

**LESSON PLAN TEMPLATE**

**Popular Lesson Title:** \_\_\_\_\_

**Academic Lesson Title:** \_\_\_\_\_

**Developer:** \_\_\_\_\_ **Affiliation:** \_\_\_\_\_

**Reviewer:** \_\_\_\_\_ **Affiliation:** \_\_\_\_\_

1. Image to accompany the lesson plan (must be licensed under Creative Commons)

**Link:** \_\_\_\_\_

2. Topics (check all that apply)

- |  |   |   |
|--|---|---|
| <input type="checkbox"/> Aid                                 | <input type="checkbox"/> Global Governance                    | <input type="checkbox"/> National Security                    |
| <input type="checkbox"/> American Empire vs. Multilateralism | <input type="checkbox"/> Globalization                        | <input type="checkbox"/> Nuclear Proliferation                |
| <input type="checkbox"/> Armed Conflict                      | <input type="checkbox"/> Global Public Health                 | <input type="checkbox"/> Postwar Reconstruction of Iraq       |
| <input type="checkbox"/> Business                            | <input type="checkbox"/> Humanitarian Intervention            | <input type="checkbox"/> Postwar Reconciliation               |
| <input type="checkbox"/> Climate Change                      | <input type="checkbox"/> Human Rights                         | <input type="checkbox"/> Preventive War                       |
| <input type="checkbox"/> Collective Security                 | <input type="checkbox"/> International Criminal Court         | <input type="checkbox"/> Private Sector Development/Corporate |
| <input type="checkbox"/> Cultural Rights                     | <input type="checkbox"/> International Debt                   | <input type="checkbox"/> Role of Religion                     |
| <input type="checkbox"/> Democracy Promotion                 | <input type="checkbox"/> International Financial Institutions | <input type="checkbox"/> Transatlantic Relations              |
| <input type="checkbox"/> Development                         | <input type="checkbox"/> International Law                    | <input type="checkbox"/> Transitional Justice                 |
| <input type="checkbox"/> Environment/Sustainable Development | <input type="checkbox"/> International Trade                  | <input type="checkbox"/> United Nations                       |
| <input type="checkbox"/> Ethics                              | <input type="checkbox"/> International Relations              | <input type="checkbox"/> U.S. Foreign Policy                  |
| <input type="checkbox"/> Ethnic Conflict                     | <input type="checkbox"/> Iraq War                             | <input type="checkbox"/> War on Terror                        |
| <input type="checkbox"/> Extractive Industries               | <input type="checkbox"/> Islam and The West                   | <input type="checkbox"/> Women's Rights                       |
| <input type="checkbox"/> Finance and Development             | <input type="checkbox"/> Just War Tradition                   | <input type="checkbox"/> World Poverty                        |
| <input type="checkbox"/> Global Economic Justice             | <input type="checkbox"/> Labor Rights and the Global Economy  |   |
|  | <input type="checkbox"/> Migration                            |   |

3. Keywords (check or **bold** at least five)

- |                                       |   |   |   |
|---------------------------------------|---|---|---|
| <input type="checkbox"/> Aids         | <input type="checkbox"/> Environment    | <input type="checkbox"/> Islam          | <input type="checkbox"/> Terrorism            |
| <input type="checkbox"/> Corporations | <input type="checkbox"/> Ethics         | <input type="checkbox"/> Just War       | <input type="checkbox"/> Torture              |
| <input type="checkbox"/> Christianity | <input type="checkbox"/> Europe         | <input type="checkbox"/> Justice        | <input type="checkbox"/> Trade                |
| <input type="checkbox"/> Darfur       | <input type="checkbox"/> European Union | <input type="checkbox"/> Labor Rights   | <input type="checkbox"/> Transitional Justice |
| <input type="checkbox"/> Democracy    | <input type="checkbox"/> Genocide       | <input type="checkbox"/> Oil            | <input type="checkbox"/> Warfare              |
| <input type="checkbox"/> Development  | <input type="checkbox"/> Globalization  | <input type="checkbox"/> Peacekeeping   | <input type="checkbox"/> World Economy        |
| <input type="checkbox"/> Diversity    | <input type="checkbox"/> Health         | <input type="checkbox"/> Poverty        |   |
| <input type="checkbox"/> Education    | <input type="checkbox"/> HIV/AIDS       | <input type="checkbox"/> Reconciliation |   |
| <input type="checkbox"/> Empire       | <input type="checkbox"/> Human Rights   | <input type="checkbox"/> Religion       |   |
| <input type="checkbox"/> Energy       | <input type="checkbox"/> Intervention   | <input type="checkbox"/> Security       |   |

4. Additional keywords (up to four additional keywords for search engines)

- |                          |                          |
|--------------------------|--------------------------|
| <input type="checkbox"/> | <input type="checkbox"/> |
| <input type="checkbox"/> | <input type="checkbox"/> |

## **Components and format of a completed lesson plan (use as much space as needed)**

### **INTRODUCTION**

Short paragraph, roughly 200 words

### **INSTRUCTOR PREPARATION NEEDED**

Which concepts, readings, and other resources should the instructor be familiar with prior to teaching this lesson?

### **LESSON PLAN**

#### **A. In-Class Activities**

Include any combination of activities for students to:

- Watch:** (videos of up to half an hour long)  
**Listen:** (professor's lecture or ten-minute audio clip)  
**Read:** (articles, book chapters, or short excerpts from other publications)  
**Do:** (discussion questions, simulation, debate, etc.)

#### **B. Assignments to Be Completed in Advance (0-2+ hours)**

- Watch:**  
**Listen:**  
**Read:**  
**Do:**

### **RELATED ETHICS QUESTIONS**

1-5 questions to think about in relation to the lesson topic

### **ADDITIONAL RESOURCES**

Links to publications, websites, videos, and other resources that students can use to increase their understanding of the various components of the lesson topic. Please include a brief description of each resource beneath the citation.

#### **Example citations:**

Article (online or off)

Lisa Roner, "[Corporate Leaders Putting Human Rights in Focus](#)," *Policy Innovations* (February 3, 2007)  
<http://www.policyinnovations.org/ideas/innovations/data/BLIHR>

Websites

[Science: The Skeptics](#), David Suzuki Foundation  
[http://www.davidsuzuki.org/Climate\\_Change/Science/Skeptics.asp](http://www.davidsuzuki.org/Climate_Change/Science/Skeptics.asp)

Events

[Matt Prescott, The Carbon Limited Story](#) (audio), Workshop for Ethics in Business panel (November 14, 2007)  
<http://www.policyinnovations.org/ideas/media/audio/data/000162>