

Topic 22: Clothing and Dress

Key concept	Wearing clothes cleanly and neatly in accordance with weather.
Learning Objectives	
General Objectives	To wear clothes cleanly and neatly in accordance with weather
Specific Objectives	Children are able (1) to tell that clothes have to be chosen and worn according to the weather (2) to tell that it is necessary to wear clean clothes and to wash and keep clothes systematically when they become dirty. (3) to differentiate the clothes worn in accord with age and to choose clothes that should be worn in one set. (4) to tell that it is necessary to choose and wear the clothes suitable for one
Activities Involved	<ul style="list-style-type: none"> - Asking and questioning with whole class - Matching (clothes to be worn in accord with weather) - Group work (Choosing the clothes to be worn according to age) - Choosing the clothes to be worn in one set (Playing) - Choosing and wearing the clothes suitable for one
Teaching/Learning Materials	Illustrations of three kinds of weather and clothes to be worn, illustrations of man in various sizes and clothes to be worn in accord with age, shirt or blouse and longyies, trousers, skirts, and various sized shirt or blouse to be worn in one set (teaching/learning materials have to be sufficient for the groups)
Teaching Periods	6 periods (180 minutes)

Before Getting Started

Background Information for Teachers

Remarks:

It is not to make children copy or learn by heart but for the teacher to know.

It is necessary for the children to choose and wear clothes by themselves. Therefore, it is necessary for the children to be able to choose and wear suitable clothes in accord with weather; to wear rain coat in order not to get wet and to protect from catching cold in case of going outside while raining; to wear thin and sweat absorbent cotton clothes so as to protect from feeling hot and discomfort due to over sweating in hot season; to wear thick and warm clothes in order to protect from the cold stress in the cold season. Only when wearing clean clothes (it has not to be a new) free from

foul smell and dirt it is possible to prevent from skin diseases. It has to put systematically the worn clothes at the place where clothes for washing are put. It has to be cautious not to spill out the eating food and not to wipe the hand with the clothes after eating food in order not to make the clean clothes dirty. Let the children know the differences of wearing clothes according to age and sex and identify the clothes to be put on in one set. Make the children have the good practice of choosing and wearing clothes suitable for one's age.

Lesson Planner

	<u>Period One</u>	<u>Period Two</u>	<u>Period Three + Four</u>	<u>Period Five</u>
Specific Objectives	Be able to tell that clothes have to be chosen and worn according to the weather.	Be able to tell that it is necessary to wear clean clothes and to wash and keep clothes systematically when they become dirty.	Be able to differentiate the clothes worn in accord with age and to choose clothes that should be worn in one set.	Be able to tell that it is necessary to choose and wear the clothes suitable for one
Introduction (Evocation)	Observation of weather outside school	Observation of clean clothes and dirty ones	Discussing the changes of clothes according to age	Observation of clothes by the groups
Development (Reflection)	Questioning and answering Matching the weather and the clothes to be worn	Questioning and answering Complement of the teacher	Observation of illustrations Matching in groups Playing	Making the children choose and wear the clothes suitable for one Questioning and answering
Assessment	Assess whether learning objectives are achieved through learning activities and all of the children participate in the learning activities.			

Teaching/Learning Procedure

Period One

Learning Activities	Duration (Min.)	Teaching/Learning Materials	Points to be noticed

<p>1. Teacher leads to observe the weather condition (raining/sunny) outside school. (In case of unusual condition, ask the question based on this condition. If there no unusual condition, question has to be introduced with “supposed to”).</p> <p>- It rains heavily. If you go outside in the rain, what kind of clothes do you have to wear? Why?</p> <p>- It is too hot. What kind of clothes has to be worn? Why?</p> <p>- It is too cold. What kind of clothes has to be worn? Why?</p> <p>2. Teacher supplements with explanation after the children answer one question if necessary.</p>	15 min.		<p>Questions have to be asked one after one. Have the children tell the reasons as far as they know.</p> <p>If there is a child who is wearing warm clothes, ask why he/she is wearing like this and discussion can be done.</p>
<p>3. Matching clothes to be worn in accord with the weather conditions By dividing the children into groups, distribute the illustrations of weather conditions and clothes to be worn and have them observe.</p>	5 min.	Illustrations of weather conditions and clothes	Children will recognize the issues discussed in activity (1) and be happy.
<p>- One group raises an illustration of weather condition and tells, for example, “rain coat will be worn”</p> <p>- Another group tells why these kinds of clothes are worn.</p> <p>- Have the groups do like this in turn.</p> <p>- After every activity has been done, whole class discuss to verify it. If it is correct, all have to give a round of applause.</p> <p>Teacher explains if necessary.</p>	10 min.		Teacher explains in advance and manages not to be noisy.

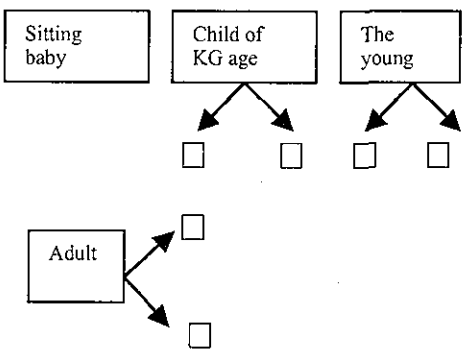
Period Two

Learning Activities	Duration (Min.)	Teaching/ Learning Materials	Points to be noticed
1. Putting a clean clothes and dirty one in front of class and have the children come and observe by group	10 min.	Clean clothes and dirty one	

in turn. (Or) Teacher goes around and shows every group.			
After all of the children have looked, each of the following questions has to be asked and discussed. - Which clothes will you wear? Why? - How will you play in order not to make clothes dirty? - What do you have to do after wearing the clothes once or it becomes dirty? - Who will wash clothes? - In that case, where had it better put in order to be able to wash the clothes that has been worn?	15 min.		Teacher has to accept all the responses of the children. Teacher motivates in order to make children participate and to have more answers. Time has to be given for the children to think. Clean clothes do not mean the new clothes and valuable one. It means the one free from bad smell and dirt.
If necessary, teacher has to supplement.	5 min.		

Period Three

Learning Activities	Duration (Min.)	Teaching/ Learning Materials	Points to be noticed
1. Teacher asks the children the following questions. - Are the clothes you wore in the childhood and those you are wearing now similar in size? - Can the clothes you will wear in future and those you are wearing now be the same in size? Why are they different?	10 min.		Have the children notice that size of clothes becomes changed according to the changes of age.

<p>2. Choosing the changes of clothes in accord with the age by group</p> <p>(a) Distribute the illustrations of people in different ages (male and female) and the clothes to be worn according to age and have them observe.</p>  <p>Clothes to be worn in accord with age</p> <table border="1" data-bbox="167 884 678 996"> <tr> <td>Clothes for baby</td> <td>Clothes for the male child of KG</td> <td>Clothes for the female child of KG</td> </tr> </table> <p>(shirt/blouse, trousers, short gown)</p> <table border="1" data-bbox="167 1075 678 1164"> <tr> <td>Clothes for male</td> <td>Clothes for female</td> </tr> </table> <p>The young (Shirt/blouse, longyi) Adult (Shirt/blouse, longyi, over coat)</p>	Clothes for baby	Clothes for the male child of KG	Clothes for the female child of KG	Clothes for male	Clothes for female	<p>5 min.</p>	<p>Illustrations of people in different ages (e.g. baby, child, the young, adult) (male, female) and various clothes for different ages</p>	<p>Have the children notice that people change in wearing clothes according to the age.</p>
Clothes for baby	Clothes for the male child of KG	Clothes for the female child of KG						
Clothes for male	Clothes for female							
<p>(b) Let the children match the illustration of man and clothes in groups.</p>	<p>10</p>							
<p>(c) After that, have each group retell clothes for each age.</p> <p>(d) Let the remaining children verify.</p> <p>(e) If it is right, applause will be given. Teacher helps if the children do not know clearly.</p>	<p>10 min.</p>							

Period Four

Learning Activities	Duration (Min.)	Teaching/ Learning Materials	Points to be noticed
<p>1. Playing the game of matching clothes (Divide into groups)</p> <p>(a) Set the starting point for the groups.</p> <p>(b) Places for the pictures to be able to stick by matching in groups in front of the class.</p> <p>(c) Distribute illustrations to every group to observe.</p> <p>(d) It had better set the number of children according to the pairs of illustrations. If not possible, ask them to discuss to match the illustrations within group and choose the persons, who will go out to stick, in accord with the pairs of illustrations.</p> <p>(e) All groups take place. When teacher makes a signal, each representative of every group runs to the place for sticking holding a pair of illustrations (e.g. blouse and longyi for female) and sticks them on their place. After sticking illustrations, they have to go back to original place. When the first child arrives back to its place, the next child has to run and stick the illustrations in turn. By this way, they have to play until finishing all pairs of illustrations.</p> <p>(f) When the game is over, teacher checks the matched illustrations of clothes by the groups and gives decision.</p> <p>(g) The group that is fastest and the most correct in matching will win the race.</p> <p>(h) Give applause for the groups that win. Encourage the groups that lost.</p>	<p>30 min.</p>	<p>Small cards of illustration blouse, skirt, T shirt, trousers, sport shirt, short pants, shirt with long sleeves, longyi, over coat, htami, (according to the groups)</p>	<p>In order to make more children participate in the game, it is possible to let each child take each illustration and another child take the illustration card of trousers or longyi or skirt matched with first illustration card of shirt or blouse.</p> <p>Children will know with joy the clothes that are matched to wear.</p>

Period Five

Learning Activities	Duration (Min.)	Teaching/ Learning Materials	Points to be noticed
1. Choosing to wear the clothes suitable for one (a) Teacher shows different sizes of clothes and lets children observe. (b) Have children groups try to wear one pair of clothes after another and walk and move.	20 min.	Various sizes of clothes	
(c) When finishing to try wearing, moving, walking by every group, the following questions will be asked one after another. - What kind of clothes do you like? - Why do you like? - If going shopping with your mother, what size of shirt or blouse will you buy?	5 min.		Children will be able to choose for wearing clothes. Have them guess why these clothes are chosen.
(d) Supplement of the teacher Teacher explains that everyone has to choose to wear the clothes suitable for one so as to be comfortable and convenient in moving and wearing.	5 min.		

Assessment (Period Six)

1. Assess whether children understand regarding the lesson.
 - (a) Teacher brings various clothes and lets children hold and choose the clothes suitable for weather conditions (In groups)
 - (b) Ask the children to observe if the clothes they are wearing are clean or not and ask the following questions.
 - What do the clean clothes mean?
 - How does it have to eat food in order not to make clothes dirty?
 - What should be done when the clothes become dirty? Where should the washed clothes be kept?
 - (c) Ask the children, "How many family members do you have?" "Who are they?"
After asking their ages, continue discussion on what kind of clothes they wears.
 - (d) If your relatives buy you clothes, what size of clothes will be bought? Why?

2. Assess whether all children participate in learning activities or not and whether learning activities can make learning objectives achieved or not.

Topic 23: Communication with Other People

Key Concept	Improving abilities to listen and to speak
Learning Objectives	
General Objectives	Be able to communicate the correct information to other people
Specific Objectives	Children are able (1) to tell one s name (2) to listen properly to what other people say
Activities Involved	- playing - talking in pairs - talking in pairs by seeing the picture
Teaching Periods	3 periods

Before Getting Started

Background Information for Teachers

Communication is the sending of information by using methods such as speaking, writing, showing with gesture, marking and signaling. Communication is very important for living beings. Without communication, nobody can know one another. Without communication economic activities, teaching, playing, happiness, loving and cherishing cannot be carried out and brought out.

In communication, speaking and listening are necessary for basic skills. Sometimes, after listening, even though one knows what to respond one cannot speak beginning from what. Therefore, as one has to improve the skills in speaking, one has to be able to listen to what others say.

In this lesson, the activities to create opportunities for children to speak are included.

Lesson Planner

	<u>Period One, Two & Three</u>	<u>Period Four, Five & Six</u>
Specific Objectives	Be able to tell one s name	Be able to listen properly to what others say
Introduction	Playing	Story telling

(Evocation)		'Unity is strength'
Development (Reflection)	Playing (Telling one's name with melody). Playing (Throwing a naming ball)	Talking in pairs Telling by seeing the picture.
Conclusion (Realization)	Supplement of the teacher	Supplement of the teacher

Teaching/Learning Procedure

Period One, Two & Three: Be able to tell one's name

Learning Activities	Duration (Min.)	Teaching/Learning Materials	Points to be noticed
<p>Playing</p> <p>(1) Ask all children to sit down.</p> <p>(2) Have boy students stand up when the teacher says, Male Have girl students stand up when the teacher says, Female</p> <p>(3) Again, those who have two legs stand up. (Who has two legs?)</p> <p>(4) Those who have two hands, raise your hands. (Who has two hands? Raise them)</p> <p>(5) Teacher calls the names of children. Tell them in advance that they have to stand up obviously when teacher calls one's name.</p>	30 min.		<p>Movement of children's body and hands. They will also know the names.</p> <p>They will notice their body parts.</p> <p>They will become known one's name and others have own name each. Moreover, they will recognize the names of others as well.</p> <p>If the name is the name called at home it is to correct to get the school name.</p>
<p>Playing</p> <p>Teacher has to do first.</p> <p>e.g. In case of Phyu Phyu , clap once while the sound of Phyu is coming out. Next, clap once as soon as the sound of Phyu comes out. As soon as two sounds come out together, clap twice.</p> <p>In case of Kyaw Soe Moe , clap once as the sound of Kyaw comes out, clap once when the sound of Soe comes out, and then, as the sound of</p>	30 min.		<p>Children will be happy through playing.</p> <p>They can be able to memorize the names of their classmates</p>

<p>Moe comes out, clap once more similarly. It has to be made clapping three times already, making three sounds of Kyaw , Soe , Moe . Have every student clap according to the numbers of sound of their names while telling one s name.</p>			
<p>Playing Tell that playing competition will be held according to groups. Tell the regulations of competition. (1) Stand by separating two legs apart as far as possible. (2) Stand up one after another like the carriage of a train. (3) 10 members from each group can stand up in queue facing the front. (4) The ball has to be given from one person to another, holding one's head down between the two legs by calling name. (5) Tell them before hand that it will lose the game if the ball is dropped or if the ball is given by not calling the name of the next player. Start the game. The group who could throw the ball without dropping for the longest time will win this game. If the number of students is large, let them do in groups and ask the remaining children to encourage the others. Let them do alternately.</p>	30 min.		<p>They are made to begin collective doing. It will make them get more intimacy among one another. It will make them know each other's name more.</p>

Period Four, Five & Six

Learning Activities	Duration (Min.)	Teaching/ Learning Materials	Points to be noticed
<p>Story telling 1. Teacher has to know the names of children of the whole class first. 2. As the story containing the names of children of the whole class will be told, it is to put the good behaviors of each child in the story. Teacher has to practice reading the story beforehand. 3. Instruct the class beforehand to stand up if one's name is included while telling a story.</p>	30 min.		<p>Children will listen happily, as the story contains one's name and the names of one's friends. Moreover, also hearing the names of one's friend, one will also listen to the story, do the stand and sit exercise happily together.</p>

4. The sample story is as attached. Teachers can create, think and tell.			
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Story: Unity Is Strength.

Once upon a time, in front of a primary school a log dropped from a log-carrier truck. That log blocked the entrance to school. Maung Maung (Maung Maung please stand up) who always wears thick thanakhar saw this and came to tell his class teacher Daw Thidar (Teacher please stand up). Teacher has to stand up. By saying let us move that log they went to the place where the log was. Phyu Phyu (Phyu Phyu please stand up) who is always smiling saw this and asked the teacher, 'where are you going'. And the teacher explained. She said, 'in that case, I will follow you' and followed. When they reached in front of the log, teacher, Phyu, Phyu and Maung Maung (please stand up all) all pushed the log. However, it was all in vain. Then Maung Hla Myint, (Maung Hla Myint please stand up) whose teeth are white came. Aye Aye (Aye Aye please stand up) who always gives help to others came. They all tried to move the log to the side of the road. However, the log did not move a little. Again, Maung Wunna (Maung Wunna please stand up) who runs fast came, pushed the log together, it did not move. Moe Moe who always sleeps came, pushed together, it was not possible. At last the youngest in the whole class Maung Thi Ha (Maung Thi Ha please stand up) came. Then the teacher said, let us all push simultaneously. If the teacher says, push let us push together. Let us start, get ready, one, two, three push. By saying push, at the same time all children in the class pushed the log unitedly, the log reached to the side of the road and did not block the entrance to the school. All the students and teachers could enter into the school conveniently without difficulty so that they did not late to school.

(Remarks: Teacher has to include in the story as many children as possible from the class. Include their good behaviours and significances in the story to acknowledge them. However, it must not be joking or teasing. It should be cautious not to call joke names. For example, big pig, big buffalo, female cat, fatty etc.)

Learning Activities	Duration (Min.)	Teaching/ Learning Materials	Points to be noticed
<p>Talking in pairs Form children into pairs and ask them the following.</p> <ul style="list-style-type: none"> - "While you are meeting with one's friend, ask what you want to know?" - "What is your name?" - "Where do you live?" - "How many brothers and sisters have you?" - "What do you like to do?" - "With whom did you come to school?" - "Were you alone?" - "Are you happy to attend school?" 	30 min.	cloth book (Please refer Reference section for making cloth book)	It is important that the children get the opportunity to talk. Only then, they will talk. They will be able also to listen to what others say. They can get intimacy among one another.

<p>- "Do you have elder brothers and sisters in this school? In what grades are they?"</p> <p>Teacher has to wait, see and study if the pair talk, if not, creates them to talk. Let them talk freely whatever topic it may be.</p>			
<p>Create new pairs again and give opportunity to talk.</p> <p>Talking by seeing the picture.</p> <p>1. Let the pair see reciprocally the picture they receive and give opportunity to tell reciprocally about the picture.</p> <p>- "Who are inside the picture?"</p> <p>- "What are they doing?"</p> <p>- "What do you think they are telling?"</p> <p>2. If the children cannot tell, the teacher can assist and ask.</p> <p>3. When the time is getting longer, exchange the pictures, let them see again and give opportunity to talk.</p> <p>4. Tell before hand not to tear the pictures, not to take by force and not to quarrel. Remind frequently to tell about the picture that one has received and listen to what others say.</p>	30 min.	pictures containing different activities	<p>Teacher has to collect before hand the pictures. It is more suitable if the pictures contain activities.</p> <p>It is very important that the children get the opportunity to talk. Only then, they will be able to talk. Likewise, they will also be able to listen to what others say.</p>

Assessment

1. - Is your house nearer to the school or far away from school?
- What did you find on your way to school? Whom did you find? What are they doing?
2. Asking the following questions by showing picture.
 - What did you find in this picture?
 - What are the people inside the picture doing?
 - What do you think are they telling?
3. Assessment of children's activities.
 - If one stands up or not when one hears one's name.
 - They will be assessed while
 - listening to a story
 - playing
 - talking with a friend
 - talking to a friend about the picture that one has received.

Reference

'The cloth book' that can create opportunity for the children to speak and listen will be presented.

It is called a cloth book because the pictures are stuck on the cloth and binds like a book. It is light and easy to carry. It can be washed with soap and water and can be used many times again so that the expenses will be reduced.

Steps in making a cloth book.

1. Cutting the cloth into pieces.

Take half yard of cloth. Measure it with the size of the book and cut the cloth into pieces (paper shape).

2. Binding like a book.

Bind the paper shaped cloths from the side. It will become like a book.

3. Selecting and collecting pictures.

In selecting pictures, it is to select and collect from magazines, journals and newspapers depending on the different aims. For example, if you want children to know and tell the emotions on faces (being happy, laughing, sad, thinking) it has to collect by aiming the different kinds of faces.

4. Sticking glue.

Arrange the collected pictures, stick them with glue on the cloth.

5. Giving name to the book.

Depending on the collected pictures, give attractive name to interest children. For example, 'Let's feel.'

Using the cloth book

1. This cloth book is suitable for students of KG, grade one and grade two. It is shown by collecting suitable pictures according to the lessons to be taught. The books like these can be kept in the classroom with different names. The uses depend on the creation and uses of the teacher. The samples on how to use have been described.

2. Individual discussion.

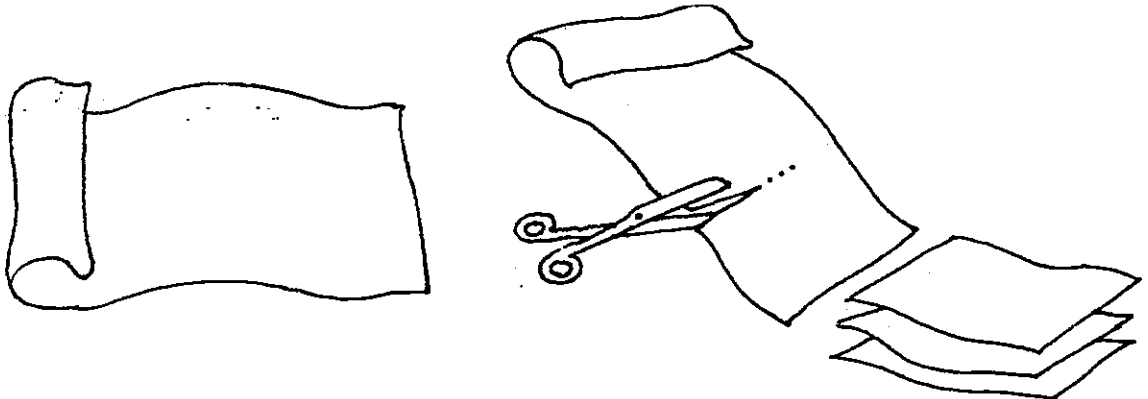
It is suitable for children who speak less and who speak slowly. Give these children time to observe the book. After that, teacher has to begin asking various questions that children can answer. It can help children speak fluently by answering through seeing the pictures.

3. Group-wise discussion.

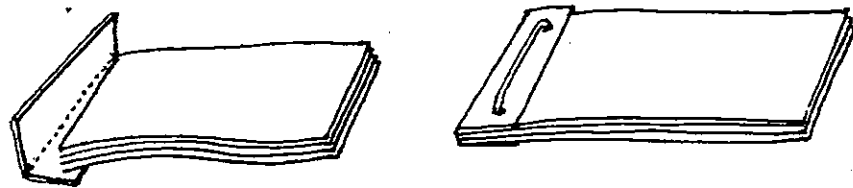
Give time to observe the cloth book in a group. After that, the teacher has to ask question to discuss. Observing group-wise and talk makes children not only to be able to speak but also to be able to listen. It can get intimacy among children.

ପଠକ ଶାନ୍ତରାଜୀ ଗୁଣ୍ଡ ଓ ଲକ୍ଷ୍ୟ କର

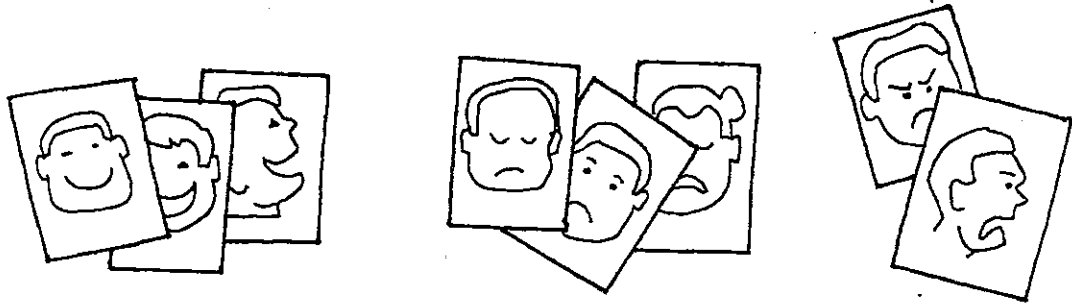
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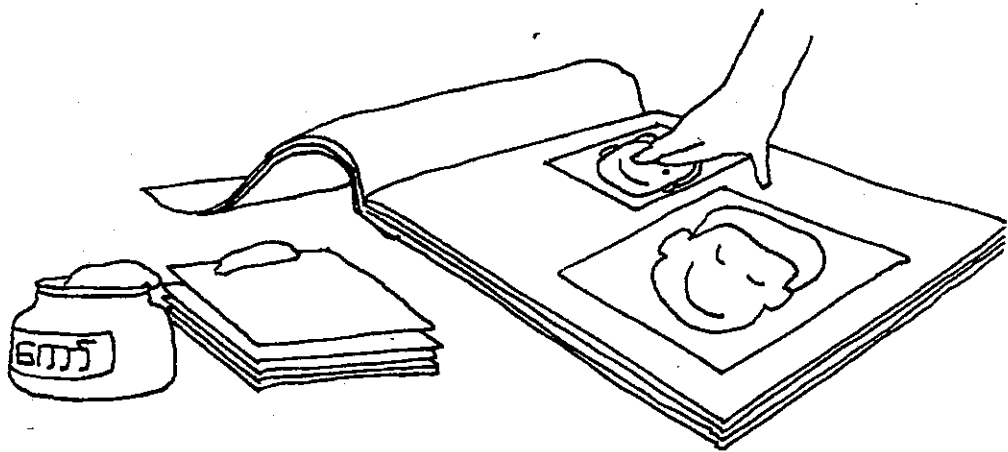
୨. ଶାନ୍ତରାଜୀ ଓ ଗୁଣ୍ଡ:



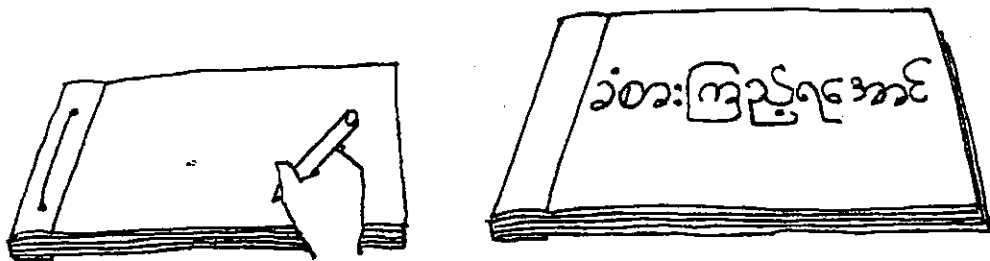
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၄။ စာအုပ်ကို ဖြည့်ပါ။



၅။ စာအုပ်ကို ဖြည့်ပါ။



Epilogue

This **Teacher's Guide for General Studies** was created in March 2004 with the cooperation of the Department of Educational Planning and Training (DEPT), Ministry of Education, the Union of Myanmar, and the Japan International Cooperation Agency (JICA). This cooperation project, called Myanmar Basic Education Sector Study (MBESS), started in April 2001 until March 2004. During this period, MBESS has targeted three subjects: General Studies, Basic Science and Social Studies. It has also tried to introduce the Child-Centered Approach (CCA) into Myanmar's basic education sector. This Teacher's Guide has been produced from a CCA point of view and includes many information with interesting lesson plans.

To produce this Teacher's Guide, MBESS has established a working group which held many meetings and trials. The following are the members of the General Studies Working Group. Their efforts are very much appreciated.

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We all hope that this Teacher's Guide will be used nationwide and help improve Myanmar's basic education.

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