

Teacher Introduction

About this Book

ASEAN: a social science course for ASEAN citizens is a coursebook for those interested in the Association of Southeast Asian Nations.

ASEAN is becoming increasingly relevant to the lives of individuals living in Southeast Asia, as ASEAN seeks to more closely integrate ASEAN countries through their three Communities.

Aims of the Book

This course aims to take a critical look at ASEAN in three broad areas:

- the history of Southeast Asia as it relates to ASEAN
- the structure of ASEAN
- issues facing ASEAN and Southeast Asia

It is designed to promote critical thinking and practice important skills necessary for social science learners. It encourages reflection upon individual beliefs and values through discussion, roleplays and debates.

Structure of the Book

The book is split into three chapters, covering these topic areas. Each section contains a number of standard components for ease of teaching. They are:

- previews
- exercises
- activities
- discussions
- Focus on... texts

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

Exercises and Activities check students' understanding and application of useful social science skills. Key knowledge and skills goals are listed in the learning goals at the start of each chapter.

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

Focus on .. texts look at specific situations which relate to the main topic. They are practical examples of the topic in action, or case studies about how the topic relates to a specific country (or countries) in Southeast Asia.

End of Chapter/Course Activities

At the end of each chapter is one or more activities which aims to conclude the chapter through timelines, mind-maps, debates or other group or individual work. These will help students review what they have learned, practice additional skills, apply skills and knowledge to their own situations and communities, and provide opportunities for further research.

Chapter Themes and Learning Goals

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

Glossary

This book has a country-specific glossary in it. The glossary in this book is designed for Myanmar learners. For other glossaries, please contact Mote Oo Education.

Instructions and Answer Key

This teacher's book contains full instructions and an answer key for all exercises, activities and discussions. Where there are open questions, possible answers are generally provided, unless answers are specific to each student's individual context.

Regional Maps and DVD

In order to be as complete a resource as possible, this book has three high-quality, full-colour regional maps in the back, and comes with a video and data DVD. The DVD has 15 short videos related to the topics, and many PDFs and HTML websites with additional data. Some are original source documents, such as the ASEAN Charter and the UDHR, others are reports, news stories, opinion pieces and other interesting and informative items.

Further Information

Mote Oo Education has published a range of teacher resources. Go to **moteoo.org** for more information and to download our books.

Join our Facebook group and like our Facebook page for up to date information about new books, trainings and other information.

<https://www.facebook.com/groups/moteoo/>
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1.1 Where is Southeast Asia?

Preview:

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

Answer:

Africa, Asia, Europe, North America, South America, Australia/Oceania, Antarctica

Exercise:

- Students read the text.
- They answer the questions.

Answers:

1. False. Asia is usually divided into six sub-regions.
2. True
3. False. It is in South Asia.
4. False. South Asia is further west, and includes India and Bangladesh. Southeast Asia is further east, and includes the Philippines and Indonesia.
5. False. Taiwan is in East Asia.

Exercise:

- Students write the sub-regions on the map key.
- Encourage them to use the reference map at the back of the book if they need to.

Answers:

1. Northern Asia
2. Central Asia
3. Western Asia
4. East Asia
5. South Asia
6. Southeast Asia

1.1.1 Mainland and Maritime Southeast Asia

Preview

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

Answers:

- related to the oceans, sea, ships, etc
- a large area of land, part of a continent, not an island

Exercise

- Students read the text.
- They answer the questions.

Answers:

- western mainland
- maritime
- eastern mainland
- eastern mainland
- maritime

Activity

Answers:

- Students classify the countries in the table.
- Encourage them to use the reference map at the back of the book if necessary.
- Note: Many academics consider all of Malaysia maritime Southeast Asia. For the purposes of this course, we have decided to classify West Malaysia as maritime Southeast Asia.

Mainland Southeast Asia		Maritime Southeast Asia
Western	Eastern	
(West) Malaysia	Cambodia	Brunei
Myanmar	Laos	(East) Malaysia
Thailand	Vietnam	East Timor
		Indonesia
		The Philippines
		Singapore
		Papua New Guinea

Discussion

Possible Answers:

Buddhism was able to spread over land from India and Chinese influences. It also came out of Hinduism. The Khmer kingdom, for example, in modern-day Cambodia, was a major Hindu kingdom which became Buddhist and contributed to Buddhist influence on the mainland.

Islam spread through trade routes by sea, so areas with major sea ports and trading centers were more likely to encounter Islam and be influenced by it. Many Muslim traders also settled in these areas.

EXTRA ACTIVITY

Make a Map

- In groups, students draw a map of their country. On the map they mark:
 - all the things that make them think 'mainland' (e.g. mountains, land border, rice farms);
 - all the things that make them think 'maritime'. (e.g. beaches, ports, places where there are water activities). Its likely that every country will have mainland and maritime features;
 - places that have been influenced by their 'mainland' or 'maritime' circumstance. For example, a cultural celebration or an important trading area.
- Groups present their maps to the class.

1.2 Ancient Southeast Asia

Preview:

Possible Answers:

- As a class or in groups, discuss the questions.
1. Migration is when people move from one area to another. Migration can be from one country to another or one town to another. It can be permanent or temporary. In ancient times, entire groups of people migrated permanently to parts of Southeast Asia.
 2. There are many reasons why people migrate. Sometimes people migrate for work; to escape violence; to be with family and friends; or because of a natural disaster like a flood or an earthquake.

Exercise

- Students read the text.
- They answer the questions.

Answers:

1. The Khmer and Mon
2. The Khmer brought farming to Southeast Asia and taught it to the Thai
3. The Thai Kingdoms of Ayutthaya and Sukhothai
4. Srivijaya and Singapura

Exercise

- Students use the map to identify the kingdoms and empires.

Answers:

1. Vietnam
2. Laos (and parts of Cambodia and Thailand)
3. Myanmar

Activity

1. Students find their hometown on this map. Which kingdoms would they have lived in?
2. In groups, they discuss how they would feel about this kingdom.
 - Proud to belong to a powerful empire?
 - Annoyed because an empire had taken over their town?
 - Perhaps they would not know or care about this empire, as their town was a long way from the centre, and their lives involved their people and their community?

Discussion

Possible answers:

1. Migrants bring new ideas to new countries. They can add to the culture of a country or a region. They bring new languages, religions, customs or foods etc.
2. Not all migrations in the past were peaceful. Sometimes new groups of people came to take over or control an area and that caused conflicts with the people who already lived there.
3. past migrations have influenced the languages, religions, cultures, and food and drink of countries today.

Past kingdoms and empires have influenced the size and the territory of countries today.

Wars over territory and borders in the past can cause problems between those countries today.

Past monarchs are a source of pride for some countries.

4. Smaller ethnic groups without major empires, like Hmong, Kachin, Cham, Acehnese, Tagalog etc.
5. These groups did not create empires and take control over other groups, so they did not have a chance to write history to be read by others. They were often dominated by other groups. To learn about them, we have to talk to people from that group, read translations of their literature and history, hear their traditional music, and interview elders.

EXTRA ACTIVITY

Describing migration

1. Individually or in pairs and groups, students choose one of the five groups: Vietnamese, Mon, Khmer, Tai/Thai, Bamar.
2. They draw an outline of a Southeast Asia map.
3. They draw arrows showing where this group might have migrated from, and the places where they settled, lived and had influence.
4. They answer these questions, giving as many examples as possible.
 - What did they probably see during their migration?
 - What did they learn from other people they met?
 - What kind of things did they share with other people they met?

1.3 Trade and Trade Routes

Preview

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

Possible answers:

1. buying and selling and moving things from one place to another place for sale
exchanging something for something else
2. frequently used roads or sea lanes on which valuable goods are taken long distances for sale

Exercise

- Students read the text.
- They answer the questions.

Answers:

1. Kings and sultans could gain wealth and power if they controlled the trade routes.
2. The weather in the Indian Ocean was very dangerous for trading ships; the Straits were safer.
3. Portugal

Activity

1. Students plan a trading route based on the map. Coming from India (top left of the map), they decide the best way to visit all the places.
2. In pairs, Partner A describes their trading route, while Partner B follows it on the map.
 - They discuss what might be difficult about this route and what are the advantages of it.

Discussion

Possible answers:

1. Yes, because countries still need to trade with each other by sea. Countries that control trade routes like the Straits of Malacca or the South China Sea still have power over trade.

No, because countries can ask for permission to use those sea trade routes.
2. Today, countries don't attack each others' ships that are carrying goods. Most countries need good relations with each other because they are all connected by trade.

EXTRA ACTIVITIES

Research

1. In groups, students write a list of all the things their community or country produces and trades (for example: rice, beans and clothing).
2. They write a list of all the things that other communities and countries trade with theirs.
3. Compare and contrast. Is there anything that their community or country produces that is unique to it?

Map-making

- Students draw a map of their community or country. They draw the following on the map:
 - important landmarks
 - roads
 - trade routes
 - places where raw materials come from (rice, cotton, etc)
 - places where things are produced (food, clothing, etc)

Watch a Documentary

- There is a video about ancient trade routes on the ASEAN DVD. (*01_ The Silk Road and Ancient Trade: Crash Course in World History #9*)
- There are accompanying teaching notes in the DVD booklet.

1.4 The Colonial Period

Preview

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

Possible answers:

1. Colonialism is when one country controls and uses another country's people and resources for its own benefit.
2. British (UK), Portuguese (Portugal), French (France), Dutch (Netherlands), Spanish (Spain), Americans (United States)

Exercise

- Students read the text.
- They answer the questions.

Answers:

1. The new technologies gave European empires military power to take control of Southeast Asian countries. The resources and trade from Southeast Asia made the European empires wealthy.
2. the Netherlands, France, England, Portugal (still had East Timor). The USA had control of the Philippines, but they were not a country in Europe.
3. Thailand

Activity

1. In pairs or groups, students identify phases and information in the text about the benefits of colonialism to colonisers and people who were colonised, and the negative effects on people who were colonised.
2. They add more examples to each category.

Possible answers:

Benefits to colonisers:

- more land
- got to use their new ships and weapons
- controlled resources like spice, rubber, minerals, etc.
- became rich
- control of trade routes
- more (and likely cheaper) labour
- more territory
- opportunities for trade
- opportunities to promote religion

Negative effects on the colonised:

- lost natural resources
- had to live under foreign control

- host money as occupiers got rich

Benefits to the colonised:

- development, like railways and ports
- new technologies and services

Drawbacks for colonisers:

- keeping colonies was expensive and required a lot of armies abroad instead of at home.
 - The colonial administrators had to travel far from home and live in new places with strange foods in a different environment.
3. They join with another group and compare their answers.
- Groups look at which category is the biggest. What can this say about colonialism?

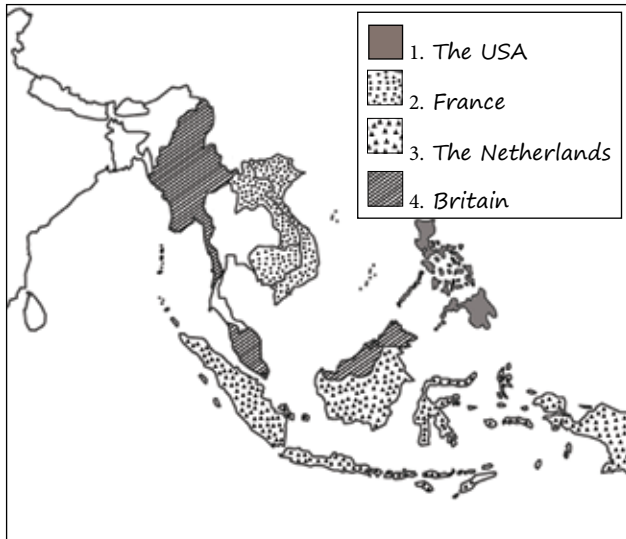
Possible answers:

The column benefitting the colonisers is biggest, which implies that colonisation has more benefits for the colonists than the colonised.

Exercise

- Students colour the map to show colonial power in 1899.
 - If they don't have colour pens/pencils, they shade the map (as in answer).
- They fill in the key to match the map.

Possible answers:



Activity

- In pairs or groups, students agree on answers to the questions.
- As a class, compare answers.

Possible answers:

- It is saying that the British Empire is very large and very powerful.
 - It is saying that an empire is important for trade and making money.
- Generally, the audience is Canadian people. In the poster, Canada is in the middle of the map, so it looks very important.

The audience is probably businesspeople and traders; people who might want to import and export. Also, because the map shows the trade routes, perhaps the audience are sailors and merchants.

Discussion

Possible answers:

Better: Provided infrastructure, medicine and technology. Built universities to train doctors, lawyers and other professionals.

Worse: They treated local people badly, left behind problems for the countries of today, such as arguments over borders, and ethnic conflict.

They did not respect the local cultures.

They took the wealth away to their own countries and never shared it with the local people.

Same: Kings and colonisers do the same thing: they control others for their own benefit.

EXTRA ACTIVITY

Debate

- The statement is: ***European colonialism was beneficial for the development of Southeast Asia.***
- Ensure everyone in the class understands the statement.
- Students choose whether to argue for or against the statement, and form two sides.
- If one side is a lot bigger than the other, get some students to change sides.
- Groups choose two debaters to present their group's arguments.
- They spend 10 – 15 minutes thinking of ways to argue their case.
- Begin the debate. The 'for' side goes first. Each debater has 2 – 3 minutes to argue their case.
- Give five minutes for students to ask questions to the teams.
- Teams debate again. The 'for' side goes first. Each debater has 2 – 3 minutes to argue their case.
- After the debate, give audience members five minutes to ask questions.
- The class votes on which side made the best argument.
- They should vote according to the quality of the argument, not based on which team they belong to.

Watch a Documentary

- There is a video about colonialism on the ASEAN DVD (*02_Colonialism*).
- There are accompanying teaching notes in the DVD booklet.

1.5 The Road to ASEAN

1.5.1 The Second World War and Independence

Preview

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

Possible answers:

- It helped to end colonialism.
- It brought a lot of death, destruction and suffering to people in Southeast Asia.
- It encouraged nationalism in Southeast Asian nations.

Exercise

- Students read the text.
- They answer the questions.

Answers:

1. Japan
2. The USA, Britain, and Russia 'won' the war, but the European countries were all badly damaged. The USA was the biggest winner because it was not damaged and it became the most wealthy and powerful country in the world. The European empires were losers because they were badly damaged at home and they lost their colonies overseas.
3. The European countries were damaged and not as powerful as before. Some had promised independence to their colonies.

Exercise

Answers:

Year Independence Won in Southeast Asian Countries	
Country	Year
Philippines	1946
Myanmar	1948
Indonesia	1949
Cambodia	1953
Laos	1953
Vietnam	1954
Malaysia	1957
Singapore	1963
Brunei	1984

Activity

- You might want to watch the documentary about independence with students before you do the activity.

EXTRA ACTIVITY

Watch a Documentary

- There is a video about Singaporean independence on the ASEAN DVD (03_9 Aug 2015 – Proclamation of Singapore's Independence (Mr Lee Kuan Yew)).
- There is video about the Philippines' independence on the ASEAN DVD (04_ Philippines Independence (1946)).
- There are accompanying teaching notes in the DVD booklet.

Discussion

Possible answers:

- Political, ethnic or religious conflicts were controlled under colonialism and sometimes they got worse after independence. New governments were not as experienced at running the country as the colonial ones.
- People who opposed independence would include businesses that got rich working with the colonial system, and people who had power in the colonial government.

EXTRA ACTIVITY

One Sentence Summary

- In pairs, students write a sentence explaining each of the topics below:
 - the Second World War
 - independence
 - nationalism
- As a class, compare the sentences.

- In pairs, list reasons why your country should be independent.
- Join with another pair and make a combined list of reasons for independence.
- Roleplay "independence activists".
 - Either choose a speaker for your group, or more than one speaker.
 - As a group, create a short speech (2 – 3 minutes) encouraging people in your country to get independence.
- Students imagine they are colonisers listening to the speeches.
 - After the speech, they argue with the independence activists about why colonialism is better.

1.5.2 The Post-war World

Preview

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

Possible answers:

- Communism is a political system where all manufacturing, land and factories are owned by a government on behalf of everyone in a society. The government has a lot of control over the economy and people's lives.
- Capitalism is when factories, land and businesses are owned by a few wealthy individuals. They pay people to work for them. The economy is based on buying, selling and making profits.

Exercise

- Students read the scenarios.
- They decide whether each happens in a communist or capitalist system.

Answers:

- communist
- communist
- capitalist
- communist
- capitalist
- capitalist

Exercise

- Students read the text.
- They answer the questions.

Answers:

- The Cold War was a conflict between capitalist countries or armies supported by the USA and Britain, and communist countries or armies supported by Soviet Russia and communist China.
- It offered them a system where they could share the land, property and factories. There would be no owners, kings or colonial powers to take the wealth away.
- Communist groups might take power in their former colonies, take away their power and wealth and give it to the poor people. The communists in Eastern Europe might try to take over countries in Western Europe.
- They gave money and weapons to communist or anti-communist armies, and those armies fought each other.

Discussion

Possible answers:

- Communism:** because everyone shares and owns land and factories so they will be more equal.
Capitalism: because people have more freedom and can get rich if they work hard and are clever.
- Communism:** it has been tried in countries with a lot of poor people and inequality like in Russia and China in the 20th century. They are strong countries today.
Capitalism: it has created a lot of wealth for some people, for example in the USA. Most international trade between countries today is based on the capitalist system.

EXTRA ACTIVITY

Compare and Contrast

- Students compare and contrast how they think the following things would be different in communist and capitalist societies:
 - education
 - health care
 - government
 - work
 - religion
 - holidays
- Ask: Do you think communist or capitalist governments are better for each of the above? Why?

Watch a Documentary

- There is a video about capitalism on the ASEAN DVD (05_What is Capitalism?).
- There is a video about communism on the ASEAN DVD (06_What is Communism?).
- There are accompanying teaching notes in the DVD booklet.

1.5.3 The Cold War Period in Southeast Asia

Preview

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

Possible answers:

During the Cold War in Southeast Asia, different groups fought for control of countries. Russia or China supported communist groups and countries that became communist, while the USA and Britain supported groups or countries that fought against the communists. Both sides helped the groups or countries they supported with weapons, money and training. Vietnam, Cambodia and Laos got communist governments in the mid 1970s.

Exercise

- Students read the text.
- They answer the questions.

Answers:

- Disagreement and conflicts between communist and non-communist groups.
- border conflicts between neighbouring countries and conflicts between communist and non-communist countries.
- Foreign powers supported communist and anti-communist movements. This led to wars.

Exercise

- Students complete the table with actors and their aims as mentioned in the text.

Answers:

Regional actors in Cold War Southeast Asia	
Name	Aims
Pathet Laos	A communist state in Laos
Khmer Issarakin	A communist state in Cambodia
Viet Minh	A communist state in Vietnam
USA	Non- communist governments in Southeast Asia
Russia	Communist states in Southeast Asia
China	Communist states in Southeast Asia
Indonesia	Safety from communism
Malaysia	Safety from communism
The Philippines	Safety from communism

Activity

- In pairs or groups, students analyse the cartoon.

Possible answers:

- Chinese communism is spreading into Southeast Asia (labelled as Indochina in the cartoon).
- Against. It shows communist China negatively as an octopus trying to strangle Southeast Asia.

Discussion

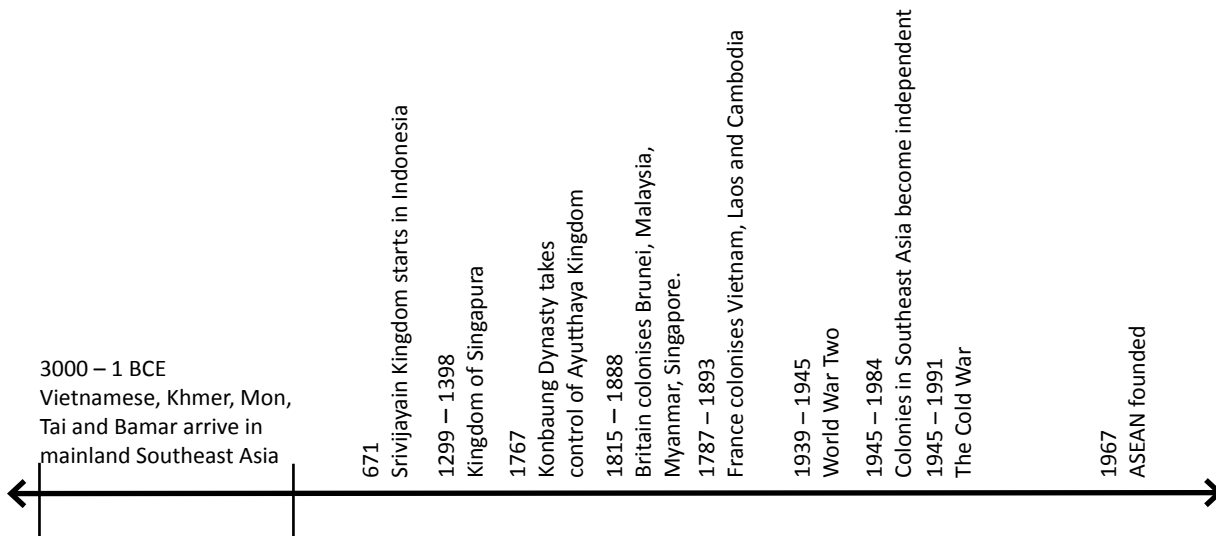
Possible answers:

- A different way of trying to overcome problems they shared; that Southeast Asian countries should work together rather than against each other.
- Yes. Cambodia/ Vietnam border. Cambodia/ Thailand (Preah Vihear border temple). Thailand/ Malaysia (border). Vietnam/ Brunei/ The Philippines/ Malaysia (they all have claims in the South China Sea).

Activity

- In groups of 4 – 6, students make a timeline of all the important events from this chapter.

Possible answer:



- Groups decide on the three events that have had the most affect on modern Southeast Asia.
- They present these to the class, explaining:
 - why they chose these events;
 - how these events have influenced Southeast Asia today.

EXTRA ACTIVITY

Oral History Research

- As a class, choose a topic from the history of Southeast Asia that affected your country and that all students can research together or each student or group chooses their own history research project.
- Students conduct interviews with older family or community members about this topic.
- Students present their findings. They could make a poster or give a presentation to the class.

Watch a Documentary

- There is a video about the founding of ASEAN on the ASEAN DVD (*07_Foundation History of ASEAN*).
- There are accompanying teaching notes in the DVD booklet.

2.1 Southeast Asian Nations Today

Preview

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

Possible answers:

- ASEAN members:** Brunei, Cambodia, Indonesia, Laos, Malaysia, Myanmar, Philippines, Singapore, Thailand, Vietnam

Exercise

1.

- Individually or in pairs or groups, students identify each country from the information in the boxes.
- They write the country in the box and on the map.
- Clarify anything they don't understand.

Answers:

- Myanmar
- Thailand
- Malaysia
- Singapore
- Indonesia
- Brunei
- Philippines
- Cambodia
- Laos
- Vietnam

2.

- Students find out the capital city of each country.
- They may need access to reference books or the internet.

Answers:

- Nay Pyi Taw
- Bangkok
- Kuala Lumpur
- Singapore
- Jakarta
- Bandar Seri Begawan
- Manila
- Phnom Penh
- Vientiane
- Hanoi

3.

- Students fill the other gaps with information from the box at the top of page 21.
- They may need access to reference books or the internet.

Answers:

- agriculture, tourism, natural resources
- Thai 90%, Mon/Khmer 6%, Malay 3%
- ☾ 60.5%; 🌐 19%; ✝ 9%; 🌀 6.5%, ⚙ 5%
- 5,469,700
- 254,454,778
- monarchy
- agriculture, shipbuilding, manufacturing
- Khmer 90%, Vietnamese 5%, Chinese 1%, Other 4%
- Communist State
- 🌐 80%; ⚙ 20%

EXTRA ACTIVITY

Research Competition

- In groups, students compete to answer this exercise.
- Give prizes for the most accurate group and the fastest group.

2.2 What Is ASEAN?

Preview

- Draw a table on the board:

1. What do you know?	2. What do you think you know?	3. What do you want to know?

- Individually or in pairs, students complete the table.
- Elicit some points for each column. Write them on a class table on the board.
- Copy the table onto a large piece of paper, and put it next to the board.
- At the end of this chapter, review this table.
 - Were students assumptions correct? (what they think they know)
 - Did they find out what they wanted to know?

Exercise

- Students read the text.
- They answer the questions.

Answers:

1. Cambodia, Laos, Myanmar, Vietnam, Brunei
2. To help the countries of a region cooperate on important issues.
3. Europe, Africa, the Americas (other examples not mentioned in the text: The Arab League, Commonwealth of Independent States, Union of South American Nations...)

Exercise

1. **Students write the appropriate dates on the map.**

Answers:

- a. 1967
 - b. 1984
 - c. 1995
 - d. 1997
 - e. 1999
2.
 - Students locate and label the two prospective members of ASEAN.



Discussion

Possible answers:

1. Because there was a lot of conflict in Southeast Asia at that time, for example, between communist and anti-communist groups.
Because Southeast Asian countries were unstable after many years of colonial rule and recent independence.
Because many Southeast Asian Nations had histories of conflict, war and disputes, sometimes hundreds of years old.
2. Because ASEAN thought they were not yet ready to join.
Because they were not yet independent.
Because they were closely linked to communist countries and they did not want to work with the anti-communist countries in ASEAN.
Because there were still civil wars in those countries.
Because they lacked financial and political stability.
3. Yes, because my country is part of ASEAN and I know that ASEAN is important. ASEAN is trying to make peace in Southeast Asia and I want to live in a peaceful society.
No, because ASEAN doesn't affect my day to day life.
4. Being in ASEAN will make me closer to people in other ASEAN countries.
It will make our country richer and more stable.
I will be able to travel to other ASEAN countries and work more freely.
I may have more workmates from other Southeast Asian countries.

2.2.1 The ASEAN Charter

Preview

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

Possible answers:

1. A document that sets out the basic rules and structure of an organisation.
2. To describe the aims, purposes and activities of an organisation. It helps to guide what an organisation does and how it does it.

Exercise

- Students read the text.
- They answer the questions.

Answers:

1. The ASEAN Charter has more details than the ASEAN Declaration . It gives ASEAN a formal structure and processes, purpose and principles, and a plan for the ASEAN community.
The ASEAN Declaration is simple and the Charter is more complex.
The Charter includes processes for resolving disputes and making decisions.
2. ASEAN had more members, and had become more complex. It was dealing with more issues and needed a stronger rules.
3. Purposes are the reasons for why things are done. Principles are what people believe in (similar to values).

Exercise

- Students identify the purposes that belong in the ASEAN charter.
- For those that don't, they explain why.

Answers:

- a. yes
- b. No, ASEAN does not promote a specific religion.
- c. yes
- d. No, ASEAN should not try to control economies or to use army force.
- e. yes (but it is described as 'creating a single production base')
- f. yes
- g. yes
- h. No, ASEAN works for countries in Southeast Asia.
- i. yes
- j. yes
- k. No. There is no president in ASEAN.
- l. yes
- m. No, ASEAN focuses only on regional security.

Activity

1. Students read the principles from the ASEAN Charter. Clarify anything they don't understand.
 - In groups, they decide which three Principles from the ASEAN Charter are the most important.
 - They rank them in order of importance, from 1 – 3.
2. Groups join another group and explain their choice of Principles.
 - Together, groups choose three Principles and rank them in order of importance.

Discussion

Possible answers:

1. Yes. It's important so everyone has the same idea about what the rules are and what the values of the organisation are. It also helps organisations to work together effectively and efficiently.
2. Leaders decide by themselves.
Leaders decide with input from the public.
People from all member countries vote for them.

EXTRA ACTIVITY

Write a Class/Group/Organisation Charter

1. As a class, students decide on a saying or a statement that describes your class's goal. Discuss this until you agree. For example:
 - To study the social sciences so that we can help the development of our communities.
 - To understand and analyse the way the world works through education.
2. In groups of 3 – 6, student write their own list of five purposes and principles.
3. Students join with another group, discuss and combine answers.
4. As a class, students agree on a list of five purposes and principles.
5. Write these up as a class charter.

Watch a Documentary

- There is a video about the ASEAN Charter on the ASEAN DVD (*08_Timothy Ong Debate on "The ASEAN Charter is Too Little Too Late in a Rapidly Changing World"*).
- There are accompanying teaching notes in the DVD booklet.

2.3 ASEAN Meetings

Preview

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

Answers:

ASEAN leaders discuss issues that affect the ASEAN region, and work on policies and agreements for ASEAN.

Exercise

- Students read the text.
- They decide whether the statements are true or false.
- If false, they write true sentences.

Answers:

1. False. Other world leaders also attend the Summit.
2. False. The Chair is a country that is responsible for hosting and organising the ASEAN Summit and other ASEAN meetings.
3. False. The Chair can focus on the issues that are important to the country that he or she represents.

Discussion

Possible answers:

1. Good because it would mean that meetings are better organised and planned. Good because decisions made at ASEAN Summits would have more impact.
Bad because smaller ASEAN member states would not get any benefits from being Chair. Bad because smaller countries would have less influence within ASEAN.
2. Permanently holding the ASEAN Summit and other meetings in one place. For example, somewhere close to the ASEAN Secretariat in Jakarta.
Having fewer meetings and Summits during the year so being Chair is less difficult.

Exercise

- Students read the text.
- They answer the questions.

Answers:

1. The meetings are at the same time and place as the ASEAN Summit so all ASEAN and other world leaders are in the same place.
2. the ASEAN Regional Forum
3. the ASEAN Regional Forum

Activity

1. In groups, students discuss which two national issues are most important for their country.
2. They decide which two regional issues are most important for the whole of ASEAN.
3. Groups join with another group and agree on two national and two regional issues.
4. As a class agree on the two most important national and the two most important regional issues for discussion at an ASEAN Summit.

2.4 Joining ASEAN

Preview

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

Possible answers:

- Members must be from Southeast Asia.
Members must be a recognised country.
All other members must agree to let them in.
- Send an application.
Meet with all the heads of state of member countries.
Attend ASEAN meetings.

Activity

- Individually or in pairs or groups, students choose an organisation.
- They decide on the criteria for joining this organisation.
- They decide on the steps to join this organisation.
- They present their results to the class.

Possible answers:

a. a mothers' group	
Criteria	Steps
<ul style="list-style-type: none"> - Must be a mother - Child/ children must be no older than 18 years old - Must live within area of the group - Must be available to attend meetings - Must be available to baby-sit other members' children 	<ol style="list-style-type: none"> 1. Become a mother 2. Send application to the mothers' group 3. Become a trial member of the group for 2 months 4. Group members decide whether to accept the new member
b. The Democratic National Party	
Criteria	Steps
<ul style="list-style-type: none"> - Must pay fees - Must be committed to democracy - Must not be a member of another political party - Must attend party meetings at least once every six months 	<ol style="list-style-type: none"> 1. Get a membership form from the Party office 2. Complete and submit application form 3. Pay fees 4. Have meetings with Party representatives 4. Party membership committee decides whether to accept the new members

c. a student union	
Criteria	Steps
<ul style="list-style-type: none"> - Must be a student at the learning centre where the union is located. - Must participate in Union activities at least once a month. - Must be able to pay Union fees. 	<ol style="list-style-type: none"> 1. Visit the Union and talk with members. 2. Complete and submit application form. 3. Meet union members for an interview. 4. Union leaders decide whether to accept the new member.
d. The World Retired Leaders' Club	
Criteria	Steps
<ul style="list-style-type: none"> - Must have been the leader of a country for at least one year - Must be retired - Must attend yearly meetings 	<ol style="list-style-type: none"> 1. Officially retire as a world leader 2. Complete and submit application form 3. Meet with the club representatives three times 4. Become a trial member of the club for 2 months 5. Club decides whether to accept the new member 6. Pay USD\$1,000,000 entry fee

Exercise

- Students read the text.
- They answer the questions.

Answers:

- A prospective member meets the criteria in the Charter and the Declaration.
- A prospective member has (or builds) embassies in all member states, demonstrate the ability to host ASEAN meetings and participate in free trade agreements.
- A prospective member becomes an observer state.
- The existing members decide, by consensus at an ASEAN Summit meeting, to accept or not accept the new member.

Focus on Timor Leste

Exercise

- Students read the text.
- They answer the questions.

Answers:

1. Does meet:
 - location in Southeast Asia
 - Recognition by all ASEAN Member States
 Does not meet:
 - ability and willingness to carry out ASEAN duties
 - infrastructure
 - embassies in all ASEAN countries
2. Timor has become an observer state but does not have embassies for all ASEAN countries yet.
3. instability, political problems and violence

Discussion.

Possible answers

1. When ASEAN started there were only five members. They were concerned about communism at the time, and not interested in new members. They all had very different governments, so the ASEAN declaration needed to be flexible.
2. Yes, so that ASEAN can help countries to make the region more peaceful and better for its citizens.

Government: Must be a fair government. Must be a democracy. Must try to provide for its people and reduce suffering.

Political: Must have fair electoral systems. Must have little or no political violence in the country. Must provide justice for people that have been victims of violence.

Economic: Must make sure that economic development benefits all people in the country and respects the human rights of citizens. No, because it makes it easier for new members to join. Current members all have different systems.
3. There could be criteria about the environment so that countries do more to protect the environment. There could also be criteria for things like equality, education and health.
4. **Advantages:** More members could give ASEAN more power to negotiate with other regional organisations (like the European Union) and countries (like China and the US). It would promote peace and diplomacy in countries in and around Southeast Asia. There would be more opportunities for trade with more countries in ASEAN.

Disadvantages: More members mean it may be more difficult to reach a decision. It's more difficult to hold meetings when more people are attending. Ideas about being part of a regional 'community' become more difficult to promote.

EXTRA ACTIVITY

Debate

The statement is: ***ASEAN should admit countries that have continuing political violence.***

- Ensure everyone in the class understands the statement.
1. Students choose whether to argue for or against the statement, and form two sides.
 - If one side is a lot bigger than the other, get some students to change sides.
 2. Groups choose two debaters to present their group's arguments.
 - They spend 10 – 15 minutes thinking of ways to argue their case.
 3. Begin the debate. The 'for' side goes first. Members of the 'for' and 'against' teams take turns and have 2 – 3 minutes each to argue their case.
 4. Give five minutes for students to ask questions to the teams.
 5. Teams debate again. The 'for' side goes first. Each debater has 2 – 3 minutes to argue their case.
 6. After the debate, give audience members five minutes to ask questions.
 7. The class votes on which side made the best argument.
 - They should vote according to the quality of the argument, not based on which team they belong to.

Group Research Project

- Students research Bangladesh and Fiji. They decide whether they meet the criteria for joining ASEAN.

2.5 The ASEAN Community

Preview

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

Possible answers:

- It should try to reduce poverty and inequality.
- It should make Southeast Asia safe from terrorists.
- It should promote peace between ASEAN countries.
- It should encourage trade.
- It should make it easier for people to work in other ASEAN countries.
- It should protect the environment.

Exercise

- Students read the text.
- They match each area with the correct pillar.
- Some topics might go in more than one pillar.

Possible answers:

Political-Security	Socio-Cultural	Economic
crime	human rights	trade
environment	poverty	agreements
security	food	foreign
drugs	women's rights	investment
terrorism	HIV	tax on imports
border conflicts	pollution	
natural disasters	religious issues	

2.5.1 The Political-Security Community

Preview

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

Possible answers (for either question):

- conflict with neighbouring countries
- natural disasters (including climate change)
- environmental pollution
- deforestation
- crime
- political violence
- civil war

Focus on Thailand and Cambodia

Exercise

- Students read the text.
 - They answer the questions.
- ASEAN offered to monitor a ceasefire.
 - It couldn't interfere in the sovereignty of Thailand. It didn't have an effective way to help to resolve the problem between the two countries.
 - The International Court of Justice

Discussion

Possible answers:

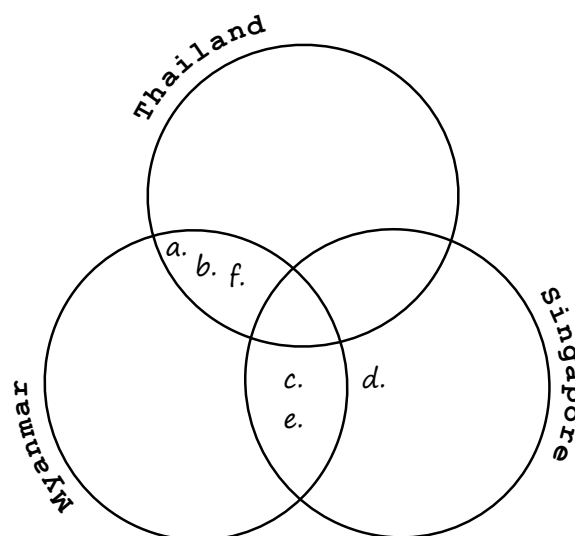
- There are still conflicts between ASEAN member countries over territory and borders.
- ASEAN member countries don't rely on ASEAN to solve disputes between them.
- ASEAN cannot resolve conflicts if the member countries involved do not allow it to.

Activity

- Individually or in pairs or groups, students create a Venn diagram.
- They choose three Asean countries, and write them in each circle.
- In the part of the circle that does not overlap, they write details that are only true for that country. They can include geography, culture, religion, politics, language, daily life, history, etc.
- In the area where two circles meet, write details that the two countries share.
- In the area where all three circles meet, write details that all three countries share.

- Groups discuss the questions.

Possible answers:



- mainland Southeast Asia
 - Buddhist
 - democracy
 - rich
 - former British colonies
 - share a border
- This might make security easier because the countries have to work together to solve common problems.
 - Easier, because both countries have the same religion, so will not fight over religion.
 - Democratic countries are often more stable, so security should be easier
 - More difficult, because rich countries have more power than poorer countries.
 - Easier, because both countries may have similar ways of doing things, based on British colonial laws or practices.
 - More difficult, especially if there are areas that both countries have ruled, or if one country has violence which affects the other country.
- For each country you add to the Venn diagram, finding things that all share in common becomes more difficult.

For a big regional bloc like ASEAN, where there are many countries, finding common points and common ground on issues would be a big challenge and require compromise and patience

2.5.2 The Socio-Cultural Community

Preview

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

Possible answers:

ethnicity, gender, sexual orientation, the things we believe, the things we like or support etc.

Activity

1. Students complete the identity diagram, listing their most important identities.
 2. In groups, they compare their diagrams. What is similar? What is different?
- Elicit some common identities from each group.

Activity

1. In groups, students create an identity diagram for ASEAN.
 - This activity might be difficult for students because ASEAN is very diverse, with many different religions, cultures, ethnicities, etc. The purpose of the activity is to explore the difficulty of agreeing upon a common identity, not to find one identity that all students will agree upon.
 - For example, in some countries, many people are not religious, so would “having a religion” be part of the identity?
2. As a class, discuss the questions.

Exercise

- Students read the text.
- They answer the questions.

Answers:

1. Human rights are the idea that every human in every country has rights. Governments can't take them away.
2. everyone
3. The ASEAN Intergovernmental Commission on Human Rights has been criticised for not doing anything about violations of human rights in ASEAN countries.
4. Western values focus on individual freedom. Asian values are about people working together. They focus on community and family, and encourage respect for leaders and social order.

Activity

- Students read the UN and ASEAN statements on human rights. Clarify anything they don't understand.
- In pairs or groups, students think of reasons ASEAN governments might justify the actions.

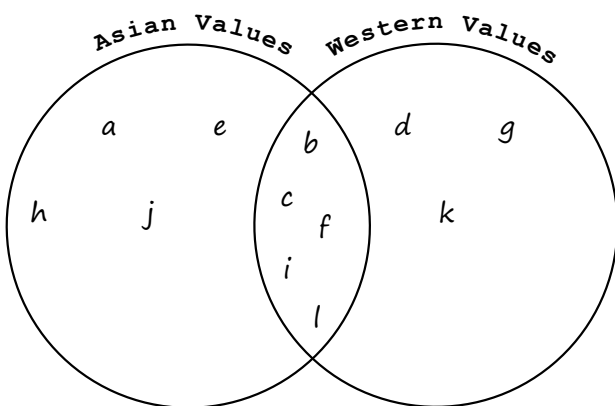
Answers:

- b. Banning political books:** Security, public order, morality and general welfare of people. Some books might have different ideas about a country's culture, religion or beliefs; they might say bad things about the government; they might encourage conflict between groups.
- c. Banning meetings:** National security, because people might come together to cause problems for the country.
- d. Denying visas to foreigners:** Public order and national security: Foreigners might be suspected of supporting illegal organisations or groups, or they might be journalists who could write bad things about the government.
- e. Penalties for women who wear modern clothes:** Public morality because women in modern clothes might offend tradition.
- f. Destroying slums in urban areas:** Public safety and health because slums can be unsafe and cause disease and pollution.
- g. Laws that outlaw writing school books in minority languages:** National security and general welfare because governments may think that people speaking different languages will cause conflict. Some governments may believe society will be better if everyone speaks the same language.

Activity

1. In pairs or groups, students decide whether the statements fit Asian or Western values.

Possible answers:



2. They compare their answers with another group.
- This activity might be difficult for students because there really is no list of "Asian" or "Western" values. The purpose of this activity is to make students think about these ideas and to question them.

Discussion

Possible answers:

1. They look like strong leaders who are promoting national and regional culture and traditions. However, they are able to ignore human rights or human rights violations in their own countries.
2. Yes, because Asian countries and Western countries are very different. You can see from their cultures that Asian countries share more values with each other than with European countries. No. Values are not all the same between different Asian countries or European countries, or even between people in the same country.
3. Asian values are more important. Asian societies are very traditional and it is important to keep societies strong and traditional. Human rights are more important because all humans are equal and we should all have the same set of rights wherever we are.

EXTRA ACTIVITY

UDHR vs "Asian Values"

- Students look at the UDHR at the back of the book on page 80 (or in their own language – see DVD) and decide for each if it is a "European value", an "Asian value" or both, and put them in the Venn diagram.

Watch a Documentary

- There is a video about human rights in ASEAN on the ASEAN DVD (*09_Claiming Human Rights in ASEAN*).
- There are accompanying teaching notes in the DVD booklet.

Create a Human Rights Film

1. Students create a film (or presentation) about the importance of human rights to educate people in their community.
2. In groups, students choose one right each and make a film, presentation or slideshow about it. They use pictures, film, stories, cartoons, articles, etc.
3. Students play their videos (give their presentations, etc) to each other and/or the local community.

2.5.3 The Economic Community

Preview

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

Exercise

- Students read the text.
- They decide whether the statements are true or false.
- If false, they write true sentences.

Answers:

1. False. Some are small but some are very large.
2. False. GDP tells us about the size of an economy by adding up all the goods produced in a country minus the value of imports.
3. true

Activity

- Students read the chart. Clarify anything they don't understand.
 - The first column is the country name.
 - The second shows the GDP of the countries in 2010 in billions.
 - The third shows the GDP of the countries in 2014 in billions.
 - The fourth shows the population in millions.
 - The fifth will show the per capita GDPs of the countries (after students calculate the correct answers).
- They answer the questions.
 1. The GDP data shows that between 2010 and 2014, every ASEAN economy grew.
 2. To calculate the GDP of ASEAN in 2014, students add together the GDP data for every ASEAN nation in 2014 (column 3).

Answer:

- \$2,520 billion. See column 3 of the table below.
3. To calculate the per capita GDP, students need to divide the GDP by the population of the country (explained in the box on page 36).
 - To correctly calculate the per capita GDP, students must make the numbers in the GDP 2014 column into millions. '285' must become 285,000 (a billion is a thousand million).
 - Using the example of the Philippines, divide 285,000 by 100 (285,000 / 100). The GDP per capita of the Philippines is US\$ 2,850.

Answers:

- See column 5 of the table below for all answers.
4. To calculate the per capita GDP of ASEAN, students need to add the per capita GDP of all the ASEAN nations (\$2,520 billion) and divide it by the population of ASEAN (623.7 million).

Answer:

- \$4,040. See column 5 of the table below.
5. The combined economy of ASEAN is slightly bigger than India's but much smaller than China's. Also, the GDP per capita is much higher than India's but a lot lower than China's.

1. Country names	2. GDP 2010 , billion USD	3. GDP 2014, billion USD	4. Population 2014, millions	5. Per Capita GDP 2014, USD
Brunei	12	17	0.4	42,500
Cambodia	11	16.5	15.3	1,078
Indonesia	755	888	254	3,496
Laos	7	12	6.5	1,846
Malaysia	255	338	30	11,267
Myanmar	41 (estimate)	64.5	53.5	1,206
Philippines	200	285	100	2,850
Singapore	236	308	5.5	56,000
Thailand	341	405	67.5	6,000
Vietnam	116	186	91	2,044
ASEAN	1974 (est.)	2,520	623.7	4,040
China	6,039	8,237	1,395	5,905
India	1,708	2,198	1,344	1,635

EXTRA ACTIVITY

Pie Chart

- Students make a pie chart showing the combined GDP of all ASEAN nations in 2014.
- This could be done using approximate ratios or on an Excel spreadsheet.

Activity

1. In pairs or groups, students look at the picture and list all the items with a global influence.
- These include things made in another country and things invented in or associated with another country.

Possible answers:

- **Computer:** minerals from central Africa, American company, parts made in China.
- **Facebook (programme on the computer):** created by an American company and used by millions of people all over the world).
- **Tissue Paper:** made in a Thai factory.
- **Coffee:** Coffee was first grown in East Africa. Nescafe is a Swiss company.
- **Plastic chairs:** from a factory in China, Thailand or, maybe, Myanmar.

Activity

1. In groups of 3 – 5, students choose a research question.
 - You might decide to give each group a different question, or have groups decide themselves.
2. Groups research their question.
 - Encourage them to use as many sources as possible – other people, the internet, the media.
 - Ensure that each group member participates in the research.
 - Groups present their research to the class.

Discussion

Possible answers:

1. Yes, because per capita GDP shows how much money is available for each citizen. That can be compared with other countries.

No, because it doesn't tell you how much things cost, or how equally the money is divided between rich and poor people. A few rich people could have most of the money, so poor people have far less than the per capita GDP.
2. Good, because the country gets better quality products and services from other countries, and there are more opportunities for work.

Bad, because only the rich are better off. The poor can't earn enough money to buy the products and services because they work in low paid jobs.
3. Political-Security, because it is important to prevent trafficking, terrorism and other international crime. The Political-Security pillar can also help solve disputes between ASEAN countries.

Socio-Cultural, because it is important to protect human rights and identity.
Economic, because it is important for all countries in ASEAN to grow their economies and become richer.

2.6 The Secretariat

Preview

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

Possible answers:

1. It is the head office of ASEAN, it is the administrative part of ASEAN.
2. from 2013 to 2017, ASEAN's Secretary-General is Le Luong Minh.

Exercise

- Students read the text.
- They answer the questions.

Answers:

1. the ASEAN communities, helping to organise ASEAN meetings, and overseeing economic integration
2. He/she is selected by the ASEAN foreign ministers at the ASEAN Summit, every five years.
3. The Secretary General should have international experience. The deputies must be from different countries to the Secretary General, and different countries to each other.

Activity

1. In pairs, students list the qualities they think are important for an ASEAN Secretary-General.
2. They join with another pair, and agree of the five most important points.
3. Groups present their lists to the class. Are most groups' ideas similar or different?

Exercise

1. Students read the tasks. (a – g). Clarify anything they don't understand.
 - They decide who does each task – the ASEAN Secretary- General, or a country's foreign minister.

Answers:

Secretary General: b, c, e

Foreign Minister: a, d, f, g

2. Students read the statements. (i – v). Clarify anything they don't understand.
 - They decide who does each task – the ASEAN Secretary- General, or a country's foreign minister.

Answers:

Secretary General: i, iii, iv

Foreign Minister: ii, v

Exercise

- Students read the table.
- They answer the questions.

Answers:

1. c, a, d, b
2. the European Union
3. ASEAN
4. \$1.57 million

Discussion

Possible answers:

1. ASEAN Members do not want the Secretariat to be too strong. The poorer countries can't afford to contribute much to the ASEAN budget.
2. Yes, because then the Secretariat would be stronger and maybe more efficient.
No, because ASEAN should focus on solving real problems not making the Secretariat bigger.
3. Policy and decision-making would be quicker. ASEAN policies could be better enforced. There could be more experts to help with solving problems in ASEAN. There would be more money and resources for projects that help to achieve ASEAN's goals.
4. If the Secretariat is stronger some Member States might be threatened and want to leave ASEAN. If the Secretariat is stronger, then small and poor countries might have less power. If the Secretariat is stronger then Member States will have to contribute more money.

EXTRA ACTIVITY

A Fairer Payment System

- In groups of four, design a new payment contribution system for the ASEAN Secretariat budget. Include the following:
 - What percent each country should pay
 - An explanation of this system

2.7 Decision-making

2.7.1 Non-interference

Preview

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

Possible answers:

1. People vote for representatives who go to parliament and make decisions, people don't get to vote for leaders or representatives, the government makes decisions on its own.
2. Foreign ministers and leaders of ASEAN countries work together to make decisions, decisions are made through working together, discussion, consultation and consensus.

Exercise

- Students read the text.
- They decide whether the statements are true or false.
- If false, they write true sentences.

Answers:

1. False. It means not becoming involved with the internal affairs of other countries in the region.
2. true
3. False. ASEAN is not allowed to interfere in other ASEAN countries' politics.

Activity

- Students read the scenarios. Clarify anything they don't understand.
- In pairs or group, student classify the scenarios into examples of *globalisation*, *democratisation* or *human rights* affecting or undermining ASEAN's non-interference principles.
- Some examples may fit in more than one category, so encourage discussion about which category or categories each could fit into.
- Groups write more example situations where ASEAN's non-interference principles may be affected or undermined by one or more of the reasons from the text.
- They present their examples to the class.

Possible answers:

1.
 - a. human rights (but is enabled by greater democratisation)
 - b. democratisation (which is a result of globalisation)
 - c. globalisation
2. **Globalisation/Democratisation:** A prospective member has to prove to the ASEAN Secretariat that it has free and fair elections before it can join ASEAN.
Globalisation/Democratisation: The EU wants to invest \$100 billion in ASEAN, but will not do it until all ASEAN nations have democratically elected leaders. It forces all ASEAN nations to democratise.
Human Rights/Globalisation: A large company says that they will only open factories in one ASEAN country if it makes its religious freedom laws the same as in other ASEAN nations. ASEAN would like this company to invest because otherwise, they may move to another region instead.

Discussion

Possible answers:

1. The people in countries where governments abuse human rights and behave in an undemocratic way, because ASEAN could then help them.
ASEAN, because it would have power to act if there was a serious problem in a member country.
2. Governments that are treating the citizens or environment poorly, because their behaviour could be challenged by other ASEAN leaders.
3. Yes, because it is the right of every country to do what it chooses within its own borders.
No, because in a modern and globalised world, everyone should intervene if they see other countries treating their people badly.

2.7.2 Consultation and Consensus

Preview

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

Possible answers:

1. discussing an issue or a decision with everyone who is affected by it and hearing everybody's opinion
2. reaching a decision that all members can agree to

Exercise

- Students read the text.
- They answer the questions.

Answers:

1. Decisions are made slowly, decisions are weakened, or decisions are never made.
2. Everyone's opinions are heard. Everyone has an equal say in the outcome, members understand how a decision will affect each other.
3. It could use a voting system, where the majority (51% or more of the vote) wins the decision.

Activity

- In pairs or groups, students decide how non-interference and consensus might affect a situation.

Possible answers:

- Non-interference:** Worse: if no-one intervenes, the man may kill the person.
 - Consultation/consensus:** Better: If someone talks to both people, then maybe they will find that the person did not steal from the man.
- Non-interference:** Worse: if nobody becomes involved, both farmers may be too busy fighting each other and lose their land to the government.
 - Consultation/consensus:** Better: If someone consults everyone, and uses the law, then perhaps the farmers and the government can all reach an agreement.
- Non-interference:** Worse: If no-one helps the wife, then her life will be unhappy.
 - Consultation/consensus:** Better: Someone can hear both the husband and wife's points of view, and get them to reach an agreement. For example, the husband stops drinking or the wife will leave the husband.
- Non-interference:** Better: The powerful country has a large economy. If ASEAN interferes, that might make it angry and cause problems for other ASEAN nations.
 - Consultation/consensus:** Better: If ASEAN can find an agreement about the border both countries can agree to, the problem may be solved.
- Non-interference:** Better: It is important to keep ASEAN stable and together.
Worse: If ASEAN does not intervene, the human rights abuses will continue.
 - Consultation/consensus:** Better: If ASEAN can discuss the human rights issues with the government of the country, maybe it can persuade it to change its behaviour, or to allow ASEAN to consult with people in the country.

Discussion

Possible answers:

Yes, because decisions could be made more quickly. Majority voting means decisions can still be made if only a few members oppose them because they are not in their interests.

No, because consultation and consensus means all members need to agree, so the decisions that are made do not disadvantage any one member or cause conflict.

Activity

- In pairs or group, students make a mind-map of ASEAN on a large piece of paper.
- They organise the information they have learned from this Chapter (they can use the section headings to help)
- Encourage them to include pictures, information and links from the internet (if possible)
- Groups show their mind-maps to the class, either as a presentation, or by putting them on the wall.

3.1 Population Issues

Preview

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

Exercise

- Students match the stages of development (A – E) with the chart (1 – 5)

Answers:

1. c - There is a low population because the country is undeveloped. There is no healthcare or education, so people die young. Because there is no healthcare, there are no contraceptives, so people have many children. Also, because there is a high death rate, people want to have many children
2. d - There is a limited amount of development. This includes healthcare, so death rates begin to drop. However, because of limited education (and often traditions), especially among poorer members of society, people still have many children. More of the children survive and live longer because of developments in health and education.
3. b - The population rises faster because people's behaviours do not change as fast as the development of the country. However, in general, people do have fewer children as they no longer need to have so many, and have better access to contraceptives.
4. e - Birth and death rates are now stable because of much better education, healthcare and opportunities for people. However, people live longer than before (often up to thirty years longer than in the "developing country" stage. Because people are living longer, the population still rises slowly.
5. a - Populations begin to decrease because quality of life has improved, people choose only to have one or two children, and the age of death becomes more stable (around 78 - 82 years old).

Exercise

- Students read the text.
- They answer the questions.

Answers:

1. 50%
2. If there are more people in the world, they use more natural resources like land, water, forests and food. More people make more pollution and that damages the natural environment reducing food production and clean water.
3. People live longer and have fewer children, there is more pressure on younger people to support the growing group of older people.

Activity

- Students read the table. Clarify anything they don't understand.
- They answer the questions

Possible answers:

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

Activity

- Individually or in pairs or groups, students write a story in three parts.
- The story should follow three people, each from a different generation of a family. Each part should be in a different development stage.
- They might choose grandparent (1940s), parent (1970s) child (2000s), or 2000s/2020s/2040s – they can set it in a any time periods, and any country, real or invented.
- Each section should be about 100 words, and describe the lifestyle and relations with other generations.
- Students tell their stories to the class, or put them on the wall.

Focus on the Philippines

Exercise

- Students read the text.
- They answer the questions.

Answers:

1. overuse of natural resources such as forests and oceans
It needs to import rice to feed its people.
2. a law to give people access to contraceptives and sexual health education
3. They are not happy about the law, and said that they would ban the country's leaders from the church.

Discussion

Possible answers:

4. Families, because they should choose how many children to have.
Countries, because they have the power to educate families and make new population laws.
ASEAN, because population is a regional issue.

EXTRA ACTIVITY

Watch a Documentary

- There is a video about birth control in the Philippines on the ASEAN DVD (*10_Birth Control Access Roils in Philippines Amid Population Boom*).
- There are accompanying teaching notes in the DVD booklet.

3.2 Human Migration

Preview

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

Possible answers:

1. better pay, better jobs, different cultures, better lifestyle, more freedom
2. they will work for less money and do the jobs that local people don't want to do.
3. they are cheaper
because they work harder
local people do not want those jobs
there are not enough local people with the right skills
they accept worse working conditions.

Exercise

- Students read the text.
- They answer the questions.

Answers:

1. A refugee has to leave their home because of war or persecution. An economic migrant moves to another country for a better job or more money.
2. Both move to another country to have a better life.
3. Documented migrants have permission from the government to stay in the country. Undocumented migrants do not.

Exercise

- Students match the scenarios (1 – 12) with the words and phrases (a – e).

Possible answers:

1. a, b, e
2. b, c, d
3. b, d
4. b
5. a
6. b, c, d
7. b, d, e
8. c
9. a, b
10. a
11. b, c, d, e
12. a, c

Activity

- In pairs or groups, students compare and contrast modern migration with migration in the past.
- They compare their lists with another pair or group.

Possible answers:

1. **Similarities:** people wanted a better life, people moved to escape war or persecution.
Differences: there were often geographical reasons to move (e.g. famine, drought)
People were more likely to move in order to find better land for growing food, migrating people often fought with people who were already living in new lands.
2. **Similarities:** people wanted a better life people moved to escape war or persecution.
Differences: colonial powers sometimes offered advantages to migrants from their countries colonial powers forced some people to move (e.g. convicts, the slave trade).

Discussion

Possible answers:

1. They could have a policy on migration across all of ASEAN. They could have an open border policy, so any ASEAN citizen could work in any ASEAN country (similar to the EU).
2. Economic, because migration is mostly about jobs and work.

Political-Security, because they are in charge of security and border affairs, so they would oversee migration policy.

Social-Cultural, because the living and working conditions, health, education and human rights of migrants would be its concern.

EXTRA ACTIVITIES

Research

- Students research issues relating to migration in their country. Students should find out:
 - if people migrate from their country to another, and why;
 - if people migrate from another country to theirs, and why;
 - the routes that migrants take from their country to their destination country;
 - the issues and dangers that face migrant workers.
- Students could put their research together into a book, newspaper or presentation.

Watch a Documentary

- There is a video about refugees from Myanmar in Thailand on the ASEAN DVD (*11_Life in a Burmese Refugee Camp – Food Shortages (Mae La Oon, Thailand/Myanmar)*).
- There are accompanying teaching notes in the DVD booklet.

3.3 Separatist Conflicts and Territorial Disputes

Preview

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

Possible answers:

1. A conflict within a country where an ethnic, religious or political group wants to separate from, or be more independent from the rest of the country.
2. the Philippines, Southern Thailand, Irian Jaya in Indonesia (West Papua), Myanmar
3. A disagreement between countries (states) over claims to territory or where their borders should be. These disputes sometimes lead to armed conflict between countries.
4. Cambodia and Thailand over their border at the Preah temple, disputes between Vietnam and other ASEAN countries and China over Islands in the South China Sea.

Exercise

- Students read the text.
- They answer the questions.

Answers:

1. to create an independent state of Aceh
2. Aceh got some independence for its local government and 70% of income from resources Aceh remained in Indonesia
3. disagreements between countries over claims to the same territory
disagreements about where their borders should be

Discussion

Possible answers:

Yes, because they get to have their own local government and a large share of the wealth from natural resources.

No, because they still have to be part of Indonesia.

3.3.1 The South China Sea Disputes

Preview

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

Possible answers:

1. south of China, east of Southeast Asia
2. Vietnam, Indonesia, the Philippines, Malaysia, Brunei

Exercise

- Students read the text and look at the map.
- They decide whether the statements are true or false.
- If false, they write true sentences.

Answers:

3. False. They are about control of the sea and oil and gas.
4. False. China's is the biggest.
5. true
6. true
7. true

Exercise

- Students label the claims and the island groups on the map.

Answers:

1.
 - a. Vietnam
 - b. Brunei
 - c. China
2.
 - i. Parcel
 - ii. Spratly

3.3.2 ASEAN's Role in the Disputes

Preview

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

Possible answers:

to help resolve the disputes peacefully through consultation and consensus

to support the claims of ASEAN member states to the South China Sea

Exercise

- Students read the text.
- They answer the questions.

Answers:

- to ensure all countries behave peacefully in the South China Sea until all disputes are resolved
- Vietnamese and Chinese ships have collided, and China is building airfields on some islands.
- ASEAN was divided.
Some countries are not interested in the issue .
Some countries prioritise good relations with China.
- It makes ASEAN look weak and divided.

Activity

- In pairs or groups, students analyse the cartoon.

Possible answers:

- It is about the different countries around the South China Sea, having conflict with each other, and wanting the South China Sea for themselves, and ASEAN trying to solve it.
- It shows each country as boats. China is the biggest and most powerful nation, followed by Japan. It shows three Southeast Asian nations together, and quite powerful compared to Vietnam. Vietnam looks small and weak. Finally, it shows ASEAN as a small wooden boat with a man in it shouting and trying to make the others follow the code of conduct.

It suggests that ASEAN is not very effective at preventing conflict over disputes in the South China Sea.

Discussion

Possible answers:

- Yes, because respect and listening to everyone's ideas and opinions will help to find the best solution.

No, because some countries do not care about rules and laws. Only military force can resolve the disputes.

- Because they need to secure food (fish) and look for energy (gas and oil) for their increasing populations.

Because power is very important for leaders of countries. They must be seen by citizens as being strong and not afraid of other countries.

EXTRA ACTIVITY

Watch a Documentary

- There is a video about the South China Sea dispute on the ASEAN DVD (*12_The South China Sea: Troubled Waters*).
- There are accompanying teaching notes in the DVD booklet.

3.4 Free Market Capitalism

3.4.1 Special Economic Zones

Preview

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

Possible answers:

1. a kind of capitalism where governments have little power over businesses and trade
2. A special economic zone is a place in a country where there are different rules and laws about wages, taxes, and working conditions. Corporations are encouraged to set up production in these zones.

Exercise

- Students read the text.
- They answer the questions.

Answers:

1. SEZs attract more foreign investors to a country by having different policies about wages, and working conditions to other parts of the country.
2. Because businesses pay lower wages and taxes, and there are often fewer laws about workers' rights.
3. **Advantages:** New jobs for people who need work.
Disadvantages: Workers might get paid lower salaries than in other places and have worse working conditions, and fewer rights.

Focus on Indonesia

Exercise

- Students read the text.
- They answer the questions.

Answers:

1. It wants to create more jobs and economic growth and attract foreign investment.
2. It offers low tax rates, cheap labour, and may offer the chance to investors to buy land and houses in the SEZs in the future.
3. Because other ASEAN countries are able to offer lower labour costs and less regulations to attract investors.

Discussion

Possible answers:

1. Good, because they allow a country to be competitive and encourage corporations to come into the country and invest. If they were not there, the people would not have jobs.
Bad, because they exploit poor people.
Corporations can pay low wages to poor people because poor people need the jobs.
2. Yes, because sometimes countries might need extra help to make their economies grow and create jobs.
No, because the economies of the countries would find another way to grow, and people would be able to find other jobs instead.
3. Yes, because if there were no SEZs, they would have no jobs, or they would have to work in worse conditions.
No, because they have to work for low wages, and they have poor working conditions and fewer rights than other people.

3.4.2 Free Trade Agreements and Open Borders

Preview

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

Possible answers:

1. An agreement that reduces barriers to trade between countries.
2. Where people from countries in a region (like ASEAN or the EU) can travel across borders without a visa.

Exercise

- Students read the text.
- They decide whether the statements are true or false.
- If false, they write true sentences.

Answers:

1. False. Free trade agreements reduce or remove tariffs.
2. False. An open border is an agreement between countries to allow citizens to cross into each other's countries easily and without visas.
3. true

Exercise

- Students read the scenarios. Clarify anything they don't understand.
- They classify them into pros and cons
- Some scenarios could be both pros and cons.

Possible answers:

Pros: 4, 5, 7, 10

Cons: 1, 2, 3, 6, 8, 9, 10

Activity

- In pairs or groups, students analyse the cartoon.

Possible answers:

1. It is saying that free trade has caused a situation where people in the USA have no jobs because the jobs have all gone to Indonesia where labour is cheap. There are, however lots of fashionable clothes which were made in countries like Indonesia. In those countries, because of free trade agreements and special economic zones, people get paid very little and cannot afford the shoes that they are making.
2. The cartoonist is probably against free trade because the cartoon shows a lose/lose situation – the American man has no job, and the Indonesian woman is too poor to afford shoes.

Discussion

Possible answers:

1. Large companies who can produce things cheaper and make more money.
Customers who get goods cheaper.
Workers in poorer countries who get jobs.
Poorer countries, that want investment and economic development.
2. Workers, who can travel more easily to find jobs.
The families of workers, who can get money from their family members working in another country.
The receiving countries, which might get cheaper skilled workers from other countries.
3. Good, because countries can get more investment from outside businesses.
Good, because imported goods from other countries are cheaper.
Bad, because local businesses cannot compete with cheap imported goods, so workers lose their jobs.
4. It might be easier for traffickers, terrorists and other criminals to move to different countries.
5. People do not get a say in free trade agreements negotiated by their governments. However, they might be affected by FTAs through losing their jobs, or having to move to another place or country for work. If a country depends a lot on one main export, like rice or timber, it might be badly affected by changes in the price of those once it is in a FTA.

Focus on the World

Exercise

- Students read the text.
- They decide whether the statements are true or false.
- If false, they write true sentences.

Answers:

1. true
2. False. According to *Doctors Without Borders*, medical corporations might make medicines more expensive, and make it more difficult to make cheap copies.
3. true

Discussion

Possible answers:

1. Because governments and businesses do not want to give away important information to competitors before the agreement has been made.
Because the governments and corporations do not want bad publicity about the undemocratic rules they have put into the TPP.
2. Good, because they encourage competition, they can keep the cost of goods low, and they allow poorer countries to take part in the world economy.
Bad, because they serve only the rich and powerful, and keep the poor poor.

Activity

1. Individually or in pairs or groups, students research stories about business and the economy. This could be from the internet or newspapers, or by researching in their own community. Topics could include:
 - local pay and working conditions.
 - new businesses in the area.
 - a story about special economic zones in the area (if appropriate).
 - a story about an interesting business or social enterprise in the area.
2. They write an article. It should include:
 - headline
 - byline (second, smaller headline)
 - main story
 - data/statistics (if appropriate)
 - pictures or political cartoon (if appropriate)
3. As a class, combine all the articles into a local business journal.
If you like, make copies and distribute it around your community.

EXTRA ACTIVITY

Watch a Documentary

- There is a video about free trade on the ASEAN DVD (*13_Free Trade*).
- There are accompanying teaching notes in the DVD booklet.

3.5 Economic Inequality

3.5.1 Equality Between ASEAN Nations

Preview

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

Possible answers:

- Yes, some are very wealthy, like Singapore, and some are very poor, like Cambodia.
- war, weak government, lack of natural resources

Activity

- Individually or in pairs or groups, students classify the factors into faster or slower development, or both. Discuss in pairs or groups.

Answers:

Faster Development: a, c, e, k

Slower Development: d, f, g, h, i

Both: b, j

- Groups discuss the reasons these factors cause faster to slower development.

Possible answers:

- Faster:** Capitalist nations gave lots of money to developing capitalist nations so that they did not become communist. This helped them develop more quickly.
- Both:** The country was able to develop its economy quickly after independence by selling its natural resources abroad. However, some countries have experienced civil wars between groups fighting over control of natural resources.
- Faster:** trade routes allow a country to become rich and powerful, and to import and export from its neighbours and all around the world.
- Slower:** Wars destroy infrastructure, they destroy institutions, they damage education and health systems, they stop foreign investment, and they make security impossible.
- Faster:** If people are healthy and well educated, they are more able to take part in the economy of the country. Well educated people may have new ideas and better leadership skills. Healthier people can work better and do not cost the government and business money in doctors, medicine and time off work.
- Slower:** If a country does not invest money in modernising and updating its industries, it cannot compete with other nations, and people will import better or cheaper products from other countries.

- Slower:** Many businesses do not like working with corrupt governments because they can be unreliable and unfair. Because of this, they will move to another country or choose not to invest in that country.
- Slower:** Weak infrastructure makes trade more difficult. Businesses will not make as much money, and investment will not come.
- Slower:** Capitalist countries did not help or give money to communist countries. Also, after 1991, there was no European communism, so the communist Southeast Asian countries stopped getting help from European communist countries.
- Both:** Some countries did quite well by becoming independent early (Indonesia, for example), While others (such as Myanmar) had a lot of civil war after becoming independent early.
- Faster:** When there is gender equality, the talents and skills of all people in society, male and female, are being used which contributes to faster development.

Activity

- Students read the text and the chart. Clarify anything they don't understand.
1. In pairs or groups, students decide whether ASEAN has a two or three-tiered economic structure.
 2. They present their ideas to the class.

Possible answers:

Two-tier:

- **High Income:** Brunei, Malaysia, Singapore;
- **Low Income:** all other nations in ASEAN

Brunei, Malaysia and Singapore are clearly the wealthiest per capita. Even Malaysia, the least wealthy of the three countries has double the per capita GDP of the next wealthiest country (Thailand)

Three-tier:

- **High Income:** Brunei, Singapore;
- **Middle income:** Malaysia, Thailand
- **Low income:** all other nations in ASEAN

Brunei and Singapore are clearly more wealthy per capita than any other nations in ASEAN. Thailand and Malaysia, however are far wealthier than the other six nations

or

Three-tier:

- **High Income:** Brunei, Singapore;
- **Middle income:** Indonesia, Malaysia, Philippines
Thailand
- **Low income:** Cambodia, Laos Myanmar,
Vietnam

Brunei and Singapore are clearly more wealthy per capita than any other nations in ASEAN. Indonesia, Malaysia, the Philippines and Thailand all have similar per capita GDP compared to the newer ASEAN members, who all have per capita GDP of around \$1,000 – 2000.

Exercise

- Students read the chart. Clarify anything they don't understand.
- They answer the questions.

Answers:

1. 4.9%
2. 29.3%
3. *Developing Asia and East Asia*
4. East Asia has reduced poverty the most and South Asia has reduced it the least. Southeast Asia is between the two in terms of poverty reduction.

Exercise

- Students read the text.
- They answer the questions.

Answers:

1. There are big differences in health and education – in more developed nations, people live longer, are healthier and have better education.
2. Poorer nations have worse infrastructure, which makes trade more difficult, and creates problems for all ASEAN nations.
3. Developing nations are able to offer cheaper labour. They can also adopt new technologies from other countries more cheaply.

Discussion

Possible answers:

1. Yes, because if they do, then everyone will benefit economically.
No, because the poorer nations are responsible for attracting investment and should be more responsible for their own country.
2. Yes, because if the rich countries are spending money and providing assistance to poor countries, they should be allowed to make the decisions.
No, because that gives the richer nations too much power and the rich nations are acting in their self interest.
No, because the 'ASEAN way' is to use consultation and consensus decision-making, so all countries should be involved in making decisions.

3.5.2 Rising Inequality

Preview

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

Possible answers:

corruption in government, discrimination against certain groups in society, the military involved in business, exploitation of people and resources by business owners, unequal sharing of resource wealth by the government

Activity

1. Clarify what the table shows. If students do not understand, explain that:

If everything was exactly equal in a society, each of these categories would read 20%, meaning that wealth is distributed equally among everyone. If one category reads 25%, that means that there is a greater amount of income in that population, and if it reads 15% that means that group has a lesser share of the income wealth.

- In pairs or groups, students choose one of the countries on the table. They analyse the data about that country.

Possible answers:

In Laos, between 2002 and 2008, inequality rose. The richest 20% of society increased their share of the total wealth. In 2004, they had 41.6% of the total wealth, but by 2008, they had almost 45% of the total wealth. On the other hand, the wealth held by the poorest 20% of Laos people decreased from 8.5% to 7.6%.

2. They compare two of the countries in the table.

Possible answers:

If we compare Laos and Thailand, we can see that inequality rose in Laos between 2002 and 2008, but inequality fell during a similar time period in Thailand. The poorest people in Laos held 1% less of the total wealth in 2008 than in 2002, but in Thailand, the poorest 20% increased their share of the total wealth by 0.4%.

3. They look at the overall inequality in these ASEAN countries.

Possible answers:

The table shows that inequality rose in the majority of ASEAN countries in the 2000s.

- Groups present their findings to the class.

Discussion

Possible answers:

1. If salaries of highly skilled workers increase much faster in my country, a few people will become very rich but the majority of workers will stay poor.
2. Many jobs will be in construction. Maybe that will increase inequality between men and women because more men will work in those jobs.
Or, perhaps it will decrease inequality because poorer people will be able to get better paid jobs and learn new skills.
My country is poor/wealthy, so many people will leave/arrive to find good jobs.
3. In my country, the young will be positively affected more than the old. They will have the chance to move to other countries, to get jobs in new factories and to train in new skills.
4. People in rural areas will be negatively affected because there will be less growth there. All the jobs will be in cities.
My family may get split up since my grandparents won't want to leave their hometown, but my brother and sister will want the chance to work abroad.

Activity

1. In pairs or groups, students analyse the cartoon.
Possible answer:
It is saying that ASEAN wants to integrate and to be more equal, but it is not really happening. The cartoon makes the logo of ASEAN into a bar chart, which are all different lengths. This shows that the nations are all unequal.
2. Groups draw a cartoon about inequality.
 - Possible character ideas:
 - ASEAN member states
 - Provinces or cities in your country
 - Neighbourhoods in your hometown
 - Note to students: The characters don't need to be human figures-- they can be represented with other symbols like in this cartoon or animals, fruit, plants, etc.
 - They present it to the class.

3.6 Drugs

Preview

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

Possible answers:

2. drug addiction, health problems, crime
3. because selling illegal drugs can make a lot of profit

Exercise

- Students read the text and look at the map.
- They decide whether the statements are true or false.
- If false, they write true sentences.

Possible answers:

1. False. Alcohol, tobacco, coffee, tea and paracetamol are examples of legal drugs in ASEAN countries.
2. true
3. False. Opium farmers make less money than gangs who sell heroin.

Exercise

- Students read the quote.
- They answer the questions.

Answers:

1. non-interference by ASEAN (sovereignty of member countries)
2. making drugs legal, and making it easier for users to get treatment. (this has been tried in parts of Europe and North America)
3. the death penalty

Focus on Thailand

Exercise

- Students read the text.
- They answer the questions.

Answers:

1. from opium to methamphetamine
2. 65%
3. executions without trial
people with HIV stayed away from treatment programs
prisons full of poor and non-violent criminals
police corruption
more than half of those executed were not involved in drug crime

Activity

- Students read the chart.
- They answer the questions.

Possible answers:

1. 2001
2. In the early 2000s, many drug producers changed from opium to methamphetamine.
3. No. Maybe the traffickers and users are not getting caught.

Discussion

Possible answers:

1. Yes, because then criminals would not make much money out of them.
People with drug addictions or diseases from drug use could get help without being arrested.
No, more people would get addicted to drugs, and problems associated with drugs would increase.
2. support farmers in ASEAN countries to grow crops that are not opium
integrate their laws on drugs so they all have the same rules on punishment, and can work together more effectively
give more money to programs in ASEAN countries to reduce drug addiction and HIV infection
legalise all drugs so that criminals cannot make profit from them

EXTRA ACTIVITY

Debate

The statement is: ***All drugs should be legalised.***

- Ensure everyone in the class understands the statement.
1. Students choose whether to argue for or against the statement, and form two sides.
 - If one side is a lot bigger than the other, get some students to change sides.
 2. Groups choose two debaters to present their group's arguments.
 - They spend 10 – 15 minutes thinking of ways to argue their case.
 3. Begin the debate. The 'for' side goes first. Each debater has 2 – 3 minutes to argue their case.
 4. Give five minutes for students to ask questions to the teams.
 5. Teams debate again. The 'for' side goes first. Each debater has 2 – 3 minutes to argue their case.
 6. After the debate, give audience members five minutes to ask questions.
 7. The class votes on which side made the best argument.
 - They should vote according to the quality of the argument, not based on which team they belong to.

3.7 Environmental Problems

3.7.1 Cross-border Haze Pollution

Preview

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

Possible answers:

- climate change
- water pollution
- deforestation
- species extinction
- overfishing
- hydropower dams
- haze pollution

Exercise

- Students read the text.
- They answer the questions.

Answers:

1. smoke from fires which are started to clear the ground for farming and plantations
2. Indonesia
3. farming, palm oil plantations

Discussion

Possible answers:

1. No, because other countries are unable to prevent Indonesia from having these fires.
Yes, because it encourages Indonesia to deal with the situation itself.
2. ASEAN could punish Indonesia and other polluters if they do not stop the fires. One example would be a fine on the polluting countries, with the money going to the countries affected by the haze.

EXTRA ACTIVITY

Watch a Documentary

- There is a video about haze control on the ASEAN DVD (*14_Haze Pollution: The Haze Craze*).
- There is a video about palm oil on the ASEAN DVD (*15_Protect Paradise: An Animation about Palm Oil*).
- There are accompanying teaching notes in the DVD booklet.

3.7.2 Hydropower Dams

Preview

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

Possible answers:

electricity generated by turbines that are turned by the flow of water in rivers

Exercise

- Students read the text.
- They answer the questions.

Answers:

1. A dam is a building on a river. It uses the flow of water to turn turbines. Those turbines generate electricity.
2. They generate 'clean' electricity – there is no air pollution, unlike coal or gas or oil.
3. They kill fish.
They displace people from their homes or affect peoples' crops by flooding land or changing the levels and course of the river.

Discussion

Possible answers:

1. Clean energy, because more animals will die if there is more pollution.
Fish, because they are important for the people who live on the river.
2. Clean energy for everyone, because if we continue to pollute our environment, everyone will suffer, not just a few people near dam sites.
The rights of people near the rivers, because they have human rights and those places are their homes. Also, the land that they live on sustains their way of life, including their culture and capability to make a living by farming and fishing.
3. Because Laos is land-locked. It has no coast, so it cannot trade by sea. Plus it needs to find a way to make money which is sustainable – if it cuts down all of its trees, for example, it will have no resources left, and its environment will suffer too.
Laos is also one of the poorer countries in ASEAN, and it wants to be able to keep up economically with the rest of ASEAN.

Focus on Laos

Exercise

- Students read the text.
- They answer the questions.

Answers:

1. Laos, because they can make money from selling electricity.
Thailand, because they can buy the electricity.
2. Cambodia, because they are down river from the dam, so they are affected by the changes in the way the river flows, and they lose fish.

Activity

- Students read the statement, and classify them into for and against building hydropower dams.

Answers:

1.
 - a. for
 - b. against
 - c. for
 - d. against
 - e. for
 - f. for
2. In pairs or groups, they rank the reasons from most important to least important.
- While there is no right or wrong answer here, encourage students to explain why they have chosen that order of importance. In more advanced classes you can ask students to start by doing this activity individually and then having to combine their priorities with their partner so that they have to negotiate this more and defend their answers.
- They compare their rankings with another group.
3. Groups think of arguments that disagree with each of these statements.

Possible answers:

- a. But it kills fish. That is also bad for the environment.
- b. Rivers always flood in the rainy season. We just need to prepare better each year.
- c. However, building hydropower dams is very dirty, and may pollute the rivers in other ways.
- d. Those people will have reliable electricity instead.
- e. Not true. Solar power (from the sun) is also getting better and more reliable these days.
- f. They could invest in other industries instead.

4. Groups make lists of arguments for and against hydropower.

- Make a class list on the board.

Possible answers:

- People lose their land.
- People are forced to move out of the areas and into cities and they lose their ethnic culture and language
- People do not have other skills other than farming and fishing and therefore are vulnerable
- The government may not compensate them enough for their loss of land
- The people may be upset because in areas where the land is flooded, there are often graves or pyres for the dead and they may have to choose whether to move these to another place and upset the spirits of the ancestors or to leave them to be lost or destroyed.

3.7.3 Deforestation

Preview

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

Possible answers:

cutting down trees and forests

Exercise

- Students read the text.
- They answer the questions.

Answers:

1. farming, palm oil plantations, the hydropower industry, the timber industry,
2. Haze pollution is caused by fires on land that has been deforested. Two of the 'drivers' of deforestation are plantations and timber for hydropower dams.

Exercise

- Students read the chart. Clarify anything they don't understand.
- They answer the questions.

Answer:

1. agriculture / large-scale agriculture

Possible Answer:

2. There are links between population growth and deforestation, and between hydropower and deforestation.

It shows that the increased need for food and electricity is driving deforestation.

It shows that small scale farming is driving deforestation almost as much as large scale. This is maybe due to population growth and inequality; there are many farmers, they are poor and they need to farm more land to survive.

Activity

- In pairs or groups, students analyse the cartoon.

Answers:

The cartoon shows the many problems in the world today. Almost all problems relate to overpopulation, but that in nearly every society, we choose to ignore this for religious or political reasons. It suggests that we cannot really solve any problems until we solve the population problem.

Activity

1. In groups, students list all the important environmental problems in their community and country.
- Make a class list on the board.
2. In groups or as a class, discuss how each of these problems relate to population, migration and inequality.

Possible answers:

Population growth creates demand for land, food, energy, building materials, clean water etc, and that leads to water and air pollution, deforestation, dams on rivers etc.

Migration affects the environment because people move to places where there is work in cities, and that creates pollution and demand on resources. People also move to where there is fertile land for farming so the land and water gets overused and that causes deforestation, erosion and deserts.

Inequality means poor people are more vulnerable to changes in the environment because they depend on the land and water for farming or fishing. If they live close to rivers or the sea they will be affected by severe floods and storms. Poor people who need jobs move to cities to work in factories that create pollution.

Activity

1. In groups, students choose one important environmental issue. They should choose one that affects them and their community.
They identify the industries involved in this problem, the people who are most affected by this, whether the local economy benefits at all, and how the industry is important to the national economy.
2. Groups discuss how they might try to change this situation, and identify possible effects on the economy.

3. Groups think of possible actions to solve this problem. These might include:
 - the industry or business consulting with communities about the affect on environment
 - writing letters to politicians or business leaders suggesting ways the problem could be solved
 - starting a Facebook page, a blog, or writing to newspapers to raise awareness about an issue
 - organising protests at the head offices of polluting or destructive businesses or industries
 - boycotts (not buying their goods or services) of the companies involved in environmentally damaging activity
- They make a poster about the issue. The poster should inform people about the problem, and suggest an action to solve it.
- Groups present their poster to the class.

Discussion

Possible answers:

1. The environment, because if we destroy the environment that will be bad for everyone in the future. The economy will not be useful if there are no trees, clean water or air.
Economic development, because when countries are developed population growth will slow down. When population growth slows it will be easier to look after the environment because it will have less pressure from people.
2. Yes, because the environment is more important than any political ideas or parties.
Yes, because problems like haze pollution affect many ASEAN countries.
No, because interference in member countries by ASEAN will create conflict and make those countries want to leave ASEAN.
3. Bad, because more development will lead to more factories and pollution, and use up more natural resources.
Good, because development will lead to cleaner industries that use less coal or oil, and make less pollution.
4. Reuse and recycle things rather than throw them away.
Support businesses that recycle and that use clean sources of energy.
Avoid buying things from businesses that pollute and don't recycle.
Start or join organisations that protect or clean up the environment.

EXTRA ACTIVITY

Watch a Documentary

- There are videos about the topics in this section on the ASEAN DVD.

Activity

1. In groups, students choose an ASEAN country.
 - They look back through Chapter three, and identify each time that country is mentioned.
2. Groups choose three topics that have information on their chosen country.
3. Using the information in Chapter Three, and research – internet, newspapers/magazines, talking to people – they create a pamphlet.
 - They fold an A4 paper three ways. Each fold has an introduction to a topic, and how it affects this ASEAN country.
 - They can make it either single sided or double sided. Encourage groups to add pictures, especially if double-sided.
 - Put the pamphlets up around the room. Students walk around and read others' pamphlets.
 - If you like, have a class vote on the best pamphlet.

Activity

1. Divide the class into seven groups, and give each group one issue. If you don't have enough students, divide them into two, three or four groups, and give each group two or three issues.
2. Groups write six quiz questions. Make sure they include a range of question types.
 - They make enough copies of their quiz for each other group.
 - They have to know the answers to all their questions. They write the answers on a separate paper, and keep it.
3. Groups pass their questions to the next group.
 - Groups answer the quiz. Give them five minutes per quiz, then they get the next group's quiz.
4. When groups have answered all the quizzes, they give each quiz back to the quiz writer.
 - Groups mark other groups' answers, and give them back
5. Groups add up their total score of all quizzes they answered.
 - If you like, give a prize to the group with the highest marks.

Activity

- Students write a essay of approximately 300 words on the topic *How does ASEAN affect you, your community and your society?*
- Marking guide:

understanding the ideas in this course	/25
understanding their community and society	/25
adding information from outside this module	/25
clear organisation of ideas	/25
	/100

Project: Group Photo Essay

**For this project, you need enough cameras – digital cameras, phone cameras, or print cameras – so that there is at least one per group. It is also useful to have a computer where each group can edit their photos. If you have internet, groups can publish their photo essays online (on personal or school social media, website or newsletter). You can put them on the Mote Oo Facebook Site if you like:
<https://www.facebook.com/moteooeducation/>
 If you don't have internet, students can print their photo essays and put them on the wall, or in a school magazine.**

- Students look at the photos and read the photo essay. Clarify anything they don't understand.
1. In groups of 3 – 6, students discuss the questions.
Possible answers:
 - a. The Moken, an ethnic or indigenous community in Thailand, who also live in Myanmar.
 - d. Three photos are in the daytime, and one photo is at night. Two photos show people looking at the camera, and two show a landscape, or bigger scene. In the last photo, the photographer is very close to the children, while in the others, he is far away from the people.
 - e. It involves people who live in two ASEAN countries. As ASEAN countries develop, small communities like the Moken might be left behind. ASEAN economic development also can have a negative impact on people who used to rely on more traditional livelihoods, since they do not have a way to make a living anymore. ASEAN countries buy/sell electricity from each other, but is it being shared equally, if some people in Thailand are still without it?

2. Groups create photo essays. They choose one of the topics listed.
 - They think of a local story – a situation, people or place – that could illustrate their topic.
 - They read the tips box for idea on how to make a good photo essay.
 - They go and take a lot of photos of their story.
 - They choose the best photos, and put them in a sequence to best illustrate their story.
 - They write captions to each photo.
 - They choose a title for their story.
3. Groups publish their story on social media or in print.
 - Marking Guide:

relevance to community	/40
relevance to ASEAN	/40
creativity	/20
Total	/100

