



Integrating Education for Sustainable Development

**INTO SECONDARY EDUCATION SOCIAL STUDIES CURRICULUM IN
SOUTHEAST ASIA**

A Toolkit for Educators, Curriculum
Developers, and ESD Advocates

SIREP

A SEAMEO INNOTECH

REGIONAL EDUCATION PROJECT SERIES

Integrating Education for Sustainable Development into Secondary Education Social Studies Curriculum in Southeast Asia

A Toolkit for Educators, Curriculum Developers, and
ESD Advocates

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FOREWORD

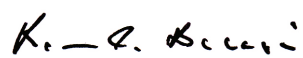
SUSTAINABLE DEVELOPMENT has become a key and urgent issue for many societies throughout the 21st century. This necessarily entails that we look at our world as a system that connects both space and time, transcending geographical and generational boundaries as we strive to meet and protect not just our life opportunities but those of the future generations as well. It also entails that the social, economic and environmental well-being of the people are promoted and advanced as a matter of right, ensuring everyone a life of dignity.

In attaining sustainable development, education has a critical role to play. But as experts and advocates of Education for Sustainable Development (ESD) have stated, educating people to a higher and more advanced level is simply not enough to give rise to sustainable societies. A more difficult task at hand is to provide an education for citizens that will help instill values that encourage sustainable practices, and will enable learners to make decisions and choices that promote sustainable development.

That education is a critical and indispensable component in achieving sustainable development has been further recognized with the proclamation of the period 2005 to 2014 as the Decade of Education for Sustainable Development (DESD). Other laudable efforts and strategies to push for ESD have been undertaken and continue to be pursued across the globe and in Southeast Asia in particular, as the education sector tries to do its part in addressing such challenges as poverty, wasteful consumption, population growth, urban blight, gender inequality, conflicts and violation of human rights.

Indeed, there is a demand for education to reflect upon its relevance to the modern world. This toolkit on “Integrating ESD into Secondary Education Social Studies Curriculum in Southeast Asia” is one such effort to respond to this demand. The toolkit represents the commitment of the Southeast Asian Ministers of Education Organization Regional Center for Educational Innovation and Technology (SEAMEO INNOTECH) to bridge the information gap and to foster meaningful

appreciation for the concept of sustainable development, especially among secondary school students in the Southeast Asian region. It represents a concrete show of its steadfastness to provide solutions and resources that will help improve curricula and pedagogies towards quality and relevant education for all.



Ramon C. Bacani
Director
SEAMEO INNOTECH

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ACRONYMS

DESD	Decade of Education for Sustainable Development
ESD	Education for Sustainable Development
SEAMEO INNOTECH	Southeast Asian Ministers of Education Organization Regional Center for Educational Innovation and Technology
UN	United Nations
UNESCO	United Nations Educational, Scientific and Cultural Organization
VARK Model	Visual, Auditory, Reading/Writing, Kinaesthetic Model

The provision of basic education is no longer enough; what is considered ideal is education oriented towards creating social, economic and environmental consciousness in students.

The Southeast Asian region boasts of vibrant cultural diversity, cheerful people, and breathtaking natural wonders. But modernization has put the region's present society, economy, and environment at risk, threatening the inheritance of both present and future generations. To address the situation, sustainable development as a framework needs to be adopted in order to influence values, interactions, and general ways of living.

As a proven empowering mechanism, education is heralded as one of the armors against the uncertainties of the future. The provision of basic education is no longer enough; what is considered ideal is education oriented towards creating social, economic, and environmental consciousness in students. It is envisioned that through education, sustainable development becomes an attainable goal.

All across Southeast Asia, the paradigm of Education for Sustainable Development (ESD) has permeated discourses on enhancing education for national development. Governments, education providers, and education advocates have all recognized the potency of education in safeguarding the future, and are using it to inculcate the principles of sustainable development into the learning experiences of young people. To do so, the curriculum is utilized as an entry point.

Contributing towards this end, the Southeast Asian Ministers of Education Organization Regional Centre for Educational Innovation and Technology (SEAMEO INNOTECH) took on the challenge of putting together a toolkit for integrating ESD into the secondary social studies curriculum. Supported and funded by the SEAMEO INNOTECH Regional Education Program (SIREP), this Toolkit project represents a part of what SIREP hopes to address through its four interrelated priority thematic program areas, namely:

- Educational leadership and management (specifically capacity building in support of decentralized education);
- Educational policy (focusing on teacher professional development and educational governance);
- Equitable access to education (focusing on technology-based innovations such as flexible and alternative learning systems); and

- Educational partnerships (specifically strengthening technology transfer possibilities with national partner institutions to maximize the regional outreach of the Center’s training program interventions).

/// What is this toolkit for?

This toolkit is a practical addition to the already extensive literature on Education for Sustainable Development. It draws from available materials not to repeat them, but to add value to them by focusing on the aspects of social studies curriculum in Southeast Asian secondary schools and linking these in the overall ESD schema. Specifically, this toolkit aims to:

- Briefly discuss the background and core concepts of Education for Sustainable Development
- Explain the link, and consequent importance, of social studies to the Education for Sustainable Development framework
- Emphasize the discussion of curriculum integration within the Southeast Asian context
- Provide specific strategies, methods, and activities to integrate ESD in secondary school social studies curriculum content and delivery in Southeast Asia
- Help teachers gain an understanding of their role in the overall ESD framework

/// Who is this toolkit for?

This toolkit was designed as an easy yet comprehensive reference for Southeast Asian curriculum developers, school leaders, and teachers who have limited time and resources to extensively study the rationale, concepts and methodologies of integrating ESD into secondary education social studies curriculum.

Though the emphasis of the toolkit is on secondary education and social studies curriculum, users will also discover that the content can be tailored to suit the needs of different school levels and subjects/courses. In addition, while the geographical focus is on Southeast Asia, this toolkit also serves to inspire educators from outside the region.

What is in this toolkit?

This toolkit is comprised of four chapters, which, individually can stand alone, and collectively reinforces an approach to the ESD framework.

Chapter 1 provides a background on the ESD paradigm by briefly discussing some of its definitions, its emergence, components, and themes. Its relevance to the Southeast Asian region is also explained.

Chapter 2 focuses on the curriculum as a concept and a framework. The importance of social studies for ESD is also elucidated, with specific overviews of social studies curricula from Southeast Asian countries presented.

Chapter 3 gives a summary of the progress of promoting ESD in some Southeast Asian countries. It lists the challenges of country representatives in integrating ESD in curricula. Some reminders are emphasized for those working to integrate ESD into their curricula.

Chapter 4 presents a basic and practical guide to integrating ESD into social studies curriculum.

To foster a participatory approach, this toolkit includes short “reflection sessions” after each chapter, whereby questions are asked to urge the reader to mull over what he/she just finished reading.

*Sustainability hinges
on three pillars of
development:
economic development,
social development, and
environmental protection.*

Chapter Learning Objectives

- To give an overview of Education for Sustainable Development concepts and principles
- To emphasize the importance of ESD in the Southeast Asian context

What is Education for Sustainable Development?

An understanding of the term, Education for Sustainable Development, is an important starting point for this toolkit. As a dynamic concept, ESD encompasses a new vision in education. A collection of definitions can be found below.



Combing through the collection of definitions above, we can represent the Education for Sustainable Development paradigm in its simplest form: Education + Sustainable Development = Future. How exactly did this equation come about? The following calendar of events plots the history of ESD:

TABLE I HISTORY OF ESD

Date and Place	Event	Outcome
1987	Publication of the Brundtland Report (also known as Our Common Future)	The concept of sustainable development was officially promoted, seeking support for “development that meets the needs of the present without compromising the ability of future generations to meet their own needs” ¹ .
1992 Rio de Janeiro, Brazil	Earth Summit	Agenda 21: Programme of Action for Sustainable Development was adopted, providing support to governments and other institutions to implement sustainable development policies and programs.
26 Aug. – 4 Sept 2002 Johannesburg, South Africa	World Summit on Sustainable Development	The United Nations General Assembly was urged to adopt a Decade of Education for Sustainable Development starting 2005.
9 Dec 2002 New York, USA	57th United Nations General Assembly	A resolution was adopted proclaiming the UN Decade of Education for Sustainable Development from 1 Jan 2005 to 31 Dec 2014, with UNESCO designated as the lead agency.
2005 – 2014	Decade of Education for Sustainable Development (DESD)	Countries are to integrate ESD into their educational systems using the International Implementation Scheme approved by the United Nations General Assembly in 2004

¹ World Commission on Environment and Development. 1987. *Our Common Future*. p. 43.

Within the Decade of Education for Sustainable Development (DESD), international development agencies (led by UNESCO), national and local governments, and non-governmental organizations will:

- Promote and enhance the integration of the ESD framework into educational work plans and strategies in all school levels
- Monitor the progress of activities
- Evaluate the integration of ESD in national educational policies, programs, and systems
- Document the results and lessons of ESD integration
- Offer the necessary recommendations for further promotion of ESD

Meanwhile, in schools, educators are expected to:

- Design curricula that integrate ESD principles
- Introduce and help students value the concept of sustainable development
- Inculcate into students the necessity of integrating sustainability principles not only within the classroom but in everyday life as well
- Use evaluation tools to assess the progress of students in understanding sustainability
- Engage the government in promoting ESD by reporting on-the-ground progress and forwarding recommendations for needed improvement
- Keep themselves updated and educated to effectively use education for sustainable development

/// Sustainability: The Driving Force of ESD

At the core of ESD is an aspiration, in fact, a global goal: SUSTAINABILITY. Post-World War II reconstruction promoted “development” as the predominant paradigm of recovery for countries. National development, however, mostly focused on economic development which, over time, gave rise to serious problems such as poverty, social inequality, food insecurity, neglect of human rights, and excessive extraction and pollution of natural resources. It became clear that the pace and process of development – if left unchanged - would pose grave pressures for the future. It was simply not sustainable. By the close of the 1980s, the need to incorporate environmental concerns into national development plans and policies

became apparent. This resulted in the publication of the celebrated Brundtland Report in 1987 and the organization of the Earth Summit in 1992.

The concept of sustainability and of development, in general, evolved further through such milestone events as the 1993 World Conference on Human Rights, the 1994 International Conference on Population and Development, the 1994 World Summit for Social Development, and the 2002 World Summit on Sustainable Development². Emerging from their compounded agenda is the recognition that sustainability hinges on three ‘pillars of development’: economic development, social development, and environmental protection.

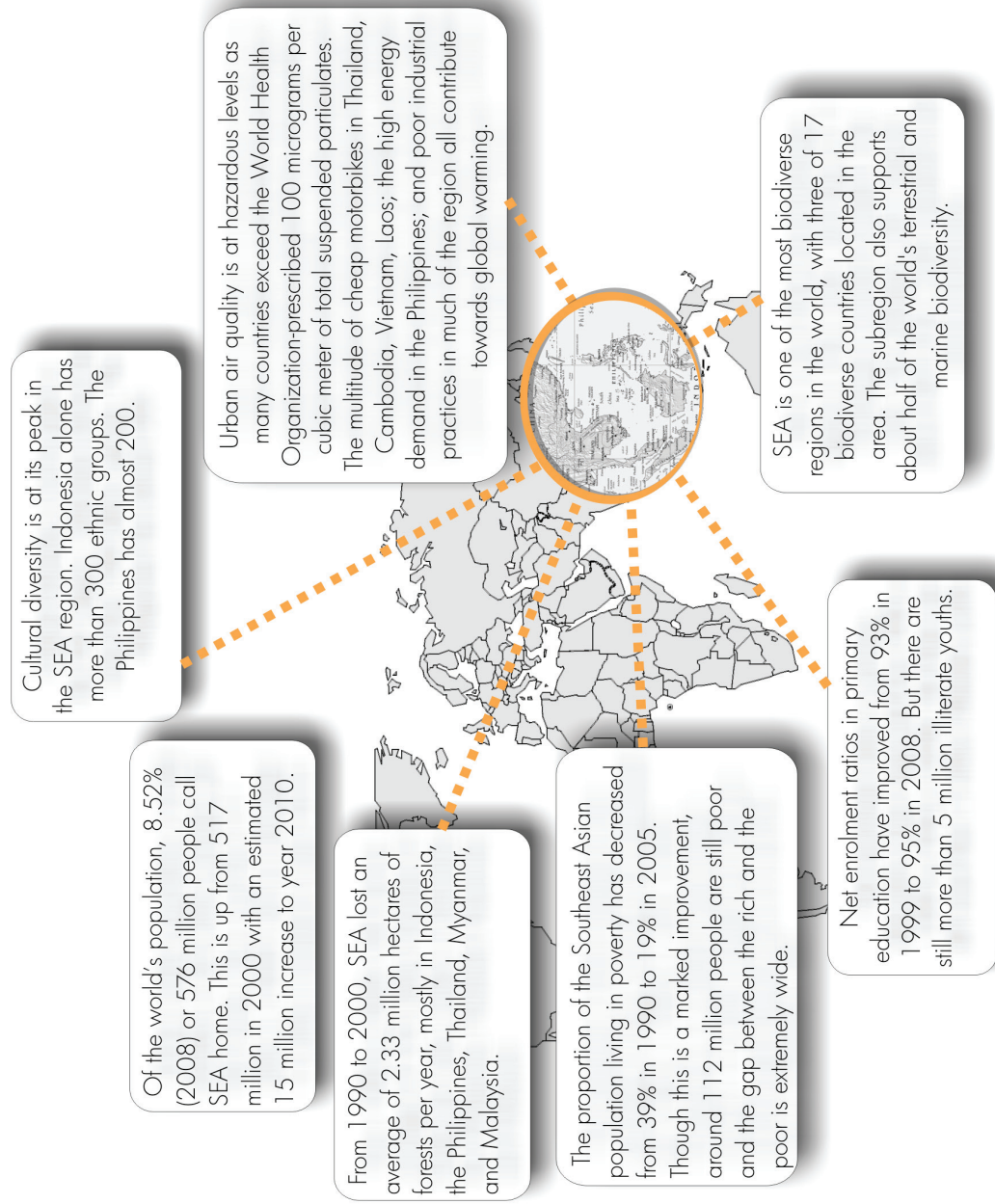
At this juncture, it is vital to make a distinction between education **about** sustainable development and education **for** sustainable development. The former refers to an awareness lesson or a theoretical discussion (McKeown, 2002) on the subject of sustainable development. The latter, meanwhile, is an advocacy of using education as a tool to achieve sustainability. Clarifying this distinction is crucial to ensure that educators do not get trapped in teaching **about** sustainable development, but should focus on teaching **for** sustainable development.

/// Why is ESD Especially Important in Southeast Asia?

Using education to achieve sustainable development is especially relevant and urgent in the Southeast Asian context. Consider the Southeast Asia development scenario seen on the next page.

² Other events that might interest the reader include the 1995 World Conference on Women, the 1996 Conference on Human Settlements, the 1996 World Food Summit (1996), and their subsequent reviews.

FIGURE I THE SOUTHEAST ASIAN DEVELOPMENT SCENARIO ³



3 Sources: UNEP(2004) and Millennium Development Reports of 2005 and 2010

This scenario of the indicators⁴ of sustainable development in Southeast Asia does not paint the picturesque scene that the region is well known for. If anything, they reflect a discouraging situation and warn that if things stay unchanged, then the region may head towards social, economic, and environmental degradation with grave consequences for future generations.

/// The Objectives of ESD

Leading ESD advocate Dr. Rosalyn McKeown relayed in her influential work *Education for Sustainable Development Toolkit* (2002) that ESD espouses four objectives:

1st Priority: Promotion of basic education to include skills for critical-thinking, organizing and interpreting information, formulation of questions, and analysis of issues affecting communities

2nd Priority: Reorienting the existing formal education system towards teaching and learning knowledge, skills, perspectives, and values that will encourage people to pursue sustainable livelihoods, participate in a democratic society, and live in a sustainable manner

3rd Priority: Improving public understanding and awareness about sustainability to support policies and programs initiated by governments, civil society, or international development organizations

4th Priority: Encouraging the training of citizens in sector-specific sustainable practices and procedures

How then can these prioritized objectives of ESD be achieved? Using education for sustainable development entails using the following learning components to contribute to students' understanding and practice of sustainable development:

⁴ Sources: Millennium Development Goals Report 2010 and UNEP Sustainable Development Priorities for Southeast Asia

- **Knowledge** is comprised of all the information from the natural sciences, social sciences, and humanities that will help students understand the overall concept of sustainable development, how it can be implemented, and the implications of the implementation.
- **Issues** are the problems that affect the sustainability of the planet and that need to be resolved. Localizing the issues will make the practices of ESD more relevant and understandable to students.
- **Skills** refer to the needed practical capacities which students can use outside of the classroom and even into adulthood to contribute to sustainability. These may include abilities to communicate effectively, to cooperate with others, to transition from knowledge to action.
- **Perspectives** are the specific viewpoints through which issues are understood and analyzed. Students need to at least familiarize themselves with the viewpoints of different actors or stakeholders as the negotiation of these sometimes conflicting views will serve as basis for cooperation⁵.
- **Values** are the morals and ideals which a society holds essential in daily living and interaction. Different countries may differ in the values they choose to emphasize in schools, as shaped by their culture, history, and traditions.

These are the five channels through which the content and delivery of curricula can be shaped. Within the framework of ESD, these five learning components can be used to impart its themes⁶:

- | | |
|-----------------------|---|
| 1. Overcoming poverty | 6. Rural transformation: education for rural people |
| 2. Gender equality | 7. Intercultural understanding and peace |
| 3. Health promotion | 8. Sustainable production and consumption |
| 4. Cultural diversity | 9. Environmental conservation and protection |
| 5. Human rights | 10. Information and communication technologies |

⁵ A list of perspectives compiled by McKeown can be found in Appendix A. This list can be useful in assessing the progress of integrating ESD into the curriculum.

⁶ For a detailed discussion of these themes, please refer to the UNESCO's Teaching and Learning for a Sustainable Future http://www.unesco.org/education/tlsf/TLSF/decade/uncomESD_FS.htm

/// Issues and Challenges Facing ESD

Promoting and practicing ESD are no easy tasks. Some of the major hurdles that have been encountered include:

- **Lack of awareness and understanding of the sustainability problem**

The urgency of sustainable development has not been sufficiently noted within the education community. In fact, many educators still are unaware of the link between education and a sustainable future. Moreover, the awareness and recognition of the importance of education to sustainability is mostly present only at the international and national levels. Local level (on-the-ground) policymakers and educators either have only a limited awareness of ESD, or none at all.

- **Lack of knowledge about sustainable development**

Due to its nature as an evolving multi- and inter-disciplinary concept, teaching for and about sustainable development is indeed a daunting challenge. The burden of transforming “sustainable development” into non-overwhelming and non-confusing messages relies heavily on the conviction of educators to do so.

- **Confusion over the proper implementation of ESD**

Policies and strategies differ for implementing ESD in countries and in schools. A new class may be focused on ESD, the entire curriculum may be modified to integrate sustainability concepts and principles, while in some cases, the link between education and sustainability might not even be raised.

- **Fitting ESD within broader national development priorities**

Though the recognition of the ESD paradigm may vary across nations, educational reform aligned with overall national development is a widely recognized need. Positioning ESD within the national economic blueprint is important to build a stronger case for its implementation.

- **Involving multi-stakeholders in ESD**

ESD as a movement for change is not exclusive to government (ministries of education) and to school leaders and teachers. Ideally, community participation is a necessary element in the mix of stakeholders designing and implementing education for sustainability within countries, and specifically, within communities. The responsibility for sustainable development should be a shared responsibility, because ultimately, the benefits are to be shared as well.

- **Developing competencies for ESD**

Aptitudes for ESD and about sustainable development are far from adequate. In-service and pre-service teachers need the training to capacitate them as effective implementers of ESD. In addition to reorienting the overall education system to raise young people into future-conscious individuals, teacher-education itself needs a reorientation of how their professional skills are developed.

// Time to Ponder and Reflect!

1. Prior to reading Chapter 1, what did you already know about Education for Sustainable Development?

2. After reading Chapter 1, what did you learn about Education for Sustainable Development that you previously were not aware of?

3. Which of the five ESD components do you think would be the easiest to use/influence? Which is the most difficult?

4. Among the key themes of ESD, which ones are already discussed in your classes?

Chapter Learning Objectives

- To provide an organizing framework for analyzing social studies curriculum in Southeast Asia
- To establish the relevance of social studies curriculum for ESD
- To outline key elements of secondary social studies curriculum in Southeast Asia

What is a curriculum?

Education – and in fact every aspect of the teaching profession – cannot be a haphazard, on-a-whim discipline. It is carried out with the guidance of a well-thought out plan, systematically designed by education providers. Many refer to this plan as the curriculum, a concept that is said to have originated from the running and chariot tracks of ancient Greece, a word that literally means “course.”

Some mistakenly equate curriculum with syllabus. In some cases, a syllabus may refer to an outline of the topics to be taught under a specific subject or course within a given academic period. It provides an overview of how and when these topics will be taught, and how students’ learning will be tested and graded. A curriculum, on the other hand, encompasses a syllabus, and in fact, one curriculum can be made up of a number of different syllabi. One other related term is the lesson plan. Different governments and educational institutions may use these terms interchangeably. For the purpose of this toolkit, we use curriculum to refer to the overall plan for teaching one subject throughout the total period of secondary education.

As with many things evolutionary, fixed definition for curriculum is elusive. Attempts at conceptualization, however, have yielded these versions⁷:

⁷ Adapted from Goulart (2006) and Teachers Borders (2006).

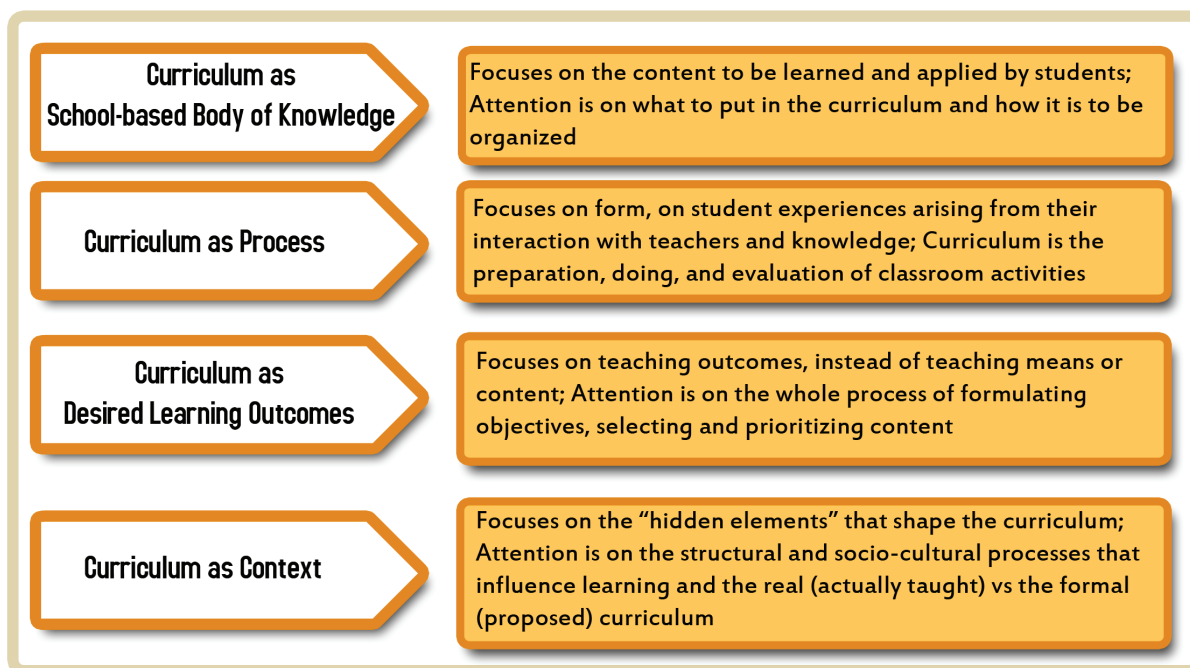


FIGURE 2 UNESCO CURRICULUM MODEL



The figure on the previous page represents a holistic model of the school curriculum⁸. This captures all the elements that shape the educational experience in schools. It is within this “universe” or “domain” that the ESD framework is to be infused, its specific modalities integrated into curriculum elements. The curriculum is the ideal platform through which the seeds for a sustainable future can be sown because it is a formally recognized mechanism that guides the learning experience and the actions of those who will inherit the future.

Questions about how to design the curriculum, what to include and what to leave out are topics of debates still unresolved. The dilemma is compounded by issues about the apparent neglect of the global education community to sufficiently pay attention to the development of secondary education.

/// The Relevance of Social Studies

In its broadest sense, social studies is said to encompass the preparation of young people to imbibe the knowledge, skills, and values requisite for active participation in society (Ross, 2006). Further, social studies is perceived to contribute to the democratization of citizens by teaching students to think critically and logically in dealing with social, economic, political, and environmental issues (Parker, 2001). The National Council for the Social Studies, a premiere membership-based organization for social studies in the United States of America, puts forward the following definition (h, 1994: 1):

“Social studies is the integrated study of the social sciences and humanities to promote civic competence. Within the school program, social studies provides coordinated, systematic study drawing upon such disciplines as anthropology, archaeology, economics, geography, history, law, philosophy, political science, psychology, religion, and sociology, as well as appropriate content from the humanities, mathematics, and natural sciences. The primary purpose of social studies is to help young people develop the ability to make informed and reasoned decisions for the public good as citizens of a culturally diverse, democratic society in an interdependent world.”

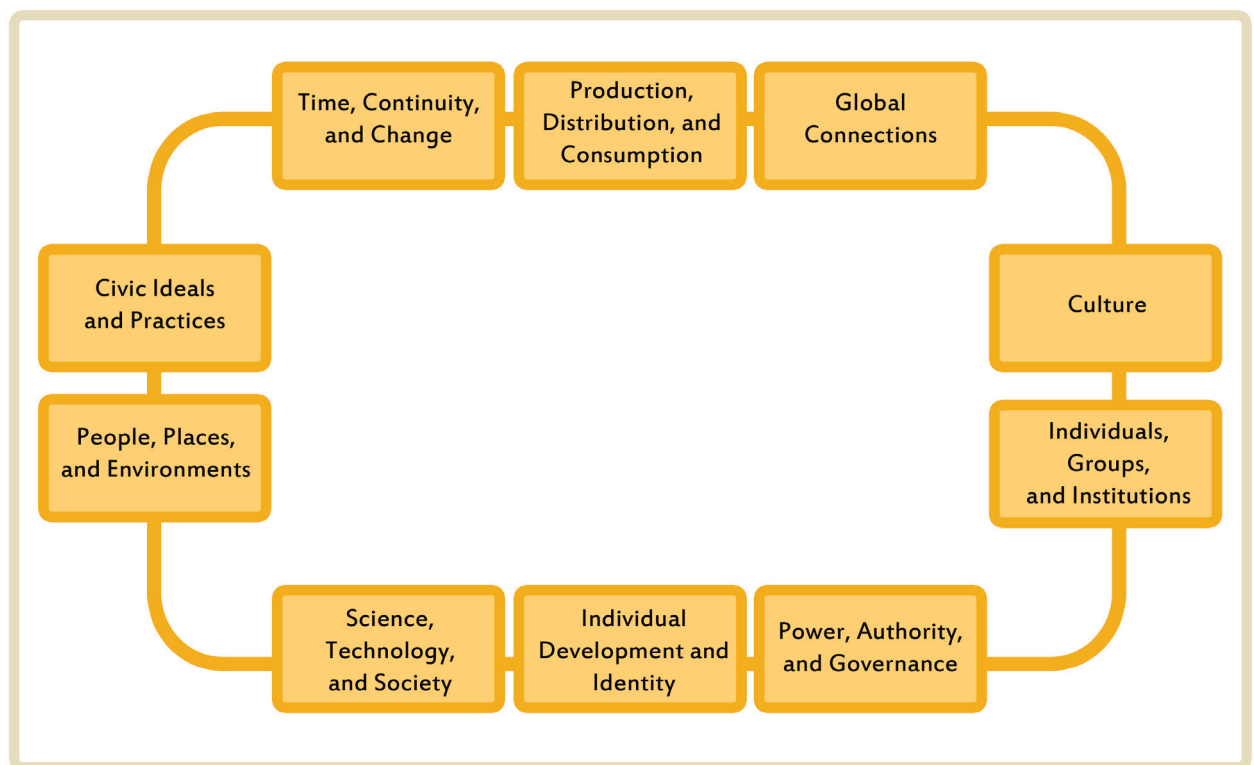
⁸ Source: *Teaching and Learning for a Sustainable Future: A Multimedia Teacher Education Programme*
<http://www.unesco.org/education/tlsf/>

The multi-disciplinary and flexible nature of social studies leads some to think it a waste of time to teach and learn. But many appreciate its primary purposes: 1) socialization in societal relations; 2) transmission of facts, concepts, and generalizations from academic disciplines; 3) promotion of reflective thinking.

The nature of civic competence that social studies curriculum should develop is under dispute. On one hand, social studies curriculum is perceived as intended for social adaptation, emphasizing the teaching of content, behavior and values to conform to the dominant society. On the other hand, social studies curriculum is considered as a tool for social transformation, by teaching the value of diversity and urging the critique of dominant social views.

While social studies curriculum may cover a wide spectrum of disciplines, some key themes thread through them which provide an organizing framework for curriculum design and development.⁹

FIGURE 3 THEMES IN SOCIAL STUDIES CURRICULUM



⁹ Themes identified by the National Council for the Social Studies.
<http://www.socialstudies.org/standards/>

Here we provide brief descriptions of the social studies themes:¹⁰

1. Time, Continuity, and Change

Studying the past allows students to understand human development – its changes and continuities – across time. Encouraging the examination of history will point to continuities in social institutions, values, ideals, and traditions, as well as processes that may have caused changes in them and resulted in new ideas, values, and ways of life. To interpret the past, these questions can be asked in class:

- How do we learn about the past?
- What are the roots of our social, political, and economic systems?
- Why is the past important to us today?
- How has the world changed and how might it change in the future?
- How do perspectives about the past differ, and to what extent do these differences inform contemporary ideas and actions?

By learning about time, continuity, and change, students develop skills to piece together historical information and to make informed choices influenced by past events or situations.

2. Production, Distribution, and Consumption

Material wants often exceed the finite resources available for these to be produced. Resources are increasingly distributed unequally, and this necessitates national and global systems of exchange to improve the well-being of the economy. The role of government in economic policy-making is ever evolving, with countries becoming more economically interdependent, and technology playing a major role in this interdependence for economic growth. Students need to be aware of these realities and be prepared to answer the following questions:

- What factors influence decision-making on issues of the production, distribution, and consumption of goods?
- What are the best ways to deal with market failures?
- How is interdependence brought on by globalization?
- How does globalization impact local economies and social systems?

¹⁰ Developed by the National Council for the Social Studies. Full text from Chapter 2: The Themes of Social Studies may be found at <http://www.socialstudies.org/standards/strands>

Students are expected to develop their critical thinking while learning about this theme, especially as they are tasked to gather and analyze data, including technical economic information. Their perspectives and values-formation are also expected to broaden as they come across contemporary problems of resource scarcity.

3. Global Connections

Global connections refer to the intensifying linkages between and among local, national, and international institutions in the social, political, and economic realms. Students need to learn how and why these linkages came about, and the opportunities and threats that global interrelationships induce. Students confront such questions as:

- What are the different types of global connections?
- What global connections have existed in the past, exist currently, and are likely to persist in the future?
- How do ideas spread among societies in today's interconnected world and what changes do these bring?
- What are the benefits from, and problems associated with, global interdependence?
- How should people and societies balance global connectedness with local needs?

Analyzing the rationale, the costs, and the benefits of increased global interdependence will equip students with skills to examine public policies and alternatives that create both national and global implications. This theme usually emerges in courses on geography, economics, history, political science, government and technology, among others. Broader issues such as peace, conflict, poverty, disease, human rights, trade, and global ecology should ideally be introduced through this theme.

4. Culture

Integrating cultural themes means examining beliefs, values, institutions, behaviors, traditions, and ways of life of groups of people that have been socially transmitted through time and generations. Students learn that similarities and differences define cultures, and grow to understand multiple perspectives of this cultural multiplicity. Some questions which the teacher could ask the students include:

- What is culture?
- What roles does culture play in human and societal development?
- What are the common characteristics across cultures?
- What is the role of diversity and how is it maintained within a culture?
- How do various aspects of culture such as belief systems, religious faith, or political ideals influence other parts of a culture such as institutions of literature, music, and art?

Culture as a theme is intertwined in discussions of geography, history, sociology, anthropology, and other multicultural topics in social studies.

5. Individuals, Groups, and Institutions

Institutions refer to the formal and informal political, economic, and social organizations that help us carry out, organize, and manage our daily affairs. These include schools, religious institutions, families, government agencies, and the judicial courts and their roles in daily human life. They are organizational representations of core social values and shape the ways individuals socialize and meet their needs. Additionally, institutions promote societal continuity, mediate conflicts, and discuss and act upon public issues. The following are some questions that can be asked for students to understand institutions:

- How are our institutions formed?
- What is the role of institutions in the society?
- How am I personally influenced by institutions?
- How do institutions change?
- What is my role in institutional change?

In learning about themselves and institutions, students should be able to understand how they can participate more effectively in their relationship with core social institutions.

6. Power, Authority, and Governance

To develop civic competence, students need to learn about the foundations of political thought and the historical development of various structures of power, authority, and governance. Knowledge about the evolving functions of these power structures in their respective contemporary societies and in those in other parts of the world have to be learned. Different

government systems are studied to understand how different nations resolve conflicts and seek to establish order and security. Exploring this theme will encourage student to answer questions such as:

- What are the purposes and functions of government?
- Under what circumstances is the exercise of political power legitimate?
- What are the proper scope and limits of authority?
- How are individual rights protected and challenged within the context of different government forms?
- What conflicts exist among fundamental principles and values of constitutional democracy?
- What are the rights and responsibilities of citizens in a constitutional democracy?

Teachers may already be discussing the contents of this theme in courses dealing with government, politics, political science, civics, history, law, and other areas of social studies. From an exposure to this theme, students are expected to develop a comprehensive awareness of rights and responsibilities in specific contexts.

7. Individual Development and Identity

Identity is shaped by an individual's culture, groups, institutional influences, and by lived experiences shared with people throughout her or his personal development. Students, especially in the secondary education levels, need to become aware of the processes of learning, growth, and interaction in experiences within and outside of the school setting. Questions related to individual development and identity include the following:

- How do individuals grow and change physically, emotionally and intellectually?
- Why do individuals behave as they do?
- What influences how people learn, perceive, and grow?
- How do people meet their basic needs in a variety of contexts?
- How do individuals develop over time?
- How do social, political, and cultural interactions support the development of identity?
- How are development and identity defined at other times and in other places?

8. Science, Technology, and Society

Even prior to recordings of human evolution, science and technology have greatly shaped social and cultural change and people's interaction with the world. Students will have to think about the following questions as:

- What can we learn about how new technologies result in broader social change, some of which are unanticipated?
- Is new technology always better than that which it replaces?
- How can we cope with the ever-increasing pace of change, perhaps even with the concern that technology might get out of control?
- How can we preserve fundamental values and beliefs in a world that is rapidly becoming one technology-linked village?
- How can gaps in access to benefits of science and technology be bridged?

While there are dedicated courses to this theme, topics and issues related to science, technology and society could also come up in lessons on history, geography, economics, civics, and government. Students at the secondary school level are expected to learn about dealing with the Internet age, ethics and technology and the other scientific and technological implications on beliefs, quality of life, and values.

9. People, Places, and Environments

Students should understand the interrelationship between human populations and the physical world. The influence of physical systems (such as climate, weather, and seasons) and natural resources (such as land and water) on human populations is examined. Lessons also should tackle why human activities, such as settlement and migration, emerge and how these create wide-reaching effects. Some questions to be answered include:

- Why do people decide to live where they do or move to other places?
- Why is location important?
- How do people interact with the environment and what are some of the consequences of those interactions?
- What physical and other characteristics lead to the creation of regions?
- How do maps, globes, geographic tools, and geospatial technologies contribute to the understanding of people, places, and environments?

Studying the links between people, places, and environments will ideally draw students' interests towards responding to the misuse of the physical environment.

10. Civic Ideals and Practices

One major purpose of education is to prepare students for citizenship, or participation in the broader setting outside of the school. Learning about and applying civic ideals and practice pursues the greater goal of the common good. Students need to be exposed not only to their own society's ideals and practices, but also to those valued in other countries. Important questions that need focus are:

- What are the ideals and practices important in our society? In other societies?
- What is the role of the citizen in the community and in the nation, and as a member of the world community?
- What is civic participation?
- What is the balance between rights and responsibilities?

Students are expected to learn how to analyze issues through different points of view. They should also be exposed to ongoing community services, their benefits, and how to participate in them.

/// The Role of the Teacher as Implementer of the Social Studies Curriculum

Opinions about social studies curriculum vary and may even conflict, but one common agreement is on the importance of the perception of teachers and school leaders who design the curriculum and bring it to life in the classrooms. Taking off from curriculum theory, the formal social studies curriculum may differ from the real and actually accomplished curriculum. The key to the overall quality of the social studies curriculum experienced in the classroom is the teacher.

It is exactly because of its multi- and inter-disciplinary nature and its link to civic competence that social studies plays an integral position in advancing the ESD framework, in general, and in using education for sustainable development, in particular. Within the movement of reorienting education to incorporate sustainable development into curriculum, the desired role for the teacher can either be as the **“active implementer”** or

the **“user-developer.”** An active-implementer teacher is assumed to have impact on the implementation of curricula ideas, and consequently, strategies for understanding curricular innovation are created for them by curriculum developers. The user-developer teacher, meanwhile, is considered as a full partner in developing the enacted curriculum. In both cases, teachers need to be curious and inquisitive for the transformation of their respective social studies curricula and the enhancement to suit the students’ needs.

/// The Secondary School Social Studies Curricula in Southeast Asia

This section presents some of the Southeast Asian Countries’ respective social studies curricula to enable the reader to better understand and visualize the concept of the social studies curriculum.

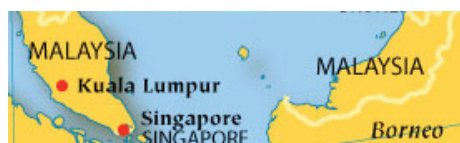
TABLE 2 SECONDARY SCHOOL SOCIAL STUDIES CURRICULUM IN SINGAPORE¹¹

Subject	Content
Lower Secondary Subjects Geography, History, Literature in English, Visual Arts and Music Upper Secondary Subjects Combined Humanities Upper Secondary Electives Geography, History, Literature in English, Literature in Chinese, Art & Design, Music, Elements of Office Admin.	<ul style="list-style-type: none"> • Geography: Introduction to geography, Understanding the environment, the Physical environment, the Human environment, Managing the changing environment • Social Studies: Journey to nationhood, Growth of Singapore, Governing Singapore, Living in peace and harmony, Managing our environment, Staying competitive in the 21st Century • History: Ancient India, Southeast Asia and China; History of Singapore



¹¹ Source: Ministry of Education Singapore

TABLE 3 SECONDARY SCHOOL SOCIAL STUDIES CURRICULUM IN MALAYSIA¹²



Subject	Content
Lower secondary schools History Geography Civics and Citizenship Moral Education	• History: Pre-historical period and the glory of the Malay Sultanate, Formation of Malaysia, the Nation's wealth and prosperity leading to colonization, Human pre-civilization, Nation building towards emerging Malaysia's sovereignty, Malaysia and the international communities cooperation
Upper secondary schools History Geography Civics and Citizenship Moral Education Basic Economics	• Geography: Relief features and their potential, Weather and climate, Natural vegetation and wildlife, Population dynamics and its implications, Settlement, Transportation and communication network
	• Civics and Citizenship Education: Self-accomplishment, Family relationship, Living in society, Malaysian cultural heritage, Diversity, Malaysia's sovereignty and future challenge
	• Moral Education: Self development, Family, Environment, Patriotism, Human rights, Democracy, Peace and harmony
	• Basic Economics: Introduction to economics, Income and use of individual income, Household as a consumer, Firm as a market, Money and financial institution, the Malaysian economy

¹² Source: SIREP Research Report: Integrating Education for Sustainable Development (ESD) Concepts in the Southeast Asian Social Studies Secondary Education Curriculum

TABLE 4 SECONDARY SCHOOL SOCIAL STUDIES
CURRICULUM IN THAILAND¹³

Subject	Content
Lower Secondary Level	
SOC 101 Our Country II	Geography, Social and cultural condition, Population and environment, Economy
SOC 102 Our Country II	History and the development of the Thai nation, Roles and duties of families and communities in a democratic society
SOC 203 Our Continent	Natural environment, Social and cultural conditions of various regions in Asian continent, Economic and political group of Asian countries, their problems, and relationships
SOC 204 Our Country III	Thai history of Sri Ayutthaya period, Rights and duties of citizens, Moral education, System of government and the monarchy
SOC 305 Our World	Natural environment, Social and cultural conditions of important regions of the world, Economic and political issues concerning Thailand
SOC 306 Our Country IV	Thai history of Thonburi and Rattanakosin periods, Democracy, Religious principles and civic education
Upper Secondary Level	
SOC 401 Social Studies	Concept of society, Thai society, Thai religion, Social changes
SOC 402 Social Studies	Concept of politics, Thai politics, Legal knowledge and civic education
SOC 503 Social Studies	Geography, Natural resources, Population, occupations, adaptation to the environment
SOC 504 Social Studies	Economic principles and activities of various regions of Thailand, Local and national economic development, problems and solutions, Relationship between Thai and World economic conditions
SOC 605 Social Studies	Socio-cultural, economic, political changes
SOC 606 Social Studies	Academic and technological progress, International politics, economic competitions and coordination, Impact of world population quality improvement toward Thailand



¹³ Source: Chantavanich. 2003.

TABLE 5 SECONDARY SCHOOL SOCIAL STUDIES
CURRICULUM OF THE PHILIPPINES¹⁴



Subject	Content
1st Year High School History and Philippine Government	History, geography and Philippine civilization; Development of Filipino consciousness; Independence and freedom; Government, Constitutional Law and Citizenship
2nd Year High School Study of Asian Countries	Geography and Asian civilization; Asian identity; Transformation of Asia; Government, culture and society of Asia
3rd Year High School World History	Geography and world civilization; Development of world consciousness; Progress of ideologies towards transformation; World unity
4th Year High School Economics	Sources of wealth and economic growth; People and the problem of poverty; Economic governance; Globalization and economic issues

¹⁴ Translated from the Department of Education.

Time to Ponder and Reflect!

1. Does your country or school have a formal social studies curriculum? How would you describe the curriculum based on its focus? Please refer to the previous discussion on versions of curriculum conceptualizations.

2. What are the disciplines covered by your social studies curriculum? Is there a discipline or field of study that is not included and should be added?

3. What are the encompassing themes tackled by your social studies curriculum? Is there a theme that is not covered and should be included?

4. How are you involved in the social studies curriculum of your country/school? Do you have a role in its design? Are you restricted to its implementation?

5. Do you think the social studies curriculum of your country/school needs to be changed? How?

*Teaching about
education for
sustainable
development is
different from
teaching for education
for sustainable
development.*

Chapter Learning Objectives

- To outline some trends in ESD integration into secondary schools social studies curriculum across Southeast Asia
- To highlight problems encountered in ESD curriculum integration
- To propose ways of addressing the problems in ESD curriculum integration

The ESD and Secondary School Social Studies Curriculum Nexus in Southeast Asia

Progress in integrating ESD into secondary school social studies curriculum varies across the Southeast Asian region. The differences are herein summarized from country reports presented during the SEAMEO Regional Research Workshop on Integrating Education for Sustainable Development (ESD) Concepts in the Southeast Asian Social Studies Secondary Education Curriculum¹⁵. The workshop, which was held from 28-30 April 2010 at SEAMEO INNOTECH in the Philippines, had education practitioners, policymakers, curriculum specialists, and head teachers of social studies at the secondary education level as participants. It provided a venue for SEAMEO member countries to review their respective social studies secondary curricula towards integrating ESD concepts with selected content areas in order to improve their relevance.

BRUNEI DARUSSALAM

Progress of ESD Integration	Good Practices
Select aspects of ESD already indirectly integrated in school curricula prior to DESD, but social studies was included in curriculum only in 2009	Briefings and capacity-building workshops organized by the Science, Technology and Environment Partnership Centre (STEP Centre), International Affairs and Public Relations Unit, and Ministry of Education

¹⁵ For a more detailed discussion of these summaries, please refer to the *SIREP Research Report: Integrating Education for Sustainable Development (ESD) Concepts in the Southeast Asian Social Studies Secondary Education Curriculum*

INDONESIA

Progress of ESD Integration	Good Practices
<ul style="list-style-type: none"> • Core principles and values of ESD already embedded in national education system since 1984 • ESD first officially embodied in the Strategic Plans of the Department of National Education of Indonesia 2005-2009 	<ul style="list-style-type: none"> • School Health Units Club • Boy Scout (Pramuka) • Environment-friendly School (Adiwiyata) Program • Environment-safe Program • Honest System School Canteen (Kantin Kejujuran) • Education of Life Skill and Entrepreneurship Education of Culture and Nation Character

MALAYSIA

Progress of ESD Integration	Good Practices
<ul style="list-style-type: none"> • Establishment of Environmental Education Learning Stations • Student-centered teaching and learning methods • Environmental Awareness Camp • River Watch Program • Environmental Cadets/Brigade • Environmental Awareness Workshop • Support of civil society and business sector to schools' environmental education 	<ul style="list-style-type: none"> • Establishment of Environmental Education Learning Stations • Student-centered teaching and learning methods • Environmental Awareness Camp • River Watch Program • Environmental Cadets/Brigade • Environmental Awareness Workshop • Support of civil society and business sector to schools' environmental education

PHILIPPINES

Progress of ESD Integration	Good Practices
<ul style="list-style-type: none"> • ESD integration into social studies curriculum mandated in Department of Education policies (Memorandum n.483 s. 2004; Order 23 s. 2005; Order 61 s. 1987) • Inclusion of human rights, peace education, gender equality has also been mandated in policies 	<ul style="list-style-type: none"> • Development of modules and teaching exemplars on ESD concepts • Capacity-building for integration of ESD concepts • Policy issuances in support of environmental protection • Partnership building of multiple stakeholders • Organization of networking opportunities

SINGAPORE

Progress of ESD Integration	Good Practices
ESD concepts integrated in social studies curriculum under core ideas of “Being Rooted” and “Living Global”	<ul style="list-style-type: none"> • Promotion of the value of conservation through the Schools Green Audit Awards since 2000 • Promotion of greener transportation modes (Green Transport Week) • Promotion of green consumerism (Green Labelling Scheme) • Free nature walks • Happy Toilet program • Appointment of Environment Champions and Water Ambassadors

THAILAND

Progress of ESD Integration	Good Practices
<ul style="list-style-type: none"> • ESD blueprint integrated in the national 10th Economic and Social Development Plan 2007-2016 • Idea of sustainable development also guided by relevant tenets from Buddhism • ESD concepts integrated into the following subjects: religion, morality and ethics; civics, culture and living; economics; history; geography 	<ul style="list-style-type: none"> • Sufficiency Economy School Project • Strengthening Environmental Education in Thailand Project • Participatory Learning Leading to Community Development • Schools Ecological Footprint Challenge • Buddhist-Oriented Schools Project • Youth Local History Research Project • Plant Genetic Conservation Project

VIETNAM

Progress of ESD Integration	Good Practices
ESD integrated since the 2006 – 2008 nationwide introduction of national curriculum for upper secondary schools	<ul style="list-style-type: none"> • Friendly Schools and Active Students movement • Key concepts introduced were interdependence, diversity, citizenship and stewardship, rights and responsibilities, equity and justice, carrying capacity, uncertainty and precaution

/// Issues and Concerns in ESD Integration in Southeast Asia

Integrating ESD into secondary school social studies curriculum in the Southeast Asian region imposes a set of challenges for governments, curriculum developers, school managers, and teachers. Some of these challenges include:

- Minimal and superficial awareness, knowledge, and understanding of ESD by educators and curriculum developers
- Social studies curriculum developers have very little or zero involvement in actual ESD curriculum integration initiatives. Involvement is mostly assigned to science experts.
- Overloaded curriculum, confusion as to how and where to integrate ESD principles
- Environmental education not fully integrated in formal curricula
- Teachers themselves do not fully imbibe the holistic and interdisciplinary scope of the ESD framework and often focus only on the environment aspect of sustainable development
- Shortage of teachers to adequately support ESD advocacy in countries, especially in remote areas
- Limited budgets for teacher training for ESD
- Lack of public awareness of ESD

Addressing these challenges means expanding networks, updating the knowledge and skills stocks of in-service teachers while preparing those in pre-service. Public awareness programs should also be launched to broaden the reach of ESD. Teachers, school leaders, curriculum developers, and policy makers should also be included in capacity-building initiatives. What is more important is that conviction is needed to realize the goals of ESD.

/// Reminders in Integrating ESD into Secondary School Social Studies Curriculum

Teaching about Education for Sustainable Development is different from Teaching for Education for Sustainable Development. ESD should not be considered as one distinct school subject or course to be taught. It is a framework using education to communicate how we are to live in the present and for the future, guided by all the needed knowledge, values, skills, issues and perspectives that serve as inputs into what and how young people learn to contribute to sustainable development.

ESD is an interdisciplinary paradigm. Sustainability is founded on the three pillars of development: i) social development, ii) economic development, and iii) environmental preservation. But many still associate ESD only with the protection of the environment. In schools, this has meant the promotion of ESD only through science subjects. Educators need to be reminded of the social and economic aspects that complete the ESD framework, and consequently, the appropriateness of the social studies subject in reinforcing this fact. This is a crucial point to be translated into the curriculum and transmitted to the students.

Context is crucial. The guidelines, tools, and strategies that have been developed in aid of ESD integration into education systems are not tailored for perfect fit. There is no one-size-fits-all way for governments, schools, and teachers to teach students about and for sustainable development because countries are defined by different histories, cultures, traditions, values, and governance systems. It is important that contextual realities feed into the overall plan of how ESD is to be integrated into curricula. Education for sustainable development may be a global movement, but its operationalization needs to be local.

/// **Time to ponder and reflect!**

1. How has your government promoted ESD in your country? What are the policies and/or programs for its promotion and integration into school curricula, in general, and into social studies curriculum, in particular?

2. How has your school promoted ESD in your country? What are the policies and/or programs for its promotion and integration into school curricula, in general, and into social studies curriculum, in particular?

3. What problems have you encountered in integrating ESD into your work?

Chapter Learning Objective

- To present a general guide on how to integrate ESD into secondary education social studies curriculum

How exactly is integration done?

Integrating the ESD framework into secondary school social studies curriculum is a complex, time-consuming, exhausting, and sometimes discouraging process. This is the truth. But do not lose heart. While the concrete outcomes may not be immediate visible or perceptible, the process itself can be rewarding. Be encouraged and inspired that, in supporting the ESD agenda, you are raising a new generation of change agents. The steps are generally similar whether the task at hand is integrating the ESD concepts and principles into social studies curriculum, into other subject curricula, or into a class syllabus or lesson plan.

The more difficult process to encapsulate is the arrival at agreements on which concepts and principles to add (or reinforce if already included) and how best to impart these to students. This process will necessitate lengthy negotiations and collaborative decision-making of the involved education providers. In the meantime, the following steps summarize how integration of ESD into secondary school social studies curriculum can be conducted:

- 1. Read** and familiarize yourself with the definitions, concepts, and principles of ESD, in general, and sustainable development in particular.
- 2. Outline** the themes/topics and teaching methods of your curriculum.
- 3. Identify** the themes/topics with relevance to the social, economic, or environmental pillars of development.
- 4. Determine** if the identified themes/topics in Step 3 can be taught in relation to any of the 10 ESD themes. This comprehensive approach will make up the ESD learning experience.
- 5. Set** the learning objective by identifying which ESD component- Knowledge, Values, Issues, Perspectives, Skills - the whole learning experience seeks to contribute to.

6. Prepare modes of instruction and learning experiences that can lead to the achievement of your set objectives.

7. Integrate in the classroom.

8. Learn from your students.

9. Evaluate the learning process and its outcomes.

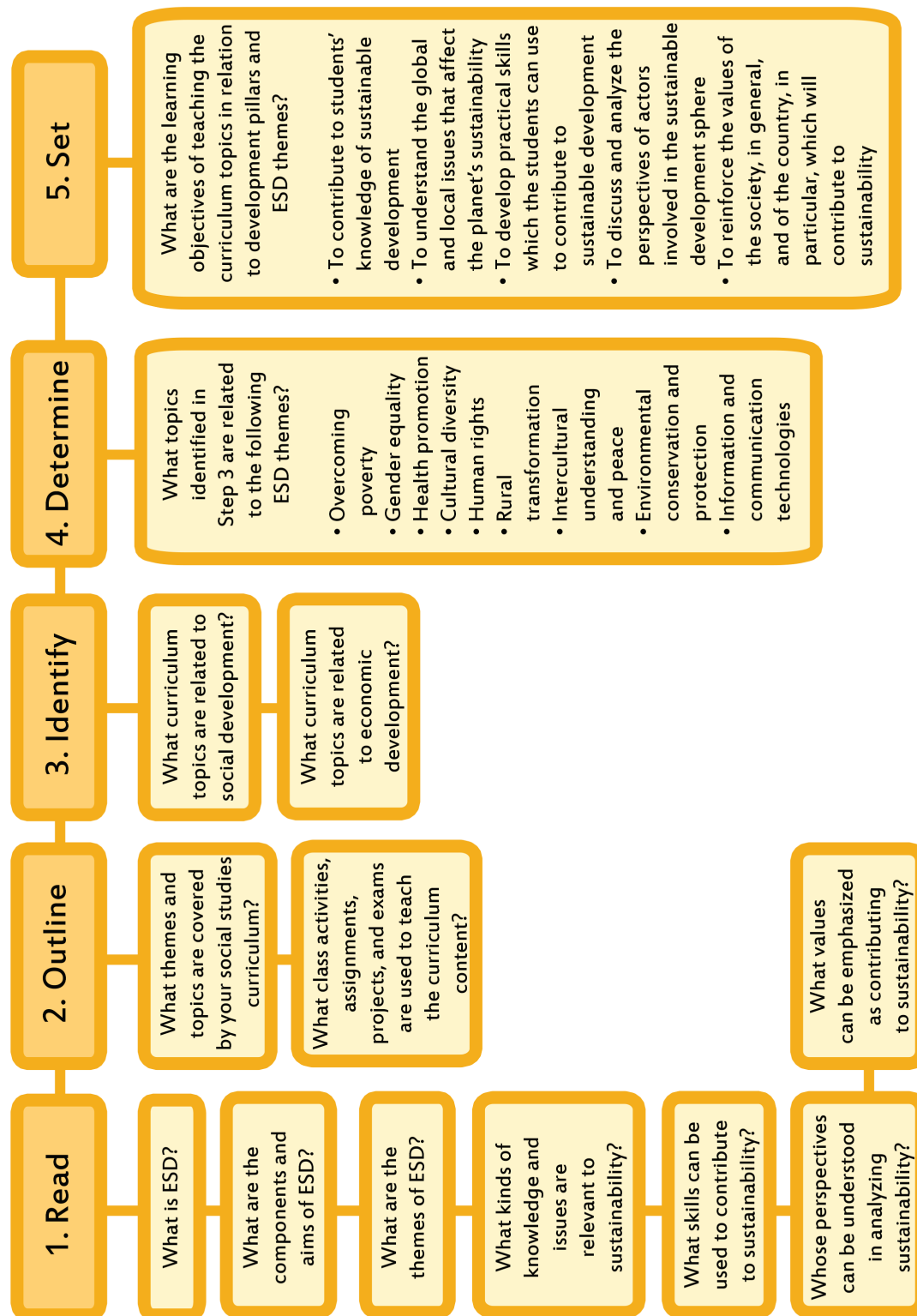
10. Pinpoint aspects that need to be changed: learning objective, ESD theme to be discussed with curriculum topics, mode of instruction.

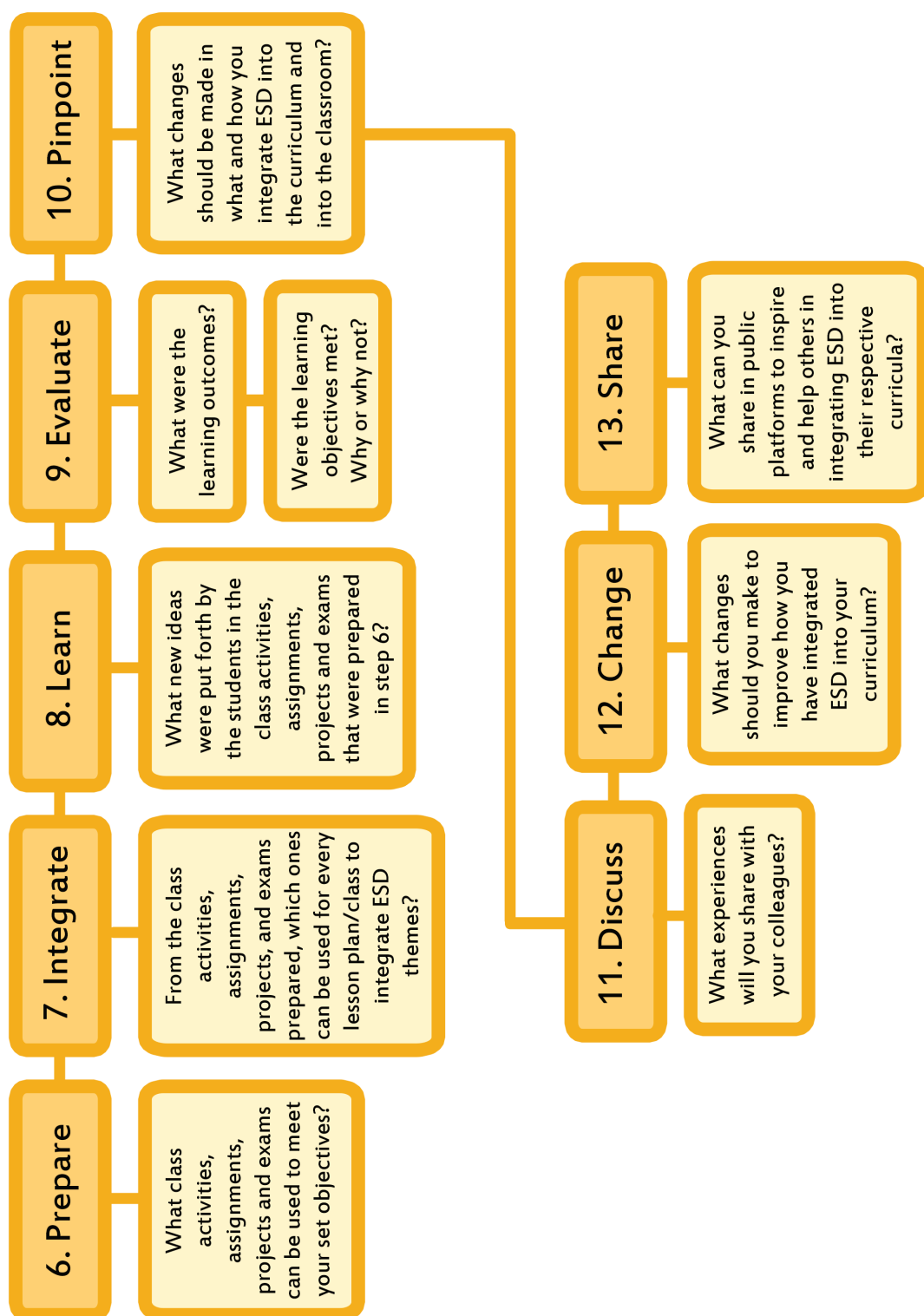
11. Discuss your experiences and questions with colleagues.

12. Change what needs improvement.

13. Share your experiences in public platforms (conferences, network of educators and ESD advocates, on-line fora, etc.)

FIGURE 4 BASIC GUIDE FOR INTEGRATING ESD INTO SECONDARY EDUCATION SOCIAL STUDIES CURRICULUM





⚡ Time to Ponder and Reflect!

1. What do you think of the guide provided in Chapter 4?

2. What step do you think is the easiest to carry out in integrating ESD into social studies curriculum? Why?

3. What step do you think is the most difficult to carry out in integrating ESD into social studies curriculum? Why?

Keeping in mind adolescents' learning processes and styles can help educators shape up a social studies curriculum that effectively integrates the ESD framework.

Chapter Learning Objectives

- To discuss theories of learning that will guide the pedagogy of ESD integration into secondary school education social studies curriculum
- To aid teachers in enhancing teaching and learning processes and outcomes in the classroom

Pedagogy and ESD

How one should teach is reliant on how students learn. At the secondary education level, adolescents find their main venue for developing their sense of identity. Keeping in mind their learning processes and styles can help educators shape up social studies curriculum that effectively integrates the ESD framework. In this chapter, the toolkit discusses the stages of students' cognitive development¹⁶, the learning cycle, and the different learning styles, which collectively shape the pedagogy for integrating sustainable development into secondary education social studies curriculum.

Adolescence is a period of change and confusion. As the theorist Erik Erikson (1902 – 1994) proposed in his study of the stages of psychosocial development, the adolescent stage is one where an individual struggles to form his or her identity as social interactions are negotiated and notions of morality are formed. This *Identity vs. Role Confusion* stage is the bridge that transposes the individual from childhood into adulthood, a time of envisioning one's desired social role in the future. During secondary school, therefore, students seek to be inspired by leadership, from which experience and interaction they gradually develop a set of ideals.

The development of intelligence during the adolescent stage (and beyond) is characterized by abstract thinking, logical reasoning, conclusion formation, and the application of these in hypothetical situations. As developmental psychologist Jean Piaget (1896 – 1980) put forth, this formal operational stage finds adolescents loosening their mental constructs from concrete reality. Their learning process makes secondary education a crucial platform for emphasizing the importance of sustainability and the fact that present actions have consequences for the future.

In contrast to the individualistic perspectives of Erikson and Piaget – that

¹⁶ Additional information on cognitive development and learning theories discussed in this chapter can be found on the online knowledge base <http://www.Learning-Theories.com>

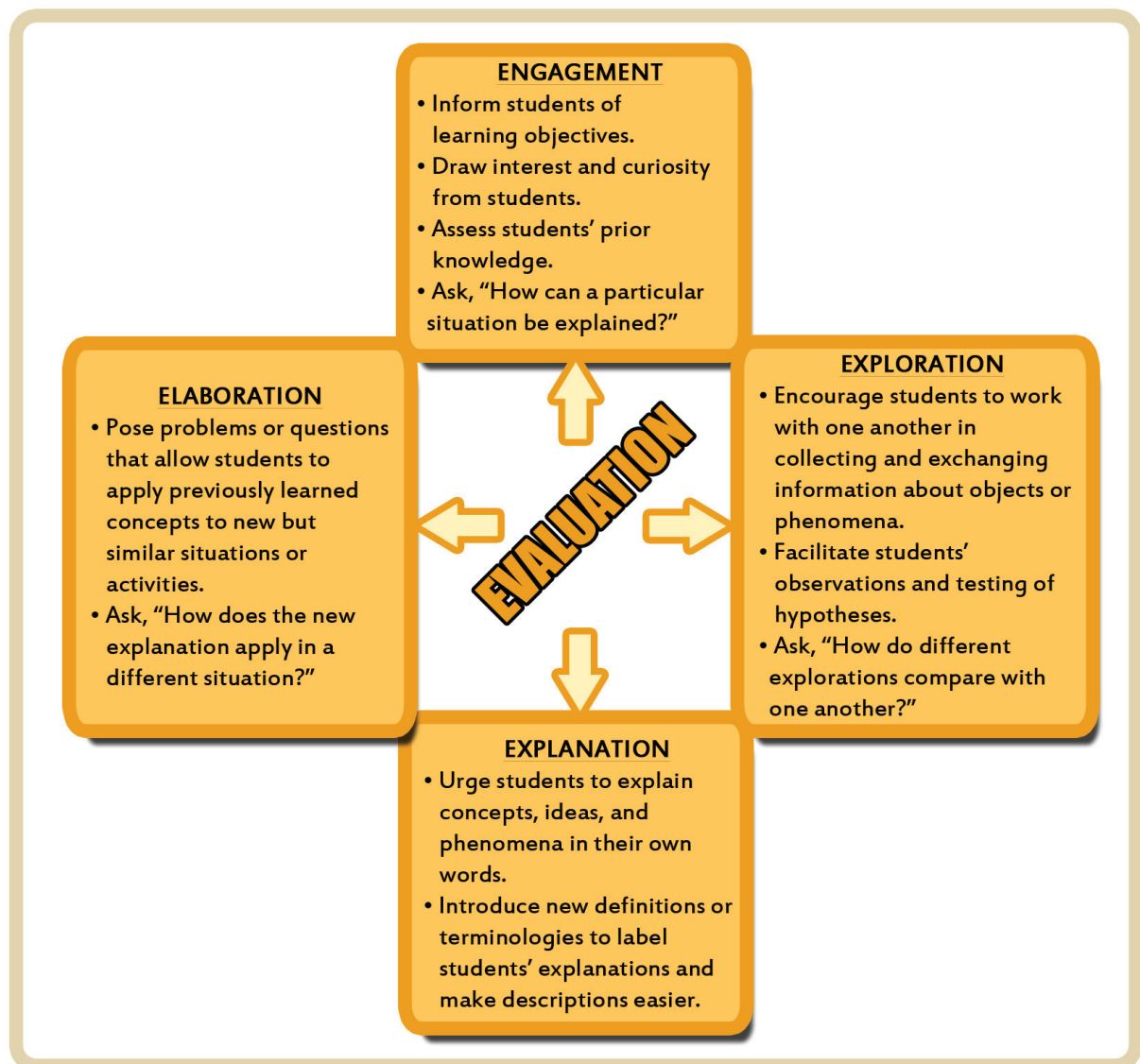
learning emanates from within an individual - Russian psychologist Lev Vygotsky (1896 - 1934) theorized that social interaction plays a central role in overall cognitive development, whereby individuals attain higher levels of development when they engage in social behaviour. Moreover, cognitive development is not uniform for all individuals because, as developmental psychologist Howard Gardner (1943 – present) theorized in 1983, different individuals excel in different types of intelligences. The theory of multiple intelligences counts nine types of intelligences:

- | | |
|-------------------------|---------------------|
| 1. Spatial | 6. Naturalistic |
| 2. Linguistic | 7. Musical |
| 3. Logical-mathematical | 8. Existential |
| 4. Interpersonal | 9. Body–Kinesthetic |
| 5. Intrapersonal | |

Over the years, transmission models of instruction have been criticized, faulting their assumption that students are mere passive receivers of knowledge. A constructivist perspective has been more and more promoted, arguing that learning is an interactive experience whereby students themselves actively construct knowledge. A more representative model of instruction aligned with this constructivist perspective is the Learning Cycle model, which, over the years, has developed from the separate yet complementary propositions of Atkin and Karplus (1967) and Bybee (1997).

The **learning cycle** is widely used as an instructional model and is generally comprised of five components:

FIGURE 5 THE LEARNING CYCLE



Using the learning cycle model, teachers can ensure that the lessons they prepare allow students to engage, explore, explain, and elaborate the lesson, instead of forcing them to simply look and listen. Instruction, however, does not necessarily start with the **Engagement** phase cycle and proceed sequentially. This instructional model is the ideal, but its delivery in the classroom is realistically more flexible. It is important to remember, however, that **Evaluation** should be conducted for every phase or activity to ensure that learning objectives are met and to clarify any misconception or misunderstanding that the students may have.

Considering that this cycle depicts the optimum way for students to learn and that different students possess multiple intelligences as previously discussed, teachers can then shape social studies curriculum for ESD integration accordingly.

Apart from the intelligences of individuals developing differently, students also express different preferences for learning methods. One of the widely used models for establishing learning preference or style is the VARK model (also known as VAK) developed by Neil Fleming and Charles Bonwell¹⁷.

TABLE 6 THE VARK MODEL

Learning Styles	Elements
Visual	Preference to learn by sight through use of maps, diagrams, charts, graphs, symbolic shapes, patterns; it DOES NOT include videos, movies or Power Point presentations
Aural	Preference to learn by listening to information that is “heard or spoken” from lectures, tutorials, speeches, tapes, group discussions, phone calls, email, and web chat
Reading/Writing	Preference to learn from displayed words from Power Point formats, the Internet, lists, dictionaries, articles, and anything text-based
Kinaesthetic	Preference to learn through experience, practice, simulated situation, examples, videos, and movies

¹⁷ An informative and interactive website on the VARK model can be found at VARK: A Guide to Learning Styles <http://www.vark-learn.com/english/index.asp>

/// Structuring the Lesson Plan for ESD

To reiterate, the adolescent period is an essential time of opportunity for inculcating the knowledge, skills, values, issues, and perspectives necessary for sustainable development. Similarly, teachers need to keep in mind that the differences in learning styles and learning requisites should accordingly shape their lesson plans.

Generally, a day's lesson can be segmented into three parts: 1) **starter activity**; 2) **main lesson content**; and the 3) **plenary**. The starter activity serves as a “mental appetizer” that draws the interest and curiosity of the students towards the main lesson. It also is the part of the class when the lesson objectives are to be shared. The main lesson component is when the learning cycle is to be applied. Students should be interactively involved in the delivery of the lesson; teachers should not be the lone talker throughout the class period. Finally, before the class ends, students should be allotted a time for reflection (plenary) on the day's lesson and how it was carried out.

This will not only provide the teacher valuable insight into the state of his or her lesson delivery (whether bad or good), but will also enable the students to recall and retain a greater part of the lesson tackled.

Integrating sustainable development concepts and principles into a lesson plan generally follows the procedure set out in Chapter 4. Here, the toolkit presents specific examples based on some Southeast Asian social studies curricula and lesson exemplars formulated by participants of the SEAMEO Regional Research Workshop on Integrating Education for Sustainable Development (ESD) Concepts in the Southeast Asian Social Studies Secondary Education Curriculum.

TABLE 7 LESSON PLAN EXAMPLE I
LESSON TITLE: OUR CULTURAL HERITAGE AND DIVERSITY

Learning Objectives	<ul style="list-style-type: none"> • To describe and understand the different beliefs, values, and traditions that make up the cultural heritage and diversity in our country • To imbibe values of multicultural understanding, respect of rights, and interpersonal differences
Starter Activity (No more than 10 minutes)	Ask the students to identify their heritage. Do they belong to a specific ethnic/ethno-linguistic group in the country? If they don't belong to one, what about their parents or grandparents? Write down the mentioned groups on the board. Ask the students to form "islands" of these groups by seeking out classmates belonging to same ethnic/ethno-linguistic heritage written on the board. Once the islands are formed, ask the students to reflect on the groupings. How many islands are there? What island is the biggest? Is there a diversity of islands? What does this say of the cultural heritage of the country?
Lesson Content (30 minutes +)	Keeping the islands (student groupings) seated together, discuss the main lesson about Our Cultural Heritage and Diversity. Make sure to periodically ask some questions from the "islands" to make the discussion interactive. In particular, ask how the cultural heritage of your country has affected social relationships and shaped current society. Be cautious when controversial issues arise (issues about inter-ethnic conflict). The important point of the lesson is to highlight the necessity of such values as multicultural understanding, respect for human rights and differences.
Suggested Class Activities	<p>• Lights, Action, Drama. Ask your "islands" to act out distinct characteristics, traditions or practices of the ethnic/ethno-linguistic group they represent. Give specific scenarios where islands would have to interact with one another. Take note of these interactions and use it as points for further discussion after the activity. This dramatization could also be an assigned homework for which they would have to prepare scripts and props. The "drama" would then be presented in the next class.</p> <p>• Go on a field trip. If permitted by the school, take a class field trip to nearby national heritage sites. Ask the students what they know about these sites. Share some interesting less-known facts about these sites. Ask the students what these sites mean to them or to people they know.</p>
Plenary (10-15 minutes)	Gather insights about how the students felt about the day's lesson and activities. What did they learn most about cultural heritage? What other aspects of the lesson do they want to learn about? Specific techniques of evaluating students' learning are suggested in Table 9 in the next section.

TABLE 8 LESSON PLAN EXAMPLE 2
LESSON TITLE: THE NATURAL ENVIRONMENT:
FOCUS ON DISASTERS

Learning Objectives	<ul style="list-style-type: none"> • To discuss specific natural environmental disasters, specifically, floods, landslides, tsunamis, and earthquakes • To detail the impacts of these disasters on human lives, livelihood, and physical environment • To pinpoint human activities that contribute to such disasters as floods and landslides • To identify concrete actions for disaster preparedness and post-disaster rehabilitation <p>(Note: This lesson can be stretched out to more than one or two classes.)</p>
Starter Activity (No more than 10 minutes)	Show pictures of disasters in your country within the last five years. Ask them where they were at the time, if they knew anyone affected by the disasters, and what they remember about the situations. Take note of their responses and their moods while answering. Use these as probing questions to keep the class expressing their thoughts about the disasters in the pictures, in particular, and about natural disasters, in general.
Lesson Content (30 minutes +)	Leave the pictures posted on the classroom wall for occasional reference as you discuss the main lesson. The important points to highlight are that natural disasters are making life more difficult for many people. Emphasize that some disasters are in great part the fault of human activities, and hence, humans should take the responsibility to make up for their fault in whatever way they can.
Suggested Class Activities	<ul style="list-style-type: none"> • Disastrous picture. Divide the class into small groups and assign each one new pictures of disasters that occurred outside of your country. Don't give them any additional information about the picture aside from the date and place of occurrence. Provide them with broad paper sheets (or allot part of the blackboard) and markers and instruct them to create a matrix that "tells a story" about the disaster in the picture. The matrix headings should include: Type of disaster; Causes of disaster; Impacts of disaster on society, economy and environment; Needed responses. Once finished, ask each group to present their story. After all the groups had presented, reveal the real stories behind the pictures. Discuss with the class how close (or far) their stories were to what really happened. What do they think this means? What generalizations can be made? • Relax. Go watch a disaster movie. Hollywood has, in recent years, churned out a number of movies about natural disasters spelling the end of the world. Research which ones are related to your lesson plan and if these are easily accessible that you can show it in class, or ask your students to watch the movie together at some assigned venue. Ask them to write a reflection report on the movie. Design the questions based on the information in the movie. Alternatively, the movie can also be used as an in-class discussion material.
Plenary (10-15 minutes)	How did the class feel about what they learned? How much did they learn? Insights can be gathered using one of the techniques in Table 9 in the next section.

TABLE 9 LESSON PLAN EXAMPLE 3
LESSON TITLE: BASIC ECONOMICS:
EMPLOYMENT AND ECONOMIC DEVELOPMENT

Learning Objectives	<ul style="list-style-type: none"> • To learn about employment concepts and their role in individual and social economic development • To present the current situation of employment in the country • To discuss the impacts on and their link to poverty.
Starter Activity (No more than 10 minutes)	As the suggested class activity might take quite some time to complete, a starter activity for this lesson can be foregone. Proceed directly to the lesson.
Lesson Content (30 minutes +)	Present an overview of the employment situation in your country by sharing with the class some statistics on the rate of unemployment, number of employed citizens, sectors with largest share of employment, and other employment-related statistics available for your country. Depending on how the main lesson is supposed to be designed in your specific country, and as contained in your social studies curriculum, make sure to link employment or having a job to how students perceive it to contribute to individual development (material wealth, career fulfilment, care for family). What about the link between employment and the country's development? For this topic, such concepts as taxes and investments may be introduced. The consequences of unemployment may also be discussed, with particular mention of the problem of poverty.
Suggested Class Activity	<p>Perspectives debate. Divide the class into 5 groups. Ask group members to sit together in designated areas in the classroom. The chairs and/or desks may be rearranged for this. Assign each group one of the following roles: 1) Employed citizen with sufficient income; 2) Government; 3) Business Owner/ Employer/Corporation; 4) Poor family; 5) Observer group. Ask the first four groups to answer three questions: "What are your economic objectives?"; "What will you do with your income?"; and "What are your expenses?". Provide each group with writing space on the blackboard or broad paper sheets that can be tacked on the wall later for discussion. Instruct them to tabulate their answers in three columns. Tell the groups that they can decide on their own assumptions about their roles, giving it a distinct "life" or characteristic.</p> <p>While the four groups are discussing among themselves, instruct the Observer group to prepare initial questions that can create an interaction between two or more of the groups. For example, the Observer group can ask the Government group what it will do to help the poor families or what it will do to solve problems of unemployment. The Poor family group can then be asked how they will respond to the Government group's plan of action. The Observer group will also be tasked to make questions based on the answers to be shared by the four groups. Remind the Observer group to ask questions that will also create conflict scenarios. This will encourage the students to develop skills for critical thinking about problems and solutions. The objective of the interaction among the groups is to illustrate that the different perspectives related to economic development, and how complex the interactions of these can be.</p>
Plenary (10-15 minutes)	A useful evaluation technique for this particular lesson would be the Class Activity Rating. Please refer to Table 9 in the following section for details on this.

/// Evaluating the Learning Process and Outcomes

Assessing students' learning through such means as tests, quizzes, homework, experiments, and worksheets will yield what and how much they learned and did not learn. These assessment tools, however, do not explain how and why they learned what they did and did not. These do not shed sufficient insight into students' perceptions of the teaching objectives and techniques, and, consequently, do not pinpoint areas for improvement for the teacher.

Evaluating learning experiences will lead to enhanced learning outcomes. In this way, the teacher himself/herself is not teaching, but learning from the students' opinions of how the lesson was structured and conveyed. Below are some examples of evaluation techniques:

TABLE 10 TECHNIQUES FOR EVALUATING LEARNING EXPERIENCES¹⁸

Evaluation Technique	How to do it	What to do with it
Minute Paper	<p>In the last few minutes of class, ask the students to answer on a half-sheet of paper the following questions:</p> <p><i>“What is your most important learning from today’s lesson?” and “What is the part of the lesson that remains unclear to you?”</i></p> <p>The anonymous responses will give the teachers a general picture of students’ comprehension for a particular lesson.</p>	<p>Review the responses and take note of useful ones. Respond to the issues in the next class prior to beginning the day’s lesson.</p>
One-sentence Summary	<p>Ask the students to recall and summarize the day’s topic by answering the question, “Who does what to whom, when, where, how, and why?” in just one sentence.</p> <p>The responses will show what students select to be the most prominent features/concepts of the day’s lesson.</p>	<p>Analyze the content and quality of the responses. Determine if the essential features/concepts of the lesson, and their interrelationships, were understood. Share your observations with the class. Clarify any misconceptions.</p>

¹⁸ Adapted from *The National Teaching and Learning Forum Classroom Assessment Techniques*
<http://www.ntlf.com/html/lib/bib/assess.htm>

Evaluation Technique	How to do it	What to do with it
Application Cards	<p>After teaching about a theory, principle, or procedure, ask students to write down one real-world application of what they have just learned.</p> <p>The responses will illustrate how and whether students are able to transfer learning to real life situations.</p>	Read and categorize the responses according to their quality (extent that the responses relate to the theory, principle, or procedure). Pick out examples, present and discuss them to class. Clarify any misconceptions.
Student-Generated Test Questions	<p>Ask students to pretend to be the teacher and write out test questions and model answers for specified topics, in a format provided.</p> <p>This activity will give students the opportunity to evaluate course topics, reflect on what they do and do not understand, and what good test items are to them.</p>	Tally the questions and the topics they cover. This will give a broad idea of the topics which students remember or understand the most. Use the questions as prompts for class discussions. Mention topics that were not tackled in the questions (or were barely asked) and find out why this is so.
Class Activity Rating	<p>Before class ends, ask students to rate from 1-5 (or some other preferred rating scale) the class activity used to convey the day's lesson. Ratings could be based on any or all of these elements:</p> <ul style="list-style-type: none"> • <i>Method</i> (whether it contributes to learning in an effective and fun way) • <i>Time allotment</i> (too short, too long) • <i>Materials used</i> (appropriate materials used, other materials needed) • <i>Teacher's facilitating skills</i> (additional instruction or facilitation needed) • <i>Students' participation</i> (level of students' participation, energy, and/or interest). <p>The responses can be helpful in improving the delivery of lessons through specified class activities, and in ensuring that students' interests are retained throughout said activities.</p>	Read and reflect on the responses. Make the necessary changes, if there are any.

Evaluation Technique	How to do it	What to do with it
Learning Projects	<p>Class projects greatly contribute to the comprehensive learning of students by urging them to focus in-depth and rigorous attention on particular topics and themes that demand an array of skills to be demonstrated. What is more important is that learning projects can develop students' learning and participation in group dynamics, with encouraging facilitation from the teacher.</p> <p>As a technique in evaluating learning experiences, learning projects can also be used to assess students' competence, the degree to which they understand (or misunderstand) class lessons and topics, and the extent to which they translate learning objectives into learning outputs and outcomes, from an understanding of the project instructions.</p> <p>Teachers have to ensure that the learning projects to be assigned are coherently linked to the lesson plans they design. These projects should contribute to the overall learning objectives of the lesson plans and of the curriculum. Please refer to Annex B for samples of learning projects.</p>	<p>Create a set of criteria by which each project can be assessed. Please refer to Annex B for suggested assessment criteria. Also, the students themselves can be asked to assess the projects of their peers. This can serve as an incentive to work harder on the learning projects.</p>

⚡ Time to Ponder and Reflect!

1. Review your lesson plans. Assess whether they allow for engagement, exploration, explanation, and elaboration.

2. How do you evaluate the learning experiences in your class?

3. Do your lesson plans cater to different learning needs of the students? Do they nurture different types of intelligences?

4. What do you think about the examples of lesson plans? Can you use them in your class?

Chapter Learning Objective

- To provide a menu of specific sustainable development topics that can be integrated into social studies curriculum, syllabus or lesson plan

Suggested Sustainable Development Topics for Curriculum Integration

As repeatedly pointed out in previous discussions, the progress of ESD integration into secondary education social studies curricula differs across the Southeast Asian countries. The curricula contents themselves are distinct from one another, and without a doubt, the modes of transmitting nuggets of knowledge to students and enabling them to treasure these are also varied.

Nevertheless, there are general thematic overlaps in social studies curricula (as identified and described in Chapter 2, Fig. 3). This chapter uses these 10 social studies curricular themes and juxtaposes them with the key topics of sustainable development to come up with a guide for teachers in their advocacy of ESD, in general, and in integrating sustainable development concepts into their social studies curriculum/syllabus/lesson plans, in particular. The following menu is by no means exhaustive, and is, in fact, still broad in scope. Picking out what to include in their teaching – and how to do so – will still require a bit of studying on the part of teachers themselves. This continued learning is exactly one of the main principles that Education for Sustainable Development wishes to transmit across generations.

To use the guide, the teacher or school leader will have to review the social studies curriculum¹⁹ and identify the specific theme(s) that each topic or lesson is associated with. These ten social studies themes are identified in the second row of the matrix. Below each column of the theme are dots, which indicate the sustainable development topics to which the theme can be related. As can be seen in the menu, there are many thematic intersects that can possibly be integrated into social studies curriculum, syllabus, and lesson plan. It is the great task of the educator to decide which and how intersects are to be selected and prioritized.

¹⁹ This guide can also be used for integrating sustainable development into a social studies syllabus and lesson plan.

TABLE II SUGGESTED SUSTAINABLE DEVELOPMENT TOPICS
FOR INTEGRATION INTO SOCIAL STUDIES
CURRICULUM/SYLLABUS/LESSON PLAN

Topic	Key Elements	Social Studies Curricular Theme Intersect*									
		A	B	C	D	E	F	G	H	I	J
Introduction to Sustainable Development	Definitions of sustainable development	•	•	•	•	•	•	•	•	•	•
	Key issues and action points to ensure sustainable development	•	•	•	•	•	•	•	•	•	•
	The Millennium Development Goals	•	•	•	•	•	•	•	•	•	•
	The United Nations as global platform for the promotion of sustainable development			•		•		•	•		
	The roles of government, private sector, and civil society in sustainable development	•	•	•				•	•		
Sustainable Development Theme I: Overcoming poverty	Definitions and dimensions of poverty	•		•	•			•	•		
	Global and national poverty statistics	•		•	•			•	•		
	Causes and effects of poverty	•	•	•	•	•	•	•	•	•	•
	Strategies for poverty reduction	•	•	•	•	•	•	•	•	•	•

* **A-** Time, Continuity, and Change

B- Civic Ideals and Practices

C- People, Places, and Environments

D- Production, Distribution, and Consumption

E- Global Connections

F- Culture

G- Individuals, Groups, and Institutions

H- Power, Authority, and Governance

I- Individual Development and Identity

J- Science, Technology, and Society

Topic	Key Elements	Social Studies Curricular Theme Intersect*									
		A	B	C	D	E	F	G	H	I	J
Sustainable Development Theme 2: Gender equality	Principles of gender equality	•	•	•	•		•	•	•	•	•
	Gender roles and responsibilities	•	•	•	•		•	•	•	•	
	Evidence of gender disparity (ex. in education, employment, political representation)	•	•	•	•		•	•	•	•	
	Barriers to and actions for gender equality	•	•	•	•		•	•	•	•	
Sustainable Development Theme 3: Health promotion	Global and national health situations	•	•	•	•	•	•	•	•	•	•
	Major diseases leading to deaths worldwide	•		•				•	•	•	
	The importance of nutrition	•	•	•	•	•	•	•	•	•	•
	Maternal and reproductive health	•	•	•			•	•	•	•	
	Disease prevention vs. Disease curing	•	•	•	•	•	•	•	•	•	•
Sustainable Development Theme 4: Cultural Diversity	Concepts of cultural diversity	•	•	•		•	•	•	•	•	
	Factors contributing to increase of cultural diversity	•	•	•	•	•	•	•	•	•	•
	Conflicts arising from cultural diversity	•	•	•	•	•	•	•	•	•	•
	Fostering cultural diversity for social unity	•	•	•	•	•	•	•	•	•	•

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Topic	Key Elements	Social Studies Curricular Theme Intersect*									
		A	B	C	D	E	F	G	H	I	J
Sustainable Development Theme 5: Human rights	Global and national definitions of human rights	•	•		•	•	•	•	•	•	
	International and national human rights treaties and their implementation	•	•		•	•	•	•	•	•	
	Discrimination of minority groups (women, indigenous communities, persons with disabilities, children, the poor, migrants)	•	•	•	•	•	•	•	•	•	•
	Responding to human rights violations	•	•	•	•	•	•	•	•	•	•
Sustainable Development Theme 6: Intercultural understanding and peace	Global and national conflict situations	•	•	•	•	•	•	•	•	•	•
	Sources of intercultural conflict	•	•	•	•	•	•	•	•	•	•
	Impacts of intercultural conflict	•	•	•	•	•	•	•	•	•	•
	Promoting conflict resolution	•	•	•	•	•	•	•	•	•	•
SD Theme 7: Rural transformation: education for rural people	Global and national rural populations	•		•	•		•	•	•		•
	Forms of rural livelihoods	•		•	•	•	•	•	•	•	•
	Problems in rural areas	•	•	•	•	•	•	•	•	•	•
	Forms of education in rural areas (formal, non-formal)	•	•	•			•	•	•	•	•
	Rural communities and actions/advocacies for development	•	•	•	•	•	•	•	•	•	•

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Topic	Key Elements	Social Studies Curricular Theme Intersect*									
		A	B	C	D	E	F	G	H	I	J
Sustainable Development Theme 8: Sustainable production and consumption	Definition of sustainable production and consumption	•	•	•	•	•	•	•	•	•	•
	Current production and consumption patterns	•	•	•	•	•	•	•	•	•	•
	Key concepts related to sustainable production and consumption	•	•	•	•	•	•	•	•	•	•
	Demanding corporate social responsibility	•	•	•	•	•	•	•	•	•	•
	Strategies for promoting sustainable production and consumption	•	•	•	•	•	•	•	•	•	•
Sustainable Development Theme 9: Environmental conservation and protection	Components of the environment needing conservation and protection	•	•	•	•	•	•	•	•	•	•
	Concrete actions for conservation and protection	•	•	•	•	•	•	•	•	•	•
	The climate change agenda	•	•	•	•	•	•	•	•	•	•
	Environmental destruction and natural disasters	•	•	•				•	•	•	•
Sustainable Development Theme 10: Information and communication technologies	Forms of ICT (mobile telephone internet connection, etc.)	•			•	•					•
	Global and national populations with ICT access	•	•	•	•	•	•	•	•	•	•
	The importance of ICT to development	•	•	•	•	•	•	•	•	•	•
	Responsible use of ICT	•	•	•	•		•	•	•	•	•

* **A-** Time, Continuity, and Change

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// Time to Ponder and Reflect!

1. What do you think of the suggested syllabus? How much of it can be integrated into your own social studies syllabus?

2. How would you go about deciding which topics to integrate into your own lessons?

CONCLUSION

This toolkit attempted to draw a holistic picture of ESD integration by juxtaposing theoretical and conceptual discourse with on-the-ground initiatives across Southeast Asia. From the juxtaposition, we can appreciate how the urgency of sustainable development as a goal and the value of education as an instrument for attaining this goal currently shape the region's education systems, in general, and their secondary education social studies curricula, in particular. A generic guide for integrating sustainable development into secondary education social studies curriculum was presented to aid present and future ESD practitioners. The included lesson plan examples and menu of sustainable development topics also serve this purpose.

That obstacles exist and that much work is in the offing are truths warranting equal recognition in the overall Education for Sustainable Development agenda. Some educators may still unintentionally direct their focus solely on environment-related issues in their sustainable development advocacies. Consequently, issues surrounding society and economy receive fainter attention from initiatives organized and participated in by educational institutions. Through the use of this toolkit, it is anticipated that this misinterpretation can be remedied, and that sustainability becomes integral in education providers' outlooks and curricular content and foundation.

Education for Sustainable Development Toolkit

<http://www.esdtoolkit.org/>

This extremely useful and detailed online toolkit was developed by Dr. Rosalyn McKeown -herself an educator – to help community leaders and fellow educators in their involvement with the business of educating for sustainable development. It introduces the principles of ESD and details its priorities, challenges and barriers. It also includes specific exercises that can be used by communities in adopting ESD as a framework and in managing changes that may arise from it. The toolkit can be directly used online, or can be downloaded in English and Spanish PDF formats.

International Institute for Sustainable Development (IISD)

<http://www.iisd.org/>

This is the online information-exchange platform for the Canadian-based policy research institute, IISD. It houses numerous materials on a variety of sustainable development themes and provides linkages to other communities of action working towards sustainable development.

Sustainable Online Resource and Toolkit for Education (SORTED)

<http://www.eauc.org.uk/sorted/home>

Provided by the Environmental Association for Universities and Colleges, this online resource is a platform where education sector members access and contribute to a body of learning materials on sustainability relevant to the learning and skills sector. It is a repository of case studies, guides, and other references that aid current and future ESD practitioners.

Teaching and Learning for a Sustainable Future: A Multimedia Teacher Education Programme

<http://www.unesco.org/education/tlsf/>

This interactive resource material was developed by UNESCO as a teacher professional development program. It contains 25 professional development modules divided into five themes: 1) Curriculum Rationale; 2) Sustainable Development Across the Curriculum; 3) Interdisciplinary Curriculum Themes; 4) Teaching and Learning Strategies; and 5) Disseminating and Training Toolbox. It is also available in CD-ROM format.

United Nations Decade of Education for Sustainable Development (2005-2014) International Implementation Scheme

http://www.unescobkk.org/fileadmin/user_upload/esd/documents/ESD_IIS.pdf

This document specifies the seven strategies of how nations can implement the ESD framework in their respective countries. It also gives a background on ESD and details the requisite infrastructure and resources for the Decade of ESD.

United Nations Millennium Development Goals

<http://www.un.org/millenniumgoals/>

This website is the main information hub about the eight millennium development goals (MDGs), which national governments, in 2000, committed to help achieve by 2015. It gives detailed information about these goals and specifies the targets against which the progress of achievement is measured. The website also collects progress reports and other publications related to the thematic scope of the MDGs.

United Nations Documents Cooperation Circles: Gathering a Body of Global Agreements

<http://www.un-documents.net/index.htm>

This is an online repository of documents relevant to sustainable development released by the United Nations. The documents are organized under the themes of Sustainable Development, Human Rights, Education, Water, and Culture of Peace.

VARCK: A Guide to Learning Styles

<http://www.vark-learn.com/english/index.asp>

Visitors to this website can make use of its questionnaire to determine their learning preferences. Help sheets are also provided to aid individuals improve their study strategies correspondent to their identified learning preferences.

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APPENDIX A

List of perspectives associated with ESD compiled by McKeown (2002)

- Social and environmental problems change through time and have a history and a future.
- Contemporary global environmental issues are linked and interrelated between and among themselves.
- Humans have universal attributes (e.g., they love their children).
- Looking at their community as well as looking beyond the confines of local and national boundaries is necessary to understand local issues in a global context.
- Considering differing views before reaching a decision or judgment is necessary.
- Economic values, religious values, and societal values compete for importance as people of different interests and backgrounds interact.
- Technology and science alone cannot solve all of our problems.
- Individuals are global citizens in addition to citizens of the local community.
- Individual consumer decisions and other actions effect resource extraction and manufacturing in distant places.
- Employing the precautionary principle by taking action to avoid the possibility of serious or irreversible environmental or social harm even when scientific knowledge is incomplete or inconclusive is necessary for the long-term well-being of their community and planet.

Learning Project Sample I

Cultural Heritage and Diversity Collage

APPENDIX B

What is this learning project about?

This project will contribute to students' learning of cultural heritage and diversity through creative and artistic expressions. A collage is a piece of art made from the compilation of different materials glued to a piece of paper, canvas, or wood.

From the discussion of the lesson related to cultural heritage and diversity, take note of the questions and issues raised by the students. Use these to guide them in their creation of a collage that tells a story about cultural heritage and diversity.

What will the students have to do?

Group the students into small units of three or four, depending on the size of the class. Assign each unit to represent a specific ethnic/ethno-linguistic group of your country and create a collage that tells the story of the history of their group, current way of life (including beliefs, values, and practices), and major problems/challenges, if any.

Remind them to include in the collage issues which may have been already discussed in the class.

More than one piece of collage can be made. These collages will then be presented to class. The teacher should facilitate the discussion about each collage. Students should be encouraged to ask questions about the presented work.

How long will the students need to complete this project?

As a collaborative project, the collage can be finished by each group within one week.

What materials are needed?

The canvass on which the collage will be glued can be of different materials; paper, cardboard, or wood could be used. As for the materials that make up the collage, anything can be utilized: newspapers, magazines, plastics, pictures, rubber, and other objects that can best convey the story of their assigned ethnic/ethno-linguistic group.

What skills are the students expected to develop?

- Communication and collaboration
- Creativity
- Critical thinking
- Responsibility
- Organization
- Social and cultural awareness

How will this project be assessed?

- Quality of information expressed – Does the collage sufficiently present information about the history, current way of life, and major problems/challenges of the group's assigned ethnic or ethno-linguistic grouping?
- Clarity of story expressed by the collage – Is the collage story easily understood by the class?
- Creativity of collage – How creative was the group in the selection and use of collage materials to tell a story?
- Creativity in presenting the collage – How creative was the group in presenting their collage story and in drawing the interest of their classmates?

/// Learning Project Sample 2

The Natural Environment: Focus on Disasters Newsletter

What is this learning project about?

This learning project seeks to develop students' knowledge and understanding of environmental issues, specifically of natural environment disasters. It encourages them to do independent study of the causes and the effects of these disasters, and what responses are needed to buffer the damages.

Making a newsletter will require students to not only familiarize themselves with the issue of natural disasters, but also to scrutinize the many interconnected elements that comprise the topic.

What will the students have to do?

A newsletter is a collection of articles about one main topic, which provides informative pieces to its subscribers. For this learning project, the newsletter audience will be the students themselves. Group students into units of three or four, and ask each group to choose a natural disaster on which their newsletter will focus. The choices can include: flooding, landslides, earthquakes, and volcanic eruptions. Ask the groups if they wish to write about similar topics or to focus on one different topic for each group.

As a starting guide question, ask the groups to write about the difference between natural disasters and natural hazards and to provide concrete examples from history. Other topics that can be written about include the human and economic costs of disasters and the role and responses of governments, private sector, and civil society towards disasters.

The output of the newsletter should be in two forms: a printed one and a digital one. Negotiate with the class on the number of pages and other contents that the newsletter would need to include. The inclusion of students' voice in the planning of learning project is part of the learning process in itself.

Ask each group to produce one copy of their newsletter for each of the other groups in class. Or, if more convenient, to send digital copies of the newsletter to their classmates' email addresses.

How long will the students need to complete this project?

This learning project will require rigorous research, planning, and organizing of written materials. One month should be ample time for the completion of the project. Require the groups to create a timetable or workplan for the four weeks, and ask them to report on their progress every week.

What materials are needed?

The students will need to resort to all forms of information sources: books, newspapers, magazines. These could be print or online sources.

Producing the printed newsletter will require any kind of paper that the group chooses. Leave it to them to decide on the layout and the title of their newsletters.


What skills are the students expected to develop?

- Communication and collaboration
- Creativity
- Critical thinking
- Research and writing
- Responsibility
- Organization
- Social, political, and environmental awareness

How will this project be assessed?

- Content quality – What were the issues tackled by the newsletter articles? Do they individually, and collectively, contribute to a greater understanding of environmental natural disasters?
- Research rigor – Were the articles well-researched? Are the information specific enough to add to the body of knowledge about natural disaster?
- Depth of analysis – Did the groups adequately analyze and convey the implications of the information they presented? As a whole, does the newsletter present an answer to “What do these all mean?”

- Clarity of writing – Were the articles written in a manner that is easy to understand?
- Overall presentation – Were the articles well-organized in the newsletter? Were there images/photographs included which contributed to the message of the articles?



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