

Second Edition

asean

a social science course for asean citizens

Teacher's Book

ပုံနှိပ်တိုက်အမည်

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Welcome to the ASEAN Teacher's Book

On these pages, you will find some basic information about how this book has been designed and the best ways to use it. You may want to read these notes before beginning to teach from the course.



About This Course

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 practise important skills necessary for social science learners. It encourages reflection upon individual beliefs and values through discussion, roleplays, debates and many other activities.

Structure of the Book

The book is split into three chapters. Each chapter begins with chapter themes and learning goals and a glossary of key terms.

Chapter Themes and Learning Goals

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

Glossary

The beginning of each chapter also has a Myanmar-English glossary of key technical vocabulary used in the text. Glossarised words appear in **bold** in the text on their first use.

Structure of Chapters

Each chapter has several sections and subsections, with each focusing on a main topic. Each section

contains a number of standard components for ease of teaching. They are Previews, Exercises, Activities, Discussions and Focus on... texts.

Often, only one or two pages from the student's book (preview, content, exercise and activity and discussion) will be sufficient for an hour-long lesson.

Teaching with This Book

When teaching using this book, make sure to read the text and do (or think through) the previews, exercises and activities yourself before presenting them in class. Doing these things first will increase your familiarity with the content and with giving instructions for the activities in the class. It will also help you be better prepared for any possible questions that students might have.

Using Previews in the Classroom

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

You can use the previews to start a lesson. When introducing a new topic with a preview, have students close their books so they do not just repeat the information that is already on the page.

Note: Student answers will vary if they are based on opinion or experience. Where "answers" are provided, there is usually an expected correct response, although exact wording might vary. If "possible answers" are supplied, there are a range of correct responses, and the ones given are examples to guide the teacher. Questions based on students' own experience or opinion do not usually have suggested answers.

Using Exercises in the Classroom

Exercises check students' understanding of the most important information in each text in the book. Key knowledge goals are listed in the learning goals at the start of each chapter.

You may want to ask students to answer exercise questions immediately after reading the related text. You may also want to walk around the class observing students answering the questions, so that you have an idea of how much of the text they have understood.

You can vary how you manage exercises in classes. For example, you might allocate responsibility for answering different questions to different members of a group. Group members then discuss whether it is a correct answer. After groups have discussed the questions, elicit answers from different groups.

When students are answering exercise questions, encourage them to give brief answers in their own words, and discourage them from restating entire sentences directly from the text.

It is often easy to develop secondary questions from one exercise question which will help students engage with and think more deeply about the topic. You can plan some further questions in advance. If you do this, you can pass the secondary questions based on the original to another student, pair or group. For example, "why?" or "what is another example of...?"

Using Activities in the Classroom

Activities encourage the learning and application of useful social science skills. Key skills goals are listed in the learning goals at the start of each chapter.

Activities allow students to explore topics covered in chapters in more depth. They usually include some open questions to encourage thinking beyond what is directly presented in the text. Some activities encourage creativity and group work through tasks like designing posters, planning presentations, or group problem solving.

Activity types vary throughout the book and the key social science skill practised – such as “categorising”, “inferring”, “identifying cause and effect”, etc., are stated in the title of each activity.

Some activities will take longer than others. Thinking them through or doing them yourself first can be useful when planning your lesson.

Extra Activities

Additional activities can be found in many sections of this teacher’s book. They allow you and your class to explore the topics to a greater depth. They can be used in a variety of ways.

Using Discussions in the Classroom

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

An important aspect of managing class or group discussions is to get students to think critically by providing reasons for why they support a particular claim or point of view. Class discussions have the potential to take a long time, so you may want to allocate a time limit, and bring the discussion to a conclusion when that is reached.

Using Focus on ... Texts in the Classroom

Focus on ... texts are case studies which relate to the main topic. They are examples of the topic in action, or of how the topic relates to a specific country (either Myanmar or another country from the region).

These sections are followed by questions that can be done as an exercise, discussed in groups or set for homework and discussed in the next class.

Additional Resources

To improve lesson planning, and to find more activities to use with the material in *ASEAN*, see Mote Oo Education’s *Activities for Social Science Teaching*. This resource has been written especially for busy social science teachers who need to quickly plan engaging and exciting lessons. It includes a chapter on lesson planning and over 120 activities with full instructions and examples of the activities, using Mote Oo Education texts, and example answers for all activities.

Teachers who wish to find further resources are invited to contact Mote Oo Education at moteooeducation@gmail.com, and our team will advise where possible about additional materials.

**We
hope
that you
enjoy using
this resource and
have fun in the classroom.**

Teacher's notes begin on page 6.

1.1 Where is Southeast Asia?

Preview:

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

Answer:

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

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.
5. False. South Korea 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 classify the countries in the table.
- Encourage them to use the reference maps at the back of the book if necessary.
- They may need to look at both the Southeast Asia and Oceania maps because the island of New Guinea is not shown in its entirety on the Southeast Asia map and the country of Papua New Guinea (on the east of New Guinea) is not wholly visible.
- Additionally, please note that Timor Leste is named as East Timor (the name it is sometimes called in English) on the Southeast Asia map.

Answers:

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

- Note:** Many academics consider all of Malaysia maritime Southeast Asia. For the purposes of this course, we have decided to classify West Malaysia as mainland Southeast Asia.

Discussion

Possible Answers:

Buddhism was able to spread over land. It 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 centres 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 “mainland” or “maritime” influences. 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 Mon.
2. Khmer people brought farming to Southeast Asia, and taught it to the Tai/Thai.
3. The Kingdoms of Ayutthaya and Sukhothai.
4. Srivijaya and Singapura.

Exercise

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

Answers:

1. Đại Việt Kingdom
2. Lan Xang Kingdom
3. Ava Kingdom

Discussion

Possible answers:

1. Migrants bring new ideas to a country or a region. They can add to the culture. 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, the territory and the borders 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 or take control over other groups, so there is less written about them by others. To learn about them, we can do research in books or on the internet, talk to people from that group (especially elders), read translations of their literature and history and engage with their traditional arts and music.

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. People could gain wealth and power if they controlled the trade routes and the resources that were traded on those routes.
2. Because the plants that you need to make spices do not grow in Europe, so they were difficult to get. [Note: Also, Europeans did not control the trade routes before the 1500s, so their traders would probably have had to pay high taxes to the local rulers who did.]
3. Europeans wanted access to and control of spices and the trade routes, so that they could make money and get cheaper spices. Because of this, they began to trade with, and later to colonise, other parts of the world.
4. The weather in the Indian Ocean was very dangerous for trading ships; the Strait was safer.
5. Portugal

Activity

1. Students work in groups. Each group chooses a spice. You may want them to choose one from the list (or assign them one) or allow them to choose another spice. For the spice that their groups chooses, they should find out as much information as possible about the plant. For example:

What exactly it is	Turmeric is a flowering plant. The part that people use is made from the root
Where it first came from	India
When it was first used	Around 4,500 years ago
What it is/ was used for	It was first used as a dye for clothes, and also as a traditional medicine
Who used/ uses it	Today it is used still to dye monks' robes and for cooking. It is used in many foods, including in curries.
Other information	It travelled to and was often used in places where Buddhism and Hinduism spread because it was used to dye monks' robes. It is still used in traditional Chinese and Indian medicines.

2. Groups make a short presentation about their research and give the presentation to the class.
3. Students listen to other groups' presentations and take note of where each spice comes from.
4. When all groups have finished their presentations, students make maps showing where each spice comes from, either as a class or in groups. They can use/photocopy the blank map of Asia at the back of the book.
 - You could list more spices and their places of origin if you want the students to make a more comprehensive map. Additional spices could include: chili, coriander seeds, cumin seeds, fennel seeds, fenugreek seeds, mustard seeds, etc.

Discussion

Possible answers:

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

1.4 The Colonial Period

Preview

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

Possible answers:

- Colonialism is when one country controls and uses another country's people and resources for its own benefit.
- Britain, Portugal, France, the Netherlands, Spain, the USA.

Exercise

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

Answers:

- Because the Europeans had better technology, Southeast Asian peoples lost control of their resources and land.
- Britain, France, the Netherlands, Portugal. (The USA controlled the Philippines, but they are not a country in Europe.)
- Thailand

Activity

- In pairs or groups, students make a table similar to the one in the book. They identify information in the text about the positives and negatives of colonialism for both the colonisers and the peoples who were colonised.
- They brainstorm and add more examples to each category.

Possible answers:

For the Colonisers...		For the Colonised...	
Positives of Colonialism	Negatives of Colonialism	Positives of Colonialism	Negatives of Colonialism
<ul style="list-style-type: none"> - More land. - Controlled resources like spices, rubber and minerals, etc. - Became rich. - Control of trade routes. - More and cheaper labour. - More territory. - Opportunities for trade. - Opportunities to promote their religions. 	<ul style="list-style-type: none"> - 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. 	<ul style="list-style-type: none"> - Development, like railways and ports. - New technologies and services. - Some ethnic groups were favoured by the colonisers, and received some protection from other groups. 	<ul style="list-style-type: none"> - Lost control of land and natural resources. - Had to live under foreign control.

- They join with another group and compare their answers.
- Groups look at which category is the biggest, and the importance of the examples in that category. What might this show us about colonialism?

Possible answers:

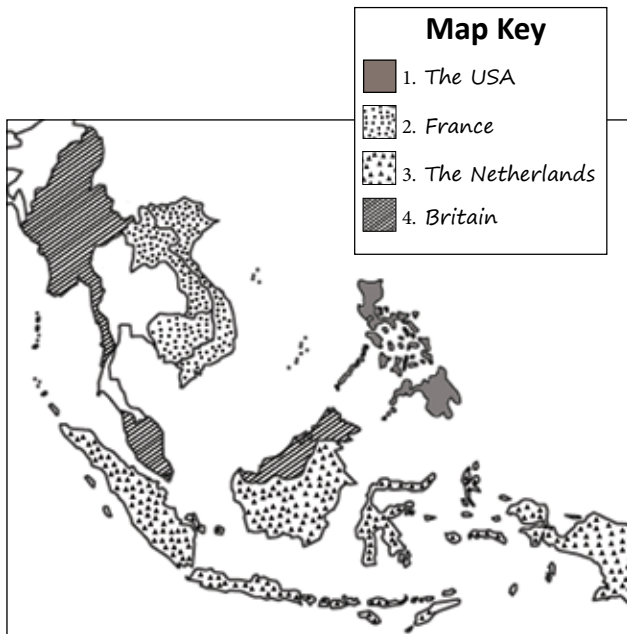
The column benefitting the colonisers is biggest, which implies that colonisation has more benefits for the colonisers than the colonised.

The negatives for the colonised seem very important: colonised peoples lost their land and had to live under foreign control.

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 showing 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: They 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 arguments, not based on which team they belong to.

1.5 World War II 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 new ideas in the minds of Southeast Asian peoples about having their own, independent countries.

Exercise

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

Answers:

1. Japan
2. Britain, France, the USA and the USSR were the winners. Germany and Japan were the losers.
3. The European countries were poorer and not as powerful as before.
4. Britain and the USA were happy to grant independence to their colonies. France and the Netherlands were not.

Exercise

Answers:

Year Independence Won by Southeast Asian Countries	
Country	Year
Philippines	1946
Myanmar	1948
Indonesia	1949
Cambodia	1953
Laos	1953
Vietnam	1954
Malaysia	1957
Singapore	1965
Brunei	1984

Activity

1. Students imagine that they are living in 1945. In pairs they list reasons why their country should be independent.
2. They join with another pair and make a combined list of arguments for independence.
3. When they have a list of key points, they then think about how a European living in their country would feel and respond. They make a list of arguments against the independence activists' points.
- Encourage students to look back at 1.4 and the activity they did on the benefits and drawbacks of colonialism, if they need ideas for either side of the argument.
4. When groups have enough ideas, they create a roleplay. Explain the scenario to the students:
 - Two of them are educated student independence activists, and two are wealthy Europeans who are living in that country. They know and respect each other but have very

different views about the future of the country. They start a debate in the street. People stop to listen. Both groups want to convince the crowd, and the other group, that they are correct.

Students script a short roleplay using their ideas.

5. Groups perform their roleplays for the rest of the class.
 - After groups have performed their roleplays, discuss them using open questions:
 - What were the main points?
 - What were the most important points?
 - How did the roleplays end, and why?
 - Were there any very good arguments made by the activists? By the Europeans?
 - Could students feel empathy for the colonised? For the Europeans? Why?
 - What will happen to the people and to the country if agreement and a peaceful solution cannot be found?

Discussion

Possible answers:

1. 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.
2. People who opposed independence would include companies that got rich working with the colonial system, and local people who had power or influence in the colonial government.

EXTRA ACTIVITY

One Sentence Summary

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

1.6 The Post-World War II World

Preview

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

Possible answers:

1. 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.
2. Capitalism is when factories, land and companies are owned by individuals or by groups of individuals (such as corporations). They pay people to work for them. The economy is based on buying, selling and making profit.

Exercise

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

Answers:

1. The Cold War was a conflict between capitalist countries or armies supported by the USA and Britain, and communist countries or armies supported by the USSR and communist China.
2. 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.
3. Communist groups might take power in their former colonies and make it more difficult for them to make money.
4. They gave money and weapons to communist or anti-communist armies, and those armies fought each other.

Exercise

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

Answers:

1. communist
2. communist
3. capitalist
4. communist
5. capitalist
6. capitalist

Discussion

Possible answers:

1. **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.
2. **Communism:** it has been tried in countries with a lot of poor people and inequality, like in the USSR 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

1. 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
2. Ask: Do you think communist or capitalist governments are better for each of the above? Why?

1.7 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. The USSR 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 all became communist in the mid 1970s.

Exercise

- Students complete the table with actors and their aim or aims as mentioned in 1.6 and 1.7.

Answers:

Regional Actors in Cold War Southeast Asia	
Name	Aim(s)
China	To support communist governments in Southeast Asia
Khmer Issarak	To have a communist government in Cambodia
Indonesian Government	To be a non-communist country; to control land that Malaysia also wanted to control
Malaysian government	To be a non-communist country; to control land that Indonesia also wanted to control
Myanmar government	To be a non-communist country
Pathet Lao	To have a communist government in Laos
Thai government	To be a non-communist country
USA	To have non-communist governments in Southeast Asia
USSR	To have communist governments in Southeast Asia
Viet Minh	To have a communist government in Vietnam

Exercise

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

Answers:

1. Disagreement and conflicts between communist and non-communist groups.
2. Border conflicts between neighbouring countries.
3. Foreign powers supported communist and anti-communist movements. This led to wars and to some countries becoming communist.

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

Activity

- In pairs or groups, students analyse the cartoon.

Possible answers:

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

Discussion

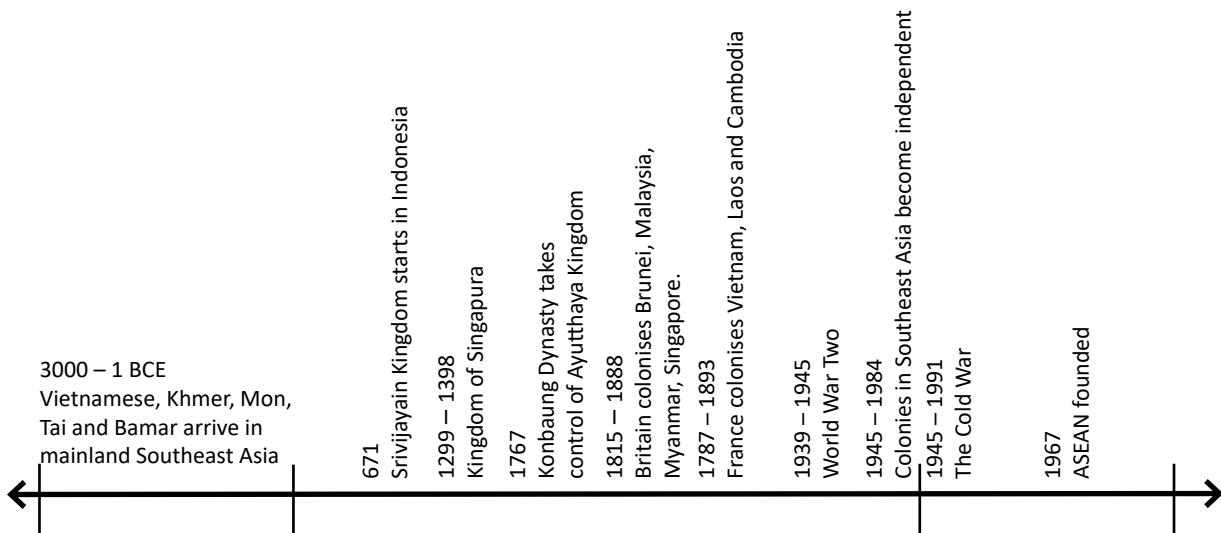
Possible answers:

1. A different way of trying to overcome problems they shared; that Southeast Asian countries should work together rather than against each other.
2. 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

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

Possible answer:



EXTRA ACTIVITY

Oral History Research

1. 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.
2. Students conduct interviews with older family or community members about this topic.
3. Students present their findings. They could make a poster or give a presentation to the class.

2.1 Southeast Asian Nations Today

Preview

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

Answers:

2. 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:

- B. Thailand
 - C. Malaysia
 - D. Singapore
 - E. Indonesia
 - F. Brunei
 - G. The Philippines
 - H. Cambodia
 - I. Laos
 - J. Vietnam
2. Students fill the other gaps with information from the box at the top of page 23.
 - They may need access to reference books or the internet to help them work out the correct answers.

Answers:

- ii. a
- iii. b
- iv. f
- v. c
- vi. d
- vii. e
- viii. g
- ix. h
- x. i

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 in a 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 thought they knew)
 - Did they find out what they wanted to know?

Exercise

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

Answers:

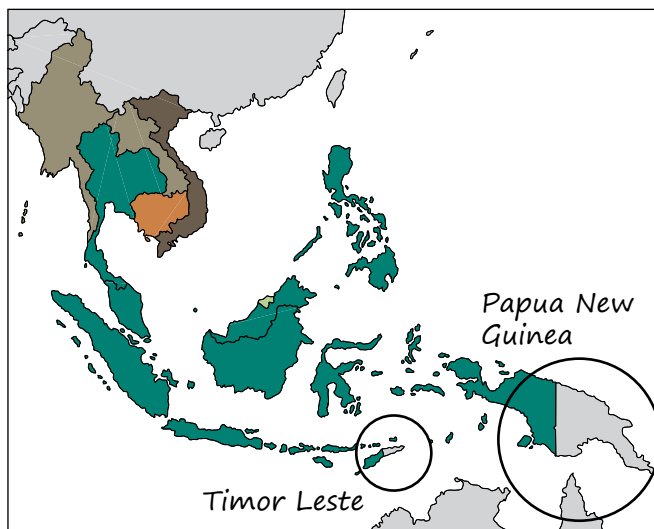
1. Brunei, Cambodia, Laos, Myanmar, Vietnam.
2. To help the countries of a region cooperate on important issues.
3. Europe, Africa, the Americas (other examples not mentioned in the text: The Arab League, the Commonwealth of Independent States, Union of South American Nations...)

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 (in 1967), 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 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 does not try to control economies or to use armed 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, or;
Leaders decide with input from the public, or;
People from all member countries vote for them.

EXTRA ACTIVITY

Write a Class/Group 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 analyse the way the world works, through education.
2. In groups of 3 – 6, students 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 or group charter.

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 they represent.

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 at the same time.
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.

Discussion

Possible answers:

1. Good, because it would mean that meetings are better organised, funded 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.

2.4 Joining ASEAN

Preview

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

Exercise

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

Answers:

1. The ASEAN Charter.
2. They can attend and observe meetings but cannot take part in decision making.
3. Papua New Guinea and Timor Leste.
4. The ASEAN member states decide by a consensus vote.

Focus on Timor Leste

Exercise

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

Answers:

1. Criteria Timor Leste did meet:
 - Location in Southeast Asia.
 - Recognition by all ASEAN Member States.
 Criteria Timor Leste did not meet:
 - Ability and willingness to carry out ASEAN Duties.
 - Infrastructure.
 - Embassies in all ASEAN countries.
2. Because of its small economy.
3. Because of its undeveloped infrastructure.
4. ASEAN accepted Timor Leste joining “in principle”; a roadmap for full membership submitted to the next ASEAN summit.

Discussion

Possible answers

1. ASEAN countries all have very different systems of government, so the ASEAN declaration needs to be flexible.
2. Yes, so that ASEAN can help countries to make the region more peaceful and better for its citizens.

Political: 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 USA). 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 arguments, 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

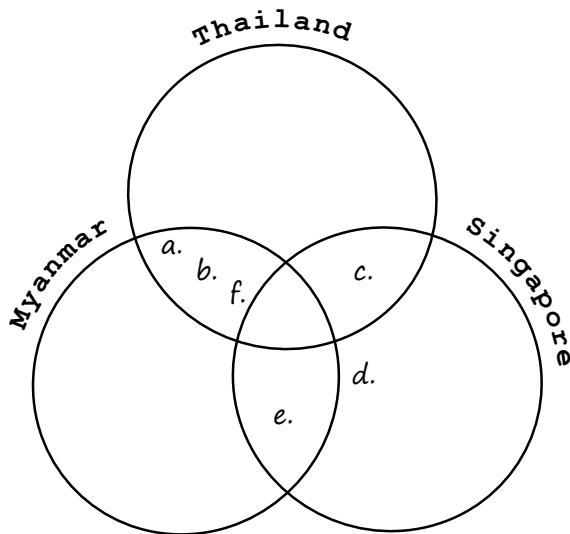
Exercise

- Students read the text.
 - They answer the questions.
1. ASEAN offered to monitor a ceasefire.
 2. 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.
 3. The International Court of Justice.

Activity

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

Possible answers:



- On mainland Southeast Asia
 - Majority Buddhist country
 - 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 the majority in both countries practise the same 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 organisation 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.

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.

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.

Exercise

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

Answers:

1. Human rights are the idea that every human in every country has rights. Human rights include the right to be free from slavery or torture, and the right to basic education.
2. Every human being has these rights (and governments can't take them away).
3. It 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

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.
3. 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?
4. As a class, discuss the questions.

Activity

- Students reread the ASEAN statement on human rights on page 37. Clarify anything they don't understand.
- In pairs or groups, students think of reasons ASEAN governments might justify the actions.

Answers:

2. **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 negative things about the government; they might create conflict between groups.
3. **Banning meetings:** National security: People might come together to cause problems for the government.
4. **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 negative things about the government.
5. **Penalties for women who wear modern clothes:** Public morality: Women in modern clothes might offend traditional or very religious people.
6. **Destroying slums in urban areas:** Public safety and health: Slums can be unsafe and cause disease and pollution.
7. **Laws that outlaw writing school books in minority languages:** National security and general welfare: 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 into an idea of "Asian" or "Western" values, or whether they represent both.
 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 may be able to ignore human rights issues and violations in their own countries.

2. Yes. Asian countries and Western countries are very different. You can see from their cultures that Asian countries share more values with each other than they do with European countries.

No. There are no Asian or Western values. Values are not all the same between different Asian countries or different Western 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.

2.5.3 The Economic Community

Preview

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

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 the value of all the goods and services produced in a country minus the cost of producing them and 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.
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 40).
 - 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 (app on the computer):** created by an American company and used by billions 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 one of the research questions (a-d).
 - 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. Since January 2023, the Secretary General of ASEAN has been Kao Kim Hourn, a former Minister Delegate attached to the Prime Minister of the Kingdom of Cambodia.

Exercise

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

Answers:

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

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 would make the statement – the ASEAN Secretary- General, or a country's foreign minister.

Answers:

Secretary General: i, iii, iv

Foreign Minister: ii, v

Activity

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

Discussion

Possible answers:

1. ASEAN Members do not want the Secretariat to be too strong.
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

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.
- Students think about the three ideas from the text (globalisation, democratisation, human rights) and how they might impact on or affect the events/ outcome of each scenario.
- Students think about other ways that the three ideas from the text might impact on or affect ASEAN's principle of non-interference. Where possible, they should give scenarios (either real or imaginary) to support their arguments.

Possible answers:

1.
 - a. human rights (enabled by greater democratisation)
 - b. democratisation (which is a result of globalisation)
 - c. globalisation
2. **Globalisation/Democratisation:** A prospective member with many political problems has to prove to the ASEAN Secretariat that it has free and fair elections before it can join ASEAN, because ASEAN is concerned about the effects of instability on other ASEAN nations' economies.

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, countries should intervene if they see other countries treating their people badly.

2.7.1 Consultation and Consensus

Preview

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

Possible answers:

1. Discussing an issue with everyone who is affected by it and hearing everyone's opinions.
2. Reaching a decision that all members can agree to.

Exercise

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

Answers:

1. A majority voting system, where 51% or more of the votes are necessary to approve a decision.
2. Decisions are made slowly, decisions are weakened, or decisions are never made.
3. Everyone's opinions are heard. Everyone has an equal say in the outcome, members understand how a decision will affect each other.

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, they may start fighting.
 - Consultation/consensus:** Better: If someone talks to both women, then maybe they will find that one did not steal from the other.
- 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's and the wife's points of view, and get the man to agree to change his behaviour.
- 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.

Activity

- 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 a lot of 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 a lot of 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 have fewer children as child mortality rates are lower and they 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 to have fewer 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. 35%
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. The population increases. There is more pressure on younger people and the society to support the growing population 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 any time periods, and any country.
- 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.

3.2 Human Migration

Preview

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

Possible answers:

1. Better pay, better jobs, experiencing 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 will work for less money and do the jobs that local people don't want to do.
They will accept worse working conditions.
Local people do not want those jobs.
There are not enough local people with the right skills.

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 better jobs, living and working conditions or pay.
2. Both move to another country to have a better life.
3. Documented migrants have permission from a government to stay in a country. Undocumented migrants do not.
4. A people smuggler makes a deal with an undocumented migrant and takes them illegally to another country. When the migrant arrives, the deal is complete. A human trafficker is someone who forces people into bad jobs or sells them to other people. They usually trick the migrants.

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.
There were often geographical reasons to move (e.g.: famine, drought).
Differences: People were more likely to move in order to find better land for growing food.
People who migrated to a place often fought wars with the people who were already living there.
2. **Similarities:** People wanted a better life people moved to escape war or persecution.
Differences: Colonial powers sometimes offered advantages to some migrants if they moved and worked for the empire.
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. 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.
Economic, because migration is mostly about jobs and work.

EXTRA ACTIVITY

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.

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. Examples would include in the Philippines, Southern Thailand, West Papua (Irian Jaya) in Indonesia, and in Myanmar.
3. A disagreement between countries about where their borders should be.
4. A dispute between Cambodia and Thailand over the border at the Preah Temple. Disputes between Vietnam, 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.
2. Aceh got some independence for its local government and 70% of income from resources. However, Aceh remained in Indonesia.
3. Its principle of non-interference.
4. It has been criticised both for interfering too much, and for not intervening enough.

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:

1. False. They are about control of the sea, access to fishing, and oil and gas.
2. False. China's is the biggest.
3. True
4. True
5. True

Exercise

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

Answers:

1.

- a. Vietnam
- b. Brunei
- c. China

2.

- i. Paracel
- 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:

1. To ensure all countries behave peacefully in the South China Sea until all disputes are resolved.
2. Vietnamese and Chinese ships have collided. China is building airfields on some islands.
3. ASEAN was divided. Some countries are not interested in the issue. Some countries prioritise good relations with China.
4. No. According to the text, China has ignored an international court's ruling that it has no claim to the South China Sea.
5. It makes ASEAN look weak and divided.

Activity

- In pairs or groups, students analyse the cartoon.

Possible answers:

1. 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.
2. 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. He is 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.

It is saying that ASEAN is small and weak in this conflict.

Discussion

Possible answers:

2. Yes, because respect and listening to everyone's ideas and opinions will help to find the best solution.
No, because some countries are not interested in these processes. They have greater economic and military strength and can use it to get what they want.

3. 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.

3.4 Free Market Capitalism

Preview

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

Possible answers:

1. An economic system where governments have little influence over companies 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.

Exercise

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

Answers:

1. SEZs attract foreign investment and large corporations to a country, which creates jobs.
2. Corporations 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 a country and invest. They provide jobs.
Bad, because they exploit workers. 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 SEZ's provide them with jobs.
No. Workers usually have low wages, poor working conditions, long hours and fewer rights.

3.4.1 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

Activity

- 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 (and expensive) 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 high price of 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 corporations 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 companies.
Good, because imported goods from other countries are cheaper.
Bad, because local companies 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. Most people do not get a say in free trade agreements that are negotiated by their governments. However, they might be negatively 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 an FTA.

3.5 US-China Rivalry

Preview

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

Possible answers:

1. Political issues, military issues, economic issues.
2. On political issues: because the USA is capitalist and China is communist.

On military issues: because both countries are large and powerful and want to stay powerful.

On economic issues: because both countries need strong economies to stay powerful. This means that they need to have close relations with the same countries (such as ASEAN nations) and trade with them

Exercise

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

Answers:

1. Developing advanced military technology, surveillance and spying, competition for economic influence.
2. Taiwan, the South China Sea.
3. Being close to Taiwan which China claims is a breakaway province, China's claims in the South China Sea.
4. China's claims in the South China Sea.
5. Economic relations with China, the BRI.
6. Invests in infrastructure in more than 150 countries.
7. RCEP is a free trade agreement and China is its most powerful member; the IPEF was created by the USA, but it is not a free trade agreement.
8. If China and the USA fight each other, because they are both large and powerful, it will be the countries of Southeast Asia that will be hurt or damaged as they are small like the grass.

Activity

- In pairs or groups, students analyse the cartoon.

Possible answers:

It demonstrates that China and USA's economic relations with countries in Southeast Asia are like elephants grazing on the same patch of grass (the grass is trade in Southeast Asia). If the USA and China have conflict, they will damage the economies of ASEAN countries, which will be like trampling the grass.

It shows the countries of ASEAN (the birds) holding the elephants (the USA and China) above the grass (Southeast Asia) while the elephants shake hands (improve relations and avoid conflict). It demonstrates the role of ASEAN in encouraging better relations between the USA and China to avoid conflict which would hurt Southeast Asia. Concealed in the grass under the elephants appear to be landmines or detonators which represent dangerous issues in Southeast and East Asia, like the South China Sea or Taiwan that could provoke conflicts between the USA and China that ASEAN wants to avoid.

Discussion

Possible answers:

1. No. The USA and China both want to be the biggest or most powerful superpower and have very different political systems.
Yes. The USA and China both need peaceful relations for their trade and economies.
2. ASEAN countries can form stronger alliances between themselves so they are not divided between countries that support the USA or that support China.
ASEAN countries could encourage better relations with both the USA and China by offering better investment opportunities to them in return for the USA and China reducing military tensions in the region.
ASEAN could seek out other countries like Japan or India, or regional organisations like the EU, to form economic and security relationships with outside the region to help balance or reduce the power and influence of China or the USA.

3.6 Economic Inequality

3.6.1 Equality Between ASEAN Nations

Preview

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

Possible answers:

1. Yes, some are very wealthy, like Singapore, and some are very poor, like Cambodia.
2. Conflict, poor governance, lack of natural resources.

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 a 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 – 2,000.

Activity

1. Individually or in pairs or groups, students classify the factors into *faster development*, *slower development*, or *both*. They discuss in pairs or groups.

Possible answers:

Faster Development: a, c, e, k

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

Both: b, j

2. Groups discuss the reasons these factors cause faster or 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:** Some countries were able to develop their economies quickly after independence by selling natural resources abroad. This helped them develop faster. In some countries, dependence on export of one main resource, or conflicts over resources, slowed development.
 - Faster:** Trade routes allow a country to become rich and powerful, and to import and export from its neighbours and all around the world.
 - Both:** Some countries did quite well by becoming independent early (Indonesia in 1949, for example), while others (such as Myanmar, in 1948) had a lot of civil war immediately after becoming independent.
 - 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 harder, and do not cost the government or companies lots of money in hospital bills, 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 instead people will import better or cheaper products from other countries.
 - Slower:** Many companies do not like working with corrupt governments because they can be unreliable, untransparent and unfair. Because of this, they will move to another country or choose not to invest in that country. The customers of companies often do not like corruption, and they may pressure the business to not work with corrupt governments.
- 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.
 - 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.
 - Slower:** Wars destroy infrastructure, institutions, education systems and health systems; they stop foreign investment; and they make security impossible.
 - Slower:** Weak infrastructure makes trade more difficult. It may be more difficult or more expensive to transport resources and goods. Companies will not make as much money, and investment will not come.

Activity

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

Answers:

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

Exercise

- Students read the text on pages 72 and 73.
- They answer the questions.

Answers:

1. It has caused many job losses (more than nine million) across Southeast Asia.
2. The effects have been different on different ASEAN countries because each country's economy is different. Countries that rely on tourism, for example, were badly affected by Covid-19.
3. There are big differences in health and education – in more developed nations, people live longer, are healthier and have better education.
4. Poorer nations have worse infrastructure, which makes trade more difficult.
5. Developing nations are able to offer cheaper labour, less regulation and lower taxes to attract investment from corporations.

Discussion

Possible answers:

1. Yes, because if they do, then everyone will benefit economically.
No, because the poorer nations should be able to be competitive and attract investment.
No, because all countries should be responsible for themselves.
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 would act only 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. Because we live in a globalised world, and everything is connected, the effects of Covid-19 in other countries have caused problems in ASEAN countries. For example, lockdowns caused job losses in European and North American countries. This made Europeans and North Americans poorer, and they could not afford to travel for holidays to Southeast Asian countries. This caused more job losses in Southeast Asia. The same problems have been faced by factory workers in Southeast Asian countries, because people in other countries cannot afford to buy as many goods as before.

3.6.2 Inequality within ASEAN Nations

Preview

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

Possible answers:

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

Activity

- 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.

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

Possible answers:

1. 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%.
 - They compare two of the countries in the table.
2. 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 during that time, the poorest 20% increased their share of the total wealth by 0.4%.
 - They look at the overall inequality in these ASEAN countries.
3. The table shows that inequality rose in the majority of ASEAN countries in the 2000s.
 - Groups present their findings to the class.

Activity

- 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.
- 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-- things can be represented with other symbols, like in this cartoon or animals, fruit, plants, etc.
- They present their cartoon 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.
3. Inequality will decrease because poorer people will be able to get better paid jobs and learn new skills.
4. 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.

3.7 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.
- They decide whether the statements are true or false.
- If false, they write true sentences.

Possible answers:

1. False. Alcohol, tobacco, coffee, tea, marijuana and paracetamol are examples of legal drugs in ASEAN countries.
2. True
3. False. Opium farmers make less money than gangs who sell heroin.
4. False. It was made legal in Thailand.
5. True

Activity

- 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, and Thailand has recently legalised marijuana).

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 programmes.

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 (see previous *Focus on...* text).
3. Maybe the traffickers and users were 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 use 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 programmes 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 arguments, not based on which team they belong to.

3.8 Environmental Problems

3.8.1 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 and palm oil plantations.

Discussion

Possible answers:

1. No, because other countries are unable to prevent Indonesia from allowing these fires or dealing with them.
Yes, because it encourages Indonesia to deal with the situation itself.
2. ASEAN could (with a strong ASEAN legal system) 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.

3.8.2 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.

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 downstream from the dam, so they are affected by the changes in the way the river flows and the loss of 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.
- There is no right or wrong answer here. However, 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 reasons 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. What about solar power (from the sun)? It is 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:

- If a country has large rivers, or a lot of rivers, then it will be cheaper and easier to use hydropower than to import oil and coal.
- Building hydropower dams will create lots of jobs.
- People lose their land.
- People are forced to move away from their own areas and into cities, and they lose their ethnic culture and language.
- People do not have skills other than farming and fishing and are therefore vulnerable.
- The government may not compensate them properly (or at all) for their loss of land.
- 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.

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 landlocked. 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.

3.8.3 Deforestation

Preview

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

Possible answers:

Cutting down trees or forests until there are few or no trees left.

Exercise

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

Answers:

1. Agriculture, 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.

Activity

- 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 groups, students choose an ASEAN country.
 - They look back through Chapter 3, and identify each time that country is mentioned.
- Groups choose three topics that have information on their chosen country.
- Using the information in Chapter 3, and additional research (internet, newspapers/magazines, talking to people), they prepare a presentation.
 - After groups have prepared their presentations, they give them to the rest of the class.
 - You could have students vote for the best presentation, or create a rubric to mark them.

Discussion

Possible answers:

- The environment, because if we destroy the environment that will be bad for everyone in the future. A strong economy will not be useful if there are no trees, clean water or clean air.
Economic development, because when countries are all developed, population growth will slow down. When population growth slows it will be easier to look after the environment because there will be less pressure from people.
- 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.
- 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.
- Reuse and recycle things rather than throw them away.
Support companies that recycle and that use clean sources of energy.
Avoid buying things from companies that pollute and don't recycle.
Start or join organisations that protect or clean up the environment.

EXTRA ACTIVITIES

Essay

The title is: *ASEAN and Me*.

- Students write an 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
Total	/100

Research

- 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.
- Groups discuss how they might try to change this situation, and identify possible effects on the local economy.

Project: Group Photo Essay

- 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