ETHICAL LEADERSHIP

A reflective guide for working in communities

Trainer's Guide (to Accompany the Student's Book)

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Contents

TRAINER'S GUIDE INTRODUCTION

PLEASE READ THIS SECTION BEFORE YOU BEGIN TEACHING OR TRAINING WITH THE RESOURCE

a. What Is *Ethical Leadership?*

Ethical Leadership is a textbook developed by Mote Oo Education. The content is inspired by a Payap University course created for a Myanmar-based network of community academies. Mote Oo have contextualised the content, adding local case studies and scenarios and designing task sequences to accompany each section.

It is designed so that people can use it for self-study. This Trainer's Guide is designed to accompany *Ethical Leadership* for use in a group, workshop or classroom setting.
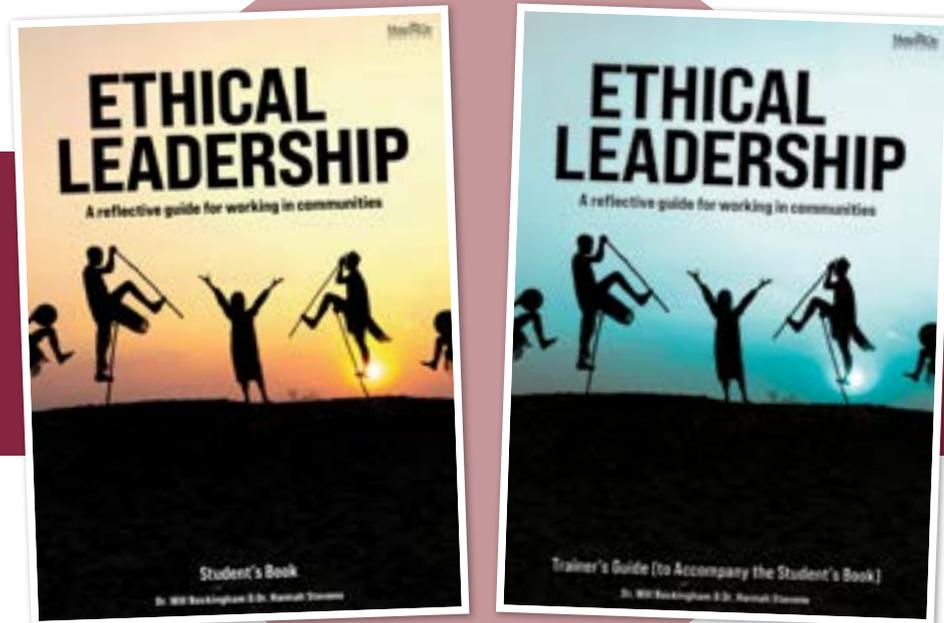
The course comprises:

■ The **Student's Book**, comprising course texts and discussion/reflection questions.

■ The **Trainer's Guide**, with tasks to accompany the content in the Student's Book. These include task instructions for both online and face-to-face classes, answers where useful, recommendations for extra material plus supplementary photocopiable worksheets.

■ **A resource folder**, with digital versions of all content. There are also slides for all tasks. The folder is on Google Drive at the following URL and QR code: https://bit.ly/3U5kQQK.

Note: The files in the folder are View Only. It is strongly recommended that you download a copy of everything so that you can adapt them as necessary for your lessons.

b. Using the Trainer's Guide

i. Overview

The Trainer's Guide is organised into eleven chapters. In each chapter, there is a section that corresponds to a section of *Ethical Leadership*, and each section is broken down into **Preview, Exercise, Activity** and **Discussion/Reflection** tasks. These tasks aim to enhance students' understanding of the key concepts of leadership and how they consider ethics when discussing leadership.

Choose which (if any) exercises and activities to use from each section. This depends on how much time you have and the students' level of prior knowledge and overall understanding of each topic.

Note: The Trainer's Guide provides full instructions for both face-to-face and online classes, and this introduction provides extra support and ideas for teachers who are moving their classes online.

ii. Chapter Structure

1. At the beginning of each chapter are some **Guiding Questions** relating to central issues in leadership discussed in that chapter. Encourage students to consider these questions as they work through the chapter. Trainers can use these questions to assess learners' understanding of the text at the end of the chapter.

2. At the start of each section there is a **Preview** task. These activate students' prior knowledge, ideas, experiences and opinions about each topic.

3. **Exercises** check that students understand the key points of the section. You may want to do these tasks or not, depending on the students' level of prior knowledge and overall understanding of each topic. Answers are provided.

4. **Activities** are an opportunity for students to use the ideas in the section. Activities promote discussion, problem solving, planning and other cooperative skills. They are usually interactive, and often based on the discussion questions at the end of each section. They usually involve pair or group work. They draw on information in the text and the students' own knowledge and perspectives. Where appropriate, likely responses and **Possible Answers** are provided as a guide for what might be expected.

5. There are **Case Studies** throughout the book looking at ethical leadership in the context of organisations and situations in Myanmar and around the world. There are also additional detailed questions in this guide for the case studies.

6. At the end of each section is one or more open **Discussion/Reflection** questions. This guide offers some suggestions to make these questions into interactive discussions and activities, including:

   ■ As a reflection, where students consider their own response.
   ■ As a set writing task, or;
   ■ As an interactive online activity where students write their ideas on a collaborative document (e.g. Google Docs) or bulletin board (e.g. Padlet), so they can read each other's ideas.

Note: In addition, there are three **Final Project** suggestions at the end of the Trainer's Guide.

iii. Task Structure

1. Previews, Exercises and Activities begin with **Purpose, Practicalities and Preparation (PPP)** information. Trainers should ensure they are aware of the PPP before beginning a task. For trainers who are delivering sessions online, the PPP information will give the number of the slide that is relevant to that section. Always check here for the pages the students need to read in the Student's Book before doing any tasks.

2. All tasks have **Instructions** for synchronous classes (all students are in class together with a teacher or trainer). Two sets of instructions are given where there is a difference in how to complete the task between face-to-face and online sessions.

3.2 D | Exercise

Purpose: Students distinguish between leadership and management.
Practicalities: Students work in pairs or groups; Face-to-face groups need flipchart paper and markers; Online groups need breakout rooms and a collaborative document.
Preparation: Write the instructions on the board or show Slide 3.2 D.

F-2-F   Online   Instructions

■ In groups, students make tables and list the differences between leaders and managers.
■ Groups present their lists.
■ Groups add points from others' lists that they find useful.

For Students

In a table, list the differences between leaders and managers.

Leaders	Managers

Possible Answers

Leaders
- Pave vision for organisation
- Innovative and risk-taking
- Empowering others

Managers
- Organise and plan
- Detail-oriented
- Solve problems

3. Almost all tasks have questions and/or instructions **For Students**. These will vary in type, depending on whether the task is a preview, exercise, activity, etc. For each, decide whether you should write the instructions on the board, give them verbally, use concept-checking questions to check that students' understand, etc.

4. Where necessary, **Answers** or **Possible Answers** are provided. Exercises are generally closed questions, and have "answers". Previews, Activities and Discussions are usually more open questions and therefore have "possible answers'.

iv. Flexibility of Learning Environments

We have designed *Ethical Leadership* in consideration of a variety of learning environments.

- Some students will be reading it themselves. Some will be using it in informal online or offline study and discussion groups.
- Some will be in a physical classroom, with a blackboard or whiteboard at the front, a teacher in the room and students sitting on the floor or at desks.
- Some will be in synchronous online classes, using a preferred social media platform, e.g. Zoom or Google Meet, and doing the exercises and discussions with classmates and a trainer through a phone or computer screen.
- Some will be in asynchronous online classes, working through the texts, slides and tasks in their own time, leaving comments for other students and the trainer in a chat box or on a forum when online.

v. Additional Tools for Online Teaching

If you are planning to teach this course online, some additional tools that you might consider are:

- A learning management system to help with lesson planning such as Google Classroom.
- A slide app such as Google Slides or PowerPoint.
- An interactive document such as Google Docs or an interactive bulletin board such as Padlet.
- A polling/survey tool such as Mentimeter, Zoom Polls or Google Forms. Mentimeter and Google Forms can be used for assessment, too.

Be aware of your students' (and your own) online limitations:

- Some tools are more suitable for computers than mobile phones.
- Some files use a lot of bandwidth.
- Activities requiring video interaction might not work if the internet isn't working well.

vi. Reliance on Mobile Phones

- It is very difficult to multi-task on a phone. When online, only expect students to use one app (e.g. the meeting app). Switching between them (e.g. from Zoom to Padlet, or Google Meet and a Google Doc) is difficult on a phone.
- Online whiteboards are difficult to use on a phone. Instead, have students write their ideas in a chatbox, or write their ideas on a piece of paper and share these with the teacher (either orally or by sending a photo) and then the teacher can input the information into the digital whiteboard.
- Similarly if they can't draw diagrams easily on a phone, they can draw on paper, take a photo and post it.
- For group collaboration on collaborative documents, have each group appoint a writer. The writer collects and presents all group members' ideas. (This might also be written on paper and sent in a photo.)

vii. Limited Internet Access

- If possible, send paper copies of *Ethical Leadership*, and printouts of slides and handouts.
- Have students turn off their cameras in classes unless presenting (to save bandwidth).
- Format reading texts and activities as a Google Doc or PDF.
- Use messaging apps like Signal, Viber, WhatsApp or Messenger to facilitate asynchronous group discussions.
- Don't use (or use less) video during class/ workshop sessions (to save bandwidth).

viii. Slides and Handouts

Throughout this Trainer's Guide there are references in the PPP to **slides** and **handouts**. Slides are designed to assist with online teaching and training and are in Google Slides format. They can be accessed via the link or QR code at the bottom of the page.

There are slides that correspond to many of the previews, exercises, activities, case studies and discussion/reflection tasks.

Slides are numbered according to the chapter and section, and the slide number within each section. Some slides have additional lettering where there is an individual slide for each question within an exercise, for example, slides for *1.1 A-H*.

Some handheld devices such as mobile phones may not be display slides well, however, downloading the Google Slides app from your app store may increase functionality of the slides. Where possible, it is recommended that you don't use a mobile phone if you are presenting slides. See the next section for an overview of using Google Slides on a Windows computer.

Handouts also provided for some tasks. For face-to-face classes there is a photocopiable version of each handout in this Trainer's Guide. For online classes, there is a Google Doc version.

Slides and handouts are stored in a Google Drive folder and are View Only. It is recommended that you make a copy of the slides and save them to your own Google Drive if you want to edit them. The slides are on Google Drive at the following URL and QR code: https://bit.ly/44vEGtS.

ix. Using Google Slides

Google Slides is a Google app. When logged into Gmail, it should be accessible by clicking the Google Apps button on the top right of your screen (**Image 1, opposite**, button highlighted by **blue box**).

Google Slides has two main modes: Edit (**Image 2**) and Slideshow (**Image 3**). On the edit screen, slides are displayed one by one on the left side of the screen. You can edit, reorder, add and remove slides. The large slide in the centre of the screen is editable.

Below the editable slide are presenter's notes. These notes are the instructions and answers for that slide. They correspond to the Trainer's Guide. Presenter's notes can also be edited when on the edit screen.

Slideshow mode is accessed via the present button (highlighted by **red box**, **Image 2**). There are two main options – to show only the slides (Slideshow), or to enter Presenter's View. When in Presenter's View on a Windows web browser, a new window will appear. This contains the presenter's notes (highlighted by **green box**, **Image 3**). You can screen share the slide window with your audience in Zoom, Google Meet, etc., and control it via the presenter's notes window. Only you can see the presenter's notes. To enter Presenter's View, click the down arrow to the right of Slideshow then click Presenter's View.

When presenting, press the down arrow, right arrow or space bar to move forward through the slides. To move backwards, press the left arrow or up arrow. On handheld devices such as mobile phones, swiping left and right will move you forward and backwards.

It is recommended that you fully familiarise yourself with Google Slides and the different editing and viewing modes before presenting to your participants.

1.
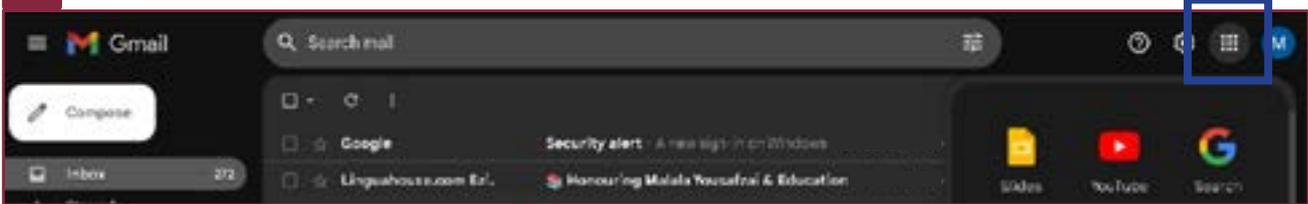
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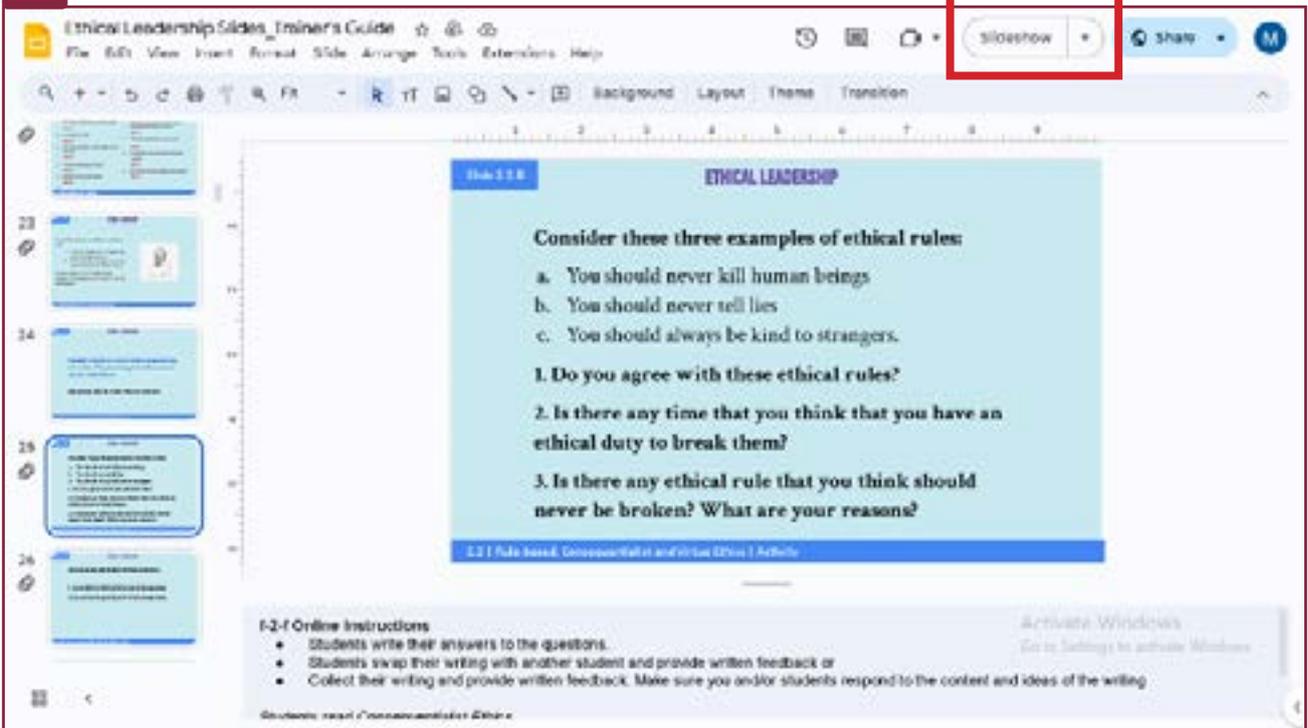
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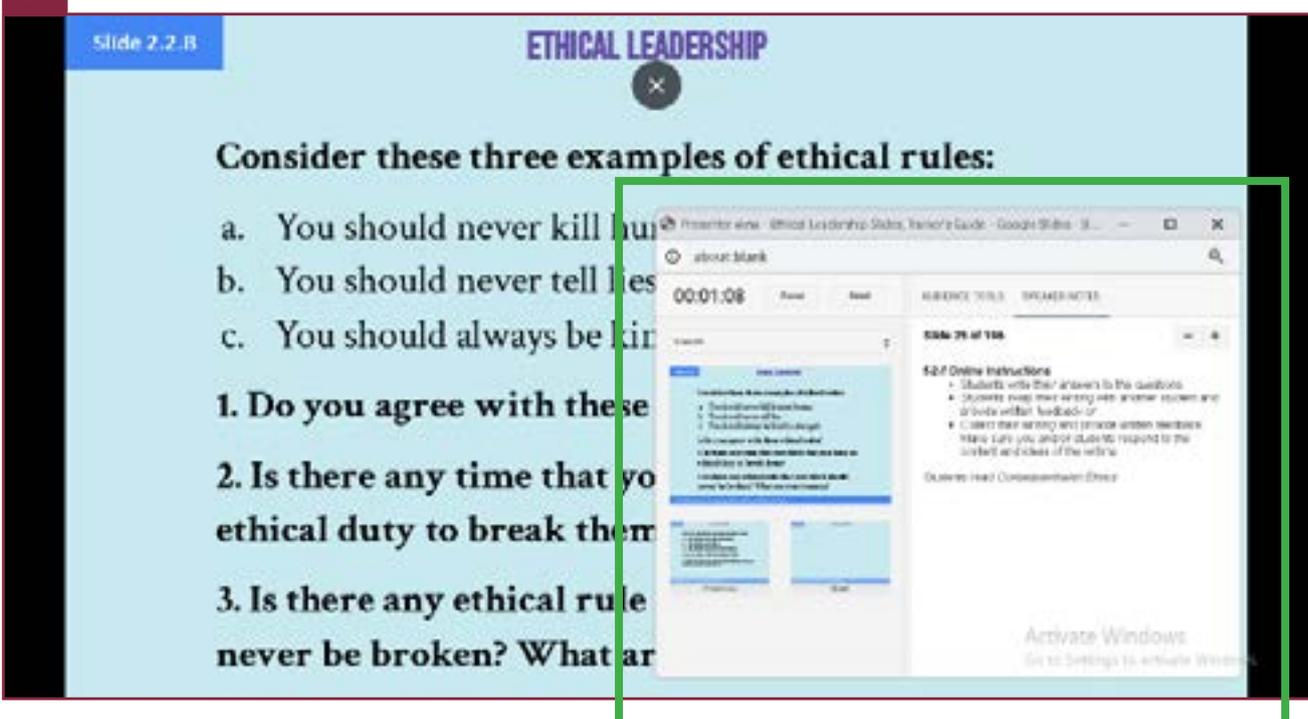
x. Handouts

Throughout this Trainer's Guide there are references in the PPP to **handouts**. These are tasks that contain a lot of text (such as multiple choice questions). For face-to-face sessions, handouts can be photocopied and given to students. They are also in Google Docs format. If you are training online, you can share a link for students to follow. The Google Docs versions of handouts can be accessed via the link or QR code on page ii.

Handouts are numbered according to the chapter and section that they correspond to. Answers are located at the bottom of the page in the online versions.

The online versions are View Only. It is recommended that you make a copy of the handouts and save them to your own Google Drive if you want to edit, share and allow your students to also edit and share them.

xi. Support for Online Teaching

Mote Oo Education conducted research in 2020 and 2021 into the needs of Myanmar teachers regarding online and hybrid classrooms. Our *How to Teach Online* resource is a response to the results of that research.
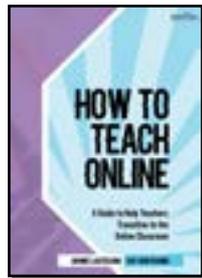
Support for the transition to online learning, as well as guidance for planning and delivering "flipped" lessons and classes online, can be found there.

The resource is available for free from moteoo.org.

Further information on the "flipped classroom" principle of online teaching and learning is below.

xii. Flipping Your Online Class

If you and your participants have limited online time together (*synchronous* learning time), consider having participants doing more *asynchronous* tasks (individually, before or after an online session). Participants will have to do tasks on their own, either online or offline. Diagram A, below, suggests some asynchronous and synchronous tasks for different stages of a lesson.

The advantage of this is that you can get through more material outside of online class time. It's not very useful to be online, as a class, while participants (for example) read an article, write long answers to questions, or listen to a one-hour lecture.

A. Diagram showing what flipped lesson might involve at different stages, with synchronous and asynchronous content

Asynchronous Before the lesson	**Synchronous** During the lesson	**Asynchronous** After the lesson
• Participants read a text. • Participants write a list of ideas.	• Participants present their list of ideas in groups. • Participants discuss the text. • Participants have a debate.	• Participants do a writing task. • Participants watch a video clip.
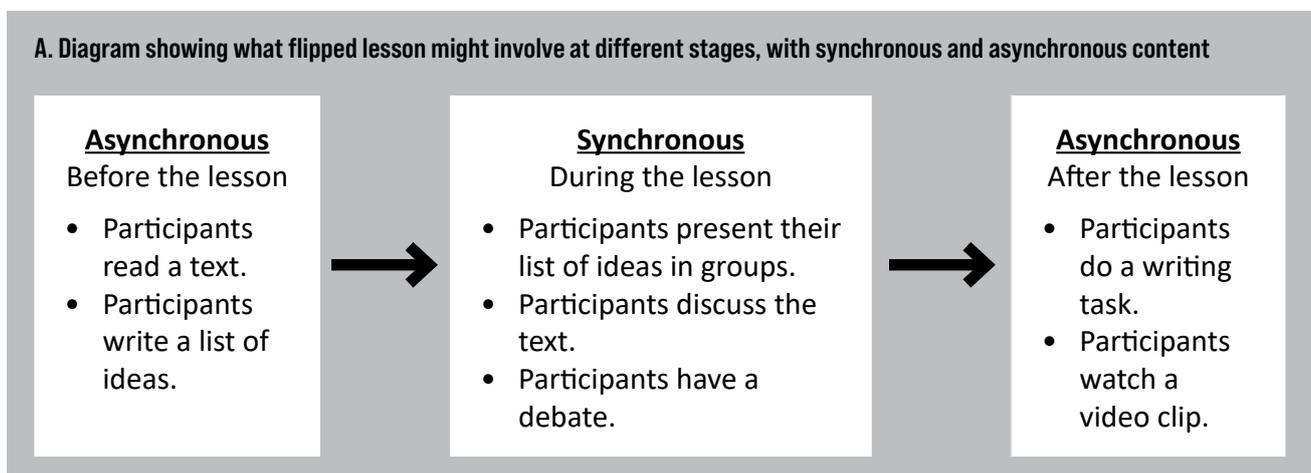
Many of the preview tasks, all the assigned readings and several of the exercises and activities can easily be done, or adapted to be done, outside of class time. Table B, below, lists some tasks that are suited to asynchronous online and offline learning.

Table C, below, is an example of how you could apply flipped learning principles for teaching **8.2**. Participants all have digital or paper copies of *Ethical Leadership*, a WhatsApp group, and a class Google Docs folder with all slides, handouts and extra resources.

B. Table showing ideas for possible asynchronous and synchronous activities

Asynchronous Online Activities	Asynchronous Offline Activities
■ Discussion forums and blog posts ■ Internet research and reading ■ Image search ■ Online polls on Mentimeter ■ Quizzes and surveys on GoogleForms ■ Questions and answers ■ Podcasts, videos, slide presentations ■ Online reflection journals ■ Group projects	■ Reading texts ■ Listening to/watching downloaded audio and video texts, lectures and slide presentations ■ Writing assignments ■ Reflection journals ■ Creating presentations ■ Creating diagrams, posters and artwork ■ Individual projects

C. Table showing ideas for a possible online lesson with a mix of asynchronous and synchronous activities

Task	Timing	Resources	Mode
Discuss 8.2 preview questions	Three days (between synchronous lessons)	WhatsApp	Asynchronous, online
Read text 8.2		(Paper or digital) copy of Student's Book	Asynchronous, offline
8.2 B Activity	10 minutes	Meeting app, Slide 8.2.B	Synchronous, online
8.2 C Activity	15 minutes	Meeting app	Synchronous, online
8.2 D Activity	30 minutes	8.2 D Handout, Breakout rooms, Google docs	Synchronous, online
Assign homework	5 minutes	Meeting app, examples of websites	Synchronous, online
8.2 E Writing assignment	Two days	Email	Asynchronous, online/offline

ETHICAL LEADERSHIP

A REFLECTIVE GUIDE FOR WORKING IN COMMUNITIES

TRAINER'S GUIDE

CHAPTER 1: INTRODUCTION

Before you start the chapter:

■ Read the Guiding Questions, which provide an overview of the main themes of the chapter.

■ Point out the Guiding Questions in the Student's Book, or show Slide 1.1.

Guiding Questions

■ Who makes decisions in organisations?

■ What impact do decisions have on organisations, individuals and society?

■ What is the difference between hierarchical and egalitarian decision-making?

1.1 YOUR EXPERIENCE OF LEADERSHIP

1.1 A | Preview

Purpose: Students consider what leadership involves.

Practicalities: Students work individually, then in groups; Online classes need breakout rooms.

Preparation: Write the task on a board or show Slide 1.1.A.

F-2-F **Online** **Instructions**

■ Individually, students list five situations when they helped someone.

■ They choose two of these and answer the questions about each.

■ In groups, students describe their situation, and discuss their answers to the questions about it.

For Students

1. List five times in your life that you were proud to have helped someone.

2. Choose two and answer the questions:

   a. Why is this memory important to you?

   b. How did you display leadership in this moment?

   c. What did you learn from it?

3. In groups, share one of your stories.

1.1 B | Activity

Purpose: Students reflect on their own participation in groups and organisations.
Practicalities: Students work individually; Online classes need a collaborative document.
Preparation: Students read *1.1 Your Experience of Leadership* (p7); Write the task on the board, or show Slide 1.1 B.

For Students

1. Look at the list of groups listed in Section 1.1. Tick or list the types of groups you have been part of.
2. Make a list of some of the most important groups in your life by name (e.g. Tamu Tigresses Women's Football Team, North Dagon Youth Exchange).

F-2-F Instructions

- Students look at the list of groups and tick or list the types of groups that they have belonged to.
- They list the 5-10 most important groups that they have been part of.

Optional Extra: Have some students discuss their lists.

Online Instructions

- Students look at the list of groups. On a collaborative document, they indicate which types of groups they have belonged to.
- If you like, design a survey or poll about this and discuss the results with the class.
- On the collaborative document, they list the 5-10 most important groups they have been part of.

Optional Extra: Have some students discuss their lists.

1.1 C | Discussion/Reflection

For Students

1. Who makes decisions in your family? How are these decisions made? How are they communicated? Does everybody agree with the decision? Do some people disagree?
2. Are you a member of a religious community? If so, who makes the decisions in this community? Who benefits from the decisions that they make? Is anyone affected negatively by these decisions?
3. Have you ever been part of an organisation that you thought was effective (good at reaching its goals) but not good for the community or society (its goals were not good things)?

F-2-F **Online** Instructions

- In groups or as a class, students discuss the *Discussion/Reflection* questions (they are also on Slide 1.1 C).
- Or have students write their responses on a collaborative document or bulletin board.

1.2 EGALITARIANISM AND HIERARCHY

1.2 A | Preview

Purpose: Students consider the meaning of *ethical leadership*.
Practicalities: Students work as a class; Online classes need access to a collaborative document.
Preparation: Write the question on the board or show Slide 1.2 A.

F-2-F **Online** **Instructions**

■ As a class, students discuss the question.
■ Make class lists of the answers on the board or a collaborative document.

For Students

What does ethical leadership mean to you?

1.2 B | Exercise

Purpose: Students check their understanding of key concepts in Section 1.2.
Practicalities: Students work individually.
Preparation: Students read *1.2 Egalitarianism and Hierarchy* (p8-9); Write the task on a board or show Slide 1.2 B.

F-2-F **Online** **Instructions**

■ Students categorise the organisations into those with hierarchical or egalitarian decision-making processes, or both.
■ They explain their answers.

Answers

1. Egalitarian
2. Both
3. Hierarchical
4. Egalitarian

For Students

Decide whether each organisation has a hierarchical or egalitarian decision-making culture, or both, and why.

1. The manager is the facilitator, not the decision-maker.
2. The team follows the leader's decision but is part of the decision-making process.
3. Team members who show disagreement with a decision are seen as difficult to work with.
4. Decisions are difficult to change, so the team takes time to make the best decision.

1.2 C | Activity

Purpose: Students identify benefits of organisational practice and assess the effectiveness of hierarchical or egalitarian decision-making.

Practicalities: Students work individually or in pairs or groups; All students have a handout.

Preparation: Make copies of *Handout 1.2* (next page), or https://bit.ly/3x0L26a.

F-2-F   **Online**   **Instructions**

■ Students read Handout 1.2 C then decide whether each example is good for the organisation, individuals and/or society.

■ Decide whether each task would more effectively use hierarchical or egalitarian decision-making.

■ They note down which people should be involved in making each decision.

Possible Answers

	For the Organisation	For Individuals	For Society
a.	Good for the organisation, as the staff are happy and get a share of the profits.	Partly good for individuals, as they like the taste of the soft drinks. However it is bad for their health.	Not good for society, as the drinks damage children's teeth and cause health problems.
b.	Good because the musicians love what they do. Bad because the business doesn't have enough income.	Good for individuals, as musicians and members of the audience enjoy the concerts.	Good for society, as audiences love them and it brings people together.
c.	Good for the organisation, as the staff are happy and managers think the business is useful.	Good for individuals, as they can conveniently store and carry food.	Partly good for society, as keeps food fresh and reduces food waste. Bad because plastic causes environmental problems.
d.	Not good for the organisation, as the staff feel stressed and overworked, and managers do not care about their problems.	Good for individuals to be able to access basic health care.	Good for society, as health care is provided to people in a poor area.

1.

2.

a. **Both –** Planners and couples have expertise or interests that others need to follow but might need to consider the needs of people attending.

b. **Both –** Town planners, architects and finance staff have expertise that others need to follow, but the people who live in the town know their own needs best.

c. **Hierarchical –** Curriculum experts and subject experts are likely to have more expertise that others should follow.

d. **Hierarchical –** Senior doctors likely to have expertise that patient's family and junior medical staff should follow.

e. **Both –** Designers likely to have more expertise that others in organisation should follow, but all members should have input into the design of the leaflet.

f. **Hierarchical –** Engineers and astronauts have expertise that other stakeholders need to follow.

g. **Both –** All family members could have input, but the adults are likely to have more knowledge about priorities and how much they can afford.

Handout 1.2 C

1. Below are four different organisations. For each, decide if what it does is good for the organisation, good for individuals and good for society. Explain how each is (or is not) good.

a. **A soft-drink business that makes sugary drinks.** Children love it and it sells millions of bottles a day. Business is expanding fast! Staff surveys show that the staff are all very happy working for the company. They even get a share of the profits. So everyone is happy, except for dentists, who have found that the drinks damage children's teeth and cause long-term health problems.

b. **A music group that performs throughout the country.** Audiences love them, and the musicians love playing. However, their manager is really bad with money, and knows that the music group is rapidly running out of funds: even if their concerts are sold out, they will only have enough income for the next three months. The manager is embarrassed about this, and so hasn't told the rest of the group that this is the situation.

c. **A small business that makes plastic containers for food.** They are very useful for storing leftover food. This is good for public health because it keeps the food clean and free from flies. It also cuts down on food waste, because if you can store food properly, then it lasts longer. The managers really believe that their business is useful. The employees in this business are all really happy. But recently environmental campaigners have been protesting about the company, claiming that plastic is a big environmental problem.

d. **An NGO is providing basic health-care in some of the poorest areas of town.** They are financially in a good position. Their employees often complain about being overworked, and some are ill with stress. When they talk to their managers about this, their managers tell them to stop complaining.

	For the Organisation	For Individuals	For Society
a.			
b.			
c.			
d.			

2. Review each task and decide what you think would work better: hierarchical or egalitarian decision-making, or both? Why?

a. Organising a wedding.

b. Redeveloping a town neighbourhood.

c. Designing a curriculum for a school.

d. Deciding on treatment for a sick patient.

e. Designing a leaflet or website to promote your organisation.

f. Planning a trip to the moon.

g. Deciding on household budgets.

3. Who do you think should be involved in making the decisions for each task, and why?

1.2 D | Case Study

Purpose: Students analyse the leadership cultures in two community-based organisations.
Practicalities: Students work individually or in pairs or groups.
Preparation: Students read the two case studies (p10-11); Write the questions on the board or show Slide 1.2 D.

For Students

1. How does Noor Education & Community Center demonstrate an egalitarian leadership structure?
2. What are the advantages and disadvantages of this structure according to the teachers?
3. What must Noor do to maintain this successful leadership structure?
4. What kinds of leadership structures are used at Kha Malone Thee Taugh Clinic? When do they use each structure and why?

F-2-F   **Online**   **Instructions**

■ Students answer the questions.

Possible Answers

1. Noor demonstrated egalitarian leadership through collective decision-making on the curriculum and sharing responsibilities in monitoring teaching and curricular outcomes.
2. **Advantages:** Confident, independent, effective, responsible, empowered teachers; Inclusivity. **Disadvantages:** Lengthy decision-making; potential for unsustainability if teachers leave the school; Pressure to maintain common approach to the school; Unclear leadership on all tasks without careful management.
3. They must have clear understanding of Noor's leadership culture and policies.
4. Kha Malone Thee Taugh Clinic uses both hierarchical and egalitarian leadership structures. They use hierarchical leadership structures when work is required that needs a specific level of expertise and experience. This structure makes patients and clients feel more safe and decisions can be made more quickly in emergency situations. Kha Malone Thee Taugh Clinic uses egalitarian structures to create and make suggestions about organisational policy.

1.2 E | Activity

Purpose: Students analyse decision-making processes in organisations they are familiar with.
Practicalities: Students work individually.
Preparation: Write the task on a board or show Slide 1.2 E.

For Students

Consider three groups that you are involved in or that you know well. Answer the questions:

1. Describe step by step how they make decisions.
2. Which of these groups or organisations is the most hierarchical (or the least egalitarian)? What makes it hierarchical?
3. Which of these organisations is the most egalitarian (or the least hierarchical)? What makes it egalitarian?

F-2-F **Online** **Instructions**

■ Students write two or three paragraphs outlining the decision-making processes in three organisations they are familiar with.
■ They send you these for feedback or
■ They give feedback on each others' texts.

1.2 F | Discussion/Reflection

For Students

1. Do you normally prefer egalitarian or hierarchical decision-making in the groups you are part of?
2. Why is it important to discuss ethics when we talk about leadership?

F-2-F **Online** **Instructions**

■ In groups or as a class, students discuss the *Discussion/Reflection* question (they are also on Slide 1.2 F).
■ Or have students write their responses on a collaborative document or bulletin board.

CHAPTER 2: WHAT IS ETHICS?

Before you start the chapter:

- Read the Guiding Questions, which provide an overview of the main themes of the chapter.
- Point out the Guiding Questions in the Student's Book, or show Slide 2.1.

Guiding Questions

- What are ethics and what role does ethics play in our decision-making?
- What is the difference between factual and ethical questions?
- What are the characteristics of common ethical approaches?
- What role does ethics play in religion?

2.1 ETHICS AND ETHOS

2.1 A | Preview

Purpose: Students consider how they know right from wrong.

Practicalities: Students work as a class; Online classes need a collaborative document.

Preparation: Write the task on a board or show Slide 2.1 A.

For Students

How do you know right from wrong?

F-2-F Instructions

- As a class, discuss how people know what is right and what is wrong.
- Write students ideas on the board.

Online Instructions

- As a class, discuss how people know what is right and what is wrong.
- Students write their ideas on a collaborative document.

2.1 B | Activity

Purpose: Students analyse situations from an ethical perspective.
Practicalities: Students work individually.
Preparation: Students read *2.1: Ethics and Ethos* (p14-17); Write the task on a board or show Slide 2.1 B.

F-2-F   **Online**   **Instructions**

■ Students read the scenarios, and consider what they would do.

Optional Extra: Discuss these as a class, or students write a paragraph about each situation.

For Students

Read these everyday ethical situations. What should you do and why?

1. A friend posts something critical online about another ethnic group. You feel loyal to your friend, but think that what they have posted is wrong. What do you do?

2. You go to take some money out of an ATM. It gives you more than you ask for. Do you tell the bank?

3. Your friend has new clothes, and they are very proud of them. You think they look terrible. They ask you "How do I look?" Do you tell the truth or lie to protect their feelings?

4. Somebody at work gives you credit for something you didn't do. Do you admit that you didn't do it, or do you take the credit?

5. You are interviewing people for a job. One candidate is a good friend, but the other candidate would be better at the job. Do you choose your friend or the other candidate?

2.1 C | Activity

Purpose: Students decide on a common ethos.

Practicalities: Students work individually, then as a class; F-2-F classes need flipchart paper; Online classes need a collaborative document.

Preparation: Write the task on a board or show Slide 2.1 C.

For Students

1. Write three rules that follow your personal ethos.
2. Negotiate a class ethos with ideas you all agree on.
3. Put a star next to the rules that are most important to you.

F-2-F **Online** **Instructions**

- Individually, students list three ethical rules they follow and consider important.
- As a class, negotiate a list of ethical rules everyone agrees are important.
  Write these on flipchart paper or a collaborative document.
- Individually, students put a star next to those they consider particularly important.

2.1 D | Exercise

Purpose: Students distinguish between factual and ethical questions.
Practicalities: Students work individually, or in pairs or groups; Online groups need breakout rooms.
Preparation: Write the task on a board or show Slide 2.1 D.

For Students

Which of these questions are factual, ethical or both?

1. How large is Myanmar in square kilometres?
2. Is it right to eat meat?
3. How many Academy Awards has Eaindra Kyaw Zin won?
4. What is the population of Hanoi?
5. Should you ever break promises?
6. Should governments be allowed to refuse to help refugees from other countries?
7. What is the chemical formula for water?
8. Is it right that some countries have the death penalty?
9. Do we have a duty to protect the environment?

F-2-F **Online** **Instructions**

- Individually or in pairs or groups, students read the questions.
- They decide whether each question is factual or ethical.

Answers

1.	Factual	6.	Ethical
2.	Ethical	7.	Factual
3.	Factual	8.	Ethical
4.	Factual	9.	Ethical
5.	Ethical		

Optional Extra: have students create their own examples of factual and ethical questions.

2.1 E | Discussion/Reflection

For Students

Two of Socrates' most famous ideas are:

1. Wisdom begins by recognising your own ignorance.
2. No one does wrong voluntarily – evil is the result of ignorance.

Do you agree with these ideas? Explain and expand on them. Provide examples.

F-2-F **Online** **Instructions**

- In groups or as a class, students discuss the *Discussion/Reflection* question (they are also on Slide 2.1 E).
- Or have students write their responses on a collaborative document or bulletin board.

2.2 APPROACHES TO ETHICS

2.2 A | Preview

Purpose: Students consider the ethics of lying.
Practicalities: Students work as a class.
Preparation: Write the question on the board or show Slide 2.2 A.

F-2-F **Online** **Instructions**

■ As a class, discuss the implications of telling the truth, or not telling the truth, in the scenario.

For Students

Somebody is hiding in your house from someone trying to hurt them. The person trying to hurt them comes in and asks where they are. Should you tell the truth? Why or why not?

2.2 B | Activity

Purpose: Students consider the application of ethical rules to their own lives.
Practicalities: Students work individually.
Preparation: Students read *2.2: Approaches to Ethics* from the beginning to the end of *Religious Ethics* (p18)*;* Write the questions onto a board or show Slide 2.2 B.

F-2-F **Online** **Instructions**

■ Students write their answers to the questions.
■ Students swap their writing with another student and provide written feedback.
  or;
■ Collect their writing and provide written feedback.

Make sure you and/or students respond to the content and ideas of the writing.

For Students

Consider these three examples of ethical rules:

• You should never kill human beings.
• You should never tell lies.
• You should always be kind to strangers.
1. Do you agree with these ethical rules?
2. Is there any time that you think that you have an ethical duty to break them?
3. Is there any ethical rule that you think should never be broken? What are your reasons?

2.2 C | Activity

Purpose: Students relate acts to consequences.

Practicalities: Students work individually, then in groups or as a class; Online groups need breakout rooms.

Preparation: Students read *Consequentialist Ethics* in *2.2: Approaches to Ethics* (p18); Write the instructions on the board or show Slide 2.2 C.

F-2-F **Online** **Instructions**

- ■ Individually, students think of examples of each act, either from their own experience, historical, or made-up.
- ■ In groups or as a class, students discuss their examples.

For Students

Give an example of each of these situations:

1. An act that has bad goals but good consequences.
2. An act that has good goals but bad consequences.

2.2 D | Activity

Purpose: Students check their understanding of rule-based, consequentialist and virtue ethics.

Practicalities: Students work individually or in pairs or groups, then as a class; Online groups need breakout rooms.
All students need a handout.

Preparation: Make copies of *Handout 2.2 D* (next page) or https://bit.ly/3IEtaR8; Students read *Virtue Ethics* in *2.2: Approaches to Ethics* (p19).

F-2-F **Online** **Instructions**

- ■ Students read The Situation and Scenario 1, and decide how they would allocate the doses of medicine.
- ■ They read Scenario 2, and answer the questions.

Possible Answers

1.
   b. Depending on the rules of the hospital, you would either provide a dose to Patient A, B, C or only to Patient D.
   c. Consequentialist ethics suggests you would give three doses to the three patients because you could potentially save more people.

2.
   a. Consequentialist
   b. Rule-based
   c. Virtue

Handout 2.2 D

1. A Doctor's Dilemma

The Situation

One morning, four patients (A-D) arrive at a doctor's office. The patients are all ill, and without medicine they will die. The doctor goes to look in her medicine cupboard, and finds three doses of medicine. There is another problem, however: Patient D is much sicker than the others, and he will need all three doses to survive.

Patient	Doses Needed
A	1
B	1
C	1
D	3

Scenario 1

Who should the doctor give the medicine to? If she gives D all the medicine, then only one person lives and three die; if she gives A, B and C the medicine, they all live, and D dies.

a. In this scenario, what would you choose?

Scenario 2

Most people would say that they would divide the medicine up between A, B and C. But now imagine something else. You are the doctor, and A, B, C and D turn up to your clinic. You don't know A, B and C. But you do know D: she is your mother!

a. What would rule-based ethics suggest you do in this scenario?

b. What would consequentialist ethics suggest you do in this scenario?

2. Which Ethics?

Match the scenarios (a-c) with the ethical approach that they demonstrate: rule based, consequentialist or virtue.

a. You hear about a new medicine that can cure a serious disease but it makes one in every 10,000 people very sick. The government allows it to be used because it cures most people with the disease.

b. You believe children should always have access to education and should never have to work before age 15.

c. Nelson Mandela's courage led his approaches to leadership in South Africa.

2.2 E | Activity

For Students

Create another example of Aristotle's virtues, and put it on a spectrum.

1. Decide on a virtue you want to focus on.
2. Write a description of the extremes at each end of the spectrum.
3. Write a description of the middle point at the centre of the spectrum.
4. Present your spectrum to the class. Do they agree your middle point is a virtue?

Purpose: Students create examples of virtue ethics.

Practicalities: Students work in groups; F-2-F classes need flipchart paper and marker pens; Online classes need breakout rooms and access to https://bit.ly/3WBuuw5.

Preparation: Write the instructions on the board or show Slide 2.2 E.

F-2-F Instructions

- In groups, students decide on a virtue, e.g. *generosity*.
- They draw a spectrum on a piece of flipchart paper.
- Groups describe the extremes at either end of their spectrum, e.g. *never gives money to help other people, gives away all their money.*
- Groups describe the middle point between the extremes, e.g. *gives away some money to help others, but keeps enough so they can get by.*
- Groups present their spectrums to the class.
- Discuss whether each spectrum's middle point is a virtue or not.
- Discuss Aristotle's ideas about virtue. Do students agree with him?

Online Instructions

- In groups, students decide on a virtue, e.g. *honesty*.
- They go to https://bit.ly/3WBuuw5 and describe their virtue's extremes at either end of their spectrum, e.g. *never tells the truth, always tells the truth even if it harms someone.*
- Groups describe the middle point between the extremes, e.g. *Tells the truth unless it harms someone.*
- Groups present their spectrums to the class.
- Discuss whether each spectrum's middle point is a virtue or not.
- Discuss Aristotle's ideas about virtue. Do students agree with him?

2.2 F | Activity

Purpose: Students contrast qualities that make a good person with those that make a good leader.

Practicalities: Students work individually, then in pairs or groups, then as a class; Online groups need breakout rooms.

Preparation: Write the instructions on the board or show Slide 2.2 F.

For Students

1. Look at the list of qualities. Which make somebody a virtuous person? Choose your top three.

Seriousness	Decisiveness	Good dress-sense
Friendliness	Caution	
Compassion	Self-respect	Humility
Fairness	Diligence	Confidence
Kindness	Playfulness	Respect for Others
Courage	Intelligence	

2. Now choose your top three qualities from the list that you consider important in a good leader.

3. In pairs or groups, compare your lists. Do you have the same qualities for a good person and a good leader? If they are different, is there is a difference between the things that make a good person, and the things that make a good leader?

4. Discuss your findings as a class.

F-2-F   Online   Instructions

- Individually, students choose three qualities from the list that make someone virtuous.
- They choose three that make someone a good leader.
- In pairs or groups, they compare their two lists.
- Do they each list similar qualities?
- Do they value the same qualities in people and in leaders?
- If they prefer different qualities in people and in leaders, why is this?
- As a class, discuss students' ideas.

Optional Extra: Have students write about the qualities that might make someone a virtuous person and contrast them with the qualities that make people a good leader.

2.2 G | Discussion/Reflection

For Students

1. Of the three ethical approaches you have read so far, which is more likely to result in ethical action: rule-based, consequentialist or virtue? Why?

2. Is it easy or difficult to maintain the same ethical position all the time?

F-2-F   Online   Instructions

- In groups or as a class, students discuss the *Discussion/Reflection* questions (they are also on Slide 2.2 G).
- Or have students write their responses on a collaborative document or bulletin board.

2.3 RELIGIOUS APPROACHES TO ETHICS

2.3 A | Preview

Purpose: Students consider the relationship between religion and ethics.
Practicalities: Students work as a class.
Preparation: Write the task on a board or show Slide 2.3 A.

For Students

Can you learn ethics from religion? Why or why not?

F-2-F **Online** **Instructions**

■   As a class, discuss whether people can learn ethics from religion, and the reasons.

2.3 B | Exercise

Purpose: Students apply their understanding of ethics to religious texts.
Practicalities: Students work individually or in pairs or groups; Online groups need breakout rooms; All students need a handout.
Preparation: Make copies of *Handout 2.3 A* (next page) or https://bit.ly/3PrW8Yb; Students read *2.3: Religious Approaches to Ethics* (p20-21).

F-2-F **Online** **Instructions**

■   Students read each extract, and decide whether it is an example of rule-based ethics, consequentialist ethics or virtue ethics.

Answers

1.   Virtue
2.   Rule-based
3.   Consequentialist
4.   Rule-based

Handout 2.3 B

Religious Texts

Look at these extracts from religious texts. For each one, decide whether it is an example of rule-based ethics, consequentialist ethics or virtue ethics.

1. **Buddhism**. "This is what should be done by one who is skilled in goodness, and who knows the path of peace: let them be able and upright, straightforward and gentle in speech, humble and not conceited, contented and easily satisfied, unburdened with duties and frugal in their ways." (The Karaniya Metta Sutta)

2. **Confucianism**. "Master Zeng said, 'Every day I examine myself on three counts: in my dealings with others, have I in any way failed to be dutiful? In my interactions with friends and associates, have I in any way failed to be trustworthy? Finally, have I in any way failed to repeatedly put into practice what I teach?'" (Analects 1.4)

3. **Islam**. "And the good deed and the bad are not equal. Repel evil by that which is better; and then the one with whom you are an enemy will become like a devoted friend." (Fussilat 41:34)

4. **Christianity**. "Thou shall not kill." (The Ten Commandments)

These are only example texts, rather than representing the religion as a whole. In all religions, you can find a mix of rule-based ethics, consequentialist ethics and virtue ethics.

- -

2.3 C | Discussion/Reflection

For Students

What do you think are the three most important rules in this section, and why?

F-2-F Online **Instructions**

■ In groups or as a class, students discuss the *Discussion/Reflection* questions (they are also on Slide 2.3 C).

■ Or have students write their responses on a collaborative document or bulletin board.

EXTRA RESOURCES FOR CHAPTER 2

For additional exercises and activities, see:

■ Mote Oo Education's *Social Science and the Humanities*, Chapter 2, Philosophy and Ethics: https://www.moteoo.org/en/social-science

CHAPTER 3: WHAT IS LEADERSHIP?

Before you start the chapter:

- ■ Read the Guiding Questions, which provide an overview of the main themes of the chapter.
- ■ Point out the Guiding Questions in the Student's Book, or show Slide 3.1.

Guiding Questions

- ■ What are different types of leadership?
- ■ What are important aspects of leadership?
- ■ What are different roles in leadership?

3.1 QUESTIONS ABOUT LEADERSHIP

3.1 A | Preview

Purpose: Students activate their prior knowledge of leadership.
Practicalities: Students work individually, then as a class; This task is in two parts – before and after reading; Online classes need a collaborative document.
Preparation: Write the questions on a board or show Slide 3.1 A 1 then 3.1 A 2.

For Students, Part I

What does leadership mean to you?

For Students, Part II

Which questions did your definition answer?
- • WHO is a leader?
- • WHERE do we find leaders?
- • WHAT do leaders do?
- • HOW do leaders lead?
- • WHY do leaders lead?

F-2-F **Online** **Instructions**

- ■ Individually, students write their own definition of leadership (either on paper or in a collaborative document).
- ■ Elicit some definitions.
- ■ Students compare their definitions, and add anything they like from other students' definitions to their own.
- ■ Students read *3.1: Questions about Leadership* (p24-27) and answer the questions.
- ■ Students look back at their definitions. They consider whether their definitions answer any of the questions.
- ■ They rewrite their definitions.

Optional Extra: have students put their definitions on the wall or on a collaborative document. Students read each others' definitions and discuss.

3.1 B | Exercise

Purpose: Students check their understanding of key concepts in Chapter 3.1.

Practicalities: Students work individually or in pairs or groups; All students have a handout.

Preparation: Make copies of *Handout 3.1B* (next page) or https://bit.ly/3TDP2SO; Students read *3.1: Questions about Leadership* (p24-27).

F-2-F   **Online**   **Instructions**

■ Student read the scenarios (a-e) on Handout 3.1 B.

■ They match each scenario with a type of leadership (1-5).

Answers

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

Handout 3.1 B

Read the scenarios. Which is an example of

1. Person-based leadership?
2. Position-based leadership?
3. Process-based leadership?

4. Action-based leadership?
5. Purpose-based leadership?

a. Ja Seng is running a project. She makes a detailed plan of all the tasks team members need to do, and holds regular meetings to check that each team member is doing their tasks according to the plan's timeline. She changes the plan when needed, and supports team members if they need help.

b. U Ye Tun works very hard running his organisation. He attends a lot of meetings, writes a lot of reports, talks to his staff regularly and does a lot of the work himself.

c. The Management Committee of the Youth Helping Youth Network regularly monitors their activities to ensure they are effective. If they find their work is not useful, they discuss whether they should change their approach, or close down the organisation.

d. Dr Emily Htoo has been leading the Association of Professional Women since 1998. She has a PhD from Oxford University and has spoken at the United Nations. She is very charismatic, clever and experienced, and everyone respects her and listens to her ideas.

e. In the Taunggyi Green Association, the Chairperson makes the important decisions. When the Chairperson is away, the Deputy Chairperson makes the decisions. If both of these people are not available, the General Secretary can make decisions.

3.1 C | Activity

Purpose: Students analyse organisations using key concepts in 3.1.
Practicalities: Students work in groups, then as a class.
Preparation: Write the questions on a board or show Slides 3.1 C1, 2, 3, 4, 5.

For Students: Group I

Person-Based Leadership

1. Think of an example of a famous leader (e.g. a community, business or a political leader) who is widely admired.
2. What personal qualities does this person have that helps them to lead?
3. What personal qualities does the person have that makes them a worse leader?
4. What are some advantages and disadvantages of person-based leadership?
5. Think of an example of a personal quality that you think is good but in some situations can be bad.

For Students: Group II

Position-Based Leadership

1. Think of an example of a famous leader (e.g. a community, business or political leader) who is widely admired.
2. Draw a picture illustrating the leader's relationship to those around them.
3. Reflect on the location of your leader. Is the leader at the top, middle or bottom of your picture?
4. What are some advantages and disadvantages of position-based leadership?

For Students: Group III

Action-Based Leadership

1. Think of an effective organisation or group (e.g. community-based organisation, religious group, extracurricular group, etc.) in your life.
2. Why do you think this organisation is effective?
3. Think of any examples of organisations that are effective (they get results) but not good (the results make things worse)?
4. Do these organisations have good leadership? Why or why not?

For Students: Group IV

Process-Based Leadership

1. Think of an organisation of which you are part of.
2. How are decisions made?
3. How do people communicate?
4. What methods do they use (e.g. face-to-face, email, telephone, messenger)?
5. Is the communication formal or informal?
6. What is the style of communication? Is it friendly?
7. Is there a lot of paperwork? Is the paperwork helpful or unhelpful?
8. Are there a lot of meetings? Are they helpful or unhelpful?
9. Describe one process (e.g. meetings, conflict resolution, etc.) that you think is productive.
10. Describe one process that you think is unproductive.

For Students: Group V

Purpose-Based Leadership

Think of a group (e.g. community-based organisation, school, religious group, sports club, etc.) in your life.

Answer the questions.

1.   What is the purpose of this organisation?
2.   Is what the organisation is doing a good thing?
3.   Who benefits from the organisation?
4.   Does anybody suffer from what the organisation does?

F-2-F   **Online**   **Instructions**

■   Divide students into five (or ten for large classes) groups of 2-4. Give each group a task.

■   Groups create a presentation about their chosen organisation, focusing on the leadership style in their task and answering the questions.

■   Groups present their analysis to the class.

■   Allow time for questions and answers. Encourage the audience to ask at least one question to each group.

3.1 D | Discussion/Reflection

For Students

In your community or school:

1.   Who are the leaders?
2.   Where are the leaders?
3.   How do they lead?
4.   What do they do?
5.   Why do they lead?

F-2-F   **Online**   **Instructions**

■   In groups or as a class, students discuss the *Discussion/Reflection* questions (they are also on Slide 3.1 D.

■   Or have students write their responses on a collaborative document or bulletin board.

3.2 THE ROLES THAT LEADERS PLAY

3.2 A | Preview

Purpose: Students relate teaching to leadership.
Practicalities: Students work as a class.
Preparation: Write the question on a board or show Slide 3.2 A.

F-2-F   Online   **Instructions**

■ As a class, discuss the different roles teachers play in different situations.

For Students

Teachers can also be leaders. What are all the roles or jobs they have to play in the classroom, school and community?

3.2 B | Activity

Purpose: Students apply their understanding of leadership roles.
Practicalities: Students work in groups; Online groups need breakout rooms and a collaborative document.
Preparation: Students read the *3.2: The Roles That Leaders Play* (p28-29); Write the instructions on the board or show Slide 3.2 B.

F-2-F   **Instructions**

■ In groups, students consider all the tasks a teacher does.
■ Groups copy the table onto flipchart paper, and list all the tasks a teacher does under each category.
■ Groups present their tables to the class.
■ Do most groups have similar ideas?

Online   **Instructions**

■ In groups, students consider all the tasks a teacher does.
■ Groups create the table in collaborative documents, and list all the tasks a teacher does under each category.
■ Groups present their charts to the class.
■ Do most groups have similar ideas?

For Students

Think back to the roles of your teacher from 3.2. Do they practice:

• Imagining?
• Planning?
• Supporting?
• Cooperating?

Imagining	Planning
Supporting	Cooperating

3.2 C | Activity

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Purpose: Students check their understanding of key concepts in Chapter 3.2.

Practicalities: Students work individually or in pairs or groups; All students have a handout.

Preparation: Make copies of *Handout 3.2 C* (next page) or https://bit.ly/3TkQ5Wx.

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F-2-F   **Online**   **Instructions**

■ Students read *Handout 3.2 C: The Elephant House*, then outline the tasks that are performed under each role.

■ They prioritise the tasks in each list, writing them in the most effective order to achieve the improvements needed.

■ They decide which tasks can be performed by other staff. If other staff can't perform any of the tasks, why not?

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Possible Answers

1. **Imagining:**
    - Design a marketing campaign to get more visitors.
    - Research how to improve staff welfare.
    - Research elephant welfare.

    Planning
    - Have a staff meeting to discuss the vision and get everyone's ideas.
    - Create an activity schedule with staff.

    Supporting
    - Have staff feedback sessions.
    - Improve the elephant accommodation.

    Cooperating
    - Monitor the elephants' mental health.
    - Meet with conservation organisations to get ideas to help improve animal welfare.
    - Run a marketing campaign to get visitors.

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Handout 3.2 C

The Elephant House

Imagine that you are the CEO (Chief Executive Officer) of the Elephant House. This is a mini-zoo, but with only elephants. The Elephant House has ten staff members, five elephants and around ten visitors a day. When you start your new leadership role, you find that the staff are unhappy, and the elephants look a little bit sad as well.

Because you want the best outcome for everybody, your hope is to have an elephant house with happy staff, happy elephants and lots of happy visitors. So there is a lot of work to be done. You will have to imagine how the Elephant House could be different – to have a vision for what the Elephant House could be. You will have to plan for the future and for how you are going to achieve that vision. You will have to support your staff (and also your elephants) so that you can get there. And you will have to cooperate to make sure that everybody is also working towards the same goal.

1. Under each heading, list things you can do as a leader to fulfil each of these roles.

Imagining	Planning	Supporting	Cooperating
• Set up education programmes.	• Raise money.	• Make sure the elephants are fed.	• Discuss concerns with current staff.

2. Prioritise your tasks in an order that would allow you to most successfully reach your vision.

3. Do you think the other staff have any responsibility in fulfilling these roles at the Elephant House? If yes, which roles and why? If no, why not?

3.2 D | Exercise

Purpose: Students distinguish between leadership and management.
Practicalities: Students work in pairs or groups; Face-to-face groups need flipchart paper and markers; Online groups need breakout rooms and a collaborative document.
Preparation: Write the instructions on the board or show Slide 3.2 D.

F-2-F **Online** **Instructions**

- In groups, students make tables and list the differences between leaders and managers.
- Groups present their lists.
- Groups add points from others' lists that they find useful.

Possible Answers

Leaders
- Pave vision for organisation
- Innovative and risk-taking
- Empowering others

Managers
- Organise and plan
- Detail-oriented
- Solve problems

For Students

In a table, list the differences between leaders and managers.

Leaders	Managers

3.2 E | Activity

Purpose: Students analyse roles and evaluate leadership ethics in a familiar organisation.
Practicalities: Students work individually.
Preparation: Write the instructions on the board or show Slide 3.2 E.

F-2-F **Online** **Instructions**

- Individually, students consider the roles people play in an organisation they know.
- They write the different tasks people do in a table. Remind them that some people might play more than one role – it is the tasks that are listed, not the people's names.
- If you check these charts, look for distinctions between leadership tasks and management tasks.
- They consider the leadership ethics of this organisation.
- They write one or two paragraphs outlining how the organisation does or does not demonstrate ethical leadership. They may have examples of both ethical and unethical leadership.
- Remind them they do not have to name the organisation if they prefer not to.

For Students

1. Think of an organisation you belong to.
   a. What do leaders, managers and producers do in the organisation?
   b. What tasks do they perform?
2. Complete the table.

Leaders	Managers	Producers

3. Does this organisation demonstrate ethics in their leadership? Why or why not?

3.2 F | Discussion/Reflection

For Students

1. In your experience, which is your strength: acting as a leader or a manager? Why?
2. "A manager is always a leader, but a leaders is not always a manager." Do you agree? Why or why not?

F-2-F **Online** **Instructions**

■ In groups or as a class, students discuss the *Discussion/Reflection* questions (they are also on Slide 3.2 F).

■ Or have students write their responses on a collaborative document or bulletin board.

EXTRA RESOURCES FOR CHAPTER 3

For additional exercises and activities, see:

■ Leadership vs. Management: *https://www.youtube.com/watch?v=MxsS88ESvZ8&t=4s*

CHAPTER 4: ISSUES IN ETHICAL LEADERSHIP

Before you start the chapter:

- Read the Guiding Questions, which provide an overview of the main themes of the chapter.
- Point out the Guiding Questions in the Student's Book, or show Slide 4.1.

Guiding Questions

- What are the ethical leadership issues related to the environment?
- What are the ethical leadership issues related to gender?
- What are the ethical leadership issues related to money?

4.1   THE ENVIRONMENT

4.1 A | Preview

Purpose: Students activate their prior knowledge of local environmental issues.
Practicalities: Students work individually, then in groups, then as a class; Online classes need breakout rooms.
Preparation: Write the instructions on the board or show Slide 4.1 A.

For Students

1. On a scale of 0-5, how often do you consider the environment when you make decisions in your daily life?
2. What are the three main environmental issues in your local community?

F-2-F   **Online**   **Instructions**

- Individually, students consider how much the environment impacts their daily decision-making.
- Individually, students list the three most important environmental issues that affect their communities. These can be global issues with local effects e.g. *global warming causing sea-level rising* or issues with local causes, e.g. *a factory polluting the local river.*
- In groups students discuss their answers to question 1, and compare their answers to question 2.
- Groups discuss question 2 and agree on the three most important issues in the community.
- Groups present their three issues to the class.

Optional Extra: discuss and agree on a class list of the three most important local environmental issues.

4.1 B | Activity

Purpose: Students explore their personal ecological footprint.

Practicalities: Students work individually, then in groups or as a class; F-2-F classes need access to the internet, flipchart paper and markers; Online classes need access to a collaborative document.

Preparation: Students read *4.1: The Environment* (p36); Write the instructions on the board or show Slide 4.1 B1 (and show 4.1 B2 for the follow-up discussion).

For Students

Note: An ecological footprint compares the total resources people consume with the land and water area that is needed to replace those resources. A carbon footprint also deals with resource usage but focuses strictly on the greenhouse gases released due to the burning of fossil fuels. Greenhouse gas calculations make up a portion of an ecological footprint, but are not used in the same way as those in a carbon footprint. Both calculations illustrate the impact of human activity on the environment.

1. Visit the website *Global Footprint Network* https://www.footprintcalculator.org, and calculate your ecological footprint.

2. In groups, discuss:
   a. Who has the largest ecological footprint? Why?
   b. What area of consumption was the largest? Why?
   c. How might you apply the suggested solutions to reduce your own ecological footprint in your daily life?

3. How might you scale up these solutions, so others in your organisation or community can also reduce their footprint?

F-2-F Instructions

- In class or as homework, students go to the website and calculate their ecological footprint.
- Students list ways they could reduce their individual footprints.
- In groups, students list ways they can help their school, organisation or community reduce their footprint.
- They make a poster of these and put it on the wall.
- Students walk around looking at others groups posters.

Online Instructions

- In class or as homework, students go to the website and calculate their ecological footprint.
- Students list ways they could reduce their individual footprints.
- On a collaborative document, students list ways they can help their school, organisation or community reduce their footprint.

4.1 C | Activity

Purpose: Students assess the value of environmental protection.
Practicalities: Students work individually or in pairs or groups.
Preparation: Students read *Case Study: Boston Tea Party* (p34); Write the questions on a board or show Slide 4.1 C.

For Students

1. Is the owner of Boston Tea Party showing more characteristics of a leader or a manager? Why?
2. Do you agree or disagree with his decision? Why?
3. Have you seen any similar business decisions in your community that reduce the impact of a business on the environment?

F-2-F **Online** **Instructions**

Students read the case study.

■ They decide whether the business owner is exemplifying characteristics of a leader or of a manager, and give reasons.
■ They discuss whether they agree or disagree with his actions.
■ They discuss any familiar examples of businesses that have acted to reduce their ecological footprint.

Possible Answers

1. A leader. He is visionary and innovative as is shown by his environmental initiatives. In the case study, there is no mention of any role in administration, or attention to details.

4.1 D | Discussion/Reflection

For Students

1. Do you think it is worthwhile to put values before profit? Why or why not?
2. What are our local environmental responsibilities?
3. What are our global environmental responsibilities?

F-2-F **Online** **Instructions**

■ In groups or as a class, students discuss the *Discussion/Reflection* questions (they are also on Slide 4.1 D).
■ Or have students write their responses on a collaborative document or bulletin board.

4.2 GENDER

4.2 A | Preview

Purpose: Students activate their prior knowledge and experience of gender.

Practicalities: Students work individually, then in pairs; Online pairs need breakout rooms.

Preparation: Write the instructions on the board or show Slide 4.2 A.

For Students

1. When and where did you first hear the word *gender?*
2. How do you understand *gender*?
3. Draw a picture, or take some photos, that represent *gender*.
4. In pairs, compare your pictures. Are they similar or different?

F-2-F **Online** **Instructions**

- Individually, students consider when they first encountered the word gender, and how they understood it at the time.
- They consider their understanding of gender now. Has it changed?
- They draw a picture that represents gender.
- In pairs, they explain and compare their pictures.

Optional Extra: students put their pictures and explanations on a Padlet.

4.2 B | Exercise

Purpose: Students check their understanding of key concepts in Chapter 4.2.

Practicalities: Students work individually or in pairs or groups.

Preparation: Students read *4.2: Gender* (p35-36); Write the questions on a board or show Slide 4.2 B.

For Students

Are these statements true or false? If false, explain why.

1. Sex is about biology, gender is about culture.
2. Human men are on average twice the size of human women.
3. In Southeast Asia, all communities see gender the same way.

F-2-F **Online** **Instructions**

- Individually or in pairs or groups, students read the statements and decide whether each is true or false.
- If false, they explain why.

Answers

1. True
2. False – human men are on average 15% larger than human women.
3. False – different communities see gender in different ways, for example the Bugis people of Indonesia have five genders.

4.2 C | Activity

Purpose: Students check their understanding of key ideas in the case study *The Gender Wage Gap in Myanmar.*
Practicalities: Students work individually.
Preparation: Students read *Case Study: The Gender Wage Gap in Myanmar* (p37); Write the questions on a board or show Slide 4.2 C.

For Students

1. What is the gender wage gap?
2. What factors explain the wage gap?
3. What was the range of the gender wage gap in Myanmar in 2017?
4. What are some of the reasons why there is a gender wage gap in Myanmar?
5. What factor increases the wage gap between men and women in Myanmar?

F-2-F **Online** **Instructions**

■ Students answer the questions.

Answers

1. The difference in earnings between women and men.
2. Education and experience explain small parts of the wage gap. Differences in occupation and sector are also important factors.
3. 14-35%.
4. Lower starting wage for women and lower wage increases based on their experience.
5. Length of education for women.

4.2 D | Activity

Purpose: Students list world leaders by gender, and analyse the results.
Practicalities: Students work in groups, then as a class; Students need access to the internet and a collaborative document.
Preparation: Write the questions on a board or show Slide 4.2 D.

For Students

1. In three minutes, list as many world leaders as you can.
2. Make class lists. How many are women and how many are men?
3. Is there a balance between male and female world leaders? Why or why not?

F-2-F **Online** **Instructions**

■ In groups, students have three minutes to list as many world leaders as they can. They can be from now or from recent history.
■ Make class lists of male and female leaders on the board or a collaborative document.
■ Assess the gender balance and identify reasons for the imbalance between male and female leaders.

Optional Extra: Go to https://bit.ly/3wDwI3u and review the map.

4.2 E | Discussion/Reflection

For Students

1. What expectations and opportunities does your society have for people of your gender?
2. How might leaders help reduce gender inequality in society?

F-2-F **Online** **Instructions**

■ In groups or as a class, students discuss the *Discussion/Reflection* questions (they are also on Slide 4.2 E).

■ Or have students write their responses on a collaborative document or bulletin board.

4.3 MONEY

4.3 A | Preview

> **Purpose:** Students activate their prior knowledge of key concepts in the section.
> **Practicalities:** Students work as a class; Online classes need access to a collaborative document.
> **Preparation:** Write the question on a board or show Slide 4.3 A.

F-2-F   **Online**   **Instructions**

■ Brainstorm the meaning of *money*.
■ Write students ideas on the board.

> **For Students**
>
> What is money?

4.3 B | Exercise

> **Purpose:** Students identify values and apply them to a scenario.
> **Practicalities:** Students work individually or in pairs or groups; All students have a handout.
> **Preparation:** Students read *About Money* in *4.3 Money* (p38-39). Make copies of *Handout 4.3 B* (next page) or https://bit.ly/4cfuDeh.

F-2-F   **Online**   **Instructions**

■ Students read the scenario. They decide on what each person values,.
■ They identify the implications of each person paying.

> **Possible Answers**
>
> 1. • **Roi Ja** – Fairness. She empathises with her friends' individual situations and also recognises it might be her turn to pay.
>   • **Lu Reh** – Saving money.
>   • **Ko Thant** – Pride. He doesn't like to feel shame.
>   • **Jenny** – Equality and fairness.
> 2. • **Roi Ja** – No specific implications. She has been paid and has not recently paid for her friends.
>   • **Lu Reh** – If he doesn't pay now, he can save up for his guitar. However, he recognises that it is his turn to pay. He has to prioritise what is important to him: his savings goal or not upsetting his friends at this time.
>   • **Ko Thant** – If he pays now, he may not have enough money for his mother's medical bills. However, his friends might appreciate him offering to pay.
>   • **Jenny** – If she pays, she risks paying too often and spending more than all of her friends. However, it doesn't affect her ability to do other things.

Handout 4.3 B

Who Pays for Dinner?

The everyday experience of arguing over who pays for dinner shows how money is related to both our ideas of value and our ability to act. Imagine four friends are going out for dinner.

Roi Ja wants to pay for dinner. She has just been paid, and is feeling generous. She also thinks it is her turn to pay, because Ko Thant paid last time. Besides, she suspects that Ko Thant has financial problems, although she is not sure.

Lu Reh doesn't want to pay for dinner. He has also just been paid, but he is saving up to buy a new guitar. He knows that he should offer to pay, because he hasn't paid for a long time, but he knows that if he does pay, it will mean he will have to wait even longer for the guitar.

Ko Thant wants to pay for dinner. He doesn't really have enough money to pay. He hasn't been paid yet, and he has also had to pay for his mother's medical bills, so he is short of money. But he feels embarrassed by his lack of money, so wants to show his friends that everything is okay.

Jenny is the oldest in the group. She has a good job. She knows she should probably offer to pay, because everybody else has much less money. But she feels resentful because she thinks that she pays more often than she should.

Who do you think should pay for dinner? Take each of the friends in turn, and ask the following questions:

1. What is most important to this person (what do they value)?

2. What are the implications of them paying? How does paying or not paying affect their ability to do other things?

4.3 C | Activity

Purpose: Students examine the implications of salary amounts.

Practicalities: Students work in pairs or groups, then as a class; Online classes need breakout rooms.

Preparation: Students read *1: Pay Differences* (p39); Write the instructions on the board or show Slide 4.3 C.

For Students

1. In pairs or groups, discuss the questions. Note down the main points of your discussion.

   a. What are the advantages and disadvantages of needs-based and role-based pay?

   b. Are pay-gaps that are unrelated to experience, educational level and role/responsibilities ever fair?

   c. If no, why not? If yes, when is it fair?

2. Present your ideas to the class.

F-2-F **Online** Instructions

■ In pairs or groups, students discuss the questions. They take notes of the main points of their discussion.

■ They present their ideas to the class.

Possible Answers

1. a.

   Needs-Based Pay
   - **Advantages:** Staff can make a living wage based on the size of their family and other factors.
   - **Disadvantages:** Difficult for organisations to budget and decide salaries if staff are asking for different salaries; Challenging to manage.

   Role-Based Pay
   - **Advantages:** Easier to budget and set pay scale for jobs.
   - **Disadvantages:** Different pay-scale for local and foreign staff can happen if roles and policies are not clearly defined.

4.3 D | Activity

Purpose: Students identify transparency issues.
Practicalities: Students work individually.
Preparation: Students read *2: Transparency* and *3: Responsibility for Others* (p40); Write the instructions on the board or show Slide 4.3 D.

F-2-F   Online   **Instructions**

■ Students read the scenario.
■ They discuss the questions.

For Students

Read the scenario and answer the questions.

> Yamin is ten years old, and her sister Nilar is eight. Every week, their parents give them both a little pocket money to spend on what they want. Yamin and Nilar's parents tell them that the amount they each get in pocket money is a secret. When Yamin asks her parents how much Nilar gets, they won't tell her. Nor will Nilar, because she too has been sworn to secrecy. When Nilar wants to know how much Yamin gets, nobody will tell her.

1. How do you think Yamin and Nilar feel?
2. How does this secret affect their relationship with each other?
3. How does this issue demonstrate the problems with financial transparency and relationships?

Possible Answers

1. Jealousy, unfairness.
2. This might cause a conflict between the sisters. They might think the other is getting more money from the other. Or one of the family members might weaponise this payment to motivate the sisters to do certain tasks. The trust in the relationship is lost.
3. It demonstrates that a lack of financial transparency can cause conflict or hurt relationships.

4.3 E | Discussion/Reflection

For Students

1. How much is a fair living wage in your community?
2. What is the minimum income that you could live on?
3. Are these figures different? If so, why are they different?
4. What ethical issue: pay differences, transparency, or a responsibility for others most important to you? Why?

F-2-F **Online** **Instructions**

- Students read *A Living Wage* (p40) and *Case Study: The Karuna Trust* (p41) in preparation for the discussion questions.
- In groups or as a class, students discuss the *Discussion/Reflection* questions (they are also on Slide 4.3 E).
- Or have students write their responses on a collaborative document or bulletin board.

EXTRA RESOURCES FOR CHAPTER 4

For additional exercises and activities, see:
- Mote Oo's Social Science and Humanities (Chapter 3): *https://www.moteoo.org/en/social-science*

CHAPTER 5: POWER, LEADERSHIP AND ETHICS

Before you start the chapter:

■ Read the Guiding Questions, which provide an overview of the main themes of the chapter.

■ Point out the Guiding Questions in the Student's Book, or show Slide 5.1.

Guiding Questions

■ What forms does power take?

■ What is the relationship between power and ethics?

■ Who should have power?

5.1   WHAT IS POWER?

5.1 A | Preview

Purpose: Students consider the meaning of *power*.

Practicalities: Students work as a class; Online classes need breakout rooms and access to a collaborative document.

Preparation: Write the questions on a board or show Slide 5.1 A.

F-2-F   **Online**   **Instructions**

■ As a class, discuss the questions.

■ Write students' ideas on the board.

Questions for Students

1. What words or phrases do you think of when you think of the word *power*?

2. Which of these words and phrases are positive? Which are negative?

5.1 B | Exercise

Purpose: Students distinguish between *power to* and *power over*.
Practicalities: Students work individually or in pairs.
Preparation: Students read *5.1: What is Power?* (p44-45); Write the questions on a board or show Slide 5.1 B.

For Students

Are these examples of *power to or power over*?

1. Parents tell their children what time they must be home.
2. Students decide who will lead their class each semester.
3. Managers tell their employees what their sales goals will be.
4. The trainer facilitates a session for the trainees to decide the training rules.
5. Police tell drivers when to pull over for breaking rules.
6. Managers lead their departments and the employees work together to set sales goals for the year.
7. Countries sanction other countries to attempt to change their country's behavior.
8. Citizens vote for the politicians they would like to represent them and the politicians vote on the community rules and regulations.

F-2-F   Online   Instructions

■   Students decide whether each scenario is an example of *power to* or *power over*.

Answers

1. Power over
2. Power to
3. Power over
4. Power to
5. Power over
6. Power to
7. Power over
8. Power to

5.1 C | Activity

Purpose: Students analyse power in their school or course.

Practicalities: Students work in groups, then as a class; F-2-F classes need flipchart paper and pens; Online groups need access to a collaborative document; Online classes need breakout rooms.

Preparation: Write the instructions on the board or show Slide 5.1 C.

For Students

1. In groups, analyse your school or course.
   a. What do teachers, students and other staff have the power to do in your school?
   b. Who has power over others in your school?
   c. Where do they get this power?
2. Make a poster explaining the information visually.

F-2-F **Instructions**

■ In groups, students analyse their school or course.

■ They discuss the questions and identify who has power to do things, who has power over others to get them to do/not do things, and where those people get their power from.

■ They make a poster with diagrams explaining this information.

■ They present their posters to the class.

Online **Instructions**

■ In groups in breakout rooms, students analyse their school or course.

■ They discuss the questions and identify who has power to do things, who has power over others to get them to do/not do things, and where those people get their power from.

■ In a collaborative document, they make diagrams explaining this information.

■ They present their posters to the class.

5.1 D | Discussion/Reflection

For Students

1. When is *power over* used for good? For bad?
2. When is *power to* used for good? For bad?

F-2-F **Online** **Instructions**

■ In groups or as a class, students discuss the *Discussion/Reflection* questions (they are also on Slide 5.1 D).

■ Or have students write their responses on a collaborative document or bulletin board.

5.2 POSITIONAL POWER AND PERSONAL POWER

5.2 A | Preview

Purpose: Students consider their experiences of power.
Practicalities: Students work individually, then as a class.
Preparation: Write the question on a board or show Slide 5.2 A.

For Students

1. In your life, do you have any power over anyone? Where did you get that power?
2. In your community, what do you have the power to do as a citizen?
3. Where did you get that power?

F-2-F   **Online**   **Instructions**

■ Students think about experiences where they have had power over someone, and experiences where they've had the power to do something.
■ They consider what things they have the power to do within their communities.
■ They identify how they were given that power.
■ As a class, elicit some students' experiences of having power.

5.2 B | Exercise/Activity

Purpose: Students check their understanding of positional power.
Practicalities: Students work individually or in pairs or groups; All students have a handout.
Preparation: Make copies of *Handout 5.2 B* (next page) or https://bit.ly/4ag41YE; Students read *5.2: Positional Power* (p46-47).

F-2-F   **Online**   **Instructions**

■ Students read the scenarios and answer the questions.

Possible Answers

1. **a** – Not to smoke on the bus.
   b – Pay a fine.
   c – The city authorities.
2. **a** – Arrive on time.
   b – More exercise.
   c – The team captain.
3. **a** – Do your homework.
   b – Stay behind in class.
   c – The teacher.
4. **a** – Not murder people.
   b – Arrested, put on trial and go to prison for the rest of your life.
   c – The judge.
5. **a** – Attend class on time.
   b – Fines for late comers.

Handout 5.2 B

Read the scenarios and answer the questions.

1. There is a sign on the bus saying that if you smoke, you have to pay a fine to the city authorities.

    a. What are you expected to do, or to not do?

    b. What is the bad thing that happens if you do not meet these expectations?

    c. Who has power over the consequences?

2. You are part of a sports team. The team captain says that people who arrive late to training have to do more exercises.

    a. What are you expected to do, or to not do?

    b. What is the bad thing that happens if you do not meet these expectations?

    c. Who has power over the consequences?

3. You are a student at school. If you don't do your homework, the teacher says you will have to stay behind after class.

    a. What are you expected to do, or to not do?

    b. What is the bad thing that happens if you do not meet these expectations?

    c. Who has power over the consequences?

4. You are a murderer. You are arrested and put on trial. The judge decides you should be sent to prison for the rest of your life.

    a. What are you expected to do, or to not do?

    b. What is the bad thing that happens if you do not meet these expectations?

    c. Who has power over the consequences?

5. You are running an evening class for adults. You live in a city with heavy traffic, and this means that your students are often late. After a couple of weeks, you decide to issue fines to punish late-comers.

    a. What is the thing that students are expected to do?

    b. What is the bad thing that will happen if they don't do it?

    c. Do you think that this is fair?

6. You are worried that a fine for coming late won't be enough incentive. Some students can afford to pay a small fine, so they don't worry. But you know that your students don't want to make life harder for their peers. So you come up with the following plan: You divide your students into groups, and tell them that if any one student from their group is late, then all members of the group have to pay a fine

    a. Do you think this is a better or worse strategy?

    b. Do you think it is fair? Give your reasons.

    c. Do you have an alternative solution that teachers can follow?

5.2 C | Activity

Purpose: Students apply the key information in *5.2*.

Practicalities: Students work individually, then as a class.

Preparation: Students read *5.2: Personal Power* (p48); Write the question on a board or show Slide 5.2 C.

For Students

Read the scenario and answer the questions.

> Daw Win is a retired accountant and an excellent cook. Retirement is boring, so she volunteers for an organisation that works with children. She cooks lunches for the children and staff. The Director of the organisation is U Tun Khin. One day, U Tun Khin gets an email, saying that the organisation has been awarded a big financial grant. All he has to do is fill in the thirty-seven page form. He is really happy!
>
> However, after a week he is very stressed. He doesn't understand the budget spreadsheets, and he is terrified of making mistakes. Somebody suggests to him that Daw Win in the kitchens might be able to help. U Tun Khin isn't comfortable having a volunteer who works in the kitchen doing the paperwork. He thinks that it is an important job, and important jobs should only be done by people who are higher up in the organisation's hierarchy.

1. Should U Tun Khin ask Daw Win for help? Why/why not?
2. Does U Tun Khin value personal power or positional power? Why?
3. Have you ever experienced a similar situation in school, work or your community? If so, how did you handle the situation?

F-2-F **Online** Instructions

■ Students read the scenarios and answer the questions.

■ As a class, discuss their ideas.

Possible Answers

2. He values positional power and hierarchy. He believes that people with certain positions are responsible for certain jobs.

5.2 D | Activity

Purpose: Students analyse the process of building consensus.
Practicalities: Students work individually, or in pairs or groups; If they do a poster, students need paper and pens or art supplies or access to the internet.
Preparation: Write the instructions on the board or show Slide 5.2 D.

For Students

1. Think of an individual, alive or dead, local or international, that has power.
2. Consider whether they have personal power or positional power.
3. Either:
   a. Write a paragraph about this person.
      or
   b. Make a poster about this person, explaining how they got and used their power.

F-2-F **Online** **Instructions**

- Individually or in pairs or groups, students identify someone with power. This can be local or international, past or present.
- They decide whether that person has personal power (expertise or charisma) or positional power (can use rewards).
- Students either write one or more paragraphs about this person and the power they have and use, or make a poster.
- If they make a poster, encourage them to create or find a picture of the person.
- Ensure they relate their paragraphs or posters to the points raised in the text.

5.2 E | Discussion/Reflection

For Students

Should only people with the least interest in power be in power?

F-2-F **Online** **Instructions**

- In groups or as a class, students discuss the *Discussion/Reflection* questions (they are also on Slide 5.2 E).
- Or have students write their responses on a collaborative document or bulletin board.

5.3 POWER AND ETHICS

5.3 A | Preview

Purpose: Students reflect on their experience and use of their own power.
Practicalities: Students work individually.
Preparation: Write the question on a board or show Slide 5.3 A.

F-2-F **Online** **Instructions**

- Students reflect on the questions, and write the answers in a reflection journal or paper.
- They choose whether to show it to you or not.

For Students

1. Where does your power come from?
2. How do you use power?
   a. In your school or workplace?
   b. At home?
   c. In your social environment?
3. How can you use the power you have been given to benefit others?
4. Why is it important to discuss power to improve our leadership?

5.3 B | Activity

Purpose: Students give opinions on key issues in Chapter 5.
Practicalities: Students work in pairs or groups. Groups need paper; Online groups need access to a collaborative document.
Preparation: Students read *5.3: Power and Ethics* (p49); Write the questions on a board or show Slide 5.3 B.

F-2-F **Instructions**

- In pairs or groups, students choose one of the questions in the *5.3* Student's Book text.
- They write an answer to their question, and put it on the wall.
- Students look at all the answers, and identify which question they are answering.

For Students

1. Choose one of the seven questions in 5.3.
2. Write an answer of around 50 words and put it on the wall.
3. Look at all the answers, and identify which question each one answers.

Online **Instructions**

- In pairs or groups, students choose one of the seven questions of page 49 of the students book.
- They write an answer to their question in a collaborative document.
- Students look at all the answers, and identify which question they are answering.

5.3 C | Discussion/Reflection

For Students

1. How can we give more power to ethical people and actions?
2. How can we reduce or remove the power of unethical people and actions?

F-2-F   **Online**   **Instructions**

- In groups or as a class, students discuss the *Discussion/Reflection* questions (they are also on Slide 5.3 C).
- Or have students write their responses on a collaborative document or bulletin board.

EXTRA RESOURCES FOR CHAPTER 5

For additional exercises and activities, see:
- The Power of the Powerless TED Talk: *https://www.ted.com/talks/samantha_karlin_the_power_of_the_powerless*

CHAPTER 6: APPROACHES TO LEADERSHIP

Before you start the chapter:

- Read the Guiding Questions, which provide an overview of the main themes of the chapter.
- Point out the Guiding Questions in the Student's Book, or show Slide 6.1.

Guiding Questions

- How do leaders motivate people?
- How do leaders get things done?
- What are different forms of decision-making in leadership?
- Should leaders focus on an organisation's tasks or its people?

6.1   MOTIVATING PEOPLE: TRANSACTIONAL AND TRANSFORMATIONAL APPROACHES

6.1 A | Preview

Purpose:	Students activate their prior knowledge about *motivation*.
Practicalities:	Students work as a class; Online classes need access to a collaborative document.
Preparation:	Write the question on a board or show Slide 6.1 A.

For Students

How do leaders motivate their followers?

F-2-F **Instructions**

- As a class, discuss *motivation*. What does it mean? How do leaders use it?
- Write students' ideas on the board.

Online **Instructions**

- As a class, discuss *motivation*. What does it mean? How do leaders use it?
- Students write the word and phrases they associate with *motivation* on a collaborative document.

6.1 B | Exercise/Activity

Purpose: Students check their understanding of key points in *6.1*.

Practicalities: Students work individually or in pairs.

Preparation: Students read *6.1: Motivating People: Transactional and Transformational Approaches* (p52-55); Write the questions on a board or show Slide 6.1 B.

 Instructions

■ Students decide whether each scenario is an example of *intrinsic* or *extrinsic* motivation.

■ As a class, discuss whether students prefer extrinsic or intrinsic motivators.

■ Discuss which makes people happier (and therefore more motivated).

For Students

Read at the scenarios (a-d).

1. Which are examples of intrinsic, and which are examples of extrinsic motivation?

   a. Amrit is studying English because his parents have told him to, and because he wants to pass his exams with good marks and make his teachers happy.

   b. Than Shwe is studying English because he loves learning languages, and he really wants to watch English language TV programmes.

   c. Nai Ko Ko sells online education. He thinks the courses are really good, and quite cheap. He wants people to take them and access quality education.

   d. Khaing Khaing sells online education. If she sells 100 lakh of courses, she gets a bonus. If she doesn't sell enough, she might lose her job.

2. What motivates you the most: intrinsic or extrinsic rewards?

3. In which, do you think the people are happier?

Answers

1. **a –** Extrinsic
   b – Intrinsic
   c – Intrinsic
   d – Extrinsic

6.1 C | Activity

Purpose: Students provide examples of transactions.

Practicalities: Students work individually, then as a class; Online classes need a collaborative document.

Preparation: Write the instructions on the board or show Slide 6.1 C.
For F-2-F classes, prepare a table on the board or flipchart paper.

For Students

Look at the table in 6.1. Add another example of a transaction to the table.

F-2-F **Instructions**

- Individually, students think of another example of a transaction.
- They write it in a table on the board or on flipchart paper.

Online **Instructions**

- Individually, students think of another example of a transaction.
- They write it in the table on https://bit.ly/4aeI37X.

6.1 D | Discussion/Reflection

For Students

What kind of leaders do you usually encounter: transactional, transformational or a bit of both?

F-2-F **Online** **Instructions**

- In groups or as a class, students discuss the *Discussion/Reflection* questions (they are also on Slide 6.1 D.
- Or have students write their responses on a collaborative document or bulletin board.

6.2 GETTING THINGS DONE: DELEGATIVE AND DIRECTIVE APPROACHES

6.2 A | Preview

Purpose: Students consider ways of ensuring things get done.
Practicalities: Students work as a class.
Preparation: Write the question on a board or show Slide 6.2 A.

For Students

How should a leader ensure things get done?

F-2-F   **Online**   **Instructions**

- As a class, brainstorm ways leaders can make sure that tasks are being completed in an organisation.
- Write students ideas on the board.

6.2 B | Exercise

Purpose: Students check their understanding of key points in *6.2.*

Practicalities: Students work individually or in pairs.

Preparation: Students read *6.2: Getting Things Done: Directive and Delegative Approaches* (p56-57); Write the questions on a board or show Slide 6.2 B.

F-2-F **Online** **Instructions**

■ Students decide whether each scenario is an example of *directive* or *delegative* leadership.

Answers
- a. Directive
- b. Delegative
- c. Delegative
- d. Directive

For Students

Read the scenarios (a-d). Which is an example of delegative and which is an example of directive approaches to leadership?

a. Lulu is running a tree planting programme. She tells everyone what to do, then walks round watching them plant the trees and telling them what is OK and what to do differently.

b. Wah Paw manages a shop. She gives each shop worker a list of tasks, and then goes out the back to sort out the accounts.

c. Dr U Maung Shwe organises an online meeting with his teams of research assistants. He gives each team a set of research tasks.

d. Htoi Jan has managed a local civil society organisation for over a decade. She likes to mentor her project managers so she reviews their work plans and advises how to manage their teams every week.

6.2 C | Activity

Purpose: Students assess their own approach to getting things done.

Practicalities: Students work individually then in pairs or groups; All students have a handout.

Preparation: Make copies of *Handout 6.2 C* (next page) or https://bit.ly/4akxoJi.

F-2-F **Online** **Instructions**

■ Students do the quiz.

■ For online classes, there is a slightly more difficult version of this online if you want to use that: https://bit.ly/3wwycMY.

■ In pairs, they compare their responses.

Handout 6.2 C

Are You Directive or Delegative?

For each question, choose a or b.

1. Your team is working on a critical project with a tight deadline. As a leader, do you:

    a. provide detailed instructions and closely monitor progress?

    b. trust your team to manage their tasks independently?

2. A new employee has joined your team. Do you:

    a. clearly outline their roles, responsibilities, and expectations?

    b. let them explore their own way and discover their role over time?

3. There's a decision to be made that will impact the entire team. Do you:

    a. make the decision and communicate it to the team?

    b. facilitate a team discussion and let them decide?

4. Question: Your team is facing a challenge, and a quick resolution is needed. Do you:

    a. take charge and provide immediate guidance?

    b. allow the team to brainstorm and find a solution collectively?

5. A team member is struggling with their tasks. Do you:

    a. offer specific guidance and assistance?

    b. encourage them to find their own solutions and learn from the experience?

    If you chose mostly (a), you lean towards a directive leadership style. If you chose mostly (b), you align more with a delegative approach. Remember, effective leaders often employ a combination of both styles depending on the situation.

6.2 D | Activity

Purpose: Students analyse an organisation for directive and delegative leadership.
Practicalities: Students work individually.
Preparation: Write the question on a board or show Slide 6.2 D.

For Students

Think of a group you are part of. Are they more directive, delegative or a mixture of both? Support this with one or more examples.

F-2-F **Online** **Instructions**

- Students consider a group they are familiar with, and whether it practices directive or delegative leadership, or both.
- They write one – three paragraphs about this, including examples of directive or delegative leadership used.

6.2 E | Discussion/Reflection

For Students

1. Are the groups you are part of more directive, delegative or a mixture of both? Give an example to support your answer.
2. Which approach do you prefer from your leaders?

F-2-F **Online** **Instructions**

- In groups or as a class, students discuss the *Discussion/Reflection* questions (they are also on Slide 6.2 E).
- Or have students write their responses on a collaborative document or bulletin board.

6.3 MAKING DECISIONS: AUTOCRATIC AND DEMOCRATIC APPROACHES

6.3 A | Preview

Purpose: Students consider their experience of decision-making.
Practicalities: Students work individually, then as a class.
Preparation: Write the question on a board or show Slide 6.3 A.

F-2-F   **Online**   **Instructions**

■ Individually, students consider an organisation they are familiar with, and what their leaders' decision-making process is.

■ Discuss these as a class. Encourage students to give examples of these organisations' decision-making.

For Students

How do the leaders in groups you know or groups you are part of approach decision-making?

6.3 B | Exercise

Purpose: Students check their understanding of key concepts in Chapter 6.3.
Practicalities: Students work individually or in pairs or groups.
Preparation: Students read *6.3: Making Decisions: Autocratic and Democratic Approaches* (p58-59); Write the questions on a board or show Slide 6.3 B.

F-2-F   **Online**   **Instructions**

■ Individually or in pairs or groups, students read the statements and decide whether each is true or false.

■ If false, they explain why.

Answers

1. False – autocratic leaders are in a position of power but make decisions by themselves.
2. False – autocratic approaches have more centralised decision-making.
3. True
4. True
5. False – there is often less accountability when things go wrong because a group of people made a decision rather than an individual.

For Students

Are these statements true or false? If false, explain why.

1. Autocratic leaders are in a position of power and make decisions collectively.
2. Democratic approaches to leadership have more centralised decision-making.
3. One advantage of autocratic leadership is it helps make decisions more quickly.
4. Staff members can be more motivated if they have a chance to help make decisions.
5. One advantage of democratic decision-making is it helps hold people accountable for mistakes.

6.3 C | Activity

Purpose: Students research leaders and evaluate the effectiveness of different decision-making approaches.

Practicalities: Students work individually or in pairs; Students need access to the internet.

Preparation: Write the instructions on the board or show Slide 6.3 C.

For Students

1. Individually or in pairs, research a local or historical leader who demonstrates autocratic and/or democratic leadership.

2. Find at least three examples from their lives that demonstrate the advantages or disadvantages of this leadership approach.

3. Present your work about this leader to the class.

F-2-F **Online** **Instructions**

- Individually, or in pairs, students select and research a leader. This could be a local or international, current or historical leader.

- They should choose a leaders who demonstrates either autocratic or democratic leadership.

- They identify three (or more) times that leaders has shown authoritarian or democratic leadership.

- They evaluate whether that leadership style has been effective or not.

- They present their findings to the class, or to a group.

- **Optional Extra:** Students make posters about their chosen leader, their leadership style and its effectiveness.

6.3 D | Discussion/Reflection

For Students

Compare times when you (or another leader) used autocratic and democratic approaches to leadership. How were they different?

F-2-F **Online** **Instructions**

- In groups or as a class, students discuss the *Discussion/Reflection* question (it is also on Slide 6.3 D).

- Or have students write their responses on a collaborative document or bulletin board.

6.4 WHAT TO FOCUS ON: TASK-ORIENTED AND PEOPLE-ORIENTED APPROACHES

6.4 A | Preview

Purpose: Students consider their priorities as a leader.

Practicalities: Students work individually, then as a class.

Preparation: Write the question on a board or show Slide 6.4 A.

For Students

Which is more important as a leader: the task or the people? Why?

F-2-F   **Online**   Instructions

- Individually, students decide which is more important when they are in a leadership role – getting the task done, or the people who are doing the task.
- Discuss this as a class.
- Write students' ideas on the board.

6.4 B | Exercise

Purpose: Students check their understanding of key concepts in 6.4.
Practicalities: Students work individually or in pairs or groups.
Preparation: Students read *6.4: What to Focus On: Task-Oriented and People-Oriented Approaches* (p60-61); Write the questions on a board or show Slide 6.4 B.

F-2-F **Online** **Instructions**

- Individually or in pairs or groups, students read the statements and decide whether each is true or false.
- If false, they explain why.

Answers

1. False – task oriented leadership focuses on this.
2. True
3. False – this is an advantage of people-oriented leadership
4. True
5. False – she focuses on people-oriented leadership.

For Students

Are these statements true or false? If false, explain why.

1. People-oriented leadership focuses on questions like 'how can we best achieve goals?'

2. Task-oriented leadership is good for monitoring progress within a team.

3. A disadvantage of people-oriented leadership is its focus on increasing motivation and productive social relationships within a team.

4. It is beneficial for leaders to focus on using a balance of task-oriented and people-oriented leadership in their work.

5. Daw Moe is a leader of a civil society organisation. She focuses on understanding her teams' skills and values, and conducts monthly team building activities and capacity building activities. She focuses on task-oriented leadership in her work.

6.4 C | Activity

Purpose: Students list tasks and people in a familiar organisation.
Practicalities: Students work individually, then as a class; Online classes need access to a collaborative document.
Preparation: Write the instructions on the board or show Slide 6.4 C.

For Students

Think of a group you are part of.

1. List at least five tasks that are involved in leading the organisation.

2. List at least five people (or groups of people) who are involved in the organisation.

Tasks	People

F-2-F **Instructions**

- Individually, students consider a group they are part of.
- They write a list of five or more tasks that are involved in leading the organisation
- They write a list of five or more people or groups that are involved in the organisation.

Optional Extra: have students put their list on the wall. Students go around reading others' lists.

Online **Instructions**

- Individually, students consider a group they are part of.
- On a collaborative document, they list five or more tasks that are involved in leading the organisation
- They list of five or more people or groups that are involved in the organisation.
- Students read each others' lists.

6.4 D | Discussion/Reflection

For Students

In your experience, which type of leadership do you prefer – a task-oriented or a people-oriented approach? Why?

F-2-F **Online** **Instructions**

- In groups or as a class, students discuss the *Discussion/Reflection* question (it is also on Slide 6.4 D).
- Or have students write their responses on a collaborative document or bulletin board.

6.5 SITUATIONAL LEADERSHIP

6.5 A | Preview

Purpose: Students recall the eight approaches to leadership studied in *Chapter 6*.
Practicalities: Students work individually.
Preparation: Write the question on a board or show Slide 6.5 A.

For Students

Close your book.
What are the eight different approaches we have used to analyse leadership?

F-2-F **Online** **Instructions**

- Students close their books
- Individually, students write all the leadership approaches they can remember.
- They check their answers with the table in *6.5*.

6.5 B | Activity

Purpose: Students apply different leadership approaches to a situation.
Practicalities: Students work in groups; Online classes need access to breakout rooms and a collaborative document.
Preparation: Students read *6.5: Situational Leadership* (p63); Think of a fictional expedition situation; Write the questions on a board or show Slide 6.5 B.

For Students

1. In groups, write a story about an expedition. Include at least four situations where you use one of the leadership approaches.
2. Present your story to another group.

F-2-F **Online** **Instructions**

- Give students a fictional expedition scenario (e.g. climbing a mountain, exploring an undiscovered island, etc.).
- In groups, students write a story of their expedition and how individuals demonstrated leadership approaches throughout their expedition.
- They should include at the least four leadership scenarios using different leadership approaches.
- Groups exchange their stories and give feedback to other groups.

Optional Extra: Groups perform their expeditions. The class identifies the four leadership approaches used.

6.5 C | Discussion/Reflection

For Students

- Think of a group you are part of. Does this group follow Approach One or Approach Two more in their leadership? How and Why?

- How can you create your own approach that gets tasks done while cultivating positive working relationships?

F-2-F   Online   **Instructions**

- In groups or as a class, students discuss the *Discussion/Reflection* question (it is also on Slide 6.5 C).

- Or have students write their responses on a collaborative document or bulletin board.

EXTRA RESOURCES FOR CHAPTER 6

For additional exercises and activities, see:

- What is Transformational Leadership?: *https://www.youtube.com/watch?v=60O2OH7mHys*

CHAPTER 7: COMMUNICATION

Before you start the chapter:

- Read the Guiding Questions, which provide an overview of the main themes of the chapter.
- Point out the Guiding Questions in the Student's Book, or show Slide 7.1.

7.1   RHETORIC, COMMUNICATION AND ETHICS

7.1 A | Preview

Purpose: Students activate their prior knowledge about *communication*.
Practicalities: Students work in groups, then as a class; F-2-F classes need flipchart paper and markers;
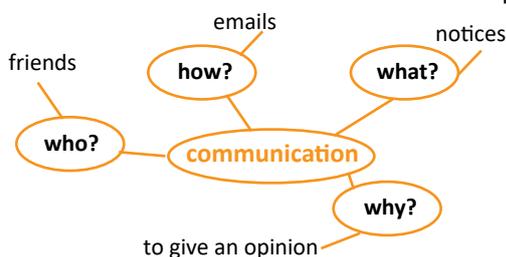Online classes need breakout rooms and a collaborative document.
Preparation: Write the question on a board or show Slide 7.1 A.

For Students

1.   What is communication? Make a mind-map.

2.   Why is communication important?

F-2-F **Instructions**

- In groups, students make mind-maps about *communication* on flipchart paper.
- They can use the one pictured to start, or as a model.
- As a class, discuss the question.
- Write students' ideas on the board.

Online **Instructions**

- In groups, students write their ideas about *communication* on a collaborative document.
- Use a different board for each sub-topic.
- As a class, discuss the question.
- Write students' ideas on a board.

Possible Answers

2.   Communication is important because we need to deliver messages clearly in order to complete tasks, avoid conflict and build and maintain relationships with others.

7.1 B | Exercise

Purpose:	Students identify possible responses to different types of communication.
Practicalities:	Students work individually; All students have a handout.
Preparation:	Students read 7.1: Rhetoric, Communication and Ethics (p66-67); Make copies of *Handout 7.1 B* (next page) or https://bit.ly/49Uwlju.

F-2-F　**Online**　**Instructions**

- ■ Students read the scenarios, and the different effects to each response.
- ■ They put the effects (a-h) into the table.

Answers

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

Handout 7.1 B

You are working on a group project. You are continually late for meetings because every day, you have cooking duties at the time they have meetings. You always try to finish before the meeting time, but still are always late. You haven't told the group about your issues at home. Your group members respond to your lateness at the next meeting.

What kind of effects would both of these responses have on the person who is continually late?

	"You are always late to our meetings. We cannot finish our meeting on time if you are late."	"Is this meeting time okay for the group? We often start our meetings late and finishing on time is important. How can we solve this issue?"
Practical Effects	1.	2.
Emotional Effects	3.	4.
Intellectual Effects	5.	6.
Ethical Effects	7.	8.

Put the effects into the table.

a.   You provide an excuse for being late.

b.   You feel singled out and like your whole group is angry with you.

c.   You learn that the meetings are always running late because of your lateness.

d.   Your relationship is weakened. There is less trust between you and the group members.

e.   You suggest a meeting time that is more suitable for your time schedule and explain why it is more suitable.

f.   You feel relieved that you have shared a more suitable time with your group. You feel this is a collective issue.

g.   You learn the meeting time preferences of the group, and that problem solving and time management are important to the group.

h.   Your relationship strengthens because you all are more clear about each individual's needs.

7.1 C | Activity

Purpose: Students assess their own communication skills.

Practicalities: Students work individually, then in groups; Online groups need breakout rooms.

Preparation: Write the instructions on the board or show Slide 7.1 C.

For Students

Self assess your communication skills::

1. On a scale of 1-5 (1 is weak, 5 is strong), rate your speaking skills.
2. On a scale of 1-5, rate your listening skills.
3. Form groups with students with similar scores. Explain your scores. Do you agree with your others' scores?

F-2-F **Online** **Instructions**

- Students assess their own communication skills. Make sure they understand this is not about language proficiency, but about communication skills.
- They rate their speaking skills, with 1 being weak and 5 being strong.
- They rate their listening skills.
- They add their speaking scores to their listening scores.
- Put students in groups of similar scores (e.g. all those who score themselves a 10 in one group, 9s in another, 8s in another, etc.).
- They explain the reasons for their scores, and give feedback on others' scores.

7.1 D | Discussion/Reflection

For Students

1. Which of the Buddhist communication ethics do you practise?
2. Do you match your communication with the occasion and the people you are speaking with, as Confucius did?

F-2-F **Online** **Instructions**

- In groups or as a class, students discuss the *Discussion/Reflection* question (it is also on Slide 7.1 D).
- Or have students write their responses on a collaborative document or bulletin board.

7.2 ETHICAL LISTENING

7.2 A | Preview

Purpose: Students consider the process of listening.
Practicalities: Students work as a class.
Preparation: Write the questions on a board or show Slide 7.2 A.

F-2-F   **Online**   **Instructions**

■   As a class, brainstorm the questions.
■   Write students' ideas on the board.

For Students

1.   Is listening the same as hearing?
2.   What does someone do when they are listening?

7.2 B | Activity

Purpose: Students rephrase the information in *7.2*.

Practicalities: Students work in groups, then in different groups; All students have a handout; Online groups need breakout rooms and collaborative documents.

Preparation: Create handouts with part of the text from *7.2*, or have them access their section of text in a collaborative document; Students read *7.2: Ethical Listening* (68-71); Write the instructions on the board or show Slide 7.2 B.

For Students

1. In groups, read your section of text. Discuss the meaning of the text, and how you might explain it to others.

2. Plan how you can demonstrate the skills in each part of the text.

3. Form new groups, with a representative from each of the former groups. Without looking at your text, explain it to the other group members and demonstrate the skills you are explaining.

F-2-F Instructions

- Put students into groups, and give each group a part of the text. This is easiest with five or ten groups, but you can split the text into any number of parts.

- They plan how they might present/demonstrate their text to others.

- Make sure they are not trying to rote-memorise their text.

- Groups plan how each member can demonstrate the skill(s) they are explaining.

- Form new groups, with at least one member from each of the previous groups.

- In turn, each member explains their text, so that all group members have heard about the whole text.

Online Instructions

- Put students into groups in breakout rooms. Give each group access to a collaborative document with their part of the text on it. This is easiest with five or ten groups, but you can split the text into any number of parts.

- Groups read and discuss their texts. They plan how they might explain their text to others.

- Make sure they are not trying to rote-memorise their text.

- Groups plan how each member can demonstrate the skill(s) they are explaining.

- Form new groups, with at least one member from each of the previous groups.

- In turn, each member explains their text, so that all group members have heard about the whole text.

7.2 C | Exercise

Purpose: Students identify examples of ethical listening,
Practicalities: Students work individually; Online groups need breakout rooms.
Preparation: Make copies of Handout 7.2 C (next page) or https://bit.ly/4ckQtwU.

F-2-F **Online** **Instructions**

■ Individually, students answer the questions.

Answers

1.	Unethical	6.	Unethical
2.	Ethical	7.	Ethical
3.	Ethical	8.	Unethical
4.	Ethical	9.	Ethical
5.	Unethical	10.	Ethical

Handout 7.2 C

Classify each scenario as ethical or unethical listening

1. You check your mobile phone while someone is speaking.

2. You listen to the speaker but admit that you are hungry and losing focus on the conversation.

3. You ask questions about what the speaker is saying when you don't understand.

4. You ask yourself how you can meet the person's needs.

5. You guess what the person means while they are talking.

6. You start to ignore the other person because you don't agree with them.

7. You repeat some things back to the speaker to show you understand.

8. You say to the speaker that you understand even when you don't.

9. You are honest with the other person even if you have differing views.

10. Despite having differing views you still try to understand the other person's perspective.

7.2 D | Activity

Purpose: Students use active listening techniques.

Practicalities: Students work individually, then in pairs, then as a class; Online pairs need breakout rooms.

Preparation: Write the instructions on the board or show Slide 7.2 D.

For Students

1. Think of *a vivid childhood memory*. Write some notes about it.

2. In pairs, take turns to be Storyteller and Listener. Sit face-to-face without pens or notes. The Storyteller tells the story. The Listener listens. Do not take any notes.

If the Storyteller gets stuck, the Listener can help out by giving prompts or asking questions. For example, 'What happened next?', or 'Tell me more about that.' Otherwise the Listener's job is to listen and not to get into conversation.

3. As a class, each person introduces their partner, and tells a section from their partner's story that they found particularly interesting.

F-2-F Instructions

- Individually, students make notes about a vivid childhood memory, in preparation for making it into a story.
- Allow about five minutes.
- In pairs, students sit face-to-face without pens or notes. They take turns to be Storyteller and Listener.
- Allow about ten minutes – five minutes each to tell their stories.
- Make sure the listeners don't take notes.
- Encourage listeners to prompt if the Storyteller can't think of what to say next.
- As a class, sit in a circle. Each student tells one part of their partners' story.

Online Instructions

- Individually, students make notes about a vivid childhood memory, in preparation for making it into a story.
- Allow about five minutes.
- In pairs, students work in breakout rooms. They take turns to be Storyteller and Listener.
- Make sure the listeners know not to take notes.
- Allow about ten minutes – five minutes each to tell their stories.
- Encourage listeners to prompt if the Storyteller can't think of what to say next.
- As a class, students each tell one part of their partners' story.

7.2 E | Discussion/Reflection

For Students

1. What are your strengths as an ethical listener?
2. How can you improve upon your weaknesses?

F-2-F   Online Instructions

- In groups or as a class, students discuss the *Discussion/Reflection* question (it is also on Slide 7.2 E).
- Or have students write their responses on a collaborative document or bulletin board.

7.3 ETHICAL SPEAKING

7.3 A | Preview

Purpose: Students demonstrate their prior knowledge of ethical speaking.
Practicalities: Students work as a class.
Preparation: Write the questions on a board or show Slide 7.3 A.

For Students

1. In two groups:
   - Group 1, draw a picture of ethical speaking.
   - Group 2 draw a picture of unethical speaking.
2. Compare photos.

F-2-F **Online** **Instructions**

- Divide the class into two (or four, or six) groups.
- Group 1(s) draw a picture of ethical speaking.
- Group 2(s) draw a picture of unethical speaking.
- Each group in turn shows their picture. What are the differences between the Group 1s and the Group 2s?

7.3 B | Exercise

Purpose: Students check their understanding of ethical communication.

Practicalities: Students work individually.

Preparation: Students read *7.3: Ethical Speaking* (*Honesty*, *Clarity*, *Transparency*, *Sensitivity*) (p72-73); Write the instructions on the board or show Slide 7.3 B.

For Students

Are these good communication strategies or not? For each, say why.

1. If people do not understand you, speak more and more loudly.

2. When you speak, pause sometimes to see if people have questions or feedback.

3. If you do not know the answer to their question, you must try and find an answer even if you do not have one.

4. When you are speaking, get through all that you have to say before you stop.

5. Nod and maintain eye contact while the other person is speaking.

6. In a meeting, explain your objectives and tell participants who you will share the discussion with.

F-2-F **Online** **Instructions**

■ Students read the communication strategies, and identify whether they are good communication strategies or not, and why.

Answers

1. Not good. Speaking more loudly does not ensure clear communication. You need to find strategies to make your communication clearer. For example, asking the listener what they do not understand.

2. Good. It allows to check for clarity and to invite the listener to provide feedback.

3. Not good. You should be honest about what you know and don't know.

4. Not good. You should check for clarity.

5. Good. It shows sensitivity to the other person.

6. Good. It shows you are transparent with the people you are meeting with.

7.3 C | Activity

Purpose: Students experiment with different types of communication.
Practicalities: Students work in pairs.
Preparation: Write the instructions on the board or show Slide 7.3 C.

F-2-F   Online   Instructions

- In pairs, students create and perform roleplays to each other. They use the phrases/scenarios to communicate two different ways, using different verbal and non-verbal communication.
- 'For example, Student A might calmly state 'The building's on fire, keeping their body quite still. Student B might wave their arms around and shout 'Hurry, the building is on fire!'
- Each student performs each scenario.
- Pairs discuss their roleplays. What did they notice about the two ways each was performed.

For Students

1. In pairs, create and perform roleplays communicating each of these messages.
   a. "Hurry, the building is on fire!"
   b. "You owe me 20,000 kyat from last week."
   c. "We should have a meeting about our presentation for class."

   Perform each scenario in two different ways, using different verbal and non-verbal communication.
2. Discuss your roleplays. What did you notice about the changing verbal and non-verbal communication in these messages?

7.3 D | Activity

Purpose: Students list communication challenges they have.
Practicalities: Students work individually, then as a class.
Preparation: Write the questions on a board or show Slide 7.3 D.

F-2-F   Online   Instructions

- Individually, students list difficulties they have communicating.
- As a class, discuss the types of problems people have communicating. What common issues do students have?

For Students

What kinds of communication challenges do you have:
- At home?
- At work?
- In a group you are part of?

7.3 E | Activity

Purpose: Students analyse who speaks in meetings.
Practicalities: Students work individually or in pairs or groups; They attend a meeting.
Preparation: Students read *7.3: Ethical Speaking: Who Speaks? Gender, Age and Background* (p74-75); Write the instructions on the board or show Slide 7.3 E.

For Students

1. The next time you attend a community or organisation meeting, take note.
   - Who speaks?
   - How often do they speak?
   - How long do they speak for?
2. At the end of the meeting, analyse your notes.
   - Are there any patterns? Do men speak more often, or for longer, than women? Do older people speak more than younger people? Who doesn't speak at all?
   - If there are any patterns, why do you think that these patterns exist?

F-2-F　**Online**　**Instructions**

Note: For this task, students need to observe a community or organisational meeting. You can wait until they are attending one they regularly attend, or, if possible, send them to a meeting specifically to do this task.

- Individually or in pairs or (small) groups, students attend a meeting, While there, they note down who is speaking, when and for how long.
- An easy way is to write down basic demographic profile of each speaker and how long they speak for, e.g.:
  - Young man A: 20 seconds.
  - Older woman B: 1 minute, 30 seconds.
  - Older man C: 2 minutes, 20 seconds, 3 minutes.
  - Older man D – 1 minute.
- They analyse the data they have collected, looking for how long each type of person speaks for.
- They consider the reasons why these patterns might exist within this organisation/community.

7.3 F | Discussion/Reflection

For Students

1. What problems occur when some types of people can speak more than others?
2. What can be done to ensure all people have a voice?

F-2-F　**Online**　**Instructions**

- In groups or as a class, students discuss the *Discussion/Reflection* question (it is also on Slide 7.3 F)
- Or have students write their responses on a collaborative document or bulletin board.

7.4 UNSPOKEN COMMUNICATION

7.4 A | Preview

Purpose: Students consider their experience of different forms of communication.

Practicalities: Students work individually, then as a class.

Preparation: Write the questions on a board or show Slide 7.4 A.

F-2-F **Online** **Instructions**

■ Individually, students consider when they communicate by each different method.

■ Individually, students consider who they communicate with by each different method.

Optional Extra:

■ Have students discuss their answers in pairs.

■ As a class, list the advantages and disadvantages of each communication method.

■ Write students ideas on the board.

For Students

1. When do you...
   a. Communicate orally with people?
   b. Communicate in writing with people?
   c. Communicate electronically with people?
2. Who do you usually...
   a. Communicate with orally? Why?
   b. Communicate with in writing? Why?
   c. Communicate with electronically? Why?
3. Discuss the advantages and disadvantages of each.

	Advantages	Disadvantages
Oral		
Writing		
Electronic		

7.4 B | Activity

Purpose: Students communicate their ideas on communication ethics.
Practicalities: Students work in groups, then individually; Online groups need breakout rooms and access to an electronic slide app; F-2-F classes need flipchart paper and markers or art materials.
Preparation: Students read *7.4: Unspoken Communication: Face-to-Face and Remote Communication* (p76); Write the instructions on the board or show Slide 7.4 B.

For Students

1. In groups, make posters or slides.
   - **Group 1:** Explain the *dos and don'ts* of communicating orally.
   - **Group 2:** Explain the *dos and don'ts* of communicating in writing.
   - **Group 3:** Explain the *dos and don'ts* of communication electronically.
2. Look at each others' posters or slides. Do you agree or disagree with any of their points?

F-2-F Instructions

- Put students in three groups (or six, or nine). Give each group one of the communication methods.
- Groups make posters outlining ethical ways to use their communication method.
- Do a gallery walk: Students walk around looking at other groups' posters and make notes of things they particularly agree or disagree with.

Online Instructions

- Put students in three groups (or six, or nine). Give each group one of the communication methods.
- Groups make slide presentations outlining ethical ways to use their communication method.
- They only need to make two slides, (one *dos* and one *don'ts*), but they can make more if they like.
- Groups present their slides. Students watch, making notes of things they particularly agree or disagree with.

7.4 C | Activity

Purpose: Students consider the relationship between silence and leadership.
Practicalities: Students work as a class.
Preparation: Students read *7.4: Unspoken Communication: Leadership and Silence* (p77); Write the question on a board or show Slide 7.4 C.

For Students

"Silence is the source of great strength."

What does this quote from Lao Tzu mean?

F-2-F **Online** Instructions

- As a class, discuss the meaning of the quote.
- Write students' ideas on the board.

Possible Answers

- There is power in silence.
- In certain situations, staying quiet can be more impactful and influential than speaking.
- Silence can convey confidence.
- Sometimes words are not necessary to express one's strength as a leader.

7.4 D | Discussion/Reflection

For Students

What is an example from your daily life of when silence is more useful than talking?

F-2-F   Online   **Instructions**

■ In groups or as a class, students discuss the *Discussion/Reflection* question (it is also on Slide 7.4 D).

■ Or have students write their responses on a collaborative document or bulletin board.

EXTRA RESOURCES FOR CHAPTER 7

For additional exercises and activities, see:
■ 10 Ways to Have a Better Conversation: *https://www.youtube.com/watch?v=R1vskiVDwl4*

CHAPTER 8: RELATIONSHIPS

Before you start the chapter:

- Read the Guiding Questions, which provide an overview of the main themes of the chapter.
- Point out the Guiding Questions in the Student's Book, or show Slide 8.1.

8.1 INTROVERTS AND EXTROVERTS

8.1 A | Preview

Purpose: Students consider the experience of making friends.
Practicalities: Students work individually, then as a class.
Preparation: Write the question on a board or show Slide 8.1.A.

F-2-F **Online** **Instructions**

- Individually, students think about when they recently made friends with someone. How did it happen?
- Have a few students describe their experience or
- Have students discuss their experience in pairs or groups.

For Students

Think about the most recent friend you made. How did you become friends?

8.1 B | Activity

Purpose: Students analyse their own levels of extroversion and introversion, and analyse a scenario for communicative effects.
Practicalities: Students work individually, then in pairs or groups; Online groups need breakout rooms.
Preparation: Make copies of *Handout 8.1 B* (next page) or https://bit.ly/3IJXlGy; Students read *8.1: Introverts and Extroverts* (p80-81).

F-2-F **Online** **Instructions**

- Individually, students take the quiz.
- In pairs or groups, they discuss their results, and answer the questions.
- Groups agree on three leaders (either famous people, or people they know personally) who they admire. Are these people extroverts or introverts?
- They discuss how their extroversion or introversion affects their work and leadership.

Handout 8.1 B

1. Quiz: Are you an Introvert or an Extrovert?

1. When faced with a social event, do you usually feel:

    a. Excited and energised.

    b. Reserved and thoughtful.

2. How do you prefer to spend your free time?

    a. Surrounded by friends and activities.

    b. Alone or with a small group in a quiet setting.

3. In a group discussion, are you more likely to:

    a. Jump in and share your thoughts immediately.

    b. Listen attentively and contribute selectively.

4. How do you recharge after a long day?

    a. Socialising with others .

    b. Spending time alone in a quiet space.

5. When meeting new people, are you:

    a. Outgoing and talkative.

    b. Observant and cautious.

6. How do you handle conflict or stress?

    a. Discussing it openly with others.

    b. Reflecting on it privately.

7. Do you enjoy large parties and events?

    a. Yes, the more, the merrier!

    b. Not really, I prefer smaller gatherings.

8. Your ideal vacation would involve:

    a. Lots of social activities and sightseeing.

    b. Peaceful surroundings and time for introspection.

9. When it comes to trying new activities or experiences, are you more likely to:

    a. Embrace the opportunity and invite others to join

    b. Approach it cautiously and maybe prefer doing it alone or with a close friend.

10. When making decisions, do you rely more on:

    a. External input and group consensus.

    b. Your own thoughts and instincts.

Count your answers (every *a* and every *b*). Where are you on the introvert-extrovert spectrum? If you answered *a* more often, you are more extroverted. If you answered *b* more often, you are more introverted.

2. Quiz reflection:

a. Do you agree with the results?

b. In what situations do you feel most extroverted?

c. In what situations do you feel most introverted?

3. List three leaders you admire. Are they introverts or extroverts?

4. How does this affect the way that they act, or the way that they influence others?

8.1 C | Discussion/Reflection

For Students

1. Are you more of an introvert or an extrovert most of the time?
2. Does that change when you work in groups and organisations? How?

F-2-F **Online** **Instructions**

- In groups or as a class, students discuss the *Discussion/Reflection* question (it is also on Slide 8.1 C).

- Or have students write their responses on a collaborative document or bulletin board.

8.2 THE QUANTITY AND QUALITY OF RELATIONSHIPS

8.2 A | Preview

Purpose: Students consider their friendship circles.

Practicalities: Students work individually, then as a class.

Preparation: Write the questions on a board or show Slide 8.2 A.

For Students

1. Think about social media (Facebook or other) account. How many 'friends' do you have?
2. How many of these people do you have a relationship with?
3. How many friends do you think a person can actively maintain?

F-2-F **Online** **Instructions**

- Individually, students consider the number of people they are friends with on Facebook (or other social media).
- They assess the number of those whom they actually consider a friend, or someone they have a relationship with.
- As a class, discuss these numbers.

Optional Extra: Have them make this into a percentage, and find out the average class percentage of friends/social media 'friends'.

Optional Extra: As a class, discuss how many friends students think it is possible to have.

8.2 B | Activity

Purpose: Students apply the concepts in *8.2* to their own lives.

Practicalities: Students work individually; F-2-F students need paper and coloured pencils or markers; Online students need access to a drawing tool (Google Docs, Microsoft Word, or design/layout app), or they can create their diagrams on paper and post photographs of their finished work.

Preparation: Students read *8.2 Quantity and Quality of Relationships* (p82-83); Write the instructions on the board or show Slide 8.2 B.

For Students

1. Make a diagram of your social relationships. Draw a circle with a figure of you in the middle.
2. Draw the next circle with your intimates.
3. Draw the next circle with your close friends.
4. Draw the next circle with your friends.
5. Draw the next circle with your familiars.
6. Draw your acquaintances on the outside of the circle.

F-2-F **Instructions**

- Based on the model in *8.2*, students create their own relationship diagrams.
- Encourage them to put pictures in each circle. If they want to, they can draw, or paste photographs of specific family members or friends (but they don't have to do this – they can just draw stick figures if they like).
- In the other circles, they might have pictures representing groups of people, like the members of their sports team, youth organisation or religious group.
- If students like, they can display them on the wall.

F-2-F **Online** **Instructions**

- Based on the model in *8.2*, students create their own relationship diagrams. They can either create electronic versions, or draw them on paper and take a photograph and post online.
- Encourage them to add pictures in each circle. These can be specific family members or friends, or stick figures, or other representations.
- In the other circles, they might have pictures representing groups of people, like the members of their sports team, youth organisation or religious group.
- If students like, they can make a class slide show of all their diagrams.

8.2 C | Activity

Purpose: Students list techniques to maintain and improve relationships.

Practicalities: Students work as a class.

Preparation: Write the instructions on the board or show Slide 8.2 C.

For Students

How do you make sure your relationships are healthy? Make a list of things you do to maintain your relationships.

F-2-F **Online** **Instructions**

- As a class, students brainstorm things they do to keep relationships healthy and positive.
- Write students' ideas on a board.

8.2 D | Activity

<table>
<tr>
<td>Purpose:</td>
<td>Students identify examples of active listening.</td>
</tr>
<tr>
<td>Practicalities:</td>
<td>Students work individually or in pairs or groups; Online groups need breakout rooms.</td>
</tr>
<tr>
<td>Preparation:</td>
<td>Make copies of <i>Handout 8.2 D</i> (next page) or https://bit.ly/3x7wAJq.</td>
</tr>
</table>

F-2-F **Online** **Instructions**

- Individually, or in pairs or groups, students read the scenario and the two approaches. They decide which approach involved a relationship of care.
- They read the three scenarios (a-c), and decide whether each one is an example of a relationship of care.
- They read the three scenarios (a-c), and design responses that demonstrate care ethics.

Possible Answers

1. Approach b
2.
   a. This doesn't demonstrate an ethical relationship of care because in order to care for others, you must have the skills to address all their basic needs. You could address some of their needs with your project but based on your experience, you cannot address them all.
   b. This doesn't demonstrate an ethical relationship of care. It doesn't demonstrate you are responsive because you are not building relationships which could affect your attentiveness and ability to be responsible for addressing their needs.
   c. This demonstrates an ethical relationship of care. It shows you are attentive to students' needs, responsible, competent, and responsive.

3.
   a. After the meeting finishes, you could take the team member to one side and ask them why they were late and allow them to explain what happened. You could explain the importance of being on time.
   b. You could ask the colleague after lunch if everything was okay and allow them to explain themselves. If they are open to it, suggest they apologise to the colleague they yelled at privately.
   c. You could offer optional English capacity building opportunities for all staff.

8.2 E | Discussion/Reflection

For Students

1. Approximately how many people do you count as intimate or close friends?
2. What are things you do to care for your relationships with people you work with?

F-2-F **Online** **Instructions**

- In groups or as a class, students discuss the *Discussion/Reflection* question (it is also on Slide 8.2 E)
- Or have students write their responses on a collaborative document or bulletin board.

Handout 8.2 D

Maintaining Relationships

1. Read the scenario, and the two possible approaches. Which demonstrates a relationship of care?

You work for an NGO that has a lot of volunteers. One of your volunteers, Thiri, was very enthusiastic about the aims and goals of the NGO when she started out, but has recently become difficult to work with. She seems unhappy and recently some of the other volunteers have come to talk to you to say that they don't want to work with her any more. They say that you should get rid of her.

You ask Thiri if you can speak to her. She comes to your office and is clearly defensive. How do you respond?

Approach a: You remind Thiri of her responsibilities. You could say that other people are unhappy with her, and that you are unhappy with her work as well.

Approach b: You ask Thiri what is wrong and listen carefully to what she says. You help her out as much as you can. You consider how you can do things that might resolve the situation, and notice Thiri's responses to you, to your suggestions, and to the hierarchies of which you are both a part.

2. Read these scenarios. Do they demonstrate an ethical relationship of care?

a. You are a student going to the field to conduct a school project. You meet an orphan on the street and you decide you must help them address all their basic needs.

b. You work at an organisation supporting elderly people. You do not like working with the elderly but you need to work to support your family. You complete your daily tasks but do not try and create relationships with your patients.

c. You recently finished teacher training and have started working at a school in your community. When you begin to teach, you take the time to learn about your students and their backgrounds. You create lessons that address the student's learning needs. You continually adjust your teaching to match their needs and learning. For example, you realise, they have a lot of responsibility at home, so you do not make them do homework.

3. Read these scenarios. How could you respond in a way that demonstrates care ethics?

a. You are the Captain of a sports team. A team member arrives ten 10 minutes late to your team meeting.

b. One of your colleagues yells at another colleague in the office over lunch. She is usually very kind but she was very upset today.

c. Your colleague is very active in meetings but never responds to emails. He is not very good at written English.

8.3 BUILDING TRUST

8.3 A | Preview

Purpose: Students analyse their experience of trust.
Practicalities: Students work individually, then as a class.
Preparation: Write the instructions on the board or show Slide 8.3 A.

F-2-F **Online** Instructions

- Individually, students consider who they trust, and write a list of five people they have a lot of trust in.
- For each person on their list, they note down why they trust them.
- They note down whether they always trust them, or whether their trust in mostly in specific circumstances, or in some circumstances more than others.

For Students

Think of five people that you trust.

1. Why do you trust each of these people?
2. Did you always trust them? Why or why not?

8.3 B | Activity

Purpose: Students identify the role of trust in everyday situations.
Practicalities: Students work in pairs or groups, then as a class; Online groups need breakout rooms.
Preparation: Students read *8.3: Building Trust* (p84-87); Write the questions on a board or show Slide 8.3 B.

F-2-F **Online** Instructions

- In pairs or groups, students read the scenarios and identify all the ways trust is involved in these activities.
- As a class, discuss students' answers.

Possible Answers

1. You trust the person will meet you at the restaurant because they respect your time.
2. You trust they will keep your struggles confidential. You trust they will not judge you based on what you share with them.
3. You trust your friends will help you plan the picnic and bring food. You trust they will show up to the picnic.

For Students

Read the scenarios. Discuss all the ways that trust is involved in carrying out these activities.

1. You arrange to meet somebody in a restaurant for dinner.
2. You confide in a friend about your mental health struggles.
3. You are planning a picnic with a group of friends.

8.3 C | Activity

Purpose: Students infer the meaning of a quote.
Practicalities: Students work individually, then as a class.
Preparation: Write the instructions on the board or show Slide 8.3 C.

F-2-F   **Online**   **Instructions**

■ Individually, students read the quote, and rephrase it in their own words.
■ Write their ideas on the board.
■ As a class, students discuss whether they agree with the ideas or not, and their reasons.

For Students

The Roman philosopher Seneca once wrote a letter to his friend Lucillus, saying:

'Trusting everyone is as much a fault as trusting no one (though I should call the first the more virtuous and the second the safer behaviour).'

1. What does this quote mean in your own words?
2. Do you agree with him? Why/why not?

8.3 D | Activity

Purpose: Students evaluate trust-building strategies.
Practicalities: Students work individually, then as a class.
Preparation: Make copies of *Handout 8.3 D* (next page) or https://bit.ly/3IKnIfm.

F-2-F   **Online**   **Instructions**

■ Individually, students read the strategies. They rank them in order of their own skills – from the strategy they are best at, to the one that they are worst at.
■ For the strategy they are the worst at, they develop a plan to improve their skill at this.
■ If you like, have students write their plan, and give it to you for feedback.
■ As a class, discuss how you might change this list to apply it you personal relationships.
■ Brainstorm more strategies to add to the list.
■ Write students' ideas on the board.

Handout 8.3 D

Trust in an Organisation

If you are working in a small organisation, you may have a lot of relationships to keep track of. Here are some strategies you can use to make this process easier.

Strategy	How to do it
Actively connect with others	If there is somebody that you are interested in working with, get in touch. Sometimes this can feel awkward, but making active connections enriches your own life and the life of your organisation.
Keep arrangements	This makes people feel cared for, and demonstrates that you are reliable and trustworthy. If this is impossible, then let people know immediately and try to remake the arrangement.
Know who people are and why you are meeting	If meeting with somebody for the first time, check you know their name (do a search for them online if that helps) and what you will be discussing.
Keep a record of contacts	Keep a record of who you have contacted and when. If you work as part of an organisation, have a shared list that everybody can benefit from.
Be responsive	It can be easy to feel overwhelmed by messages or emails. But to maintain positive relationships, be responsive. If you get an email, and you can't respond quickly, send a friendly message to say 'Thanks for your email. I'll get back to you later'. If you don't want to work together, a polite refusal is better than silence.
Be open and generous	Think about other people's benefits as well as your own and do things that could improve somebody else's day or working week.
Don't make commitments too easily	Your time is limited! There may be lots of things that you would like to do, but there is not time to do them all. Don't commit to anything unless you know that you can see it through.

1. Put the strategies in order of your own skills, from strongest to weakest.

2. Look at the strategy you are weakest at. How could you improve on this?

3. Does this list also apply to relationships with family and friends?

4. Can you add any more strategies to the list?

8.3 E | Discussion/Reflection

For Students

1. How do you build trust with others using the suggestions in this section?
2. Which suggestions could you use to improve your relationships?

F-2-F **Online** **Instructions**

- In groups or as a class, students discuss the *Discussion/Reflection* questions (it is also on Slide 8.3 E).
- Or have students write their responses on a collaborative document or bulletin board.

EXTRA RESOURCES FOR CHAPTER 8

For additional exercises and activities, see:

- What we Don't Understand about Trust TED Talk: *https://www.ted.com/talks/onora_o_neill_what_we_don_t_ understand_about_trust?language=en*
- Rosa Parks video: *https://ny.pbslearningmedia.org/resource/americon-vid-rosa-parks/video/*

CHAPTER 9: GROUPS

Before you start the chapter:

- Read the Guiding Questions, which provide an overview of the main themes of the chapter.
- Point out the Guiding Questions in the Student's Book, or show Slide 9.1.

Guiding Questions

- What factors influence how people work together in groups?
- What influences the dynamics of groups?

9.1 FORMING GROUPS

9.1 A | Preview

Purpose: Students evaluate the most effective group size.
Practicalities: Students work as a class.
Preparation: Write the question on a board or show Slide 9.1.A.

F-2-F **Online** **Instructions**

- As a class, discuss the best-sized groups for class and work tasks.
- Write students' ideas on the board.

For Students

What is the ideal number of people for group work:

1. In class?
2. At work?

9.1 B | Exercise

Purpose: Students classify groups into group types.
Practicalities: Students work individually.
Preparation: Students read *9.1: Forming Groups* (p90-93); Write the questions on a board or show Slide 9.1 B.

For Students

What type of group could you typically classify each as?

1. A swimming team
2. Immediate family
3. A book club
4. Fans of Aung La Nsang
5. Thai
6. A group of people on strike for fair wages
7. Buddhist
8. A group of students who live and study together
9. A tree planting project group
10. A group of organic farmers who advocate and share resources

F-2-F **Online** **Instructions**

■ Individually, students identify which kind of group each example is.

Optional Extra: have students brainstorm examples of groups for each group type.

Answers

1. Social
2. Primary
3. Social
4. Collective
5. Category
6. Collective
7. Category
8. Primary
9. Social
10. Collective and/or Social

9.1 C | Activity

Purpose: Students list their own participation in groups.
Practicalities: Students work individually, then as a class.
Preparation: Write the instructions on the board or show Slide 9.1 C.

For Students

What groups are you part of?

1. List two examples of each group.

Primary Group	Social Group	Collective	Category

2. Is each group formal or informal?

F-2-F **Online** **Instructions**

- Individually, students list two of each type of group that they are part of.
- Students decide whether each group is formal or informal.
- Students compare their lists in pairs.
- As a class, write lists of the types of groups that students belong to, classified into formal and informal.

9.1 D | Discussion/Reflection

For Students

1. Think of some different types of groups that you belong to.
2. For each group, is it formal or informal?

F-2-F **Online** **Instructions**

- In groups or as a class, students discuss the *Discussion/Reflection* question (it is also on Slide 9.1 D)
- Or have students write their responses on a collaborative document or bulletin board.

9.2 GROUP DEVELOPMENT

9.2 A | Preview

Purpose: Students create a representation of their experience of group formation.
Practicalities: Students work individually, then as a class; Students need paper and pens, (or art supplies).
Preparation: Write the instructions on the board or show Slide 9.2 A.

F-2-F **Online** **Instructions**

- Students identify a group they are part of.
- They create a picture of the process of how this group formed.
- They present their picture to the class.

For Students

1. Think about a group you are part of. How did it form?
2. Create a picture about this process.

9.2 B | Exercise

Purpose: Students identify the stage of group development.
Practicalities: Students work individually. Online groups need breakout rooms.
Preparation: Students read *9.2: Group Development* (p94-95); Write the instructions on the board or show Slide 9.2 B.

F-2-F **Online** **Instructions**

- Individually, students identify each stage of group development.

Answers

1. Stage 2: Storming
2. Stage 3: Norming
3. Stage 5: Adjourning
4. Stage 4: Performing
5. State 1: Forming

For Students

What stage is being described?

1. Encourage members to create smaller, more manageable tasks to achieve goals when they undergo challenges in their team.
2. Conflicts occur less frequently
3. The group completes its tasks.
4. The group is the most productive and experiences the least conflict. The group can solve problems and be its most creative.
5. The group begins to form. The group is more focused on individual performance at this stage.

9.2 C | Activity

Purpose: Students demonstrate the steps of group development.

Practicalities: Students work in groups, then as a class; Groups need paper and pens, art supplies or access to the internet; Online groups need breakout rooms.

Preparation: Write the instructions on the board or show Slide 9.2 C.

For Students

1. Create five pictures about the five stages of group development. Don't display them in order – have them in mixed order.
2. One by one, show your pictures to the class.
3. Look at other groups' pictures. Identify which picture represents each stage.

F-2-F   Online   Instructions

- In groups, students create pictures representing the five stages of group development.
- Encourage them to be creative – they don't need to make them pictures of people doing things – they can be abstract.
- They display them in mixed order.
- In turns, groups present their pictures one by one to the class.
- The class identifies which stage each picture represents.

9.2 D | Activity

Purpose: Students analyse the dynamics of a familiar group.

Practicalities: Students work in groups then as a class; Online students need breakout rooms and a collaborative document.

Preparation: Write the instructions on the board or show Slide 9.2 D.

For Students

Think of an example of an effective group, team or organisation. What makes this group effective? Think about these factors:

a. How was this group developed?
b. What are the group dynamics?
c. Do they perform tasks individually or as a group? What are the advantages of how they perform tasks?
d. What is the group size?

F-2-F   Online   Instructions

- In groups, students think of an example of an effective group they are all familiar with. This could be a student group, a music group, sports team, community organisation etc.
- This activity will work best if students are groups where they all know at least one group well.
- They consider what factors make the group effective by answering the questions.
- Groups present their analysis to the class.

Optional Extra: have students think of activities you could do to ensure each stage goes as smoothly as possible.

Use this website for ideas: *https://www.upwork.com/resources/stages-of-team-development*

9.2 E | Activity

Purpose: Students create a plan, breaking a large task into smaller tasks.

Practicalities: Students work in groups then as a class; F-2-F students need flipchart paper and markers; Online students need breakout rooms and access to the googledoc: https://bit.ly/3wyEUSQ.

Preparation: Write the instructions on the board or show Slide 9.2 E.

For Students

Your group is planning an end-of-year event for your school or organisation. You need to raise money, find a venue, provide food and entertainment, and design and distribute invitations, etc.

Create a project plan. Each person should have input and responsibility for a part of the project.

1. Break the project into smaller tasks.
2. Allocate the tasks amongst the group.
3. Put your plan on the wall. Walk around the room and look at other groups' event plans.
4. Make an action plan on paper or on the Googledoc.

F-2-F Instructions

- In groups, students plan an end-of year class or organisation event. They decide what the event is going to be.
- Groups list all the tasks involved in organising the event. Encourage them to try to think of all the details of the different tasks.
- They divide up these tasks between all the group members.
- They write their plan on flipchart paper and put in on the wall, or in the googledoc.
- Students go round the room looking at other groups' plans.

Online Instructions

- In groups, students plan an end-of-year class or organisation event. They decide what the event is going to be.
- Groups list all the tasks involved in organising the event. Encourage them to try to think of all the details of the different tasks.
- They divide up these tasks between all the group members.
- They write their plan in the googledoc.
- Each group presents their plan to the class.

9.2 F | Discussion/Reflection

For Students

1. Think of a time when you were in a group that you thought wouldn't work well, but were surprised to find it did work after all.
2. Think of a time when you were in a group that you thought would work well, but were surprised to find it did not work.
3. What have been some of your challenges working in groups?
4. With the strategies you have now, how can you overcome these challenges?

F-2-F Online Instructions

- In groups or as a class, students discuss the *Discussion/Reflection* question (it is also on Slide 9.2 F).
- Or have students write their responses on a collaborative document or bulletin board.

CHAPTER 10: CONFLICT

Before you start the chapter:

■ Read the Guiding Questions, which provide an overview of the main themes of the chapter.

■ Point out the Guiding Questions in the Student's Book, or show Slide 10.1.

Guiding Questions

■ What is conflict?

■ What are the causes of conflict?

■ How can conflict be managed or resolved?

10.1 GOOD AND BAD CONFLICT

10.1 A | Preview

Purpose: Students activate their prior knowledge of key concepts in the chapter.

Practicalities: Students work as a class. Online classes need breakout rooms and collaborative documents.

Preparation: Write the questions on a board or show Slide 10.1 A.

F-2-F   **Online**   **Instructions**

■ Individually, students write four words they associate with the word 'conflict'.

■ In pairs, students look at their eight words and decide on the best four words they associate with the word 'conflict'.

■ Pairs join another pair, In groups of four, they look at their eight words and decide on the best four words they associate with the word 'conflict'.

■ Groups join another group, In groups of eight, they look at their eight words and decide on the best four words they associate with the word 'conflict'.

■ Keep doing this until the class agrees on four words.

■ As a class discuss: What's one thing they learned during this exercise?   .

For Students

1. Write four words you associate with the word 'conflict'.

2. In pairs, decide on which four of your words best associate with 'conflict'.

3. In groups of four, decide on which four of your words best are associated with 'conflict'.

4. In groups of eight, decide on which four of your words best associated with 'conflict'.

5. Continue until your class has selected four words best associated with 'conflict'.

6. What's one thing you learned during this exercise?'

10.1 B | Activity

Purpose: Students identify constructive and destructive approaches to conflict.
Practicalities: Students work individually or in pairs or groups.
Preparation: Make copies of *Handout 10.1 B* (next page) or https://bit.ly/3x7x1U4; Students read *10.1: Good and Bad Conflict* (p98-99).

F-2-F **Online** **Instructions**

■ Individually or in pairs or groups, students read the scenarios and answer the questions.

Possible Answers

1. The conflict leads to a more inclusive and adaptable educational initiative. The organisation learns the importance of contextual awareness, and using the strengths of diverse perspectives within their team. This constructive conflict resolution not only enhances the impact of their project but also fosters a collaborative and understanding work environment within the civil society organisation in Myanmar.

2. The conflict turns destructive due to the failure to address the differences constructively. The lack of open communication and unwillingness to consider alternative perspectives hinder the progress of the research project, affecting the overall academic experience for the students involved.

3. Create a mixed-method approach to their research; Organise a discussion with a professor or advisor to discuss the best methods for this project.

Handout 10.1 B

Scenario 1

In Myanmar, a civil society organisation is working on a project to address educational needs in a slum community.

Conflict arises within the organisation when two members, one from Yangon and another from a rural area, have different opinions on the best approach to implement the project. The team member from Yangon suggests a more technology-driven solution, emphasizing online learning platforms and digital resources. On the other hand, the team member from the rural area advocates for a community-based approach, focusing on in-person educational initiatives that consider local traditions and cultural values.

Initially, the disagreement creates tension within the organisation, reflecting a divide between urban and rural perspectives. Rather than avoiding the conflict, the organisation decides to facilitate a constructive dialogue. They organise a series of meetings where team members can openly share their experiences and insights, recognising the unique challenges and opportunities in both urban and rural contexts.

Through this engagement, the organisation realises the potential for a blended approach. They decide to integrate technology for some aspects of the educational programme, making it accessible to a broader audience, while also emphasising community engagement and culturally sensitive in-person activities to ensure the project's success in the rural setting.

Scenario 2

In a Thai university, a group of students are working on a research project. Conflict arises within the group when two members, one majoring in science and another in humanities, have conflicting opinions on the research methodology.

The science major insists on using quantitative methods, emphasising statistical analysis and data-driven research. On the other hand, the humanities major argues for a qualitative approach, stressing the importance of in-depth interviews and narrative analysis to capture personal experience.

Instead of engaging in open dialogue and finding a compromise, the conflict escalates as both members become strong in their positions. They start criticising each other's academic disciplines, questioning the validity and relevance of each of their approaches.

As a result, the conflict impacts the entire group. Communication breaks down, collaboration becomes difficult, and the project stalls. The rest of the team members feel the tension and are unable to focus on their individual tasks.

1. Why is Scenario 1 constructive?

2. Why is Scenario 2 destructive?

3. How could Scenario 2's conflict be more constructive?

10.1 C | Activity

Purpose: Students apply key concepts from *10.1* to their own experience.
Practicalities: Students work individually, then in pairs; Online groups need breakout rooms.
Preparation: Write the instructions on the board or show Slide 10.1 C.

For Students

In groups, pick one question to discuss.

1. What would you do if two teammates refused to speak to each other and used you as an go-between?
2. What would you do if your manager took credit for your work?
3. What would you do if you heard that a teammate was spreading a rumour about you?
4. What would you do if one of your teammates did not reply to your emails for days, but you saw them posting random, non-work comments on social media?

F-2-F **Online** **Instructions**

- In groups, students choose one of the questions.
- They discuss what they would do to resolve this issue.
- **Optional Extra:** Groups come up with their own conflict scenario. They decide how they would resolve it.

10.1 D | Discussion/Reflection

For Students

Think of an example of when a conflict was constructive.
- What was the conflict?
- How did you resolve the conflict?
- What was the solution?

F-2-F **Online** **Instructions**

- In groups or as a class, students discuss the *Discussion/Reflection* question (it is also on Slide 10.1 D)
- Or have students write their responses on a collaborative document or bulletin board.

10.2 SOURCES OF CONFLICT

10.2 A | Preview

Purpose: Students consider the causes of conflict in their lives
Practicalities: Students work as a class.
Preparation: Write the instructions on the board or show Slide 10.2 A.

For Students

What causes conflict:

1. At work?
2. At home?
3. In your relationships?

F-2-F **Online** Instructions

- As a class, brainstorm causes of conflict in the three situations.
- Encourage students to look deeper than the outer issue, e.g. 'my brother gets angry when I study rather than household tasks' might be 'my brother thinks we are treated differently by our parents'.
- Write students' ideas on the board.

10.2 B | Exercise

Purpose: Students identify sources of conflict.
Practicalities: Students work individually or in pairs or groups.
Preparation: Make copies of *Handout 10.2 B* (next page) or https://bit.ly/3IJY8Hw; Students read 10.2: Sources of Conflict (p100-101).

F-2-F **Online** Instructions

- Individually or in pairs or groups, students read the scenarios.
- They classify them by source of conflict.

Answers

a. Goals
b. Personality
c. Knowledge and experience
d. Culture
e. Values and ethics

Handout 10.2 B

Read these scenarios and decide of the source of conflict: personality, culture, knowledge and experience, values and ethics or goals.

a. Gardens for People is a social enterprise that aims to encourage more people to grow their own food. Some staff think they need to expand by selling a lot of plants and setting up in other locations. Others think they should sell plants cheaply to locals in one location.

b. Sally and Daw Than Than are working on a project. Daw Than Than is focused on big ideas, and Sally is more detail-oriented, Sally gets annoyed that Daw Than Than's work is quite messy, and Daw Than Than get frustrated than Sally cares about more about spelling than the overall plan.

c. U Naing Htun is a very experienced teacher. Marlar has just graduated from teacher training college, and wants to implement a new, more student-centred assessment system, U Naing Oo thinks the current system produced good results, and doesn't want to change.

d. Ko Tin Gyi is Muslim, Saw Alex is a Seventh-day Adventist and Beh Meh is Catholic. Ko Tin Gyi goes to the mosque every Friday, Saw Alex won't work on Saturdays, and Beh Meh won't work on Sundays, Their deadline is soon, but they can't agree on what days to work together.

e. The professors at Open Mind University find that some students have been using Chat GPT to help write their essays. Some teachers think this isn't a problem and that students should use all available tools to produce results. Others think this is plagiarism and should be punished.

10.2 C | Activity

Purpose: Students problem-solve conflict scenarios.

Practicalities: Students work individually or in pairs or groups, then in as a class. Online groups need breakout rooms.

Preparation: Make copies of *Handout 10.2 C* (next page) or https://bit.ly/492fl9Z.

F-2-F **Online** **Instructions**

- Individually or in pairs or groups, students read the scenarios.
- They answer the questions.
- Discuss their answers as a class.

Possible Answers

1. The team leader could facilitate a constructive dialogue. The team engages in a cultural exchange session where members share insights into their cultural backgrounds, values, and perceptions. This helps in creating a better understanding of each other's perspectives and the importance of balancing global design ideas with cultural sensitivity.

2. They could implement an inclusive review of the promotion process and establish a committee comprising members from various departments and experience levels to re-evaluate the candidates based on a broader set of criteria. They could create a new position focused on innovation and community outreach, offering Nay Htoo a leadership role aligned with their strengths.

3. They could run a communication workshop for the members with activities that highlight the importance of diverse communication styles and effective listening. Through this, Nan Khin could learn to appreciate the value of thorough decision-making and inclusivity in a diverse group. Van could gain confidence in expressing his ideas more assertively, adapting to a faster communication style when needed.

4. Offer them flexible working hours, invite them to share their challenges with the team so they are aware of the external factors affecting them, schedule meetings at more convenient times for the new parents.

Handout 10.2 C

1. Cultural Clash

   Conflict arises during a brainstorming session in a growing social enterprise in Mandalay when two team members, one from Yangon and one from a rural area in Shan State, have differing opinions on the product design. The team member from Yangon suggests a modern style, influenced by global design trends. The team member from Shan State emphasises the importance of having traditional symbols familiar to local users in rural areas.

   The conflict escalates as each team member passionately defends their perspective, unintentionally dismissing each others' perspectives. The tension within the team begins to impact collaboration, hindering the progress of the project.

What should the team leader do in this situation?

2. Who's the Boss?

   Two employees at Empower Health in Rakhine State, Min Min and Nay Htoo, both passionate about the organisation's mission, apply for the role of Director. Min Min has been with the organisation for several years and has a strong track record of successful project implementation. Nay Htoo, a newer member, brings fresh perspectives and innovative ideas.

   The organisation chooses Min Min for the position, emphasising the importance of experience and continuity in leading ongoing projects. Nay Htoo and some of the team are not happy with the decision. They feel that the organisation should promote a more diverse perspective and fresh ideas. The conflict deepens as employees begin questioning the transparency of the promotion process and whether personal relationships played a role in the decision.

How can the leadership team demonstrate fairness in EmpowerHealth's promotion process?

3. Communication Breakdown

   In Hpa-an, a diverse youth group gathers regularly to conduct hygiene trainings in villages outside Hpa-an. While planning an upcoming community event, two members, Nan Khin and Van, have different communication styles and preferences for decision-making.

   Nan Khin uses direct communication and quick decision-making. During the meeting, she proposes implementing a social media campaign to promote the event and suggests making decisions quickly to stay on schedule. Van, on the other hand, is more reserved and values a consensus-building approach. He prefers thorough discussions and seeks input from all members before making decisions.

   Nan Khin feels frustrated by slow decision-making and a lack of assertiveness, while Van feels overwhelmed and unheard, finding the fast-paced communication style unfair. The conflict escalates when Nann Khin interrupts Van during their presentation in the community, expressing impatience with the lengthy explanations. Van, feeling disrespected, reacts defensively, further intensifying the communication breakdown within the group.

How can the group leader ensure communication issues improve for the youth group?

4. Making Work Better

   You manage a team with two new parents: Hla Hla and Ye Myint. They were very happy when their baby Arkar was born. Unfortunately, Arkar doesn't much like sleeping and he keeps Hla Hla and Ye Myint up at night. When the new parents come into the office, they are tired. And because they are tired, in meetings they can sometimes be less cooperative, and sometimes get angry more easily. When you talk to them, you realise that they are not unhappy with their work. They are just really tired.

What is the best way of helping them continue to contribute their skills, making sure that they don't feel so stressed?

10.2 D | Activity

Purpose: Students identify personal, social and political factors that might affect the likelihood of and response to conflict.
Practicalities: Students work individually, then as a class.
Preparation: Write the instructions on the board or show Slide 10.2 D.

For Students

1. Consider the personal, social and political factors that affect your daily life. Make a mind-map of these factors.
2. How might your colleagues, teacher or classmates knowing these factors reduce the risk of conflict?

F-2-F **Online** **Instructions**

■ Individually, students think of the personal, social and political factors that might create conflict in some situations, or influence their response to conflict.
■ They make a mind-map of these.
■ If you like and students are comfortable, have some students present their mind-maps, or have students put them on the wall.
■ As a class, discuss how different factors might cause conflicts, or affect peoples' response to conflict.

Possible Answers

2. It encourages empathy for people's situations. This gives people a chance to think about how they can help make life easier for the people they are working with, so that there is less likelihood of there being conflict.

10.2 E | Discussion/Reflection

For Students

1. How can an organisation make sure that it is working fairly?
2. How can an organisation make sure that communication is effective?
3. How can an organisation respond to external factors that can impact upon the individuals on the organisation, and hence on the organisation's work as a whole?

F-2-F **Online** **Instructions**

■ In groups or as a class, students discuss the *Discussion/Reflection* question (it is also on Slide 10.2 E)
■ Or have students write their responses on a collaborative document or bulletin board.

10.3 CONFLICT STYLES AND CONFLICT RESOLUTION

10.3 A | Preview

Purpose: Students consider their own reactions to conflict.

Practicalities: Students work individually, then as a class.

Preparation: Write the question on a board or show Slide 10.3 A.

For Students

How do you usually react when there is a conflict:

1. At home?
2. At work?
3. With a friend?

F-2-F **Online** **Instructions**

- As a class, brainstorm causes on conflict in the three situations.
- Encourage students to look deeper than the outer issue, e.g. 'my brother gets angry when I study rather than household tasks' might be 'my brother thinks we are treated differently by our parents'.
- Write students' ideas on the board.

10.3 B | Exercise

Purpose: Students identify examples of conflict styles.

Practicalities: Students work individually, then as a class.

Preparation: Students read *10.3: Conflict Styles and Conflict Resolution* (p104-109); Write the questions on a board or show Slide 10.3 B.

For Students

What conflict styles do these situations reflect?

1. Two countries are going to war over resources.
2. A friend is angry with you, so you decide not to call them.
3. You are doing martial arts training with a friend.
4. You want to go out to watch a movie. Your friend wants to stay home. So you decide to stay home and watch a movie online.
5. A family member really wants you to be at home for an important birthday. You don't want to go, but you decide to go home to keep everyone happy.
6. You are running a race in a sports competition.

F-2-F **Online** **Instructions**

- Individually, students identify the conflict style most likely to be in each situation.
- Check and discuss the answers as a class,

Possible Answers

1. Competing
2. Avoiding
3. Collaborating
4. Compromising
5. Accommodating
6. Competing

10.3 C | Activity

Purpose: Students analyse their own conflict styles.
Practicalities: Students work individually.
Preparation: Write the instructions on the board or show Slide 10.3 C.

For Students

Think of three recent conflicts you have been involved in. For each, write down:

1. What you wanted (your own interests and needs).
2. What the other person or party wanted (their interests and needs).
3. What your style of handling the conflict was.
4. What the outcome was (whose interests and needs were met in the end?).

When you have done this, see if there is a pattern:

a. Is your style of handling the conflict the same in each case?
b. Do you think you have your own personal style of handling conflict?
c. If so, when is this helpful? Who does it help most?
d. When it is unhelpful? Who does it help least?

F-2-F   **Online**   **Instructions**

■ Individually, students write about three recent conflicts they have been part of. These could be either personal conflicts, or they can be within the context of a project or organisation.
■ For each, they answer questions 1-4.
■ After they have analysed three conflicts, they look at questions a-d.
■ They write up their results and thoughts.

Optional Extra: collect their writing and give feedback on it.

10.3 D | Activity

Purpose: Students create and present a de-escalation scenario.

Practicalities: Students work in groups. Online groups need breakout rooms; For the cartoon, F-2-F groups need paper and drawing materials; Online groups need access to a collaborative document.

Preparation: Write the instructions on the board or show Slide 10.3 D.

For Students

1. Create a roleplay that shows the five steps of de-escalating conflict (on page 108 of the student's book).
2. Perform your roleplay to the class.
3. Watch other groups' roleplays. Do they include all five steps?

or

1. Create a cartoon that shows the five steps of de-escalating conflict.
2. Present you cartoon to the class.
3. Look at other groups' cartoons. Do they include all five steps?

F-2-F **Online** **Instructions**

In groups, student decide whether to create a cartoon or a roleplay.

■ Groups think up a conflict de-escalating scenario that show all five steps of de-escalation.

■ They create either a roleplay or a cartoon illustrating these five steps.

■ They perform their roleplay or present their cartoon to the class.

■ When watching other groups' roleplays, they check that all five steps are represented.

Optional Extra: Students do the *Conflict Styles Assessment* at https://bit.ly/3XF1gx9.

10.3 E | Activity

Purpose: Students relate conflict resolution strategies to their own experience.
Practicalities: Students work individually, then in pairs of groups; Online groups need breakout rooms.
Preparation: Write the instructions on the board or show Slide 10.3 E.

F-2-F **Online** **Instructions**

- Students think of a time when they were involved in a conflict that caused significant damage. They think through whether they, or the other person in the conflict, used strategies from the table on page 109 of the student's book.
- They answer the questions, making notes.
- In pairs or groups, they discuss their experiences.

For Students

Think about a personal conflict that caused significant damage, and when you, or the other person, used some of the strategies that appear in the *Mending the Damage* table.

1. What was the conflict about?
2. What damage did it cause?
3. Who acted to repair the damage (you, the other person, or both of you)?
4. What did they do?
5. What could you have done better?

10.3 F | Discussion/Reflection

For Students

1. What methods have you used to resolve conflict in the past?
2. Which ways to resolve conflict you have read about here do you most prefer? Why?

F-2-F **Online** **Instructions**

- In groups or as a class, students discuss the *Discussion/Reflection* question (it is also on Slide 10.3 F).
- Or have students write their responses on a collaborative document or bulletin board.

EXTRA RESOURCES FOR CHAPTER 10

For additional exercises and activities, see:
- The Body's Response to Conflict: *https://www.coursera.org/lecture/conflict-transformation/the-bodys-response-to-conflict-wZbtM)*
- The Gift of Conflict TED Talk: *https://www.youtube.com/watch?v=MnaLS7OE2pk*
- Conflict Styles Assessment: *https://www.usip.org/sites/default/files/2017-02/Conflict%20Styles%20Assessment_0_0.pdf*
- Thomas-Kilmann Conflict Model Explained: *https://www.youtube.com/watch?v=HxgSjnWSzf8*

CHAPTER 11: ESTABLISHING CULTURES OF ETHICS

Before you start the chapter:

- Read the Guiding Questions, which provide an overview of the main themes of the chapter.
- Point out the Guiding Questions in the Student's Book, or show Slide 11.1.

Guiding Questions

- What type of cultures do organisations have?
- How can organisational culture be changed?
- What ethical factors should be considered when bringing change to an organisation?

11.1 ORGANISATIONAL CULTURES

11.1 A | Preview

Purpose:	Students consider the elements of culture.
Practicalities:	Students work as a class.
Preparation:	Write the question on a board or show Slide 11.1 A.

F-2-F **Online** **Instructions**

- As a class, discuss the question.
- Don't tell students what 'their culture' is. Most will describe their ethnic or national culture. However if some focus on their village, family, organisation or school culture, this is also fine.
- Write students' ideas on the board.

For Students

How would you describe your culture?

11.1 B | Activity

Purpose: Students analyse the culture of a group they are familiar with.

Practicalities: Students work individually, then in groups; Online groups need breakout rooms.

Preparation: Students read 11.1: What is Organisational Culture? (p112-114); Write the questions on a board or show Slide 11.1 B.

For Students

Think about a group you are part of.

1. Is there a culture of this group that is shared by all members?

2. What assumptions are part of this culture?

3. How have you learned this culture?

4. When other people have joined the group, how have they been taught this culture?

5. What, according to this culture, are the approved ways of thinking, feeling, perceiving and acting? What does this culture encourage you to do?

F-2-F **Online** **Instructions**

■ Students identify a group or organisation they belong to. This can be a family group, workplace, social or community group, etc.

■ They answer the questions, making notes of the answers.

■ If possible, have students form groups with others in the same group or group type (e.g. if people have chosen their family, put them with others who have chosen their family. If more than one person has chosen the local womens' volleyball club, put those students together.

■ Groups discuss their answers.

11.1 C | Activity

Purpose: Students identify forms of toxic organisational culture.
Practicalities: Students work individually.
Preparation: Students read *11.1: Positive and Negative, Healthy and Toxic* (p115); Write the instructions on the board or show Slide 11.1 C.

For Students

Read the scenarios, Which sign of toxic organisational culture is happening?

1. A colleague is calling you lazy because you don't work after working hours.
2. Your organisation's financial policies and budgets are not clearly explained. They do not answer questions about the budget.
3. You are on a sports team and your coach gives strong criticism to you every game, but not to others on the team.
4. You are applying for a job. The manager assumes you are gay and decide not to hire you.

F-2-F **Online** **Instructions**

■ Students identify the specific forms of toxic organisational culture in the scenarios: *bullying, discrimination, harassment* or *lack of accountability*.

Answers

1. Bullying
2. Lack of accountability
3. Harassment
4. Discrimination

11.1 D | Discussion/Reflection

For Students

■ Describe a time when you experienced culture shock. What did it feel like? How did you adapt to the new culture?
■ What causes toxic organisational culture?
■ What are some ways to reduce toxic organisational culture?

F-2-F **Online** **Instructions**

■ In groups or as a class, students discuss the *Discussion/Reflection* question (it is also on Slide 11.1 D).
■ Or have students write their responses on a collaborative document or bulletin board.

11.2 CULTURAL CHANGE

11.2 A | Preview

Purpose: Students relate ignorance to change.
Practicalities: Students work as a class.
Preparation: Write the question on a board or show Slide 11.2 A.

For Students

What does this quote mean?

"*Ignorance is always afraid of change.*"

— Jawaharlal Nehru, Prime Minister of India, 1947-64

F-2-F **Online** **Instructions**

■ As a class, discuss the quote.

Possible Answers

• Ignorant people worry that change might make a situation worse.
• The more knowledge you have about a situation, the easier it is to understand the need for and process of change.

Optional Extra: Elicit examples of this in students' experiences, or in history.

11.2 B | Activity

Purpose: Students identify examples of change and their effects.
Practicalities: Students work in groups; Students need access to newspapers or the internet; Online groups need breakout rooms and a collaborative document.
Preparation: Students read *11.2: Cultural Change* (p117); Write the instructions on the board or show Slide 11.2 B.

For Students

1. Look through a newspaper or online news sites, and look at the major stories. Find one story about each of the following changes:
   • Political change.
   • Technological change.
   • Cultural change.
   • Demographic change.
   • Economic change.
2. Write one sentence about each change.
3. Which of these changes could potentially affect your school or organisation? How could they affect it?

F-2-F **Online** **Instructions**

■ In groups, students look through a newspaper, or look at online news sites. They identify one of each of the types of change.
■ For each one, they summarise it in one sentence.
■ They consider what effects these changes might have on their school, or an organisation they are part of.

Optional Extra: Discuss their findings as a class.

11.2 C | Discussion/Reflection

For Students

- What is one major thing that has changed in one of the cultures to which you belong over the past year?
- What about the past five years?
- Now discuss whether these have been changes for the better or for the worse. How have you responded to these changes?

F-2-F **Online** **Instructions**

- In groups or as a class, students discuss the *Discussion/Reflection* question (it is also on Slide 11.2 C).
- Or have students write their responses on a collaborative document or bulletin board.

11.3   POSITIVE CHANGE

11.3 A | Preview

Purpose: Students explore their feelings about change.

Practicalities: Students in pairs, then as a class; Online pairs need breakout rooms.

Preparation: Write the question on a board or show Slide 11.3 A.

For Students

1. How do you feel about change? Does it excite you? Does it scare you?

2. Why do you think you feel these emotions?

F-2-F **Online** **Instructions**

■ In pairs or groups, students discuss the questions.

■ As a class, discuss some common responses.

■ Write students' ideas on the board.

11.3 B | Exercise/Activity

Purpose: Students identify stages of change and plan actions for each stage.

Practicalities: Students work individually or in pairs or groups; Online groups need breakout rooms.

Preparation: Make copies of *Handout 11.3 B* (next page) or https://bit.ly/3PmKRrV; Students read *11.3: Positive Change*.

F-2-F   **Online**   **Instructions**

■   Individually or in pairs or groups, students read the actions.

■   They match them with a stage of change.

■   Students read the scenario.

■   They identify actions that could happen in each stage to solve the organisation's issue.

Answers

1.
   a.   Consolidation.
   b.   Planning.
   c.   Action.

Possible Answers

2.
   a.   Discussions with staff about the problem and potential solutions.
   b.   Implement new rule or adjusted start time for the team. Plan review meeting to ensure this new system is working for the team and deadlines are being met.
   c.   Staff complete self evaluations and organisational evaluations to review if the organisational approaches are working.

Handout 11.3 B

The Three-Stage Model of Change

1. Stages of Change

At which stage of change – planning, taking action, consolidation – do these actions happen?

a. Adapting to the new situation. Reflecting on the change that has taken place. Adjusting to the new situation. Research and consulting into the overall effects of the change

b. Understanding the current situation as fully as possible. Consulting people involved. Researching possibilities for new approaches. Drafting and discussing a clear plan. Establishing a collective will or desire for change.

c. Implementing changes. Monitoring the effects of these changes. Consulting on the process of change, what works and what doesn't. Modifying plans in the light of feedback.

2. Managing Change

In your organisation, work is supposed to start at 9 am. However, your team is always late to work by at least an hour and recently you have been missing many deadlines.

Your organisation is like a family, so you want to find the most ethical way to change the organisation culture but still make sure everyone is happy.

Using the three stage model, how could you ethically manage this situation to bring positive change to your organisational culture?

a. Planning Stage	
b. Action Stage	
c. Consolidation Stage	

11.3 C | Activity

Purpose: Students evaluate a governmental initiative.

Practicalities: Students work in groups; Students need access to newspapers or the internet; Online groups need breakout rooms and access to the Google Sheet. https://bit.ly/3x0OGNg.

Preparation: Write the instructions on the board or show Slide 11.3 C.

For Students

1. Search for a news story that talks about the benefits of a new government development, policy or initiative.
2. Make a list of who benefits, and how they benefit.
3. Make a list of who is disadvantaged by the changes. Who suffers? And how do they suffer?

Initiative:	
Benefits	**Disadvantages**

F-2-F Instructions

- In groups, students look through a newspaper or the internet for a local, national or international news story about a new government development, policy or initiative.
- In a table, they list all the people/groups who benefit from this initiative, and how they benefit.
- In a table, they list all the people/groups who are disadvantaged by this initiative, and how they are disadvantaged.

Optional Extra: have groups present their ideas to the class, or put their tables on the wall.

Online Instructions

- In groups, students search the internet for a local, national or international news story about a new government development, policy or initiative.
- In the spreadsheet, they list all the people/groups who benefit from this initiative, and how they benefit.
- In the spreadsheet, they list all the people/groups who are disadvantages by this initiative, and how they are disadvantaged.

Optional Extra: have groups present their ideas to the class.

As an alternative, students could do this activity with projects in organisations they are involved with.

11.3 D | Discussion/Reflection

For Students

1. Think of a situation where you had to experience change. Was it a positive or negative experience? Why?

2. If you had to implement changes in an organisation, what would be your most important considerations? Why?

F-2-F **Online** **Instructions**

■ In groups or as a class, students discuss the *Discussion/Reflection* question (it is also on Slide 11.3 D).

■ Or have students write their responses on a collaborative document or bulletin board.

REVIEW

Review | Activity

Purpose: Students review the chapters of *Ethical Leadership* and apply them to their own situation and learning.
Practicalities: Students work individually.
Preparation: Make copies of *Handout 12* (next page) or https://bit.ly/4bnmnHj.

F-2-F   **Online**   **Instructions**

- Individually, students consider each chapter/topic of *Ethical Leadership* and decide on the topics that were most interesting, difficult or ethically challenging for them.
- These can be entire chapters, or specific parts of chapters.
- They write notes about why this was interesting, difficult or ethically challenging.
- If they like, they can compare notes in pairs or groups, or discuss as a class.
- Students read the *Afterword*.

Handout 12

Ethical Leadership Review

Look at the contents of this module.

1. Which topics personally interested you the most? Why?

2. Which ones did you find most challenging to understand? Why?

3. Which ones did you find most challenging ethically? Why?

Chapter	Interesting	Difficult	Ethically Challenging
1			
2			
3			
4			
5			
6			
7			
8			
9			
10			
11			

FINAL PROJECTS

Teachers and trainers are not expected to use all the final projects listed below. They can pick one or two options that suit their students' interests, the time constraints, and the learning objectives of their course.

Option One: Visions of Leadership

Purpose: Students research peaceful, ethical visions for action

Practicalities: Students work individually, or in pairs or groups; F2F classes need access to the internet, art materials or access to a printer.

Preparation: Show or make copies of the Peace, Love and Action-inspired alphabet of Ethical Leadership (p125); Show or make copies of the Peace, Love and Action Excerpts (p126-128); Write the instructions on a board or show Slide *Final Project: Option One*.

Instructions

- As a class, discuss: *Can individuals change the world?*

- Show the *Peace Love and Action* inspired alphabet of Ethical Leadership. Students identify people they are familiar with, and summarise their achievements.

- If they don't know many of these people, ask: *Based on the words, how do you think they tried to improve the world around them?*
  For example, dream could be to dream and encourage others to dream of a world with less racism and make plans to make that happen.

- **Optional Extra:** Assign students, individually or in pairs, one or more of the people to research and give a short summary of their achievements.

- Students read *Peace Love and Action* chapters.

- Individually or in pairs or groups, students choose a person in their community or country that uses an ethical approach to positively impacts the community or world. These people can be everyday people like a hardworking farmer, monk, nun, pastor or imam, business owner, librarian, teacher, poet, etc. Encourage them to think outside the box.

- Using *Peace Love and Action* as a model, they write a description of the person, their approach and vision they have/had for their community and how they worked towards their vision.

- They write a 'What you can do' checklist, as in the excerpt.

- They present their chapters to the class.

- Compile all the students' contributions into your own *Peace Love and Action* book for your school.

- **Optional Extra:** Add chapters to the book with every new class who does this project.

- **Optional Extra:** Print copies of the book and distribute them to students and/or the community.

- **Optional Extra:** Post the book online.

Marking Guide

Research: This includes: ■ Background on the person ■ Explanation on how the person positively impacts the community ■ Connections to Ethical Leadership	/40
Creativity	/20
What can you do? ■ A list of 3-5 things you can do connected to the profiled person	/20
Presentation	/20
Total	/100

A IS FOR ADVOCACY	B IS FOR BREATHE	C IS FOR CLIMATE	D IS FOR DREAM	E IS FOR EDUCATION	F IS FOR FEMINISM	G IS FOR GRAVITY
SIA KUKAEWKASEM (THAILAND)	THICH NHAT HANH (VIETNAM)	GRETA THUNBERG (SWEDEN)	MARTIN LUTHER KING JR (USA)	MALALA YOUSAFZAI (PAKISTAN)	CHIMAMANDA NGOZI ADICHIE (NIGERIA)	ALBERT EINSTEIN (GERMANY)
H IS FOR HUMAN RIGHTS	I IS FOR INCLUSION	J IS FOR JUSTICE	K IS FOR KINDNESS	L IS FOR LITERACY	M IS FOR #METOO	N IS FOR NOBEL
SOMBATH SOMPHONE (LAOS)	NISHA AYUB (MALAYSIA)	NELSON MANDELA (SOUTH AFRICA)	JACINDA ARDERN (NEW ZEALAND)	PAULO FRIERE (BRAZIL)	SEO JI-HYUN (SOUTH KOREA)	MARIE CURIE (FRANCE)
O IS FOR OUTSPOKEN	P IS FOR PLANT	Q IS FOR QUESTION	R IS FOR RESIST	S IS FOR SEEDS	T IS FOR TRADE UNION	U IS FOR UNITY
CHUT WUTTY (CAMBODIA)	WANGAARI MATHAI (KENYA)	EDWARD SNOWDEN (USA)	PHOOLAN DEVI (INDIA)	VANDANA SHIVA (INDIA)	CHEA VICHEA (CAMBODIA)	BOB MARLEY (JAMAICA)
	V IS FOR VISIBILITY	W IS FOR WRITE	X	Y IS FOR YOUTH	Z IS FOR ZEAL	
	NIJEEN MUSTAFA (SYRIA)	LUDU DAW AMAR & LUDU U HLA (MYANMAR)		XIYE BASTIDA (MEXICO)	FEI-FEI LI (CHINA)	

B IS FOR BREATHE

THICH NHAT HANH (pronounced tik n'yat hawn) was born in Vietnam. When he was sixteen, he became a Buddhist monk, making a promise to become peaceful, happy, and calm, and to be kind and loving toward all living beings.

He learned how to meditate and concentrate. As he grew older, he discovered a way to breathe so he could stay calm and loving even in very difficult situations. When we are aware of our breathing, we get in touch with ourselves and how we are feeling. Try it! Feel the sensation of the air coming in and out of your nose. Put your hand on your belly. Feel how it rises and expands as you breathe in, and falls as you breathe out. Breathing calmly and mindfully, we become fully present, fully alive.

When Thich Nhat Hanh was twenty years old, there was a war in Vietnam. He and his friends had a choice: remain in their monasteries practicing meditation, or help people suffering from the devastation of the war. Thich Nhat Hanh chose to do both.

He and his friends trained thousands of young students in practical skills like farming, building, and medicine, so they could go out and help rebuild villages destroyed by the bombs. He taught the students how mindful breathing could help them stay brave and compassionate in dangerous situations.

Thich Nhat Hanh also took part in international peace talks to end the war. He established peaceful communities where people of all ages can go to learn the art of mindful living. He realized there are wars, not only because humans have a lot of bombs and weapons, but because we have a lot of fear, anger, and hatred. But if we know how to breathe gently, and release stress and tension in our body, we can practice compassion toward our feelings of fear, anger, and hatred, and we can meet them with kindness. We can also practice compassion toward others. In this way, we learn to live in peace.

Thich Nhat Hanh has written more than a hundred books on meditation, mindfulness, and peace! He's also trained many young monks and nuns to continue teaching mindfulness, so that more people can learn how to practice peace and how to create a world without war.

WHAT YOU CAN DO

☐ When you breathe in and breathe out, can you feel your breath moving through your body, from your nose down your throat, into your chest, and then into your lungs? Can you feel how your breath affects your whole body—your shoulders, your stomach, and even your hands and feet?

☐ Let yourself feel peaceful and relaxed as you breathe naturally. Just by breathing mindfully, you are building peace.

☐ In difficult moments, pay attention to how your breathing changes. Do you ever hold your breath? Enjoy letting it go.

☐ Next time you feel nervous or anxious, whether it's taking a test, giving an oral report, being up at bat, performing or anything else, pay attention to your breath. Is it shallow? As you allow it to deepen, observe if you feel calmer.

D IS FOR DREAM

MARTIN LUTHER KING JR. grew up in the United States in a time when the law treated people differently depending on the color of their skin. If their skin was dark, like his, they had to drink from separate water fountains, ride in the back of buses, and go to separate schools, hotels, and restaurants. Segregating people according to their skin color is due to racism, the false belief that light-skinned people are superior to darker people. Racism had been used to justify slavery in the United States for 246 years. Even though slavery had been outlawed in the United States since 1865, there were still remnants of racism written into the laws. Martin wanted to change that. He dreamed of people of lighter and darker skin all being fairly and equally treated. He imagined a day "when people will not be judged by the color of their skin, but by the content of their character.

In his famous "I Have a Dream" speech in 1963, Martin imagined "the sons of former slaves and the sons of former slave owners will be able to sit together at the table of brotherhood."* With this dream, Martin led the United States toward racial equality.

Many people were rightfully angry at the unjust way black Americans were being treated, and they wanted to fight back with violence. Martin himself had been threatened, assaulted, arrested, and imprisoned. But Martin knew that to achieve his dream of former adversaries sitting together at a table of friendship, the table needed to be set with respect and peace, forgiveness, and acceptance.

He also understood that in the process of gaining their rightful place of justice, he and fellow civil rights activists "must not be guilty of wrongful deeds." He urged them, "We must forever conduct our struggle on the high plane of dignity and discipline. We must not allow our creative protest to degenerate into physical violence."

Martin was a Baptist minister and was influenced by the teachings of Jesus and Mahatma Gandhi. After visiting Gandhi's birthplace of India, Martin said, "I am more convinced than ever before that the method of nonviolent resistance is the most potent weapon available to oppressed people in their struggle for justice and human dignity."

Martin Luther King Jr. saw that violence leads to a cycle of anger, fear, revenge, and division. Nonviolence and civil disobedience, in contrast, he saw, appealed to people's consciences and allowed for reconciliation and unity. By imagining the ideal outcome, and by holding a vision of unity, he helped the United States adopt civil rights laws that gave equal rights to African Americans.

WHAT YOU CAN DO

☐ Envision what peace would look like in yourself, your family, your school, your town, your country and your world. What would peace look like between different sexes, genders, races, religions, political parties, and countries? Do different people share the same dreams?

☐ Think about where dreams begin. How do they become reality?

☐ Watch Dr. King's "I Have a Dream" speech.

☐ Write your own "I Have a Dream" speech.

☐ Create a banner on which you and your friends can write your dreams for a peaceful world.

☐ Visit the King Center in Atlanta, Georgia, or a peace center near you.

P IS FOR PLANT

WANGARI MAATHAI grew up in rural Kenya. As a child, she would visit a stream near her home to fetch water for her mother. She drank water straight from the stream, and would play among the arrowroot leaves, imagining the frogs' eggs to be strands of beads that she could wear on her neck.

On later visits, she would see thousands of black tadpoles wriggling through the clear water. Wangari describes her childhood land as "abundant with shrubs, creepers, ferns, and trees… Because rain fell regularly and reliably, clean drinking water was everywhere. There were large, well-watered fields of maize, beans, wheat, and vegetables. Hunger was virtually unknown."

Wangari Maathai went to college in the United States and Germany. Upon her return, she found that the fig tree by the stream where she had played with the tadpoles had been cut down, and the stream had dried up. In fact, many streams had dried up. It became necessary for women to travel long distances to find water, and it wasn't always clean. Much of the land had turned to desert. Commercial plantations had replaced indigenous forests. Tea and coffee plants replaced trees, bushes, and grasses.

As a child, her mother had taught Wangari that the fig tree was sacred. Her cultural traditions forbid it from being cut down. The roots of the fig tree are particularly deep, which enables it to bring deep-running water to the surface. Without these trees, the land dried up.

Knowing what needed to happen to regain fertile land, Wangari organized tree plantings. She saw that employing women to plant the trees offered an added benefit. Employing women offered them empowerment, increasing their autonomy and their social and economic position. Thousands of women planted more than forty-seven million trees in twenty countries in Africa.

Wangari not only planted trees, she planted an idea—which spawned what is called the Green Belt Movement. In her words, "The challenge is to restore the home of the tadpoles and give back to our children a world of beauty and wonder."

WHAT YOU CAN DO

☐ Do you have a favorite tree in your neighborhood? Why is it your favorite? Do you know what kind of tree it is?

☐ Find a knowledgeable person or a book about trees, and learn to identify the trees around you.

☐ Plant a tree! You can use it as an opportunity to commemorate something or someone: a birth, holiday, graduation, or other special occasion.

☐ Grow things! Indoors or outdoors. Sprout sprouts, grow wheatgrass, or plant kitchen scraps: the tops of potatoes or carrots, avocado pits, garlic cloves, onions....

☐ On a sunny summer day, take the air temperature in the full sun, then take the temperature under the shade of a tree. What's the difference? (One tree can do the job of five air conditioners.)

☐ Plant a peace garden, a butterfly garden, or a vegetable garden.

Option Two: Interview a Community Leader

Purpose:	Students explore how leadership is implemented in their communities.
Practicalities:	Students work individually or in pairs, then as a class; F2F classes need flipchart paper and markers or art supplies, or access to the internet and a printer.
Preparation:	Show an example leader poster so students have an idea of what they can include on their poster (background, quotes, applied leadership knowledge, interesting facts); If necessary, review writing interview questions (closed to open questions) and how to note-take or record an interview; Write the instructions on a board or show Slide *Final Project: Option Two.*

Marking Guide

Interview Questions: This includes: ■ Open and closed questions ■ Questions related to Ethical Leadership	/40
Poster: This includes: ■ Background ■ Quotes, ■ Interesting information ■ Applied leadership knowledge ■ Creativity	/60
Total	/100

Instructions

■ Individually or in pairs, students choose a community leader to interview.

■ Remind them that not all leaders are at the 'top' of an organisation or group.

■ They develop a list of interview questions based on a chapter from Ethical Leadership that interests them.

■ Students conduct interviews. These can be in-person or via phone or video call.

■ They design a poster about their leader, including relevant information about the leader connected to your topic.

■ Put the posters on the walls. Students walk around the class looking at the posters.

■ **Optional Extra:** Students take notes of people's posters. They write an essay about all the presentations

■ **Optional Extra:** In pairs, students discuss the most interesting things they learned about the presentations. They explain their findings to the class.

Option Three: Ethical Leadership Implementation Initiative

Purpose: Students adapt, apply and cascade skills and ideas on ethical leadership in order to foster a culture of ethics within a community organisation.

Practicalities: This task is most suitable for students who are familiar with needs assessment and training skills; Students work in groups based on common interests; Groups might need financial support to conduct this project; The project is implemented over a month, with regular check-ins by the trainer and evaluations throughout the process.

Preparation: Identify partner organisations together with each group; Write the instructions on a board or show *Final Project: Option Three*.

Instructions

Step 1: Needs Assessment

- In groups, students choose a community organisation (e.g. youth group, religious organisation, civil society organisation, business, team, school, etc.) to focus on.
- Groups conduct a short needs assessment (e.g. a questionnaire, discussion or interview) of an organisation's current leadership practices, interests and needs.
- Based on the results of the needs assessment, groups identify a useful ethical leadership topic for a workshop.

Step 2: Design a Training Workshop

- Groups develop a 2-3 hour training workshop based on the needs of the organisation.
- They plan the training, ensuring it addresses the organization's specific challenges and needs. Example topics could be defining leadership and leadership styles, conflict resolution, ethics, communication skills, building trust, or ethical challenges like gender.
- Work with the group to assess and understand the existing organizational culture and make a poster to describe it.

- Groups show the plan with the organisation for feedback before conducting the training.

Step 3: Training Workshop and Evaluation

- Groups conduct the training workshop with members of the organization.
- 2-3 weeks later, they evaluate the impact of the workshop with the organisation.
  They can ask questions such as: Are the training goals fulfilled? What was the most interesting thing you learned? How do you think the students can improve if they delivered this training again? What lessons from the training will you use in the future?

Step 4: Impact

- Groups write a report, or present the activity as a poster or PowerPoint presentation, or:
- Students write individual reflections about their planning and implementing experience.

Marking Guide

Needs Assessment: This includes: - Background research about the organisation - Tools to find out needs, interests and practices - Identifying suitable training topics	/25
Workshop Planning: This includes: - Organising workshop logistics - Creating a training plan - Including ethical leadership content	/25
Implementation and Evaluation: This includes: - Completing the training - Completed training evaluation	/25
Reflection or Impact Sharing: This includes: - Presentation of needs assessment, training design, implementation and evaluation, or: - Reflection on needs assessment, planning, implementation and evaluation	/25
Total	/100