

Topic 16: The Sun and the Moon

Key Concept	The change of the position of the sun and light and shape of the moon.
Learning Objectives	
General Objectives	Be able to know about the sun the moon
Specific Objectives	Children are able - to describe the change of the position of the sun in the sky during a day - to tell the changes of shadow according to the position of the sun - to describe the change of the shape of the moon at night - to tell about the celebration of seasonal festivals in Myanmar relating to the full-moon day
Activities Involved	<ul style="list-style-type: none">- observing surrounding- observing the sun and shadow- observing the illustration charts- discussion- observing the shape of the moon in the sky at home- practical drawing- writing record
Teaching/Learning Materials	illustration chart indicating the position of the sun, illustration chart indicating the change of shadow according to the position of the sun, illustration charts indicating the change of the moon, name cards of months, illustrations of seasonal festivals
Teaching Periods	6 periods (180 min.)

Before Getting Started

Background Information for Teachers

It is necessary to know the relationship between the position of the sun found at sunrise, at noon and after noon during a sunny day and the shadow of something (man, tree, object). Let the children know the formation and the length of shadow in accord with the position of the sun at sunrise, at noon and in the after noon.

They also have to know the sunlight in daytime, the moonlight at nighttime. Moreover, they have to know that the sun is seen at low level in the horizon in the morning and evening; the sun is high up in the sky at noon and in the after noon; directions can be noted by observing the sun, the moon and stars.

Make the children know that the shapes of the moon seen from 1st waxing day to 8th waxing day, on full-moon day, and on new moon day are related with the movements of the sun, the moon and the earth.

Let the children know that Myanmar traditional festivals are celebrated on waxing days and full-moon days. (Warso festival is held on the full-moon day of Waso, lighting festival is held on the full-moon day of Thidingyut)

Lesson Planner

	<u>Period One</u>	<u>Period Two</u>	<u>Period Three</u>
Specific Objectives	To be able to describe the changes of the position of the sun in the sky during a day		To be able to tell changes of shadow according to the position of the sun
Introduction (Evocation)	Introduce the lesson with some issues in the story	Discussion on the issues known in the first period	Reciting the poem "the direction"
Development (Reflection)	Story telling Discussion on questions by group Reciting poem	Observing outside the classroom Individual or group discussion Drawing	Observing outside the classroom (in the morning/after noon) Observing by group
Conclusion (Realization)	Whole class discussion Assignment to observe at home	Group discussion	Group discussion Assignment to observe at home

	<u>Period Four</u>	<u>Period Five</u>	<u>Period Six</u>
Specific Objectives	To be able to tell the changes of shadow according to the position of the sun	To be able to describe the change of the shape of the moon at night	To be able to tell about the celebration of seasonal festivals in Myanmar relating to the full-moon day
Introduction (Evocation)	Discussion on the issues observed in the previous period	Whole class discussion	Discussion on the moon observed at home
Development (Reflection)	Observing outside the classroom Individual practical doing and drawing	Individual drawing Observing pictures	Observing illustrations Observing the illustrations of Seasonal festivals in Myanmar
Conclusion (Realization)	Discussion on the observation of pictures	Whole class discussion	Whole class discussion

Teaching/Learning Procedure

Period One

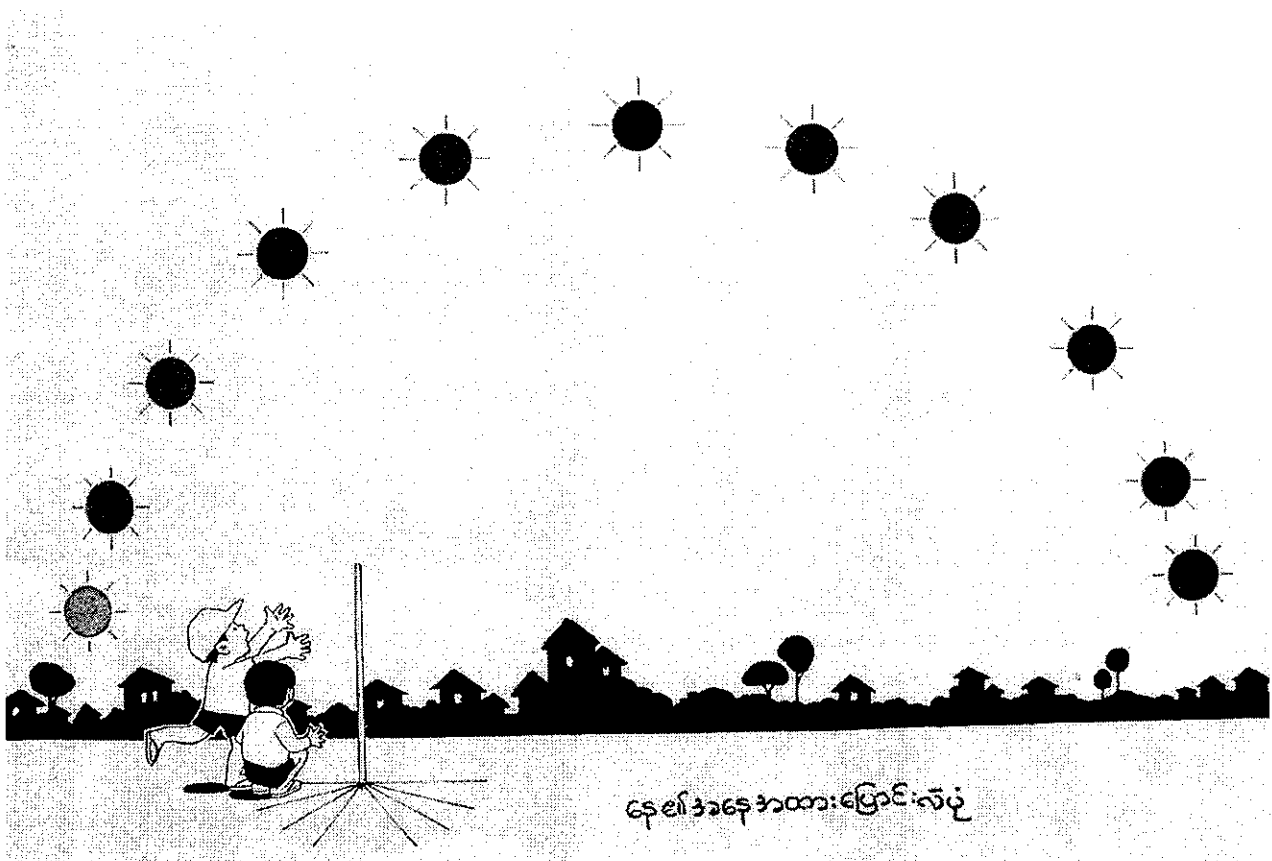
Learning Activities	Duration (Min.)	Teaching/ Learning Materials	Points to be noticed
<p>Whole class discussion Teacher introduces the lesson with the following questions. “Tell the names of animals you know” ”Have you ever seen a rooster?” “Where have you ever seen it?” “When have you seen they have been looking for food?” “Have you ever seen an owl?” “Have you ever heard about the owl?” “When have you ever heard they look for food?” Now, I’ll tell you a story “Argument of a rooster and an owl”</p>	5 min.		Have the children answer freely.
<p>Story telling</p> <div style="border: 1px solid black; padding: 5px; margin: 10px 0;"> <p><i>At sunset of a day, a rooster and an owl met in a tree and debated each other.</i></p> <p><i>The rooster: As soon as the round object lighting in the sky rise, it becomes hot. This round object is producing heat.</i></p> <p><i>The owl: Your words are meaningless. I want to bet on it. This lighting object doesn't produce heat. As soon as it rises, it becomes cool.</i></p> <p><i>The rooster: Oh, it is impossible. I have been testing on it for ten days. It emits heat.</i></p> <p><i>The owl: I have also been making a test on it since ten days ago. It's spreading coldness. I go out for work only when it rises daily.</i></p> </div>	10 min.		Tell the story until the children understand. Teacher has to tell the story with intonation.
<p>Group discussion Teacher asks the following questions. “Why were the owl and the rooster arguing?” “Who do you think was right?” “Why?” “What was the round object in the sky, which the rooster said?” “What was the round object in the sky, which the owl said?” “Tell the things found in the sky in daytime and at nighttime?”</p>	10 min.		Give the children time to think. Ask the questions until they notice that the sun is found in the sky in daytime and that the moon is found in the sky at nighttime.

Giving assignment Ask the children to observe the position of the sun at sunset in the evening and at sunrise in the morning.	5 min.		
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Period Two

Learning Activities	Duration (Min.)	Teaching/ Learning Materials	Points to be noticed
Whole class discussion What is the shape of the sun at sunset? Where is the sun at sunset? What color is the sun at sunset? Where is the sun found in late evening? In which direction is the sun seen at the time of coming to school/in the morning/at sunrise? Are the places of the sun seen at sunset and at sunrise the same? Where will the sun be at noon today? Have them observe somewhere they choose in school compound.	5 min.		Discuss the findings from their observation at home.
Observation outside the classroom Have them observe the position, shape and color of the sun at noon. Where do you find the sun? Is it possible to look at the sun with naked eyes? How will you look at the sun? Are the places of the sun seen in the morning, in the afternoon and in the evening the same? It is found that the positions of the sun are changing. What does it happen like this?			Be cautious not to look at the sun directly. Have the children guess. The sun is seen at the highest position at noon. Have the children guess.
Drawing Have the children draw the positions of the sun they have observed individually. (in the morning, at noon, in the evening)	10 min.		
Have them stick the respective pictures drawn in front of the class. Ask them to observe the pictures in accordance with time (morning, noon,			Have the children think

<p>evening). The position of the sun is not similar at different time. Why is the position changing?</p>			<p>and answer. Record the children's responses.</p>
<p>Supplement of the teacher Discuss if the children have ever traveled by train, in a car, etc. How were the people, trees and houses seen on the way while you were traveling in a car/by train? Teacher explains the following: The reason that you saw the people, trees and houses on either side of the road as if they were moving is due to only the movement of the car/train. Similarly, the reason of seeing the sun changed in various positions is only due to the moving of the earth we live not due to the movement of the sun.</p>	<p>5 min.</p>		<p>Let the children know that the place where we live is called the earth and the earth is orbiting the sun.</p>



Period Three

Learning Activities	Duration (Min.)	Teaching/ Learning Materials	Points to be noticed
<p>Reciting poem</p> <div style="border: 1px solid black; padding: 5px; margin: 10px 0;"> <p><i>Direction</i> Face towards the direction of sunrise Where the sun is shining is the east The direction of the back is the west Remember with pleasure This direction on the right is the south This direction on the left is the north.</p> </div>	5 min.		Have the children stand facing towards the directions where the sunrise and recite the poem with gesture.
<p>Whole class discussion Ask the children recite the poem “Direction” and discuss the directions of the sunset and sunrise. In which direction is the sun seen at sunrise? In which direction is the sun seen at sunset?</p>	5 min.		The children will know the directions of sunrise and sunset.
<p>Observing outside the classroom (in the morning) Have the children observe the direction of shadow of the objects outside the classroom at the beginning of school hours in the morning? (Group work) Ask them to mark the shadows of the tree and flag post with a stick. Give one stick to each group.</p>	15 min.	tree, flag post, objects outside the classroom, sticks	It is possible to let them carry out this activity at anyplace where the relationship between the sun and the shadow can be observed.
<p>Group discussion In which direction is the sun seen now? In which direction do you see the shadows of the tree, flag post, etc. you observe? How are the sun direction and the objects such as tree, flag post, etc. you observe? Giving assignment Ask the children to observe the direction of the sun and where the shadow is seen after the school hours?</p>	5 min.		If the sun is in the east, the shadow will be in the west. If the sun is in the west, the shadow will be in the east.

Period Four

Learning Activities	Duration (Min.)	Teaching/ Learning Materials	Points to be noticed
<p>Discuss again the sun and the shadow observed yesterday.</p> <p>Did you see the sun at the same place in the morning and after the school hours in the evening?</p> <p>How did you see the shadows marked in the morning and the shadows found in the evening?</p> <p>Discuss whether the position of the sun and the place of shadows are the same or not. Why?</p> <p>Can you tell the time by looking at the sun and the shadows (tree, flag post, and other things) you have observed? Have them guess the time.</p>			<p>Have the children think freely.</p> <p>Let them go back to the classroom.</p> <p>Make them know it is possible to describe the time relating to the sun and the shadow seen.</p>
<p>Observing outside the classroom</p> <p>Ask the children to mark their shadows individually.</p> <p>Stand in the sunshine. You will see your shadow.</p> <p>Mark your shadow with a stick or chalk.</p> <p>Ask the pairs of children to mark the shadow of the partner reciprocally. Let them mark hourly starting from 9:00 AM. (Have them mark the shadows found in the morning, afternoon, and evening)</p> <p>Compare the shadows.</p>	15 min.	Stick/chalk, rope, bamboo	<p>It is necessary to manage to be able to mark three times, early in the morning, in the afternoon and in the evening. Find out the place where is free from shadow outside the classroom.</p>
<p>Discuss the following questions.</p> <p>Where do you see your shadows?</p> <p>Are the shadows found in different time the same? What are the differences?</p> <p>Have them measure the shadows with ropes/bamboos.</p> <p>Can you tell the time by looking at the shadows?</p> <p>Is it possible to see the shadow at night? Why?</p>	10 min.		<p>Make them know that position and length of the shadow is different according to the time.</p> <p>Have them notice that sun clock is utilized in the olden days.</p>

Period Five

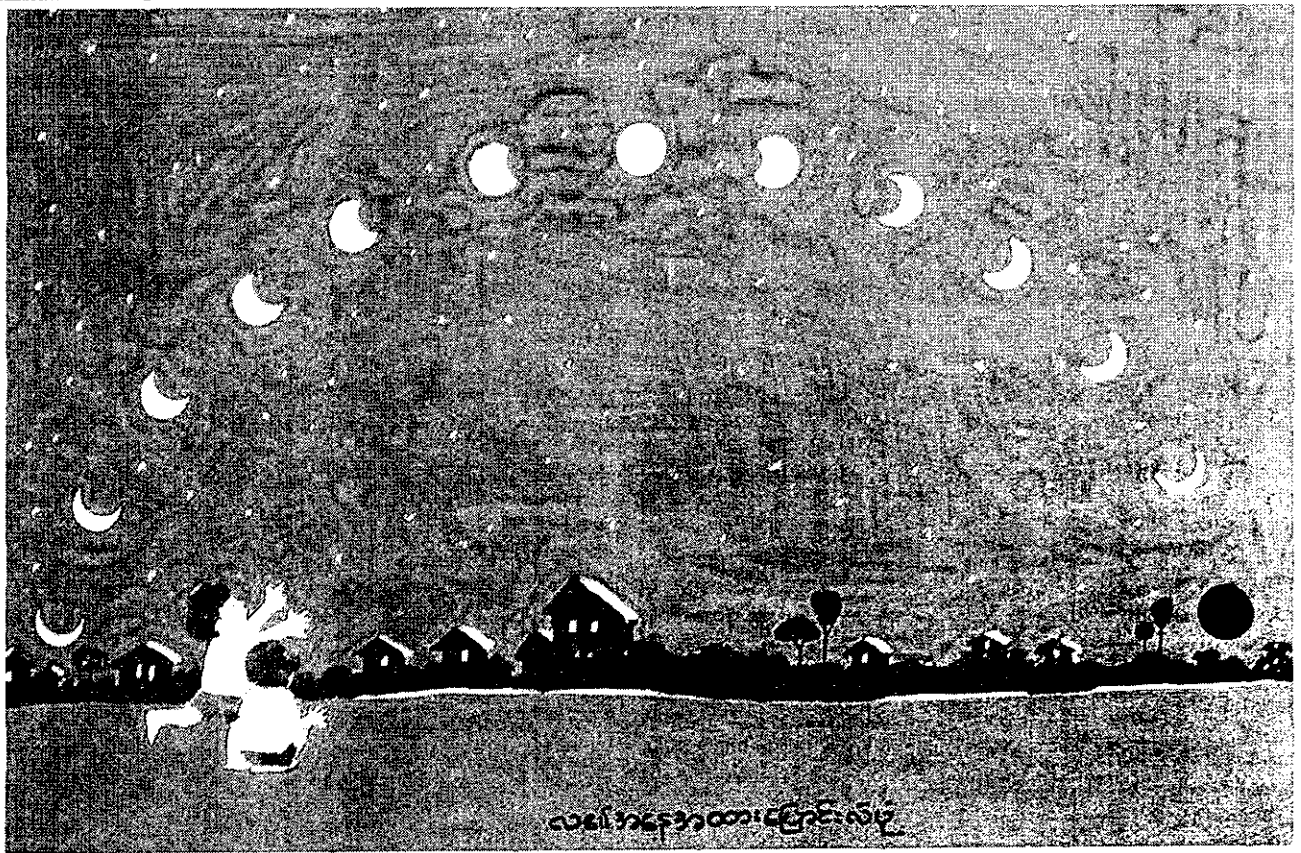
Learning Activities	Duration (Min.)	Teaching/ Learning Materials	Points to be noticed
<p>Whole class discussion Which time is brighter, daytime or nighttime? Why? Tell the things seen in the sky at night. From where is the light obtained? Are the moon and stars always situated in this form? Is the moon forever seen in the sky at time? Are the shapes of the moon seen in different times?</p>	5 min.		It has been known the things seen in the sky at night.
<p>Practical doing Have the children draw pictures individually.</p>	10 min.	Pencil, sheets of paper	
<p>Ask the children to draw the shape of the moon they have ever seen in the sky at night on the sheet of paper. Let them observe the pictures of the moon they drawn. Have them choose the similar pictures and pile up. Ask them to describe the days of waxing, full moon, and waning on the picture by looking at the shape of the moon.</p>			Let them describe as far as they know. It is not necessary to tell they are right or wrong.

<p>Whole class discussion Are the shapes and lights of the moon in different times the same? Have you ever seen the rounded moon in the sky? What is the day when the moon is seen like this called? Have them make a circle like the moon with their fingers. Is there the time when the moon is not seen in the sky at night?</p>	8 min.		
<p>Giving assignment Have the children observe the moon seen in the sky at night. Ask them to draw the picture of the moon they see on the sheet of paper. Have them note if the day is waning day or waxing day according to the shape of the moon seen by means of asking the elders or parents at home or finding in the calendar. Ask them to make a record of the shape of the moon once three days or five days for one month.</p>	7 min.		Let them fill up the table in order to describe the waxing, waning, full moon and new moon day.

Period Six

Learning Activities	Duration (Min.)	Teaching/ Learning Materials	Points to be noticed
<p>Whole class discussion Discuss again the issues studied at night. Have the children observe the pictures drawn at home. Let them tell the days of waxing, full moon and waning. How is the shape of moon seen from day to day?</p>	5 min.		
<p>Observation of the picture Have the children observe the picture showing the changes of the shape of the moon. Are the shapes of the moon the same in different times? Let them compare with the picture of the moon they have drawn and describe the days of waxing, full moon, and waning in one's picture.</p>	15 min.	illustration charts	Let them know that the shapes of the moon are not the same in different times. The moon becomes bigger and bigger up to the full moon starting from the waxing day. Then it becomes smaller and smaller up to disappearance.

How does the shape of the moon become changed starting from the waxing day?
 How does the shape of the moon become changed after the full moon day?
 What is the day when the moon is not seen totally at night called?
 What is the day when the shape of the moon is roundest/biggest at night called?
 Let the children think why the shapes and lights of the moon are different from day to day.



Discuss how the festivals are celebrated relating to the Myanmar months and full moon day.
 Ask the children read out the Myanmar months matching with the festivals.
 What festival is held on full moon day of Kasone?
 Tell the festivals held on the full moon days of Thidingyut and Dazaungzaing.
 Teacher will supplement the traditional festivals coincident with the full moon

10 min.

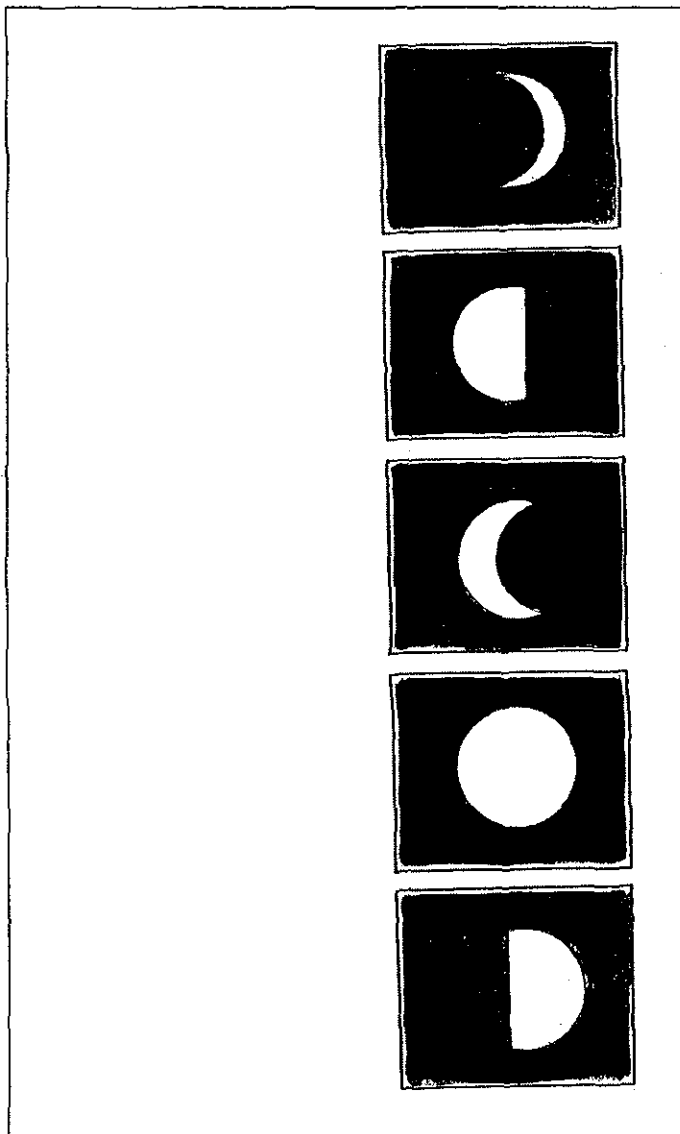
Introduce the discussion with the festivals held on the full moon day according to one's region.

days.

Have them play matching the cards of Myanmar months with illustrations of festival.

Assessment

1. In which direction of the house did you see the sun when you came to school?
2. In which direction does the sun exist at noon?
3. Tell the time when the shadow of something is the shortest?
4. In which direction will you see your shadow in the morning?
5. Match the shape of the moon and day in the following pictures.



(a) 7th Waxing Day

(b) Full moon day

(c) 3rd Waxing Day

(d) 7th Waning Day

(e) 11th Waning Day

Reference

Teachers can refer to “Thutayadanar Theik (Universe and the solar system)” for reference.

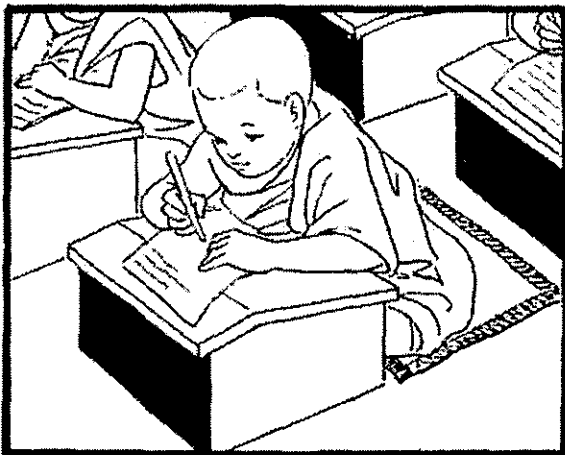
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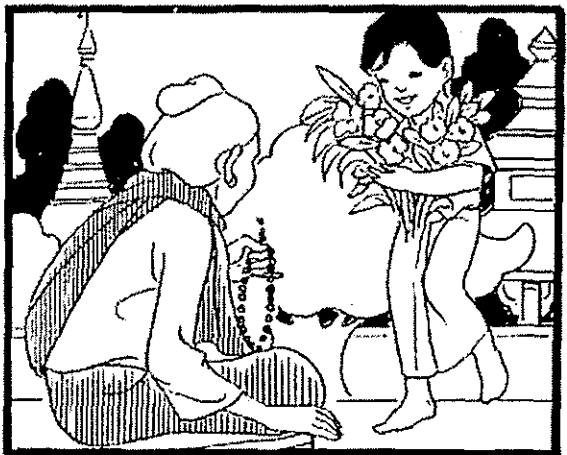
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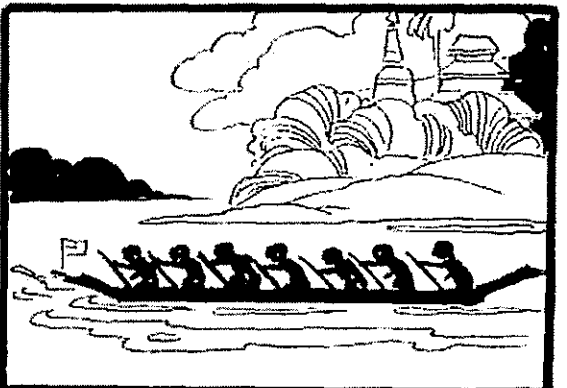
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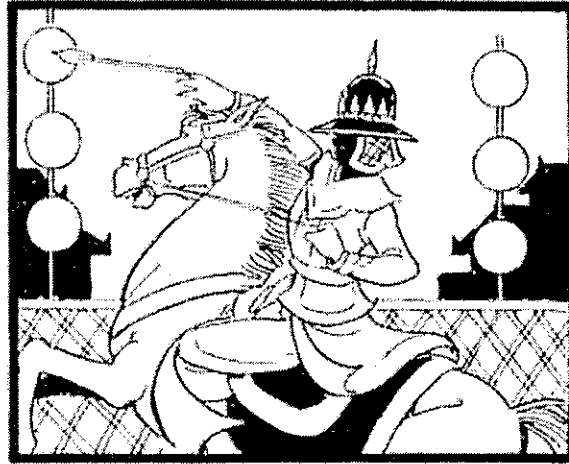
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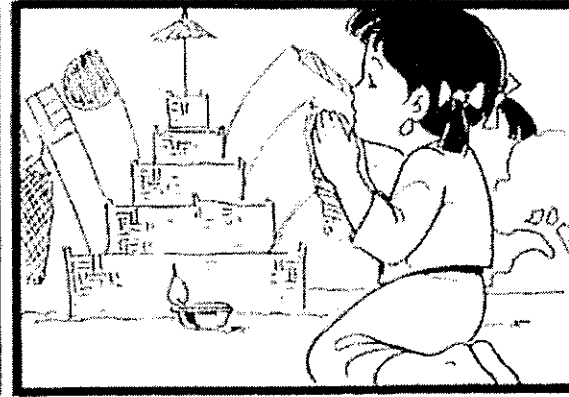
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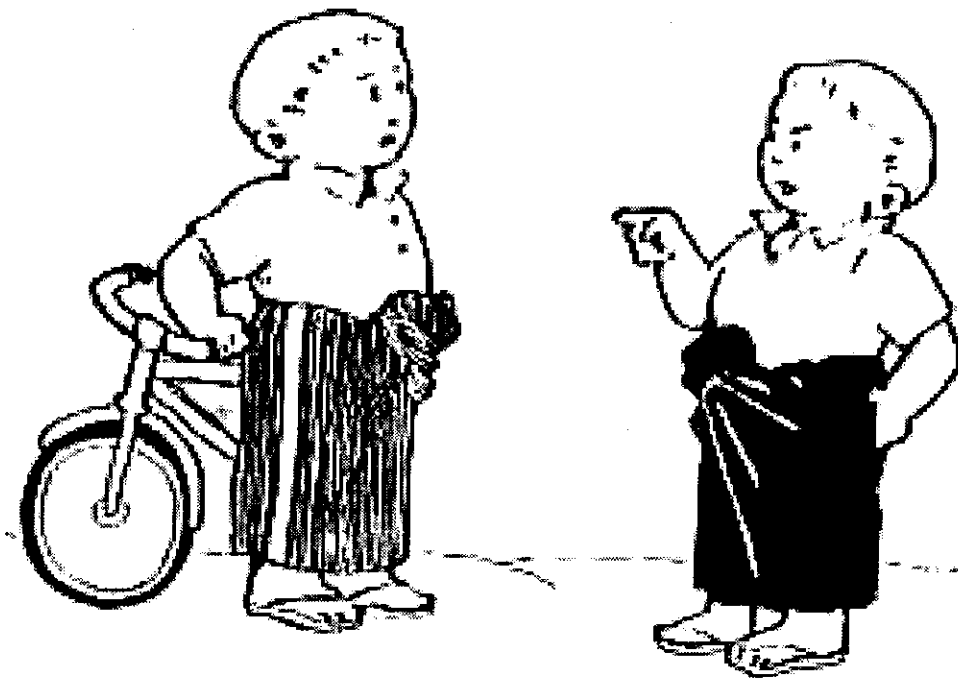
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SECTION 2

MORALS & CIVICS



Topic 17: Graceful to the Eyes

Key Concept	Sense of self-respect for the national manners and clothing of the Myanmar culture
Learning Objectives	
General Objectives	To know and practice the customs and clothing in accordance with Myanmar culture.
Specific Objectives	Children are able (1) to tell that one's name is chosen by one's parents with love. (2) to tell the scent, taste and advantages of Myanmar thanakhar. (3) to tell what consist the Myanmar cultural dress.
Activities Involved	<ul style="list-style-type: none">- Doing question and answer- Doing practical- Observation- Reciting poem
Teaching/Learning Materials	<ul style="list-style-type: none">- Thanakhar- Stone slab- Water cup- Myanmar jacket for men- Long sleeve, short at the waist Myanmar jacket with an overlapping flap in front for women- Cheik htabi
Teaching Periods	4 periods (120 minutes)

Before Getting Started

Background Information for Teachers

By teaching this lesson, one will able to like and cherish one's name given by one's parents and get the knowledge and practice of clothing in accordance with Myanmar culture. Nowadays, in many regions people tend to pay less attention to the traditional clothing and appearance. As the children usually take firmly and practice what their teacher in life says according to their nature, this lesson is taught to grade two children to know and practice the well-mannered beauty according to culture.

Lesson Planner

	<u>Period One</u>	<u>Period Two</u>	<u>Period Three</u>	<u>Period Four</u>
Specific Objectives	Be able to tell that one's name is chosen by one's parents with love.	Be able to tell the scent, taste and advantages of Myanmar thanakhar.	Be able to tell Myanmar cultural dress.	Be able to tell what are the Myanmar's types of clothing.
Introduction (Evocation)	Playing by introducing oneself	Praise and acknowledge by pointing out the good beauty.	Using the brain teasing method.	Asking questions to bring out previous knowledge.
Development (Reflection)	Let each child tell one's name, father's name and mother's name in front of the class.	Doing in practical; thanakhar grinding, sniffing and eating. Discussion.	Observation Discussion	Discussion Reciting poem
Conclusion (Realization)	Enhance children's love for parents through increasing self-respect	Familiarizing themselves well with thanakhar applying practice	Enforcing the knowledge of what the Myanmar traditional dresses are	Reinforcing the knowledge of Myanmar culture in clothing
Assessment points	The activities in playing and the speech in introducing will be assessed.	Participating alternately in grinding thanakhar, sharing, activity and discussion will be assessed.	Observation activity and participation in discussions will be assessed.	Participation in discussion and playing will be assessed.

Teaching/Learning Procedure

Period One and Two

Learning Activities	Duration (Min.)	Teaching/ Learning Materials	Points to be noticed
<p>Whole class discussion</p> <p>Let each child tell one's name, father's name and mother's name in front of the class.</p> <p>Who gave you this name?</p> <p>Explain that all the names are good and that one's name is given with love by parents through choosing a beautiful name.</p>	15 min.		Children can be encouraged to ask their parents why they chose the particular name to that child when they go home.

Teacher tells an episode (story) related with own name or other's name. e.g. story of their parents and how the teacher felt about the name etc.			
Discuss thanakhar with the following questions. - What do you wear on your face? - What kind of thanakhar is it used on your face? (box, cube or block) - Who applied to you? - Can you grind thanakhar yourself? - Let them grind thanakhar alternately.	15 min.	Stone slab, thanakhar	
Ask questions such as follows: - Sniff it, how's it? - Eat it, how's it? - What is the difference between wet thanakhar and dried thanakhar in terms of color and scent etc.? - What is good if you wear thanakhar? Explain that thanakhar obtained from grinding could only give such advantages and that box thanakhar bought must not be eaten.	15 min.		Before grinding thanakhar, ask them to wash hands. Give each group a pair of stone slab and thanakhar block. If possible, give them two pairs. Provide some information what is mixed in for the box thanakhar bought from a shop, which may cause health problem. Ask them to wear patches of thanakhar on the cheek and tie the tuft of hair atop on the next day.
Reciting poem <i>Graceful to the eyes (poem)</i> <i>Since Father and Mother are Myanmar blood.</i> <i>The real Myanmar girl.</i> <i>Chosen to be Myanmar</i> <i>The name is Sabe lay</i> <i>Not to be sick in Myanmar s outlook</i> <i>Beautifying with a tuft of hair tied atop</i> <i>Myanmar traditional thanakhar</i> <i>Round patches on her cheek</i> <i>With a beautiful Yinphone Ingyi and Cheik</i> <i>Htabi</i> <i>Wearing like a real Myanmar</i> <i>Do not imitate other s style</i> <i>Cherish one s own culture</i> <i>Graceful to the eyes-graceful to the eyes.</i>	15 min.		Recite as an example with correct intonation. It can recite with gesture or by clapping.

Period Three

Learning Activities	Duration (Min.)	Teaching/	Points to be noticed
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		Learning Materials	
<p>Discussion with the whole class.</p> <ul style="list-style-type: none"> - What style of shirt is your friend wearing? - What is he wearing on his waist? - What do your parents wear when they go to alms-donation ceremony at home? Ask such questions and discuss with the whole class. <p>Then, by showing realias such as Myanmar jacket with a flap in front, long sleeve, short at the waist, acheik htabi and Myanmar jacket for men ask the following questions after showing each item.</p> <ul style="list-style-type: none"> - Have you ever seen a jacket/htabi like this? - Where have you ever seen? - Who wore it? <p>Tell children about the Myanmar's cultural dress is for men. It consists of Paso, long-sleeve shirt with collar or long-sleeve shirt without collar and Myanmar jacket.</p> <p>Myanmar women wear long-sleeve jacket with a flap in front, short at the waist and cheik htabi.</p> <p>Explain that natives of Myanmar country such as Shan, Chin, Kachin, Kayin, Kayah, Rakkhine, Mon are also Myanmars and that they wear Myanmar cultural dress in ceremonies representing the Myanmar state.</p> <p>Teacher tells; let's recite the poem about the spirit of Myanmars who wear like this and who are polite, and teaches the poem 'We Myanmars'.</p> <p style="text-align: center;"><i>We Myanmars</i> <i>Relying on ourselves through simple attitudes</i> <i>We Myanmars cherish our people</i> <i>Keeping loving-kindness on other people</i> <i>We Myanmars are kind-hearted</i> <i>Helping any class</i> <i>We Myanmars pay respect to others</i> <i>Being fond of traditional custom</i> <i>We Myanmars never forsake</i> <i>Giving out alms and donations</i> <i>We Myanmars are pure-minded</i> <i>Keeping unity whenever it comes to a crisis</i> <i>We Myanmars have great courage</i></p>	30 min.	<p>Myanmar jacket for men, Myanmar jacket with overlapping flap in front, Acheik Htabi</p>	<p>It does not mean the type and design of the clothe. It means how it is sewn. For example, short at the waist, long at the waist, and collarless.</p> <p>Write all the answers of children on the blackboard. If the types are similar, write only one time.</p> <p>If one's classroom contains native children, explain them to know clearly that all native races have their own dress and wear them. However, they only wear Myanmar cultural dress at ceremonies representing Myanmar.</p> <p>This poem can be recited when there is extra time.</p>

Assessment

- Who chose and specified the good and beautiful name of yours, children?
- What is the cultural dress of Myanmar men? What do they wear?
- What is the cultural dress of Myanmar women?
- What is the dressing up and beautifying of a Myanmar girl?

Reference

Information about thanakhar

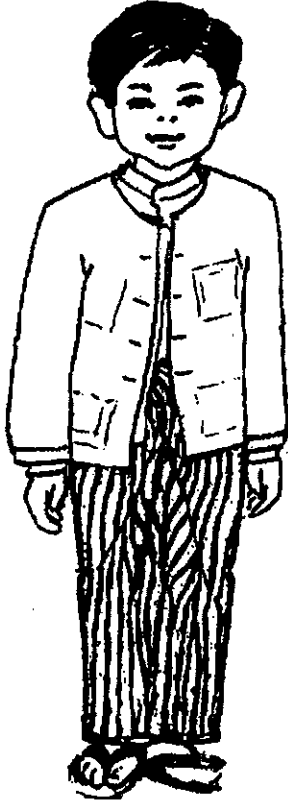
Myanmar thanakhar is mostly produced from the tropical regions such as Pakokku, Myingyan, Shwebo, Pyay, Sagaing, Myaing, Nwahtogyi and Taungthar.

Thanakhar can be applied in any three seasons, summer, rainy season and winter. By applying thanakhar from grinding (not from a thanakhar box bought) the invisible dirt and vapour inside the body are absorbed so that heat is free and the skin is cool. It can make the skin shine, fresh and beautiful. If you wear thick thanakhar and go out into the sunshine, it can prevent the heat of the sun.

When children develop boils in summer, they can be cured easily by applying thin thanakhar lotion. Applying the whole body of a child with thanakhar and feeding him thanakhar will prevent small pox and measles. It can relieve the ill effects of exposure to smells of frying by eating or feeding thanakhar. There is an adage by the ancestors that thanakhar is a kind of medicine.



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Topic 18: Politeness on the Road

Key Concept	Having good behaviors to practice and follow while one is walking on the road.
Learning Objectives General Objectives	Be able to come and go with good behaviors while walking on the road
Specific Objectives	Children are able (1) to know and carry out the behaviors that have to be practiced and to be followed while on the road. (2) to explain how to behave while on a vehicle.
Activities Involved	<ul style="list-style-type: none">- traveling with picture map- discussion with the whole class- seeing pictorial cartoon- having to tell practical perception and views- asking question by showing picture chart- reciting poem- playing
Teaching/Learning Materials	Map chart, pictorial cartoon poster, picture charts, circular shaped cards
Teaching Periods	4 periods (120 minutes)

Before Getting Started

Background Information for Teachers	People have to walk on the streets daily while working for a living. Youthful children are contained in those walking people. It is regrettable to hear the news of car accidents of children yearly due to failure of observing discipline by the cars riding on the roads and pedestrians. Should a car accident occur no matter whoever is right or wrong one will face loss of life or crippled throughout life. Therefore by teaching the lesson, politeness on the road, children will know what to refrain and what to observe while walking on the road so that they will be free from the danger of car accidents. Therefore, the lesson on politeness on the road should not only be taught in capital cities such as Yangon and Mandalay but also with emphasis in the rural areas as well. The reason is that students from rural areas can reach to capital cities one day. By teaching this lesson children will be free from the danger of vehicles with certainty.
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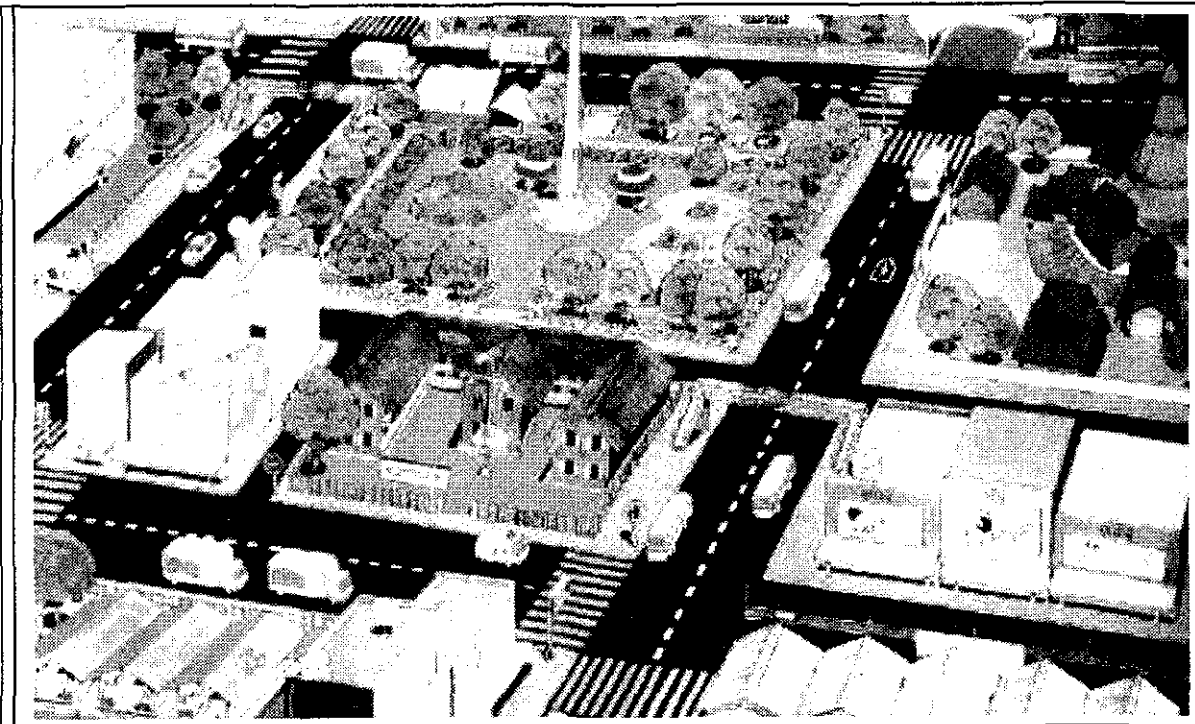
Lesson Planner

	<u>Period One</u>	<u>Period Two</u>	<u>Period Three</u>	<u>Period Four</u>
Specific Objectives	Be able to know and carry out the behaviors that have to be observed and practiced while on the road.	Be able to explain how to behave while on a vehicle.	Be able to know and carry out the behaviors that have to observe and practice while on the road.	
Introduction (Evocation)	Introduce by asking questions. "Which places have you been?" "How did you go?"	Asking a question to the whole class. "How did you come to school?"	Asking questions by showing pictures. "What picture is this?" "Have you ever seen it?" "Where have you ever seen?"	Have them think by seeing a pictorial cartoon.
Development (Reflection)	Traveling with a picture map.	Seeing a pictorial cartoon. Have them tell their opinions.	Reciting poem	Traveling again with a map
Conclusion	Have them tell their practical perception and view.	Teacher tells the dialogue from the pictorial cartoon.	Playing a 'crossing the road game' outside the classroom.	Asking question to the whole class. 1. Where will you walk in walking on the road? 2. What will not be done while riding a vehicle?

Teaching/Learning Procedure

Period One

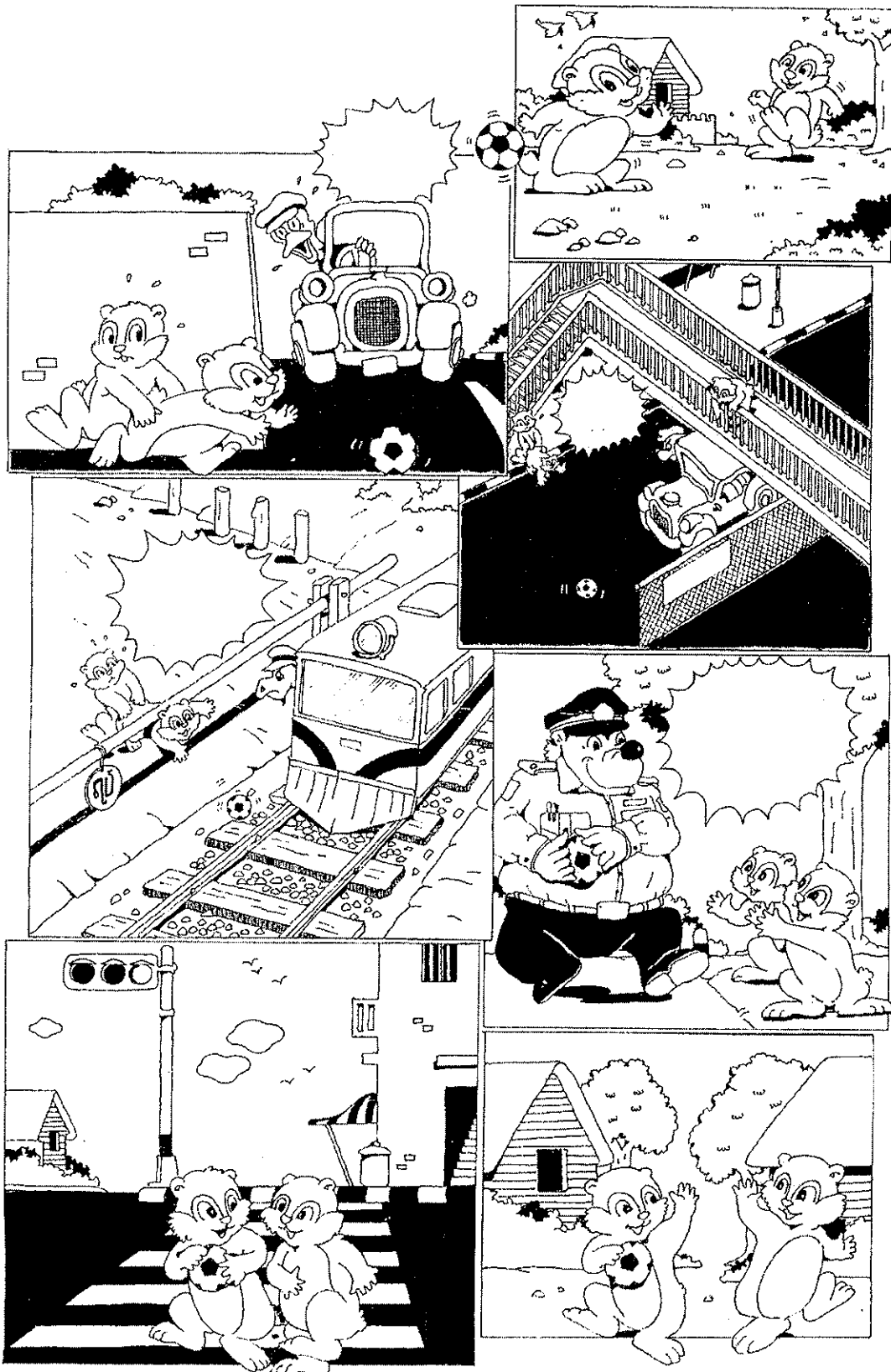
Learning Activities	Duration (Min.)	Teaching/ Learning Materials	Points to be noticed
Introduce by asking question - To which places have you ever been? - How did you go?	5 min.		Let the children answer freely in turns.



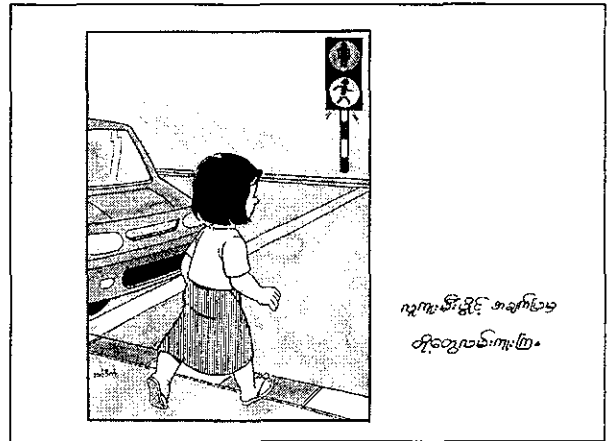
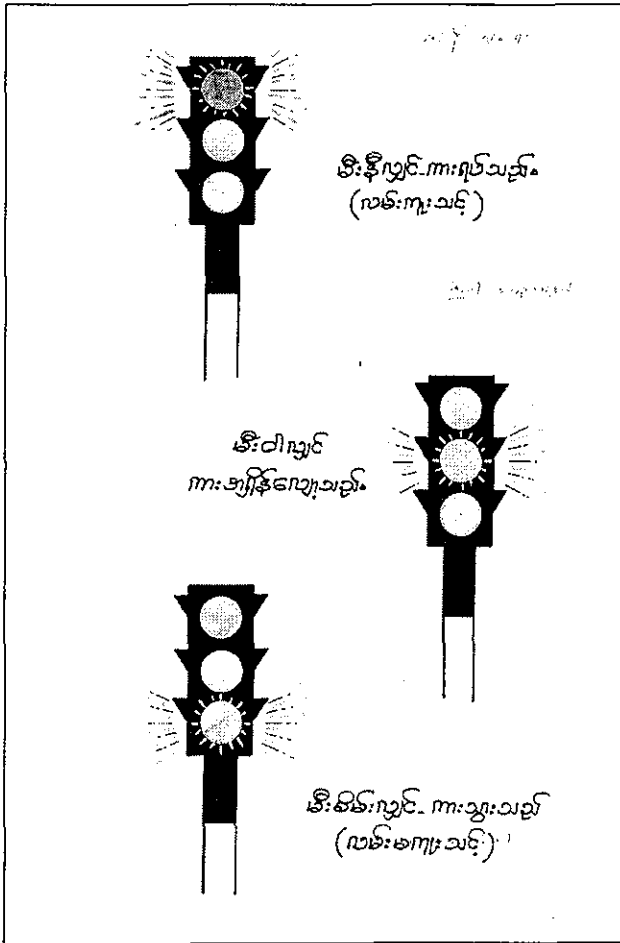
<p>Traveling with a map</p> <ul style="list-style-type: none"> - Give each group a map. <li style="padding-left: 20px;">Tell members to choose the place they want to go by studying the places on the map with the consent of all. - To reach the place where one has selected 'by taking which route'. Let them draw with pencil on the map. - Let one from each group show the routes they go. 	<p>15 min.</p>	<p>Map chart</p>	<p>Ask them to note down the roads and the place where one has visited. Teacher also has to note down.</p>
<p>Having to tell the practical perception and views</p> <p>Teacher asks questions as follows.</p> <ul style="list-style-type: none"> - Have you ever seen a car accident while traveling or in the movies (why did it happen like this?) - Have you ever heard or seen one was arrested while crossing the road? Why did it happen like this? - In which places on the roads drawn on the map have danger for children? What kind of danger? (What do you do to prevent it?) 	<p>10 min.</p>		<p>If necessary the teacher has to tell what he/she has experienced.</p>

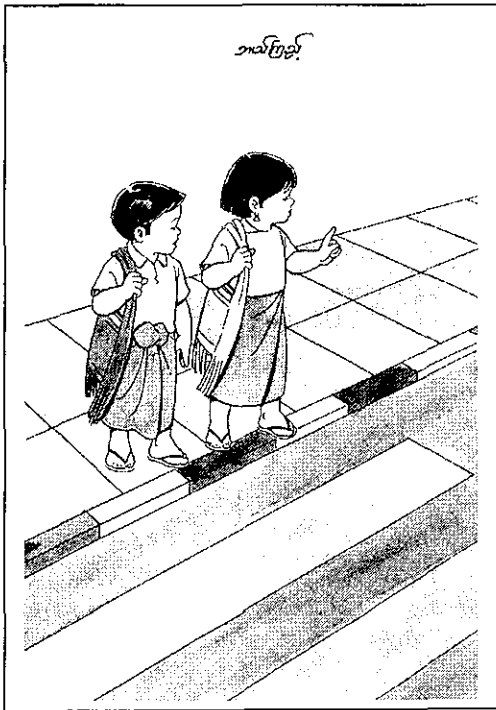
Period Two

Learning Activities	Duration (Min.)	Teaching/ Learning Materials	Points to be noticed
<p>Asking question to the whole class</p> <ul style="list-style-type: none"> - How did you come to school? - Those who come by walking raise an index finger. - From which place did you walk? - Did you cross the road? - Where did you cross the road? - Those who ride on cars, raise your index finger. - On which place do you want to sit while riding on a car? Why? - If you sit near the door while riding on a car what should not be done? Why? - When you eat in the car where do you throw the waste? Is it good? Why? - Those who ride on trishaw, bicycle, cart, boat, raise your index finger. - On which place do you want to sit and ride? Why? - What should not be done while riding? Why? 	10 min.		Questions can be changed in order to get the answer wanted.
<p>Seeing a pictorial cartoon</p> <ul style="list-style-type: none"> - Give each group one pictorial cartoon poster - Since there are no words in the dialogue box let them think what is possible to say. - Let each person from each group say the words that they think. - Then let them see the pictorial cartoon poster and the teacher tells each dialogue contained in the poster. 	20 min.	Pictorial cartoon poster	<p>Be sufficient in thinking time.</p> <p>Let the whole class listen.</p> <p>Ask the group who is right to raise their hands and praise them.</p>

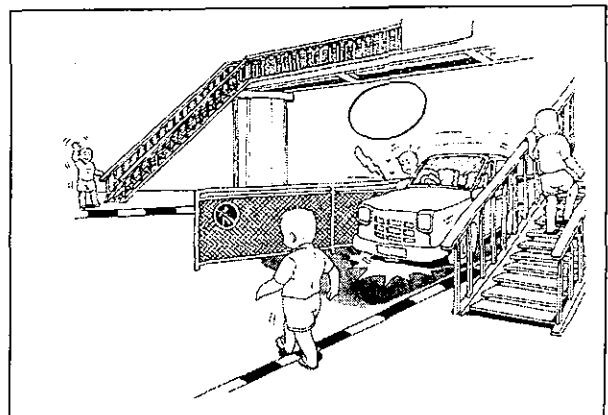
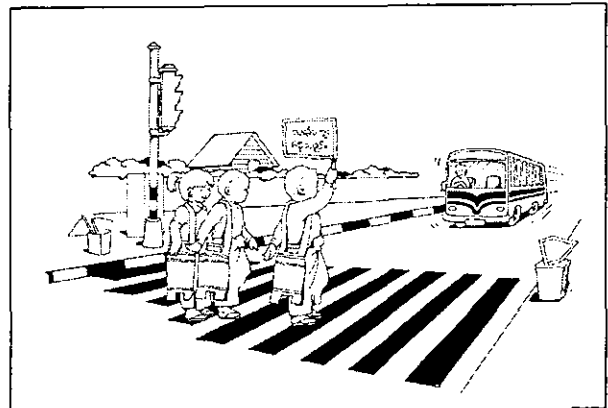
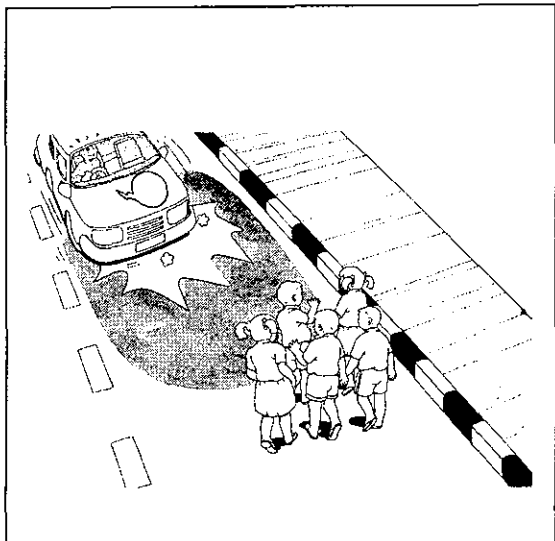
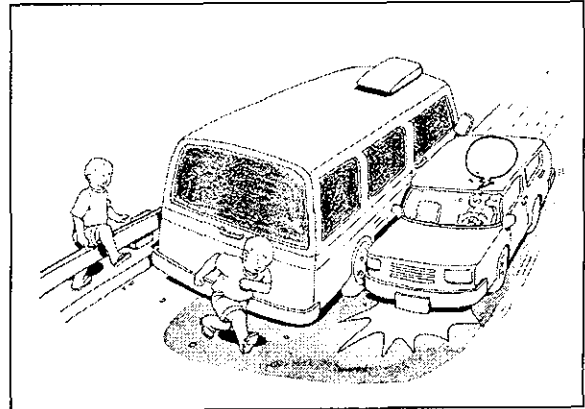
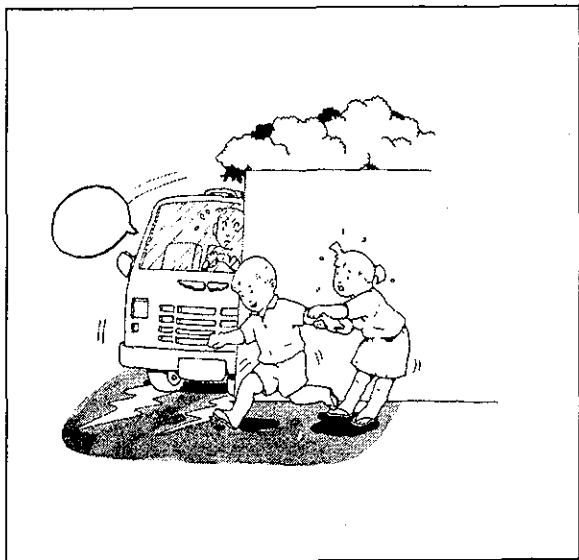


Period Three





Period Four



Learning Activities	Duration (Min.)	Teaching/ Learning Materials	Points to be noticed
<p>Seeing a pictorial cartoon</p> <ul style="list-style-type: none"> - Give each group each pictorial cartoon poster. - Since there are no words in the dialogue box let them think what is possible to say. - Let one from each group tell the words that they think. - Then ask them to see the pictorial cartoon poster and the teacher tells each dialogue contained in the poster. 	15 min.	Pictorial cartoon poster.	<p>Be sufficient in thinking time</p> <p>Let the whole class listen.</p> <p>Ask the group who is right to raise their hands and praise them.</p>
<p>Traveling again with the map from the first period</p> <ul style="list-style-type: none"> - Give each group a map - Let them think again group-wise which is the most correct way to go to the place chosen in the first period. - Let each person from each group tell by showing picture from where one has to go to the place that one wants to get. - Ask other groups if it is right or wrong. Let them supplement if it is necessary. 	10 min.	Map chart	Teacher supplements where necessary.
<p>Asking question to the whole class</p> <ul style="list-style-type: none"> - Where do you walk in walking? - What is not to be done on the road? - What is not to be done while riding on a vehicle? - From where do you cross the road? - How will you cross the road to be seen by the car driver as you are a child? - Which color do you choose and wear to be seen by the car driver in the darkness at night? 	5 min.		Give time to think.

Assessment

1. Asking question about the facts containing in the lesson

- (a) Write the (3) facts that should not be done on the road.
- (b) Ma Yin Mya always walks on the platform. Do you think she will be free from the danger of vehicles? Why?
- (c) From which place do you ever cross the road?
- (d) What should not be done while riding on a car (or) any vehicle? Write about (3) facts.
- (e) How will you do to get the practice of walking on the bridge?

2. Assessing children's activity

- While asking question between each other
- While discussing according to groups
- While presenting by a group member
- If the children participate or not while reciting a poem

Reference

Make the children know that the danger of accidents is the greatest while crossing the road or while riding on car, bicycle, trishaw and motor cycle. Teacher has to tell that hands and head should not protrude while riding on a vehicle, to put on helmet while riding on the back of a motor cycle. It is very important to choose and wear bright clothes such as white color, green color and orange color or use reflection signs while walking and riding on bicycle and trishaw at night in order for the driver to see clearly.

Nowadays the traffic rules preservation committee has arranged children to cross the road without danger. At the zebra crossing in front of school, small flags for children will be put inside a basket. Children can cross the road by holding the small flags (or) holding by the one who helps them in crossing. The baskets to put the flags after crossing the road will be kept so that it should acknowledge children to put back the flags. Schools have to take care for those flags not to be lost.

Topic 19: The One Who Has Sympathy

Key Concept	Being honest and having sympathy
Learning Objectives	
General Objectives	To have honesty and sympathy.
Specific Objectives	Children are able (1) to accept honesty and be able to do. (2) to have sympathy. (3) to do the practice of giving back to the owner when a thing is picked up by chance. (4) to help with others difficulties found according to one's age.
Activities Involved	<ul style="list-style-type: none">- Discussion with the whole class- Story telling- Reciting poem
Teaching/Learning Materials	Picture charts.
Teaching Periods	4 periods (120 minutes)

Before Getting Started

Background Information for Teachers	Primary teachers are like the main foundation of a building. The building will last long only if the foundation is good. The primary teacher should teach this lesson (poem), <i>A Boy and Pencil</i> by bringing out the prior knowledge of students who reach his class on various conditions to know the good and bad together. Children take interest in the beautiful things and want them. They take more interest in other's things than one's own. The knowledge 'I really want it' may enter. This lesson is to acknowledge children and to make them reflect on their attitude towards others things.
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Lesson Planner

	Period One	Period Two	Period Three	Period Four
Specific Objectives	Be able to accept honesty and carry out	Be able to have sympathy	to help with others difficulties found according to one's age.	
Introduction (Evocation)	Introduce by asking question - Have you ever been somewhere with a family? - Have you ever picked up a thing by chance while walking? - What did you do with the thing picked up by chance?	Discussion with the whole class. - Have you ever lost a thing? - What happens in your mind when you lost a thing?	Discussion with the whole class. - Have you ever helped at home? - Have you ever helped at school? - Have you ever helped on the road?	Discussing the knowledge - What will you do when you picked up a thing by chance? - If you do not know the owner what will you do?
Development (Reflection)	Story telling Asking question	Story telling Asking question	Story telling Asking question	Playing
Conclusion (Realization)	Asking the experiences - What will you do when you picked up a thing by chance? - What will you do if you do not know the owner?	Asking the activities - Have you ever lost a thing? - What happens in your mind when you lost a thing? - What happens in your mind when you found back?	Asking question - What will you do if you find the issues that can cause trouble?	Reciting poem 'A boy and pencil'

Teaching/Learning Procedure

Period One

Learning Activities	Duration (Min.)	Teaching/Learning Materials	Points to be noticed
Introduce by asking questions - Have you ever been somewhere with a family? - Have you ever picked up a thing by chance while traveling? - When you come to school; - Have you ever picked up a thing by chance on your way? - Have you ever picked up something by chance at school? - Have you ever picked up	15 min.		Let the children stand up individually and answer. Ask the child what he is going to do with the things picked up by chance.

something by chance in the classroom? - (What do you do with the thing picked up by chance?)			
Story telling <i>1) A child named Yo Yo is studying in the second grade at State Primary School No.()</i> <i>2) On one school holiday Yo Yo went to a park with his family and on his way, he picked up a cap by chance.</i> <i>3) Yo Yo wants the cap since it was very beautiful.</i> <i>4) But Yo s Yo s parents said, the owner might be crying to lose the cap. Come, come let us go and give it to the office in the park.</i> <i>5) On their way, a child ran to Yo Yo and said, I ve found the lost cap.</i> <i>6) Yo Yo and the family gave back the owner the cap. The owner said, Thank you very much, I am very sorry to lose the cap. Now, I am very happy to have found it.</i>	10 min.		Teacher can change and tell the story in line with the environmental condition of one s school. While telling the story asks related questions. For example, What do you think Yo Yo would do with the picked up cap.
Asking the experiences - What will you do if you picked up a thing by chance? - If you do not know the owner what will you do? Teacher supplements if necessary. - Is there anyone who has ever given back the thing upon finding the owner?	5 min.		Encourage the one who gives back the thing picked up by chance by clapping hands. Ask what happens in the mind at a time when the thing is giving back.

Period Two

Learning Activities	Duration (Min.)	Teaching/ Learning Materials	Points to be noticed
Discussion with the whole class - Children, have you ever lost a thing. - What thing? - What happens in the mind when you lost a thing? - What did Yo Yo from yesterday s story do with the cap picked up by chance?	10 min.		Let the children answer individually.

<p>Story telling <i>Yo Yo gives back not only the cap but also the things picked up by chance at school and in the classroom to the owner if he knows. If he does not know the owner, he gives it to the teacher.</i> <i>One day when Yo Yo was about to write and took out the ruler but he could not find it. By saying, where is my ruler he looked into his sling bag and he found that the bag was perforated. He felt so sorry and said, I ve lost my ruler</i> <i>At that time, the teacher from other class came in and said, look here children, we ve picked up a ruler by chance and asked who s ruler is this</i> <i>- When Yo Yo looked, Ha it s my ruler and said teacher that is mine . Yo Yo was very happy to get back his ruler.</i></p>	10 min.		Teacher tells the continuation of yesterday s story. Ask the questions related with the contents of the story. For example, Why do you think Yo s Yo s lost ruler was retrieved? Teacher explains that if a thing picked up by chance is given back, there is a person who gives back when one lost something.
<p>Discussion on the story - What did Yo Yo do when he picked up a thing by chance? - Did Yo Yo retrieve the thing lost? Why? - Children, have you ever picked up a thing by chance. - What will you do if you picked up a thing by chance? - Children, have you ever lost a thing. - What happens in the mind when you lost a thing? - What happens in your mind when the thing is retrieved?</p>	10 min.		Give more time to think. Teacher has to supplement if necessary.

Period Three

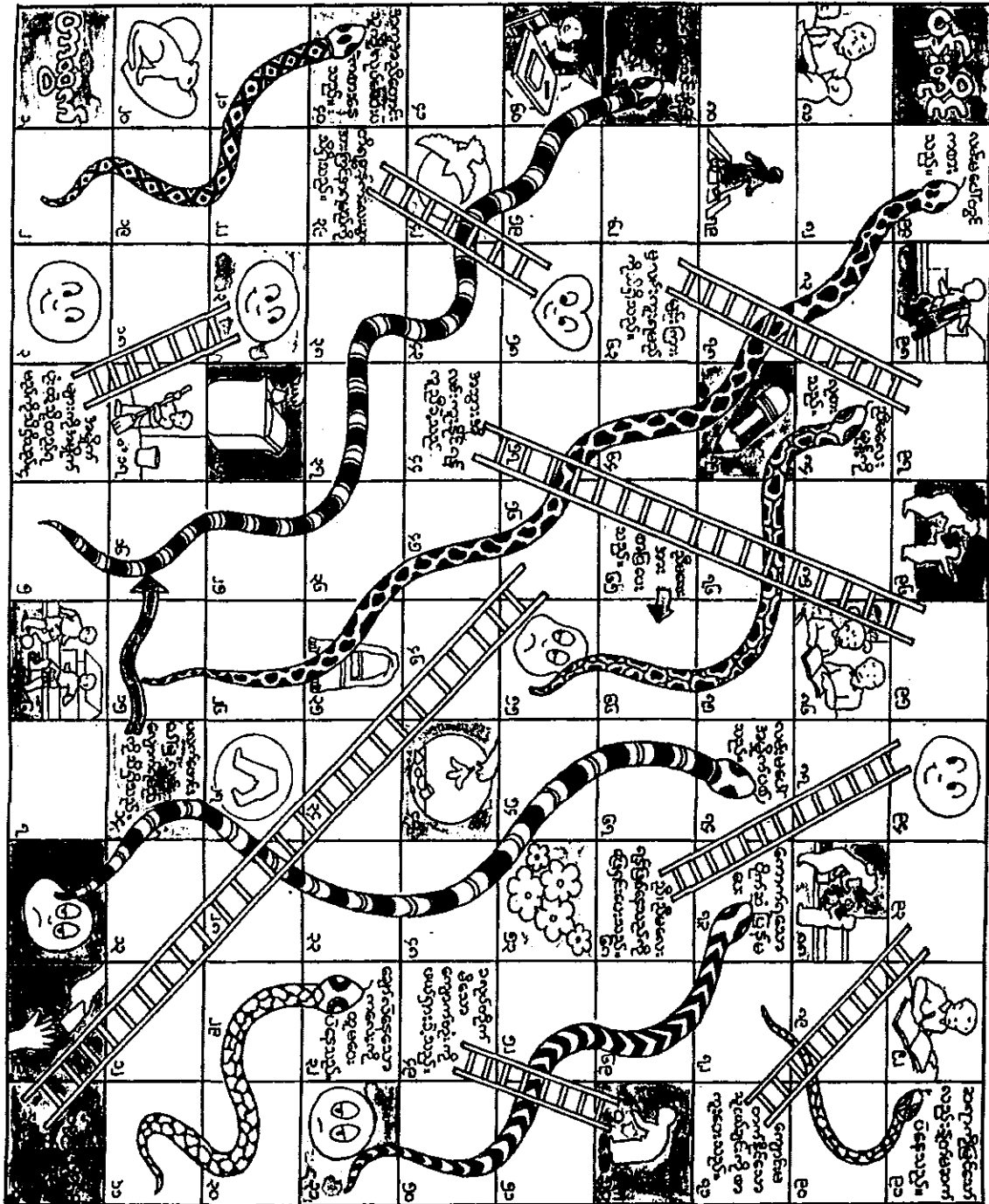
Learning Activities	Duration (Min.)	Teaching/ Learning Materials	Points to be noticed
<p>Discussion with the whole class What have you ever helped at home? What have you ever helped in the classroom?</p>	10 min.		Let the children tell by raising hands alternately.

<p>What have you ever helped at school? What have you ever helped in the street?</p>			
<p>Story telling <i>Yo Yo inside the story not only gives back the thing he has picked up by chance; One day when he comes to school while walking across the railroad the rail lost attachment and fell under the bridge When Yo Yo found out, when the train comes it will be a trouble said Yo Yo and lifted the rail which lost attachment and tried to reconnect, Ah it s too heavy But since he is a child he couldn t do it. Yo Yo thought, I will wait until the train comes and waited. After sometime he found the train riding by making a sound 'Tu, Tu' with high speed from afar. Then Yo Yo tied his white school shirt to a stick and waved the stick along the road where the train comes. The train driver said, something is happening, in the distance a child is waving a white cloth The driver put on the brakes with a sound 'Kyui' and as soon as the train stopped; Passengers on the train ran towards with fright. What happened child? Yo Yo showed the piece of rail while he was tiring. People thanked Yo Yo very much saying he is a lifesaver. It was too late when Yo Yo reached school. While the teacher was asking, you are too late to school, why, the principal and some men came into the classroom and told what has happened. A ceremony to honour Yo Yo was made.</i></p>	<p>15 min.</p>		<p>While the teacher is telling story ask the questions related with the contents.</p> <p>For example; - What will happen to the train if the rail disconnects? - What do you think will happen to the people on the train? - If you were Yo Yo how would you help?</p>

<p>Discussion with the whole class</p> <ul style="list-style-type: none"> - What will you do if you find trouble-giving matters in front of you? - Ask the following questions. - What will you do if younger brother/sister cries while elders are not at home? - What will you do if you find the students quarreled? - What will you do if you find someone who slipped and fell in front of you? - What will you do if your friends are fighting? 	5 min.		Teacher asks questions in line with this lesson.
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Period Four

Learning Activities	Duration (Min.)	Teaching/ Learning Materials	Points to be noticed
<p>Discussing the knowledge</p> <ul style="list-style-type: none"> - What will you do if you picked up a thing by chance? - What will you do if you do not know the owner? - What will you do if you find happenings that can give trouble in front of you? 	5 min.		Teacher asks questions as necessary until the children can answer. Supplement if necessary.
<p>Playing a snake game</p>	15 min.	Picture chart	Teacher has to explain to be able to play
<p>Reciting poem A Boy and a Pencil</p> <p><i>I found over there, a pencil by chance Looking carefully, it's Maung Htwe s pencil A beautiful pencil that I want Maung Htwe who has dropped it, would cry I hurried and returned it to him.</i></p>	10 min.		The poem can be recited by changing other objects in place of pencil. Teacher recites at least (3) times. Practise until the children can recite.



တပည့်တို့ သိသမျှ စစ်ကြည့်ကြရအောင်...

- ၁။ ဒီမြွေကစားနည်းကိုကစားဖို့ အစာထုံး လိုတယ်နော်...
- ၂။ သူငယ်ချင်း (၂)ယောက်(သို့) (၄)ယောက် အထူတူကစားမယ်။ လိုယုံရဲ့အမှတ်အသားအဖြစ်၊ ခဲပျက်၊ ကျောက်ခဲ၊ တွက်ဆောင်း၊ တို့ကို သုံးနိုင်တယ်။
- ၃။ စပြီးကစားရင်၊ တကထွက်အတွက်မှာ မိမိရဲ့အမှတ်အသားတွေကိုတင်ထားနော်... ပြီးရင်အံ့စားတဲ့ကိုပေါက်လိုက်ပါ။
- ၄။ တကထွက်တာနဲ့ နေ့ထောတို့ စာရိတ္တ အကြောင်း သိကောင်းစရာတွေကို ဖတ်ပြီး၊ ရှေ့ကတက်၊ မြွေအနှိပ် အမျိုးမျိုးကို ကစားရင်း ပန်းတိုင်ကို အရောက်သွား ကြတာပေါ့။

တပည့်တို့ ကစားရင်းနဲ့ စာရိတ္တ တွေတိုးပွား ကြမှာပါ။ ရှေ့ကား လေးတွေတက်နိုင်ကြပါစေ။

Assessment

The following abilities are assessed:

- answer questions,
- interest,
- the ability to bring out knowledge, while the teacher is teaching, will be assessed.
(If requirements are found it will be explained and supplemented).

The questions asked while teaching this lesson should be made simple and ask again in the chapter end test.

Topic 20: Dutiful Person

Key Concept	To know one's duty, home duty, school duty that can be done according to age
Learning Objectives General Objectives	To do one's duty, home duty and school duty that can be done according to age
Specific Objectives	Children are able (1) to see and do one's duty with full self-confidence (2) to help with the family duties that can be done according to one's age (3) to take part in doing school duties that every student has to do
Activities Involved	<ul style="list-style-type: none"> - observation in pairs - playing - group discussion - having to do practical - story telling with pictures
Teaching/Learning Material	<ul style="list-style-type: none"> - Toothbrush, water, water cup, comb, Thanakhar, nail clipper Shirts, paper, knife, scissors, umbrella, book, ruler, water filter, broom etc. (Materials used in classroom)
Teaching Periods	7 periods (210 minutes)

Before Getting Started

Background Information for Teachers	<p>This lesson is to make children get the practice of doing through knowledge of one's duties with self-confidence.</p> <p>Most family members do not allow children to do anything with the sense of being young. They even do personal hygiene measures such as brushing teeth and washing face for them. Therefore, children deserve satisfactorily what others did for them. They do not even know that they could do by themselves. The greater number of such children will certainly come to school. The teacher from school has to give the knowledge you can do it yourself to those children. While giving this knowledge, teacher has to give children much time to think and to do individually. Acknowledge what the children do. Tell words of praise. Only then the children will have self-confidence and will do the duties if they can do are found. The main thing is that the teacher can change teaching methods according to the condition of one's school and classroom.</p>
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Lesson Planner

	<u>Period One</u>	<u>Period Two</u>	<u>Period Three</u>
Specific Objectives	Be able to see and do one's duty with full self-confidence	Be able to see and do one's duty with full self-confidence	Be able to help with the family duties that can be done according to one's age
Introduction (Evocation)	1. Discussion with the whole class - What do you do when you get up from bed? - Did others do for you? Or did you do it yourself?	1. Discussion with the whole class. - What did you do before you come to school? - Who did it for you?	1. Discussion with the whole class - What did your father and mother do for you? - What have you every done for them?
Main activities to be carried out	Observation in groups Observation by the whole class	Playing (Wearing shirts and running)	Group discussion Discussion by showing pictures
Reinforcement of the lesson (Conclusion)	Group work activities	Questioning Reciting poem	Practical doing

	<u>Period Four</u>	<u>Period Five</u>	<u>Period Six</u>
Specific Objectives	Be able to help with the family duties that can be done according to one's age	Be able to take part in doing the duties that every student has to do	To remember the facts in the lesson
Introduction (Evocation)	1. Discussion with the whole class - Tell the family members - What did they do for you, children? - What did you do as in return?	1. Discussion with the whole class - What do you help at home? - Do you have to help also at school?	1. Discussion with the whole class - What did you do before coming to school? - What did you help at home? - What have you done at school before attending school?
Main activities to be carried out	Whole class observation and practical doing	Group discussion	Reciting poem
Reinforcement of the lesson (Conclusion)	Whole class discussion Reciting poem	Doing practical	Teacher and children reciting together with gesture.

Teaching/Learning Procedure

Period One

Learning Activities	Duration (Min.)	Teaching/ Learning Materials	Points to be noticed
<p>Whole class discussion Teacher introduces by asking the following questions.</p> <ul style="list-style-type: none"> - What do you do when you get up from bed? - Did others do for you? - Did you do it yourself? 	5 min.		The teacher lets children think freely.
<p>Group observation</p> <p>(1) Teacher asks children to check one another in their group if their friends have bathed, worn thanakhar, combed hair, cut the finger and toe nails.</p> <p>(2) Have children to ask between each other if they have not done. Why they have not done and if they have done, let them ask, have you done it yourself? Who did it for you?</p> <p>(3) Then, let them tell group-wise to the class.</p>	10 min.		Ask children to observe if their friends do or not. Teacher praises the person who did it himself.
<p>Observation of the whole class Let the person who did it himself to come out in front of the class and tell why he did it himself.</p>	5 min.		If necessary, teacher asks, do you have elders at home? Why did you do it yourself? How did you come to do it yourself?
<p>Giving group activity Teacher gives the following question to think:</p> <ul style="list-style-type: none"> - Do you think you can do personally to wash your face, brush your teeth, to bathe, to shampoo, to change clothes, to comb, and to cut finger and toe nails? - How will you do personally? <p>Let them demonstrate.</p>	10 min.	Tooth brush water water bowl comb thanakhkar nail clipper	Let each group think each item. Let them do the activities they can do practically in real. Let them tell the activities they cannot do in practical. (bathing, washing hair)

Period Two

Learning Activities	Duration (Min.)	Teaching/ Learning Materials	Points to be noticed
<p>Whole class discussion Teacher asks children the following questions: - What did you do before coming to school? - Who did it for you? Playing outside the classroom Playing by wearing shirt and run (1) Teacher forms groups with 5 or 7 children and place the shirts. (2) When teacher gives a signal, wear the shirt and run to the teacher (3) Teacher checks if they wear the shirts properly or not. If necessary, teacher supplements to show how to wear.</p>	15 min.	shirts	Teacher speaks words of praise to those who have done personally and those who have given assistance to others Children must be given sufficient time to play. The shirts that children have worn from their houses can be used.
<p>Questioning the children by group Teacher asks questions: - Are you happy playing? - What are you able to do from playing? - What else can you do?</p>	15 min.		After asking questions, teacher explains that doing the work that can be done by oneself without relying on others is a good habit.
<p style="text-align: center;"><i>Younger brother and younger sister</i></p> <p><i>Bring out self-ability</i> <i>Which is a self- characteristic and own policy</i> <i>Whoever does or not</i> <i>Do one s work diligently</i> <i>Persistent pillar of perseverance</i> <i>March to the goalpost</i> <i>Competition is the major</i> <i>Be brave to face</i> <i>The world s beautiful crown, to be worn by younger brother and sister</i> <i>To be good in character, practice daily</i> <i>Say what is to be said, acquire education</i> <i>The virtues are in the lessons</i> <i>Have a right to decide.</i></p>			It is possible to make children remember the facts the teacher wants them to do so through reciting the poem

Period Three

Learning Activities	Duration (Min.)	Teaching/ Learning	Points to be noticed
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		Materials	
Whole class discussion Teacher asks children the following questions: - What did your father and mother do for you? - What have you ever done for them?	5 min.		It is necessary to give children time to think.
Group discussion (1) Form children groups with 5 or 7 children. (2) Teacher writes the following questions on the blackboard and helps groups to discuss. - What did you help with your father? - What did you help with your mother? (3) Let them write the discussed facts on the paper. (4) Let each child from each group read out the discussed facts for the whole class to hear.	15 min.	pen pencil	Teacher assists children to bring out their opinions.



<p>Discussion by showing picture.</p> <p>(1) The picture in which a child is giving a knife which his mother ask him to bring while she is cooking</p> <p>(2) While telling about that picture asks the following questions:</p> <ul style="list-style-type: none"> - Have you ever given a knife to someone who has been asking you to do so? - How did you give? <p>(3) Let them demonstrate practically</p>	10 min.	knife scissors umbrella	Teacher shows on how to carry sharp and pointed objects to make them remember for life.
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Period Four

Learning Activities	Duration (Min.)	Teaching/ Learning Materials	Points to be noticed
<p>Whole class Discussion</p> <p>Teacher asks children the following questions:</p> <ul style="list-style-type: none"> - How many family members do you have at home? <p>Let them tell their family members.</p> <ul style="list-style-type: none"> - What do they do for you? - What have you ever done for them? 	5min.		Give the children to think. Teacher has to help them to be able to bring out.
<p>Observing and practical doing by the whole class</p> <p>Teacher asks the children to compete by group in putting the materials used in the classroom such as books, pencils, rubbers, rulers, water cup and broom etc. on his table and in front of the class as they like.</p> <p>Teacher asks questions:</p> <ul style="list-style-type: none"> - Look at my table and in front of the class! Is it good to see? - What is happening? - What is better to do? <p>Teacher lets children do by themselves in turn. After the things are put neatly and systematically, ask children:</p> <ul style="list-style-type: none"> - What happened to my table and in front of the class now? 	15 min.	Classroom Materials such as book pencil ruler water cup broom	Practical doing makes children know the facts that you want them to know practically. It is to make them remember forever. It is to categorize materials in order to make systematic placing. Teacher has to give guidance if necessary.
<p>Whole class discussion</p> <ul style="list-style-type: none"> - What can you do at home to make things look neatly? <p>Teacher writes on the blackboard the facts that children said.</p> <p>Let all children read.</p>	10 min.		Teacher motivates the whole class to participate.

School holiday

*Taking rest at home on school holidays
 One should not play
 Let us bear the capable burden
 And give assistance as much as possible
 To be cleaned in one's house
 One should sweep
 Read the books at leisure time*

*Rich in knowledge
 Be disciplined and polite
 We, the well-bred youth
 Becomes the leader in future
 Based on discipline
 Try hard it will gain much*

Period Five

Learning Activities	Duration (Min.)	Teaching/ Learning Materials	Points to be noticed
Whole class discussion Teacher asks children the following questions: - What do you help at home? - Do you think you should also help at school?	5 min.		Give children time to think.
Group Discussion - What would you like to do for the school? - What have you ever done inside the classroom? (1) Teacher writes the above questions on the blackboard and lets each group discuss each question. (2) Let them write the discussed facts on the paper. (3) Each person from each group reads out the discussed facts for the whole class to hear.	15 min.	paper pencil	Teacher assists children dare to say
Practical doing Let each group do one item from the above discussed facts	10 min.		Teacher motivates and helps for the whole class to participate.

Period Six

Learning Activities	Duration (Min.)	Teaching/ Learning	Points to be noticed
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		Materials	
Whole class discussion - What did you do before coming to school? - What did you help at home? - What did you do at school before attending school?	10 min.		Let each child answer one after another. Tell words of praise to children.
Reciting poem <p style="text-align: center;">Dutiful Person</p> <i>When mother prepares to cook rice And enters the kitchen Washing dishes cleanly is the duty of daughter/son When father reads on a free evening Cleaning the bookshelf is the duty of daughter/son When teacher enters the classroom And teaches the lesson Cleaning inside and outside school Is the duty of daughter/son</i>	20 min.		Teacher reads out the poem 3 or 4 times first. Let the children read in groups, in columns and individually. Then the teacher and children can recite the poem with gestures.

Assessment

1. Observation on children
 - interest
 - the ability to do activities
 - collective participation
2. Asking questions
 - (1) What do you help at home?
 - (2) What did you help at home before going to school today?
 - (3) What do you help at school?

Reference

- (a) It cannot be taught like teaching a lesson.
- (b) Help children to get full self-confidence. Tell words of praise whenever the abilities of children are found.
- (c) It should not be like ordering.
- (d) Children understand and accept one's duties and do it by oneself.
- (e) It should never do to make children get psycho trauma.
(That is, do not give punishment by beating and blame in front of others.)

Topic 21: Mingalar Poem No.6
(An Idiot who cannot be given help even by the King of Devas)

Key Concept	It is possible to become prosperous if working honestly and industriously.
Learning Objectives General Objectives	To be able to know that it is possible to become prosperous if working honestly and industriously
Specific Objectives	Children are able (1) to tell that it is not easy to discriminate the good from the bad or to discriminate the right things from the wrong ones without having wisdom (2) to tell the losses due to the drinking liquor and wasting time by looking for sensual pleasure without working
Activities Involved	- questioning - reciting poem - story telling
Teaching/Learning Materials	- Myanmar textbook for Grade one, blackboard, paper, pencil
Teaching Periods	3 period (90 minutes)

Before Getting Started

Background Information for Teachers	Children are so young that it is sure that they are curious and want to emulate. Therefore, it is possible to attract the children, who are so soft to mold as wishes like wax in order to give right concept with stories and poems they like. So it is better to teach with picture stories. Teacher should read out the storybook and tell stories about five minutes in the morning or after the lunch break regularly and daily so as to make the children get more knowledge after one academic year.
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Lesson Planner

	<u>Period One</u>	<u>Period Two</u>	<u>Period Three</u>
Specific Objectives	Be able to tell that it is not easy to discriminate the good from the bad or to discriminate the right thing from the wrong one without having wisdom	Be able to tell the losses due to the drinking liquor and wasting time by looking for pleasure without working	
Introduction (Evocation)	Reciting poem Folly son of rich man	Asking questions What are the good trades? What are the evil deeds?	Asking question Have you ever done good deeds? What kind of good deed have you ever done?
Development (Realization)	Have the children tell about the boy in the poem as a story Asking questions	Story telling An idiot who cannot be given help even by the King of Devas	Reciting poem Mingalar poem No.6
Conclusion (Reflection)	Reciting poem Mingalar poem No.6	Asking question Why do you think the son of rich man, who had got the little golden pot that gets whatever one wishes for , became poor?	Asking question What are the deeds that you have to abstain?

Teaching/Learning Procedure

Period One

Learning Activities	Duration (Min.)	Teaching/Learning Materials	Points to be noticed
Reciting poem Have the children recite the poem Folly son of rich man	5 min.	Grade One Myanmar Textbook	Teacher explains the meaning of poem to them.
Who can tell about Maung Nge Lay in the poem as a story?	15 min.		

<p>Have three children tell this story part by part. Ask a child to tell first, another one to continue the story after him/her and the last one conclude the story finally.</p> <p>Asking questions How much was Maung Nge Lay rich? Why do you think Maung Nge Lay became poor?</p>			<p>If the children cannot start the story, the teacher has to lead them.</p> <p>Give the children time to think.</p>
<p>The Lord Buddha reminded not to lose the prosperities of one's own with Mingalar poem.</p> <p>Reciting poem</p> <div style="border: 1px solid black; padding: 5px; margin: 10px 0;"> <p><i>Mingalar Poem No.6</i></p> <p><i>Anticipate and avoid All that is evil Control and do not commit them If you are so tempted Abstain from alcohol drink For it will lead to wrongdoing Do not speak or do things unthinkingly Be carry them out mindfully: - This is the way of Buddha; This is the conduct for the world</i></p> </div>	<p>10 min.</p>		

Period Two

Learning Activities	Duration (Min.)	Teaching/ Learning Materials	Points to be noticed
<p>Introduce the lesson by asking the following questions. What are the good deeds? What are the evil deeds? By asking them to read out again, let them discriminate the good from the bad.</p>	<p>10 min.</p>	<p>blackboard</p>	<p>Write the children's responses on the blackboard separately.</p>

Story telling	10 min.		
<div style="border: 1px solid black; padding: 10px;"> <p><i>An idiot who cannot be given help even by the King of Devas</i></p> <p><i>Once upon a time, a rich man had a son. That son was naughty because of his father s influence. He spent most of his time making round of visits happily with his friends, gambling, and drinking alcohol. The father rich man took refuge under the shelter of the three gems and practiced like a virtuous person. Therefore, when he passed away he became the King of Devas in the TarwatheintharNat Pyi, the second level of Six-tiered abode of the celestial beings.</i></p> <p><i>The remaining son idiot spent happily the legacies through taking intoxicants and looking for sensual pleasures as usual so that he lost all his treasures and lived in poverty at last.</i></p> </div>			Teacher can teach the children with story pictures drawn. (Or) Tell the story with intonation and gesture in order to draw the interest of children.
Ask, Why do you think the son of rich man became poor?			
<div style="border: 1px solid black; padding: 10px;"> <p><i>The King of Nats came down to human world, gave his son a small pot, and said; Take out from it whenever you need something. You ll get, gold, silver and gems. Make a living with these things. Then the King of Nats went back/</i></p> <p><i>Ever since the rich man s son got the little pot that gets whatever on wishes for he became more foolish, drank more alcohol, and indulged in sensual pleasures.</i></p> <p><i>One day, the rich man s son tossed and played the small pot while being drunk. The small pot bounced in the air but when it fell, he could not catch it so that it fell to the ground and was broken into pieces.</i></p> </div>			
Ask, Do you think the King of Devas would come again in order to give help to him? Why?			
<div style="border: 1px solid black; padding: 10px;"> <p><i>The King of Devas said, This foolish son, if he doesn t become rich even though I help him, he will not going to be rich forever. Let it be. and connived at him.</i></p> </div>			
Asking questions Let each group think each question. Why do you think the son of rich man who got the pot that can get whatever he wished? What would you do if you got such pot in the story?	10 min.	paper, pencil	Motivate the children to enable them to think.

Period Three

Learning Activities	Duration (Min.)	Teaching/ Learning Materials	Points to be noticed
<p>Introduce the lesson by questioning as follows: Have you ever done any good deed? What kind of deed have you ever done? If your elder brother, sister, and friends ask you to join them for going to the playing ground instead of going to school, will you follow them? Why?</p> <p>Teacher tells that being able to abstain from doing evil deeds is the capability of doing good deeds.</p>	5 min.		Let the individual child speak up freely.
<p>Reciting poem</p> <div style="border: 1px solid black; padding: 10px; margin: 10px 0;"> <p><i>Mingalar Poem No.6</i></p> <p><i>Anticipate and avoid All that is evil Control and do not commit them If you are so tempted Abstain from alcohol drink For it will lead to wrongdoing Do not speak or do things unthinkingly Be carry them out mindfully: - This is the way of Buddha; This is the conduct for the world</i></p> </div>	10 min.		Teacher has to recite with intonation first.
<p>Let the children who wish tell the meaning of poem.</p>	5 min.		Teacher has to supplement if necessary.
<p>Asking questions</p> <p>What are the deeds you should abstain?</p> <p>The results of thinking within the group have to be written on the sheet of paper and each child from each group has to read out individually. Have the remaining groups listen.</p>	10 min.		Teacher has to retell the presentations of the children. Praise the children.

Assessment

It is possible to assess the performances of children in the teaching period and school hours.

Asking following questions.

- (1) Tell about three out of the bad behaviors.
- (2) Is it a good deed to make another one get injury?
- (3) Tell about two kinds of actions you have abstained.