

Assessment

1. Assessment on the content of lesson

- (a) After giving the mixture of pictures of foods found in one's ward and village (E.g. fruits, vegetables, snacks made of rice, snacks made of wheat) and have the children select three pictures food from the same food -group and tell by the group.
- (b) Distribute the pictures of three groups of animal which eat different food and the pictures of various food to children groups and ask them to match the animal and the food it eats and let them verify each other among groups.
- (c) Ask why animals eat food.
- (d) Have the children groups tell each kind of fruit, vegetables, meat or fish, and snack sold in ward and village or found in the bazaar.

2. Assessment of children's participation

Observe and assess if the all children participate in the activities of drawing, playing games, collective discussion, questioning and answering, and recitation of poem or not and if the objectives of the lesson are achieved or not.

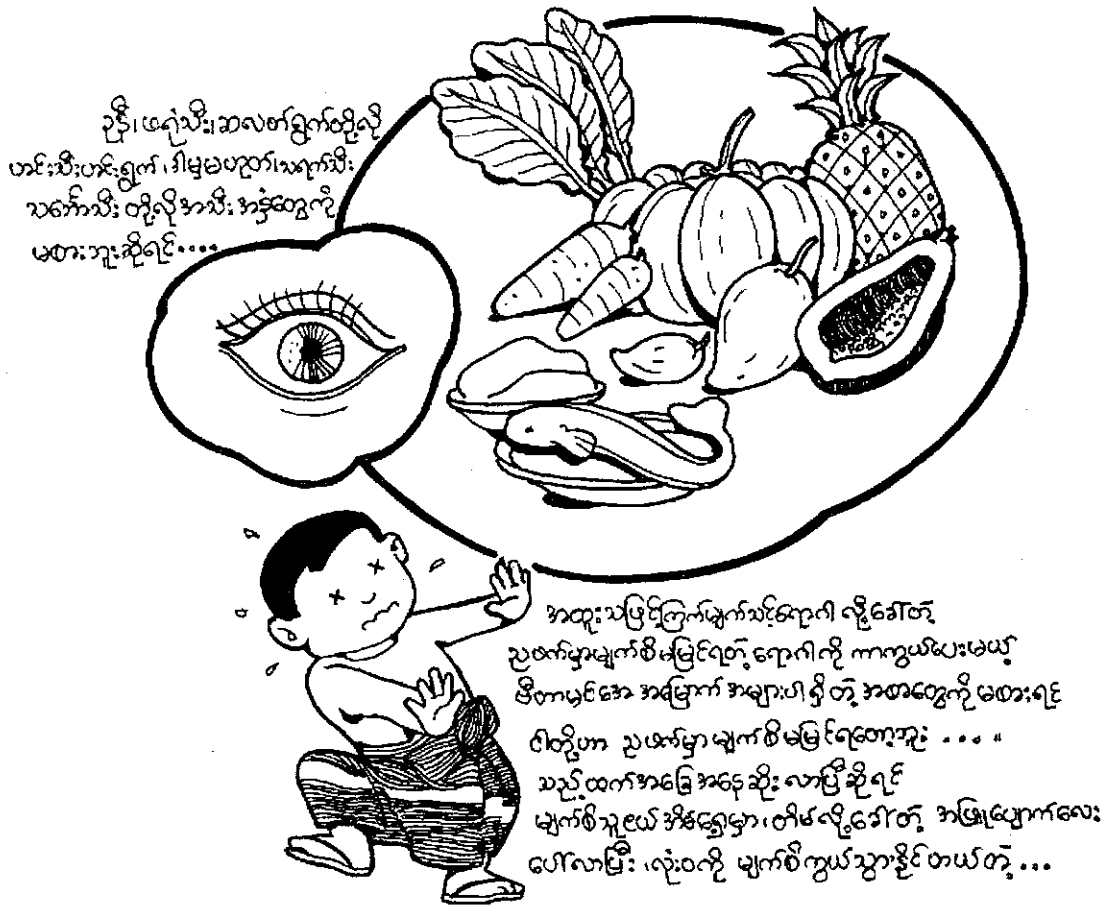
Reference



It is necessary to have all kinds of nutrition like this in our body. Only then, our body will be grown up and we will be healthy.

If not eating vegetables such as carrot, pumpkin, salad or fruits such as mangoes, papaya,

We will be lost energy and easy to catch common cold and to contract diseases.

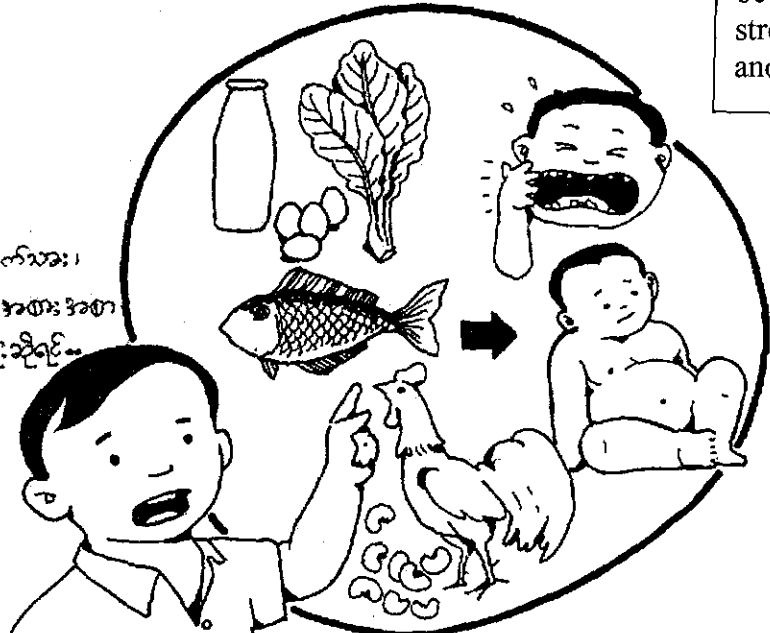


If not eating the food that contain large quantity of vitamin A that prevent from the disease especially night blindness,

We will not see at night. In the condition is getting worst, cataract can occur and finally we can get blindness.

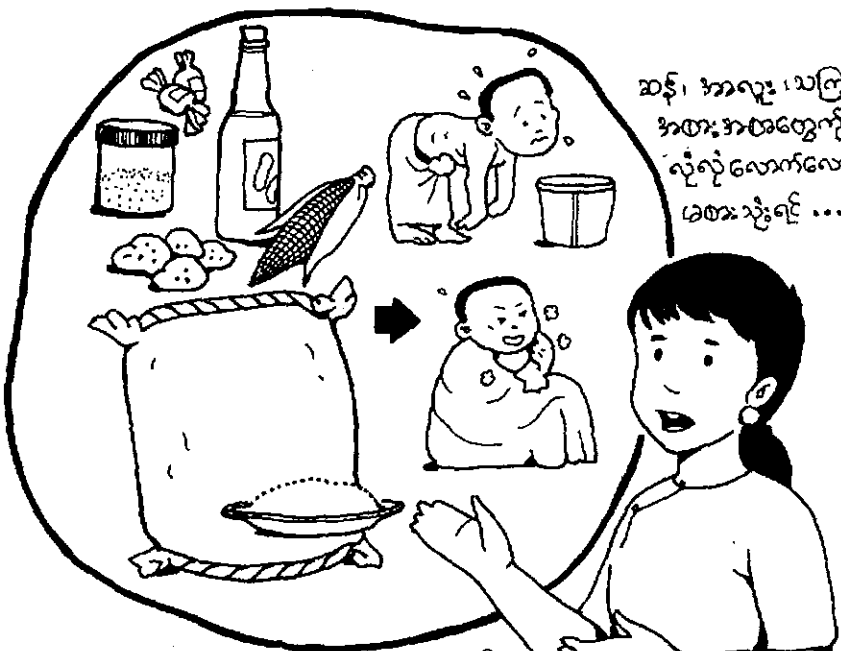
Meat, fish, egg, milk and vegetables have to be eaten for the strength of teeth and gums.

နို့၊ ဝါး၊ ငြက်သား၊
ဥနှင့် အလားတူ အစားအစာ
တွေကို မစားဘူးဆိုရင်...



ဝါးတို့အဖွဲ့ကိုယ်ဟာ မော့လွယ်မယ်...
ဒါမှမဟုတ်၊ သွေးရောင်၊ ကိုယ်ရောင်ရောင်
တွေရမယ်...

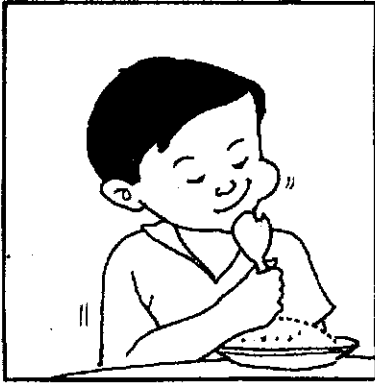
ဆန်၊ အာလူး၊ သကြား နဲ့ အလားတူ
အစားအစာတွေကို
ရုံရုံ လောက်လောက်
မစားဘူးရင် ...



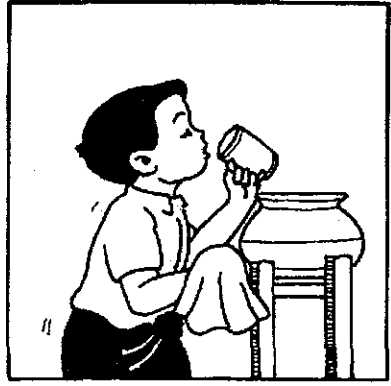
အားအင်ကုန်ခန်းပြီး
အစားမိလွယ်၊ ရောင်ရလွယ်မယ်။



Meat, fish, egg, milk and vegetable should be consumed for the strength of teeth and gum



Food must be masticated thoroughly.



In order to make the nutrients dissolved in water and reach all over the body, water is essential.



It has to gurgle after every meal.



In order not to remain food residues in the oral cavity, teeth have to be brushed whenever going to bed.

Topic 27: Dress for Health and Convenience

Key Concept	The ability to wear clothes systematically according to place and season.
Learning Objectives	
General Objectives	To understand that clothes have to be worn systematically according to place and season.
Specific Objectives	Children are able (1) to tell that clothes have to be chosen and worn according to season. (2) to tell that clothes have to be chosen and worn according to place. (3) to tell the reason to wear clothes. (4) to wear the clothes systematically.
Activities Involved	<ul style="list-style-type: none"> - Story telling - Drawing - Cut and paste of the clothes chosen according to season (group activity) - Jigsaw playing - Teacher supplements and explains - Competition on wearing clothes.
Teaching/Learning Materials	Story Various kinds of pieces of cloth Cards Pictures of various kinds of clothes to play jigsaw Shirts to hold competition on wearing clothes (if the children agree, the clothes of children who are about to enter into the competition can be used.)
Teaching Period	5 periods (150 minutes)

Before Getting Started

Background Information for Teachers

Remarks: Do not let children copy or learn by heart. It is only for the teachers to know

Man wears clothes to prevent the adverse effect of weather, to be healthy and not to feel shame. It is necessary to choose and wear suitable clothes according to season to prevent the adverse effects of weather. (It has already been described in KG). It is necessary to wear clean and tidy clothes without grime to be healthy. The clothes that one wears need not always be new. New clothes and beautiful clothes are usually worn only in going to ceremonies and crowded places. While staying at home suitable clothes, which are clean, tidy, light and convenient, are usually worn. Those who work in offices and schools usually wear uniforms specified according to their

departments when they go to their work places. The clothes that are worn not to feel shame must be worn to secure one's body. It is necessary for the children to take responsibility in wearing one's clothes by oneself systematically. Taking responsibility in doing the works that one is able is a mean to help elders and parents in a family.

Lesson Planner

	<u>Period One</u>	<u>Period Two</u>	<u>Period Three & Four</u>	<u>Period Five</u>
Specific Objectives	Be able to explain that clothes have to be chosen and worn according to season.	Be able to tell that clothes have to be chosen and worn according to place.	Be able to explain the reason to choose and wear clothes.	Be able to wear clothes systematically.
Introduction (Evocation)	Discussing about the clothes that children have.	Teacher distributes pieces of cloths and children observe.	The pictures of various clothes are drawn and distribute the pictures cut to observe.	Discussing with children on how clothes should be worn.
Development (Reflection)	Story telling Question and answer.	- Drawing - Making cut and paste - Exchange within group, examine and retell.	- Playing jigsaw - Question and answer - Discussion with the whole class.	- Question and answer - Playing clothes wearing competition.
Assessment points	To assess if the teaching/learning procedures achieve the aims or not and if all children participate or not in the learning activities. Asking question.			

Teaching/Learning Procedure

Period One

Learning Activities	Duration (Min.)	Teaching/ Learning Materials	Points to be noticed
Story telling Teacher asks children, 'what kind of clothes do you have?' Teacher listens to what the children say and tells 'I will tell	30 min.		Teacher has to tell the story slowly and steadily.

<p>you a story about the clothes of a girl named Ni Ni like you' and the story 'at one's proper place' will be told.</p> <p>While telling a story, the following questions will be asked in appropriate places.</p> <p>What will you do when it is raining heavily after school children?</p> <p>What will you do when you are trembling with cold for getting wet in the rain? Why?</p>			
--	--	--	--

Story: At One's Proper Place

Once upon a time, in Myaing Thar Yar village, there was a student named Ni Ni. Ni Ni put her clothes in a box. In Ni Ni's clothes box, a blouse, a sweater and a rain coat lived together.

The blouse was haughty by saying that, 'people always wear me that's why I am the most useful for man'. As the sweater and raincoat could not say like the blouse, they felt sorry and depressed.

One day when Ni Ni came back from school it was raining heavily. She got back home with her whole body wet with rain water. Since Ni Ni had been under the rain for long she felt cold and trembled. At that time Ni Ni's mother said, 'you are feeling very cold, please wear the sweater' and took out a sweater from the box and had her wear. Ni Ni's body got warm again soon after she wore the sweater. At that moment Ni Ni said, 'it's better to have worn this sweater otherwise I'll get sick from cold. If I am sick I'll be absent from school and lag behind the lessons. The sweater helps me. Thank you sweater.' And the sweater was happy by saying, 'I am also useful for man'.

Ni Ni's mother told that, 'you are lucky not to be sick, take the rain coat always when you go to school in future. If you wear a rain coat, your body will not get wet in the rain. If you get wet with rain water for long you'll catch cold and sick.'

For this reason whenever Ni Ni came to school in future she always took the raincoat. She wore the rain coat and came back on every rainy day so that she did not get wet and was able to come back home warm and safe. Therefore Ni Ni said, 'this rain coat not only helps to prevent me from getting wet with rain water but also it can prevent cold. I also thank to the rain coat'. And the rain coat was very happy to think, 'I can also help man'.

Then the blouse thought 'all the clothes are useful in their proper places' and felt ashamed for being haughty. At last, the blouse was no longer haughty and lived together happily with the rain coat and sweater.

Period Two

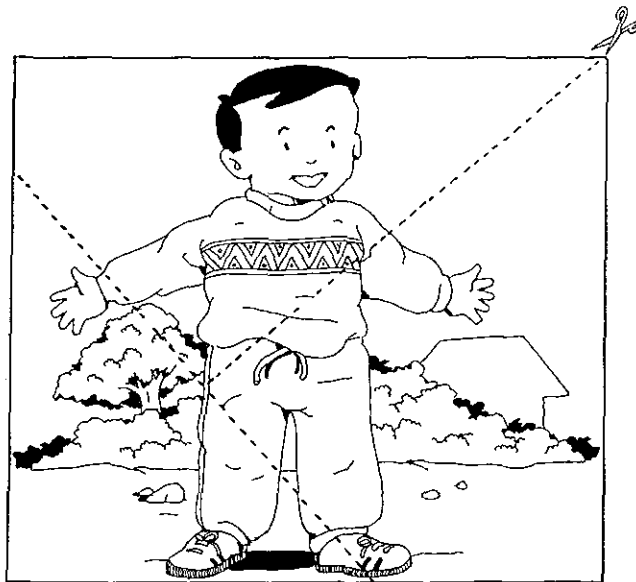
Learning Activities	Duration (Min.)	Teaching/ Learning Materials	Points to be noticed
<p>Choosing the clothes to wear according to season.</p> <p>(a) Teacher collects various pieces of cloth from the tailor shop and distributes children groups assorted pieces of cloth.</p> <p>(b) Then glue to stick the pieces of</p>	5 min.	Pieces of cloth to wear according to season, cards, glue (according	Tell children beforehand not to get the materials by force in doing activities and to carry out alternately.

cloth and cards will be given to groups.		to the number of groups)	
(c) Teacher has the children draw pictures of man on the cards. Children have to choose the pieces of cloth to wear according to season and apply glue to stick on the bodies of pictures drawn. d) Have them write the label of dress worn in hot weather (or) dress to wear while raining (or) dress worn in cold weather under each picture respectively.	15 min.		Teacher cuts the cloths into pieces beforehand and lets the children take suitable cloth and stick with glue. It is necessary for the teacher to do an example. Let each person carry out the activity. It will instruct children within group or group-wise beforehand to stick the clothes to wear in which season.
(e) After sticking clothes by all groups, let them exchange the pictures within group and have them examine if the clothes are worn when it is hot (or) raining (or) cool.	5 min.		Teacher has to help to examine among children. Give time. Teacher has to accept if the facts that children say correspond with the practical life. (For example it is acceptable if the child says he will wear thick and warm clothes while it is raining because it is cold. A rain coat has to be worn only when going outside)
(f) Then let each individual tell his/her findings from examination to the class. If there are wrong findings, let them tell why they are wrong.	5 min.		

Period Three and Four

Learning Activities	Duration (Min.)	Teaching/ Learning Materials	Points to be noticed
Playing jigsaw (a) The picture of each type of clothes (cut into parts) will be distributed to groups. (b) Let them observe the parts and reconnect to get a picture.	15 min.	The picture of various clothes cut into parts.	Teacher helps all children to participate in playing. It will cut the picture into only about (5) pieces.

<p>Asking questions</p> <p>(a) By seeing the picture of clothes that one has connected, let the groups answer the following questions alternately.</p> <ul style="list-style-type: none"> - What picture of clothes is it (what is it called?) - When do you wear this clothes? - Why do you wear at this time? 	30 min.		Teacher has to ask until the children can express differently the dress according to season (summer, rainy season, and winter), the dress at home, the dress for outside and school uniform.
<p>(b) The following questions will be discussed with the whole class.</p> <ul style="list-style-type: none"> - Why does man wear clothes? - What will happen if the clothes are not worn? <p>(c) Teacher will supplement as necessary.</p>	15 min.		Give children time to think. Teacher has to help for everyone to participate. In telling the answers, let each individual tell not to be noisy. It is described in the background information for teachers.



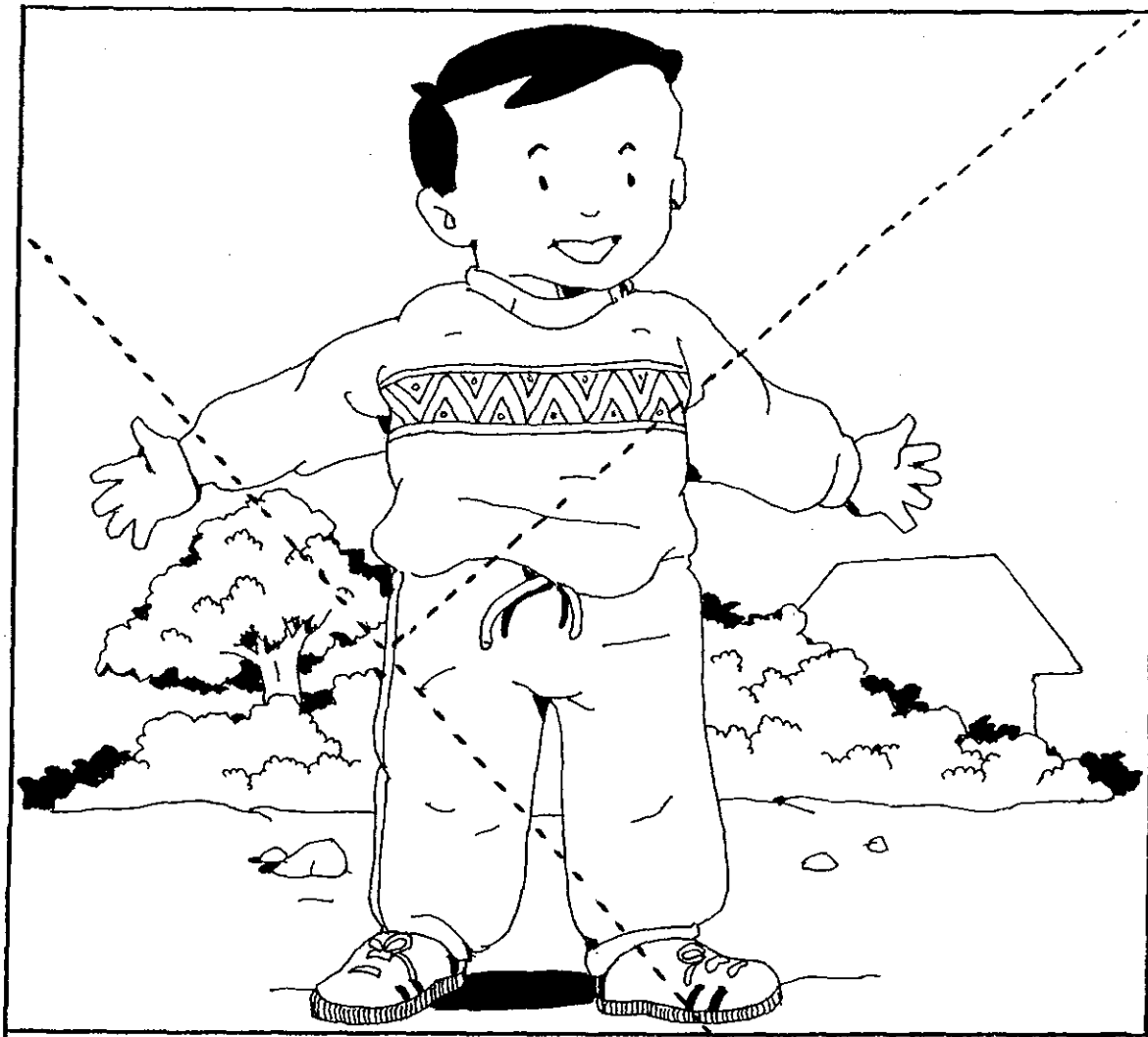
- အထက်ပါပုံသည် ဖြတ်ဆက်ကဏ္ဍအတွက် နမူနာပုံသာဖြစ်ပါသည်။
- အခြား အဝတ်အစည်း ပုံစံအမျိုးမျိုးကို တပ်မဲ ဖြေရှင်း၍ (ပထမတန်း) တာဝန်ပေး၍ စတုတ္ထ အချိန် ဖြတ်ဆက်ကဏ္ဍခြင်းတွင် အားပြုပြန် ဖြစ်ပါသည်။

Period Five

Learning Activities	Duration (Min.)	Teaching/ Learning Materials	Points to be noticed
<p>Playing the competition of wearing clothes</p> <p>(a) Teacher asks the following question to children before the playing starts. - "How will you wear when you go to school or festivities?"</p> <p>(b) If necessary the teacher tells that whenever in wearing clothes the buttons have to fasten in their proper place and pants, pasos and htami have to wear firmly.</p> <p>(c) Then to begin the game, (2) children from each group (or) those children who want to play will be allowed to play. The shirts that children will use for the competition will be piled up at a specified place. Draw a line on the other side and specify the place to start the race. Start the game as follows after the teacher has told full instructions. When the teacher gives signal, run from the line drawn to the place where the shirts are piled up and take the shirt specified for one. After that wear systematically and tidily and run back to the starting point.</p>	30 min.	Extra shirts (or) it can be played by taking out the shirts that children wear.	<p>It is to explain the method of playing until the children understand.</p> <p>Some children do not want to take off their shirts in front of their friends. Therefore the teacher has to find and collect extra shirts.</p> <p>If the shirts are not the children's own, teacher has to specify who is to choose and wear which shirt.</p>

Assessment

- (a) 1. What kind of clothes is to be worn when it is cold? Why?
 2. What kind of clothe will you wear if you sweat a lot and hot?
 3. What colors are the school uniform? What dress will you wear when you come to school?
 4. Why does man wear clothes? What will happen if you do not wear any clothes?
 5. When you are at home or coming to school how will you wear clothes? Why?
 6. Who should wear you clothes? Why?
 7. What will you do if you find a child who cannot wear clothes properly like you? Why?
 (In asking question, give children time to think. Let those who would like to answer do so.)
- (b) It will assess if all children participate or not in the learning activities and the learning activities achieve the aims or not.



- အထက်ပါပုံသည် ဖြတ်ဆက်ကစားရန်အတွက် နမူနာပုံသာဖြစ်ပါသည်။
- အခြား အဝတ်အထည် ပုံစံအမျိုးမျိုးကို ထပ်မံ ပြုလုပ်၍ (ပထမတန်း) တတိယနှင့် စတုတ္ထ အချိန် ဖြတ်ဆက်ကစားခြင်းတွင် အသုံးပြုရန်ဖြစ်ပါသည်။

Topic 28: Communicating to Other People

Key Concept	The abilities to speak and to listen are required for the basic skills in communication.
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 and about oneself (2) to tell how to communicate to other people
Activities involved	<ul style="list-style-type: none">- Observation- Drawing picture- Playing- Individual performance- Discussion with the whole class- Story telling
Teaching/Learning Materials	<ul style="list-style-type: none">- pictures from newspapers, journals and magazines- blank papers, pencils- chart containing Ka, Kha alphabet- three story cards
Teaching Periods	7 periods (210 minutes)

Before Getting Started

Background Information for Teachers

to speak

This lesson will make children to be able tell one's name and about oneself and to be able listen to other's name and about others. This lesson is taught mainly on how in communicating with others.

The activity that has to tell individually enables one to speak and get the practice of listening to others. Moreover, one will be able to express what is developed in one's mind. In communicating with others, one will know which speech and behavior are suitable and that it is to speak politely. The ability to speak and the ability to listen are required for the basic skills in communication. Everyone does speaking and listening. It is to communicate with speaking in order to get and send information and instructions.

Lesson Planner

	<u>Period One & Two</u>	<u>Period Three & Four</u>	<u>Period Five, Six & Seven</u>
Specific Objectives	Be able to tell one s name	Be able to tell about oneself Be able to listen and retell about others.	Be able to tell how to communicate to other people
Introduction (Evocation)	Observation	Playing	Discussion with the whole class
Development (Reflection)	Drawing picture	Individual activity	Story telling
Conclusion (Realization)	Complement of teacher	Complement of teacher	Complement of teacher

Teaching/Learning Procedure

Period One & Two

Learning Activities	Duration (Min.)	Teaching/ Learning Materials	Points to be noticed
<p>Observation Teacher has to collect a week before the pictures containing many people and activities. Ask the children to bring the pictures beforehand. Ask the children to find and collect the pictures containing many people and activities. Have the children select six pictures as they like each by mixing the pictures that children have brought and the pictures collected by the teacher. Teacher asks the following questions based on the picture they have selected.</p> <ul style="list-style-type: none"> - Which picture do you like? - Why do you like it? - What did you find in the picture? - What are they doing? - What do you think are they speaking? 	30 min.	Collect the pictures as many as possible from the newspapers, journals and magazines.	<p>Children will be able to find out the pictures in the magazine, journal, and newspaper with care and apply them.</p> <p>If the picture does not commensurate with the number of children, it can do it in turns. It can also be done in groups. Teacher helps children to speak by seeing the picture. It is to help children to be able to express the feelings they like.</p>

<p>Drawing Teacher has to instruct children as follows. Have you ever seen a mirror? Can you remember the image of one found in the mirror? Draw the picture of one's image to remember always. Give children the opportunity to draw the picture as they like. Encourage those children who cannot draw to try. After the drawing is completed, tell children to write one's name beneath the picture with a large handwriting. The paper on which the picture is drawn and the name is written is fastened on the front button of children's shirts by making a hole. If there is no button, bind it with a safety pin. (Teacher has to do) Let the children see the picture and read the name of one's friends fastened in front of the shirt reciprocally among groups. When the time is over, keep those pictures to carry out in the next period.</p>	30 min.	Blank papers.	<p>If necessary, teacher has to bring a mirror and tell children to see. Distribute the papers.</p> <p>As the children are given the opportunity to draw freely as they like they will get the chance to bring out and show one's picture happily. Teacher has to help those children who cannot write.</p> <p>Children will be able to see happily, what their friends have done. They will become more intimate among one another.</p>
--	---------	---------------	---

Period Three & Four

Learning Activities	Duration (Min.)	Teaching/ Learning Materials	Points to be noticed
<p>Playing Teacher leads in doing as follows. (1) Let's find the various names present inside the classroom. (2) First of all my name is Thidar. If you find Thidar in Ka , Kha alphabet, it contains Tha alphabet and Ta alphabet. And May Kyu Thin contains Ma , Ka , and Tha alphabets. (3) Teacher asks children to write down one's name and find which alphabet contains. (4) Teacher calls different alphabets and let the children find out the names that started with that alphabet. The owner has to stand up.</p>	30 min.	Chart containing Ka, Kha alphahabet.	<p>One will notice that one has the name illustrated with alphabets. One will know and notice that like one has name others have also names and will be able to call correctly others names.</p>

<p>1. Who's name is started with Ka? 2. What is his name? 3. Please stand up</p>			
<p>Individual activity (1) Teacher starts telling about himself including name, address, father s name, mother s name, names of siblings, and routine housework through using the words easy for the children to understand. Ask the children to listen carefully. (2) Specify time to think about oneself individually. (3) Have them tell about themselves individually. Ask them to tell as far as they remember. Though facts are not perfect, accept it. (4) Give time for all children to tell. Let all listen carefully. (5) After telling by each person ask the remaining children What did he say? Please tell it again. This activity can be done to practice children 'speaking' after teaching in two or three periods.</p>	30 min.		<p>Children will become known about others, as they are able to tell about themselves. They will be aware of that everyone has name and personal concern.</p> <p>The ability to listen will be improved.</p>

Period Five & Six

Learning Activities	Duration (Min.)	Teaching/ Learning Materials	Points to be noticed
<p>Discussion with the whole class 1. Teacher starts to introduce with the following content. "Let us introduce among friends in the classroom." "What do you want to ask your friend? Tell." 2. Teacher writes whatever the children say on the blackboard with a large handwriting. 3. Then the teacher distributes the pictures. Beneath the pictures are the names. Read it and ask a friend what is written on the blackboard now. - "Who is he?" - "How many brothers and sister does he have?" - "Where does he live?"</p>	30 min.	The pictures drawn in period two.	

<p>- "Who are his parents?" - "What does he like?" You can also ask, as you like. 4. Exchange the pictures that children drew between two children. 5. Tell them to go to the person who has his picture and ask about the above facts or as they like. Tell them to answer if others ask. 6. Ask them to retell to the class. Ask them to come out in pairs and tell about each other. (Accept and acknowledge if the facts are not perfect. Give time to tell by all children.) 7. After that bind the pictures drawn by children like a book and put the name, 'Students from Grade One ()'. Make a rack in an easy place and put the book on it so that children can be able to see whenever they wanted to see.</p>			<p>Like being able to tell about one, one will know about others. One will notice that every one has name and personal concerns. If they cannot answer, the teacher has to forgive and give help to be able to tell. The main thing is that children must get the opportunity to speak and to ask.</p>
--	--	--	---

Period Seven

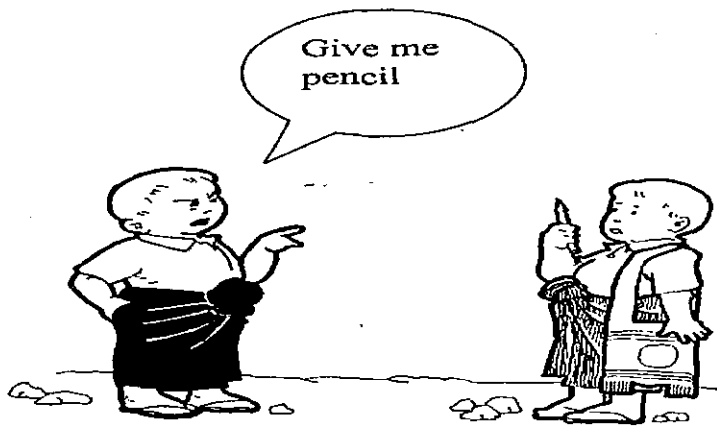
Learning Activities	Duration (Min.)	Teaching/ Learning Materials	Points to be noticed
<p>Story telling 1. Teacher has to tell the story of Ma Yin Kyay with gesture and intonation. Ask children questions while telling the story. Ask them to do actions. 2. Give three story cards to children and if there is any one who could retell let him retell. 3. Teacher has to ask the following question as conclusion. Give time to think (They will take more interest if they are asked to compete in groups) (a) Do you like the type like Swa Kyae Ma in the story? Why? (b) Why do friends refrain Swa Kyae Ma? (c) How did her mother suggest Swa</p>	<p>30 min.</p>	<p>Three story cards</p>	<p>By listening story, it will be able to think and criticize besides getting happiness. Ask one question after another. Give time to think. They will be able to bring out which speech and behaviour are suitable.</p>

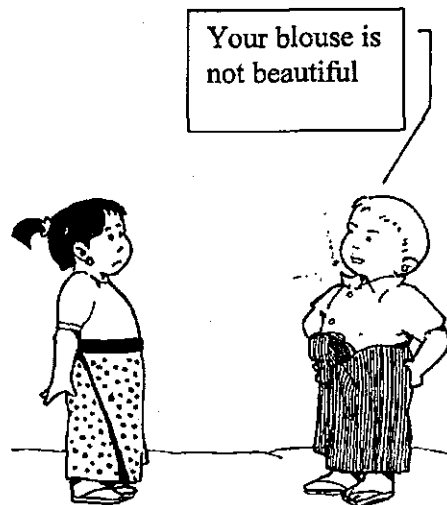
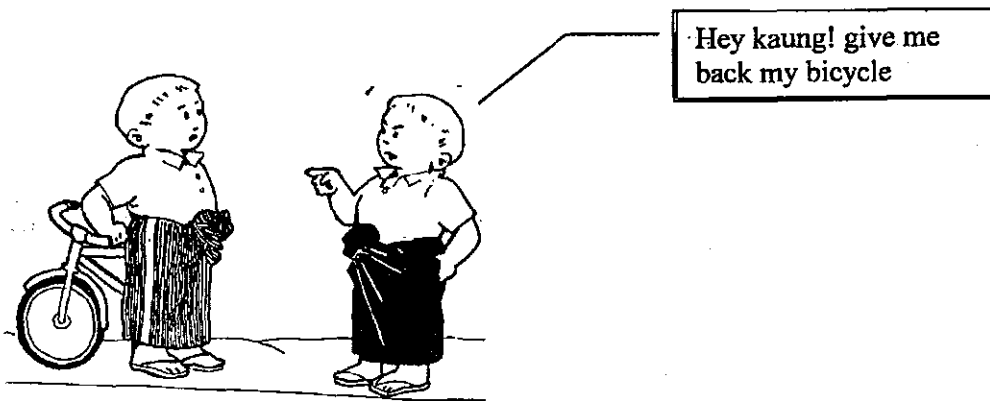
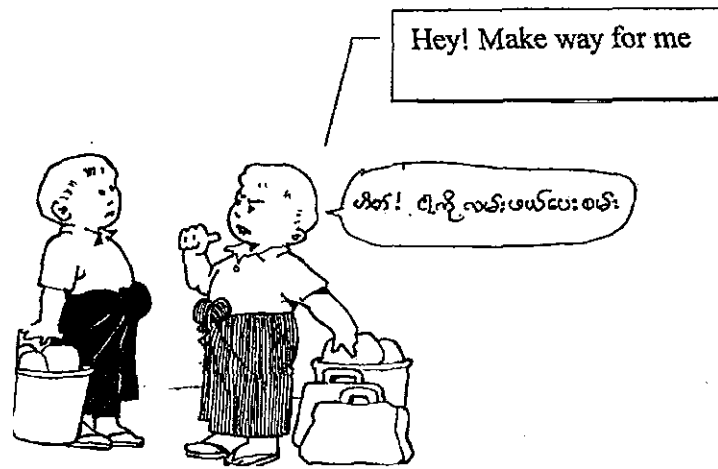
<p>Kyae Ma? (d) How will you speak with parents? (e) How will you speak with elder brothers and sisters and how will you speak with younger brothers and sisters?</p>			
---	--	--	--

Assessment

Group discussion.

1. Read the following pictures and the speech.
If you are told like this, what will you say? Please tell.





Reference

Communication is the transport of information by using the methods such as speaking, writing, gestures, signs and signaling. Therefore, when one is communicated with others one can get information from these people.

One has to do writing and reading of information, one has to speak and listen to what others say daily. If one cannot write and speak clearly, one will not become the person who is able to communicate properly.

Story: Ma Yin Kyay

Once upon a time, there was a girl named Ma Yin Kyay. However, no one called her Ma Yin Kyay. They called her Swa Kyae Ma. They called Swa Kyae Ma because; -

(Why do you think she has been called Swa Kyae Ma, could you think and give answer?)

In dealing with her father and mother; Ha! How annoying, I can't come, mother. Ask other brothers and sisters to do it. You are forcing only me to do for you, she replied whenever her father and mother said, Come here, Daughter! Look for me my bag here. etc. Then, she went out pouting and sulking.

(Is it good to reply and sulk like this? Why?)

(In that case, how should she reply, do it and tell)

In communicating with her siblings; her elder sister said, My little sister! She responded 'What' querulously.

(If you are called, how will you respond?)

(In that case, is it good that she responded, why? How should she respond?)

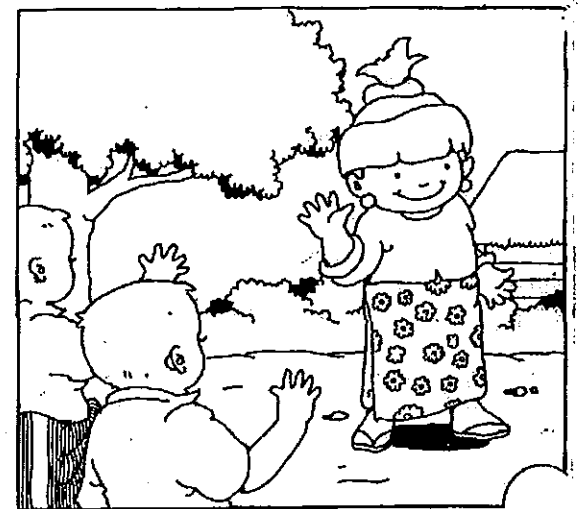
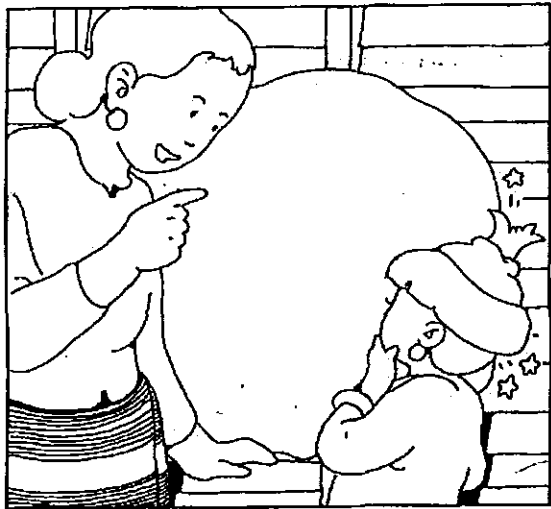
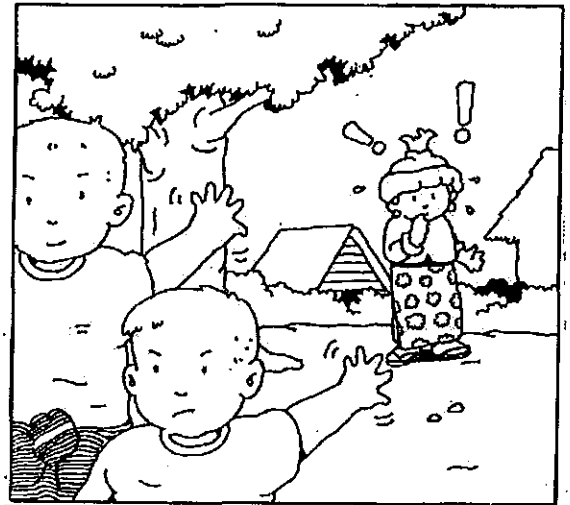
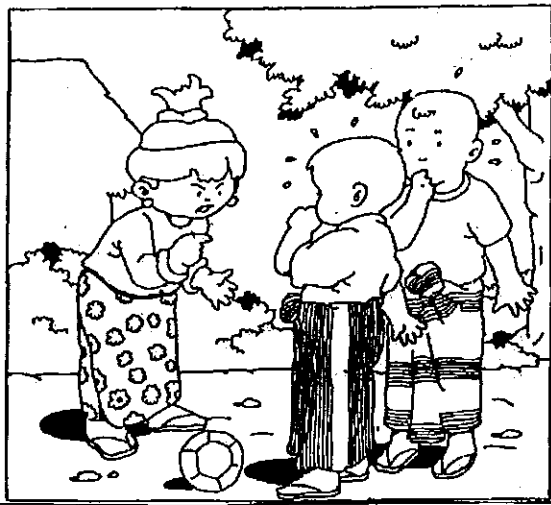
In dealing with her friends, as soon as her friend said, Swa Kyal Ma! (what do you think she'll respond, how should she respond, why does she happen like this) Come here. Let's fetch water. Take also water filter, (what do you think she will reply) she replied, Ha! You do by yourself. Why do I have to do? I can't do that.

Therefore, other people shunned her gradually. She came to her mother and told her, Mother! They do not call me. They pretended as if they don't know whenever I speak to them. Now, I am left alone. What should I have to do? (What do you think her mother say, what is Swa Kyae Ma going to do, how does she have to tell, give her suggestions)

Her mother said, You are always noisy and shouting so that no one wants to speak to you. Do not shout at each other. It must be sweet in talking to each other. You must listen to what another says and reply later. You do not have to be quarreled with others and you must be patient. Be stay in this style. Sooner or later, they will deal with you. (What do you think how Swa Kyae Ma will stay)

At the end, the name of Swa Kyae Ma disappeared and people called her Ma Yin Kyay. It was likely to be happy, learning and playing together with her friends. Similarly, her siblings were very pleased with working routines collectively at home too.

ԵՄՈՒՆՏԵՂՈՒ:



Topic 29: Malaria Disease

Key Concept	The ability to know the diseases that usually occur in one and one's environment.
Learning Objectives	
General Objectives	Be able to live by preventing the diseases that usually occur in one and one's environment.
Specific Objectives	Children are able (1) to explain the modes of infection of the malaria disease (2) to tell the methods to prevent the malaria disease
Activities Involved	- discussion with the whole class - observation of pictures
Teaching/Learning Materials	- picture charts
Teaching Period	1 period (30 min.)

Before Getting Started

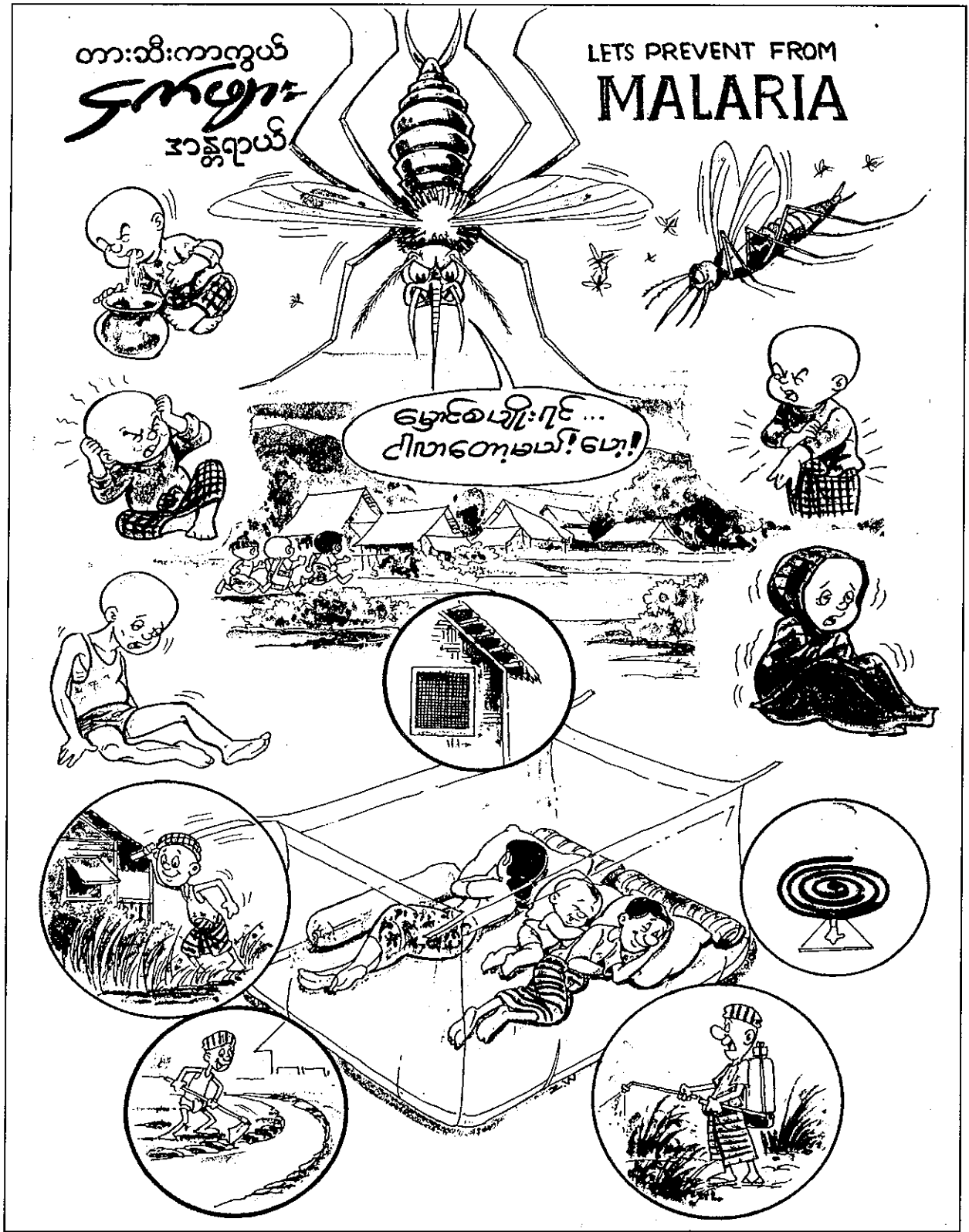
Background Information for Teachers

Malaria is a disease, which occurs mostly in Myanmar. Malaria disease can occur in children and adults of both sexes and can cause death. Once malaria develops there is a rise in body temperature with intermittent fever and chills will be felt.

Malaria disease can contract mainly by the bitten of the mosquito, which carries the malaria parasite. The mosquito, which carries the malaria parasite usually, bites at night. It can also infect from the transfusion of the blood containing malaria parasite. Likewise, the pregnant mother who has malaria can infect the newborn infants. Teachers should explain carefully the causes of malaria disease to children.

တားဆီးကာကွယ်
အန္တရာယ်

LET'S PREVENT FROM
MALARIA



Lesson Planner

Period One	
Specific Objectives	(1) Be able to explain the modes of infection of the malaria disease (2) Be able to tell the methods to prevent malaria disease
Introduction (Evocation)	Discussion with the whole class - Mosquito - Malaria disease
Development (Reflection)	- Observation of the pictures - Discussion
Conclusion (Realization)	- Explanation of the methods to prevent the disease

Teaching/Learning Procedure

Period One

Learning Activities	Duration (Min.)	Teaching/ Learning Materials	Points to be noticed
<p>1. Whole class discussion.</p> <p>(i) Write the following words on the blackboard for the whole class to see 'Mosquito' 'Malaria disease'</p> <p>(ii) Let all children read by spelling the words.</p> <p>(iii) Have you ever heard malaria disease? Tell as much as you heard.</p> <p>(iv) Explain that the disease that can infect and spread by the mosquito is the malaria disease.</p> <p>2. Observation according to group.</p> <p>(i) Form children into groups and let them observe the picture charts.</p> <p>(ii) Let them retell the contents of the picture to the whole class.</p> <p>3. Then the teacher explains as follows Malaria disease develops when malaria parasite enters into the body after bitten by the mosquitoes, which carry the malaria parasite. Malaria</p>	30 min.		Teachers have to lead in helping the discussion among children.

<p>disease cannot develop from the drinking or bathing of spring water, eating of bananas and papayas etc.</p> <p>4. The measures to prevent malaria disease are</p> <ul style="list-style-type: none"> - dress the clothes adequately not to be bitten by mosquito - sleeping with a mosquito net - application of mosquito repellent - cleaning the grasses and bushes around one's house and environment for not to be hidden by mosquitoes. - spraying insecticide. 			<p>Differentiate and tell the activities that can be done by the children themselves and the activities that can be done with a family.</p> <p>Let the parents at home retell.</p>
--	--	--	--

Assessment

1. How will you live not to be infected by malaria disease?
2. How will you live not to be bitten by mosquito?
3. What will you do to your house and environment not to be hidden by mosquitoes?

Reference

It is important to prevent malaria disease and to carry out measures for mosquitoes not to proliferate. Once malaria develops there is fever and the patient does not like to move his hands and body. Therefore, children will be absent from school for many days. The farmers cannot do the agricultural work so that their income will be affected. The evil consequences such as loss of work force and loss of life may occur.

The false ideas in relation with the infection of malaria disease are bathing and drinking of spring water, eating of banana and papaya.

If one is suspected of having malaria disease, one should go to the nearest hospital or clinic for medical check up. When a malaria parasite is found undergo medical treatment as directed by the medical personnel. The patient's family is to be given help and looked after.

Topic 30: Dengue Fever

Key Concept	To know the common diseases of one and one s environment
Learning Objectives General Objectives	To be able to carry out the preventive measures of disease that commonly occurs in one and one s environment
Specific Objectives	Children are able (1) to explain that dengue fever is transmissible by means of mosquitoes (2) to tell the preventive measures of dengue fever
Activities Involved	- whole class discussion - observation - group discussion
Teaching/Learning Material	illustrations
Teaching Period	1 period (30 minutes)

Before Getting Started

Background Information for Teachers

Dengue fever is transmitted from one to another through mosquito bite. If a mosquito that has already bitten a person who is suffering from dengue fever bites another person, this person bitten will be infected by dengue fever.

Dengue fever is caused by a kind of diseased germ. It is very common in children. In case of suffering this disease, the child is likely to be led to death due to high fever. There is no vaccine for dengue fever.

Mosquitoes are different in species. The species of mosquito, the carrier of malaria, is different from another species that is the causal organism of dengue fever. The mosquito that causes dengue fever bites human only in the daytime.

As dengue fever is caused by mosquito bite, it is possible to take the following preventive measures in order to be free from mosquitoes.

Wearing dresses sufficiently and letting children sleep in a mosquito net in the morning and in the afternoon; covering water tanks and pots tightly; changing the water in the tank or pot regularly once a week; changing frequently the water in the vases with flowers placed as a religious offering or decoration at

them observe the illustrations
 (2) Have them retell their findings on the illustrations to the class.
 (3) After that, teacher explains as follows:

Dengue fever is a disease transmitted from one person to another by means of mosquito bite. When the mosquito that has bitten a diseased child bites another healthy child, the causal organism carried reaches into the blood of the child bitten. In this way, the child bitten is infected by dengue fever.

(4) Explain that it is possible to prevent dengue fever by means of the following measure.

- Living to be free from mosquito bite
- wearing dress sufficiently
 - sleeping in a mosquito net (sleep in a mosquito net in the morning and in the afternoon as well)
 - spraying or fumigating insecticide that can control mosquitoes
 - covering water pots/tanks
 - changing frequently the water in the vases with flowers placed as a religious offering or decoration at home
 - cleaning bushes in the surroundings in order to be free from mosquitoes



Discriminate the activities that children can carry out by themselves from those, which can be carried out together with their family. Ask them to share this knowledge to their parents at home.

Assessment

1. What are found on the child's body in dengue fever case?
2. How will you live in order not to be infected by dengue fever?
3. How will you live to be free from mosquito bite?

Reference

It is not easy to discriminate dengue fever from common influenza in the beginning of the infection. Signs and symptoms of dengue fever are fever, red spots or rashes on skin, abdominal pain, vomiting, etc. If the sick child shows those signs and symptoms, it has to take him/her to a doctor in clinic or hospital or health center as soon as possible. Dengue fever is very common in rainy season. During this season, it should go to a doctor and take a treatment though signs and symptoms of dengue fever are not shown in high febrile case.

Sample Lesson for Multi-Grade Teaching

Topic 31: Preservation of Environment — Putting Away the Garbage Systematically

Key Concept	Knowing that environment has to be preserved.
Learning Objectives	
General Objective	Be able to preserve one's environment
Specific Objective	Children are able to explain how the garbage in one's environment has to be put away.
Activities Involved	<ul style="list-style-type: none">- drawing- observation- story telling- discussion with the whole class- group discussion
Teaching/Learning Materials	<ul style="list-style-type: none">- picture charts- paper, pencil- leaves, plastic bags- tight rope, hook
Teaching Periods	2 periods (60 minutes)

Before Getting Started

Background Information for Teachers	<p>The teaching method below is the demonstration of one of the teaching methods of multi-grade teaching. It is to introduce the teachers with multi-grade teaching. Some lessons contain the contents that all children in the primary level should know. This lesson is an educative topic from the life skills subject for cleanliness of the environment. First of all a story is written, which is intended to preserve the cleanliness and pleasantness of the lakes by making a plot on how fishes in the lake suffer diseases because of garbage, plastics and vinyl bags from the environment. This story is told to all students of the whole school. Then students from KG and grade one are asked to draw the picture as they like by referring the contents of the story. Students from grade two</p>
--	--

are asked to bring out and write the name of fishes in the lake group-wise. After listening to the story, grade three and grade four students are combined to discuss the question, 'what is good to be done for the fishes' in groups. The lessons containing in every grade can be taught with this method based on the curriculum. For example, it should be used in teaching personal hygiene, using fly-proof toilet, drinking good and clean water, three nutritional groups, prevention of diseases develop according to season lessons from the life skills subject. The said contents are usually contained in every grade so that some contents may be overlapped. But by teaching in this way makes like reinforcement teaching and causes to remember more.

This multi-grade teaching method is the method taught to students of various grades at the same time in schools with shortage of teachers. Since students from various grades are combined, senior students can help with the junior student's learning. All students at school can get the opportunity to observe reciprocally on how other classes carry out activities and discuss. Besides, it can obtain more opportunities for helping and understanding among one another and collaboration.

Lesson Planner

	<u>Period One</u>	<u>Period Two</u>
Specific Objectives	Be able to explain how the garbage in one's environment has to be put away.	Be able to explain how the garbage in one's environment has to be put away.
Introduction (Evocation)	Story telling	Discussion with the whole class
Development (Reflection)	KG and Grade 1 - drawing Grade 2 - writing the name of fishes Grade 3 & 4 - observing the garbage around environment - group discussion	KG and Grade 1 - showing picture chart Grade 2 - telling the name of fishes Grade 3 & 4 - presentation in groups on how the garbage is disposed of for the cleanliness of one's environment.
Assessment Points	How to encourage the children while drawing and discussion	Presentation is important as all groups are combined at the same time. Advantage of the multi-grade teaching.

Teaching/Learning Procedure

Period One

Learning Activities	Duration (Min.)	Teaching/ Learning Materials	Points to be noticed
<p>Story telling with a picture 'A little fish' story will be told by showing a picture chart. Let all the students from various classes listen collectively.</p>	10 min.	Picture charts	Let them think why a little fish in the story suffers disease.
<p>Giving activity according to grade (KG and G 1) Let them draw the picture of an animal as they like.</p>	20 min.	Paper, pencil	Let them draw the 'fish' happily out of the animals.
<p>(Grade 2) Let them think and compile the name of fishes in the region.</p>	20 min.		Let them think and bring out the name of fishes in one's region.
<p>(Grade 3 & 4) Observation, compiling and writing 1. Let them observe the garbage in the environment and let them compile and have them present. 2. Let them compare the leaf garbage and plastic garbage from the garbage in the environment. 3. They will be asked, which garbage is going to decay. 4. They will be asked the garbage found in the environment, which are not decay.</p>	10 min.	Leaf, plastic bag, vinyl bag.	<p>It will get the practice of observing one's environment.</p> <p>It will make them differentiate the decaying garbage and not decaying garbage from the garbage in one's environment.</p>
<p>Group discussion (Including sea beach, river, stream and lake) Let them think and discuss group-wise, - How the water will be made to flow clean and clear (or) - How it will be made for the fishes not to suffer diseases.</p>	10 min.		Let them think how to preserve one's environment to be clean and pleasant. Especially have them think how to dispose of the garbage.

Period Two

Learning Activities	Duration (Min.)	Teaching/ Learning Materials	Points to be noticed
<p><i>(Combination of all grades)</i> <i>(KG and G1)</i> Show the picture of fishes that children drew by hanging on the tight rope. Teacher asks those children to stand up in front of all grades and praises their activities.</p>	5 min.	Tight rope Hook, paper	Children will get self-confidence and happiness.
<p><i>(G2 children)</i> Have the group representative present the names of fishes discussed in groups. Let all the remaining children listen.</p>	10 min.		Children will get self-confidence. All children will know the name of fishes in one's region. They will get reciprocal understanding by knowing the difference in activities.
<p><i>(G3 and G4 children)</i> Have the group representative present the facts discussed according to groups. Let all remaining children listen.</p>	10 min.		Children will get self-confidence. All children will know the name of fishes in one's region. They will get reciprocal understanding by knowing the difference in activities.
<p>Teacher asks and discusses all children, who are responsible for the cleanliness and pleasantness of one's region and environment. .</p>	5 min.		They will understand that they all have to preserve for the cleanliness, beauty and pleasantness of one's region and environment.

Assessment

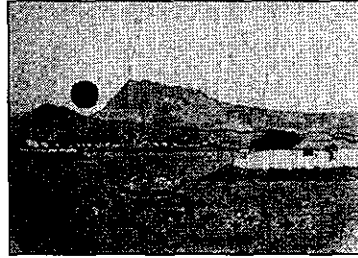
1. Assessing the children's activities;
 - (a) while the children are drawing
 - (b) while the children are asking one another
 - (c) It will be observed and assessed if the children participate or not in responding the teacher's question.

2. Teacher has to examine himself/herself how is the effectiveness of multi-grade teaching.

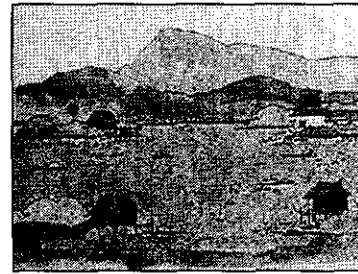
Reference

The Story of "Fish in the lake"

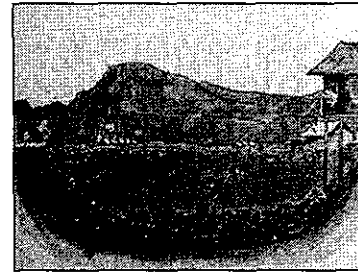
(1) There was a big and beautiful lake in the deep mountain. A fabulous gift from the nature. Everybody is happy, boating on the lake, fishing and enjoying life tremendously in nature. Everybody! Have you had good time on the lake? Have you played on the river?



(2) Soon after, there came more people's houses near the lake. And something started to happen in this big lake. Many tourists started coming in and they left garbage here and there everyday. But people thought like this....."Don't worry! Such garbage is no problem. It will be cleaned by itself because the lake is big enough for our small garbage. The lake is our big garbage box!"



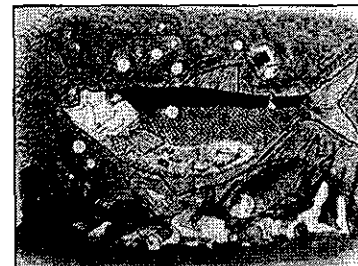
(3) Saying so, people kept throwing from their window, garbage and used plastic bags in the lake. Little by little the garbage started to accumulate at the bottom of the lake and piled up high. "But it is no problem! The lake is very big and it does not matter even if we throw away our small garbage in the lake!"



(4) Fish in the lake were the first ones to notice the trouble. "What is this? What's the matter? What is it that people are doing? They are throwing huge amount of garbage in the lake every day. The bottom of the lake is full of piles of garbage everywhere."



(5) A big fish in the lake said, "We cannot find our food in the lake any more but only the garbage people threw away. All right! Let me try eating their garbage. Yum yum....!! Yummmmm....!!" Big fish started to eat the garbage even to compete each other. Soon their stomach was filled with garbage after garbage. And they all fell ill for the serious stomach problem.



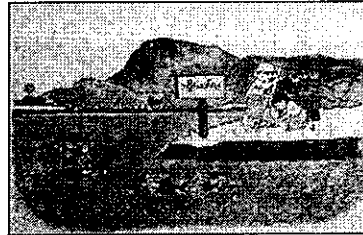
(6) The problem for the fish was not only the garbage. People started to spray a lot of pesticide for growing vegetables, tomato seedlings and fruits near the lake. The pesticide was even more dangerous for the fish. "Please! Oh, please! Stop it!" Fish were shouting at their best towards the people on land but their cry did not reach the ears of the people. The lake became more dirty and dirty.....



(7) "Help! Someone, help me!! All my family and friends fell seriously ill!!" Thousands of fish were shouting loud from the lake. "Don't throw away your garbage anymore! Remember that we fish live in the lake!"



(8) Children were the ones who could listen to these cries of the fish. "Let's help the fish! We can start with something which we can do." And they started to clean up the garbage and plastic bags lying around the lake.



(9) "Thank you!" Fish were delighted to see this and thanked the children. "We are happy that people on land started to notice our lives of fish in the lake. We can hope that the lake may become cleaner and cleaner. The friends who do not throw away garbage may increase more and more. We want to say thank you for all who clean the lake. "Thank you!" "Thank you!" The voice was echoing long and afar in this big lake.



This is the end of the story. But everybody! Let us give ideas how we can keep clean the ponds, rivers and lakes, where a lot of fish live and humans!

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.

General Studies Working Group Members

Daw Myint Myint Than	Senior Teacher/Staff of MBESS, DEPT
Daw Thin Thin Aung	Deputy Staff Officer, DEPT
Daw Aye Win Kyi	Deputy Staff Officer, DEPT
Daw Tin Tin Nu	Senior Teacher, DEPT
Daw Lwin Lwin Oo	Senior Teacher, DEPT
Daw Than Than Htay	Senior Teacher, DEPT
Daw Thein Thein Yi	Senior Teacher, DEPT
Daw Win Win Aung	Junior Teacher, DEPT
Daw Tin Moe Wai	Junior Teacher, DEPT
Daw Cho Cho Oo	Project Manager of SCCA, DEPT
Daw Tin Tin Yee	Assistant Lecturer, Yankin Education College (YEC)
Daw San Khin	Assistant Lecturer, Yankin Education College (YEC)
Daw Khin Sein Win	Assistant Lecturer, Yankin Education College (YEC)
Daw Win Theingi Kyaw	Tutor, Thingangyun Education College (TEC)
Daw Nwe Nwe Aye	Deputy Staff Officer, DBE3
Daw Khin Saw Hlaing	Primary Teacher, YEC Practicing School
Daw Mya Mya Thein	Primary Teacher, YEC Practicing School
Daw Khin Myat Htwe	Primary Teacher, YEC Practicing School
Daw Myo Sandar Aye	Primary Teacher, BEMS No.1, Lanmadaw

JICA Experts

Shinji Tajima	General Studies Expert
Taeko Kurokawa	General Studies Expert

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

March 2004

