

## Topic 22: The Loving Kindness of Parents

<b>Key Concept</b>	Knowing the loving kindness and gratitude of parents and being able to repay the gratitude.
<b>Learning Objectives</b> <b>General Objectives</b>	To know the loving kindness of parents and be able to love them in return.
<b>Specific Objectives</b>	Children are able (1) to know and tell what the parents have done for sons and daughters (2) to know parents gratitude and be able to give help as far as possible
<b>Activities Involved</b>	<ul style="list-style-type: none"><li>- Asking question</li><li>- Bringing out the knowledge</li><li>- Story telling</li><li>- Presentation of the activities</li><li>- Reciting poem</li></ul>
<b>Teaching/Learning Materials</b>	Song, picture chart, paper, pencil, Myanmar reader
<b>Teaching Periods</b>	3 periods (90 minutes)

### Before Getting Started

<b>Background Information for Teachers</b>	This lesson is taught to recognize the loving kindness that parents have on sons and daughters. Though children smile lovingly when their requirements are fulfilled, they tend to pout their lips, stamp their feet and shout back when their requirements are not fulfilled by the parents. Teacher should teach children to know that such behaviours are not good. It is especially to teach the loving kindness and attitude of parents on sons and daughters to be evident. It is particularly necessary to encourage the children who do not live with parents not to depress in teaching. The teacher should explain the loving kindness of parents by telling the attitude of mother while pregnant, her difficulty in coming and going, breast-feeding and taking care of the son or daughter when they are born.
--	---

## Lesson Planner

	<u>Period One</u>	<u>Period Two</u>	<u>Period Three</u>
<b>Specific Objectives</b>	Be able to tell by knowing what the parents have done for sons and daughters.		Knowing the parent's gratitude and be able to give help as far as possible.
<b>Introduction (Evocation)</b>	Introduce by singing a lullaby Asking questions - Have you ever heard that song? - Who sang it? - At what time was it sung?	Reciting poem Our father Our mother	Asking questions - What did your father do for you before coming to school? - What did your mother do for you before coming to school?
<b>Development (Reflection)</b>	Bringing out the knowledge	Story telling Loving kindness of parents	Presentation of the activities - What have you ever done for your parents?
<b>Conclusion</b>	Recitation of poem	Having to think by asking question	Recitation of poem Mingalar poem No.5

## Teaching/Learning Procedure

### Period One

Learning Activities	Duration (Min.)	Teaching/Learning Materials	Points to be noticed
<b>Introduction</b> Teacher asks, I will sing a song, would you like to listen? and introduces with the following lullaby. • <i>Pick up a frog from Meikhtila lake</i> <i>The little egret flies in front</i> <i>It's getting dark, young daughter/son</i> • <i>Please sleep, the cat will bite;</i> <i>When you get up from bed, you'll have to go to school, close your eyes and may you have sweet dreams.</i>	5 min.	Teacher's gesture	The teacher can sing a lullaby which is appropriate with one's region.
<b>Ask the following questions</b>	5 min.	The picture of	Let them answer freely.

<p>- Have you ever heard that song?  - Who sang it?  - At what time was it sung?  Asking following questions  - What happens with the child in the picture?  - Why do you think is the child in this picture crying?  Ask questions again depending on the children's answer.</p>		<p>the crying of a newborn baby</p>	<p>For example: hungry for milk. If he/she is hungry, who will feed him/her?</p>
<p><b>Bringing out the knowledge</b>  Teacher gives the following question and let them think.  - What do you think your father and mother have done for you from the time you were born until now, children?  The facts thought by the children from group have to be written by the one on the paper and let him/her read out.</p>	<p>10 min.</p>	<p>Paper, pencil</p>	<p>Form groups. Teacher consoles children who live separately with parents.</p>
<p><b>Reciting poem</b>  (The white mother's milk is the real loving kindness of mother)<sup>2</sup>  (Father supplements in feeding for the growth of sons/daughters)<sup>2</sup>  (Getting stout, strong and reaching maturity is the gratitude of father and mother)<sup>2</sup>  (Give back the loving kindness to repay the gratitude of father and mother)<sup>2</sup></p>	<p>10 min.</p>		<p>Teacher has to recite at least two times.</p>

**Period Two**

Learning Activities	Duration (Min.)	Teaching/ Learning Materials	Points to be noticed
<p><b>Introduce by reading the poem</b>  Let them read the poems, "Our father" and "Our mother".  Ask the following questions after reading the poem.  - What did the father do?  - What did the mother do?</p>	<p>15 min.</p>	<p>Grade two Myanmar reader.</p>	<p>Teacher has to tell the meaning of the poem to be obvious.</p>
<p>I will tell you a story about the son who throws away the mother who has been good to sons and daughters</p>	<p>15 min.</p>	<p>Teacher's intonation and gesture.</p>	

<p>and tell the story. Story telling</p> <p style="text-align: center;"><i>Loving kindness of parents</i></p> <p><i>Once upon a time, in a small village, there was a very poor farmer family. They had sons and daughters. The farmer also had old and aged unhealthy mother. Since they were very poor and tired to make a living, they thought it was a big trouble to feed and look after the aged mother. One day the farmer son put on his back the aged mother and took her to the hill far away from the village to throw her. The kindhearted aged mother did not say anything. When it reached to the forest road, the aged mother said, 'son, give me a dried tree branch'</i></p> <p>Ask "why do you think the aged mother asked for a dried tree branch?"</p> <p><i>The aged mother broke the branches that his son had given and dropped the pieces and followed. Then, the farmer asked, 'why did you break the branches and drop' And the aged mother replied with a crying voice. 'When you go back to the village alone you might get lost the way and could not reach the village'. 'When you go back, look at those pieces of branches and go back'. The farmer said, 'I was wrong, I was wrong, I was about to throw away the mother who had great loving kindness on a son'. Forgive me. He put his palms together, rose to the forehead paid obeisance and apologized the aged mother. The farmer put his mother on his back and took her home.</i></p> <p>Ask, "If you were a little farmer would you throw away the aged mother? Why?"</p>			<p>Let the children tell their opinion freely.</p> <p>Have them think group-wise and write on the paper and ask one from each group to read out.</p>
---	--	--	--

### Period Three

Learning Activities	Duration (Min.)	Teaching/ Learning Materials	Points to be noticed
<p><b>Introduce by asking question</b>            - What did your father do for you before coming to school today?            - What did your mother do for you?</p>	5 min		Give time to think. Let them answer individually.
<p><b>Presentation of the activities</b>            Let them think the following question in groups.            "What have you ever done for your parents, children?"            Ask,            - Should the parents be helped? Why?            - Have you ever helped with your parents? Why did you help them?            - Is it good to angry with parents for not buying you what you want? Why is it not good?</p>	10 min.	Paper, pencil	Let them write the facts thought on the paper and let one from each group read out.
<p><b>Reciting poem</b>   <i>Mingalar poem No.5</i>   <i>Give out alms and donations;            Be happy before, during and after            Be pure in thought, word and deed;            Forget not your duties;            Take care of your relations            Carry out blameless deeds            To benefit mankind: -            This is the way of the Buddha;            This is the conduct for the world.</i></p>	5 min.		Give time to think. Let them tell freely. Teacher has to praise.
	10 min.		Teacher has to recite with intonation first.

## Assessment

Assess by asking the following questions.

1. Do you love your father and mother? Why do you love them?
2. What do you do for your parents? Tell two kinds.
3. What will you do to repay the gratitude of your parents when you grow up?

## Reference

Parent's gratitude is like Mount Myint Mo, the gratitude of father and mother is great, father and mother are benefactors etc; the two words, parents and gratitude are inseparably used to say to cherish and preserve Myanmar culture and tradition. However, if you feel and understand in place of parents, 'do they look after and fulfill to expect the repayment of gratitude?' No. It is evident only by thinking that they looked after only with the great and deep loving kindness.

Therefore, the sons and daughters in turn have to look after and repay the gratitude with love. Depending on the various types of having loving kindness, the gratitude that should have in turn by the one who receives the loving kindness will be described. They are:

- To have the loving kindness by upbringing, feeding and looking after - the gratitude for upbringing and feeding
- To have loving kindness by saving one's life - saviour
- To have loving kindness by giving commodities and agricultural land - gratitude for commodities
- To have loving kindness by giving house, monastery, rest house and furniture – gratitude for place.
- To have loving kindness by admonishing to be knowledgeable - gratitude for knowledge

Because of teaching oratory and handicraft technique - gratitude for education.

## Topic 23: Preserve the Culture

<b>Key Concept</b>	Being able to speak one another truly and sweetly
<b>Learning Objectives</b>	
<b>General Objectives</b>	Be able to speak sweetly to everyone
<b>Specific Objectives</b>	Children are able (1) to speak and call politely. (2) to tell the true words.
<b>Activities Involved</b>	- Asking question - Showing picture chart - Reciting poem - Story telling
<b>Teaching/Learning Materials</b>	Picture charts
<b>Teaching Periods</b>	3 periods (90 minutes)

### Before Getting Started

<b>Background information For Teachers</b>	This lesson is taught to children to get the practices of speaking politely in dealing around one's environment.
--	--

### Lesson Planner

	<u>Period One</u>	<u>Period Two &amp; Three</u>	
<b>Specific objectives</b>	To speak and call politely	To tell the true words	
<b>Introduction (Evocation)</b>	Asking question - How many brothers and sisters do you have children? - How do you call a male who is older than you, children?	Teacher calls one child. 'Hey you! 'Come here' Go	Answer the question. Why did the ox pull the carts at ease in the next time?

<b>Development (Reflection)</b>	Ask by showing picture	The story is ' A well bred ox'	Poem 'Like a honey'. Answer the question
<b>Conclusion (Realization)</b>	Preserve the culture (poem)	Answer the question	Mingalar poem No.3

## Teaching/Learning Procedure

### Period One

Learning Activities	Duration (Min.)	Teaching/ Learning Materials	Points to be noticed
<p>It will begin by asking questions.</p> <ul style="list-style-type: none"> <li>- How many brothers and sisters do you have?</li> <li>- How do you call a male who is older than you?</li> <li>- How do you call a female who is older than you?</li> <li>- How do you call the people who are senior to you at school?</li> <li>- How do you call who are older than you at home and in the ward?</li> </ul>	10 min.		Teacher has to ask each child
<p>Ask by showing picture.</p> <p>Teacher shows the pictures and photos of various ages and asks, how will you call . According to the ages in the pictures;</p> <ul style="list-style-type: none"> <li>- How will you call the person who is about the same age as your father?</li> <li>- How will you call the person who is about the same age as your mother?</li> <li>- How will you call the children who are younger than you?</li> </ul>			<p>Teacher will explain that not only at home but also in the ward and at school those who are older than one are called elder brother (Ko Ko), elder sister (Ma Ma) and region-wise callings such as "Ah Ko" "Ah Ma".</p> <p>Teacher has to collect beforehand the pictures and photos of various ages from the calendars and comics.</p>
<p style="text-align: center;"><i>Preserve the culture</i></p> <p><i>The three gems of veneration, Buddha, Dhamma And noble sangha who shows the ways of Dhamma Without leaving parents and teacher Pay obeisance to these fives Pay respect and, give the priority to</i></p>			<p>Teacher leads in reciting the poem three or four times. Ask children to recite in groups and the whole class.</p> <p>Tell them that it is to deal with by telling sweetly</p>



<p><i>The aged and grand parents</i>  <i>In dealing with elder brother and sisters</i>  <i>Talk to them sweetly</i>  <i>Deal with friends</i>  <i>Happily and cordially</i>  <i>As this traditional relationship of Myanmar</i>  <i>Is our culture, preserve it</i>  <i>Preserve it, Preserve it.</i></p> <p style="text-align: center;"><i>Yebaw Thet Hnin</i></p>			not only to those who are older than one but also who are the same age with one and who are younger than one.
---	--	--	---

## Period Two

Learning Activities	Duration (Min.)	Teaching/ Learning Materials	Points to be noticed
<p>Teacher calls one child.  - "Hey you! come here." "Go."  - "Son, please come here, thank you."  "You may go now."  Which voice do you like from the two voices that the teacher calls?</p>	5 min.		Ask each child and group-wise.
<p>Teacher will tell you a story about an ox who appreciates being told sweetly like you. The story is "A well bred ox"</p> <p><i>Once upon a time a rich man had a strong and stout ox. The rich man fed the ox properly.</i>  <i>One day the ox had an idea "My rich man is very old. I'll do him to get a lot of money as a mean to repay his gratitude.</i>  <i>The ox told the rich man, 'Owner, go to the other rich man and tell' 'My ox can pull one hundred carts with full of goods, if you don't believe in me let's bet, if my ox can pull you must give me one thousand of Ahthapyar , if my ox cannot pull I will give you one thousand of Ahthapyar'. By saying so the ox asked to compete with the other rich man. The rich man went to compete with the other rich man. When the ox was about to pull the goods the rich man said, 'Hey bad ox, foolish ox pull the carts'</i></p> <p>(1) What do you think will happen in the ox's mind?  (2) How would you feel if you were told like this?  (3) In that case, what do you think will the ox do?</p> <p><i>The ox did not move and stood still so that the owner of the ox lost the bet.</i>  <i>The rich man felt unhappy and downcast</i></p>	25 min.		<p>Teacher has to interest the children while telling the story.</p> <p>If necessary, tell them that Ahthapyar is money.</p>

<p><i>because of losing the bet. The ox came to the rich man and said, 'compete again next time'. And the rich man said, 'go away since you cannot pull'. The ox said, 'go and compete with two thousand Ahthapyar this time, I will pull properly. 'You scolded me and told me, bad ox, and foolish ox.' 'Have you ever given compensation because of me, have I been undutiful to you'. And the rich man said, 'it's alright' and compete again with twice the amount of money.</i></p> <p><i>When the rich man reached the competition he prepared the ox neat and tidy and as soon as he said, 'my son please try hard' the ox pulled hundred carts with full of goods at ease. So the rich man won the money of two thousand.</i></p> <p>Why did the rich man lose in the first time? (Why didn't the ox pull?)  Why do you think the rich man won in the next time? (Why did the ox pull?)  How do you like being told sons and daughters?  In that case how will you tell others?  Teacher has to tell that everyone likes to hear the sweet words and doesn't like telling lies.</p>			
--	--	--	--

**Period Three**

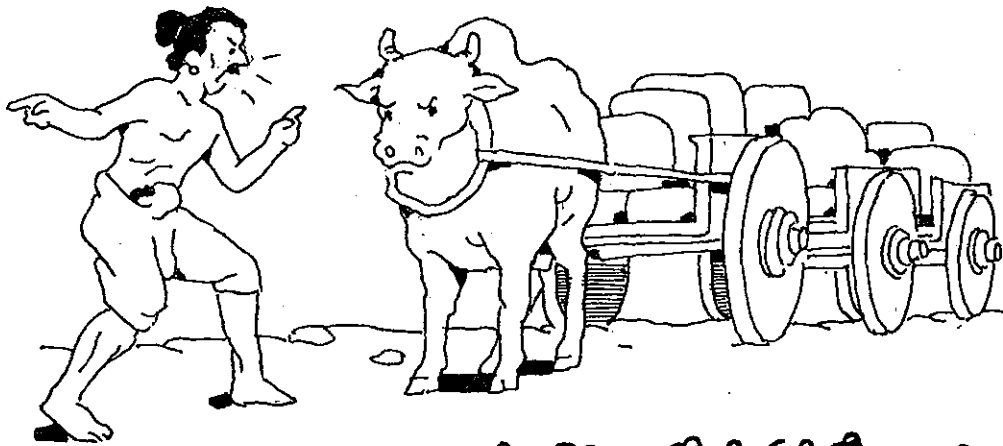
Learning Activities	Duration (Min.)	Teaching/ Learning Materials	Points to be noticed
<p>Why didn't the ox pull the carts first in the 'well bred ox' story?  Why did the ox pull the carts at ease in the next time?  - Since everyone likes to listen to the sweet words, let's recite this poem</p> <p style="text-align: center;"><i>'Like a honey'</i></p> <p><i>Take heed for one's words not to be bitter in the other's ears  Tell younger brothers sweet as honey.</i></p> <p>- What kind of words will you speak in speaking?  - What kind of words will you speak children?  Teacher has to explain that everyone likes telling politely.</p>	10 min.		
This time the teacher will recite a	20 min.		Teacher has to lead in

Mingalar poem.

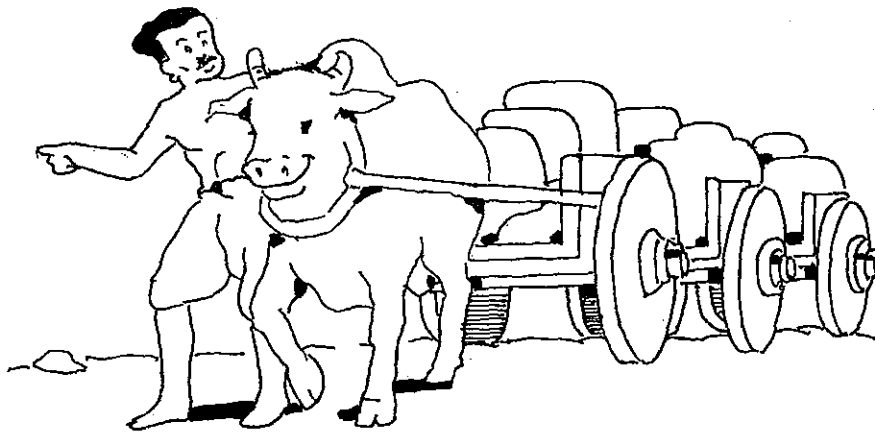
reciting 3 or 4 times

Mingalar poem No.3

Look, listen, and acquire  
All knowledge worth gaining  
Learn a trade for livelihood  
Study and understand  
The rules and conduct of laity  
Speak correctly, civilly, cordially: -  
This is the way of the Buddha  
This is the conduct for the world.



နွားကြီးအား ကြမ်းတမ်းစွာပြောဆိုသဖြင့် နွားကြီး စိတ်ဆိုးပြီး လှည်း  
မဆွဲပဲ ရပ်နေပုံ။



နွားကြီးအား ချိုသာစွာပြောဆိုသဖြင့် နွားကြီး ပြုံး၍ လှည်းကို  
ဆွဲနေပုံ။

## Assessment

- (1) Let children recite the Mingalar poem to see whether they can recite it correctly.
- (2) Ask children how they like to be called by others.
- (3) Let children give examples of polite ways of speaking to others.



# SECTION 3

## LIFE SKILLS





## Topic 24: Personal Hygiene – (a) Healthy Practice

<b>Key concept</b>	Be able to know and clean the body parts that have to undergo personal hygiene
<b>Learning Objectives</b>	
<b>General Objectives</b>	To know the parts of the body and be able to do cleaning
<b>Specific Objectives</b>	Children are able (1) to tell the usefulness of parts of the body (2) to tell at least the name of five items that are used in cleaning the body (3) to demonstrate systematically the cleaning of body
<b>Activities Involved</b>	<ul style="list-style-type: none"> <li>- playing</li> <li>- whole class discussion</li> <li>- reciting poem</li> <li>- demonstration</li> <li>- practical doing</li> </ul>
<b>Teaching/Learning Materials</b>	- nail clipper, comb, toothbrush, toothpaste, soap, small water cup, small towel, small napkin, small handkerchief, soap container
<b>Teaching period</b>	4 periods (120 minutes)

### Before Getting Started

#### Background Information for Teachers

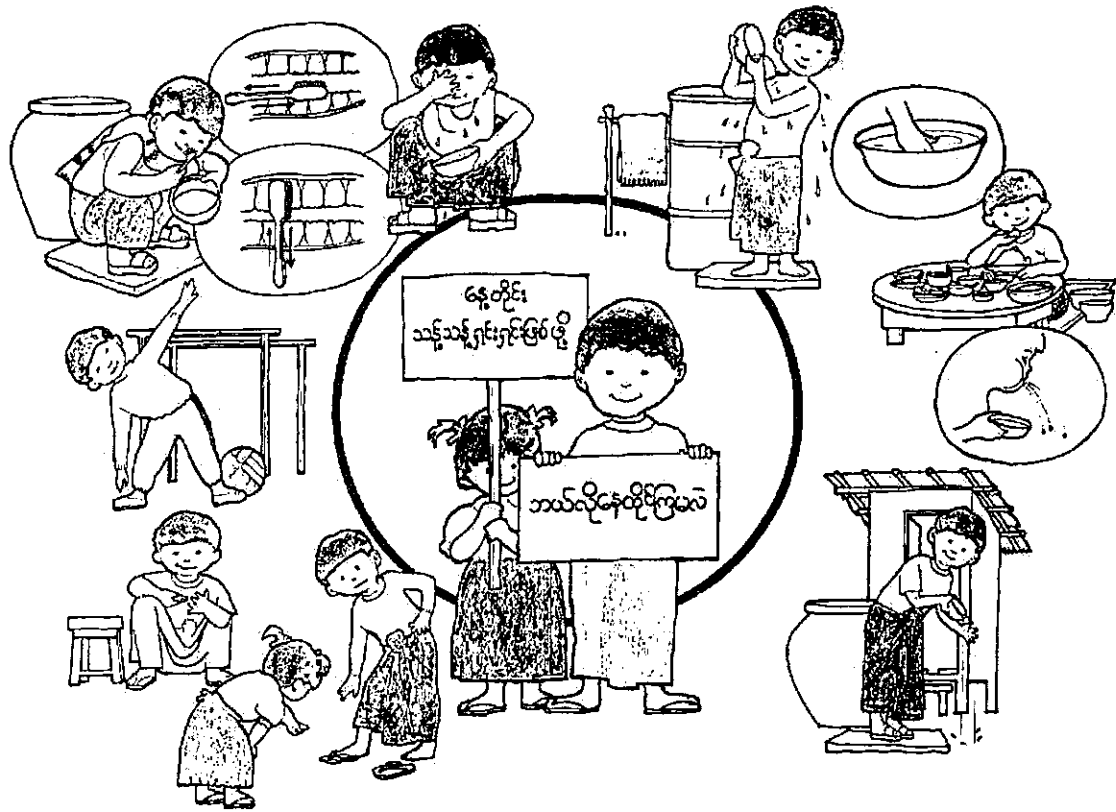
In this lesson it is taught mainly to be able to tell the usefulness of body parts for personal hygiene and to be able to clean the body systematically and to be able to tell the instruments used in cleaning.

In order to make them understand to keep the body parts free from injury or damages and loss, have the children play the blindfold game, walk by tying a splint with sticks around the legs and listen to what the others say by closing the ears. By doing this, they will be able to tell their feelings and have the sympathy to others.

Being healthy means not only sound body but also sound mind. Moreover, developing healthy clean environment and helping and looking after others are also included in it.

The body parts that have to be kept clean for personal hygiene are useful in their respective places. They are used in life daily. Therefore, it has to taken care of these body parts not to by damage and lost.





**Lesson Planner**

	<u>Period One &amp; Two</u>	<u>Period Three</u>	<u>Period Four</u>
<b>Specific Objectives</b>	Be able to tell the usefulness of body parts	Be able to tell at least the name of five items that are used in cleaning the body	Be able to demonstrate systematically the cleaning of body
<b>Introduction (Evocation)</b>	Playing (a) Let them walk and run by tying a splint with sticks around the legs. (b) Let them listen to the speech by closing the ears	Reduce the items and let them see again	Demonstration
<b>Development (Reflection)</b>	Discussion with the whole class. (a) The usefulness of body parts such as eye, ear, and hand feet.	Demonstration (a) Demonstration with the cleaning instruments.	Doing practical
<b>Conclusion (Realization)</b>	Reciting poem The world and I	Discussion with the whole class.	

## Teaching/Learning Procedure

### Period One

Learning Activities	Duration (Min.)	Teaching/ Learning Materials	Points to be noticed
<p>Playing</p> <p>Three games will be played in this first period.</p> <p>(a) Playing a blind-man s buff</p> <p>(b) Making to run or walk by tying a splint around the legs.</p> <p>(c) Having one child closed the ears and let another child speak near him.</p>	30 min.		<p>To get happiness and interest by motivating with playing.</p> <p>Let them think how they feel if their body parts are not in order.</p>
<p>After the game has been played, call the child with splint and the child who closed the ears in front of the class and ask the following questions to be heard by the whole class.</p> <p>How do you feel if you re tied with a splint/if you do not hear?</p> <p>How do you want to stay?</p> <p>Why do you want to stay?</p> <p>Children, how do you help him?</p>	25min.		<p>Children will be able to speak out one s feeling. They will understand other s feelings and have sympathy.</p>
<p>Teacher tells the following fact.</p> <p>If one of the body parts are damaged or lost of function, it is not like normal movement and posture.</p>	5 min.		<p>A child will understand that he has to help others also.</p>

### Period Two

Learning Activities	Duration (Min.)	Teaching/ Learning Materials	Points to be noticed
<p>Discussion with the whole class</p> <p>Teacher discusses the following facts with the whole class by basing the condition and feelings of what has been played in the first period.</p> <p>Where are the eyes? Show me</p> <p>What are eyes useful for?</p> <p>(Close the eyes for a moment)</p> <p>What will happen when there are no eyes?</p> <p>Likewise, discuss with the whole class what will happen if there are no fingers, mouth, ears and legs.</p>	30 min.		<p>The usefulness of each body part of one will be able to think. They will also understand the importance of body parts.</p>

Teacher has to explain the following facts. The parts of the body are useful in their proper places. Therefore, one has to live carefully and cautiously for not to damage the body parts.	5 min.		One will take notice to look after carefully one's body parts.
Reciting poem. Teacher recites 'The world and I' poem with gesture and let the children recite also.	25min.		They will remember the usefulness of body parts by reciting happily.

*The world and I (Poem)*

*To see the world there are eyes  
To hear the world there are two ears  
To walk on the world  
There are two legs.  
To hold the world and shake  
It is the work of ten fingers  
I love the world  
With my heart,  
I live happily in this world.*

*Nyunt Aye (Innwa)*

**Period Three**

Learning Activities	Duration (Min.)	Teaching/ Learning Materials	Points to be noticed
<b>Playing</b> Put the items on the table and let the children see carefully. Then, ask them to turn around. Teacher reduces one item. What item is reduced? What is it used for? Group-wise playing can be done in this manner	30 min.	Nail clipper, comb, toothbrush, toothpaste, soap, small water cup, small towel, small handkerchief, napkin, and soap-container. (It can be played by replacing with the items used in one's region)	They will become able to look carefully
<b>Demonstration</b> Ask them to demonstrate practically	30 min.		Doing practically will make them know if it is

by using the items used in cleaning on how to clean. e.g. Show the nail clipper What s this? How is it used? Show the action			a systematic method or not.
---	--	--	-----------------------------

#### Period Four

Learning Activities	Duration (Min.)	Teaching/ Learning Materials	Points to be noticed
<b>Demonstration</b> Teacher leads in demonstrating the systematic cleaning of body parts by using the cleaning items. E.g. (a) In combing the hair. (Demonstrates by using a comb). (b) In brushing teeth (Demonstrates on how to brush systematically with a toothbrush) (c) In bathing, demonstrates bathing by using a soap and scrub off dirt. (d) Demonstrates the cleaning of urinary and excretory organs.	30 min.		Since they have to see the teacher s demonstration, they will become able to observe.
<b>Doing practically</b> Let them demonstrate practically by seeing the teacher s demonstration carefully. Ask them to demonstrate the cleaning of organs that the teacher says. (a) How will you comb your hair? (b) How will you wash your face? (c) How do you brush your teeth? (d) How do you bathe? How do you grime off your body	25 min.		They become able to do practically and apply in daily life due to the practical doing by themselves.
Teacher has to conclude by explaining as follows. You must clean yourself systematically, daily and weekly like this demonstration. You must take care of the body parts not to be damaged and lost since they are useful in their proper places. The most important thing is to clean the body parts. If you live cleanly, you will be free from diseases and healthy.	5 min.		

## Assessment

### (1) Assessment of children s activity

(a) Interest, listening and reciprocal speaking while the teacher is teaching group-wise or class-wise. Wait and assess if there is participation, cooperation and giving help to others while doing group activity. If there is weak point, teacher has to create the above facts to be able to carry out in the coming lessons.

(b) Ask them to check among one another if the hair is combed, if the finger and toenails are cut, and if the body is cleaned. Ask them to check also the hands and feet.

### (2) By pointing at the body, ask them what parts have to be cleaned. (It is only for viva) (10 min)

### (3) By showing comb, nail clipper, soap, toothpaste, toothbrush or material used according to the region e.g. neem stick , salt etc., ask the following questions. (It is only for viva) (20 min)

(a) What will you use to comb your hair and how will you comb?

(b) What will you use to clip you nails and how will you use?

(c) What will you use in taking bathe? How will you use?

(d) What will you use in washing hands? How will you use?

(e) What will you use in brushing teeth? How will you use?

[Remarks: It has to be observed continuously in case of assessment (1). One period is specified for (2) and (3). It is not for written. It tends to develop verbal ability.]

Reference



How do you use?



How do you use?



How do you use?

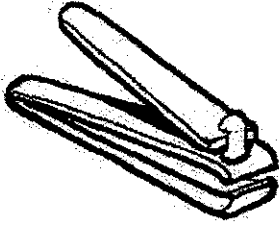


What do you do with it?

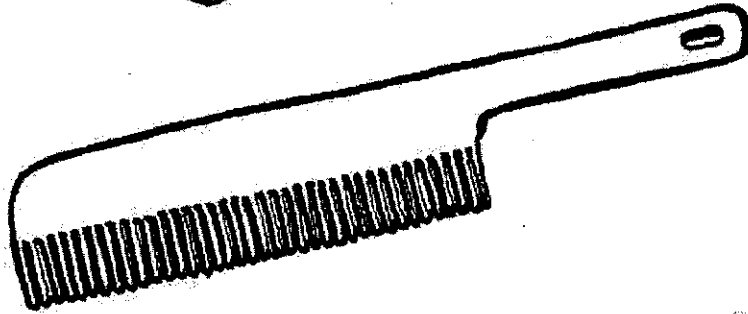


For what do you use?

When do you use? How do you use?



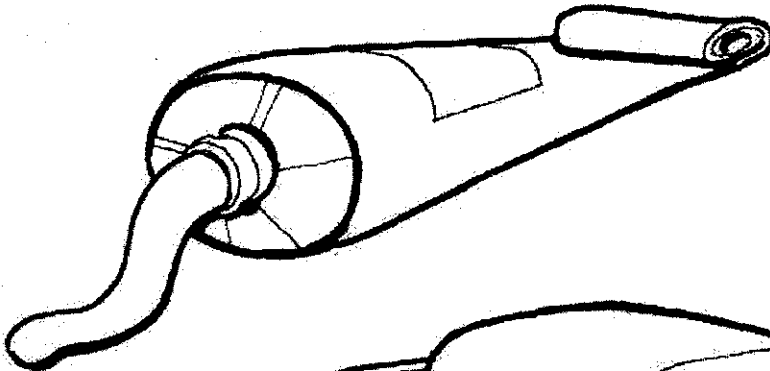
What is this?  
When do you use?



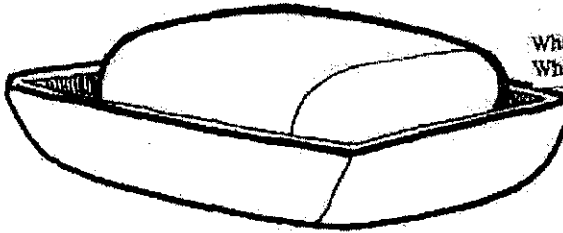
What is this?  
When do you use?



What is this?  
When do you use?



What is this?  
When do you use?



What is this?  
When do you use?

## Topic 25: Personal Hygiene – (b) Washing Hands

<b>Key Concept</b>	The reason for washing hands and systematic hands-wash
<b>Learning Objectives</b>	
<b>General Objectives</b>	To let children understand that the hands have to be washed thoroughly and systematically for personal hygiene
<b>Specific Objectives</b>	Children are able (1) to tell that germs are transmitted from dirty hands into the body through the mouth. (2) to understand and tell it is necessary wash hands systematically and thoroughly with soap and clean water. (3) to explain that there are harmful germs in daily life and we cannot see them with naked eyes.
<b>Activities Involved</b>	<ul style="list-style-type: none"> <li>- Picture story telling</li> <li>- Question and answer (Whole class discussion)</li> <li>- Self participation of the children</li> <li>- Whole class discussion</li> <li>- Observation</li> <li>- Singing a poem</li> </ul>
<b>Teaching/Learning Materials</b>	picture story (Eight colorful sheets), soap, glue papers enough for all students, magnifying glasses for every group, real flies etc
<b>Teaching Periods</b>	4 periods (120 minutes)

### Before Getting Started

#### Background Information for teachers

*Note: Do not copy this for students and not recite them.*

It is also important to wash our hands thoroughly for personal hygiene. In daily life, when we touch materials in our house and surroundings, our hands can be contaminated with germs. We cannot see the germs with naked eyes as well as magnifying glass. If we use a microscope, we can see many germs even in a small particle. If we eat with contaminated hands, germs reach into the body through dirty hands, and mouth. So we can suffer from diseases. Therefore, we must wash our hands before and after eating, coming back from toilet, playing, and touching with dirty materials. When we wash our hands, first we wash them with soap and water to clean grease and dirt. And then, it has to make dry with napkin or towel or cloth etc.



## Lesson Planner

	<u>Period One</u>	<u>Period Two</u>	<u>Period Three</u>	<u>Period Four</u>
<b>Specific Objectives</b>	To tell germs reach into the body through dirty hands	To explain and demonstrate how to wash hands systematically with soap and clean water	To explain that germs are harmful for us and we cannot see with naked eyes	
<b>Introduction (Evocation)</b>	Asking questions Which part of the body can do work? What can they work? How should we keep the hands?	Playing of making a model Telling about materials in playing of making a model Explanation how to play.	Asking Which materials do we touch with daily?	Asking Have you ever seen a fly? Where do flies go usually? What will happen when we have fly rested- food?
<b>Development (Reflection)</b>	<u>Picture story</u> telling Observing picture cards. Question and answers	<u>Making a model</u> 1. Playing of making a model using paper, pencil, glue, and, saw dust 2. Observing their hands 3. Questioning. - What will happen on your hands -What to do these hands to clean?	<u>Whole class discussion</u> 1. Writing answers above on the black board Are the materials touched with hand clean? Why?	Observing the flies 1. Giving the glass, and real flies 2. Observing the flies 3. Comparing the drawing big fly picture 4. Asking the questions
<b>Conclusion (Realization)</b>	Discussing the facts in story	Washing hands practically	Explanation to the students	Singing a song
<b>Assessment points</b>	Observing the students' participation when teacher tell the story	Monitoring the students' participation when they practice and discuss	Assessing students' participation when they discuss and observes the picture card	Assessing their practices and discussion, and singing a poem

## Teaching/Learning Procedure

### Period One

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

		Materials	
Discussion with students about useful hands -Which parts of body do we use to work? -What we can work? -What do you do these useful hands?	5 min.		
<b>Picture story telling</b> (1) The teacher tells the story about "Pho Maung Lay" (2) The teacher asks children what they find on their hands. (3) Teacher asks children what will happen to Pho Maung Lay and what has reached into his stomach. (4) Teacher asks children what they should not do to be like that.	25 min.	pictures for story	Make children to enjoy the story. Let children guess about the dirty hands.  Let children feel the invisible and harmful things based on this story.

### Po Maung Lay (story)

Po Maung Lay , a Grade one student, is playing with his friends in front of his house. His mother calls him, "Son, Po Maung Lay, let's have lunch" Po Maung Lay replies, "Yes, Ma Ma! I'm coming", and he says to his friend, "All friends, Ma Ma is calling me to eat so I'm going to eat. Let's continue playing later"

These are Po Maung Lay's hands. Po Maung Lay washes his hands in the water cup near the table only once. And then he eats together with his mother. He usually does like that everyday. What will happen later?

He has stomach problem and goes to toilet so many times. His mother takes him to a doctor, and when the doctor makes a diagnosis he finds that Po Maung is suffering from worm infestation.

Dear Children! What do you think the doctor does? How have the worms reached into Po Maung Lay's stomach?

### Period Two

Learning Activities	Duration (Min.)	Teaching/ Learning Materials	Points to be noticed
Individual Activity (1) Teacher tells children to draw pictures as they wish. (2) Teacher demonstrates how to apply glue and pour sands on to the picture, and shake away the sands. (3) Teacher asks children whether	30 min.	glue sand paper pencil crayon	Practical and interesting experiences are necessary for children to understand the washing hands.

<p>their hands are dirty or not, and asks them why they are dirty. Teacher asks children what they will do with the hands.</p> <p>(4) Teacher asks them to wash their hands with water in bowls.</p> <p>(5) Teacher asks them their hands are dirty or not and why.</p> <p>(6) Teacher asks them what they will do to clean their hands thoroughly.</p> <p>(7) Teacher tells them to wash their hands with soap and clean water, and soak the water with napkin.</p> <p>(8) Teacher asks them their hands are clean or not and why.</p>		<p>Water in a bowl</p> <p>Soap, water, and napkin</p>	<p>Let children discuss openly and freely as much as possible.</p> <p>When we wash our hands with only water, they have not been clean yet. So let children guess why they have not been yet. They guess that when they use soap and clean water, their hands are clean totally.</p>
---	--	---	--

### Period Three

Learning Activities	Duration (Min.)	Teaching/ Learning Materials	Points to be noticed
<p>Whole class discussion</p> <p>(1) Teacher asks children which things they have touched from the morning to night.</p> <p>(2) Teacher writes the results from the class discussion on the blackboard.</p> <p>(3) Teacher asks children if their hands are clean or not and why they are not.</p>	30 min.		<p>Let children discuss openly and freely as much as possible. Let children guess things they have touched.</p> <p>Let children guess the materials, which they touched with their hand, are dirty or not.</p>

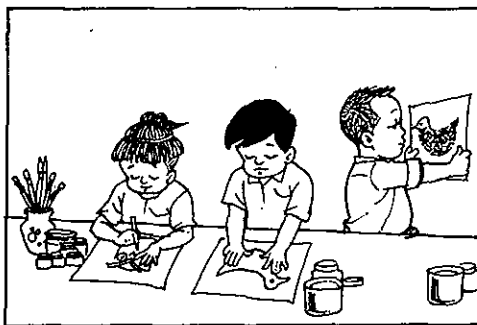
### Period Four

Learning Activities	Duration (Min.)	Teaching/ Learning Materials	Points to be noticed
<p>Observation of flies with magnifying glasses</p> <p>(1) Children observe flies with magnifying glasses.</p> <p>(2) Teacher asks children where flies go, and what happens to flies' legs.</p> <p>(3) Teacher asks children whether their dirty hands are similar to the dirty legs of flies or not.</p> <p>(4) Teacher explains about their dirty hands and the germs on the dirty legs of flies.</p>	25 min.	Magnifying glasses, flies, pictures of the magnified fly	<p>Let children find and observe the nature of flies with magnifying glasses. To be aware of the fact that a magnifying glass makes things larger than original size.</p>

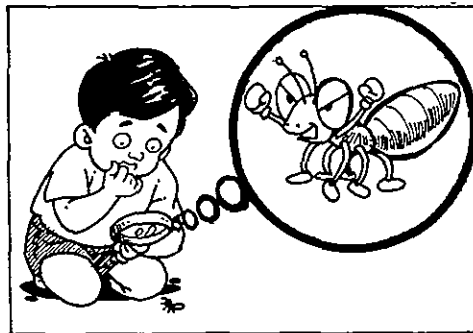
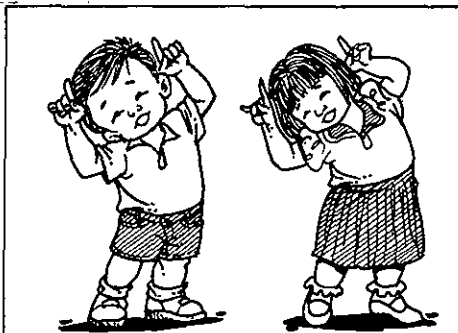
<p>(5) Teacher explains that we cannot see these germs with naked eyes but they can be seen with the help of a microscope only.</p> <p>(6) Teacher asks children what should be done before the meal and after using toilet, and why it has to be done like this.</p>			
<p>Singing the poem</p> <p><b>Let s Wash Our Hands</b></p> <p><i>Whenever eating food, It has to be done to wash hands If hands are washed thoroughly, You will be healthy. When Ma Ma calls on for having meals, Let s wash hands happily. Hey! Let s wash hands.</i></p> <p>Teacher tells children to wash their hands regularly and to tell their family members about this lesson.</p>	5 min.		<p>Teacher tells children to sing the poem loudly and to note the "washing hands"</p> <p>Let children replicate this knowledge to their family members.</p>

Self participation of the children

Creation



Self practice



Singing a poem

Observation

## Assessment

1. Asking the questions for main facts of lesson content.
  - (a) Why should it be done to wash the hands?
  - (b) How should it be done to wash the hands?
  - (c) When do the hands have to be washed?
  - (d) What will happen if food is eaten without washing hands?
  - (e) How is it known that hands are contaminated with germs?
2. Assessment on the children's activities

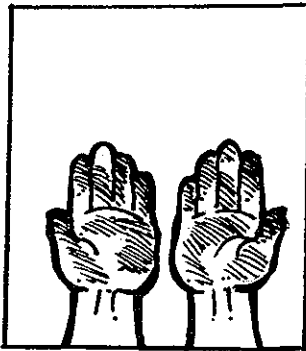
A check list will be made after observing whether there are active participations of children in story telling, answering and questioning, self participating, observing, and singing poems or not.

Daily performance of the children will be observed.

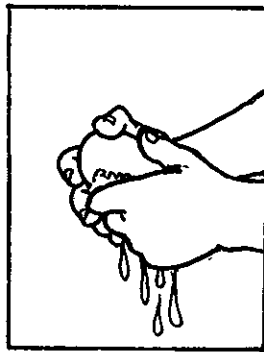
## Reference

Washing hands to be clean means washing hands thoroughly with soap or soap substitutes and clean water.

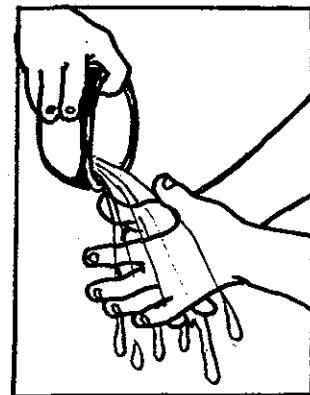
Dirty hands



Wash the hands to be clean from dirt using soap



Pour the clean rubbing with soap

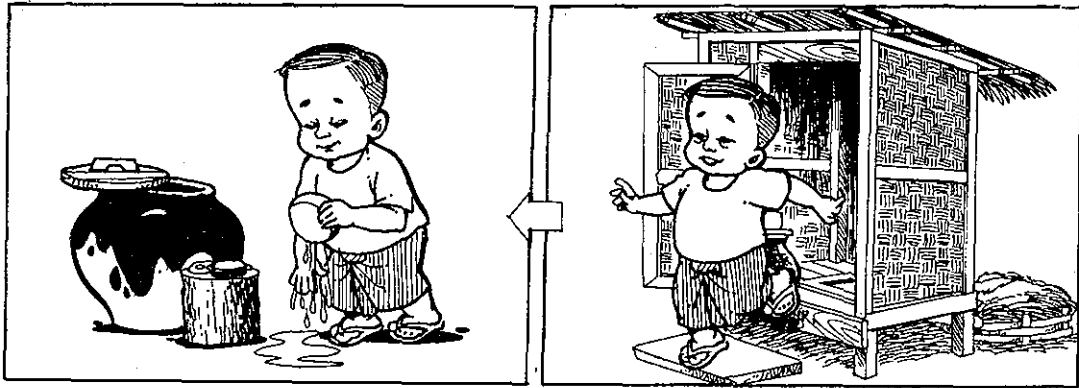


\* If there is no soap, natron, ash, ash liquid, soap acacia, Tayaw (the bark of a kind of tree, which is also used in preparing)



Wash the hands thoroughly after using toilet.

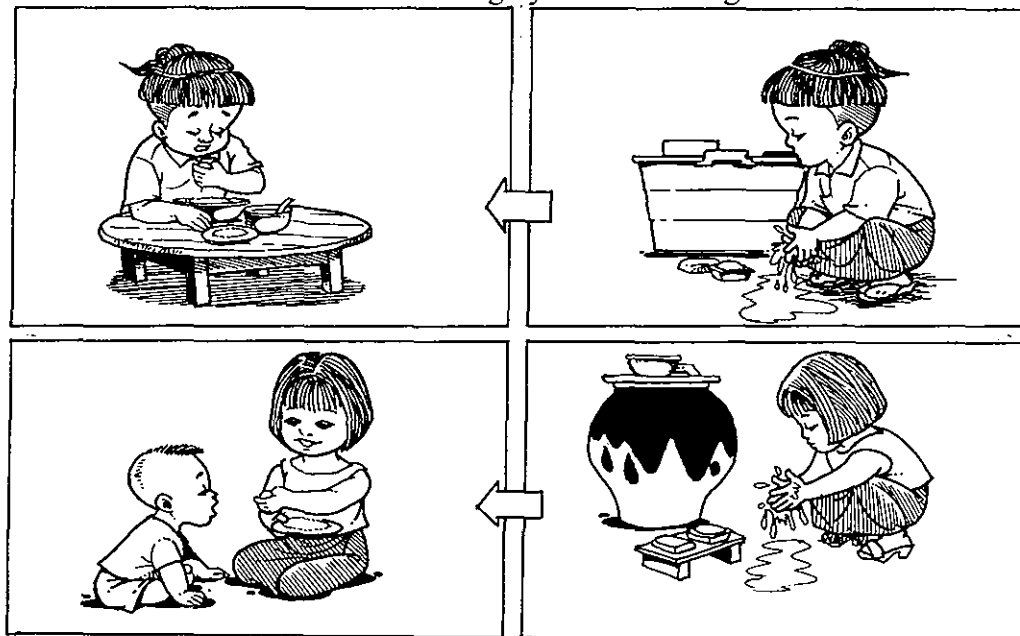
Wash the hands thoroughly after using toilet



Wash the hands after playing



Wash the hands thoroughly before holding the food.

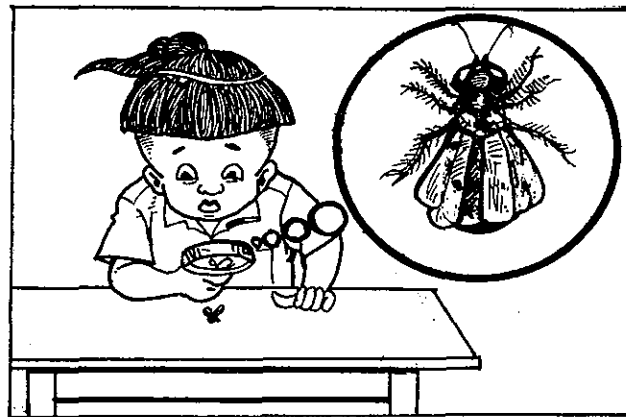


- (1) Hands have to be dried after being washed
- (2) It is necessary to clip the nails to be free from dirt inside them
- (3) Help children with training on washing hands
- (4) Note:
  - (a) Do not wash hands by sinking them in water bowl
  - (b) Do not wash with the water which another one has already used to wash hands.

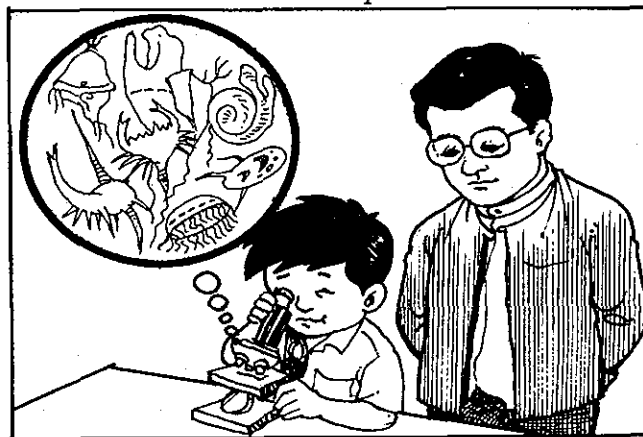
**Wash hands under the following circumstances.**

1. Soap and Clean water are usually required for washing hands at home.
2. Soap and Clean water are usually required for washing hands in the toilet.
3. Soap and Clean water are usually required for washing hands outside the toilet.
4. Soap and Clean water are usually required for washing hands at the offices, centers, schools and common toilet.
5. It is necessary to arrange to pour the water and soap for washing hands in donation ceremonies.

Very small insects can be seen in large size like this under the magnifying glass. Pathogenic germs, which cannot be seen with naked eyes, can be seen with the help of such microscope.



It will be found that a tiny particle contains various kinds of pathogenic germs if it is examined under the microscope.





In order not to have the dirt and germs remain in between, nails should be cut regularly.



## Topic 26: Food and Eating

<b>Key Concept</b>	To get the necessary energy, man makes various foods of the ward and village to eat
<b>Learning Objectives</b>	
<b>General Objectives</b>	To understand that man makes various foods of the ward and village to eat and eating food
<b>Specific Objectives</b>	Children are able (1) to bring out the foods found in ward and village and one s favorite food. (2) to tell that how the foods of ward and village described in the picture can be made to eat (3) to bring out the foods that are eaten according to animals described in the picture and be able to tell the reasons of eating (4) to tell it is necessary for the children to eat multiple food for growth and good health
<b>Activities Involved</b>	<ul style="list-style-type: none"><li>- questioning and answering with the whole class</li><li>- drawing</li><li>- playing (the bazaar basket falls and broken)</li><li>- playing (going into the garden)</li><li>- playing (matching) - doing activity according to group,</li><li>- measuring the height and record.</li><li>- measuring the girth of arm</li><li>- recitation of poem</li></ul>
<b>Teaching/Learning Materials</b>	<ul style="list-style-type: none"><li>- papers, color pencils, picture charts to play matching (according to the number of groups) ruler, chalk</li></ul>
<b>Teaching Periods</b>	3 periods (90 minutes)

### Before Getting Started

#### Background Information for Teachers

It is necessary for the children to learn about food and nutrition since the childhood. It has to be made for the children to have the good practice of observing one's environment in ward and village in order to describe the names of food that one likes, the food that are usually eaten at one's home and the food found in one's ward and village.

Some of the foods that man and animals eat are same and some are not. There are various animals such as herbivores, carnivores and omnivores. Living things of the animal kingdom including human eat food in order to get energy for growth, survival, and

health and to be able to work. There are three food groups i.e. food for growth of every person such as meat, fish, egg, milk, various kind of beans; food that produce energy such as rice, wheat, corn, oil, butter, sugar and fruits; food that prevent diseases such as vegetables and fruits. It is necessary to eat each kind of food from three groups daily.



### Lesson Planner

	<u>Period One &amp; Two</u>	<u>Period Three</u>	<u>Period Four</u>	<u>Period Five &amp; Six</u>
<b>Specific Objectives</b>	Be able to bring out one's favorite food and the foods found in the ward and village	Be able to tell that how the food found in one's ward and village, which are described in the picture can be made to eat	To bring out the foods that are eaten according to animals described in the picture and be able to tell the reasons of eating	Be able to tell it is necessary for the children to eat a variety of food for the growth and good health
<b>Introduction (Evocation)</b>	Discussion with the whole class	Explanation about a garden	Explanation about playing by matching	Explanation about measuring girth of arm
<b>Development (Reflection)</b>	Drawing Playing "the bazaar basket falls and broken"	Playing by going into the garden Supplementation by the teacher	Playing by matching Questioning and answering Teacher's supplementation	Measuring girth of arm (in pair) Teacher's supplementation Recitation of poem
<b>Assessment points</b>	Assess if all children participate	Observe and assess if all children	Observe and assess if all children	Observe and assess if all children

	in discussion, drawing and playing and if the objective is achieved or not.	participate in playing and if the objective is achieved or not	participate in playing, questioning, and answering	participate in measuring girth of arm and reciting poem and if the objective is achieved or not.
--	---	--	--	--

**Teaching/Learning Procedure**

**Period One**

Learning Activities	Duration (Min.)	Teaching/Learning Materials	Points to be noticed
<p><b>Discussion with the whole class</b>            Teacher tells the children, We will tell about the food today. Think about the snack you like best. I will tell you first.            Teacher tells his/her favorite snack and lets children tell in turn.</p>	5 min.		It will make children notice the foods that one likes and the food in the ward and village.
<p>Then, ask the following question.            - Tell the food that you have ever found in one's ward and village. (snack, meat, fish and vegetables etc.)            (Teacher writes whatever the children say on the blackboard)</p>	10 min.		Have the children consider about the food they have ever found in their ward and village. Teacher motivates in order to get more names of food.
<p><b>Drawing</b>            Then, ask to draw individually each food they like out of the foods they told.            Distribute papers and color pencils to draw pictures by group.            Let them color the pictures after drawing.            After the children have drawn the picture, teacher goes to every group asks the name of food in the picture and writes it beneath the picture (or) let them write if they can write by themselves.</p>	15 min.	papers, color pencils or flowers and leaves for coloring necessary for drawing,	It will make children know the name and pictures of food together. Teacher has to help the children to be able to draw appropriately. If possible, take care for the pictures drawn by the children not to be similar each another.

**Period Two**

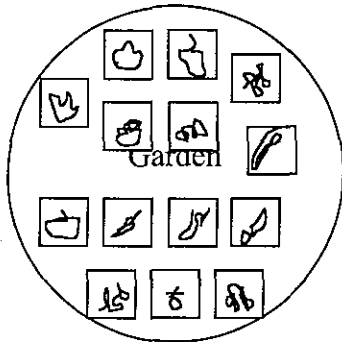
Learning Activities	Duration (Min.)	Teaching/Learning	Points to be noticed
---------------------	-----------------	-------------------	----------------------

		Materials	
<p><b>Playing bazaar basket drops and broken</b></p> <p>Teacher tells, We ll play the game of shopping now for your happiness</p> <p>- Let each child hold the picture of the food they have drawn in order to be obvious for others and let them sit in a circle form in the space on the ground or in the large room suitable for playing. Mark the sitting plan on the ground.</p> <p>In this case, one child has to stand to act as a buyer.</p> <p>- One child acts as a buyer, he looks at name of food in the pictures that children are holding, and tells the name of the food that he wants, and says, 'I have bought it.' (E.g. I ve bought a mango). The one who is holding the picture of that food has to follow the buyer. It is to buy continuously like this. Those who are holding the foods that the buyer bought have to follow in a queue behind the buyer. In this way, when many things have been bought, the buyer tells that the bazaar basket is getting heavy and a moment later when he says quickly, 'the bazaar basket is dropped and broken', the buyer and the followers have to jostle to gain an advantage in getting the seats specified. The one who remains without getting seat has to act as buyer and continues the game.</p>	30 min.	the pictures drawn by children in the first period	<p>It will make the children remember more the names and pictures of food together.</p> <p>Teacher has to demonstrate as the first buyer in the playing so as to enable the children play the game appropriately.</p> <p>Care should be taken not to use chairs in setting for seats. It is possible to get injury by falling chair. It is better to play by setting seats on the ground. Children will become active and happy as well as their ideas will become much better.</p>

### Period Three

Learning Activities	Duration (Min.)	Teaching/ Learning Materials	Points to be noticed
Teacher will explain about the garden and vegetables and fruits that can be grown in the garden.	30 min.	Pictures illustrating the vegetables and fruits that can be grown in the garden	The pictures contained in the game have to be the pictures of food that can be found in the ward and village and can be known by the children

**Playing the game Let s go into the garden.**



Draw a circle as a garden in front of the classroom (or) on a space of the ground. Put the pictures of vegetables collected by the teacher beforehand or drawn by children in the circle. Let the children from groups go into the garden alternately, and take each vegetable they like and let them tell the name of vegetable they have brought and how that food is made to eat. (E.g. eating as raw, eating by cooking, eating by making various kinds of snacks etc.)  
The remaining children and the teacher have to supplement if necessary.

Children will remember the picture and name of foods together and will be able to think by relating with one's environment on how each food can be made to eat.

Teacher has to accept the fact the children said even it is not completed.

**Period Four**

Learning Activities	Duration (Min.)	Teaching/ Learning Materials	Points to be noticed
<p>Playing by matching 'What do they eat?'</p> <div style="display: flex; justify-content: space-around;"> <div style="border: 1px solid black; padding: 5px; width: 40%;"> <p>Man Fowl Tiger Elephant Monkey Cattle Cat</p> </div> <div style="border: 1px solid black; padding: 5px; width: 40%;"> <p>Paddy Rabbit Sugarcane Rice Grass Banana Rat Rice bran</p> </div> </div> <p>(To describe with pictures) Form children into groups and the groups will be given picture cards.</p>	<p>20 min.</p>	<p>(according to the number of groups) Pictures from the left side (each picture of each kind)</p> <p>Pictures from the right side (three pictures of</p>	<p>The animals and foods in the pictures should be the ones that children can know according to one's region. Teacher has to prepare beforehand.</p> <p>Children will be able to think and bring out the foods that each animal found and heard in their environment eats.</p>

<p>Let them discuss within groups and let them describe by matching each kind of animal and the foods it usually eats. e.g. Chicken → grain of paddy, broken rice, cooked rice</p> <p>(animal)                      (the food it eats)</p> <p>Then, groups have to retell the foods according to the animal, which eat those foods to the whole class in turn and discuss together.</p>		each kind)	<p>In playing the game, teacher has to accept the matching of the children if it has possibility even though it is not the same as the teacher's idea. It is possible that pictures are more than enough or insufficient. It is the major for the children to be able to think as they like. Children should have enough time to think. Teacher has to supervise to enable every group member to participate.</p>
<p>Questioning - Why do you think animals eat food? (Teacher has to write children's answers on the blackboard)</p>	5 min.		<p>Let them think the reason of why animals eat.</p>
<p>Teacher's supplementation Teacher will explain that animals including man eat food for health, survival, and growth and to get energy to work.</p>	5 min.		<p>Teacher has to explain slowly and regularly in order to make them understand more completely about the reason of why animals eat food.</p>

### Period Five and Six

Learning Activities	Duration (Min.)	Teaching/ Learning Materials	Points to be noticed
<p><b>Measuring girth of arm</b> By organizing pairs, the children have to measure girth of arm each other. Teacher has to explain how to measure the girth of arm. Measure at the middle of right arm in dangling position with a string without being too tight or too loose. Teacher demonstrate the measuring and mark with a ball pen on the string.</p>	10 min.	String to measure girth of arm, and ball pen	
<p>After measuring each other, let them compare the length of string according to the mark on it and decide whose</p>	10 min.		<p>Have the children find that one child is different from another</p>

length of the marked string is longer.			children in body growth (thinness and fatness) though they are in same age. (Exception: some children can be the same.)
<p>Whose length of the marked string is longer? Why?</p> <p>Teacher has to compare by taking three or four pieces of strings with different measurement.</p> <p>Ask why the measurements are not same each other.</p>			Have them notice that these dissimilarities are due to the different way of eating.
<p><b>Teacher's supplementation</b></p> <p>It is found that children are same in age but they are different in fatness and thinness. Because the way of eating and living is different. The age of the childhood is very important for the growth and good health. For this purpose, it has to eat various kinds of food daily. (Tell it is necessary for daily food to contain meat, fish or various kinds of bean, fruit, vegetables, food made of rice and wheat). Only when being healthy, it is possible to be able to learn and to become intellectuals.</p>	10 min.		Teacher can supplement some issue from the background information for teachers so as to enable the children to understand it is necessary to eat a variety of food daily. Teacher needs to tell slowly and regularly. It should be told that eating beans and eating meat and fish are the same.
<p><b>Recitation of poem</b></p> <p>Teacher recites first and children have to follow.</p> <p>Let the children recite with gesture.</p> <p><i>[Let's go to market Together with daddy and mommy] (Will buy)<sup>2</sup> buy vegetables (Will buy)<sup>2</sup> buy beans and meat</i></p> <p>Teacher tells that vegetables can prevent diseases and meat and fish or beans can make the body growth and ask them to retell at home.</p>	20 min.		Have the children take part happily.