology, and how can this create opportunities for sustainability? (Materials, People, Ideas)				Choose a community, national, and regional issue and, using technology, follow developments in the media, blogs, and social network forums. How does access to a wide range of perspectives change your understanding? Can technology help you connect with individuals who share a goal or outlook with you and how can you work together to enact change?

**UPPER SECONDARY: Working Together for a Sustainable Future**

Subject Areas	Learning Outcomes	Thematic Pathways and Essential Questions				Suggested Teaching and Learning Activities
		People	Places	Materials	Ideas	
History & Social Studies	When nations join together in common purpose, they can meet both challenges and goals.	In defining a global destiny, what issues remain that need to be addressed to ensure a secure, sustainable future? (People, Ideas)				Interview adult family members and community leaders to learn the challenges to a sustainable future locally and nationally. Keep a journal with your interview questions and responses to share in class. Work with partners to create a plan of action to bring awareness to your community. Follow-up: find out if the challenges facing other ASEAN countries are the same or different from the ones facing your community and country.  Analyze studies of the results of women’s involvement on the economic growth, child health, family welfare, and political stability.
	Women play a crucial role in a country’s advancement.	What are the effects when women are engaged in the advancement of education and participation in politics and economics? (People, Materials, Ideas)				
Science & Mathematics	Flora and fauna have adapted to local environments and their viability is important to people’s well being.	Why is organisms’ ability to adapt to local environment important for people? (Materials, Place)				There are indigenous species within every habitat that have a characteristic biotic potential dependent upon the environment’s carrying capacity. Each country has specific populations of animals and plants that are affected by the “ideal conditions” in which they are influenced such as: features of the natural environment, predators, competition, toxins, classic population growth. All these factors can create exponential growth, stability, and death phases in specific populations. There is a limit to the number of individuals that can occupy one particular area at a given time. This is referred to as the carrying capacity (K) in a specific biome.  ASEAN nations have been pummeled by natural disasters such as tsunamis, typhoons, earthquakes, and annual monsoon seasons. Regional populations have been weakened or relocated due to these natural disasters. Students will learn about the effects of these catastrophes on land, agriculture, economy, population, and perseverance of their own people and those in nearby countries.
	The after-effects of disasters on the people and their villages both economically and personally can be mitigated.	How can people minimize disruption to daily life, economic activity, and culture after a disaster? (Place, People)				

Subject Areas	Learning Outcomes	Thematic Pathways and Essential Questions				Suggested Teaching and Learning Activities
		People	Places	Materials	Ideas	
Civic & Moral Education	Memory and memorial can help people and populations affected by trauma or disaster.	What is the role of memory and memorial in helping populations recover from disasters? (People, Places)				Using a news story about a person or group of people affected by disaster or trauma, devise a memorial (a statue, a ceremony, a monument, an inscription) to commemorate the event. Describe how your memorial honors those who were lost, gives hope or meaning to those who survive, helps outsiders understand the event, and prompts action so that mistakes will not be repeated in the future.
	Countries and regions can set goals with regards to economic growth, education, work, health care, the economic or political participation of women and the well-being of children.	How does setting targets enable a country to allocate resources and enact change? (People, Materials)				Look at historic and contemporary ASEAN examples of goals in public policy. Who made these, what did they hope to achieve, and how did setting the goal help bring about change? Set a goal for your country and create an action plan for implementation.
Languages & Literature	Nations can promote their own resilience by communicating and collaborating across language barriers.	How can people overcome language barriers to work together and what do they gain when they do so? (People, Ideas)				Study how groups using different languages consult translations of common documents, texts, or instructions to collaborate. Decide what kind of skills people need in order to provide these services so that experts and leaders can collaborate effectively.
	Some themes in poetry are universal and enduring.	How do poets from different cultures write about a common theme? (People, Place, Ideas)				Students will read several poems from various time periods and cultures that celebrate a common theme. Students will notice stylistic choices. Students will also discover similarities and differences over time. Ultimately, students will notice differences and commonalities among different cultures' responses to a particular universal theme.



Subject Areas	Learning Outcomes	Thematic Pathways and Essential Questions				Suggested Teaching and Learning Activities
		People	Places	Materials	Ideas	
The Arts	Some artistic themes are considered universal, recurring in many art forms and across cultures.	How do artists and poets from different cultures approach common topics, ideas, or themes? (Ideas, Materials, People)				Explore a museum collection (virtually or locally) and notice artists' representations of a common theme or idea or celebration (in particular: lines; color; spatial relationships). Encourage student reaction and response to the art with an awareness of perspective and bias. Students create their own art work on the universal theme but with imagery gleaned from their own observations and experiences.
Health & Physical Education	<p>When people are educated about nutrition, exercise, and other factors influencing health, they are more likely to adopt healthy practices and curb or avoid unhealthy ones.</p> <p>Culture plays a significant role in health practices and attitudes.</p>	<p>How does education influence health practices and attitudes? (people, ideas)</p> <p>What can people learn from different cultural approaches to health? (people, ideas)</p>				<p>Look for evidence of education or awareness campaigns in your community. Who are these aimed at and what tools do they use to convince people to change their habits? Identify a health threat in your community and create an education campaign for a specific demographic that is at risk.</p> <p>Compare cultural approaches to health and analyze in two ways: what can be learned from them and adapted successfully by others; and what others must be sensitive to when trying to apply a new policy in a population.</p>
Technology Education	Technological innovation has benefits and limitations.	What are realistic expectations of technology? (materials, ideas)				Assess: How do technological innovations of various industries (such as energy, transportation, and agriculture) impact the environment? What new challenges do they pose on the infrastructure on which they are dependent? How do you determine affordability in terms of their long-term environmental impact? And do they affect certain populations disproportionately (those living downstream from dams, mines, or near toxic dumps, for instance)? Use appropriate software and graphic tools to present your findings.

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# Sample Lesson Plan: Me and We - Individuals and Systems

*Grade Level/Subject Area:* Upper Primary/History and Social Studies

*Overview:* Students will identify systems of which they are a part, beginning with family and classroom systems, and then moving on to larger systems: town and country. They will understand that within their families, they are part of a group and that each member of a family has a role that benefits other members of the family. They will also understand that their classroom is another system and that within their classroom, they have rights, but also responsibilities to all members of their classroom community. Focusing on the systems with which students are most familiar will help them understand they are also part of larger systems.

*Desired Understanding:* Each of us is a part of a larger group, whether family, school, neighborhood, community, or country. These groups are often determined by where we live. People can set aside differences and work together when they have common goals.

## *Lesson Objectives:*

- Students can identify groups of which they are a part.
- Students can locate where they live on a map (town, province, country, region)
- Students can articulate benefits of being a part of a larger system.

## *Essential Questions:*

- What systems are you a part of? (People, Ideas)
- How can people be part of different systems at the same time? (People, Places)

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*Materials/Handouts Needed:*

- Map of ASEAN with Member States and their Flags
- Flags of ASEAN Member States
- Writing paper, crayons, pencils
- Drawing paper (3 pieces for each student)
- Large poster paper (1 for each student)

*Time Needed:* 2 class periods

*Glossary of Terms:*

- Community: A place or area and its inhabitants
- Region: An area with definable characteristics but not always fixed boundaries
- Rights: Moral or legal entitlements
- Responsibilities: Duties or obligations
- Flag: A piece of cloth or material used as an emblem for a nation or institution
- Symbol: A thing or image that represents something else

*Anticipatory Set:*

- What do you do at home that helps other members of your family?
- What responsibilities do you have in our classroom?
- How do members of communities work together to make their community a better place?

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*Input:* Ask students how they are part of a family, a class, a town, a province, and a country.

*Model:* Give an example of a practice in your routine from home and contrast it to one at school.

*Procedures:*

Class Period 1

- Discuss common practices in families. Elicit from students what the expectations are of members of their families.
- Compare and contrast family and classroom communities. Discuss routines and why they exist.
- Have each student illustrate one routine from home and one from school.
- Have students share their illustration with the class.

Class Period 2

- Review rules and routines of home and classroom and why the need for such rules and routines exist.
- Ask students if they are a part of other systems. Ask how location determines their inclusion in different systems.
- Show students their location using the Map of ASEAN with Member States and their Flags. Elicit from students they are all members of a town and a country.
- Show students the Flags of ASEAN Member States and have them identify their country's flag. Ask what the flag represents and elicit from the student that members of their country identify the flag as a symbol of their country.
- Using paper and crayons, and have students make flags of their countries
- Have students attach their drawings from Lesson 1 to the poster, along with their maps, to demonstrate they are part of many systems.

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*Guided Practice:* Drawings of flags and connecting these to maps.

*Closure:* Display posters in classroom. Have students share observations about each other's work.

*Independent Practice:* N/A

*Suggested Assessments:*

- Ask students to illustrate one routine from home and one from school to reveal how these are different. Ask students to share their illustrations with the class and clearly explain how they are a part of the classroom community and their own family, and give two or more reasons why it's important to have routines in daily life. (Formative assessment; Facet 1-Explanation, Facet 2-Interpretation, and Facet 4-Perspective)
- Ask students to create maps of their location by town, province, and country, along with their country's flag, revealing an understanding that s/he is part of a family, classroom, town, province, and country (systems). The map's features should be properly identified and labeled and drawn with accuracy. Have students display posters and take part in class discussions explaining how they are all part of different groups in society. (Summative assessment; Facet 1-Explanation, Facet 2-Interpretation, and Facet 4-Perspective)

*Summary Questions:*

- How do routines help people adapt to different systems in daily life?
- How can people be a part of different systems at the same time?

*Connecting across the Curriculum:* Can connect this lesson to others examining rules, rights, and responsibilities in History and Social Studies as well as Civic and Moral Education in both Theme 1: Knowing ASEAN, and Theme 4: Promoting Equity and Justice.

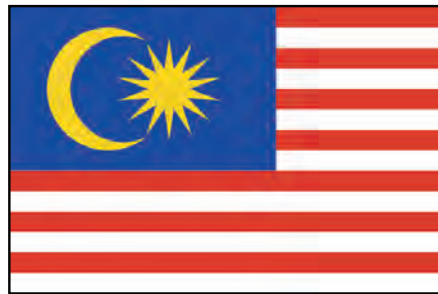
## Handout: Map of ASEAN with Member States and their Flags



Source: ASEAN  
<http://www.asean.or>

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## Handout: Flags of ASEAN Member States



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# Sample Lesson Plan: A Plan for Kindness

*Grade Level/Subject Area:* Lower Primary/Civic and Moral Education

*Overview:* Students will make a “Plan for Kindness” by pledging to do a kind act for a friend, family, member of the community or to do something to better the community for a week. Students will hold class discussions and record some of the reactions and experiences they have made in their community. They will then extend the idea of kindness to an individual towards the community and then across ASEAN nations.

*Learning Outcomes:* Kindness and open-mindedness can engender significant changes.

*Lesson Objectives:*

- Students will learn to develop a plan of action of Kindness.
- Students will record their findings through illustrations and writing.
- Students will reflect on the outcomes of their plan and redesign a new plan based on their findings.

*Essential Questions:*

- How can an individual become an “agent of change” by acting with integrity, compassion, and broad-mindedness? (People, Ideas)
- How can individuals with a common purpose help to enact change for the betterment of many communities? (People, Materials, Ideas)

*Materials/Handouts Needed:*

- Kindness Plan Graphic Organizer
- Local folklore or story that has a character who performs a good deed and illustrates the result of that good deed



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*Time Needed:* 2 class periods

*Glossary of Terms:*

- “Agent of change”: A person who takes an active role to bring about a better condition
- Broad-mindedness: Tolerant, open, and not easily offended

*Anticipatory Set:*

- What are some of the ways that the character in this folktale or story showed kindness to others?
- How did different people react to that kindness?
- How can we extend this act of kindness on a larger scale?

*Input:* Ask class to brainstorm a list of needs and wants.

*Model:*

- Teacher will model the act of kindness with the students so that they can experience what it is like to receive such kindness.
- Teacher will model the process for recording the kindness and the reactions received when that kindness was enacted.

*Procedures:*

Class Period 1

- Read the local folktale or a story that has characters exhibiting acts of kindness and receiving that kindness.
- Discuss the acts of kindness in the story and list them on a chart class for people to see. Review the book and discuss how different characters reacted when they received that kindness.

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- Brainstorm other acts of kindness that they notice other people doing and add those to the list too.
  - Teacher enacts his/her plan for kindness (example: giving each student a gift of an origami paper crane, which symbolizes long-life, happiness, good luck, and peace. Note the students' reaction and discuss with students how it felt to receive that act of kindness from their teacher.
  - Discuss how some acts of kindness affect one person while others affect more than one.
  - Hand out the Kindness Plan Graphic Organizer. Discuss how they will decide on a plan for kindness for an individual or for a group of people within the community (elderly people, young children, friends in other places, etc.) and record them on the plan. Students can decide to do more than one act if they choose to.
  - Explain how they will need to enact their kindness plan for homework and be expected to report back within a week. Remind them to record the reactions/actions of the people that received their acts of kindness.

### Class Period 2

- Review the kindness plan the students enacted for their homework. Model the recording of the reactions of students based on their reactions from the previous class activity.
- Students discuss in small groups what they did and how their recipient reacted. Ask each group to report to the class what they learned and some examples that stood out.
- Discuss how these plans can change moods, a situation or relationships.
- Brainstorm some of the reasons why a plan may or may not have worked. Discuss how we might rethink the plan knowing some of the reasons why a plan didn't work.
- Begin a new plan of kindness not just for individuals but for the larger community. Brainstorm some examples of this (such as cleaning up the school grounds or a local park).

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- Discuss how these plans of community kindness could be extended across ASEAN countries. Brainstorm how the class could demonstrate acts of kindness to other countries (for example, by reaching out to other countries in need).
  - In a public space, such as a bulletin board or an area of the school for others to see, display students' acts of kindness enacted for individuals, community, and, if applicable, for nations across ASEAN.

*Guided Practice:* Students will work in small groups to determine a new plan of kindness for the school. Students will be grouped by specific writing skills to emphasize certain literacy skills within those group sessions.

*Closure:* Post the individual plans up for all the students in the class to view.

*Independent Practice:* Students will publish their act of kindness on paper, which will be displayed on a bulletin board for others to see. As they enact more plans, they will show the connections of how the action of one plan leads to another act of kindness through the “seed to plant” metaphor. By placing each act of kindness on a picture of a growing plant, students can see how one act of kindness can lead to change.

*Suggested Assessments:*

- Have students complete a class chart recording of model/plan for the act of kindness based on the reading of a local folktale or news story and a class discussion on other relevant examples that students have observed at school, at home, and/or in the community. This chart should contain identification and descriptors of characters enacting kindness and receiving kindness. Teachers can note individual student responses in the class discussions. (Formative assessment; Facet 1-Explanation, Facet 2-Interpretation, Facet 4-Perspective, and Facet 5-Empathy)
- Have students create and implement action plans for promoting kindness, with the selection of one or more plans for kindness toward a single person or group in the community. These action plans should include the following: the action to be enacted by the student, the

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reaction(s) of the person or group of people receiving the kindness, and any changes to the plan for improvement. This information should be clearly written and organized in the graphic organizer provided by the teacher. (Summative assessment; Facet 1-Explanation, Facet 2-Interpretation, and Facet 3-Application)

- Ask students to publish their act of kindness on a school display or bulletin board. Invite students to discuss how the bulletin board can inspire other acts of kindness and to share when they witness these. (Summative assessment; Facet 2-Interpretation, Facet 4-Perspective, and Facet 5-Empathy)

*Summary Questions:*

- How does hearing about or witnessing acts of kindness affect people and their actions?
- How do acts of kindness benefit those who receive them, and those that bestow them?
- How can acts of kindness multiply throughout a community and set new standards?

*Connecting across the Curriculum:* This lesson can be connected to History and Social Studies and how religions of ASEAN promote kindness. It can also be spiraled up to older grades in Civic and Moral Education lessons in Theme 1: Knowing ASEAN by examining the principles and goals of ASEAN.

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# Handout: Kindness Plan Graphic Organizer

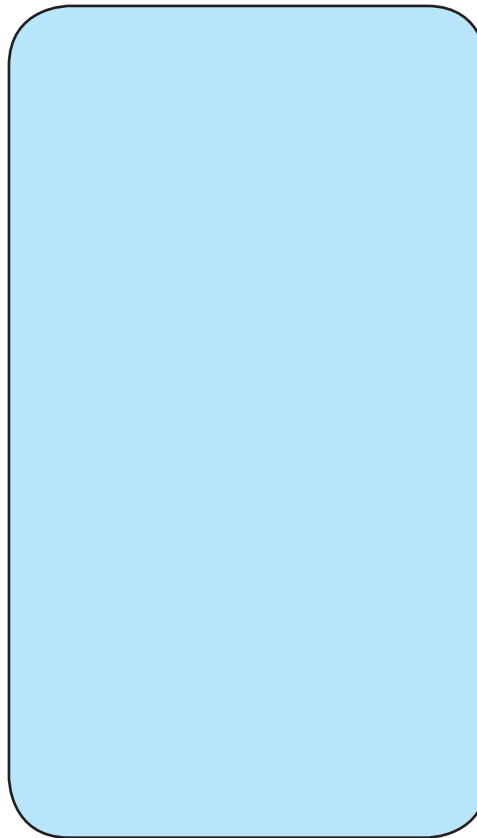
Name: \_\_\_\_\_ Date: \_\_\_\_\_

Who is this Kindness Plan for? (ex. Parents, schoolmates, elders in the community, younger children, etc.)

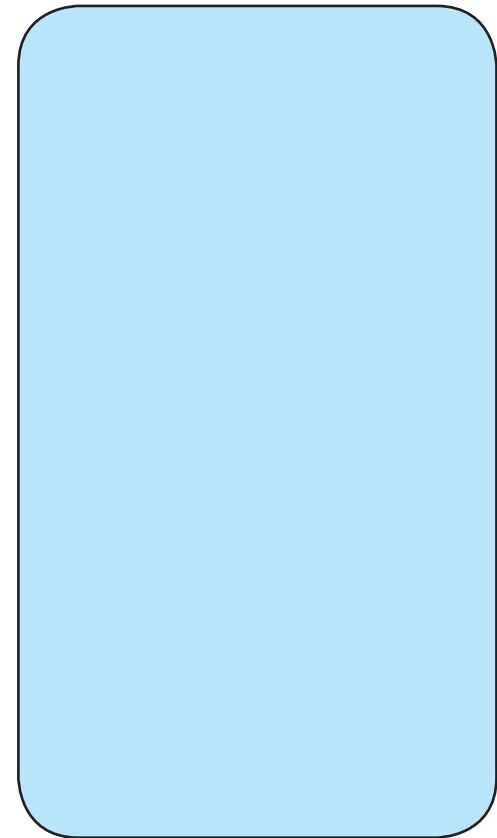
**What is your kindness plan?**



**What reactions did you observe?**



**How would you change your plan in the future?**



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# Sample Lesson Plan: Cooperate, Construct, Sustain!

*Grade Level/Subject Area:* Lower Secondary/Civic and Moral Education

*Overview:* Students will learn to appreciate their environment, celebrate it, and find ways to preserve it. They will educate each other and the local school /community on the effects of consumption and environmental degradation, and the benefits of reducing both issues through a project that addresses these issues in their community. They will look at this both locally and globally with a special emphasis on how neighboring countries are impacted by environmental issues within their own area. Finally, they will create a collaborative project to share at a special event to educate their fellow peers and their community on the importance of sustainability and preservation of the environment.

*Desired Understanding:* Environments are worth preserving for future generations.

*Lesson Objectives:*

- The students will make a personal connection to their environment through writing a nature poem. The students may also create a piece of artwork.
- The students will learn about environmental problems in their country and neighboring countries and develop possible solutions.
- The students will learn what sustainability is and how they can apply it to their lives.
- The students will learn how humans have unbalanced Earth's ecosystems and how they and a group of people can work together to help balance it again.
- The students will create a project to teach other people about sustainability.
- The students will learn how to come to consensus in their small group project.
- The students will complete a self-evaluation that encompasses all phases of this project.

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*Essential Questions:*

- What obligations do people today have to future generations? (Materials, Places, People)
- Why should ASEAN member countries help one another when faced with environmental or economic turmoil? (Materials, Ideas, Places)

*Materials/Handouts Needed:*

- Deforestation Map
- Threatened Coral Reefs Map
- Mekong River Basin Map
- Map of Winter and Summer Monsoon Patterns
- Sustainability Project Directions
- Sustainability Project Graphic Organizer
- Sustainability Project Assessment Rubric
- (If Internet access is available) Resources on teaching about the environment at [www.riverofwords.org](http://www.riverofwords.org)
- News articles, books, brochures, websites, and other materials preselected by the teacher and/or librarian for students to use for research
- Clipboard cruising sheets or a portable device on which to record observations about the students' interactions in groups

*Time Needed:* 6 class periods

*Glossary of Terms:*

- Sustainability: Able to be maintained at a certain level for a long period of time
- Consumption: The using up of a resource or materials

- 
- Environmental degradation: The process of depleting the environment and natural world
  - Ecosystem: A community of interacting organisms and their physical environment
  - Recycling: The practice of converting waste into reusable material

*Anticipatory Set:*

- If Internet access is available, share a winning poem and/or piece of artwork from the International River of Words Poetry and Art Contest ([www.riverofwords.org](http://www.riverofwords.org)), and discuss how the poem and/or artwork celebrate our natural world.
- If Internet access is not available, choose any available poem and an artwork that celebrates the natural world.
- Elicit student responses on what they notice in the poetry and artwork.

*Input:* The students would need to know the geography of their country and region before this project. In addition, scientific knowledge of environmental problems would be helpful.

*Model:* The teacher writes a nature poem and creates a sustainability project that can be shared with the class as a teacher-model showing him or her as a fellow learner.

*Procedures:*

Class Period 1

- Share and discuss the River of Words poem (or a poem and artwork of teacher's choice) to begin a conversation on the beauty of our natural world.
- Instruct the students to write a nature poem of at least eight words that captures something from the natural world clearly and concisely on the page. Brainstorm a list of creative ideas on the board:



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- Examine a landscape closely.
  - Focus on a plant or a collection of plants.
  - Show weather such as a windy day, a stormy night, a warm sunny morning or a clear afternoon.
  - Share the changes of light you experience such as a fresh sunrise, a brilliant noon, a deepening sunset.
  - Listen to nature and notice the small sounds such as the bubbling of the mud, the whisper of the wind, or the sound of crowing roosters.
  - Add any other nature ideas you have that could be turned into a poem.
- Have each student begin writing a poem of at least eight lines long with the teacher facilitating their progress.

#### Class Period 2

- Invite students to share their nature poems as a way to celebrate our environment. Focus on the little details that they noticed in their writing.
- (If Internet access is available), encourage students to submit their poems to the River of Words International Poetry and Art Contest on a voluntary basis.
- Show students the labeled maps (Deforestation and Coral Reef maps) where environmental issues are occurring in their country and neighboring countries. Brainstorm additional environmental issues.
- Show maps that show how countries share certain oceans, rivers, and weather patterns (Mekong River Basin Map and Map of Monsoon Patterns), and how they may affect their own country and vice versa?

#### Class Period 3, 4 & 5

- Introduce the concept of sustainability, explain it, and provide examples.

- 
- Ask students to form small groups of three and have them select an environmental issue to research by developing an inquiry question for their research and using online sources and/or library books (if available) or printed material gathered by the teacher.
  - Each group will define the environmental problem they have chosen, find out what has already been done to overcome the problem, brainstorm further solutions, and decide as youth what can they do to bring awareness to the problem, and how to accomplish this.
  - The ultimate task for each small group will be to decide how to bring their issue to the attention of their school and community. Possible ideas are:
    - Create a poster(s) for their school and community.
    - Write an article for a local newspaper or a flyer to distribute in their school/community.
    - Create a children’s book for the elementary grades.
    - Make a mural for their school.

#### Class Period 6

- Each group will present their project to the class, and explain how their solutions will help build environmental sustainability and serve as a “call to action” for the youth of the community and nation.
- Throughout the project the teacher will act as facilitator helping the students find information, create their project, and present their issue and “call to action.”
- The students will reflect upon the work they accomplished with the teacher’s guidance.

*Guided Practice:* During the work sessions for this project, the teacher will act as facilitator answering questions and helping them with the research and their final projects.

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*Closure:* Create a special day to celebrate the environment. On this day, display their nature poems and artwork, and display the projects that the students created on sustainability, and have the students teach about possible environmental solutions.

*Independent Practice:* The students will be writing their nature poems at home, revising, and editing them.

*Suggested Assessments:*

- Ask students to write a nature poem containing at least eight lines. Poems should include several or all of the following features: close examination of landscape, focus on plant or collection of plants, describing weather, sharing changes of light experienced, sounds of nature, and other descriptors of nature. This poem should celebrate the natural beauty of environments, and be shared with classmates, either as an entire class or in small groups, with option to submit their poems to the River of Words International Poetry and Art Contest. (Formative assessment; Facet 2-Interpretation and Facet 5-Empathy)
- Have students contribute to a class map showing at-risk environments in their own country and neighboring countries in ASEAN. Ask students to engage in a class discussion on the physical connections of countries through the sharing of oceans, rivers, climate, and geography, along with the transference of environmental issues. (Formative assessment; Facet 2-Interpretation, Facet 4-Perspective)
- Ask student groups to select a relevant and current environmental issue, and develop inquiry question(s) to frame their research. Groups then research what others are doing (in their community, country, across ASEAN, etc. to address the issue, and then develop and present a plan to promote sustainability. Students should be monitored and guided throughout this process of planning, with the teacher assessing students for cooperation, group organization, and innovative application of knowledge through the development of the project. The project should be assessed by utilizing a scoring rubric that includes understanding of key concepts associated with sustainability, mastery of research, communication, and cooperative skills, and project feasibility. (Summative assessment; Facet 1-Explanation, Facet 3-Application, Facet 4-Perspective, and Facet 5-Empathy)
- Ask students to conduct self and group evaluations based on outcomes of the sustainability project, including personal reflections on the work accomplished and on becoming an active citizen. (Summative assessment; Facet 6-Self-Knowledge)

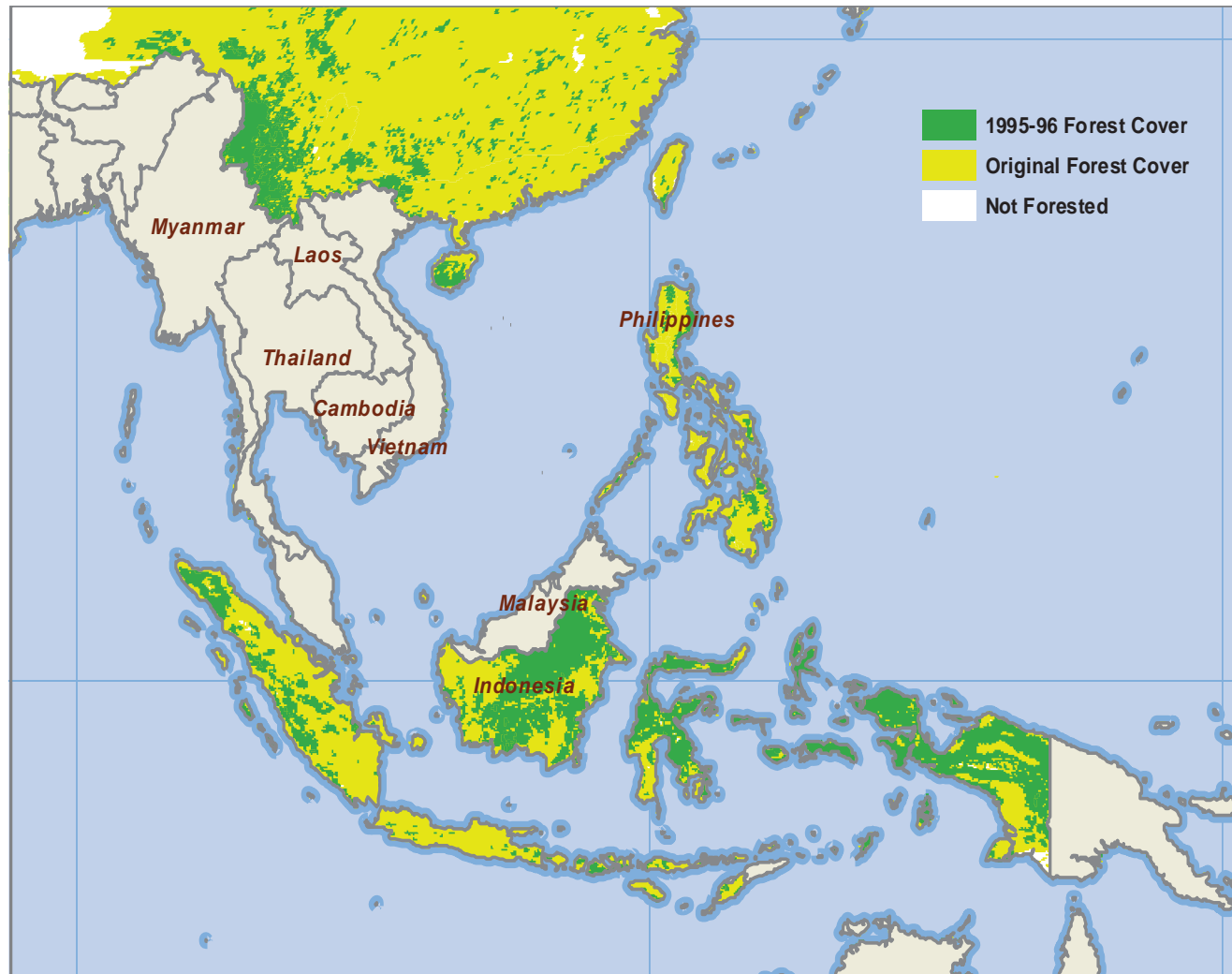
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*Summary Questions:*

- How do art and poetry connect people to nature?
- How are environments and ecosystems connected across countries?
- How can ecosystems be re-balanced?
- What is the role of education and awareness in safe-guarding the Earth?

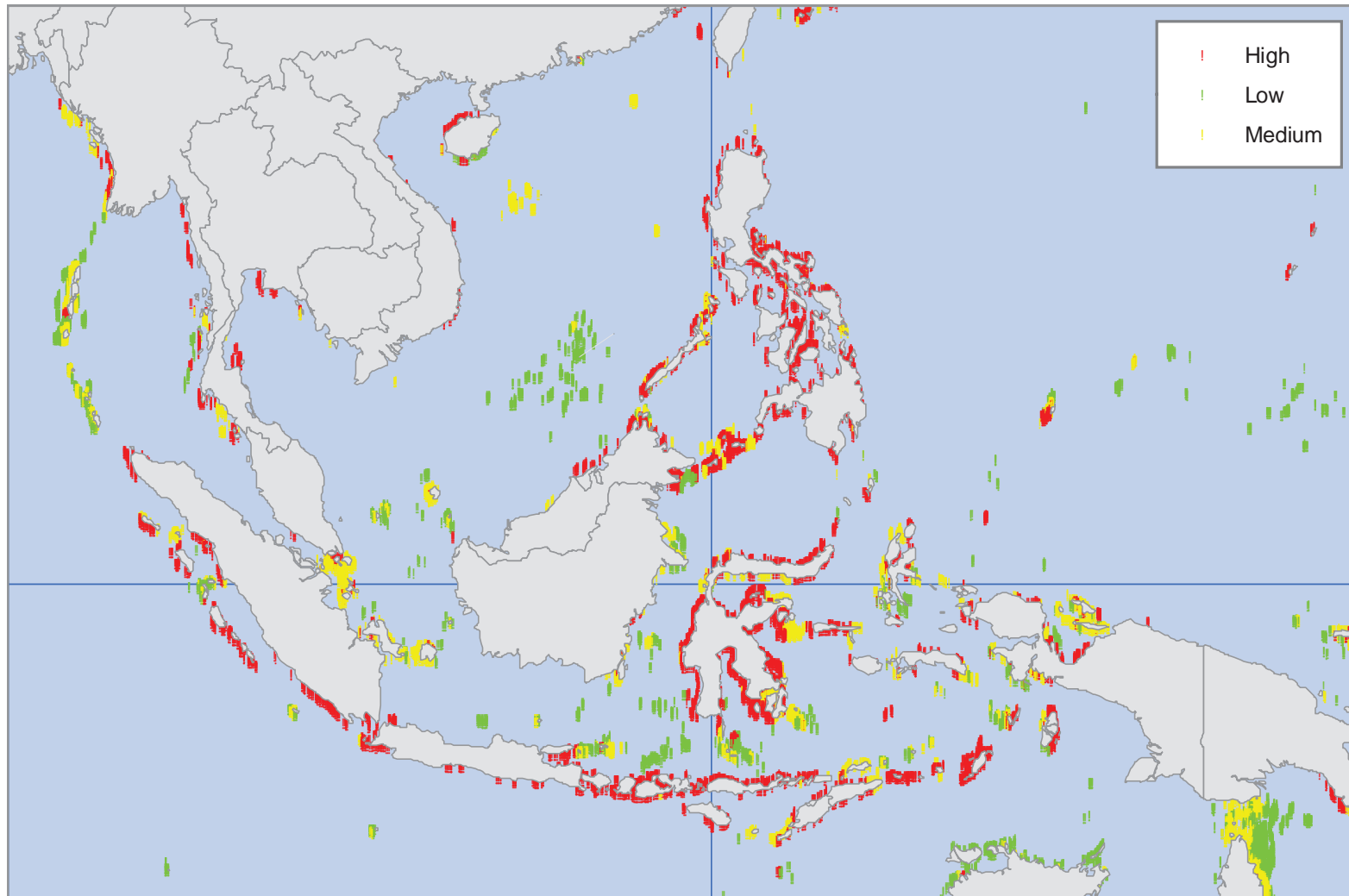
*Connecting across the Curriculum:* A connection to the poem, the research, and the writing involved in the project can be made with Language Arts/Literature and Art with any artwork produced. Map work connects with Social Studies and Geography. Math plays a role in the interpretation of data and statistics, whereas researching environmental issues and possible solutions can connect to the Science curriculum.

## Handout: Deforestation Map



Source: Rodrigue, J-P (2006) The Geography of East and Southeast Asia, Hofstra University, Department of Economics & Geography.  
[http://people.hofstra.edu/jean-paul\\_rodrigue/course\\_eastsoutheastasia.html](http://people.hofstra.edu/jean-paul_rodrigue/course_eastsoutheastasia.html)

## Handout: Threatened Coral Reefs Map



Source: Rodrigue, J-P (2006) The Geography of East and Southeast Asia, Hofstra University, Department of Economics & Geography.  
[http://people.hofstra.edu/jean-paul\\_rodrigue/course\\_eastsoutheastasia.html](http://people.hofstra.edu/jean-paul_rodrigue/course_eastsoutheastasia.html)

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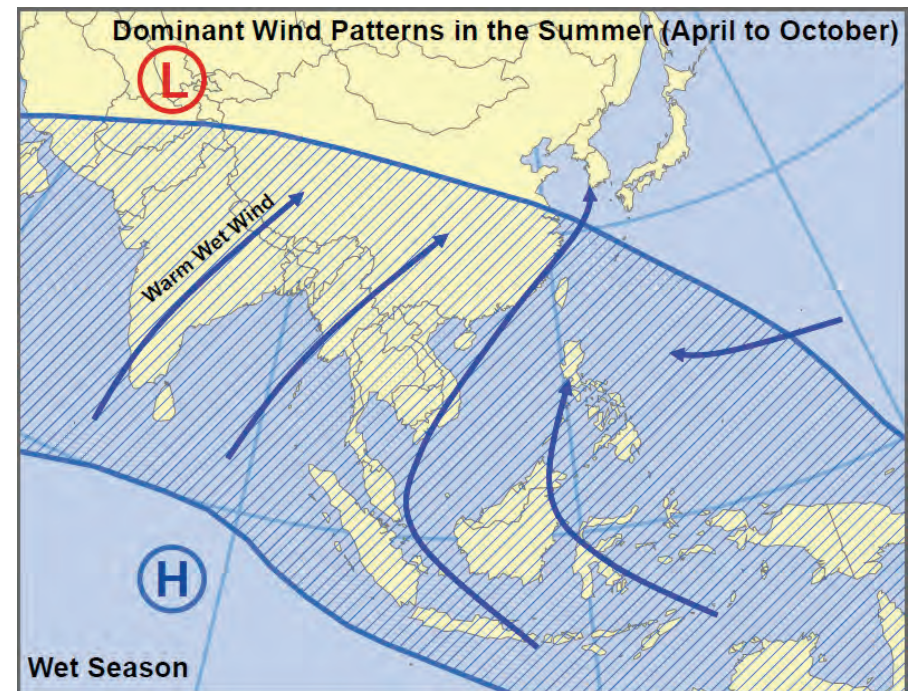
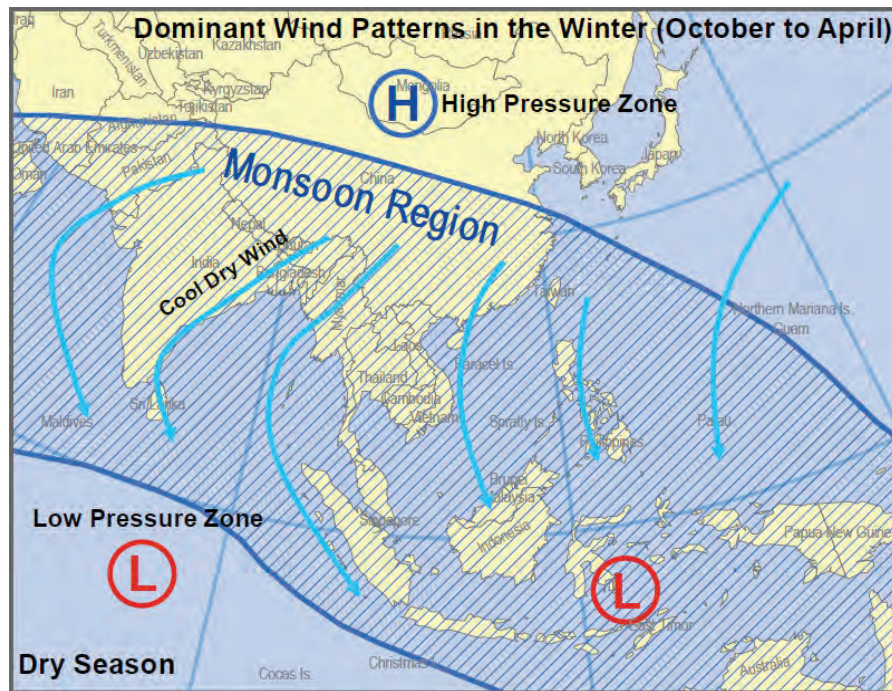
## Handout: Mekong River Basin Map



Source: Rodrigue, J-P (2006) The Geography of East and Southeast Asia, Hofstra University, Department of Economics & Geography.  
[http://people.hofstra.edu/jean-paul\\_rodrigue/course\\_eastsoutheastasia.html](http://people.hofstra.edu/jean-paul_rodrigue/course_eastsoutheastasia.html)



# Handout: Maps of Winter and Summer Monsoon Patterns



Source: Rodrigue, J-P (2006) The Geography of East and Southeast Asia, Hofstra University, Department of Economics & Geography. [http://people.hofstra.edu/jean-paul\\_rodrigue/course\\_eastsoutheastasia.html](http://people.hofstra.edu/jean-paul_rodrigue/course_eastsoutheastasia.html)



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# Handout: Sustainability Project Directions

It is time to show your appreciation for your environment, celebrate it, and find ways to preserve it. Your group of two or three will become experts on an environmental issue, research current solutions, imagine new solutions, and develop a call to action. Then you will create a project together to educate the class, school community. You will create awareness on the effects of this environmental issue locally, regionally, and/or globally. Your collaborative project will be on display during our Earth Day Celebration.

You will encounter new vocabulary during this project and your research. Here are some of the terms that you must know.

## Glossary of Terms:

- Sustainability: Able to be maintained at a certain level for a long period of time
- Consumption: The using up of a resource or materials
- Environmental degradation: The process of depleting the environment and natural world
- Ecosystem: A community of interacting organisms and their physical environment
- Recycling: The practice of converting waste into reusable material

This is a chance to showcase your critical and creative thinking as you design a project such as a poster, news article, a picture book, a trifold brochure, a mural, a scrapbook, a PowerPoint presentation, a podcast, a movie, or any other creative idea that would highlight the environmental issue and your innovative solutions. You must persuade your fellow classmates and your community members to take action and make a difference in our world.

## Steps in the Collaborative Group Project:

1. Select the group members. You must be able to collaborate and cooperate with these people.
2. Come to consensus on an environmental issue that you want research.
3. Develop one or more inquiry question(s) on your issue.
4. Research the issue, the current solutions, and possible solutions.
5. Complete the “Sustainability Project Graphic Organizer” together.
6. Decide which project idea best fits your environmental issue and solution. Come to consensus on your final product.
7. Divide tasks among your group members to work more efficiently. Utilize the strengths of each of your group members to bring your project to life for the celebration (writer, artist, musician, mathematician, actor, athlete, dancer, etc.).
8. Work on putting the project together.
9. Develop a plan for sharing your project with the class, school, and/or community.
10. Practice your presentation.
11. Share what you have learned!
12. Write a reflection after the Earth Day Celebration self-evaluating your participation and identifying what you learned about the environment, becoming a contributing member of the community, working collaboratively, and your learning preferences.

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# Handout: Sustainability Project Graphic Organizer

Group Members Names: \_\_\_\_\_

Directions: Use the graphic organizer to take notes for your collaborative team sustainability project.

<b>Environmental Issue:</b>	<b>Inquiry Question(s):</b>	<b>Current Solutions to Issue:</b>
<b>New Solutions to Issue:</b>	<b>Call to Action:</b>	<b>Project Idea for Spreading Your Message:</b>

## Handout: Sustainability Project Assessment Rubric

Requirement	Excellent (A)	Good (B)	Fair (C)	Needs Improvement (D or F)
<b>Idea Development, Organization, and Coherence</b>	Ideas are extremely well developed with many pertinent details. Ideas are clearly organized. It is very easy to identify the audience and purpose of the project.	Ideas are mostly developed with some pertinent details and some clear organization.	Ideas are somewhat organized but not very clear. It must be read several times to be understandable.	The project seemed a collection of unrelated sentences thrown together with little or no idea development, organization, and coherence.
<b>Content Accuracy</b>	The project contains many pertinent details about the issue and current solutions including facts, statistics, and examples.	The project contains several related details about the issue and current including facts, statistics, & examples	The project contains few accurate details about the issue.	The project has no accurate details about the issue. It is a pure statement of opinion with no factual basis.
<b>Appearance</b>	Carefully assembled with clear organization. Neat with no cross outs. It represents best work and effort.	Some organization, care, creativity, and effort shown. Relatively neat.	Few decorations. Relatively neat.	Sloppily done and thrown together.
<b>Creative Problem Solving</b>	Project idea matches environmental issue and solution extremely well. New solutions to issue show creative problem solving.	The idea for the project somewhat fits with the environmental issue and solution. Shows some creative problem solving.	The project idea fits with the environmental issue a little bit. Shows inconsistent problem solving.	The project doesn't fit with the environmental issue or solution. No creative problem solving evident.
<b>Group Dynamics</b>	Outstanding teamwork with every individual responsible for important contributions to the collaborative project.	Team works well collaboratively together most of the time. Workload is mostly even.	Displays tolerance and works together. Some uneven workload.	Team does not work well together resulting in fights, uneven workload, and sloppy work.
<b>Mechanics: Spelling, Grammar, and Punctuation</b>	There are no errors in grammar, spelling, and punctuation. It is mechanically perfect!	1-2 errors in grammar, spelling, or punctuation, but they do not interfere with communication.	3-4 errors in grammar, spelling, or punctuation some that interfere with communication.	Project is difficult to understand because there are so many errors in grammar, spelling, and punctuation.

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# Sample Lesson Plan: Seeds of Sustainability

*Grade Level/Subject Area:* Lower Secondary/Science and Mathematics

*Overview:* Explain to students that they will be working to design a sustainable garden and analyzing the environmental and economic impacts of such a plan. They will learn that different ways of using resources or producing goods have varying impacts on the environment and human health. They will develop a plan for a sustainable garden or farm, and discuss the pros and cons of such a plan for a larger community.

*Desired Understanding:* Sustainable gardens help the environment and the economy.

*Lesson Objectives:*

- Students will be able to define the term sustainability.
- Students will collaborate with classmates to design a garden that can be used by an entire community.
- Students will conduct research to create a realistic plan for their garden and will analyze the environmental implications of such a plan.

*Essential Questions:*

- How can we maintain a healthy environment responsibly and economically today and in the future? (People, Places, Materials, Ideas)

*Materials/Handouts Needed:*

- Mural/butcher paper, markers, or colored pencils
- Garden research materials
- Outdoor area for planting (if space is available)

*Time Needed:* 5 class periods

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*Glossary of Terms:*

- Composting: Using decayed plant or animal material as fertilizer
- Pesticide: Substance used to destroy insects or organisms that are harmful to plants
- Organic: Foods or production methods that do not involve synthetic pesticides and chemical fertilizers, do not contain genetically modified organisms, and are not processed using irradiation, industrial solvents, or chemical food additives
- Sustainability: Able to be maintained at a certain level for a long period of time

*Anticipatory Set:* Discuss these questions as a class.

- Where does your food come from? (This question could be changed to: *If you had a garden, what might you want to grow?*)
- How could you create a food source for your community and create habitats for local ecosystems?
- How could a community garden could help their families and the local environment? What problems might they run into? (Pros and cons)

*Input:* N/A

*Model:* Create a sample design of a garden including some local plants and explain that you need a description of the garden's purpose (vegetables, herbs, attracting beneficial insects, etc.)

*Procedures:*

Class Periods: spread out over 5 days

- Divide students into groups of approximately four. Have them choose the type of garden they would like to design.
- After deciding which type of garden students would like to create, they will research that garden type. (types of plants, insects that are attracted to those plants, type of soil needed, amount of sunlight per day, space needed, etc.)

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- Groups should then plan out their design. This should include an actual plan for the layout and composition of the garden and how it will be used throughout the school year.
  - Student groups will then create a detailed diagram of their garden on mural paper. The diagram should be accurately spaced and show the measurements for the garden area.

*Guided Practice:* Students should be given guiding questions to help them create their design.

- Where will your garden be located?
- What can be used for pest control that will not harm the environment?
- How many of each type of plant will your garden produce?
- Is your garden designed for a single family, or for an entire community to use?

*Closure:* Each group will present their garden drawing and explain the impacts on both the community and the environment. (e.g., sustainable food source attracts migratory birds, pollinating insects, etc.). Individually, students will complete a reflection about their experience.

*Independent Practice:* For homework, students can do the following:

- Research local agricultural problems (loss of farmland, development pressures, etc.), and find out what is being done about them.
- Write, compile, and illustrate a collection of garden poems and stories.
- Write to an environmental or agricultural organization for information about their work and how to make your garden an eco-friendly one.
- Research and report on how other cultures use and control insects.

*Suggested Assessments:*

- Have students identify a purpose and design a garden to promote it. Designs should include the following: details of garden location; size specifications (diagram); projected costs revealing cost to benefit ratios; description of garden type and justification for type (purpose of

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garden clearly stated); soil type needed; plans for environmentally friendly pest control; and how it will be used throughout the school year. In addition, groups will be assessed based upon a clear analysis of the costs and benefits and feasibility of the plan, and how well members work together during the process. (Summative assessment; Facet 1-Explanation, Facet 3-Application)

- Groups present their plans to the class. Class discussion analyzes the community and environmental benefits as well as costs of the plans. (Summative assessment; Facet 4-Perspective, Facet 5-Empathy, and Facet 6-Self-Knowledge)
- Assessment Extensions: (1) Ask students to compile garden poems and stories along with illustrations to convey the personal and common group values of sustainable gardens (Formative assessment; Facet 2-Interpretation, Facet 4-Perspective, and Facet 5-Empathy); (2) Have students write letters to an environmental or agricultural organization and ask for eco-friendly ideas to incorporate into their gardens. (Formative assessment; Facet 1-Explanation and Facet 3-Application); and (3) Have students complete a research report on how other cultures use and control insects, with findings shared with group members to adapt to current garden plan. (Formative assessment; Facet 1-Explanation and Facet 3-Application)

#### *Summary Questions:*

- How can projects (such as a garden) be designed to promote sustainability in a system?
- How can costs and benefits of sustainability be measured and compared?

*Connecting across the Curriculum:* This lesson ties into an ecology unit. There are also interdisciplinary components to the lesson, including a Language Arts component (reflection writing as well as writing to an environmental or agricultural organization for information about their work and how you can help); Mathematics (measuring the dimensions of the garden plan); and Social Studies (human rights implications – providing solutions to community hunger issues, clean environment).

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# Sample Lesson Plan: Crowded Planet - Population and the Environment

*Grade Level/Subject Area:* Upper Secondary/Environmental and Physical Science

*Overview:* Overpopulation has a devastating impact on the environment. In order to envision a more sustainable future, students need to limit the use of resources and to determine how these resources can be conserved both locally and globally (materials, places). In addition, students need to learn how to effectively recycle those substances that can be used again (ideas).

*Desired Understanding:* Overpopulation has negative effects on the environment.

*Lesson Objectives:*

- Students will learn to identify those parts of their environment that can be recycled.
- Students will find novel and creative ways to recycle those items that can be reused and/or repurposed.

*Essential Questions:*

- What is the impact of an exploding population on the environment? (People, Places, Materials)

*Materials/Resources Needed:*

- Population growth chart for ASEAN nations ([www.asean-ssa.org](http://www.asean-ssa.org))
- Information about local recycling programs
- Paper and color pencils/markers

*Time Needed:* 1 week



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*Glossary of Terms:*

- Overpopulation: A population too large for an area to support
- Sustainable: Able to be maintained at a certain level for a long period of time
- Renewable Resource: A resource that is constant despite use, or that can be replenished
- Non-Renewable Resource: A resource whose quantities are finite
- Environment: The surroundings in which a person, animal, or plant lives
- Recycle: To convert waste into reusable material

*Anticipatory Set:*

- Explain to the students that they will learn how to conserve resources.
- Ask students what environmental problems due to overpopulation exist in your community?

*Input:* Teacher may need to explain some unexpected ways that overpopulation has an impact upon the environment.

*Model:* Teacher shows how to think about the impact of overpopulation based on observation in the community.

*Procedures:*

Class Period 1

- Students will list all the ways that a large population affects the environment in your local community, in your region, and in your country.
- Students will make a list of all possible items that are recyclable in their community.

Class Period 2

- Each student will choose one way that overpopulation affects the environment. They will prepare a presentation about this particular impact,

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reporting on its local, national, regional, and global implications, and researching solutions to mitigate or minimize this impact.

- Working in small groups, students will choose one item from the list of recyclable items generated in Class Period 1, and devise a way to recycle it. All the groups will then work together towards a common goal of developing a recycling program.

*Guided Practice:* N/A

*Closure:* Ask class representatives to present the recycling program to the school administrator or the school board. The class writes reflections based on the feedback and rejection or acceptance of the proposal.

*Suggested Assessments:*

- Ask students to collect data and create a presentation about a way in which overpopulation affects the local environment and greater community or country. Instruct students to work in groups to interpret this information and seek out patterns associated with population growth and natural occurrences in the environment. Ask groups to share their analysis with the rest of the class. (Formative assessment; Facet 2-Interpretation)
- Instruct groups to conduct mini-research and create a short presentation on one selected item that could be recycled or repurposed. (Formative assessment; Facet 3-Application)
- Ask the whole class to collaborate in creating a recycling program proposal that is feasible, supported by accurate and timely research on the current use and availability of renewable and non-renewable resources in the community and in the country, and focused on addressing overpopulation and the environment. Have class representatives present the proposal to their peers as well as to the school administrator or school board, for acceptance or rejection. Finally, instruct students to write personal reflections to share their thoughts on this process of creating and presenting this recycling program to the larger school community, with understanding of how leaders make decisions at various levels in community. (Summative assessment; Facet 3-Application, Facet 4-Perspective)

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*Summary Questions:*

- What are the various effects of overpopulation on the environment?
- How can daily practices such as recycling lessen a population's impact on the environment?
- What are the challenges and opportunities for implementing innovative solutions for sustainability?

*Connecting across the Curriculum;* This lesson can be connected to Math in measuring resources, consumption, and waste. It can also relate to Theme 1: Knowing ASEAN, History and Social Studies by examining ASEAN policies and goals regarding the use of resources and population growth; Theme 3: Connecting Global and Local, by looking at the effects of consumption and waste on distant populations and environmental viability across the globe; and it can connect to Theme 4: Equity and Justice in lessons about Science as well as Civic and Moral Education.

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# Sample Lesson Plan: Common Lines - Universal Themes in Poetry

*Grade Level/Subject Area:* Upper Secondary/Languages and Literature

*Overview:* Students will read several poems from various time periods and cultures that celebrate a common theme. Students will notice stylistic choices. Students will also discover similarities and differences over time. Ultimately, students will notice differences and commonalities among different cultures' responses to a particular universal theme. Teachers may select a universal theme such as: friendship; happiness; love; death; justice versus injustice, etc.

*Desired Understanding:* Some themes in poetry are universal and enduring.

*Lesson Objectives:*

- Students can identify the main idea of a poem.
- Students can identify particular lines in the poem that help convey an overall message about a particular theme.
- Students can identify the common theme written about in a particular poem.
- Students can make connections between poems written about a common theme.
- Students can identify similarities and differences between poems as it relates to the common theme .

*Essential Questions:*

- How do poets from different cultures write about a common theme? (People, Place, Ideas)
- What do the similarities and differences of these perspectives reveal about the cultures? (People, Ideas)

*Materials/Resources Needed:*

- Copies of the poems that deal with universal themes (i.e, love, friendship, sadness, death, happiness, etc.)

- 
- Poem Comparison Chart
  - Pen and paper

*Time Needed:* 3 class periods

*Glossary of Terms:* N/A

*Anticipatory Set:*

- Put the common theme that you will read about on the board.
- Ask students to write about their reactions and/or feelings about that theme. Students can also illustrate a visual response.

*Input:* Poems and background information on the poet and the context in which s/he wrote the poems.

*Model:* The teacher can begin by reading a poem out loud and offering an initial impression of one line as a way to model this sort of thinking and reacting.

*Procedures:*

Class Period 1

- Pass out the first poem and instruct students to. Read the poem through once, slowly. Do not make any marks or notes on this reading; simply get an overall understanding of the poem. In one or two sentences try to write a statement of what you think the subject of the poem is. Try also to briefly state what the narrator seems to be saying about the subject. What did you understand, think or feel after your first reading?
- Read the poem a second time, marking the text and making marginal notes. Re-read what you wrote for #1 and write a revised statement. As you read the poem a second time, marking it, what insights do you have?
- Use these questions to think through the poem more specifically:

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- What questions do you have?
  - What words/phrases are confusing?
  - What words/phrases help your understanding?
  - What words/phrases seem important? Can you tell why?
  - What feelings does the poem evoke for you? Why? (Is there a specific line or phrase that makes you feel that way?)
  - What meanings do you feel the poem is expressing?
- Facilitate class discussion in which you have each student share questions and ideas about the poem. Help move the group to a common understanding about the poem's message about the particular theme.
  - Share background information about the poet, cultural context, and the time period in which the poem was written.
  - Have students record information on the Poem Comparison handout.

### Class Period 2

- Pass out a second poem about the same theme. Select a poem from a different culture.
- Repeat the same steps from Class period 1 in order to help students make sense of this new poem.
- Have students record information on the new poem on the Poem Comparison handout.

### Class Period 3

- Select as many other poems about this theme as you feel appropriate for your students. This lesson can work very well with just two poems, but could also work with 3 or more poems all about the same theme.
- Ultimately, students will reflect on the Poem Comparison chart and draw some conclusions about different cultures' responses to the universal theme. They will write a paragraph (or more) documenting these observations and draw some conclusions. (See "closure" activity)

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*Guided Practice:* Interpretative readings, analysis, and comparison of the poems.

*Closure:* Students will reflect on Poem Comparison Chart. They will write a paragraph (or more) comparing at least two poems. They should draw some conclusions about the similarities and differences between the two cultures' response to the universal theme.

*Independent Practice:* Have students complete the Poem Comparison chart as a way to check for individual understanding of the poems discussed.

*Suggested Assessments:*

- Ask students to write and illustrate initial responses to a common universal theme. Instruct students to revise their statements after hearing the poem for the second time, focusing on new insights, feelings and emotions evoked, questions that were raised, and words/phrases that seem significant to the theme of this poem. (Formative assessment; Facet 2-Interpretation, Facet 4-Perspective, and Facet 6-Self-Knowledge)
- Ask class to discuss their reactions to the poem and to fill in a Poem Comparison chart, adding background information on the poet, time period, and cultural origin of the poem as it is supplied. This chart should also include reactions and questions posed with each poem read. (Formative assessment; Facet 2-Interpretation, Facet 4-Perspective, and Facet 5-Empathy)
- Ask students to write one or more paragraphs on two or more poems focused on a single theme. Student reflections should address the similarities and differences between the cultures' response to the universal theme in the form of poetry, with conclusions drawn and associations made with historical examples and the blossoming of creativity due to affluence or hardship. (Summative assessment; Facet 2-Interpretation, Facet 4-Perspective, and Facet 5-Empathy)

*Summary Questions:*

- What are some examples of universal themes?
- How can the same universal themes be treated differently in poems?

*Connecting across the Curriculum:* This lesson can connect to History and Social Studies by analyze poems in their specific historical contexts and contrast this with the “universal” themes.

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## Handout: Poem Comparison Chart

Group Members Names: \_\_\_\_\_

Directions: Use this chart to document your findings about the particular poems you read and study in class.

<b>Poem title and author</b>	<b>Universal theme and a particular line from the poem that expresses something important about that theme</b>	<b>Overall message about the universal theme expressed in the poem</b>	<b>Cultural information about the poet/poem and time period</b>



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# Sample Lesson Plan: Balance in the Biome

*Grade Level/Subject Area:* Upper Secondary/Science

*Overview:* There are indigenous species within every habitat that have a characteristic biotic potential dependent upon the environment's carrying capacity. Each country has populations of animals and plants that are affected by the "ideal conditions" in which they are influenced, such as: features of the natural environment; predators; competition; toxins in the environment; and population growth. All these factors can create exponential growth, stability, and death phases in specific populations. There is a limit to the number of individuals that can occupy one particular area at a given time. This is referred to as the carrying capacity (K) in a specific biome.

*Desired Understanding:* Flora and fauna have adapted to local environments and they are dependent upon them for survival. People's economic as well as physical well-being is also dependent upon local environments.

*Lesson Objectives:*

- Students will identify through research three major fauna that are indigenous to their specific area. They will also locate the major plant/tree that dispersed throughout their local communities and biome.
- Students will link major physical characteristics of local flora and fauna, explain in what ways the people in their community are dependent upon these species, and possible consequences if these populations were to dwindle or rapidly increase. They will also make statistical calculations and use these to project how the depletion of these populations would affect the economic resources of their country.

*Essential Questions:*

- Why is organisms' ability to adapt to local environment important for people? (Materials, Places)

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*Materials/Resources Needed:*

- Map of Biomes of Southeast Asia
- Logbook to record data and diagram indigenous species and to keep a running count of the individual populations in their local area
- Graph paper to create linear graphs of the various populations' growth within the last decade
- Maps of the local area as well as the complete biome the students' country
- String and posts to create three ten-meter square sampling areas and meter sticks

*Time Needed:* 2 weeks (3 class periods, plus additional time for observation, data collection, and research)

*Glossary of Terms:*

- Population: A group of individuals of one species living in one area that can interbreed and interact with each other
- Community: All the organisms living in one specific area
- Ecosystem: All the organisms in a given area as well as their dependency on the abiotic factors they interact with for survival
- Abiotic factors: Nonliving and include temperature, water, sunlight, wind, rocks, and soil
- Biotic potential: The maximum rate in which a population would increase under ideal conditions
- Extinction: The demise of a particular population due to a natural disaster or competitor or lack of resources for survival
- Transect: A sample area (of vegetation, for example), which is usually in the form of a long continuous strip
- Food Chain: Pathway in which energy is transferred from one trophic level to the next
- Trophic level: Feeding level
- Biome: An extremely large area of Earth whose distribution is dependent upon rainfall and temperature in an area. The vegetation and animals are specific to these regions.

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*Anticipatory Set:*

- What three major animal species play a major role in your life and why?
- What plant/tree is indigenous to your local community that is a necessity to your community's survival?
- Have you seen an increase, decrease, or cyclical pattern to the carrying capacity of these four populations you are studying? How do they interact with each other? With humans?
- With the utilization of abiotic factors in their region?
- How would the depletion of one or all of these populations affect the economy in your area?
- Has the environment played a role in the destruction or over development of one of these species due to the weather or a natural disaster?
- How can you help to maintain a stability in your village with these three main animal populations and the vegetation found in your area so that the carrying capacity remains at a stable cycle?

*Input:* Teacher must explain how to keep concise, accurate records in logbooks of these species including diagrams, traits, characteristics, habitats, and descriptions of all observations. Must also show how to create a transect and to map out their findings as well as chart linear graphs and make predictions as to the future survival of these species.

*Model:* A ten meter by ten meter perimeter is measured and roped off with twine or string. The students can tally results of the tree numbers and learn how to find significant species that they have chosen that are indigenous to their area. This can be accomplished in a coastal community in a low tide area as well. Graphing and log bookkeeping should be demonstrated and practiced throughout the year utilizing the scientific method.

*Procedures:*

Class Periods over 2 Weeks (Timing of lessons can be completely controlled by the teacher and spaced out accordingly)

- Research the three key animal populations found in your region and keep careful observation of their habitats, interactions with other

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organisms, and where they are found on the specific trophic level. A logbook should be necessary to document all evidences.

- Research and natural observation of the main vegetation in your village should be observed and samples should be taken.
- Data should be collected on the biome of the region and flora and fauna should be compared to their findings in their local area.
- Students can create transects in various areas using the information supplied above. Samplings and counts of vegetation and animals should be tallied in the 10 meter by 10 meter transects. Students reconvene in the classroom and exchange information in a cooperative setting.
- Students should research how these organisms affect their environment and the economy of their country.
- Students may conclude together how extinction or endangered capacity of this species could affect their lives as well as the economy.

*Guided Practice:* Research, transect building, log book upkeep, and graphing skills should be led by the teacher.

*Closure:* A brainstorming session to continue the student study should be pursued and guided by the instructors.

*Independent Practice:* Logbook with diagrams, descriptions, and research should be collected weekly and reviewed to keep students on track.

Photographs or diagrams of the transects can be inserted into the logbook. Graphing assignments, diagrams of the food chains of the organisms chosen can be mapped out. Students create individual presentations on the extinction or endangered capacity and possible effects on their lives as well as the economy.

*Suggested Assessments:*

- Ask students to record their observations and research of animal populations and vegetation in their science notebooks. These should be detailed and comprehensive relating to flora (at least one significant indigenous plant/tree identified) and fauna (at least three major fauna indigenous to the specific area). They can include counts, graphs, photos, critical analyses, evidence-based conclusions, and insightful and creative recommendations for sustainability of these organisms. These notebooks can be assessed for accuracy of research content, preciseness with data collection, mastery of the scientific process, critical analyses based on comparisons of key flora and fauna populations in the

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specific area with population counts of the complete biome of the country, and predictions of how a local economy can be affected, based on potential increase, decrease, or cyclical patterns of flora/fauna populations in the area. (Summative assessment; Facet 1-Explanation, Facet 2-Interpretation, Facet 3-Application, and Facet 4-Perspective)

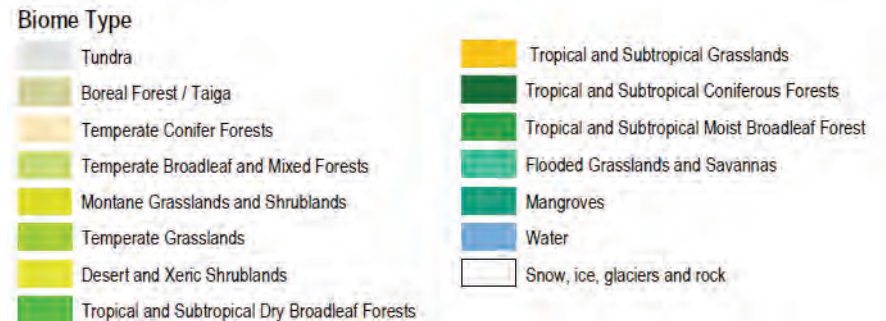
- Ask students to participate in ongoing group and class discussions to share data and analyses, insights, and build cooperation skills. These brainstorming and sharing sessions can continue throughout the span of the lesson and beyond. (Formative assessment; Facet 4-Perspective, Facet 5-Empathy, and Facet 6-Self-Knowledge)
- Ask students to create presentations based on the capacity in their biome for a specific species. These should include how local ecosystems, people, and economies will be affected if the species collapses, and have recommendations for preventing extinction of indicator species and encouraging biological diversity in the local environment and country. (Summative assessment; Facet 3-Application, Facet 4-Perspective, and Facet 5-Empathy)

*Summary Questions:*

- How are local flora and fauna adapted to the ecological surroundings in your area?
- What are some likely effects on people and economies if these flora and fauna became severely depleted?
- What can be done to sustain these populations?

*Connecting across the Curriculum:* Students can connect this to History and Social Studies as they see how changing environments and availability of resources affected societies through history. They can also compare to ASEAN's policies around the environment in Theme 1: Knowing ASEAN.

# Handout: Biomes of Southeast Asia Map



Source: Rodrigue, J-P (2006) The Geography of East and Southeast Asia, Hofstra University, Department of Economics & Geography. [http://people.hofstra.edu/jean-paul\\_rodrigue/course\\_eastsoutheastasia.html](http://people.hofstra.edu/jean-paul_rodrigue/course_eastsoutheastasia.html)

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# Sample Lesson Plan: Plans and Provisions - Preparing for Disasters

*Grade Level/Subject Area:* Upper Secondary/Science

*Overview:* ASEAN nations have been pummeled by natural disasters such as tsunamis, typhoons, earthquakes, and annual monsoon seasons. Regional populations have been weakened or relocated due to these natural disasters. Students will learn about the effects of these catastrophes on land, agriculture, economy, population, and perseverance of their own people and those in nearby countries.

*Desired Understanding:* The after-effects of disasters on the people and their communities both economically and personally can be mitigated.

*Lesson Objectives:*

- Students may identify the various natural disasters prominent in their own area.
- Students can comprehend and depict areas on maps that are susceptible to catastrophes due to geological concerns i.e. fault line boundaries.
- Students can brainstorm ways of dealing with and supporting each other before, during, and after natural catastrophes happen.

*Essential Questions:*

- How can people minimize disruption to daily life, economic activity, and culture after a disaster? How are economics affected and exchange in trade with other countries? (Place, Materials)
- What types of disasters have ravaged your land in the past and how have people dealt with it? (Place, People)

*Materials/Resources Needed:*

- Ring of Fire Earthquake Map
- Maps of Volcanoes in Southeast Asia
- Web links to video footage of recent natural disasters in Southeast Asia

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- Web links to articles on recent natural disasters in the ASEAN region
  - Large paper for mapping activities, markers, paints, brushes
  - Wooden plywood, nails, dowels or sticks

*Time Needed:* 7 class periods

*Glossary of Terms:* Definitions of key terms involved in natural disasters.

*Anticipatory Set:*

- What natural disasters are common to your country?
- What supplies should you have to ensure safety for you and your family?
- How can you help to ensure the safety of the whole community?

*Input:* Teacher will need give examples of a wide range of natural disasters, perhaps connecting this to current events in the news.

*Model:* Maps should be displayed of volcanic regions. Climate maps should also be displayed depicting monsoon areas. Video footage of earthquakes, volcanoes, and tsunamis can be viewed to exemplify and warn students of the real possible dangers that could occur (technology permitting).

*Procedures:*

Class Period 1

- Working in small groups of four, research and discuss a natural disaster that could occur in your community. Keep a log sheet that states the natural disaster, its cause geologically, and the damage that can be done by such a disaster.



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### Class Period 2

- Present your findings to the class and have students take notes on one another's data.
- Have an open discussion and collaborate creating a class map of ASEAN countries displaying volcanic regions, climate depicting monsoon areas, fault line boundaries, etc., along with recent catastrophic natural disasters. Prompted by the teacher, each student can identify a current catastrophic event by disaster type, and its location on the class map with a symbolically colored peg/tack associated with the disaster type. Students can participate in a discussion on the types of disasters ravaging their homeland in the recent past and how these events affect people and their communities both economically and personally.

### Class Periods 3-7

- Travel with small group after school around your immediate surrounding and create a map of the area. Include main roads or passages into and out of town/your home.
- Brainstorm with your group to find safety routes for evacuation to highlands, civic centers, schools, etc. The teacher should distribute the maps of the local areas to students.
- Return to school with your evacuation plans and create a cooperative learning session by placing one of each of the four students in each group and place them with others from each group. Students will explain their campaign for evacuation to the other three students and choose the best.

*Guided Practice:* N/A

*Closure:* Students create informational pamphlets of their evacuation plans with and distribute to the class, family, and others in the community.

*Independent Practice:* N/A

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### *Suggested Assessments:*

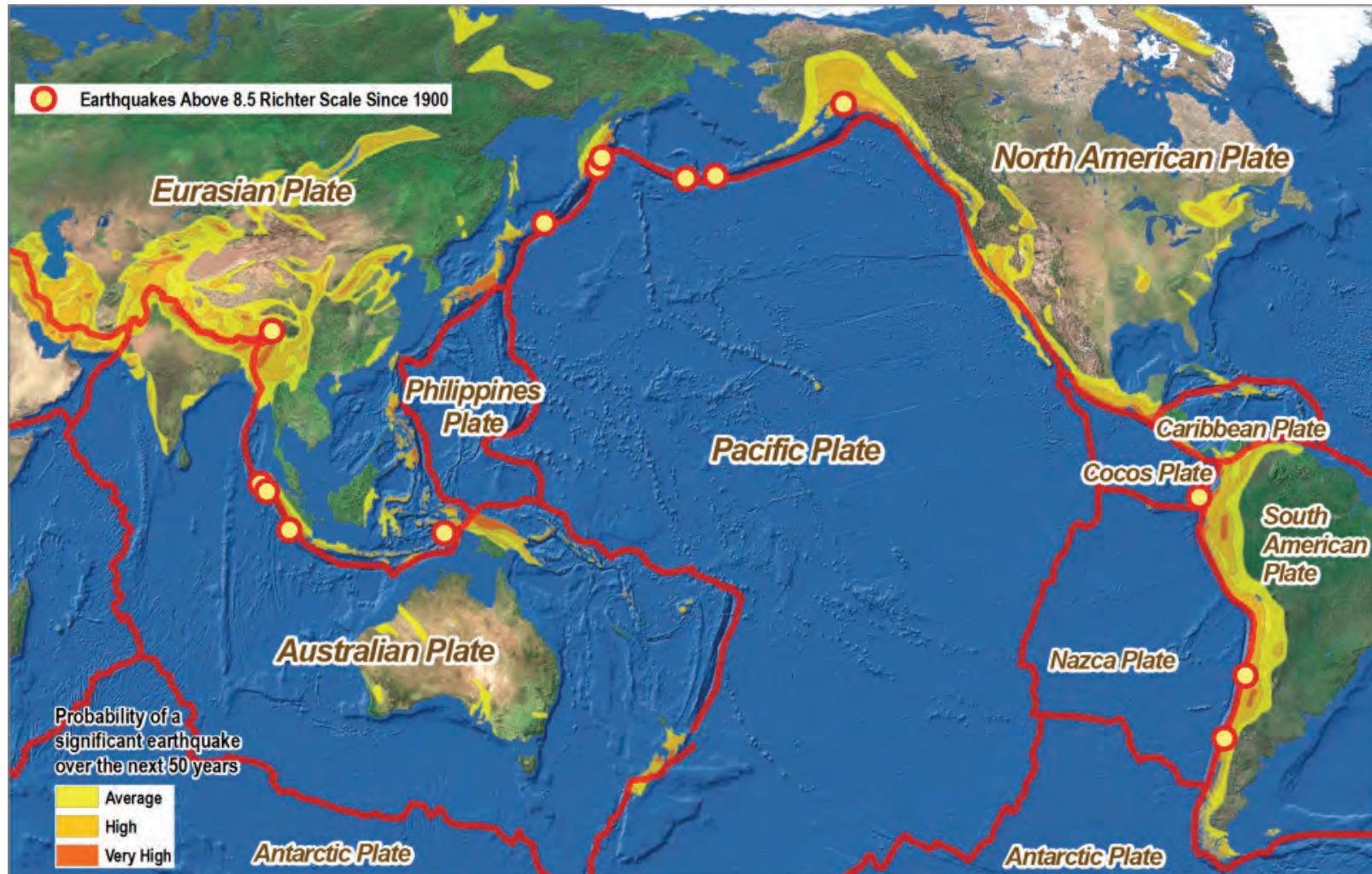
- Have students form groups to research and discuss the threat of natural disasters in the community. Have students keep a log sheet recording types of disaster, causes, and possible damage. Ask student groups to present their findings to the class, with groups revising their log sheets as they see fit. (Formative assessment; Facet 1-Explanation, Facet 2-Interpretation, and Facet 5-Self Knowledge)
- Ask students to contribute to of class map of ASEAN countries and disaster zones. Initiate a discussion on the threat of disasters in the community. (Formative assessment; Facet 1-Explanation and Facet 2-Interpretation, Facet 4-Perspective, and Facet 5-Empathy)
- Have students research, design, and present evacuation routes. Maps should include details of main roads and passages in and out of town and students' homes. (Summative assessment; Facet 1-Explanation, Facet 2-Interpretation, Facet 3-Application)
- Ask students to create informational pamphlets on their evacuation plans. These should show extrapolation of data and interpretation of research (individual and community responses to the selected natural disaster that has happened in the recent past). These pamphlets will be shared with classmates during the cooperative learning session and also with family and others in the community. (Summative assessment; Facet 1-Explanation, Facet 2-Interpretation, and Facet 3-Application)

### *Summary Questions:*

- How do climate and/or weather-related natural disasters endanger our community?
- How can we identify potential natural disasters and how can local communities prepare for them?
- What is the role of information and public education in preparing for disasters?

*Connecting across the Curriculum:* This lesson can connect to others in Theme 1: Knowing ASEAN, particularly History and Social Studies where students may learn about regional cooperation before and after the formation of ASEAN. It can also be connected to Social Studies in Theme 3: Connecting Global and Local as students examine the effects on global economies or social conditions that arise in the wake of local disasters.

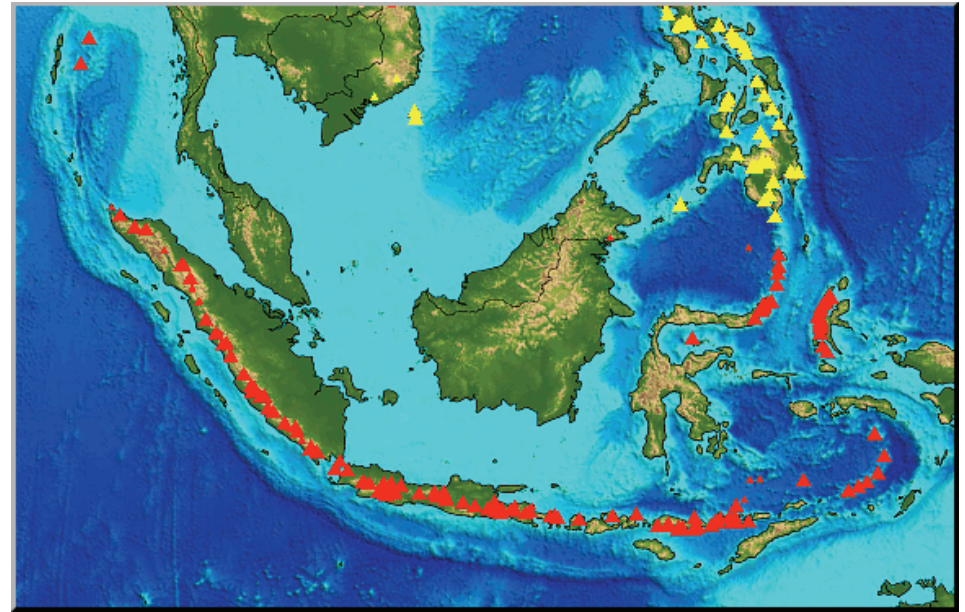
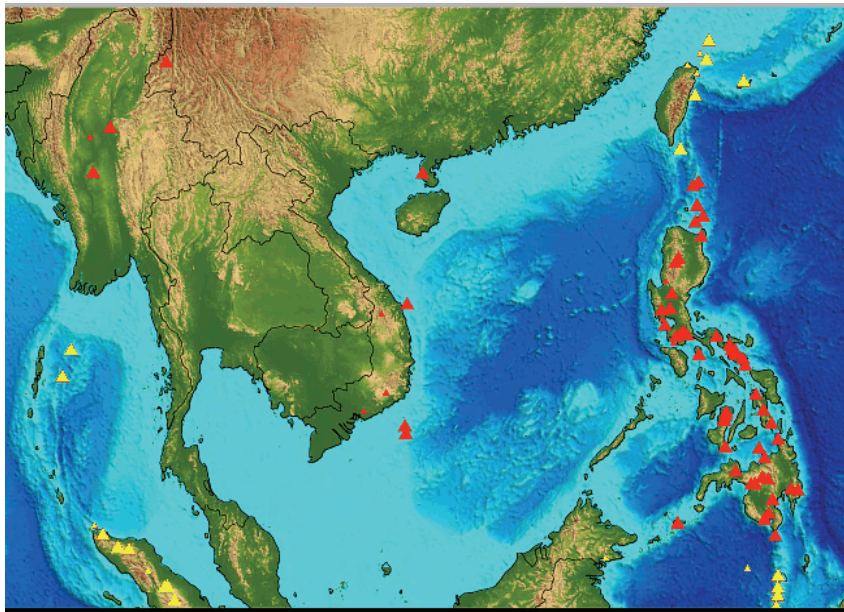
# Handout: Ring of Fire Earthquake Map



Source: Rodrigue, J-P (2006) The Geography of East and Southeast Asia, Hofstra University, Department of Economics & Geography. [http://people.hofstra.edu/jean-paul\\_rodrigue/course\\_eastsoutheastasia.html](http://people.hofstra.edu/jean-paul_rodrigue/course_eastsoutheastasia.html)



## Handout: Maps of Volcanoes in Southeast Asia



Source: Smithsonian Institute/ Global Volcanism Program  
[http://www.volcano.si.edu/world/find\\_regions.cfm](http://www.volcano.si.edu/world/find_regions.cfm)

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# Handout: Weblinks to video footage of recent natural disasters in Southeast Asia

## **Tsunami in Indonesia in 2004**

- [http://www.youtube.com/watch?v=wAF\\_-hMyreY&feature=related](http://www.youtube.com/watch?v=wAF_-hMyreY&feature=related)
- <http://www.youtube.com/watch?v=0NfKZAiWRoE>

## **Mt. Merapi Volcano Eruption in Indonesia in 2010**

- <http://www.youtube.com/watch?v=aIkyyU5ohow&feature=relmfu>
- <http://www.youtube.com/watch?v=qThv94jyAAg&feature=relmfu>
- <http://www.youtube.com/watch?v=LVitigd74lM&feature=relmfu>

## **Earthquake & Tsunami in Indonesia in 2012**

- <http://www.youtube.com/watch?v=ag-SCzzxIT0>
- <http://www.youtube.com/watch?v=n7vIF-WAH5A&feature=relmfu>

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# Handout: Articles on recent natural disasters in the ASEAN region

## Earthquake and Tsunami in Indonesia in 2004

- [http://articles.cnn.com/2004-12-27/world/quake.facts\\_1\\_magnitude-quake-quake-and-tsunamis-chile?\\_s=PM:WORLD](http://articles.cnn.com/2004-12-27/world/quake.facts_1_magnitude-quake-quake-and-tsunamis-chile?_s=PM:WORLD)
- <http://geology.about.com/od/historicearthquakes/a/aasumatra.htm>
- <http://www.dosomething.org/tipsandtools/11-facts-about-2004-indian-ocean-tsunami>

## Earthquake in Java in 2006

- <http://www.guardian.co.uk/world/2006/may/27/indonesia.jamessturcke>

## Earthquake in Indonesia in 2009

- <http://suite101.com/article/indonesia-earthquake-september-2009-a145244>
- <http://suite101.com/article/sumatra-earthquake-september-30-2009-a154594>

## Flooding in Thailand in 2011

- <http://www.bbc.co.uk/news/world-asia-15610536>
- [http://www.huffingtonpost.com/2011/11/20/thailand-flooding-2011-death-toll\\_n\\_1103930.html#s486771](http://www.huffingtonpost.com/2011/11/20/thailand-flooding-2011-death-toll_n_1103930.html#s486771)

## Earthquake and Tsunami in Indonesia in 2012

- [http://articles.cnn.com/2012-04-11/asia/world\\_asia\\_indonesia-earthquake\\_1\\_tsunami-warning-center-magnitude?\\_s=PM:ASIA](http://articles.cnn.com/2012-04-11/asia/world_asia_indonesia-earthquake_1_tsunami-warning-center-magnitude?_s=PM:ASIA)
- <http://abcnews.go.com/International/powerful-86-magnitude-earthquake-triggers-significant-tsunami-damage/story?id=16113621#.T9pVN-1Lu6So>

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# ASEAN Member State Information and Statistics

See ASEAN web pages <[www.asean.org/18619.htm](http://www.asean.org/18619.htm)> and <[www.asean.org/publications/ACIF2010.pdf](http://www.asean.org/publications/ACIF2010.pdf)> for additional ASEAN Member State information and statistics, such as:

- ASEAN population, territory, and economy 2009 (Table 1, ACIF 2010)
- Export and import by member states (Table 12, ACIF 2010)
- Trade value by selected trade partner countries (Table 14 and 15, ACIF 2010)
- Top 20 ASEAN exported and imported commodities (Table 25 and 26, ACIF 2010)
- Trend in ASEAN exports of its seven priority integration sector products (Table 26 and 27, ACIF 2010)
- Foreign direct investment inflow into ASEAN by source country (Table 37, ACIF 2010)
- Trend in tourist arrivals by host country and arrivals by country of origin (Table 33 and 35, ACIF 2010)
- ASEAN Internet subscribers/users and cellular/mobile phone density (Table 36 and 37, ACIF 2010)
- Distribution of ASEAN population by age group (Table 38, ACIF 2010)
- Percentages of population living under PPP\$1.25 and \$2 a day and poor population based on National Poverty Line (Table 39 and 40, ACIF 2010)
- Life expectancy and infant mortality rate (Table 42 and 43, ACIF 2010)
- Government health expenditure as percentage of GDP (Table 44, ACIF 2010)
- Adult literacy rate 15 years old and above; primary school enrollment rate (Table 46 and 47, ACIF 2010)
- Unemployment rate and labor force participation rate by gender (Table 48 and 49, ACIF 2010)
- Employment by sector and occupation (Table 50 and 51, ACIF 2010)
- Population with access to safe drinking water (Table 52, ACIF 2010)
- Population with access to sanitation facilities (Table 53, ACIF 2010)
- Protected areas as percentage of total land area (Table 54, ACIF 2010)

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# Credits

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