



APPENDIX

ลิขสิทธิ์มหาวิทยาลัยเชียงใหม่

Copyright© by Chiang Mai University
All rights reserved



APPENDIX A

List of the experts' names

ลิขสิทธิ์มหาวิทยาลัยเชียงใหม่

Copyright© by Chiang Mai University

All rights reserved

List of the experts' names

The experts' names

- | | |
|-------------------------------------|--|
| 1. Assoc. Prof. Dr. Thep Pongpanich | Former President of Maejo University |
| 2. Dr. Manfred Reinke | English expert at the Faculty of Liberal Arts, Maejo University |
| 3. Asst. Prof. Paweena Chatsungnoen | Lecturer of English Language, General Education section, Maejo University – Phrae Campus |



ลิขสิทธิ์มหาวิทยาลัยเชียงใหม่
Copyright© by Chiang Mai University
All rights reserved



Appendix B
Lesson Plan 1-9

ลิขสิทธิ์มหาวิทยาลัยเชียงใหม่
Copyright© by Chiang Mai University
All rights reserved

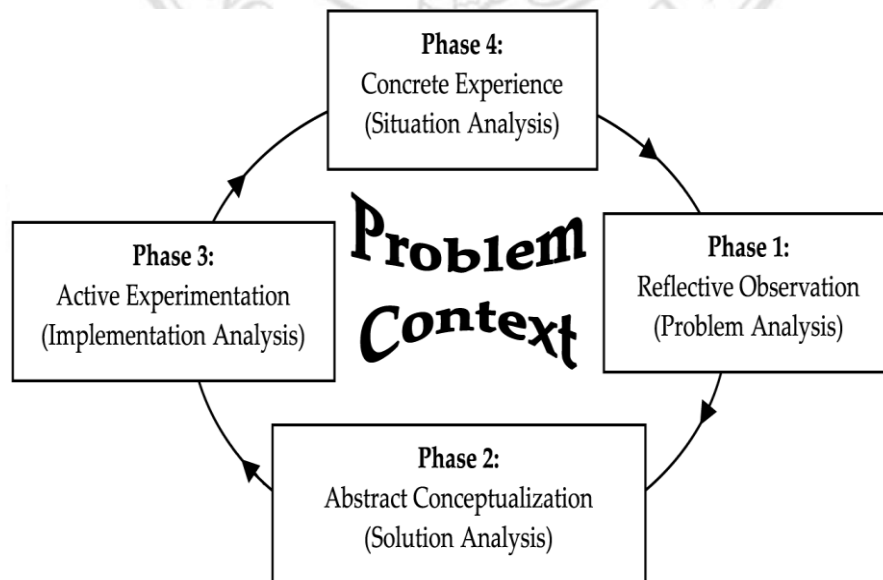
Unit 1 -Social Problems

Experiential Learning Approach : Problem-Based Learning

This unit is designed into a series of real-world, hands-on, PBL investigations. Students will gain new knowledge both content and language learning through the experience of solving a real world problem. Students will learn how to analyze a problem, identify relevant facts and generate hypotheses, identify necessary information/ knowledge for solving the problem and make reasonable judgments about solving the problem.

As students work with each problem students can develop their diagnostic reasoning and analytical problem-solving skills, determine what knowledge they need to acquire to understand the problem, and discover the best resources for acquiring that information, carry out their own personalized study using a wide range of resources, apply the information they have learned back to the problem, and integrate this newly acquired knowledge with their existing understanding.

Problem-based learning by nature takes time. Digital technology can make it possible to engage students in active, engaged and collaborative learning online during the various stages of PBL to complement the work done in the classroom. E-learning and collaboration tools like online forums, chat, and e-mail will facilitate discussion and learning among students and the lecturer, and enhances the learning experience as well.



Source: Adapted from Kolb (1984) and Cockerill *et al.* (1996)

Lesson Plan 1

Understanding Social Problems

Durations : 8 hours

Terminal Objective: Students should be able to discuss the impact of social issues on society.

Enabling Objectives:

Students should be able to:

1. access and use online dictionary resources,
2. discuss and share ideas about serious social problems in the world,
3. define vocabulary related to contemporary social problems, and complete the word table,
4. classify problems according to their categories,
5. distinguish the different features between a social problem and a personal problem,
6. read an article, identify the difference between a social problem and a personal problem,
7. complete the T-chart,
8. summarize the difference between a personal problem and a social problem,
9. make predictions, and evaluate their predictions,
10. discuss online via Facebook groups,
11. write a short paragraph discussing a social issue.

Pre-experiencing stage
(online activities)

1.The teacher asks students what a dictionary is for and what it enables us to find out.

2.The teacher introduces some online dictionary resources. (EO.1)

URLs:

- Cambridge Dictionaries Online
- Oxford Dictionaries (US)
<http://oxforddictionaries.com/>
- Collins Dictionaries
<http://www.collinsdictionary.com/dictionary/english>
- Merriam-Webster's Learner's Dictionary
<http://www.learnersdictionary.com/>
- Dictionary: Vocabulary.com
<https://www.vocabulary.com/dictionary/>


3. The teacher has students discuss about some serious social problems in the world.

Q: What are some of the serious problems plaguing the world today?

4. The teacher asks some students to share their ideas to the class. (EO.2)

5. The teacher distributes students copies of **handout # 1 Vocabulary related to contemporary social problems**, then has them find the definitions of the words, and complete the word table provided. (EO.3)

Handout # 1 Vocabulary related to contemporary social problems

 Look up the meaning of these words in online English dictionary, listen how each word is pronounced, and complete the word table.

Words	Parts of Speech	Definition
Alcoholism		
Abortion		
Suicide		
Violence		
Homosexuality		
poverty		
Unemployment		
Prostitution		
Homelessness		
Immigration		
Obesity		
Drug Abuse		
Terrorism		
Sexting		

Concrete Experience (In-Class Activities)

6. The teacher distributes **copies of handout 2 # What is a social problem?** to all students. Then the teacher asks them to read the list of problems and decide which of problems is a personal problem or a social problem. (EO.4)

Handout 2 # Personal or social problem?

Making Predictions. Read the list of problems, and decide which of the following is a personal or a social problem.

Problems	Personal problem	Social problem
Buying and selling pirated goods		
Having no pocket money		
Obesity and health problems		
School bullying		
not get along well with classmates		
Addiction to gambling		
Marriage problem		
homelessness		
feeling stressed or anxious		
Crime in community		
not being able to find soul mate		
Pollution		

7. * The teacher organizes the students in groups of 5-7, and has them share their answers to their friends. Then has them discuss, and write down the difference between a personal problem and a social problem in the T-chart provided. (EO.5)

Q: What do you think is the difference between a personal and a social problem?

Discuss: What do you think is the difference between a personal problem and a social problem?

T-Chart

The difference between a personal problem and a social problem	
A personal problem	A social problem

8. The teacher goes around each group to listen to everyone's ideas. Then the teacher asks each group to share their ideas to the class.

Reflective Observation

(In-Class Activities)

9. The teacher distributes copies of **handout 3 # A Personal Problem vs A Social Problem**, and has students read the article “*Personal Trouble VS Social Issue*”.

10. *After finished reading the article, the students are asked to identify the different features of a personal and a social problem, and complete T-chart provided. (EO. 6,7)

11. *The teacher and students discuss and summarize the difference between a personal problem and a social problem. (EO.8)

A personal problem is a problem, which affects only a particular individual. It has no affect on society. It can just be solved with the desire of individual to change.

A social problem is one that affects others or affects the society as whole. It involves much larger numbers of people. It is a condition that at least some people in a community view as being undesirable

12. The teacher has students compare their predictions written in the first T-chart and the information in the second T-chart, then encourages them to think whether their predictions are correct or incorrect.

Q: Compare your predictions before reading, and the information obtained after you have finished reading, are your predictions correct or incorrect?
What information you are using to make that decision?

Abstract Conceptualization (In-Class Activities)

13. The teacher distributes copies of **handout # 4 Making Predictions** to students, and explains the importance of making predictions about the text or content that helps them make connections between new information and what they already know.

14. The teacher distributes copies of **handout # 5 Global Social Problems** to the class, and explains that they are going to view a video on the subject of global social problems. Then the teacher asks students to individually make a prediction what social problems are facing our global community, and write in My predictions column.

Q: Can you predict what social problems are affecting people around the world?

Handout 5 # Global Social Problems

Predicting. Make a prediction what social problems are facing our global community, and write in My predictions column. As you view the video, list all the social problems you find in What the VDO actually presented column.

My predictions	What the VDO actually presented

(possible answers: Human trafficking, slavery, prostitution, poverty, homelessness, HIV/AIDS, war and violence, environmental issues, hunger)

15. The teacher suggests students to record the social problems presented as they watch the YouTube video “**Sociology: Global Social Problems - Visual Syllabus**”

16. *The teacher played the Youtube VDO two to three times. After viewing the VDO, the students list the problems actually presented, and write them in What the VDO actually presented column. Then evaluate their predictions. (EO.9)

17. The teacher asks students to list the social problems actually presented in the video, and use online dictionary resources to find the definition of problems listed.

18. The teacher informs students to use online tools (Google Doc, Facebook) to collaborate on assignments, projects, and promote teamwork.

19. The teacher asks each group to set up a Facebook group, and use their Facebook group for posting, sharing and commenting on a post within their group.

20. The students are encouraged to discuss these following questions on their Facebook group. (EO.10)

- ☺ What do you think is the most serious problem in the world?
- ☺ Why do you think so?
- ☺ How do these issues affect our society?

21. The teacher gives out copies of **handout # 6 Rubric for Asynchronous Discussion** to students as a guideline that students can follow.

Active Experimentation (In-Class and Online Activities)

22. Students are given copies of **handout # 7 Citation Guide**. The teacher to explains the importance of citation, and models how to write appropriate citation.

23. The teacher distributes copies of **handout # 8 Google Docs Individual Assignment 1 – Social Issues News** to students. Students are assigned to search the web for a news article concerning major social problems, and discuss how the selected social problem affect the society, and then write a response to the question given. The teacher also reminds students to cite sources properly and avoid plagiarism. (EO.11)

24. To submit the assignment, the students are asked to create a document in Google Docs, share with a.wannaubon4893@gmail.com, and give the teacher “edit” privilege so the teacher can comment.

Handout 8 # Google Docs Individual Assignment 1 – Social Issues News

1. Select a news article concerning major social problems, then paste the news article in your word document.

2. When you use material from the Internet, it's important that you should include the *full* URL for the page you cite in your paper (the web address that begins "http"). the date you accessed the site and also a full account of the person, group, or organization that sponsors the site.

The general form of a citation from an Internet source is:

Author's name. Title of Document. Title of Website. Sponsor of Website. Date of Document. Date of Access. URL.

3. Discuss how does the selected social problem affect the society?

4. Write a response to this question: "If you were a super hero how would you solve this problem?"

5. Send your word document to my e-mail account
a.wannaubon4893@gmail.com. (write your full name in the mail and in the document).

Assessment for Learning:

- Class participation (Observation Checklist)
- Group discussion (Observation)
- Online discussion Facebook page)
- Paragraph writing (Google Docs)

Learning Materials:

- Handouts / Powerpoint
- e-learning tools (Google Docs, Facebook)
- YouTube Video : "Sociology: Global Social Problems - Visual Syllabus"
<http://www.youtube.com/watch?v=faX6AZyfDrM>

Lesson Plan 2

Social Problems Analysis

Duration: 8 hours

Terminal objective: Students should be able to discuss the social problems in their community.

Enabling objectives:

Students should be able to:

1. Match the words related to social problems to the pictures,
2. Do the Think-Pair-Share activity,
3. Define the selected social problem,
4. Use online collaboration tools to identify an issue they are concerned about, create a problem statement, and generate questions for investigation, discussion, and share resources,
5. Participate in collecting information,
6. Complete the KWL chart,
7. Construct a poster presentation,
8. Do a gallery walk and complete the 5W1H graphic organizer,
9. Discuss and write a reflection on social problems in community,
10. Use information from the reading passage provided to complete the cause-and-effect diagram
11. Write a reflection showing moral awareness on effects of human activities on the earth,
12. Create a cause-and effect diagram, and write a cause and effect paragraph by using information on the poster presentation,
13. Write a cause and effect paragraph in Google Docs.

Pre-experiencing stage

1. The teacher write a question on the whiteboard “Why teamwork is important?”, then lets students discuss and share their opinions to their friends.

2.* The teacher presents a YouTube video “Motivational Video – Teamwork” (<http://www.youtube.com/watch?v=3goGMWHDIzA>) to the class, and explains the benefits of collaborative learning.

Collaborative learning is an educational approach to teaching and learning that involves groups of learners working together to solve a problem, complete a task, or create a product. Collaborative learning is based on the idea that learning is a naturally social act in which the participants talk among themselves. In a collaborative learning setting, learners have the opportunity to converse with peers, present and defend ideas, exchange diverse beliefs, question other conceptual frameworks, and be actively engaged. In so doing, the learners begin to create their own unique conceptual frameworks and not rely solely on an expert's or a text's framework

3. The teacher **has students form groups** of 5-7. Then distributes Students copies of **handout # 8 Roles and Responsibilities for Group Members**, and explains the various group member roles.

4. The teacher distributes copies of **handout 9 # Collaborative group work rubric** to students, then encourages **students to** make contributions to the discussion and to the work of the group tasks.

Concrete Experience

(In-Class Activities)

5. The teacher passes out copies of **handout # 10 Social problems in community** to students, and allows 5-10 minutes for students to review the list of social problems, and match the words to the pictures provided.(EO.1)

6. The teacher distributes students copies of **handout # 11 Think-Pair-Share**, then introduces the Think-Pair-Share strategy to students. Then explains to students that they will (1) think individually about a topic or answer to a question;(2) pair with a partner and discuss the topic or question; and (3) share ideas with the rest of the class.

7. The teacher asks students to think of three major problems in Rong Kwang community, and write down their individual thoughts in the "Think" section of the worksheet. Students are encouraged to give the reason for identifying each social issue as well. (EO.2)

8. The students are asked to pair up and discuss their responses. Then summarize their common ideas in the "Pair" section of their worksheet. The teacher walks around and monitors the discussion.

9. Once partners have shared their thoughts and have a discussion, all of the pairs choose one major idea to share with the entire class. This should be written in the "Share" section of their worksheet.

Handout 11 # Think-Pair-Share

In this strategy, a problem is posed, you will have time to think individually about a topic or answer to a question, and then you will pair with a partner and discuss the topic or question and share your ideas with the class.

Think - Write down your individual thoughts in the "Think" section of the worksheet.

-What are the 3 most important social issues in Rong Kwang community?

Issue #1	Issue # 2	Issue # 3
Reason:	Reason:	Reason:

Pair - Pair up and share your individual thoughts.

- When I met another student, the 3 most important social issues Rong Kwang community that he/she identified are:

Issue #1	Issue # 2	Issue # 3
Reason:	Reason:	Reason:

Share

- When I compare my list with my peers, we decided that the 3 most important social issues in Rong Kwang community are:

Issue #1	Issue # 2	Issue # 3
Reason:	Reason:	Reason:

10. The teacher asks each group to discuss and select a social problem in Rong Kwang community that everyone would be interested in studying. Then distributes copies of **handout # 12 5W1H approach** to students, and explains how to use 5W1H approach in defining a problem.

11. The teacher gives out copies of **handout # 13 Defining the Social Problem** to the class, and instructs each group to scope and define precise nature of their selected social problem. Teacher walks around to monitor and offer assistance and guidance to students. (EO.3)

12. * Once the problem has been defined, the teacher distributes copies of **handout # 14 KWL Chart and KWL Chart Example** to students, and explains what a KWL chart is, what each column requires, and how it works.

Handout 14 # KWL Chart		
KWL chart is an excellent tool for identifying prior knowledge, developing a plan for investigation of a problem or topic, and summarizing newly acquired knowledge and skills. KWL chart helps you brainstorm what you know about a topic, what you would like to know, and how will you find information.		
(K) What I already know about the topic?	(W) What do I want to Know about the topic?	(L) What have I learned about the topic?

13. Then the teacher provides copies of **handout 15 # KWL Chart Rubric** to the class, and reviews the task to be completed and how the rubric will be used to evaluate it.

14. The teacher gives out copies of **handout # 16 Group Assignment 1 : Poster Presentation Project** to students, and has them read through the assignment together.

15. The teacher encourages students to research the topic out of class and create a poster to present their selected social problem.

Reflective Observation

(Out-of-Class Experiential Activities and Online Activities)

16. Each group creates a KWL chart in Google Docs. The group members brainstorm what they know about their selected social problem, and write the ideas in the K column. Then they generate the questions of what they want to know and need to know, and write in the W column. (EO.4)

17. The teacher asks students to write about what they think will be the causes and effects of their selected social problem.

18. Each group determines different roles to each member, plans how they get will the information, and research their selected social problem. Then the members of each group conduct an investigation and use library and computer resources to do research on the problem.

19. The teacher also reminds each group to pay attention to new facts, ideas, and information related to their problems. The group members share information in Google Docs. They integrate information and use a closed group Facebook page to participate in discussion on new knowledge. (EO.5)

20. The teacher checks students' work shared on Google Docs and provides feedback. The teacher asks students to evaluate whether their prediction is correct or not, and monitors students discussion on Facebook page.

21. Students gather information for answers to their questions generated, and write what they learned and answer specific questions in the L column. Once students have completed the KWL chart, the teacher has them create a poster presentation about the causes and effects of their selected social problem.(EO.6)

The screenshot shows a Google Docs interface with a document titled "Gambling problem Slot Machine". The document contains a KWL chart and a table of questions. The KWL chart has three columns: K (Know), W (Want to know), and L (Learned). The table lists questions related to gambling problems.

K	W	L
1.The gambling is illegal.	1.What is the reason cause people addic to gambling?	1.Unpleasent feels such as stress, dopression, loneliness , fear and anxiety can trigger compulsive gambling.
2.The gambling is the weaering of money or something of material value (referred to as "the stakes").	2.What is the gambling problem?	2.Gamblin Problem isn't just about losing money.Gambling Problem can affect a person's whole life.
3.The gambling is cause the Pathological gambling.	3.Why is agambling problem?	
	4.How to help with a	

23. The teacher shares a **handout # 17 Poster Project Rubric** with students on Google Docs before they complete the assignment so that students have explicit guidelines regarding teacher expectations.

Abstract Conceptualization (Out-of-Class Activities)

24. On presentation day, the groups put posters up around the exhibition court.
(EO.7)

25. The teacher tells students that they are going to participate in a gallery walk exploring the causes and consequences of social problems occur in the community.

26. The teacher gives out copies of **handout # 18 5W1H graphic organizer** to 1 students, and explains that they are to complete each graphic organizer by using the information from the gallery walk.

27.The teacher provides each group with 3-5 minutes to present their poster and discuss what they learned about the social problem they researched.

28. The teacher has students independently take a gallery walk, read the presentation, jot down their observations, and complete the 5W1H graphic organizer. (EO.8)

29. The teacher asks students to spend a short period of time in small group discussion on their observations, and evaluate each poster by using the poster project rubric provided in handout # 17. (EO.9)

30. Students are randomly asked to explain the social problems presented by using graphic organizer as a guideline.

31. The teacher distributes students copies of **handout # 19 Reflective Thinking and Writing**, then talks about the importance of reflection in the learning process and how to structure reflective writing.

Handout # 19 Reflective Thinking and Writing

Structure for reflective writing

When you write reflectively, use the **three W's**:

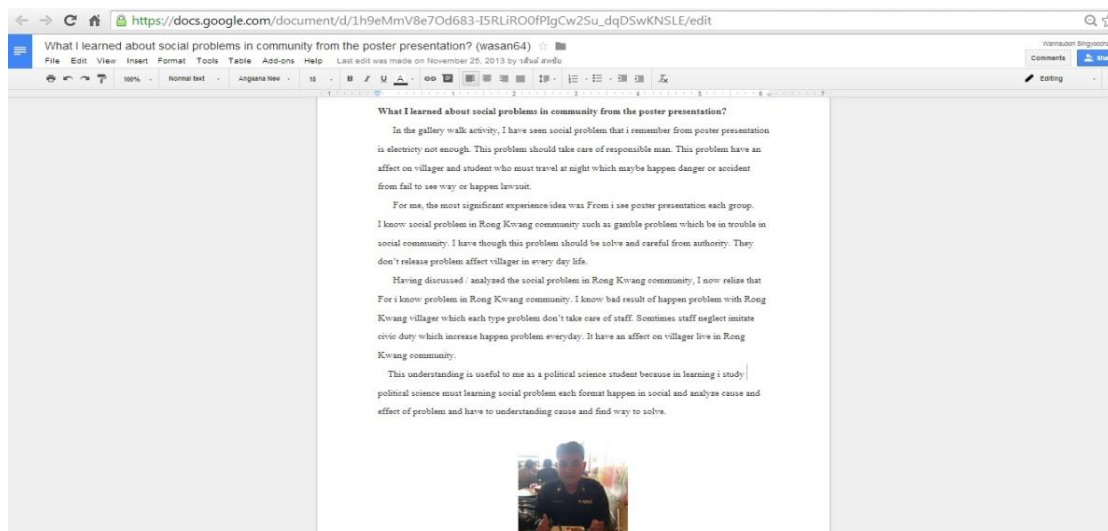
What? (description) - What happened? Who was involved?

So what? (interpretation) - How can it be explained? How is it similar to/different from others?

What is most important/interesting/relevant/ useful aspect of the event/idea/situation?

What next? (outcome) - What have I learned? How can it be applied in the future?

32. Students are encouraged to write a reflection on “ What I learned about social problems in community from the poster presentation?”, and share with the teacher on Google Docs.



Abstract Conceptualization (In-class Activities)

33. The teacher presents students the YouTube video on “Cause and Effect Lesson Presentation” (<http://www.youtube.com/watch?v=-jb4W8UJFgE>) to help students understand a cause and effect relationship. Then the teacher suggests some useful websites for students to work through the exercises at their own pace.

Writing Well: The Perfect Couple: Cause and Effect | Infoplease.com
<http://www.infoplease.com/cig/writing-well/perfect-couple-cause-effect.html>

What Caused It? - Beacon Learning Center

<http://www.beaconlearningcenter.com/WebLessons/whatcausedit/default.htm>

ESL Quiz - Adverb Clauses - Cause and Effect Relationships ...

http://a4esl.org/q/h/mb/adv_cause.html

ELC Study Zone: Cause-and-Effect Linking Words

<http://web2.uvcs.uvic.ca/elc/studyzone/570/pulp/hemp5.htm>

Cause and Effect Review - Grammar-Quizzes

<http://www.grammar-quizzes.com/8-7.html>

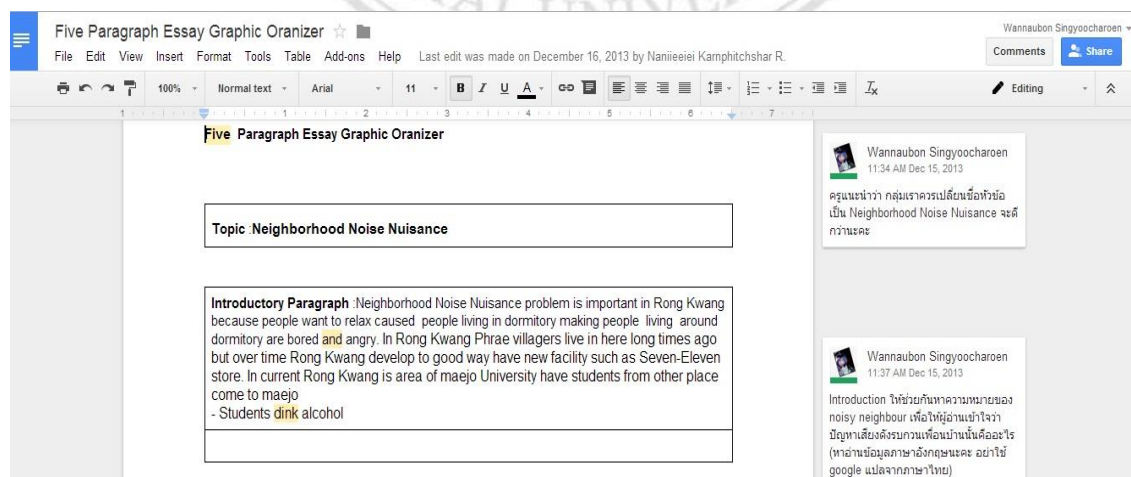
34. The teacher distributes copies of **handout # 20 Cause and Effect Essay** and **handout # 21 Model Essay** to students, and explains how to structure a cause and effect essay.

35. The teacher gives out copies of **Handout # 22 Cause and Effect Essay Outline** to the class, **handout # 22 Cause and Effect Graphic Organizer**, then asks students to read the model essay and complete the cause-and-effect diagram provided. (EO.10)

36. Once everyone in the class finishes the activity, the teacher has pairs of students evaluate each other's work. Students are allowed to revise their cause-and-effect diagram after discussing it with their partner.

37. The teacher goes over the paragraphs again, and explains how details and examples are given to explain/illustrate each of the causes and effects.

38. Each group is assigned to create a cause-and effect diagram by using information presented on their poster, then write an essay describing the causes and effects of their selected social problem. (EO.11)



39. The teacher presents students the YouTube video on ‘Michael Jackson's Earth Song- Cause and Effect Video’ (<https://www.youtube.com/watch?v=SLi2QU3OEOQ>), then encourages students to write a reflection on ‘Effects of Human Activities on the Earth’, and share with the teacher on Google Docs. (EO.12)

- Describe 3-4 effects of human activities on the condition of the earth.
- Who do you think will be most affected by these human activities? Why?
- What can you do to reduce the bad effects of these activities and save the earth?

Active experimentation

(Online Activities)

40. The teacher explains the similarities and differences between a paragraph and an essay by using power point. Then the teacher provides students copies of **handout 23 # Cause and Effect Topics**, and has students select a topic that interests them.

41. The students are given copies of **handout # 24 Google Docs Writing Assignment 1 – Cause and Effect Paragraph**. The teacher reviews the assignment directions with students.

42. The teacher distributes copies of **handout #26 Rubric for Cause and Effect Paragraph** to students, and clarifies expectations for students, and encourages them to self-assess their assignments before submission.

43. Student individually writes a cause and effect paragraph in Google Docs, and shares to the teacher. (EO.13)

Assessment for Learning:

- class participation (observation)
- social problem poster presentation (peers evaluation)
- a cause and effect paragraph (Google Docs)
- a reflective writing (Google Docs)

Learning Materials:

- e-learning tools (Facebook, Google Docs)
- YouTube video :

“Cause and Effect Lesson Presentation” <http://www.youtube.com/watch?v=-jb4W8UJFgE>, ‘Michael Jackson's Earth Song- Cause and Effect Video’

<https://www.youtube.com/watch?v=SLi2QU3OEOQ>

- PowerPoint

- Handouts:



ลิขสิทธิ์มหาวิทยาลัยเชียงใหม่

Copyright© by Chiang Mai University

All rights reserved

Lesson Plan 3

Alternative Solutions to Social Problems

Duration: 8 hours

Terminal Objective: After finishing the unit, the students should be able to propose solutions to social problems they concerned.

Enabling Objectives: Students should be able to:

1. identify and state a problem related to topic under study.
2. express their opinions on existing solutions to social problems,
3. complete the FILA table,
4. work in a group, conduct a research to collect information,
5. share, evaluate and synthesize the information obtained,
6. suggest alternative solutions to a problem,
7. develop solutions that are acceptable for the real context,
8. select the most viable solution to a social problem,
9. do a simulated public hearing project for propose solution to a social problem,
10. write a problem-solution paragraph in Google Docs.
11. write a report on a simulated public hearing project.

**Pre-experiencing stage
(in class activities)**

1. The teacher has students think about their past experience by asking:
 - Have you ever had a problem and had to solve it before?
 - How did you solve it?
 - What did you learn from the problem and the solution?
2. The teacher distributes students copies of **handout # 25 Tell me about a time when you:**, and encourages them to share their experiences to the class by following these steps:
 - a. Describe the situation that you were in or the task that needed to be accomplished.
 - b. Describe the action you took

- c. How did the event end? What did you accomplish? What did you learn?







3. The teacher presents a YouTube video ‘Turning Problems into Solutions’ (<http://www.youtube.com/watch?v=rb59hZ02MQc>). In reference to the video, they suggest for people to look at solutions instead of trying to find the root to their individual problem in life.

Concrete Experience (In class activities)

4. The teacher distributes copies of **handout # 26 Problem Solving Skills** to students, and gives a brief explanation about the steps in problem-solving.

5. The teacher gives students copies of **handout # 27 Problem Solving Using Six Thinking Hats®**, and lets students watch a YouTube video ‘6 Thinking Hats’ (<https://www.youtube.com/watch?v=CHl6X740OsU>). Then the teacher explains the six thinking Hats method.

6. The members of each group are given colored pages corresponding to the different hats. Each group is required to apply different hat thinking to find the solution for their group’s selected problem.

Red Hat (Feelings) 	What are my feelings about this? (emotion/ intuition)
Yellow Hat (Strength) 	What are the good points? (positive thinking)
Black Hat (Weakness) 	What is wrong with this?(negative aspects)
Green Hat (New ideas) 	What is possible? (creativity)
White Hat (Information) 	What are the facts? (neutral, facts)
Blue Hat (Thinking) 	What thinking is needed? (Organizing the thinking , summarizing your thoughts)

7. The group members do the online discussion on Facebook group, analyze the solution proposed from the perspectives corresponding to the six thinking hats, then they evaluate the outcomes of that thinking and report out.

8. The teacher distributes copies of **handout # 28 Public policy analysis**, then has them read and identify the steps in a public policy analysis.
(*collecting evidence of the problem, identifying the causes of a problem, evaluate the effectiveness of the specific policy, reduce negative outcomes and propose solutions*)

9. The teacher distributes copies of **handout # 29 Evaluate a policy** to students, and has them work in their group evaluating some existing public policies by following the steps. (EO1,2)

- State one of the major existing policies that attempts to deal with the social problem
- What are the advantages of this policy? (consider effectiveness, costs, enforcement, public acceptance):
- What are the disadvantages of this policy? (consider effectiveness, costs, enforcement, public acceptance):
- Based on your evaluation of the advantages and disadvantages should the current policy be totally replaced, strengthened, or improves? What advantages, if any, from the current policy should be retained? What disadvantages, if any, should be eliminated?

10. The teacher gives out copies of **handout # 30 Problem Based Learning (PBL) Thinking Tool: FILA Chart**, and introduces the use of FILA table (Facts, Ideas, Learning Outcomes/ Issues and Actions) to overcome problem solutions.

Facts	Ideas	Learning issues	Action Plan
Identify facts (including the problem) given or known	Make deduction or inference from the facts and brainstorm ideas to solve the problem.	Ask questions and form learning issues.	Come out with an action plan for learning

Reflective Observation

(Online activities)

11. The teacher distributes students copies of **handout # 31 Identify Potential Alternatives**. Students are asked to create a FILA chart in Google Docs, brainstorm and discuss their select public policy problem, do their self-directed learning, and propose three possible alternatives. (EO.3)

12. The group leader assigns roles to group members. Then the students do their assigned tasks, conducting their own research and gathering relevant data and information needed from several sources as they have planned. (EO.4)

13. The members of each group share their discoveries, then the group evaluate and synthesize the information obtained. (EO.5)

14. The teacher encourages the students to generate as many solutions as possible, and /or do more research if necessary.

15. Each group completes the FILA chart, proposes 3 possible alternatives, and share with the teacher on Google Docs.

Abstract Conceptualization

(In class activities)

16. Each group's presenter orally presents their FILA chart to the class. The other groups are encouraged to give comments on the alternatives proposed. (EO.6)

17. The teacher distributes copies of **handout # 32 Develop Alternatives** and **handout # 33 Developing Criteria to Evaluate the Potential Alternatives** to the class, then an invited lecturer in Political Science gives a brief explanation on how to develop, analyze, and evaluate the potential alternatives.

18. The teacher gives out copies of **handout # 34 Evaluating Alternative to Determine the Best One** to students, and asks them to select the best solution for solving their public policy problem by following the steps:

- a. List the three public policy alternatives proposed in handout # 31.
- b. Set criteria to evaluate all possible alternatives.
- c. Complete the table of a comparative analysis.
- d. Analyze the alternatives and re-rank from the best to the least desirable
- e. Decide on the best solution.
- f. Discuss why their group prefers one alternative over the other two alternatives.

19. The members analyze and evaluate each solutions proposed and develop solutions that are acceptable for the real context. (EO.7)

20. The group members discuss the proposed ideas, and select the most viable solution after supplying the evidence. (EO.8)

21. The teacher has each group prepares to present the solution to the whole class.(EO.9)

Abstract Conceptualization (In class activities)

22. Some lecturers of political science major join the presentation to evaluate the feasibility of the solutions proposed.

23. The volunteers from each group orally present their groups' solutions to the class and they have to defend and answer questions raised by peers and the lecturers.

24. After all groups have presented their solutions, the political science lecturer gives a brief presentation on the possible responses to the problem.

25. The teacher explains 'how to write a problem-solution paragraph' and gives the sample paragraph 'Snatch Theft'.

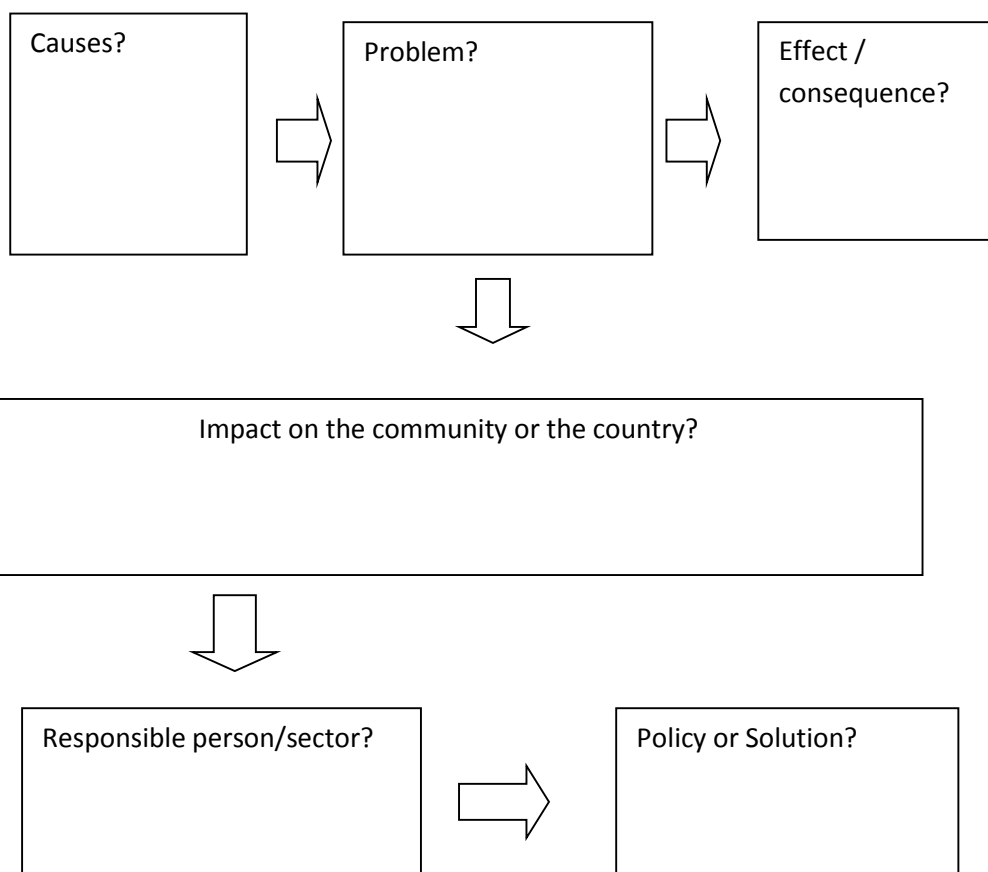
26. The teacher distributes a passage “*Homeless children: a significant caution for Thai social problem* ”,then has the students read and identify the problem presented.

27.* The students are asked to read again, and identify the solutions given in the passage. Then the teacher allows the students to express their opinions about the feasibility and effectiveness of the solutions.

28. The teacher encourages students to write a problem –solution essay suggesting one or two more effective solutions to homeless children problem.

Handout # 39 Reading Activity

Direction: Read the news article and complete the chart provided below



What exactly do they think the government should do about the problem?

29. The teacher gives a brief lecture on writing a letter to public officials and gives some samples.

30. Students were encouraged to practice by writing a letter to the director of Maejo University-Phrae Campus explaining the problem and suggesting a solution for making the campus more beautiful. (EO.10)

Active Experimentation
(Out-of-Class and Online activities)

31. As a group assignment, students were to apply knowledge obtained from the lecture to develop a solution for their selected public policy problem and propose a solution for their selected public policy problem in a form of simulated public hearing. The researcher provided a simulated public hearing evaluation rating sheet, and explained the expectations to students.

32. Students are asked to write a report on their simulated public hearing project, and share to the teacher. (EO.11)

Assessment for Learning :

- class participation (Observation Checklist)
- online discussions (Facebook page)
- a problem-solution essay
- a letter to the official (Google Docs)
- a group project report (Google Docs)

Learning Materials:

- e-learning tools (Facebook, Google Docs)
- worksheets : FILA table
- reading article : ‘*Homeless children: a significant caution for Thai social problem*’, ‘*Snatch Theft*’.
- PowerPoint
- Handouts

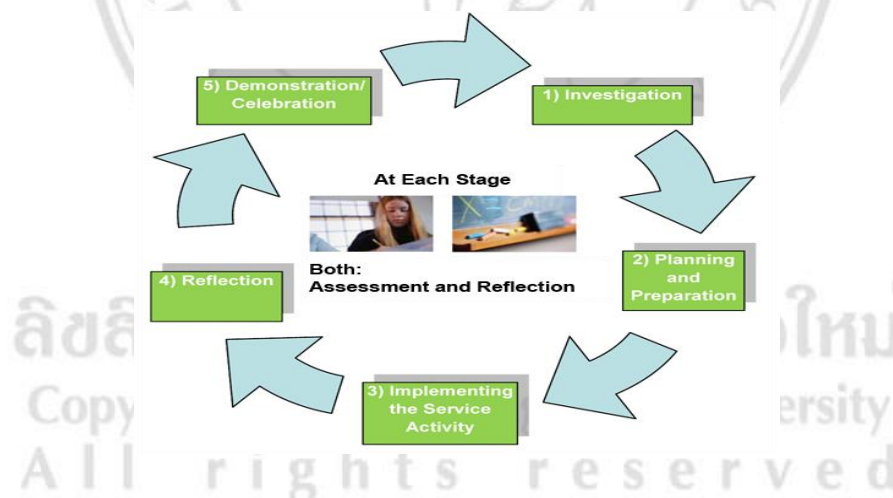
Unit 2

Theme: Social Justice

Experiential Learning Approach: Service Learning

Course Orientation to service learning

Service-learning goes beyond what is learned in the classroom. It is a hands-on experience. Students gain new skills by working directly with the community. Service-learning enhances students' valuable academic skills, including communication, teambuilding, and critical thinking; builds their self-esteem; and develops their sense of responsibility for decision-making. This unit is designed by using a method of encouraging student learning and development through active participation in thoughtfully organized service that is conducted in, and meets the needs of, a community. It helps foster civic responsibility. The content of the lesson is entirely linked to democratic issues/concerns – rights, rules – that students confront every day. This lesson is constructed to help encourage students to become critical thinkers who are more aware and prepared for civic engagement, and active citizenship.



Social justice and human rights

The concepts of social justice are codified in the form of human rights, international commitments to protect civil and political rights, economic, social and cultural rights. Education about social justice and human rights allows students to understand the importance of treating people equitably and the responsibilities we all have to protect the rights of others'.

Lesson Plan 4

Social Justice and Human Rights

Duration: 8 hours

Terminal Objective: Students should be able to express opinion on respecting human rights

Enabling objectives:

Students should be able to:

1. define and share their ideas about the meanings of justice and social justice,
2. complete the paragraph by using some vocabulary related to social justice,
3. tell what they know about human rights and the issues that are of concern to them,
4. create a KWL chart on Google Docs, and collaboratively conduct the research to complete the chart online,
5. use a variety of technological and information resources to gather information needed,
6. use online collaboration tools to share, discuss, and organize their knowledge of human rights,
7. write a reflection on Google Docs to reflect what they learned from KWL chart assignment,
8. share their KWL to the class,
9. list 30 articles of human rights, and identify what right each article focus on,
10. explain each Article of Human Rights in their own words and give some example,
11. create a poster to raise people's awareness of the importance of human rights.

Pre-experience

- As a warm-up activity, the teacher has students define the words “ justice” and “social justice”, and write in the space provided.
- The teacher asks some students to share their definitions to the class. (EO.1)
- The teacher introduces some vocabulary related to justice, and has students complete the paragraph. (EO.2)
- The teacher and students orally summarize the meaning of justice and social justice
 - *The teacher presents a YouTube video “Injustice and Justice in the World <http://www.youtube.com/watch?v=YuWN8BeXHv8>, and points out the social injustice that people in the world have to face with. Then the teacher asks students to discuss what they could do or act for social justice.

Concrete Experience (In-class Activities)

1. In a large group, the teacher asks learners “In a large group, the teacher asks students : “What you think of when you hear the words **human rights**?”

2. The teacher has students turn to a partner and take a few more minutes to share their thoughts.

3. The teacher distributes copies of **Handout # 1 The Human Rights Squares** to students, then explains that the chart is made up of 16 squares. Each square describes one human rights topic. The student's job is to fill in at least one example for each square.

Handout # 1 Human Rights Squares

Direction: Using members of the class as sources of information, move about the room, get an answer and signature from a different classmate for each square. Stop when time is called.

1. A human rights	2. A country where human rights are violated	3. A document that proclaims human rights	4. A Group that wants to deny rights to others
5. An organization which fights for human rights	6. A country where people are denied rights because of their race or ethnicity	7. A movie about human rights	8. A book that is about human rights.
9. A country where people are denied rights because of their religion	10. A singer who sings about human rights	11. A person who is a defender of human rights	12. A human rights all children should have
13. A country where the rights of different groups are in conflict	14. A group of people denied right to establish their own nation or homeland	15. Rights of yours that is respected	16. A human rights violation that concerns you personally

4. To demonstrate, the teacher takes Square #7, “A movie about human rights”, and writes “The Pursuit of Happiness” on the board and explains that this is one example of human right.

5. The teacher give students 10-15 minutes to move about the room trying to fill in as many squares as possible, and get a signature from a different classmate for each square.

6. When the time is up, the teacher has students stop and check their answers. The teacher calls on individual students and asks them to choose a square, announce their square. (EO.3)

7. The teacher gives out copies of **handout # 2 KWHL Chart** to the class, and Introduce the KWHL strategy. The teacher has students write the information obtained from the human rights squares activity in the K-column, then write what they want to know about human rights in the W-column.

8. Students are asked to identify resources and develop a plan for gathering the information needed to answer their questions, and write how they will find information in the H-column.

9. Students are given copies of **handout # 3 KWHL Chart Assignment**, they are assigned to work in their groups, and conduct the research to complete the KWHL chart.

Reflective Observation

10. Each group creates a KWHL chart on Google Docs. The group members brainstorm and share what they know about human rights, and write the ideas in the K column. Then they generate the questions of what they want to know about human rights and write in the W column.

11. Each group identifies and plans where and how they will get the information needed, and write in the H-column.

12. Students locate sources of information, find credible information within sources, take notes and cite their sources. (EO.4)

13. The group members share and organize information from multiple sources. Then add the information gathered in the L-column. All members participate in the sharing of ideas for the KWHL chart. (EO.5)

14. The teacher asks students to individually write a reflection on Google Docs.

“ What did I learn from KWHL chart assignment?” (EO.6)

Abstract Conceptualization
(In-class activities)

15. The teacher has the presenter from each group share their KWHL chart to the class. (EO.7)

16. The teacher passes out copies of **handout # 4 Our Human Rights are Important** to students, then has them discuss the following questions in their group:

- ◆ Are human rights the same for all people?
- ◆ Can our human rights be taken away?
- ◆ Do we have the right to do whatever we want to do? (If not, why not?)
- ◆ What can we do to promote and protect human rights?

As students discuss with their friends, the teacher circulates and monitors the discussions. (EO.8)

17. The teacher briefly explains the origins of the Universal Declaration on Human Rights, then facilitate a student discussion about what they believe to be the rights all humans should have, and writes their ideas on the board.

18. The teacher tells the class that they are going to watch a YouTube video “The 30 Articles of Human Rights” (<http://www.youtube.com/watch?v=36CUIaqmFi4>), while watching the video, students are to list what rights each article focus on the handout. (EO.9)

19. The teacher asks students to share their lists to the class.

20. The teacher passes out copies of Summary Version of the Universal Declaration of Human Rights to students. The teacher has each group read through the UDHR and try to explain each Article in their own words and give an example. The teacher circulates and monitors the discussions. (EO.10)

Active experimentation

(In-class, out-of-class , online activities)

21. To raise people's awareness of the Universal Declaration of Human Rights, the teacher assigns each group to design and create a poster and a slogan to informing people about one of the rights outlined in the Universal Declaration of Human Rights. (EO.11)

22. Students discuss and decide the human rights articles they are interested via Facebook groups,

23.*The teacher monitored each group's online discussion and provided students with a list of helpful links and suggested them to consider how to create effective and communicative poster presentations.

24. Students display their posters on the allocated poster board. General people are invited to share their opinion on the importance of human rights.

Assessment for Learning :

- Class participation (Observation Checklist)
- the KWHL Chart (Google Docs)
- online discussions (Facebook group)

Learning Materials:

- e-learning tools (facebook, Google Docs)
- handouts
- powerpoint
- youtube video "The 30 Articles of Human Rights"
(<http://www.youtube.com/watch?v=36CUlaqmFi4>)

Lesson Plan 5

Human Rights Violation

Duration: 8 hours

Terminal Objective: After finishing the unit, the students should be able to discuss on human rights violation.

Enabling Objectives:

Students should be able to:

1. identify various types of human rights violations,
2. express their thoughts and feelings about human rights violations,
3. discuss and share their ideas about human rights violations,
4. discuss on some examples of social injustice with their peers,
5. find a news article exposing a current selected social injustice,
6. read a persuasive writing and identify the author's opinion, purpose and audience,
7. write a reflection on human rights violation,
8. analyze the persuasive writing format,
9. work in a group to discuss and debate the topic provided, and persuasively argue their own opinion on the issue and represent the views of others.
10. develop the outline of a persuasive paragraph,
11. write a persuasive paragraph.

Pre-experiencing Stage:

-The teacher shows some photos illustrating the violation of human rights, then asks: "If human rights are so important and 192 countries (excluding the US) have signed the Universal Declaration of Human Rights, why do so many violations occur?"

-Students share ideas in a large group. The teacher walks around and monitors the discussion.

Concrete Experience

(In class activities)

1. The teacher distributes students copies of **handout # 6 Human Rights Violations Around the World**, and tells students that they are now going to watch a YouTube video “**Human Rights Violation**”(http://www.youtube.com/) that illustrates some types of human rights violation.

2. Students are asked to identify examples of human rights violations presented. The teacher has students watch a YouTube video and take notes. (EO.1)

3. After watching the VDO, the students call out various types of abuse of human rights, the teacher writes them down on the whiteboard. (The answers include: discrimination on the grounds of age, race, gender, faith, disability, etc.)

4. The teacher has students express their thoughts and feelings after seeing how human rights are violated by asking:

- ◆ What was your reaction when somebody's rights were not respected?
How did you feel?
- ◆ How are individuals and society affected when rights are denied?

5. The teacher asks some volunteers to share their thoughts and feelings. (EO.2)

6. The teacher distributes copies of **handout # 7 Social Justice and Social Injustice** to the class, then allows students to read and discuss on some examples of social injustice provided. (EO.4)

7. The teacher gives out students copies of **handout # 8 Google Docs Individual Assignment 2 - Social injustice issues**, then goes over the assignment and checks for students understanding. (EO.5)

Reflective Observation

(In-class and online activities)

8.*The teacher distributes copies of **handout # 9 Fight to Defeat Social Injustice** to students, and has them a news article “Fight for human rights focuses on Thai university tradition.”, and identify the author’s opinion, purpose and audience.

Direction: 1.Create a table on Google Docs.

2.Read the news article, identify the author’s opinion, purpose and audience, and fill in the table.

Article Title	Writer’s Opinion	Writer’s Audience	Writer’s Purpose

3. Create a document on Google Docs, write an opinion essay to respond to the question: “*Do you agree that university tradition of rub-nong ("welcoming the newcomer") could be described as ritualised abuse, and violations of human rights.? Why?*”

9.* The teacher encourages students to discuss about the welcoming new comers or Rub Nong in Thai university, they are asked to express their opinions about Rub Nong ceremony before reading the news article given.

10. Students read the news article to, and identify the author’s opinion, purpose and audience, then fill the information in the table. (EO. 6)

11. Students are asked to create a document in Google Docs, and individually write a reflection to respond the teacher’s prompt:

Do you agree that university tradition of rub-nong ("welcoming the newcomer") could be described as ritualised abuse, and violations of human rights.? Why?

12. Students share their reflective writing to the teacher. (EO.7)

Abstract Conceptualization

(In class activities)

13. The teacher asks some student who agrees with the SOTUS system and a student who disagrees with SOTUS system to discuss their opinions and back up with their own reasoning.

14. The teacher distributes students copies of **handout # 10 Persuasive Writing**, and briefly explains what a persuasive writing is, then has students read a persuasive writing model “**Should Marine Mammals Be in Captivity?**”

15. The teacher encourages students to analyze the writing model, and fill in the table provided. (EO.8)

The teacher asks the following questions to help students analyze:

- ☐ - What is this writer’s opinion? / What does the writer concern?
- ☐ - Who is the audience?
- ☐ -What does the writer want us to do or believe?

16. The teacher distributes copies of **handout # 11 Effective Persuasive Paragraph** to students, then explains parts of a persuasive paragraph, and gives a model paragraph.

17. Students are given **handout # 12 Persuasive Paragraph Graphic Organizer**. The teacher models how to use a persuasive paragraph graphic organizer to plan and prepare the content of their paragraph.

18. The teacher gives out copies of **handout # 14 What is Your Opinion on Animal Rights?** to the class, and tells students that they are going to watch a YouTube video “Marine Mammals In Captivity” (<http://www.youtube.com/watch?v=hhM8y0sxqL4>).

19. Each group members persuasively argue their own opinion on the issue and represent the views of others. (EO.9)

Active Experimentation

(In class and online activities)

19. Students are assigned to write a persuasive paragraph on the topic “ *Should amazing animals be kept in captivity in facilities such as zoos or aquariums?*”

20. The teacher hands out copies of **handout # 14 Persuasive Paragraph Rubric** to the class, so students will have concrete directions about what makes a good persuasive writing piece.

21. Each student creates a document on Google Docs, develop the outline of the paragraph, and write the first draft. (EO.10)

22. *The teacher visits the writing pages of each group and provides feedback according to the persuasive paragraph rubric given.

23. Students revise the first draft, and share a complete persuasive paragraph to the teacher. (EO.11)

Assessment for Learning :

- class participation (Observation Checklist)
- group discussion (Observation)
- reflective writing (Google Docs)
- persuasive paragraph (Google Docs)

Learning Materials:

- e-learning tools (Facebook, Google Docs)
- YouTube video:

“**Human Rights Violation**” (<http://www.youtube.com/watch?v=3Gmd2X2G90w>)

“**Marine Mammals In Captivity**” (<http://www.youtube.com/watch?v=hhM8y0sxqL4>).

- news article “Fight for human rights focuses on Thai university tradition.”
- Handouts/ Powerpoint

Lesson Plan 6:

Community Service Learning for Social Justice

Terminal Objective: Students should be able to make a plan of service learning project.

Enabling Objectives:

Students should be able to:

1. listen to the song, and fill in the missing words to the song lyric,
2. discuss the theme, and feelings brought out in the song,
3. discuss and share their ideas about social awareness and social actions to the rest of the class,
4. investigate human rights issues in the community and identify the impact of human rights issues on individuals and communities,
5. do some research on the injustice of interest and find out about the problem in the community.
6. identify an appropriate way of taking action on their issue,
7. develop the project plan, plan the tasks and responsibilities they going to do in each phrase of service,
8. write a persuasive paragraph to inform the public of their service learning for social justice project,
9. implement the plan, do the service,
10. write a report to demonstrate the effectiveness of their project online.

Pre-experiencing stage:

-The researcher introduces the pedagogy of service learning, and presents a YouTube video “Service-Learning: Our Community is Our Classroom” to the class.

-After watching the video, students are encouraged to discuss the impacts of service learning on students and community.

Concrete Experience

(In- class activities)

1. The teacher explains the 5 core components of service learning that include:
 1. Investigation
 2. Planning/Preparation
 3. Action
 4. Reflection
 5. Demonstration/Celebration
2. Students are given copies of **handout # 15 Together We Can Heal... Heal Our World.**
3. The teacher tells the class that they are going to watch a YouTube video “Heal the World” <https://www.youtube.com/watch?v=NKx9mHdEzG8>. Students are asked to fill in the gaps with the missing words. (EO.1)
4. After listening, teacher goes through the song lyrics, and encouraged students to discuss the theme, and feelings brought out in the song. (EO.2)
5. The teacher has students watch the video again, and notice how people on the video take action for social justice.
6. The teacher asks: how are you going to make an effective difference in the cause for injustice in this world?, then leads the discussion about social awareness and social actions. Students are invited to share their ideas to the rest of the class. (EO.3)
7. The teacher distributes copies of **handout # 16 End the Injustice** to the class, then has students read the article ‘*The cause & effect of injustice in our world*’, and discuss in their groups about the steps that we can take to make an effective difference in our world of injustice
8. The teacher suggests students to visit (<http://www.servicelearning.org/youthsite>) to find out what other students are doing and get ideas for a service-learning project of their own.

9. The teacher presents a YouTube video “ The Boy and the Starfish” (<http://www.youtube.com/watch?v=PkV0jvmBLOc>) to the class, and then encourage students to discuss how the small things that we do make a difference.

10. The teacher distributes copies of **handout # 17 Taking Action: Stop the Social Injustice in Community** to students, and explains the Service Learning for Social Justice Project assignments.

11. The teacher gives out copies of **handout # 18 Service Learning for Social Justice Project Plans** to students, then assigns them to work in group to investigate human rights issues in the community, identify the impact of human rights issues on individuals and community, plan and carry out a course of action to address the human rights issue.

Reflective Observation

(Out-of-class activities / online activities)

12. The group’s leader assigns task for each member. The groups investigate human rights issues in the community and identify the impact of human rights issues on individuals and communities. (EO.4)

13. Each group members do some research on the injustice of interest and find out as much as they can about the problem in the community. (EO.5)

14. Each group members do the discussion online, analyze the social injustice issue and brainstorm possible social justice projects that would address the community need.

15. Each group identifies an appropriate way of taking action on their issue, and develop an action plan which will meet the community need. (EO.6)

16. Each group creates a project plan table on Google Docs, the members discuss what activities they are going to do in each phrase of service learning. (EO.7)

17. Each group members identify the community partners with whom they will work.

Service Learning for Social Justice Project Plans

Stages of process	Activities	Who does what?
<u>Investigation</u> : Identify a need and gather information (What are our talents, resource and interest? What statistics describe the current status?)		
<u>Preparation</u> : Develop an action plan including steps, resources, and academic skills needed. (How can we meet this need? What do we need to learn? What is our expected outcome and how will we measure it?)		
<u>Action</u> : Volunteer, serve, or be an advocate for someone or something. (How will we carry out our project? What partners can we engage?)		
<u>Reflection</u> : Communication about the process before, during, and after the action phrase. (How did we do? How does it feel? How did this impact our community? What improvements can we make?)		
<u>Demonstration</u> : Create a presentation or project to show others the food that we have done. (How can we include everyone involved? How can we communicate our measureable impact?)		

18. The teacher monitors the groups' discussion and planning in Facebook page, and provides some suggestions.

19. The groups write a persuasive essay to inform the public of their service learning for social justice project. (EO.8)

Abstract Conceptualization

(Out-of-class activities)

20. All participants implement their plans by engaging in the activities that will meet the community needs. (EO.9)

Active Experimentation

(Out-of-class / online activities)

21. The groups create a presentation to show their findings about social injustices in the community, give an overview of the social action they performed in order to promote social change, what they have accomplished, what they have learned, and the impact of their work.

22. Each group writes a report to demonstrate their Service Learning for Social Justice Project on Google Plus. (EO.10)

Assessment for Learning :

- class participation (Observation Checklist)
- online discussion (Facebook page)
- persuasive essay (Google Docs)
- report on service learning for social justice project (Google Docs)

Learning Materials:

- e-learning tools (facebook, Google Docs)
- handouts
- powerpoint
- a youtube video “Heal the World”

<https://www.youtube.com/watch?v=NKx9mHdEzG8>

- YouthSITE (<http://www.servicelearning.org/youthsite>)

a Youtube video “ The Boy and the Starfish”

(<http://www.youtube.com/watch?v=PkV0jvmBLOc>)

Unit 3

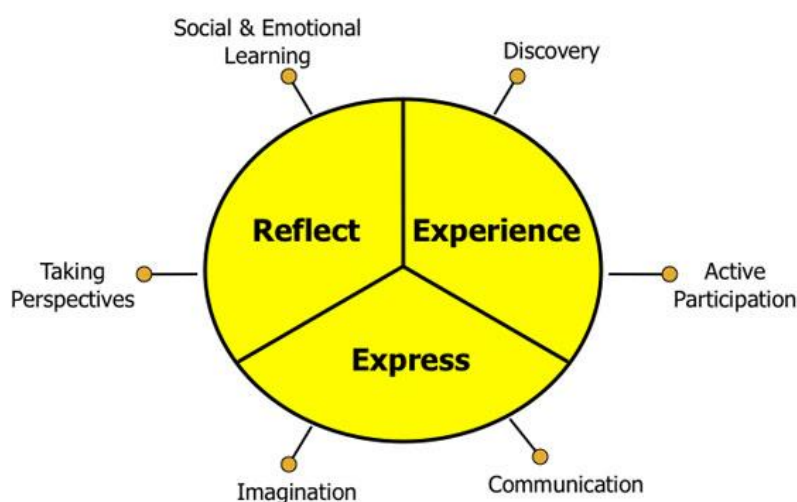
Theme: social conflict resolution

Experiential Learning Approach: Active Learning

Course orientation to active learning

This unit is designed by using a method of engaging students in active learning. This approach is embodied in a learning environment where the teachers and students are actively engaged with the content through discussions, problem-solving, analytical thinking, as well as other activities that promote interaction among learners, instructors and the material. To learn, students must do more than just listen and memorize; instead, they must read, write, analyze, or apply a concept to a real world situation.

The content of the lesson is entirely linked to conflict issues, conflict analysis, and conflict resolutions. In addition to enhancing students' knowledge of conflict management and resolution, this unit aims at fostering analytical thinking, which will enable students to evaluate critically the arguments and evidence surrounding a controversial issue as well as to communicate their arguments effectively. The role play activity used in this unit will allow students to move from passive to active learners.



Lesson Plan 7

Conflict in our society

Duration: 8 hours

Terminal Objective: Students should be able to analyze the conflict by using the Needs-Fear Mapping correctly.

Enabling Objectives:

Students should be able to:

1. act out the conflict scenario, discuss and share ideas of positive ways to solve problem,
2. give the definition of the word “conflict and list words or phrases related to conflict,
3. brainstorm and list possible causes of conflict,
4. discuss, brainstorm and give example of various conflict issues,
5. explore a range of print and non-print *resources*, research and collect information about their selected conflict issue,
6. use online collaboration tools (Google Docs, and Facebook) to identify an issue they are interested in, share information, as well as discuss and analyze information,
7. prepare for a group presentation of their findings,
8. discuss and share their ideas about the elements of conflict and the importance of conflict analysis,
9. share their conflict experience with peers,
10. express their concerns on the conflict issue given.

Pre-experiencing Stage

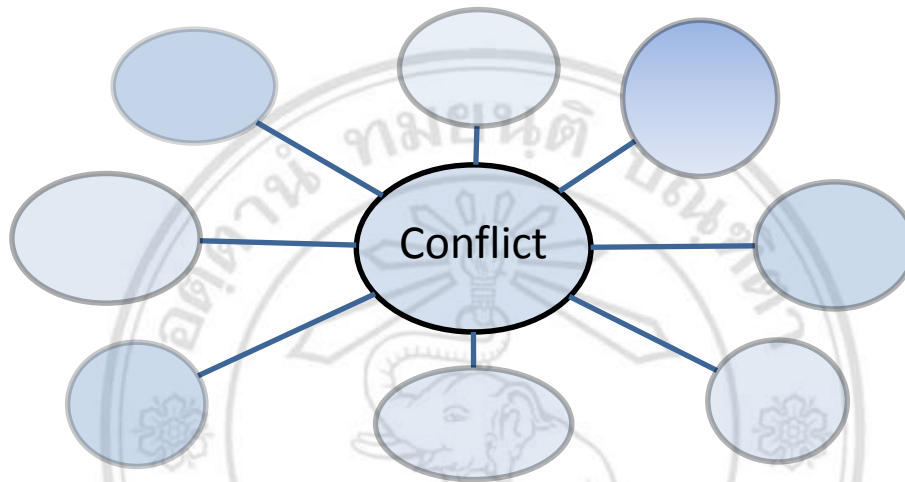
The teacher reads a role-play scenario to the class, and asks some students to act out the conflict scenario.

- After the role playing, the teacher leads asks the class to discuss how different kinds of responses can affect the outcome of a conflict situation. (EO.1)

Concrete Experience

(In-Class Activities)

1. The teacher distributes copies of **Handout # 1 Conflict is Normal** to students, and asks “ What is conflict?”, then encourages students to list words or phrases that come up when they hear the word ‘conflict’ in the conflict web.



2. The teacher asks students to share their word lists to the class. (*possible answers: violence, disagreement, war, fighting, controversy, oppose, argument, destroy, battle, clash*)

3. The teacher writes the responses on the board and discuss. By the end of the discussion, students should understand that conflict is a struggle between forces. (EO.2)

4. The teacher distributes copies of **Handout # 2 Understanding Conflict** to the class, and explains that conflict is a natural and normal part of life, that we all experience conflicts at home, at work, in school, on the street, and that countries also have conflicts with each other.

5. The teacher has students brainstorm possible causes of conflict, and lists on the whiteboard. (*The responses may include problems with sharing resources, disagreements, miscommunication, problems with claiming resources, disputes over land, or suppression of human rights*). (EO.3)

6. Students are asked to read **The Issues of Conflicts**, and discuss various conflict issues in their small groups. The teacher encourages each group to brainstorm examples of each conflict and list in the blank provided in the handout. (EO.4)

7. Then the teacher distributes copies of **Handout # 3 Describing a Conflict** to the class. Each group is assigned to pick one issue of conflict, then research and collect more information about their selected issue and prepare their presentation by using the following questions as guidelines:

- What is the conflict? (Describe the conflict in one sentence)
- What issue of conflict is it? (What are the sources of the conflict?)
- How many parties (different individuals or groups) are involved in the conflict?
- What is the history of the conflict? How long has the conflict been going on? Is it recurring? How serious is the conflict?
- How are the parties currently dealing with the conflict?
- What is the major obstacle to resolving the conflict?
- What can the parties do to move toward resolution?

8. The teacher suggests some online resources for students research.

- Lists of ongoing armed conflicts

http://en.wikipedia.org/wiki/List_of_ongoing_armed_conflicts

-Category: Conflict in Society

http://en.wikipedia.org/wiki/Category:Conflict_in_society

-Category: Social Issues

http://en.wikipedia.org/wiki/Category:Social_issues

Reflective Observation

(Online activities)

9. Each group creates a document in Google Docs. The group leader determines different roles to each member. Then the members explore a range of print and non-print resources, and research the selected conflict issue.(EO.5)

10. Each group members share the obtained information on Google Docs, then discuss and analyze their information to answer all the questions given. (EO.6)

11. Each group organizes information and designs a group presentation of their findings. (EO.7)

Abstract Conceptualization

(In-Class Activities)

12. The group presenters share the information on the selected conflict issue.

13. The audiences are invited to ask questions after each conflict issue presentation.

14. After the oral presentation, the teacher leads a discussion on these questions:

- What are some of the common elements that you heard in the group presentations?
- Why is it useful to analyze a conflict before deciding how you will respond to it?

15. Some volunteers are asked to share their ideas to the class. (EO.8)

16. The teacher briefly explains the benefits of constructive conflict, and then gives some example by sharing some real life experience on handling conflict situation to the class.

17. The teacher has students work in pairs to share a conflict they experienced. The teacher reminds students to give their partner their full attention without interrupting when they are talking.

18. Students are asked to summarize what they learn from sharing their conflict experience. (EO.9)

19. The teacher distributes students copies of **Handout # 4 Conflict Analysis**, and has them read and summarize what conflict analysis is, and why it is useful for policy development.

20. The teacher introduces a conflict analysis tool : The Needs-Fears Mapping to the class, and explains the use of this tool for graphically showing the relationships between parties in conflict, their needs (wants, desires, values, interests, their fears (concerns), and their viewpoints.

21. The teacher gives an example, and explains the needs-fears map taken from the civil war context in Sri Lanka. The teacher then points out if people with different viewpoints map their situation together, they may learn about each other's experiences and perceptions.

Active Experimentation (In-Class and Online Activities)

22. The teacher presents students the YouTube video on แก่งเสือเต้น (<https://www.youtube.com/watch?v=S3vhG4eB-kk>), and allows them to discuss the issue of Kaeng Sue Ten conflict. (EO.10)

23. The teacher distributes the class copies of **handout # 5 Group Assignment – Conflict Analysis and Conflict Resolution**, and reviews the task to be completed.

24.* A lecturer of Political Science major who was expert in the issue of Kaeng Sue Ten is invited to explain and clarify about the conflict.

25. Students are assigned to read the article **Kaeng Sua Ten: big dam issue**, analyze the conflict by using the Needs-Fears Mapping, and then propose some methods or techniques that could be used to resolve the conflict.

26. The teacher reminds students to create a Needs-Fears Mapping table in Google Docs, and all group members should work collaboratively in group to get the work done.

27. The teacher monitors students' work shared on Google Docs, and gives feedback if necessary.

Assessment for Learning :

- Students' participation (Observation Checklist)
- Students online discussion (Facebook page)
- conflict analysis using Need-Fears Mapping (Google Docs)

Learning Materials:

- e-learning tools (Facebook, Google Docs)
- Youtube video : แก่งเสือเต้น (<https://www.youtube.com/watch?v=S3vhG4eB-kk>)
- PowerPoint / Visualizer
- Handouts
- List of links to online resources:
 - Lists of ongoing armed conflicts
http://en.wikipedia.org/wiki/List_of_ongoing_armed_conflicts
 - Category: Conflict in Society
http://en.wikipedia.org/wiki/Category:Conflict_in_society
 - Category: Social Issues
http://en.wikipedia.org/wiki/Category:Social_issues

Lesson Plan 8

Conflict Resolution

Duration: 8 hours

Terminal Objective: Students should be able to propose a solution for resolving a conflict

Enabling Objectives:

Students should be able to:

- 1.give the definition of “conflict resolution” ,
- 2.discuss and give opinions related to animal conflict resolution styles
- 3.recognize their own personal approach to conflict,
- 4.aware about different conflict management styles of individuals,
- 5.match each conflict handling style to the animal associated with it,
- 6.discuss and analyze the positive and negative aspects of five styles of managing conflict,
- 7.discuss and agree on the best way to resolve the issue given,
8. analyze the conflict scenario using the guided questions provided,
9. actively participate in the role playing scenario,
- 10.practice using communication skills in the process of conflict resolution (active listening and the usage of “I” message),
- 11.brainstorm possible solutions for resolving the conflict situations provided.

Concrete Experience

(In-Class Activities)

- 1.The teacher presents a YouTube video on “Conflict Resolution” (https://www.youtube.com/watch?v=qagpvZRz_8o) to the class. After watching the video, students are encouraged to give the definition of “conflict resolution” . (EO.1)
(*Conflict resolution is the process of trying to find a solution to a conflict*)

2. The teacher **distributes copies of Handout # 7 Animal Conflict Resolution Styles - Which One Are You?** to the class, and leads the discussion how they think each animal would represent a way to approach conflict resolution. (EO.2) (*Possible answers: Lion = fights, dominates / Turtle = hides, scared / Mouse = runs away*)

3. The teacher asks students to take a look at the 10 different styles of conflict resolution and decide which of the animals most closely resembles their usual style of coping with the conflict. (EO.3)

4. The teacher presents different conflict styles of each animal to the class.

- *Donkey : very stubborn, and refuses to change his or her point of view.*
- *Elephant: Blocks the way, and stubbornly prevents the group from continuing along the road they desire to go.*
- *Lion: Gets in and fights whenever others disagree with his or her plans, or interferes with his or her desires.*
- *Rabbit: Runs away as soon as he or she senses tension, conflict, or any unpleasant job.*
- *Ostrich: Refuses to deal with conflict; hides feelings and needs, pretends there isn't a problem, avoids participation.*
- *Turtle: Withdraws from the group, refusing to give ideas or opinions.*
- *Chameleon: Changes color according to the people he or she is with.*
- *Owl: Hides all feelings behind big words; intellectualizes about problems; tries to fix other's problems by giving advice; always in control.*
- *Mouse: Too timid to speak up on any subject*
- *Monkey: Fools around, chatters, and prevents the group from concentrating on serious business*

5. The teacher encourages students to guess the conflict styles of their friends and note in their handouts. Then the teacher leads the class discussion by using the following questions: (EO.4)

- Do you think you are always this “animal” when you are in a conflict, or do you change based on who the conflict is with? Why?
- Have you always been this conflict style, or have you changed over time?
- Do you agree with the other group members about their conflict style?
- Do you identify with any other animals in their styles?
- Which animal has a characteristic you would like to have? Why?
- What are the pros and cons of the conflict styles in you and the members of the group?

Conflict situations offer each of us an opportunity to choose a style for responding to the conflict. The key to effective conflict prevention and management is to choose the conflict management style appropriate for the conflict. Most of us have a favorite style that we use in conflict situations, but we are all capable of choosing a different style when it is appropriate.

6. The teacher distributes copies of **Handout # 8 Conflict-handling styles** to students, has them read and match each style to the animal they think is associated with it. (EO.5)

Dominating

<i>On the positive side</i>	<i>On the negative side</i>
<i>Get the job done</i>	<i>Alienate others</i>
<i>Make difficult decisions</i>	<i>Encourage sabotage</i>
<i>Perceives as a leader</i>	<i>Focus on using power</i>

Avoiding (TURTLE)

<i>On the positive side</i>	<i>On the negative side</i>
<i>Conflict may go away on its own</i>	<i>Situation might get worse</i>
<i>It's not your battle, so why get involved?</i>	<i>Lose your influence</i>
<i>No chance for succeeding</i>	<i>Looks like you don't care</i>

Accommodating

<i>On the positive side</i>	<i>On the negative side</i>
<i>Preserves harmony</i>	<i>May cause discipline problems</i>
<i>Makes other people happy</i>	<i>Reduces capacity to influence</i>
<i>Demonstrates reasonableness</i>	<i>May finally overreact</i>

Compromising

<i>On the positive side</i>	<i>On the negative side</i>
<i>Saves time</i>	<i>Lost opportunity for win-win solution</i>
<i>Focus on fairness</i>	<i>You feel “compromised”</i>
<i>Temporary solution</i>	

Collaborating (OWL)

<i>On the positive side</i>	<i>On the negative side</i>
<i>Issues are too important to compromise</i>	<i>Requires trust</i>
<i>Others will be committed to solution</i>	<i>Requires time</i>
<i>Enhanced and more satisfactory solution</i>	

7. The teacher presents a YouTube video on “**Five Conflict Management Styles**” (<https://www.youtube.com/watch?v=T5sBRLZLPTY&list=PL5EBFF28B8AB68F74>) to the class in order that students will understand each style clearer.

8. Students discuss the positive and negative sides of each style (EO.6)

9. The teacher explains that when we are involved in a disagreement or any conflict, there are choices we can make; every choice we make has a consequence. Learning about conflict resolution makes us feel good about ourselves, and helps us learn to respect others

Reflective Observation

(In-Class Activities)

10. The teacher distributes students copies of **Handout # 9 Resolving Conflicts Through Communication**. Students are asked to read, analyze the conflict scenario and brainstorm what choice can be made to resolve the conflict peacefully or make it better.

11. The teacher gives students 15 minutes to discuss and agree on the best way to resolve the issue. The teacher explains to the students that they are to act out and role-play the scenario. (EO.7)

12. The teacher moves around the room and listens to each group and observes how well they are working together.

Abstract Conceptualization

(In-Class Activities)

13. The volunteers from each group perform the role play for the class.

14. The teacher distributes copies of **Handout # 10 Observing Conflicts** to students, and directs them to analyze the conflict by using the following questions: (EO. 8)

- What happened? Describe what happened
- Who are involved in the conflict?
- What is their relationship?
- What is the conflict about? What are people arguing or fighting over?
- What does each person want?
- How does the conflict end?

15. Each group is asked to identify what type of conflict management style is used to resolve the situation, and explain why they chose to resolve the scenario/ conflict in the way that they did.

16. The teacher has students pair off and take turns role play. After the given preparation time, the teacher instructs students to play out the role-play situations.

(EO.9)

17. The teacher debriefs the scenario by discussing why it was done and how it relates or can be applied to students' real life or the job.

18. The teacher distributes copies of **Handout # 11 Win-win solution** to students, and introduces the win-win guidelines for any conflicts.

19. Students are given copies of **Handout # 12 Resolving Conflicts through Communication**. The teacher gives a brief lecture about the basic concept of developing a win-win outcome through good communication skills by using the PowerPoint slides.

20. The teacher encourages students to practice active listening skill. Students are to pair off and take turns talking and listening about a topic "my favorite movie star". When both members of each pair have had a chance to speak, ask students:

- How well do you actively listen? What could you do to improve?
- How do you feel to listen and be listened to?

21. Students are encouraged to practice constructing "I" messages to express their own wants, needs and concerns to the listener. (EO.10)

How to construct an "I message:"

"I feel _____
(state the emotion you are feeling, ex: hurt, angry, disappointed, upset, etc.)

when you _____
(state the facts about what the person did or said)

and I want _____
(state what you expect or want from the person)

22. The teacher distributes copies of **Handout # 13 Conflict Resolution Steps** to students, and discusses each steps for resolving conflict effectively.

Active Experimentation

(In -Class Activities)

23. The teacher hands out copies of **Handout # 14 Group Assignment: Win-Win Conflict Resolution Skills** to the class, then has students work in small groups and generate a win-win solution for resolving each conflict.

24. Students discuss, summarize the conflict, and share their ideas of a positive way to solve the conflict in each scenario. (EO.11)

25. The teacher distributes students copies of **Handout # 15 Writing to Resolve Conflicts**, and explains how to write a conflict - resolution paragraph.

26. Students are encouraged to create a document on Google Docs, write a conflict – resolution paragraph to discuss the best way to resolve the dispute between China and Japan, and share to the teacher.

Assessment for Learning :

- students' participation (Observation Checklist)
- students' discussion (Observation)
- conflict issue analysis presentation
- a conflict- resolution essay (Google Docs)

Learning Materials:

- YouTube video :
- Conflict Resolution (https://www.youtube.com/watch?v=qagpvZRz_8o)
- PowerPoint
- Handouts :

Lesson Plan # 9

Conflict Resolution Role Play

Terminal objective: Students will be able to develop a mediation scenario and act out the role play

Enabling objectives: Students should be able to

1. discuss and share their ideas about the topic given,
2. generate questions related to the topic given,
3. answer the questions by using the information from reading and listening to the lecture,
4. use online collaboration tools to do the brainstorming, discussion, share resources, and script writing,
5. use the “Script-Writing Checklist” to guide their script writing and revision
6. perform a role play, and share on Facebook or YouTube,
7. write a reflection on peacemaking,
8. write a conflict mediation role play project report.

Pre-experiencing Stage

The teacher distributes copies of **Handout # 16 Role Playing - Preparing for Difficult Conversations and Situations** to the class, and explains the advantages of role playing strategy **in** learning how to deal with various types of conflict.

Concrete Experience

(In-Class Activities)

1. The teacher writes a word “Mediation” on the whiteboard, and explains that today students will be exploring a method for resolving disputes outside of the formal court system—mediation.

2. The teacher posts some questions on a power point slide, and encourages students to discuss and answer the questions. (EO.1)

- What is mediation?
- Who can be a mediator?
- What are the attributes of a mediator?
- What kinds of disputes can be handled through mediation?
- What are benefits of mediation?

3. The teacher asks some students to share their ideas or answers to the class.

4. The teacher distributes copies of **handout # 17 Resolving Conflicts Through Mediation** to students. The teacher tells the class that she has invited a guest speaker to give a lecture on the mediation and conflict resolution. Students are encouraged to prepare questions they may have to ask.

5. The guest speaker describes how mediation works in conflict resolution and shares his experience as a mediator. After the lecture, students are allowed to ask questions about the topic.

6. The teacher has students discuss and answer all the questions posted in Step 2.

7. Students are given copies of **Handout # 18 Steps in a Typical Mediation Session**. The teacher explains the mediation process, and presents a Youtube video “**Mediation :The Process**” in order that students can understand the steps of mediation clearer.

8. The teacher distributes copies of **Handout # 19 Group Assignment : Conflict Role-Playing, Handout # 20 Storyboard** to students, and reviews assignments.

Reflective Observation

(Online activities)

9. Each group creates a document on Google Docs, and the members analyze the conflict situation.

10. The groups brainstorm possible solutions for the conflict.

11. The teacher shares **Handout # 21 Tips for Script Writing**, and **Handout # 22 Script-Writing Checklist** on Facebook and Google Docs.

12. The members collaboratively create a storyboard and develop a role play script from the scenario provided by using the tips for script writing and script-writing checklist to guide their script writing. (EO.4)

13. The teacher explains to students while developing their role plays script, they need to consider the 5 steps of mediation as well.

14. The teacher provides feedback and guidance for script writing and role-playing practice.

Abstract Conceptualization

(In-Class Activities)

15. Each group hands in the first rough draft of their role play script to the teacher.

16. The teacher asks each group to explain how their role play was positively resolved, and what skills were used to resolve the conflict situation.

17. Each group is asked to evaluate their conflict resolution. The teacher asks the group members to discuss the following questions:

- *Does the resolution satisfy all involved?*
- *Is the resolution specific? Does it specify who is to do what, how, and when?*
- *Is the resolution realistic? Can everyone realistically follow through with what they have agreed to do?*
- *Does the resolution prevent the problem from recurring in the future?*
- *Does the resolution specify what is to happen if the problem recurs?*

18. The teacher distributes copies of **Handout # 23 Script Assessment Tool** and **Handout # 24 Conflict Resolution Role Play Rubric** to students, and discusses the evaluation.

19. The teacher gives feedback to students' first draft, and students revise their role play scripts as the teacher recommends. (EO.5)

Actual Experimentation

20. Students act out the role play scenario, and video tape it before sharing their presentation on Facebook group or YouTube. (EO.6)

21. All students are invited to watch and evaluate their peers' role plays by using the conflict resolution role play rubric provided in Handout # 24.

22. Students are asked to create a document in Google Docs and write a reflection on peacemaking (EO.7)

23. Students are assigned to write a conflict mediation role play project report on Google Docs, and share to the teacher.

Assessment for Learning:

Students' participation (Observation Checklist)

A reflective writing (Google Docs)

A conflict mediation role play project report (Google Docs)

A conflict mediation role play (Facebook)

Learning Materials:

- e-learning tools (Facebook, Google Docs)
- YouTube video: **Mediation: The Process**
- Handouts :
- Powerpoint

The seal of Chiang Mai University is a circular emblem. It features a central figure of an elephant standing and facing left. Above the elephant's head is a traditional Thai umbrella (parasol) with multiple tiers. The entire emblem is encircled by a border containing the university's name in Thai script at the top and 'CHIANG MAI UNIVERSITY 1964' in English at the bottom.

ลิขสิทธิ์มหาวิทยาลัยเชียงใหม่
Copyright© by Chiang Mai University
All rights reserved



APPENDIX C

Research Instrument

ลิขสิทธิ์มหาวิทยาลัยเชียงใหม่

Copyright© by Chiang Mai University

All rights reserved

GE-245 English for Social Science

Name: _____ **Code:** _____

Paragraph Writing Test 1 - Cause and Effect Paragraph

Direction: Choose one of the following questions, and answer it in a paragraph form developed by analyzing causes *or* effects.

- Why Do People Take Drugs?
- Why does unemployment rise?
- Why children run away from school



ลิขสิทธิ์มหาวิทยาลัยเชียงใหม่
Copyright© by Chiang Mai University
All rights reserved

Name: _____ **Code:** _____

Paragraph Writing Test 2 – Problem – Solution Paragraph

Direction: Please read the following situation carefully and write a problem - solution paragraph suggesting a solution for the problem.

Over the course of recent years there have been an increasing number of accidents and deaths related to teen texting while driving. Teens, college students, and the like have all suffered from DWD's, (Driving While Distracted) but most have never stop.

What are the most serious problems associated with the teen texting while driving? and what solutions can you suggest?



Name: _____ **Code:** _____

Paragraph Writing Test 3 – Persuasive Paragraph

Direction: Many of us spend hours in front of computers and communicate more by e-mail or instant messaging than in person. Some people believe that is good because it helps shy people communicate more openly with others. Others believe that computer communication prevents us from developing interpersonal skills and limits our ability to have meaningful relationships with others.

How do you feel about this issue? Write a persuasive paragraph, use specific reasons and examples to support your position.



ลิขสิทธิ์มหาวิทยาลัยเชียงใหม่
Copyright© by Chiang Mai University
All rights reserved

Name: _____ **Code:** _____

Paragraph Writing Test 4 – A letter to resolve a conflict

Direction: 1. Read the situation.

In a large publishing company in New York, a young woman, Laura, was hired as a copy editor for one of the many journals produced by the company. Seven other employees worked on this team editing this Journal, including a senior editor named Tim. Laura had worked there for about a month when she and her fellow co-workers went for happy-hour after work. Everybody had a great time and had consumed a fair amount of alcohol. When everybody was leaving the bar to head home, Tim, who had been secretly attracted to Laura since she started work at the journal, hailed a cab and offered to share the ride with Laura. Laura accepted the offer. Once she was inside the cab, Tim then suddenly made an aggressive sexual advance toward her. Horrified, Laura pushed him away and told him to get out of the cab. Mortified, Tim slinked out of the cab.

The next day Tim immediately went to her office and apologized for his extremely inappropriate behavior in the cab. She figured that since Tim apologized, there was no need to dwell on the incident. Everything would have been okay if Tim had stopped at just one sincerely expressed apology. However, whenever he found himself alone with Laura, Tim apologized again. And again. He said he was sorry about the incident at every opportunity he had for three months. This constant apology was awkward and annoying to Laura.

2. Suppose you were Laura, write a letter to Tim about the harassment. Your letter should consist of three parts:

1. Tell the facts of what has happened, without evaluation.
2. Describes how you feel about the events.
3. Tell what you want to happen next

Essay Writing Task Unit 1

Direction: Think about the community in which you live. Think about what you could do to make it a better place. Choose one problem that needs to be solved to make your community a better place to live. Write a letter to the official describing how solving this problem would make your community a better place. Tell what you would do. Give reasons why you think your plan would work.

You are to:

1. Choose a social problem that you are concerned about. (You may follow local and national news to identify problem)
2. Conduct research about the problems you have selected.
 - What impact does this problem have on the community or the country?
 - What is currently being done to address this problem?
 - Are there existing laws or policies that need to be changed?
 - Are there bills or proposals currently under consideration to fix the problem?
3. Develop a specific proposal.
 - What exactly do they think the government should do about the problem they have identified?
4. Identify the official who has the greatest influence over their particular issue, and pick the official who you think will be able to take action on this issue.
5. Draft a letter to the official who might help to solve the problem, explaining the problem and suggesting a solution.
6. Give the first draft of your letter one or two classmates to get feedback on your writing. Before submitting your letter, proofread carefully one more time.

Essay Writing Task Unit 2

Direction: Please read the following statement carefully and write a persuasive essay stating your opinion on this statement **“Some people actually believe that it's beneficial for humans to have these amazing creatures in captivity to educate us. Some others won't believe that.**

You can write an essay for or against the sentence, but don't forget to support your ideas with examples. Before writing your persuasive essay, please plan to do these things:

- 1) decide how you will organize your essay;
- 2) state and clarify your position in the first paragraph;
- 3) give your reasons for taking this position in the following paragraphs, taking into account opposing points of view;
- 4) summarize your position in the concluding paragraph;

ลิขสิทธิ์มหาวิทยาลัยเชียงใหม่
Copyright© by Chiang Mai University
All rights reserved

Essay Writing Task Unit 3

Direction: Read the following news, and write a conflict – resolution paragraph to discuss the best way to resolve this dispute.

China-Japan In Potential Economic Standoff (19th September, 2012)

The current tensions between China and Japan over the long-standing spat surrounding ownership of five uninhabited islands in the East China Sea could spill over into a damaging economic conflict. The island group is called the Senkaku by the Japanese and known as Diaoyu by the Chinese. They are also claimed by Taiwan. Some analysts say the situation could even spiral out of control and lead to war between the two economic powerhouses. Tensions have reached boiling point after the Japanese government purchased three of the islands from their private owner earlier this month. This has sparked violent protests in over one hundred cities across China. Hundreds of Japanese factories and shops have been badly damaged.

The economic fallout over the disputed islands has already begun. It could seriously affect the US\$345 billion in bilateral trade between the two countries. Many Japanese companies, such as Panasonic, Toyota and Sony, have halted production and shut their factories. Japan's tourism industry, already suffering after last year's earthquake and tsunami, has taken a hit as thousands of Chinese have cancelled trips to Japan. Chinese economists are suggesting a variety of retaliatory measures that could inflict significant damage on Japan's faltering economic recovery. Among these are economic sanctions, a boycott of Japanese goods and cutting off the supply of "rare-earth" metals required by Japan's tech industries.

Source: http://www.breakingnewsenglish.com/1209/120919-diaoyu_senkaku.html

ลิขสิทธิ์มหาวิทยาลัยเชียงใหม่
Copyright© by Chiang Mai University
All rights reserved

Simulated Public Hearing Project Report

Direction: Write a report about your work throughout the simulated public hearing project and share to the teacher on Google Docs.

➤Paragraph1: What? (Reporting what happened)

- Describe the activities you have participated today.
- Describe the process your team went through to come to your solution.

➤Paragraph 2: So what? (Interpreting Data)

- What did you learn from this experience?
- What challenges did you face working as a team?
- In what ways did the group work well together?
- How is the project meaningful or how does it contribute to your understanding of your learning?

➤Paragraph 3: Now what? (Evaluation and Formulating Next Steps)

- How will you take what you have learned from this experience and apply it to your own learning?
- How will you think or act in the future as a result of this experience?

ลิขสิทธิ์มหาวิทยาลัยเชียงใหม่
Copyright© by Chiang Mai University
All rights reserved

Moral Reflection for Unit 1

- Describe 3-4 effects of human activities on the condition of the earth.
- Who do you think will be most affected by these human activities? Why?
- If you were given the opportunity and the power needed to save the world, what would you do? Explain.



ลิขสิทธิ์มหาวิทยาลัยเชียงใหม่
Copyright© by Chiang Mai University
All rights reserved

Service Learning For Social Justice Report

Direction: Create a document on Google Docs, and write a report upon your service learning

experience.

What? (Report the facts, and events of an experience)

- What happened?
- What did you observe?
- What issue is being addressed?



So what? (Analyze the experience)

- Did you learn a new skill or clarify an interest?
- How is your experience different from what you expected?
- What did you like/dislike about the experience?
- What did you learn about the people/ community?
- How does this project address the social injustice issues in the community?



Now what? (Consider the future impact of the experience on you and the community)

- What seem to be the root causes of the issue addressed?
- What other work is currently happening to address the issue?
- What learning occurred for you in this experience?
- How can you apply this learning?
- If you could do the project again, what would you do differently?

Moral Reflection for Unit 2

Do you agree that university tradition of rub-nong ("welcoming the newcomer") could be described as ritualised abuse, and violations of human rights.? Why?



ลิขสิทธิ์มหาวิทยาลัยเชียงใหม่
Copyright© by Chiang Mai University
All rights reserved

A conflict mediation role play project report

Direction: Create a document on Google Docs, and write a report upon your conflict mediation role play project

Also describe your overall positive and negative feelings about engaging in this role- play and give reasons for those feelings.



ลิขสิทธิ์มหาวิทยาลัยเชียงใหม่
Copyright© by Chiang Mai University
All rights reserved

Moral Reflection for Unit 2

Think of a situation in your life in which one of your behaviors, values, perceptions, assumptions, or stereotypes created a conflict for you. Share about a conflict you've experienced. What lesson did you or could you learn in this situation? What would be necessary to accomplish the win-win solutions?



ลิขสิทธิ์มหาวิทยาลัยเชียงใหม่
Copyright© by Chiang Mai University
All rights reserved



APPENDIX D

Pictures showing students' activities

ลิขสิทธิ์มหาวิทยาลัยเชียงใหม่

**Copyright© by Chiang Mai University
All rights reserved**

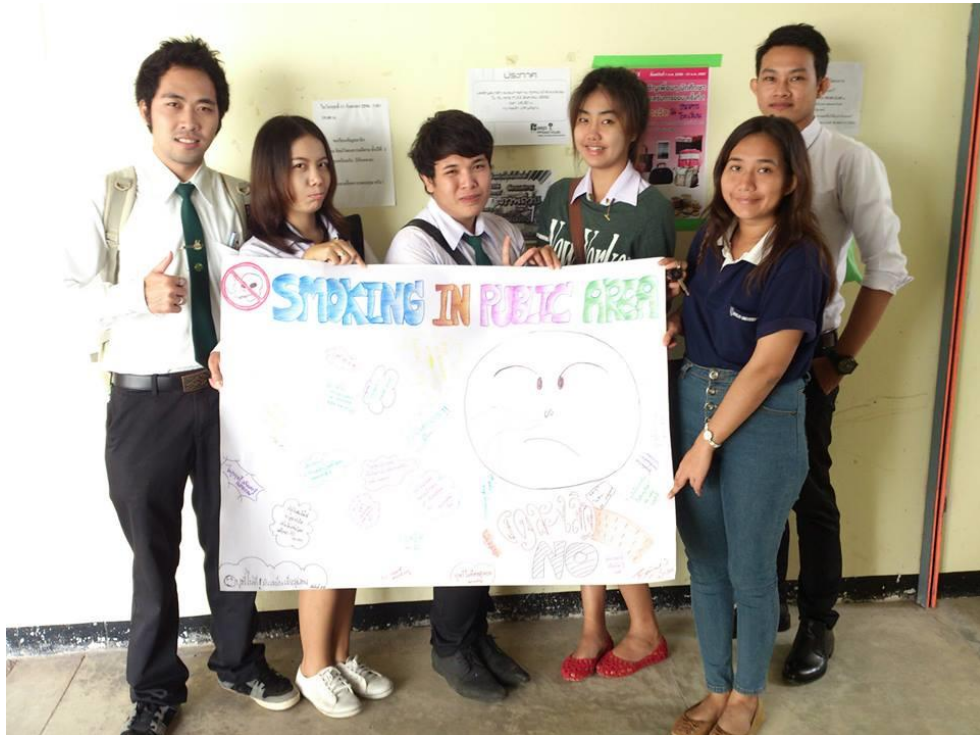


Students interview and collect data about social problem from the real place



Social problem poster presentation

Service learning for Social Justice project



The researcher introduced how to create KWL in Google Docs



“ Persuasive Essay ”

Marine mammal in captivity be pitying because they have to live in narrow place. They have to swim in narrow place that make they are not to exercise and they are less to swim because limited space don't same as they are nature that make effect to they're physical health and when physical health be bad that effect to mental health such as they are dismal feel so i'm disagree marine mammal captivity and i have the reason to support my opinion is the government doesn't care about marine mammal in aquarium and marine mammal have a problem of physical health and captivity that is severing marine mammal from nature too.

The first reason is the government doesn't care about marine mammal in aquarium. To see that after marine mammal is captivity in aquarium already. The government doesn't care about the marine mammals. The government neglect the marine mammal in aquarium such as that article "Marine mammals kept in aquariums have little federal protection, and the few laws that do exist are often ignored. Florida's Sun-Sentinel reported that the federal government "has allowed violators to continue operating for years even after documenting contaminated water, starvation or deaths" and "does little to enforce rules and rarely levies fines or closes facilities." As a result, aquariums and theme parks have little incentive to fix problems, improve conditions, or comply with reporting requirements"

The second reason is physical health of marine mammals. Marine mammal in captivity for long time will have a problem of health because the adulterated thing in water such as the chlorine that effect to marine mammal organs such as the story of chlorine that The chlorine can also cause skin and eye problems for cetaceans and the sonar clicks used in the wild are not as effective. Whales end up swimming in circles with little stimulation, suffering psychologically, mentally and physical. There is a high mortality rate both for whales captured from the wild and those born in captivity.

The third reason is captivity that is severing marine mammal from nature that is cause of ecological destruction because marine mammal in environment make the ecological is perfect but when we have to capture them from nature like we are destruction the ecological make ecological is bad. The captivity is separated marine mammal from herd refer from this article Capturing even one wild dolphin disrupts the entire pod. In the wild, female dolphins spend their entire lives with their mothers and sisters within the family pod. They communicate with each other through whistles and body language. Dolphins swim together in family pods or tribes of hundreds.

So marine mammal captivity is not good for me because i think the animal not marine mammal only but another animal too they are live in environment more then captivity because captivity have negative effect to marine mammals such as neglected from institution the bad health and marine mammal captivity that make nature not balance therefore i disagree marine mammals captivity must give them live in nature.

Prakasit Songsean

why we have to care about others and treat others with respect

Also, love yourself And to focus on their own. To focus on others. It is to pay attention Especially The family with someone special. With people we love and love us. Many neglect in this matter Human beings with the same needs, such as the study of nature and human needs . It allows us to understand ourselves and understand others better. And led to the acceptance of human differences . To co-exist with humans in society happy. Knowledge and understanding of human nature actually exists . This will allow us to meet the needs of others correctly . This leads to a better relationship with each other and with human relationships. In this world, nothing is more important than people. And the individual , nothing is more important than the mind. The man has a good relationship with each other. Which individuals work and live together in a smooth and happy if the relationship is negative , it will not be able to work together peacefully. As a result, the poorer the performance and could cause a rift in the end. Therefore, to study human nature. To establish interpersonal This will affect your daily life . And to work together effectively human. And shall be made with respect to others, compassion. Respect to the decision In the others respect, as it will allow us to live in society with other people happy and normal.

ลิขสิทธิ์มหาวิทยาลัยเชียงใหม่
Copyright© by Chiang Mai University
All rights reserved

CURRICULUM VITAE

Author's Name	Mrs. Wannaubon Singyoocharoen
Date of Birth	November 26, 1970
Place of Birth	Chiang Mai
Education	1993 Bachelor of Arts, English, Chiang Mai University 2003 Master of Education, Teaching English as a Foreign Language, Chiang Mai University
Experience	Lecturer of English Language, General Education Section, Maejo University – Phrae Campus, Amphur Rong Kwang, Phrae

