

Topic 22: Let's Assume Responsibility for the Benefit of Others

Key Concept	The consequence of good deed
Learning Objectives	
 General Objectives	To act/ behave the good deed in the whole life
 Specific Objectives	Children are able to (1) to tell if someone do good deed, he will get good merit (2) to tell that they should do good deed in their lives
Activities Involved	- Story telling - Question and Answer
Teaching/Learning Materials	- Pictures
Teaching Periods	10 periods (300 minutes)

Before Getting Started

Background Information for Teachers	It is necessary for grade 2 children to deeply know the consequence of good deed and to avoid the bad deeds as bad things have no benefit for others. We should train the children to do the good deeds, to learn by repetition and finally to have the habit of doing good deeds.
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Lesson Planner

	Period One	Period Two	Period Three
Specific Objectives	To be able to tell if someone do good deed, he will get good merit.	To be able to tell that they should do good deed in their lives.	To be able to tell if someone do good deed, he will get good merit.
Introduction (Evocation)	Starting to tell the story	Asking the question	Starting to tell the story.
Development (Reflection)	Continuing telling the story and asking question concerned with key concept	Giving comments concerned with the answers from the students.	Continuing telling the story and asking question concerned with key concept.
Conclusion (Realization)	Emphasizing the key concept again	Encouraging them to continue to do the good deeds in their lives.	Emphasizing the key concept again.
Assessment points	Observation of the student's performance while listening to the story and giving answers.	Observation of the students' performance while giving answers.	Observation of the students' performance while listening to the story and giving answers

Teaching/Learning Procedure

Period One

Learning Activities	Duration (Min.)	Teaching/ Learning Materials	Points to be noticed
<p><i>The story is to be told by the teacher. It was a significant day for the State Primary School as the race was on. Mu Mu and Hla Hla from this school would take part in the running event together with other students. The running event started and while running, Mu Mu fell down.</i></p> <p>The teacher asks, If you were Hla Hla and saw Mu Mu falling down during the event, what would you like to do? Why?</p>	10 min.		Any reasonable answers with justification from students are acceptable.
<p><i>Hla Hla stopped running when she saw Mu Mu falling down. She went to Mu Mu and helped her to be comfortable and erect. The audience was surprised.</i></p> <p>The teacher asks, What do you think why the audience was surprised?</p>	10 min.		Any reasonable answers with justification from students are acceptable.
<p><i>The headmaster called Hla Hla and asked her why she helped Hla Hla during even in the running event (race). Hla Hla replied, 'Last night, Mu Mu helped my mother who fell down in the heavy rain and sent back my mother up to my house. Mu Mu was also completely wet last night. May be today she was not very well. So, I stopped running and helped her when I saw her falling down.'</i> <i>The headmaster praised the kind-hearted manners of Hla Hla and Mu Mu and they were awarded special prize as an honour.</i></p> <p>The teacher asks, Why were Hla Hla and Mu Mu awarded special prize? Then, the teacher concludes the lesson that if you do good deed, you will</p>	10 min.		Any reasonable answers with justification from students are acceptable.

surely get good merit. So, children should do at least one good deed everyday. I'll ask you tomorrow what kind of good deed you've done.			
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Period Two

Learning Activities	Duration (Min.)	Teaching/ Learning Materials	Points to be noticed
<p>The teacher asks the following question individually. What kind of good deed did you do before you came to school? The students answer individually. Note: To be able to have the good habit of doing good deed, the teacher should ask the above question once a month. (e.g. In the whole year, total teaching periods for asking the students may take 7 periods) From July to January next year.</p>	30 min.		Any answers from students are acceptable.

Period Three

Learning Activities	Duration (Min.)	Teaching/ Learning Materials	Points to be noticed
<p>Myatmingalar Stories</p> <p><i>A person who is not destined to die</i> <i>Once upon a time, a lad came to the teacher to learn. The teacher, knowing from his wisdom that the lad was going to die after seven days he said to the lad, If you learn after seven days it will be easier to achieve. Go back home now and do come back to me after seven days.</i> <i>On his way back from the teacher, the lad looking for water to drink enroute found a small pond. That pond had little water in it and started to dry out. The fishes in the pond were going to die after 4-5 days if the water dried out. The lad caught the fishes and released them into the pond where there was plenty of water and continued his journey.</i> <i>Again, on his journey he found a</i></p>	20 min.		

<p><i>branch from the large bo tree bending on the road. Then the lad in order for the people to walk with ease and to take shelter properly had to find a wooden fork and supported the bended branch. He also cleaned and removed the moss from the well under the bo tree and continued his journey. On his journey, he found a small gutter and muddy pond, which were not free from the road. In order for the people not to be tired and difficult to get down the muddy pond he searched some wood and bamboo and made a small bridge. Then he continued his journey and reached home.</i></p> <p><i>After seven days, the lad came back to the teacher. 'How can this lad reach to me, he has to die after seven days' surprised by the teacher. Then the teacher asked the lad, 'what did you do when you return home from me?' The lad said to the teacher, 'I did virtuous actions like freeing fishes, supporting a bo tree and making a bridge'. 'Because of the consequences of such meritorious deeds my pupil, you have escaped death and are not destined to die! Good! Good!' said the teacher and taught him properly.</i></p> <p>Myatmingalar Stories, Nway Nway Naing</p> <p>Then the teacher asks the following question and students answer. What do you think why the lad has escaped death? Finally, the teacher concludes the lesson that if you do good deed, you will get good merit like the lad in the story.</p>	<p>10 min.</p>		<p>The answer should be the consequence of deeds.</p>
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Reference

By doing good deeds, we can have the consequence like success, free from danger and peace in our lives. The people who believe Buddhism can be able to get the ultimate peace of 'Nirvana'.

Topic 23: Good Friends

Key Concept	The characteristics of a good friend
Learning Objectives	
General Objectives	Children are able to know and follow the mind and behavior of a good friend
Specific Objectives	Children are to be able to tell the mind and behavior of a good friend
Activities Involved	<ul style="list-style-type: none"> - story telling - question and answer
Teaching/Learning Materials	<ul style="list-style-type: none"> - Pictures
Teaching Periods	4 periods (120 minutes)

Before Getting Started

Background Information for Teachers	It is necessary for Grade I children to deeply know the mind and behavior of a good friend. We should train the children not to behave selfishly but to help friends when they are in need of help. We should also train the children to live themselves as good friends for others throughout their lives.
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Lesson Planner

	<u>Period One and Two</u>	<u>Period Three and Four</u>
Specific objective	To be able to tell the mind and behavior of a good friend	To be able to tell the mind and behavior of a good friend
Introduction (Evocation)	Start with the story-telling	Start with the story-telling
Development (Reflection)	<ul style="list-style-type: none"> - Continue story telling and ask questions concerning the key concept - Create a situation and ask questions concerning the key concept 	Continue story telling and ask questions concerning the key concept
Conclusion (Realization)	Emphasize the key concept again	Emphasize the key concept again
Assessment Points	Observation of the students' performance while listening to the story and giving answers	Observation of the students' performance while listening to the story and giving answers

Teaching/Learning Procedure

Period One and Two

Learning Activity	Duration (Min.)	Teaching/ Learning Materials	Points to be noticed
<p>Story of "Two Friends" to be told by the teacher.</p>	<p>15 min.</p>		
<div style="border: 1px solid black; padding: 10px; text-align: center;"> <p>Two Friends</p> <p><i>Once, there were two friends who had to cross the wood together. The first friend said, "Friend, I heard that this wood is full of wild beasts. We have to help each other when in danger. You help me if the danger is on me and I'll help you if it is on you".</i></p> <p><i>The second friend agreed, promised and said, "That's good". Then, while they were in the middle of the wood, they saw a big bear running towards them to fight. The second friend said, "Oh friend, don't worry! We can easily fight the bear if we fight together" and grasped a stick firmly with the hand.</i></p> </div>			
<div style="border: 1px solid black; padding: 10px;"> <p><i>However, the first friend did not dare to fight the bear so he broke his promise. He then ran away, leaving the other in the lurch and climbed up a tree nearby.</i></p> </div>			
<p>The teacher asks the following questions to the students individually. Students express their ideas.</p> <p>"If you were the second friend, how will you feel?" (afraid,)</p> <p>"Why are you afraid?" (no friend)</p> <p>"Is it good to run away alone and leave the friend?" (. Yes/No)</p> <p>"If you want to be a good friend, what would you do?" (..)</p>			<p>Any reasonable answers from students are acceptable.</p>
<p>The teacher continues the story.</p>	<p>15 min.</p>		
<div style="border: 1px solid black; padding: 10px;"> <p><i>So the second friend had a difficulty to fight the bear being without accompany. Nevertheless, he got an idea immediately and he tried to pretend to be dead. The bear came near him and nuzzled. And the bear left there being thought of as a dead body.</i></p> </div>			



The second friend continued to go out there by rolling about and getting up when it was free from danger. At that time, the first friend who left him in the lurch climbed down and asked the second friend, "Friend, the bear does not make any harm. And what does he whisper, approaching you?" The second friend replied that the bear reminded him to avoid and not to make friends with the one who leaves the other in the lurch and who could not be relied on in a difficult situation.

Any reasonable answers from students are acceptable.

Then, the teacher asks the following questions to the students individually and students express their ideas.
 "Is the first friend a good friend?"
 (.. Yes/No ..)
 "Why?"
 ()
 "If you want to be a good friend, would you like to do like the first friend?"
 (.. Yes/No .)
 "What would you like to do to be a good friend?"
 (.)

(a) Then the teacher continues to tell the following situation.
 "One day, a boy named Kyaw Kyaw saw his friend Mg Mg fell down on the road"

15 min.

Any reasonable answers from students are

Panda replied, "It's OK! It's good to help each other". Then the monkey rode the bicycle and panda was left on the apple tree picking up the apples. After picking up a lot of apples, he waited for the monkey's return.

However, the monkey did not come back. But an ox came under the tree and asked, "Hey, little bear, what are you doing?"

Panda replied, "I want to go home but the monkey borrowed my bicycle and I'm waiting for him".

Then the ox said, "Is that so. Then I'll help you to go back home. Come and ride on my back".

The teacher asks:

"Is the ox a good friend?"

(.....)

"Why?"

(..)

Then teacher continues the story:

Panda, embracing a lot of apples, went back home on the back of the ox. When they approached the village, Panda said, "Ko Ox, I'll walk back home from here. I think you're tired. Now, take these apples for you". So saying, he gave almost all the apples to the ox and left only one in his hand.

The teacher asks:

"Guess, the only apple in his hand is for whom?"

(.)

"Why did he leave one apple?"

()

20 min.

Any reasonable answers from students are acceptable.

After that, the little bear walked back home with only an apple in his hand.

On the way, he saw a little rabbit crying. So he asked, "Why are you crying?" The rabbit answered, "I'm hungry. I have nothing to eat".

The teacher asks:

"If you were the little bear, what would you do?"

(.)

"Why?"

(.)

*So the little bear said, "Hey! Here's an apple. Take it and don't cry anymore" and gave his only apple to the rabbit.
Then Panda went back. It was already quite dark. When he got back home, his father asked, "Why are you late? We were worried about you". The sister bear also asked, "Ko Ko, where is my bicycle?" At that time, there was a knock on the door. When they opened, they saw the monkey. On the carrier, there was a basket full of apples. The monkey gave the basket to Panda.
So the whole family was very happy and ate the apples. Then they all went to bed with their stomach full.*

The teacher asks:

"Why did they monkey give the basket full of apples to the little bear?"

(.)

Then, the teacher concludes the lesson by emphasizing the characteristics of good friends.

Reference

In the life of the human beings, it is essential to have good friends. Because of good friends, we can be able to develop and succeed in our lives. Good friends can help to promote the spiritual capacity and are always ready to solve problems together. We can get the highest satisfaction if we have good friends. If we want to get a good friend in our lives, we ourselves should also be a good friend for others.

Topic 24: Emulate

Key Concept	Be able to do by knowing the behaviours of well bred and polite children.
Learning Objectives General Objectives	Be able to do by knowing how verbally and bodily polite people behave
Specific Objectives	Children are able (1) to do by knowing the behaviours of verbally and bodily polite people. (2) to know what should emulate and to get the practices to emulate.
Activities Involved	<ul style="list-style-type: none"> - Presentation - Having to think group-wise - Story telling - Asking question - Reciting poem
Teaching/Learning Materials	<ul style="list-style-type: none"> - Picture charts - Paper - Pencil
Teaching Periods	4 periods (120 minutes)

Before Getting Started

Background Information for Teachers

The lesson 'emulate' of the grade two is a poem intended to teach children to become polite and well bred children in the environment of one's home and school. All children are used to living freely. Knowing this fact by elders, parents and teachers, it should avoid admonishing children by scolding in one's environment. Praise the behaviours of well bred and polite children so that children who notice will get the habit of emulating them. It should take special care not to become like teaching a lesson.

Lesson Planner

	<u>Period One</u>	<u>Period Two</u>	<u>Period Three</u>
Specific Objectives	Be able to do by knowing the behaviours of bodily and verbally polite people.		To get the practices to emulate by knowing what should emulate.
Introduction	Have one tell about	Story telling	Story telling

(Evocation)	his/her family freely.	"About Ma Shut Tay"	From the child 'About Ma Shut Tay' From teacher 'About Nyi Htway'
Development (Reflection)	Have them think group-wise. - How will you walk in front of elders?	Asking question. - Do you like the behaviours of Ma Shut Tay? - Why?	Having to think. What are the different facts of Ma Shut Tay and Nyi Htway?
Conclusion (Realization)	Having to present alternately.	Presenting to the class.	Reciting poem Emulate

Teaching/Learning Procedure

Period One

Learning Activities	Duration (Min.)	Teaching/Learning Materials	Points to be noticed
Bringing out and present - Let one tell about his/her family as one likes.	10 min.		Teacher motivates to tell daringly.
Having to think group-wise Let each group think each question from the following. Let them write the facts thought on the paper. - How do you walk in front of your grand father, grand mother and father? - Likewise, change and ask with uncle, aunty, elder brother, elder sister, younger brother and younger sister and let them think.	10 min.		Include and ask questions such as how do you stay, how do you speak etc.
Having to present alternately. - Let each representative from each group read the facts thought. - Teacher writes the presented facts according to group on the blackboard. - Let them choose the behaviours of well bred and polite children by reading the presented facts on the blackboard.	10 min.	Paper, pencil.	Teacher praises that all children are well bred and polite.

Period Two

Learning Activities	Duration (Min.)	Teaching/Learning Materials	Points to be noticed
Story telling - There was a little girl named Ma	10 min.	Picture charts	

<p>Shut Tay in a small town.</p> <ul style="list-style-type: none"> - One day a friend came to Ma Shut Tay and picks her up to school, she said, 'I will come' and ran in front of the elders. Her mother said, 'you are very rude my daughter, when you go in front of elders you have to bend your waist and head'. - 'Well, I know' said Ma Shut Tay, she pouted her lips stamped her feet and went out. - On her way to school she met a very old woman walking slowly on the road. Ma Shut Tay couldn't control her temper and overtook the old woman. She bumped against the old woman and the old woman was about to fall. Ma Shut Tay shouted, 'you're walking very slowly, I'll be late to school' and went away. 'Don't say like this, the old woman is pitiful' said her friend and apologized by saying 'Kataw, Kataw' - When Ma Shut Tay arrived at the school, she didn't want to greet the teacher so she acted as if she didn't see the teacher. Only her friend greeted the teacher by putting the palms together and said, 'Mingalarbar teacher.' 			
<p>Asking question.</p> <ul style="list-style-type: none"> - Do you like Ma Shut Tay behaviours? Why? - How do you go in front of the elders? - What will you do if you met with your teacher (or) intimate elders on the road? <p>Let them write the facts thought on the paper.</p>	10 min.	Paper, pencil.	Form groups and let each group think each question.
<p>Presenting to the class.</p> <ul style="list-style-type: none"> - Let one from each group read out the facts thought. 	10 min.		
<p>- The class can supplement if necessary</p> <p>Let the child who could tell the story, 'Ma Shut Tay' retell.</p>	5 min.	Picture charts	Teacher supplements if necessary.
<p>Story telling</p> <ul style="list-style-type: none"> - Once upon a time there was a child named Nyi Htway. Nyi Htway used to go to school after greeting his mother, 'Ma Ma, I am going to school' - On his way to school, a very old woman asked, 'grand son help me, I 	5 min.		

<p>want to cross the road'. Nyi Htway pulled the old woman's arm and had her cross the road.</p> <p>Ask. Children, have you ever helped someone? How do you feel in your mind when you have helped? Then he walked to school and when he reached a certain place he met his friend Ko Phyo's father and greeted him 'uncle, where do you come from; has Ko Phyo gone to school' - When he arrived at the school the teacher stood at the entrance to the classroom so he had to enter the classroom by bending his waist and head.</p> <p>Having to think. - Who do people love, Nyi Htway Lay or Ma Shut Tay? - What are the different facts of Nyi Htway Lay and Ma Shut Tay? - Children, do you live like Nyi Htway Lay? Do you live like Ma Shut Tay? Why? Reciting poem.</p> <p style="text-align: center;"><i>Emulate</i></p> <p><i>A lovely youngest brother (Nyi Htway Lay) Very polite and well-bred Bow his head respectfully In front of an elder Listen respectfully to The admonishment of parents and teacher Never retort nor refuse Listen respectfully to his heart If he finds elders He greets by saying 'Mingalarbar' Not without culture Emulate the youngest brother For children to be polite To be polite in bodily and verbal behaviour It is better to try hard</i></p> <p style="text-align: right;"><i>Nyan Shwin Soe</i></p>	<p>10 min.</p> <p>10 min.</p>		<p>Give children the opportunity to tell freely.</p> <p>Give time to think and let one from each group answer alternately.</p> <p>Reciting poem makes the facts that want them to know to remember.</p>
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Assessment

It can assess the interest, the ability to answer questions, active participation of children while learning their lessons and the participation of children in reciting poem.

- Asking question:
1. How do you go when you go in front of the elders.
 2. What will you do if you find the elders from the environment of your house on the road?

3. Tell the two dissimilar facts of Nyi Htway Lay and Ma Shut Tay.

SECTION 3

LIFESKILLS



Topic 25: Personal Hygiene — (a) Healthy Practice

Key Concept	Be able to do the personal hygiene practices as daily and weekly activities
Learning Objectives	
General Objectives	To carry out the personal hygiene practices as daily and weekly activities.
Specific Objectives	Children are able (1) to tell the body parts that have to undergo personal hygiene (2) to explain the reasons of doing personal hygiene (3) to demonstrate the systematic cleaning of body parts such as the face, hair, body, feet and hands (4) to tell the cleaning practices that have to do daily and weekly
Activities Involved	<ul style="list-style-type: none">- discussion with the whole class- group discussion- demonstration- practical practicing
Teaching/Learning Materials	<ul style="list-style-type: none">- chalk, blackboard
Teaching Periods	7 periods (210 minutes)

Before Getting Started

Background Information for Teachers	<p>In this lesson, it is taught through putting emphasis on the reason of why personal hygiene has to be carried out and how body parts have to be cleaned daily, weekly and monthly. It has to be discussed by group or individually the reason of why body parts have to be kept clean and the disadvantages as consequences of uncleanness.</p> <p>Personal hygiene is the practice that has to be followed by every one to fully endow with healthiness. In doing personal hygiene the different body parts such as the face, eyes, ears, nose and oral cavity, hair, body (armpit, groin, urinary and excretory organs) feet and hands have to be cleaned. The dirty face, hair and grime of the body and bad smell make others uneasy. The germs on the hands and inside the fingernails not only infect one's body but also others. Therefore, face, hair, body feet and hands have to be cleaned systematically.</p>
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Lesson Planner

	<u>Period One & Two</u>	<u>Period Three & Four</u>	<u>Period Five & Six</u>
Specific Objectives	Be able to tell the body parts that have to undergo personal hygiene. 2. Be able to explain the reasons of doing personal hygiene	Be able to demonstrate the systematic cleaning of body parts such as face, hair, body, feet and hands	Be able to tell the cleaning practices that have to do daily and weekly
Introduction (Evocation)	Discussion with the whole class (telling the body parts)	Discussion with the whole class (how do you clean the body parts)	Discussion with the whole class. (telling the cleaning activities that have to do daily and weekly)
Development (Reflection)	Discussion with the whole class (Why do you clean?) 2. Group discussion (if you do not clean what will happen?)	Demonstration. (demonstration on how to do cleaning) 2. Doing practical (practical demonstration of children)	Group discussion
Conclusion (Realization)	Teacher supplements and explains	Teacher supplements and explains	Teacher supplements and explains

Teaching/Learning Procedure

Period One

Learning Activities	Duration (Min.)	Teaching/Learning Materials	Points to be noticed
Discussion with the whole class Let 5 students tell the body parts they usually carry out cleaning. Ask why it has to be done like that.	10 min.		Children will be able to tell others to understand what one has done.
Teacher tells students that the following body parts must include in cleaning. Face —eyes, ears, nose, oral cavity, teeth. Body —armpit, groin, excretory and	10 min.		Children will know in detail the body parts that have to undergo personal hygiene.

<p>urinary organs, feet and hand. Head —hair Let the whole class tell the body parts that have to include in personal hygiene</p>			
<p>Discussion with the whole class 1. Discuss students with the following questions about the reasons of cleaning. (a) Why do you wash the face daily? (b) Why do you shampoo the hair? (c) Why do you bathe daily? (d) Why is it necessary to cut the finger and toe nails? (e) Why do you clean the oral cavity?</p>	10 min.		They will be able to think the reasons of doing personal hygiene.
<p>Group discussion 1. By basing the answers of students let them discuss the following questions in groups. Group (a) What will happen if the face is dirty? Group (b) What will happen if you do not shampoo the hair? Group (c) What will happen if you do not bathe daily? Group (d) What will happen if you do not cut the finger and toe nails. Group (e) What will happen if the oral cavity is dirty? 2. Specify the time to discuss in groups and tell them. Teacher helps to participate by all in the discussion. 3. Choose one representative to present in groups. Let them present by specifying time. Ask the whole class to listen and let them supplement where necessary.</p>	20 min.		<p>Children will be able to think about the consequences if personal hygiene is not done.</p> <p>Since they have to do collectively, they will become intimate among one another and they will be able to discuss.</p>
<p>Teacher s supplementary explanation. By basing the presented fact of the group representative, teacher supplements and explains the following facts. Teacher explains that the one without personal hygiene can get diseases. Besides, he will bear the dislike of friends. Face —because of grime, dirt and sweat Hair —because of grime, dirt, sweat</p>	10 min.		

and bad smell Hands, fingernails —because of germs inside the nails Oral cavity —because of bad smell.			
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Period Two

Learning Activities	Duration (Min.)	Teaching/ Learning Materials	Points to be noticed
Discussion with the whole class 1. Teacher asks the whole class the following question. How are the body parts cleaned? (Ask about 5 children)	10 min.		Children will be able to tell others to understand what one has done.
Teacher tells the following facts For personal hygiene; - In combing the head, it is to comb the hair gently. - In shampooing the head, it is to wash thoroughly and cleanly. - In washing the face, the discharges of eyes and nose must be washed cleanly. - In gurgling, it is to wash the food not to remain between the teeth. - In bathing, it is to wash cleanly the armpit and groin that give bad odor, excretory and urinary organs, fingers and toes and dirt inside the fingernails and toenails.	20 min.		Children will understand that it is to do carefully whatever the work it may be.
Demonstration 1. Teacher demonstrates one by one on how to clean the grime, dirt, and bad odor in combing hair, washing face, shampooing the head and bathing until the students remember. 2. Let all students see the teacher s demonstration carefully and let them demonstrate practically.	30 min.		

Period Three

Learning Activities	Duration (Min.)	Teaching/ Learning Materials	Points to be noticed
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<p>Discussion with the whole class Teacher leads in discussing and bringing out the activities for personal hygiene that have to be carried out by the students. Teacher fills in the following table on the blackboard the discussed facts of children.</p> <table border="1" data-bbox="211 464 657 737"> <thead> <tr> <th>No.</th> <th>Daily</th> <th>Weekly</th> <th>Monthly</th> </tr> </thead> <tbody> <tr> <td> </td> <td> </td> <td> </td> <td> </td> </tr> </tbody> </table>	No.	Daily	Weekly	Monthly					30 min.	They will understand that there are activities to be done daily, weekly and monthly for personal hygiene.
No.	Daily	Weekly	Monthly							
<p>Group discussion</p> <ol style="list-style-type: none"> 1. Ask students to discuss and bring out by groups the body parts that have to clean in doing personal hygiene daily. Specify time to discuss. 2. Ask them to fill in the following table in groups. <table border="1" data-bbox="211 1054 755 1462"> <thead> <tr> <th>Time</th> <th>The body parts that have to clean</th> </tr> </thead> <tbody> <tr> <td>Getting up from bed Bathing Before meals After meals Each and every time after going to the toilet Going to bed</td> <td> </td> </tr> </tbody> </table> <ol style="list-style-type: none"> 3. Teacher draws the table on the blackboard and fills in the presented fact of each group representative. 4. Ask if other groups have facts to add. 5. Teacher supplements and explains by basing the presented facts of students. (Teacher could explain based on background information). 	Time	The body parts that have to clean	Getting up from bed Bathing Before meals After meals Each and every time after going to the toilet Going to bed		30 min.					
Time	The body parts that have to clean									
Getting up from bed Bathing Before meals After meals Each and every time after going to the toilet Going to bed										

Assessment

1. Assessment of children s activities.

(a) Wait see and assess if there is reciprocal discussion, listening, and interest while the teacher is teaching group-wise or class-wise and if there is participation, cooperation and helping others while doing group activity. If there is weak point teacher has to create the above facts to do in the coming lessons.

(b) Ask them to check among one another reciprocally the personal hygiene practices such as combing hair and cutting finger and toenails.

2. Ask the children the following questions. (These questions tend to make children think, tell and developed in verbal skill. It is not for chapter-end test or written exam at all.)

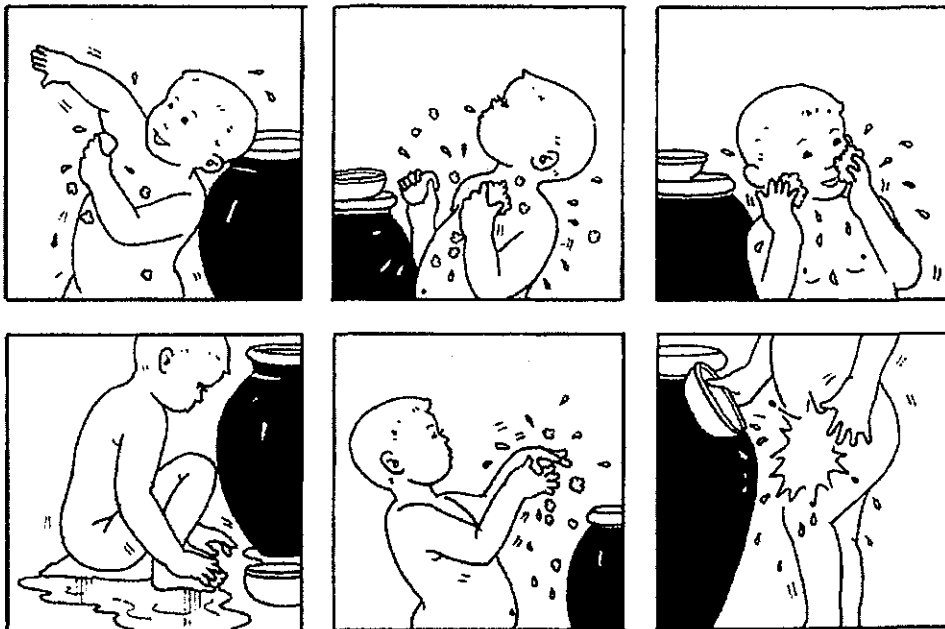
- (a) What will you do when your toys are dirty? Why?
- (b) What will you do when your body is dirty? Why?
- (c) What will you do when your hands are dirty? Why?
- (d) What will you tell your friend if he/she is dirty? Why?
- (e) What do you think your friend will tell you if your body is dirty?

Remark: Question (1) is for continuous observation.
You can take one period for Question (2).

Reference

To be able to feel fresh and happiness with the healthy body, cleaning of body is made. These activities need to be firm as the good practices.

Cleaning of skin

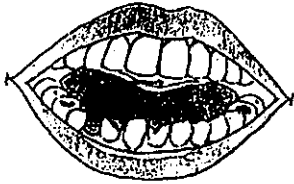


Why does it have to take bath?

How does it have to take bath?

It is to take a bath daily to prevent the disease causal organisms not to enter the body, to keep the body free from dust, dirty things, and foul smelling. In bathing, face, nose, ears, neck, armpit, groin, excretory organs, hands and toes have to be cleaned with special care. After bathing, it is to wear clean and odorless clothes.

Teeth.



How do you feel when you see this picture?

What is better to do for teeth not to become as in the picture?

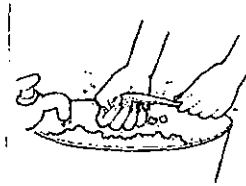
- Gurgle after every meal.
- Brush the teeth in the morning and at night.

Why are the hands washed?

How are the hands washed?

How are the hands kept clean?

- to remove the dirty things and germs.
- hands are washed by using soap and water.
- hands have to be washed whenever after having meal and after using toilet.

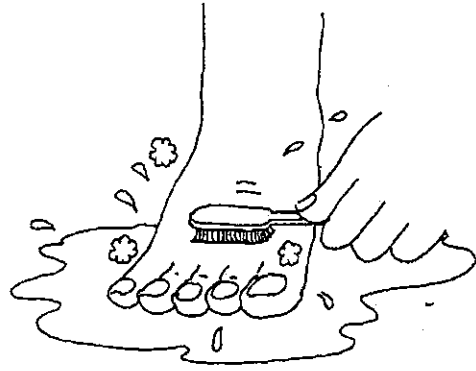


Germs inhabits inside the nails if the nails are long. Nails have to be cut neatly and tidily daily



What does this picture mean?

- Nails have not be bitten by teeth.



What are inside the toenails?

How do they have to be cleaned?

- It has to wash between the toes and toenails with soap daily. Toenails have to be cut neatly and tidily.



Why are the hairs washed?

How will they be washed?

Why has it to comb the hairs?

How will the hairs be combed?

Hairs have to be washed and combed in order to remove dusts and oils on the hairs.

When combing, it has to comb upward in the reverse direction. Do not comb downward.

Topic 26: Personal Hygiene – (b) Cleaning Teeth and Mouth

Key Concept	Cleaning teeth for personal hygiene
Learning Objectives	
General Objectives	Children regularly clean teeth and mouth for personal hygiene.
Specific Objectives	Children are able a) To observe and check their teeth regularly. b) To explain why teeth have to be cleaned for good health. c) To demonstrate how to clean the mouth.
Activities Involved	-Pair group observing teeth -Picture story telling -Group work discussion -Jigsaw cards -Observation of teeth with mirror -Practice -Sing a poem
Teaching/Learning Materials	Color picture cards, jigsaw cards, papers, biscuits or any snacks, water, mirror, and brush.
Teaching Periods	periods (minutes)

Before Getting Started

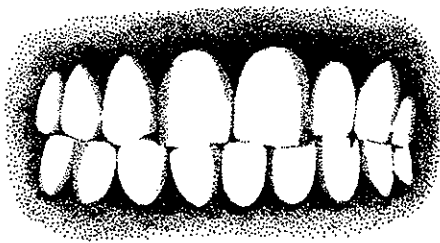
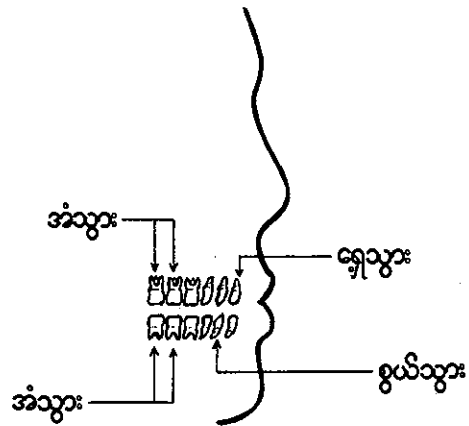
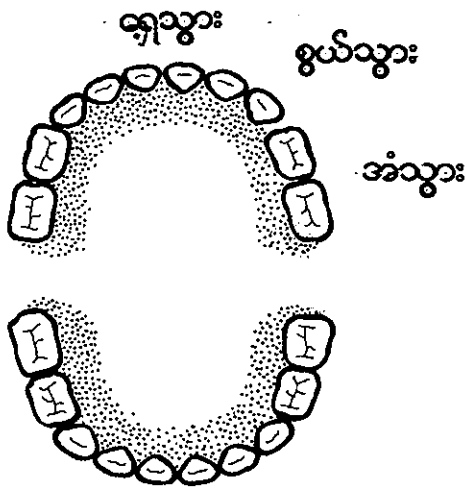
Background Information For Teachers



In this lesson, students will be allowed to think about why we need to brush teeth systematically. Then, let students know that if food is stuck in between their teeth for a long time they can get dental cavities. Therefore, let students check and see their teeth in a mirror themselves after having eaten. The background information for teachers is as follows. Do not write the following facts on the black board and do not let students recite these facts.

We can classify teeth normally into three types: incisor, canine, and molar. Incisors are useful to bite and to cut like scissors. Canines are useful to grip food firmly. Molars are strong and the most useful. It is used to grind and to chew. Teeth, the hardest part of the body, are in the mouth. We need teeth for eating, talking and for our physical appearance. Everybody eats food daily. If teeth are healthy, we can chew these foods for digestion. For good healthy teeth and mouth, we must eat milk, eggs, small fish and fresh vegetables and fruits. Eating and sucking sweet or sour foods may affect teeth in the long

run. The most common diseases of teeth and mouth are dental cavities and periodontal diseases. In the long term, if we do not clean our teeth and mouth, we could get bad breath, cavities, and swollen gums. We must reduce the amount of sweet and sour food we eat avoiding keeping these foods in our mouths for a long time to prevent the above-mentioned diseases.



Lesson Planner

	<u>Period One</u>	<u>Period Two</u>
Specific objectives	To be able to observe and check their teeth regularly. To be able to explain why teeth have to be cleaned for good health.	To be able to demonstrate how to clean the mouth.
Introduction (Evocation)	Discussion with the class: "If we have no teeth what will happen?" and "What are the functions of teeth in our body?"	Jigsaw cards
Development (Reflection)	Pair group to observe and check each other's teeth. Picture story telling. Group discussion.	Seeing a mirror after having snacks or food. Gargling by every one. Whole class discussion. Singing the poem.
Conclusion (Realization)	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</p> <p>Teacher introduces to students the following questions: a) If we have no teeth what will happen? b) What are the functions of teeth?</p>	5 min		<p>Teacher lets children think freely. Teacher helps children understand that teeth are parts of body and are very useful and important.</p>
<p>Pair group Observation</p> <p>Teacher tells children to check and observe their partner's teeth in turn. Children ask each other why their teeth are not good. Teacher asks children to tell the class why their partner's teeth are not good.</p>	5 min		<p>Let children observe if their partner's teeth are good or not. Let children guess why their teeth are not good.</p>

<p>Picture Story Telling Teacher tells the story about "cleaning teeth" (Po Po Lay). Teacher asks the following questions, when the story is being told and after it was told: a) Have you ever had tooth pain? b) How did you feel? c) What did you do when your teeth hurt?</p>	5 min	Color picture cards	Let children guess why teeth are decayed.
<p>Group discussion Form groups. Each group must have five to seven students. Teacher writes down the following questions on the blackboard. a) Why teeth must be cleaned. b) What will you do to clean teeth? Teacher helps students to discuss in groups. Teacher tells them to choose a presenter on behalf of each group. Teacher asks them to present the discussions made in groups. If needed, teacher could add the necessary facts after presentation.</p>	15 min		<p>Teacher should give enough time for students to discuss.</p> <p>Teacher encourages students so they have confidence to present their ideas.</p> <p>Teacher encourages students to discuss cooperatively, to express their feelings, ideas, and suggestion.</p>

Period Two

Learning Activities	Duration (Min)	Teaching/ Learning Materials	Points to be noticed
<p>Playing jigsaw cards Teacher tells students to play in groups. Teacher asks students what they have found on the cards, what they are and what's the meaning of it?</p>	10 min	Jigsaw cards	Teacher lets students play freely and happily. Let children guess what they have found on the cards and tell facts according to their understanding.
<p>Having snack or any food and gargling. Teacher gives a piece of biscuit or any food to every one. Teacher asks to see their teeth in the mirror. Teacher asks the following questions:</p>	10 min	Biscuits or any snacks, mirror, water, and brush.	Teacher lets children to observe and check what will happen to their teeth if the food is left among the teeth. Teacher gives

<p>a) What is that between your teeth? b) What will happen if food particles are left among the teeth daily? c) What shall we do to avoid this? Teacher tells them to gargle. Teacher adds the following facts.</p>			<p>enough time to guess. Teacher asks these questions one by one. Teacher stimulates them to participate in whole class discussion.</p>
<p>We must reduce the sweets and sour foods we eat. We must gargle after having food. We must brush our teeth in the morning and night regularly and systematically. By doing so, it will become a habit.</p>	5 min		
<p>Conclusion Teacher concludes the facts that students should remember.</p>			
<p>Singing the poem Cleaning the mouth (gargling) Are you happy to have a snack? Yes, we are. What shall we do after having snacks? Let's clean the mouth (gargle)</p>	5 min		<p>Teacher can ask them to sing a poem very loudly and happily to remember the facts.</p>

Assessment

(1) Asking the questions for main facts in this lesson.

- a) Which parts of the body do we use to chew the food for digestion?
- b) Hla Hla always keeps in mouth sweet food. What will happen to Hla's Hla's teeth after a long time?
- c) Maung Maung likes meat, fish, and sweet foods and he usually eats a lot. So, what will be in between his teeth? How do you suggest him to clean his teeth?
- d) What will you do to develop the practice of cleaning your mouth after eating?

(2) Assessing the students' performances.

- a) While observation is being carried out between each other.
- b) While they are asking each other.
- c) While discussion is done in groups.
- d) While they are cleaning their mouths
- e) While they are singing a poem, we will have to check and observe if they do or not.

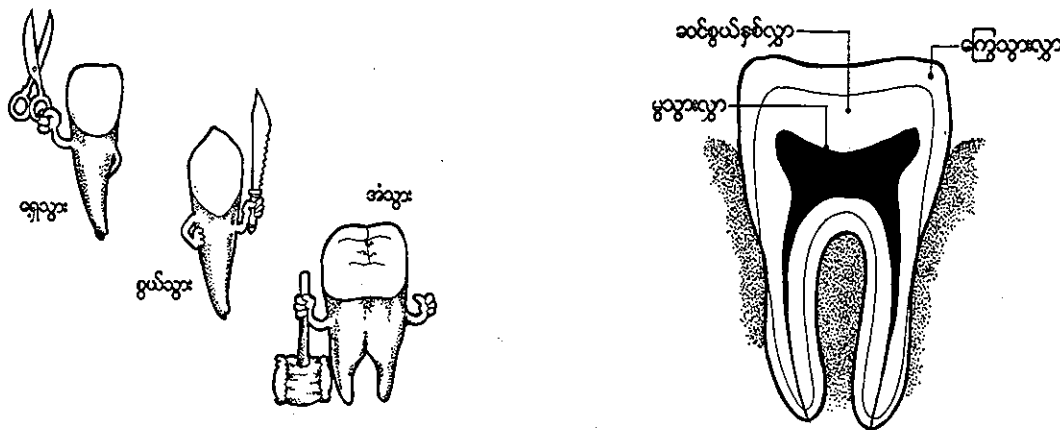
The teacher should observe students' participation by making a check list as follows.

Name	Interest	Listening	Discussion	Communication	Cooperation	Helping others

Reference

Teeth:

When we divide a tooth vertically, we can see three layers in it. The exterior most part is enamel, which is the hardest. Interior to the enamel is the dentine and the interior most is the pulp, which contains blood vessels and nerves.



The most common form of diseases in teeth and mouth are dental cavities and periodontal diseases. Because of bacterial plaque, we suffer diseases. Some people think that dental cavities mean germs bite teeth. But it is not true. In dental cavities, bacteria does not play a vital role. We cannot see them with the naked eyes; we can only see them with the help of a microscope.

Some bacteria in bacterial plaque undergo fermentation reaction with sweet and sticky foods to produce a mild form of acid. This acid, which comes in contact with the teeth causes the teeth, surface to develop cavities resulting in dental caries later on.

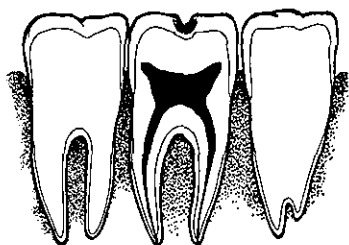
Bacterial plaque + glucose —————> **Acid**

Acid + teeth + time —————> **Dental caries**

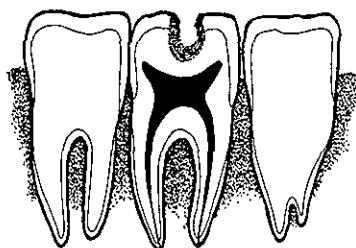
The process of dental caries:

First, it arises from the outermost layer of the tooth, the enamel. Although we do not feel anything if a cavity occurs in this layer, food may enter into it. If hot and cold foods are eaten at the time when dental caries arises in the dentine layer. We feel pain in the teeth.

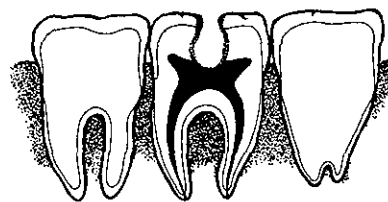
Should the process of dental cavities spread from dentine to reach the pulp cavity where there are blood vessels and nerves and proper treatment is not taken in time, a severe pain tooth ache is felt.



Dental cavities in enamel layer



Dental cavities in dentine layer



Dental cavities inside the pulp cavity

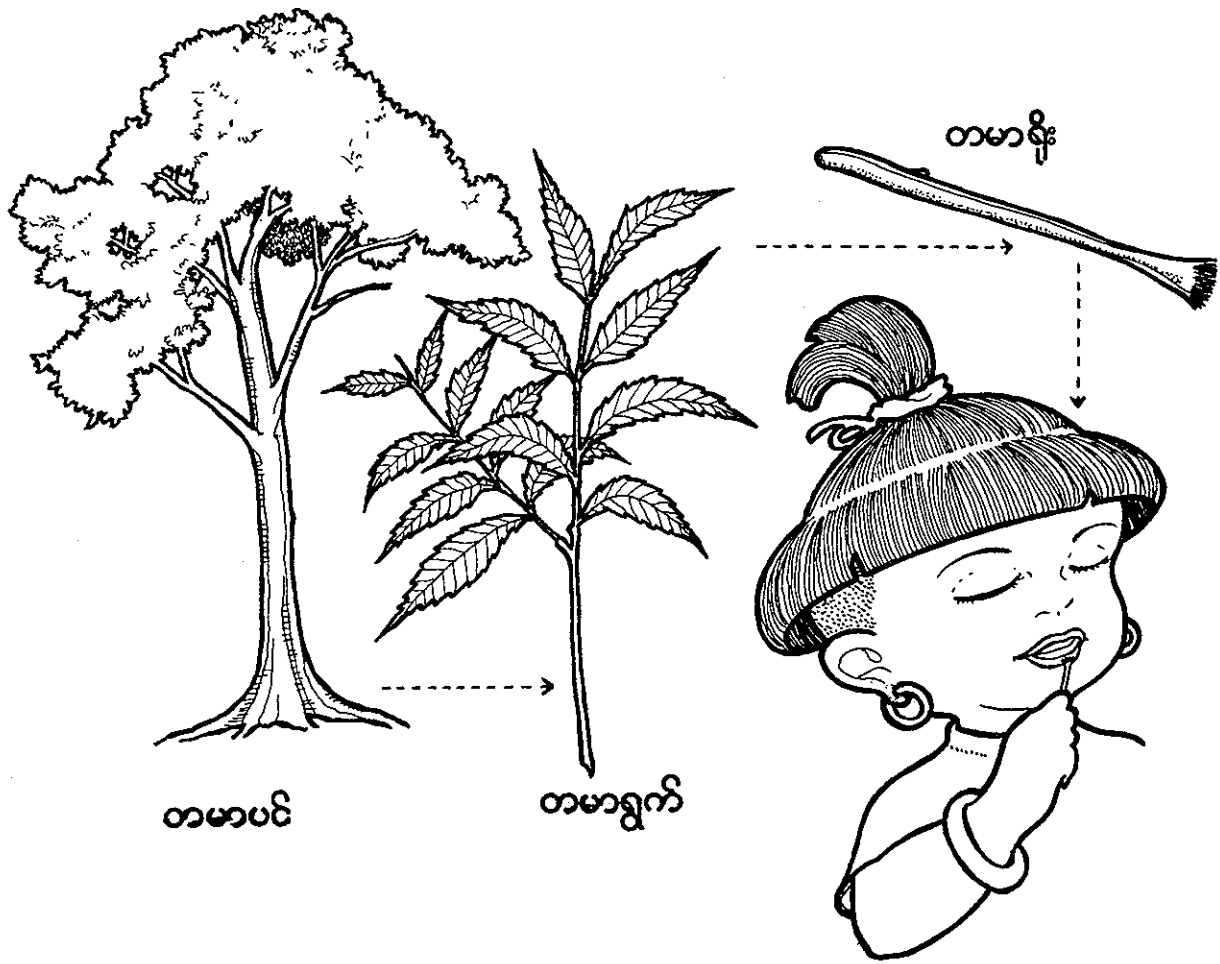
The cause of periodontal disease results from the unclean oral cavity. Without brushing teeth regularly and systematically, bacterial plaque may develop on the surface of the teeth causing periodontal diseases later on.

Let's try the picture story telling for the teeth:

Neem tree (Tanmar):

Neem trees can be found everywhere in the middle regions of Myanmar as well as in other regions. Buds, flower, leaf and branches are used in various ways. The stick of the Neem tree has been used as a toothbrush since the olden days. This old tradition is very good and it is still used nowadays, not only in Myanmar but also in other countries (e.g., India and Bangladesh).





Topic 27: Nutritious Food

Key Concept	Reason of why animals eat food; man has to eat enough and balanced food from three groups of food and it is necessary to eat cleanly and tidily
Learning Objectives	
 General Objectives	To Be able to understand the nature of taking food according to the species of animal and man must eat food in cleanly and tidily
 Specific Objectives	Children are able (1) to tell regional product of food and how animals eat food (2) to tell the reason of why animals take food and it is necessary to eat enough and balanced food from three groups (3) to explain food must be eaten in clean and tidy manner
Activities Involved	<ul style="list-style-type: none"> - whole class discussion - group discussion - story telling - measuring height and girth of arm - drawing picture - playing (three groups of food) - observation
Teaching/Learning Materials	<ul style="list-style-type: none"> - story cards - measuring tapes or rulers and pieces of string to measure height and arm - sheets of paper - color pencils - illustration of keeping food cleanly - illustration of keep food dirtily after eating (According to the numbers of groups)
Teaching Periods	7 periods (210 minutes)

Before Getting Started

Background Information for Teachers	<p>(Remarks: Not to have children copy or learn by heart. . It is only for the teacher to know.)</p> <p>All animals including animals eat food for growth, survival, health, and energy required to be able to work. Some of the foods eaten by animals are similar and some are not. Animals vary such as carnivore, herbivore, and omnivore. Man makes food to eat in various ways such as toasting, cooking as various curries, making snacks, drying, processing with preservatives etc. Man also eats raw food.</p>
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There are three food groups i.e. food for growth of every person such as meat, fish, egg, milk, various kind of beans; food that provide energy such as rice, wheat, corn, oil, butter, sugar and fruits; food that prevent diseases such as vegetables and fruits. It is necessary to eat at least each kind of food from three groups daily. Eating the foods from three groups daily is known as eating balanced ration. Eating the balanced ration in required amount according to the age means eating balanced and enough food. In eating food, it is necessary to eat neatly. In case of not eating food systematically neatly, rodents and insects such as cockroach, mosquito, fly, ant may come and eat the food residues so that bacteria or germ that cause diseases can inhabit in the place of eating, utensil or equipment used for eating and in the food. If someone eats that food, diseases can outbreak. Therefore, the eating-place and surrounding have to be neat.

1



Lesson Planner

	<u>Period One & Two</u>	<u>Period Three, Four & Five</u>	<u>Period Six</u>
Specific Objectives	Be able to tell regional products of food and how animals take food according to species	Be able to tell the reason of why living animals eat food and necessity to eat enough and balanced food from three groups	Be able to explain food must be eaten neatly
Introduction (Evocation)	Whole class discussion	Group discussion	Observation of illustrations

Development (Reflection)	Group discussion Story telling Whole class discussion	-Measuring height and girth of arm -Asking question -Explanation by the teacher -Playing	- Questioning - Group discussion - Explanation by the teacher
Assessment points	Observe and assess the children if all children take part in group discussion, story telling, whole class discussion, playing and observation of pictures or not and the objectives of the lesson are achieved or not.		

Teaching/Learning Procedure

Period One and Two

Learning Activities	Duration (Min.)	Teaching/ Learning Materials	Points to be noticed
<p>Group discussion Teacher tell children, "Today, we will discuss how animals take food" First of all, tell the foods (fruit, vegetables, curries and snacks) available one's ward or village as far as you know. Teacher has to write the facts children said on the blackboard.</p>	10 min.		Children will be aware of the food available in one's ward or village be able to reveal.
<p>Group discussion What are the animals you know? What are the foods eaten by each specie of the animal? How do they make that food to eat?</p>	20 min.		Time has to be allowed to discuss by group. Children can describe the food they have ever known, seen and heard. Have the children guess the food eaten by the animals in accord with species. Have the children guess and be aware of nature of eating in accordance with specie of animal. (eating as raw food, eating by cooking and treating in various ways)
Teacher writes the presented points on the blackboard and remaining students have to supplement the different points.	10 min.		
Story telling	10 min.	story cards	Children will be happy.

(Gradually changes of the way of eating from eating raw meat and fish as by the human in the stone age to eating by toasting and cooking by heat later)			
After tell the story, discuss with children about the following questions. How did the human in the stone age eat food? How did they eat later? How does human make food to eat nowadays?	10 min.		Gradual changes of the way of eating by man.

Period Three and Four

Learning Activities	Duration (Min.)	Teaching/ Learning Materials	Points to be noticed
<p>Group discussion</p> <ul style="list-style-type: none"> - Why do animals food eaten? - What will happen if food is not eaten? <p>Let one group present the outcomes of discussion by group and the remaining groups complement the different facts.</p>	10 min.		Time has to be allowed to think about the questions by group.
<p>Supplementation by the teacher</p> <p>Animals including human eat food to be healthy, to promote body growth, to survive, and to obtain energy required to be able to work. If they cannot eat food, required energy cannot be obtained. At that time, animals are not possible to survive.</p>	10 min.		Teacher has to explain slowly regularly in order to enable children to understand the reason of why the food is eaten.
<p>Measuring height and girth of arm</p> <p>Teacher has to prepare in advance for the children to measure height by sticking long paper sheet on the wall and marking the measurement of feet and inches on it.</p> <p>Teacher has to demonstrate how to measure the girth of arm.</p> <p>Measure at the middle of the arm with a string not too tightly or too loosely in the dangling position of the arm.</p> <p>Organize the children into pairs and have them measure height and girth of arm each other. Mark the length of string, which shows the girth of arm</p>	10 min.	rulers, measuring tapes or pieces of strings	<p>Teacher has to demonstrate how to measure height and girth of arm.</p> <p>They will have good habits. Teacher tells to measure once every two-month interval and</p>

<p>and measure the length of that string with a ruler and note down in their books describing in inches as the followings.</p> <p>Name --</p> <p>Height- ft in</p> <p>Arm in</p>			keep a record.
<p>After measuring height and girth of arm, let children compare to know who is the tallest, who is shortest, who is fatter, and who is thinner within the group.</p> <p>Then, the whole class will discuss the following questions.</p> <p>Are your heights and girths of arm the same?</p> <p>- Why are you not alike?</p> <p>(Teacher writes the children's answers on the blackboard)</p>	10 min.		Have the children notice that height and fatness of the body cannot be similar though age is the same.
<p>Teacher has to explain as the followings.</p> <p>Though children are alike in age, their heights and body fatness/thinness are not alike because of dissimilarity of eating and living style. Childhood is very important age for well development of body and good health. In order to become so, a variety of food has to be eaten in balanced and sufficient amount daily.</p>	5 min.		They will realize why the body growth of a child is different from that of another.
<p>Explain about the three groups of food and it is necessary to eat balanced and sufficient food based on three groups of food contained in the background information for teachers.</p> <p>Teacher has to categorize the foods contained in each group of food on the blackboard.</p>	10 min.		Teacher has to explain with examples slowly regularly in order to make children realize about three groups of food, foods contained in each group and how to eat balanced and sufficient food.
<p>Drawing</p> <p>- Divide the children into three groups and have each child of each group draw one picture of a food contained in one group of food. Then it has to be colored and the name of food has to be written under the picture. (Teacher has to take care of the picture not to be similar each other among the children.)</p>	10 min.	<p>sheets of paper, color pencils</p>	Teacher has to help children so as to be convenient for the children.

Period Five

Learning Activities	Duration (Min.)	Teaching/ Learning Materials	Points to be noticed
<p>Playing Teacher collects and mixes the pictures drawn by children and distributes each of them to each child. Then, teacher takes all the children to the wide place outside the classroom. Tell them to listen carefully to what the teacher says and follow the instruction before playing. Ask the children to walk along the circular shape and teacher will tell as follows: Get together according to the group of food. (It has to be three groups) Teacher and children have to check together if the performances of children are correct or not. (Let the child who is in wrong place move to the right one.) Again, let all children walk in the circular form. Teacher tells as follows; Arrange to be a group of balanced food. (Each group must have three children represent three foods from different food group.) Teacher and children have to check together if the performances of children are correct or not. (Let the child who is in wrong place move to the right one.) Collect the pictures again and mix. Then, distribute those pictures to every student and let them play once more so as to remember the foods contained in food- groups.</p>	30min..	pictures of food from three groups drawn by children	Children will recognize more firmly about the three groups of food and their contents, and how to arrange the balanced food. They will be able to do collectively.

Period Six

Learning Activities	Duration (Min.)	Teaching/ Learning Materials	Points to be noticed
<p>Distribute the illustrations of keeping the food clean and tidy, and keeping the food dirty after eating to the children in accord with the numbers of group.</p> <p>Have each child of every group observe these two illustrations and ask the following questions one after one.</p> <ul style="list-style-type: none"> - Which picture do you like? - Why do you like it? - Which picture don't you like? - Why don't you like it? - How is it better to eat food? - What has to be done so as to make food one eats clean? Why? 	10 min.	<p>illustrations of keeping food clean and tidy and keeping food dirty after eating (In accord with the numbers of group)</p>	
<p>Group discussion</p> <p>What disadvantages will happen as a result of not eating cleanly and neatly? Time will be allowed for the groups to think.</p>	10 min.		<p>Have the children think about eating food cleanly and tidily supportive for health.</p>
<p>After the discussion, let one group present the outcomes and remaining groups have to complement the different points.</p>	5 min.		
<p>Teacher's supplementary explanation</p> <p>If not eating the food cleanly and neatly, rodents and germs or insects such as mosquito, fly, cockroach, ant, and home lizard will come near the dining table and eat the food residues. If another one comes and eat the remainders of rice and curry, causal organisms of the diseases enter the body though germs or insects and diseases may occur. Therefore, it is necessary that not only the utensils such as cup, pot, and saucer but also the place of eating and surround have to be cleaned.</p>	5 min.		<p>Children will be aware of the necessity for the food that one eats, pots cups, dishes, spoons, water used for washing, hands used in eating, the eating place and surrounding to be clean.</p>

Assessment (Period Seven)

1. Assessment on the contents of the lesson

(a) Bring out the food in one's region.

Reveal the animas (man and animals)

Describe the food eaten by the animals according to species.

(For four species of animals (including man) each by each group)

(b) Playing the game of food- group (Competition)

Mix and lay the picture cards or name cards of the foods contained in three food-groups in the space in front of the class.

Organize the children into three groups. After that, set the starting point and have the children stand in queue at that place.

(1) Balanced food

As soon as the teacher show the signal, each child from the each group, who stands first in front the queue goes to the place where cards are laid and selects each card from each of three food-groups in order to make balanced food. Then, goes back and stands at the back of the queue. When the first child comes back, the second child comes out and does as the former child. In this way, let the children carry on playing until all children in queue have done.

The group that can make the most correct and fastest selection will win the competition. (Teacher has to inspect if they are correct or not.)

(2) Each group of food

Divide the children into three groups, which represent the food group. (E.g. group of food for growth, group of food for energy, group of food for prevention of diseases)

The method of playing game is the same as above. However, in selecting picture card, children have to select three respective pictures concerned with the group of food specified for them.

<Remark>

In order to play the game, teacher has to prepare the pictures of food by estimating the numbers at the rate of three for one child. E.g. There must be 20 sets of balanced food if the number of children is 20. 1 set = 3 pictures (Growth, strength, energy)

2. Assessment of the participation of children

Observe and assess whether all the children participate in activities, story telling, playing, discussion or not and the objectives of the lesson is achieved or not.

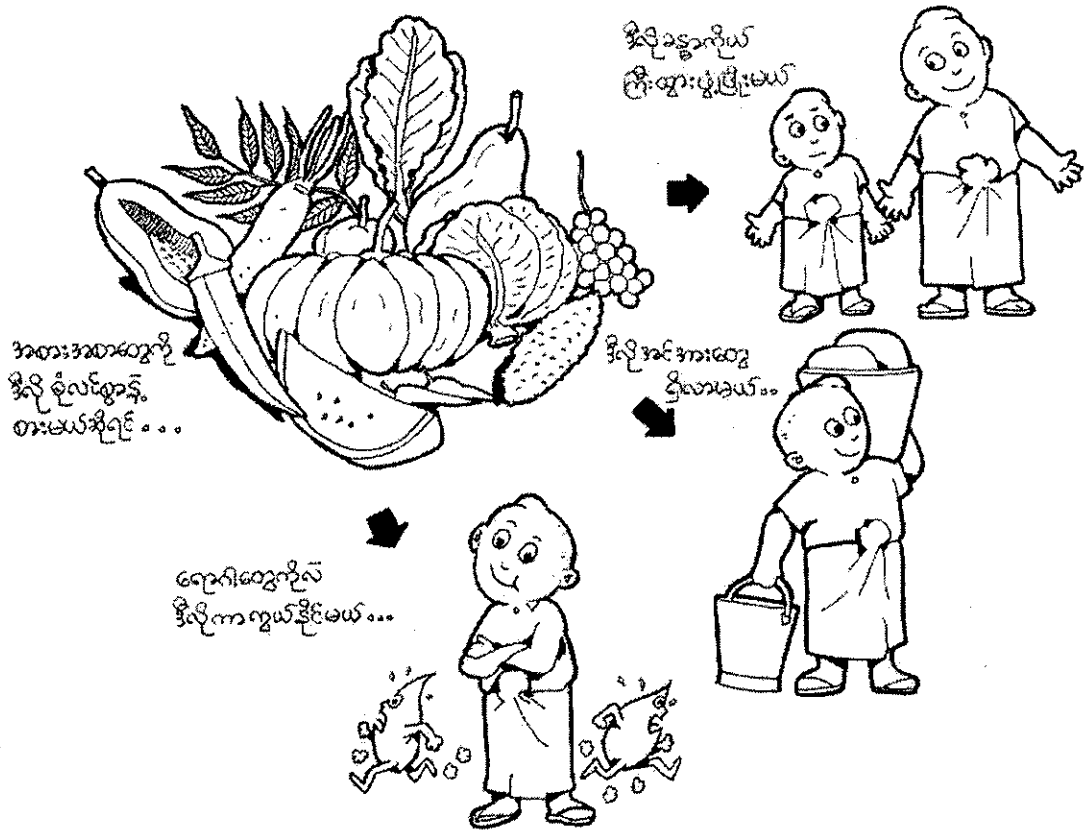
“Tartee who lived in a cave” (Story)

In the olden days, human did not live in such kind of houses. They lived in caves in the forest.

- *This is the boy named Tartee who lived in a cave. In the age of living in caves, humans ate fish, meat and food as raw condition.*
- *One day there was a storm occurred in the forest where Tartee lived. Wind was so strong that trees were rubbing each other. As long as the time, the rubbing trees became hot and temperature was highly raised due to the friction. So sparks came out and fire broke out in the forest.*
- *As there were many trees, in the forest, fire outbreak became stronger and the whole forest was burned.*
- *Men including Tartee ran away from the fire.*
- *On the other day, Tartee came back to his cave when the fire was over. When he reached near his cave, he found the pig he reared dead because he had confined the pig with a rope. He got sweet smell from the burned pig. When he probed the pig with his finger due to the curiosity, his finger entered the meat of pig because it was soft so that he felt hot. He pulled out his finger all of a sudden and put it into his mouth so as to make his hot finger cool. At that time, he felt it was very delicious and it had sweet smell.*
- *When Tartee told other people about that, they tried some and liked it very much.*
- *Therefore, people who lived in caves like Tartee changed their nature of eating food from eating raw food to eating by toasting by heat.*

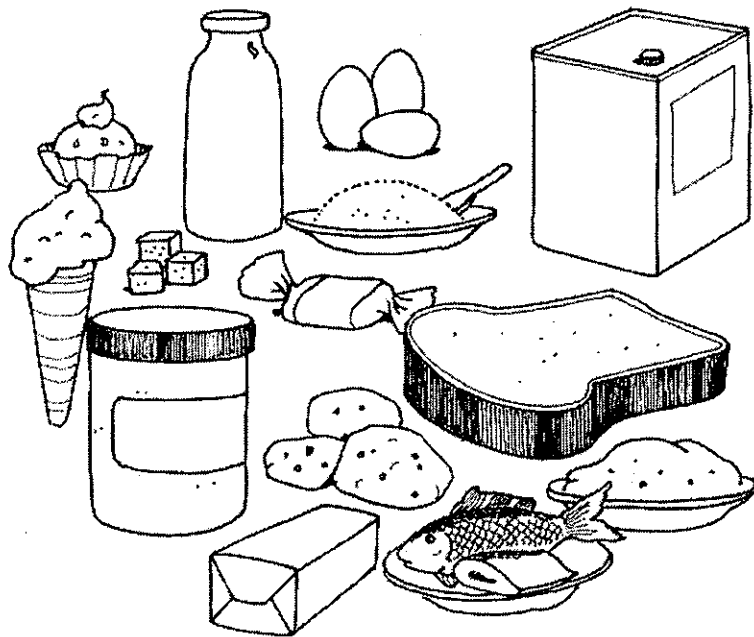
Reference

It is necessary to have such a variety of nutrients in our body so that we will be healthy and body growth will be promoted.

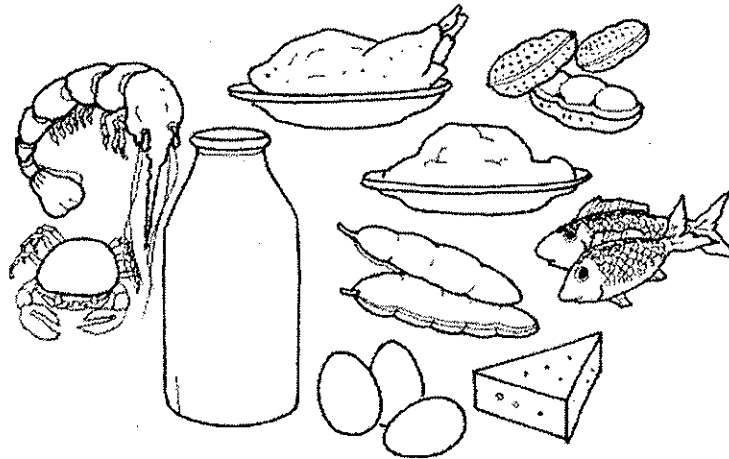


Three kinds of nutritious food –group

1. Foods that provide energy



2. Foods that promote body growth



3. Foods that prevent diseases



Nutrients

Nutrient is necessary for strong body. Nutrient can mainly be divided into five kinds such as protein, carbohydrate, fat, mineral and vitamin.

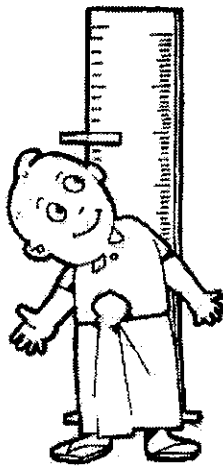
- Protein → promote body growth
- Carbohydrate and fat → to obtain energy required for the body
- Mineral → promote body growth, for the strength of teeth and bone
- Vitamin → to be healthy, to prevent from diseases

<Remarks>

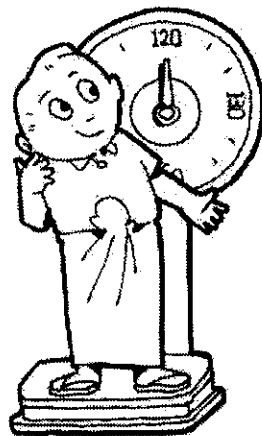
It is important to drink enough water to dissolve nutrients and reach all over the body.

Body growth can be detected by means of the ways like this:

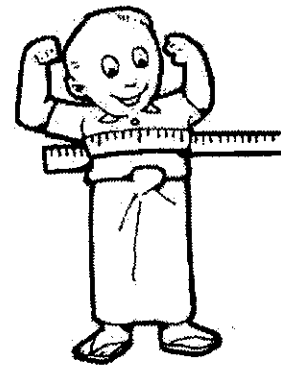
ခန္ဓာကိုယ် ကြီးထွားမှုကို...
ဒီလိုနည်းတွေနဲ့ သိနိုင်တယ်...



အရပ်အမောင်းတိုင်းခြင်း



ကိုယ်အလေးချိန်ယူခြင်း



ရင်အရပ်တိုင်းခြင်း

Topic 28: Diarrhea

Key Concept:	Living through preventing the diarrhea .
Learning Objectives General Objectives:	Children are able to know the causes of diarrhea and understand the preventive measures.
Specific Objectives	Children are able (1) to explain the causes of diarrhea (2) to tell the preventive measures of diarrhea.
Activities Involved	<ul style="list-style-type: none"> - observation - reorganizing the pictures in order by group - questioning and answering - group discussion - Jigsaw puzzle - recitation of poem
Teaching/Learning Materials	<p>Pictures on the causes of diarrhea to be reorganized in order (four pictures each for the illustration of occurring diarrhea caused by eating flyblown food, polluted water, and dirty hands)</p> <p>Jigsaw puzzle cards that contain preventive measures (according to the numbers of group)</p>
Teaching Periods	6 periods (180 minutes)

Before Getting Started

Background Information for Teachers

Remarks: It is not for the children to copy or learn by heart. It is for the teacher to know.

In the portion of disease free health, diarrhea is a very common health problem and enough attention should be given to prevent it. Diarrhea is caused by various factors such as: not washing hands after every defecation handling and eating food with dirty hands, eating flyblown food, eating over ripen fruits, eating dirty food, drinking dirty water, and using dirty kitchenware. Diarrhea causes dehydration and even death. Therefore, it has to take the following preventive measures:
Washing hands thoroughly with soap or ash before handling food and after using toilet; eating fresh food; covering the food to be free from flies; drinking clean water or boiled water; using kitchenware; using fly-proof toilet and disposing rubbish systematically.

Lesson Planner

	<u>Period One, Two & Three</u>	<u>Period Four, Five & Six</u>
Specific Objectives	to explain the causes of diarrhea	to tell the preventive measures of diarrhea
Introduction (Evocation)	Asking the children about the diseases they have ever heard	Telling that it is possible to take preventive measures if the causes are known
Development (Reflection)	Reorganizing the pictures in order according to the sector Group discussion Questioning and answering	Questioning and answering Jigsaw puzzle Group discussion Presentation to the class Recitation of poem Questioning and answering
Conclusion (Realization)	Confirming acquired knowledge on the causes of diarrhea through questions	Confirming acquired knowledge on the prevention of diarrhea through questions
Assessment points	Assess the understanding of the children by playing the game introduced in the plan. Assess whether the objectives are achieved or not; whether the children participate in learning activities and reciting poem or not	

Teaching/Learning Procedure

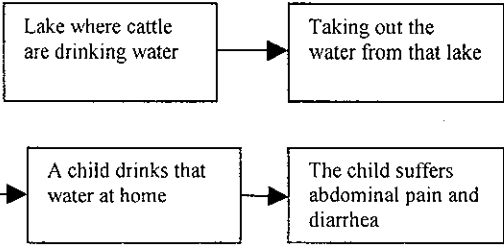
Period One

Learning Activities	Duration (Min.)	Teaching/ Learning Materials	Points to be noticed
Teacher asks the children about the diseases they have ever heard. Teacher writes the diseases what they said on the blackboard. If diarrhea is not contained in those diseases, teacher has to supplement it and tell, 'We will discuss about the diarrhea.'	5 min.		Have the children think again about the diseases the children have ever known and heard.

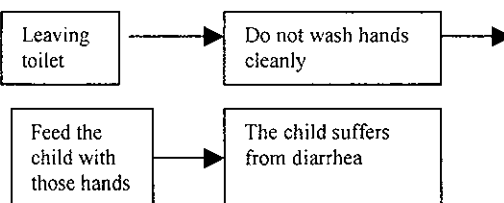
<p>Distribute four pictures each, which is related with eating flyblown food to every group. Have every group observe each picture and think the relationship and then let them reorganize in order.</p> <div style="text-align: center;"> <pre> graph LR A[non-fly proof toilet and flies] --> B[Fly rest on the food at home] B --> C[A child eats that food] C --> D[Suffers from abdominal pain and diarrhea] </pre> </div> <p>Have every group tell the sequence in turn. When children tell the sequence, teacher can ask them in the reverse order, starting from the last picture and ask why it is so.</p>	10 min.	Four pictures each relating with flyblown food (According to the numbers of group)	Have the children make logical thinking and decision. Make them happy. (Children have to be given enough time to think)
<p>Asking questions Teacher asks the questions to the whole class one by one. Every group answers in rotation. Children's answers are written on the blackboard.</p> <ul style="list-style-type: none"> - "Why does diarrhea occur?" - "What kind of snacks and food are sold in your ward? " - "What food can be rested by fly? Why?" - "What will happen if flyblown food is eaten?" - "If that so, what should be done?" 	15 min.		Time has to be given after every question. Let the children notice and distinguish the food sold in one's ward or village whether those are flyblown or not. Let them know that flyblown food must not be eaten.

Period Two

Learning Activities	Duration (Min.)	Teaching/ Learning Materials	Points to be noticed
Teacher distributes four pictures each relating with drinking dirty water to every group and lets them observe and reorganize in order.	15 min.	four pictures each relating with drinking dirty water (according to the numbers of group)	What is clean water? (condition): (1) It has no color, transparency and clearness. (2) It has no taste

 <p>Ask the children to tell again the sequence by group. When children tell the sequence, teacher can ask them in the reverse order, starting from the last picture and ask why it is so.</p>			<p>or odor. (3) It does not contain disease-causing germs.</p>
<p>Asking questions (Same as the forms in the first period) Why does diarrhea occur? From where is the drinking water obtained at your home? What kind of water should be drunk? How do you make the water clean? What have to be cautious for cleaning water forever?</p>	15 min.		<p>Give time to children to think after every question.</p> <p>Have the children think and find out the water available places; how to make water cleaning; points to be cautious for cleaning water.</p>

Period Three

Learning Activities	Duration (Min.)	Teaching/ Learning Materials	Points to be noticed
<p>Teacher distributes four pictures each relating with drinking dirty water to every group and lets them observe and reorganize in order</p>  <p>Have the children retell the procedures by group. When children tell the sequence, teacher can ask them in the reverse order, starting from the last picture and ask why it is so.</p>	15 min.		<p>Give time to children to think after every question.</p>
<p>Asking questions (As above)</p>	15 min.		<p>Have the children</p>

<p>Why does diarrhea occur? What has to be taken care of in order not to occur diarrhea? When are the hands dirty? How must the hands be washed for cleaning?</p>			<p>think again the points to be noticed in order not to occur diarrhea. By make them guess how to wash hands systematically they will become able to wash hands practically.</p>
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Period Four and Five

Learning Activities	Duration (Min.)	Teaching/ Learning Materials	Points to be noticed
<p>Questioning and answering with whole class Ask the following question in order to recall the learnt issues. -“What are the causes of diarrhea?” Teacher has to accept whatever the children said and write on the blackboard. Teacher tells that how to prevent diarrhea will be continued to discuss after knowing the causes of diarrhea.</p>	10 min.		
<p>Playing Jig-saw cards Distribute pieces of the picture of preventive measure for diarrhea each to every group and have every group connect again in order to get a big original picture.</p>	10 min.	Pieces of the picture of preventive measure for Jig-saw playing	Children will be able to thinking logically.
<p>After observing the picture, children discuss by group the preventive measures and why it has to take those measures.</p>	20 min.		Have them relate the preventive measures and the reason of why those measures have to be taken. Teacher has to give time for discussion by group.
<p>The groups have to tell one point each in turn and teacher write down on the blackboard.</p>	15 min.		
<p>Teacher supplements if necessary.</p>	5 min.		

Period Six

Learning Activities	Duration (Min.)	Teaching/ Learning Materials	Points to be noticed
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		Materials	
<p>Recitation of poem Teacher writes the poem on the blackboard or has written on a chart in advance.</p> <p style="text-align: center;"><i>“Mr. Fly”</i> <i>(Mr. Fly)² is very loathsome</i> <i>He eats feces as well as curry</i> <i>He comes and goes here and there</i> <i>And washes his legs</i> <i>On our dining table</i> <i>Beat him, get rid of him</i> <i>Don’t let him be free</i> <i>Let’s cover the dining table</i> <i>Go away Mr. Fly.</i></p>	5 min.	“Mr. Fly” Poem	Children will get the chance to make body movement happily.
Teacher recites the poem first and children have to follow the teacher. Teacher and children recite the poem with gesture together.	10 min.		
<p>Asking questions</p> <ul style="list-style-type: none"> - “What does the poem mean?” - “What happens if fly- blown food is eaten?” - “From where do the flies come?” - “What is better to do in order to prevent flies?” 	10 min.		Ask the questions one by one slowly and regularly. Give the children time to think. Teacher has to take care of children not to answer the questions noisily by the whole class. After all children have thought, let one child from each group answer.
Teacher supplements what is necessary. Ask the children to share the knowledge on diarrhea to their parents, brothers and sisters.	5 min.		

Assessment (Period Seven)

1. Teacher writes one point each about the causes of diarrhea and preventive measures on a piece of paper and makes them lots.

After that, let each representative from every group to pick up a lot in turns and show the issues written on the piece of paper to the group member. Then, the members will discuss “this issue is the causes of diarrhea or preventive measures and Why?” within the group. The whole class will discuss and review if it is correct or not.

Teacher records on the blackboard by drawing a table as below:

Causes of diarrhea	Preventive measures

2. It is to assess continuously whether all children participate or not; objectives of learning activities are achieved or not; children understand or not while learning activities are being carried out and reciting poems.

Reference

Signs and symptoms of diarrhea

Excretion of liquid –form faces at lease three times and above during a day.

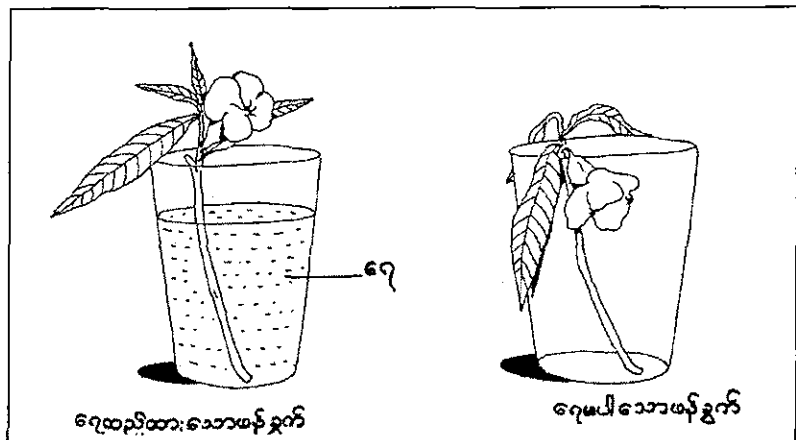
Consequences and duties

1. Going frequently to toilet due to excretion of liquid-form faces
2. It is possible to become weaken and may lead to death due to dehydration as a result of loss of body fluids.
3. Carrying out the following treatments at home in case of occurring diarrhea
 - (a) Feeding clean water or rehydration salt solution or boiled rice
 - (b) Feeding rice juice, soup, coconut juice
 - (c) Not feeding food that contains chili
4. Send to the hospital/health center at once in case of many times of excreting liquid-form faces, frequent vomiting, thirsty, inability to eat or drink well, fever, containing blood in stool.

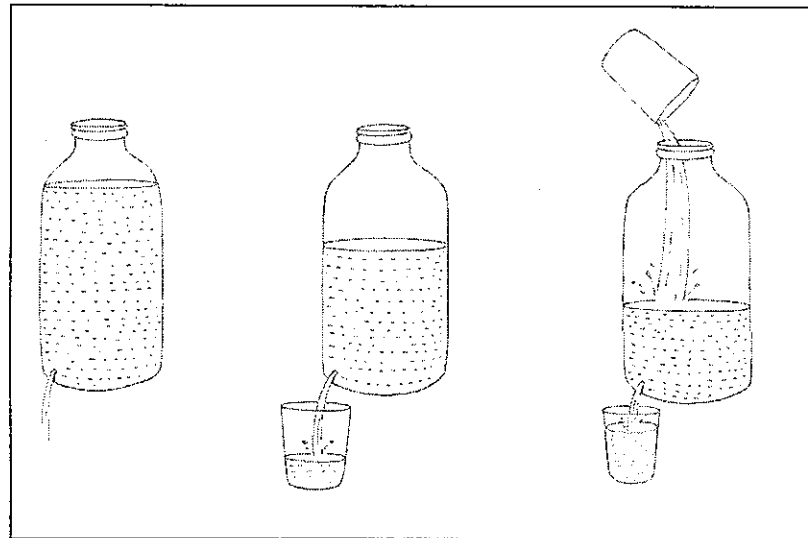
To help and look after the one who suffers from diarrhea

1. Clean the child who suffers from diarrhea and let it take rest.
2. Look after it with kindness.

It can be shown practically that living things including human need water.



It can be explained that body fluids are lost due to diarrhea and it is necessary to refill the fluid loss at once with above illustration.



It has to feed the rehydration solution, mixture of ready-made rehydration salt and purified water or boiled water, in order to refill at once the fluid lost from the body of the person who are suffering from diarrhea.

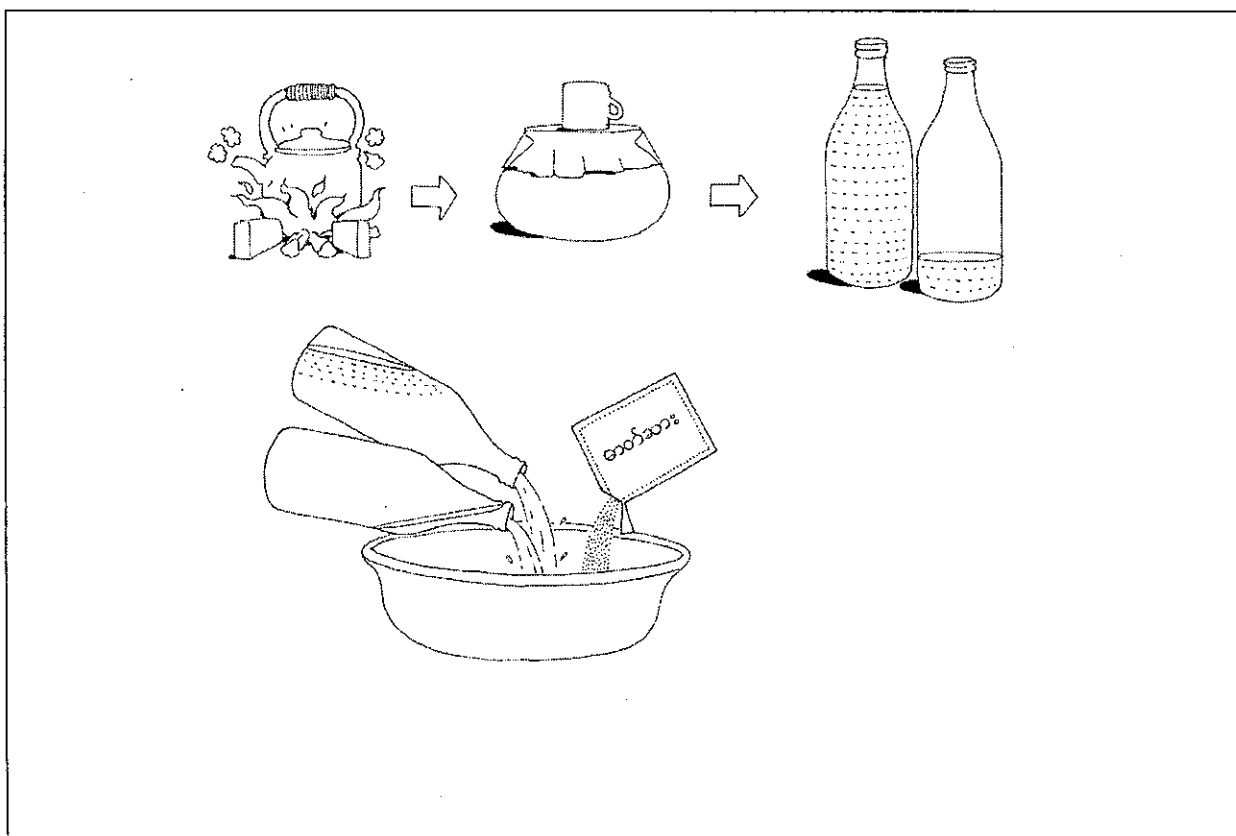
Methods to make rehydration solution

Wash one's hands and utensil to be used cleanly before making rehydration solution .

(a) How to make solution with rehydration salt

Materials required: One sachet of Rehydration salt, two bottles of 500 CC, boiled water or purify drinking water, one bowl, one spoon

How to make rehydration solution



Procedure

- (1) Put all rehydration salts into the bowl.
- (2) Pour the water in the amount of 2½ bottles into it.
- (3) Stir with a spoon until all rehydration salt melt and cover the bowl.
- (4) Use the rehydration solution within 24 hours. It should not be used after 24 hours.

To be noticed (to refill the fluids loss in the body)

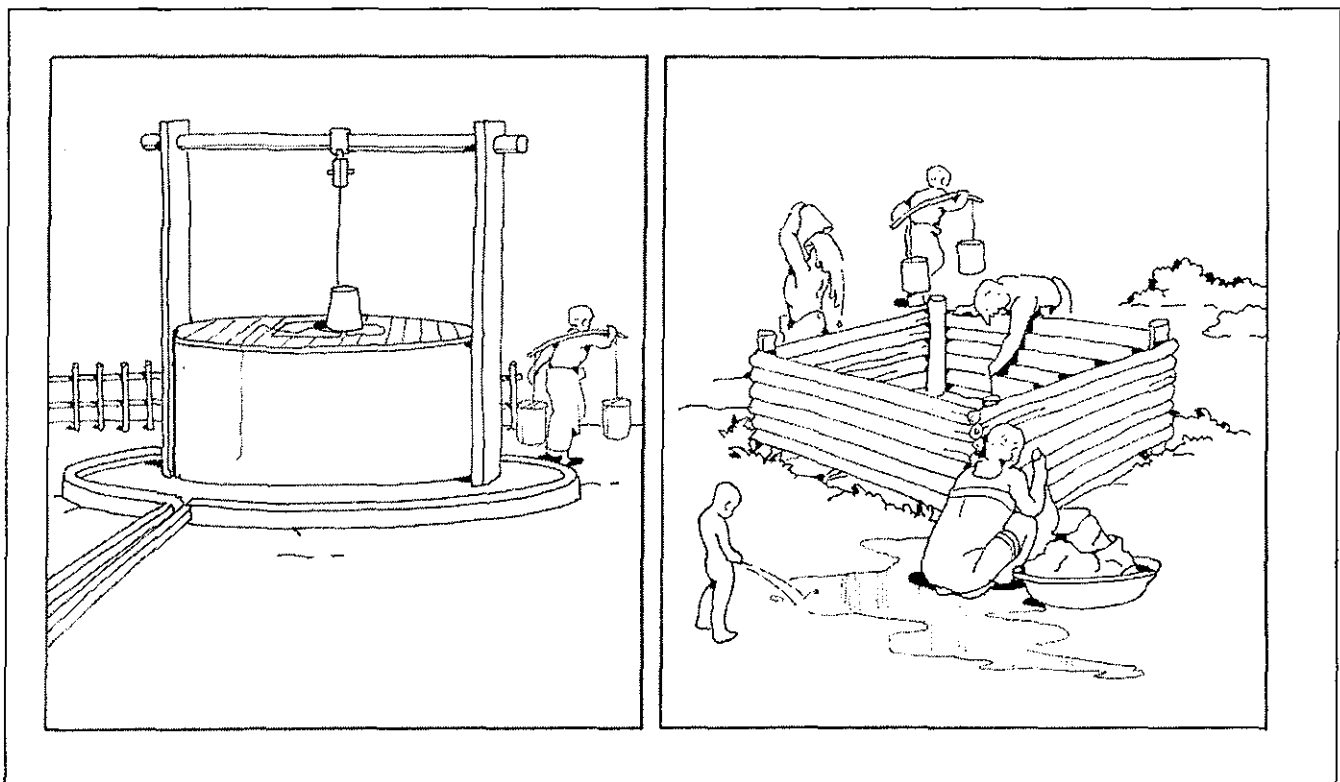
It is necessary to feed breast milk, rice juice, coconut juice, soup, boiled rice and purified drinking water if available easily though the children are suffering from diarrhea.

What is purify water?

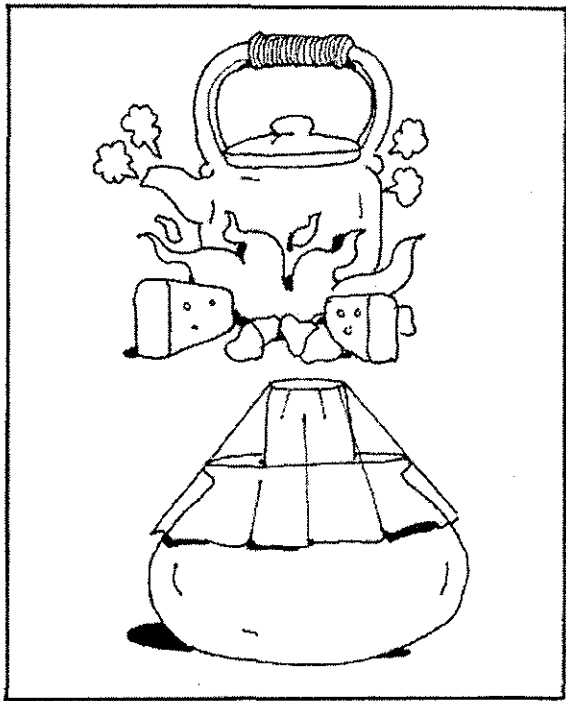
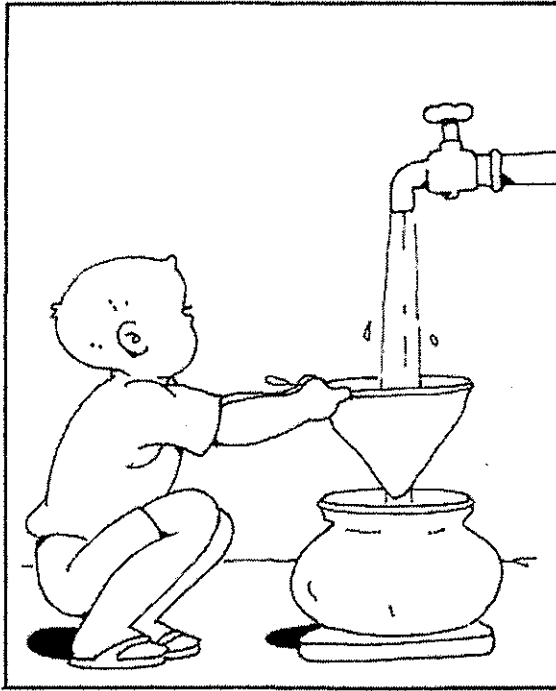
- it must be free from disease germs
- it must have no taste
- it must have no smell
- it must contain no sediment
- it must be free from dissolving harmful chemical agents
- it must have no color

It cannot be said that it is clean water merely it is clear and transparent. It is possible that this kind of water may contain unseen harmful disease germs. It cannot be said it is purify water merely it has no taste and smell. There can be harmful materials that have no smell and taste in this water.

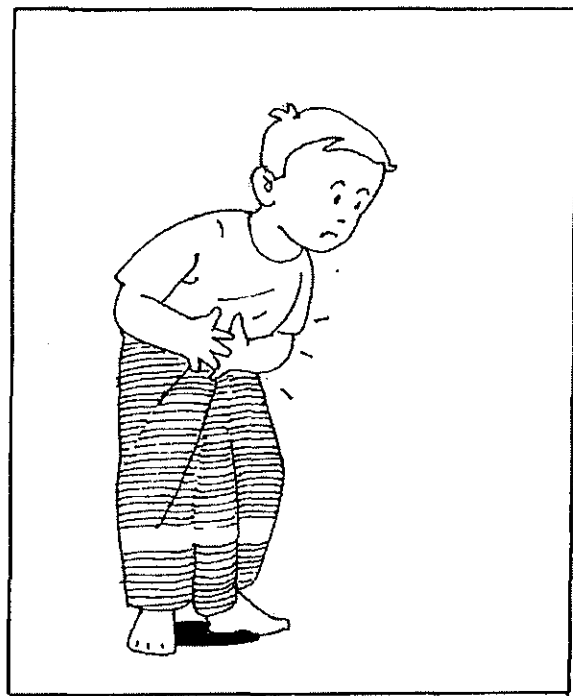
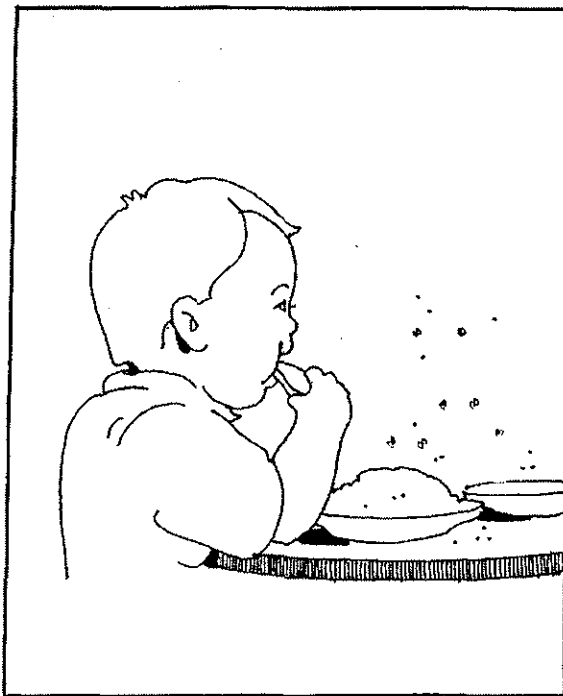
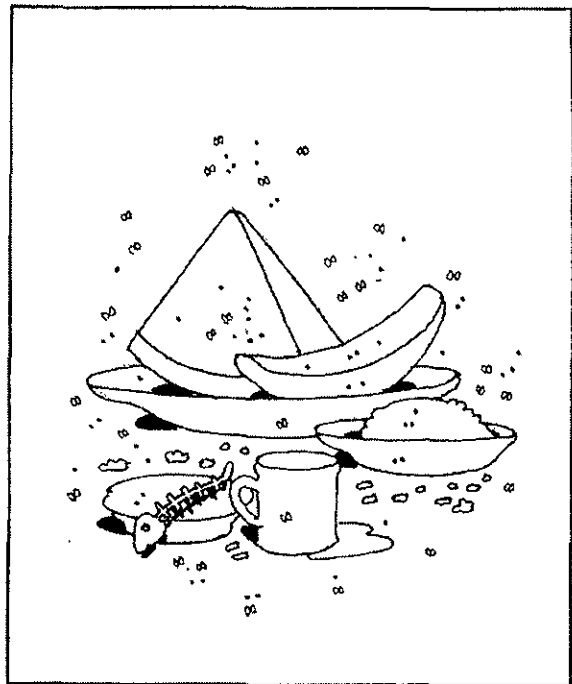
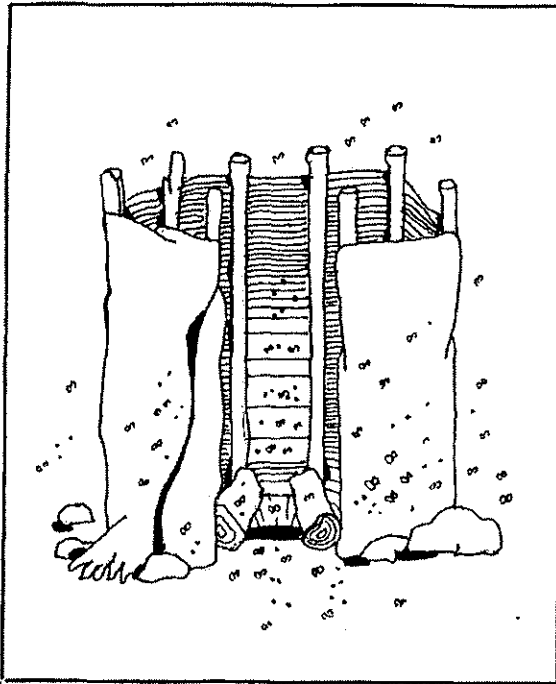
To clean water



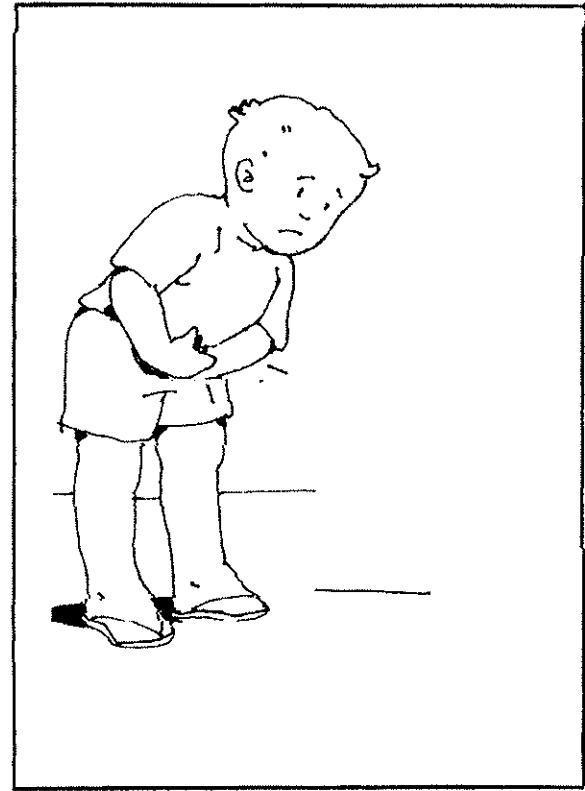
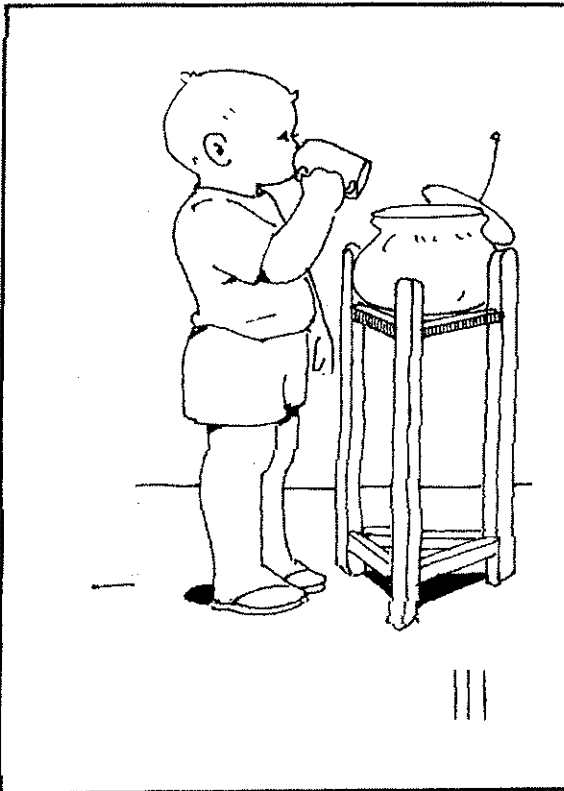
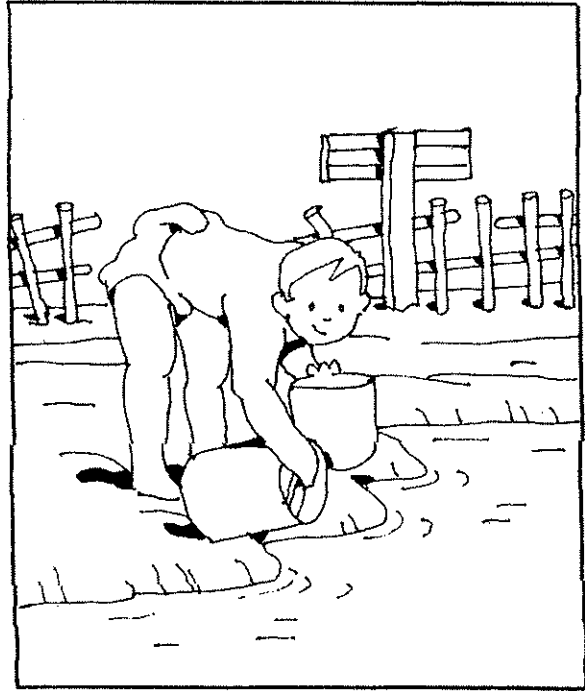
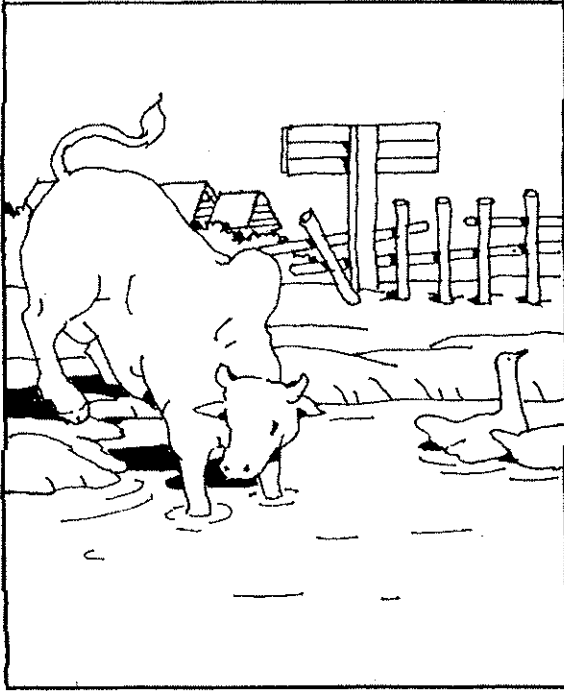
The source of drinking water must be clean.

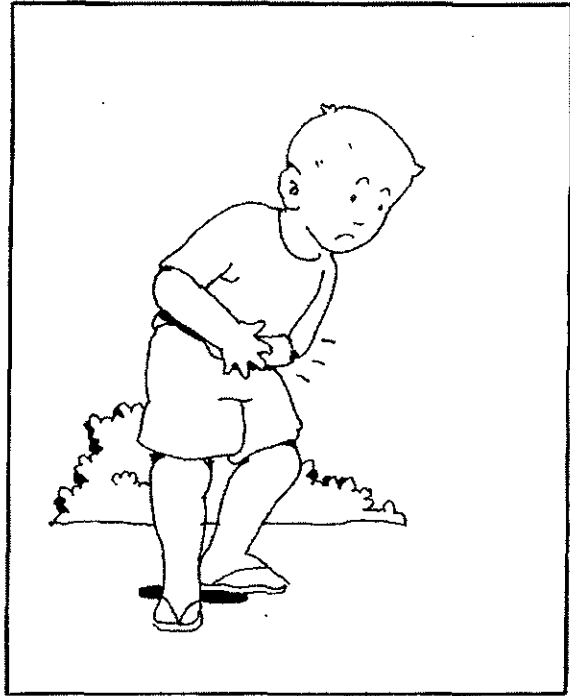
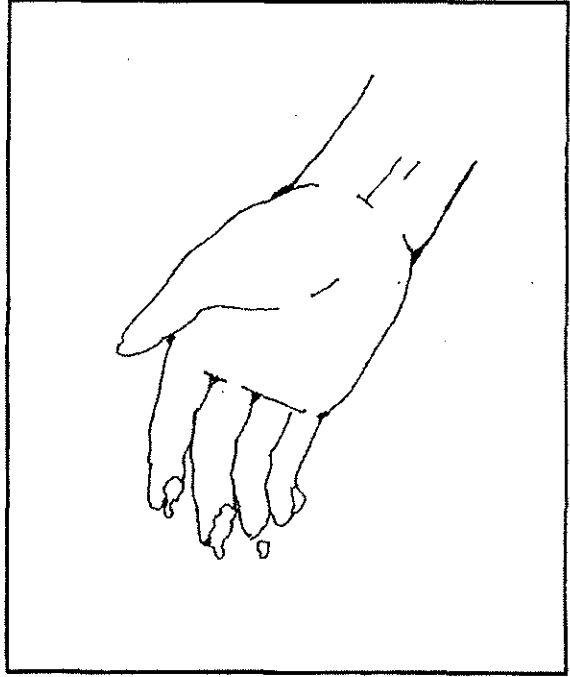
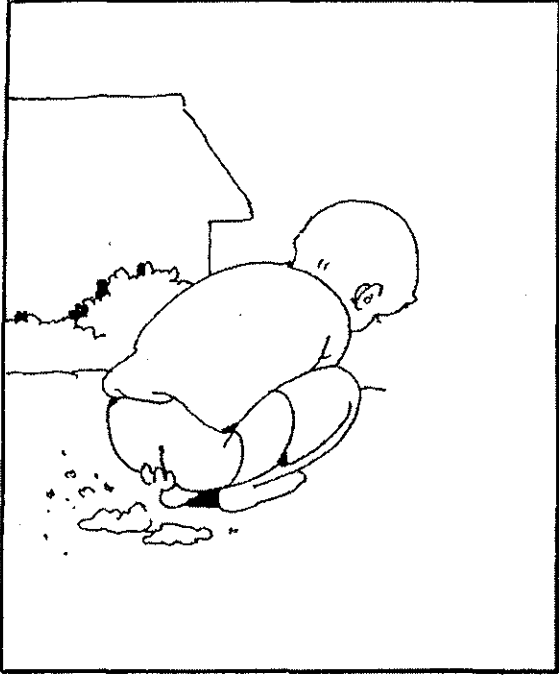


Clean bucket, water filter, water pot, pot cover, and cup have to be used.



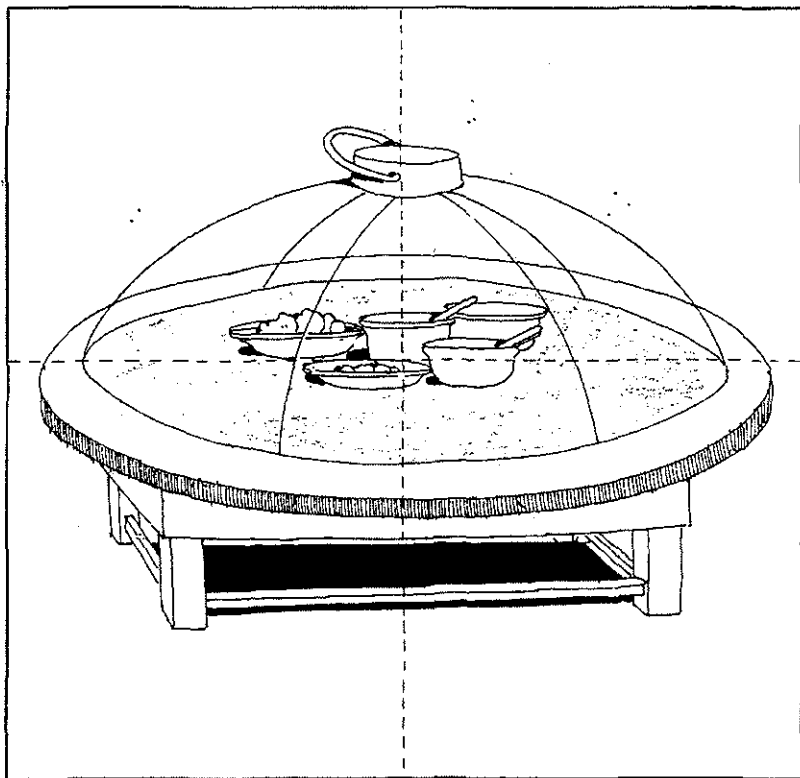
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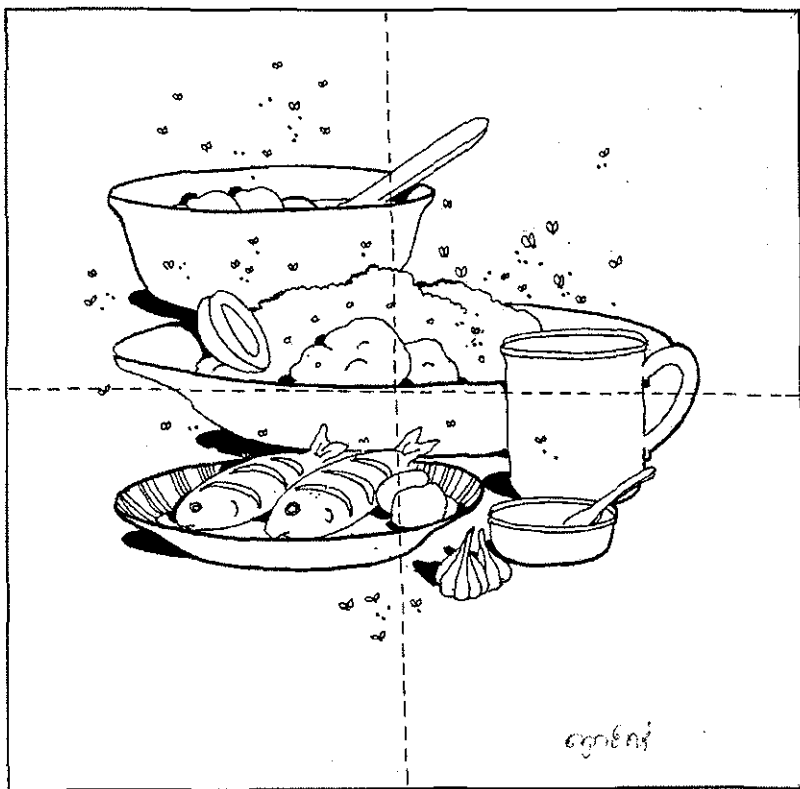
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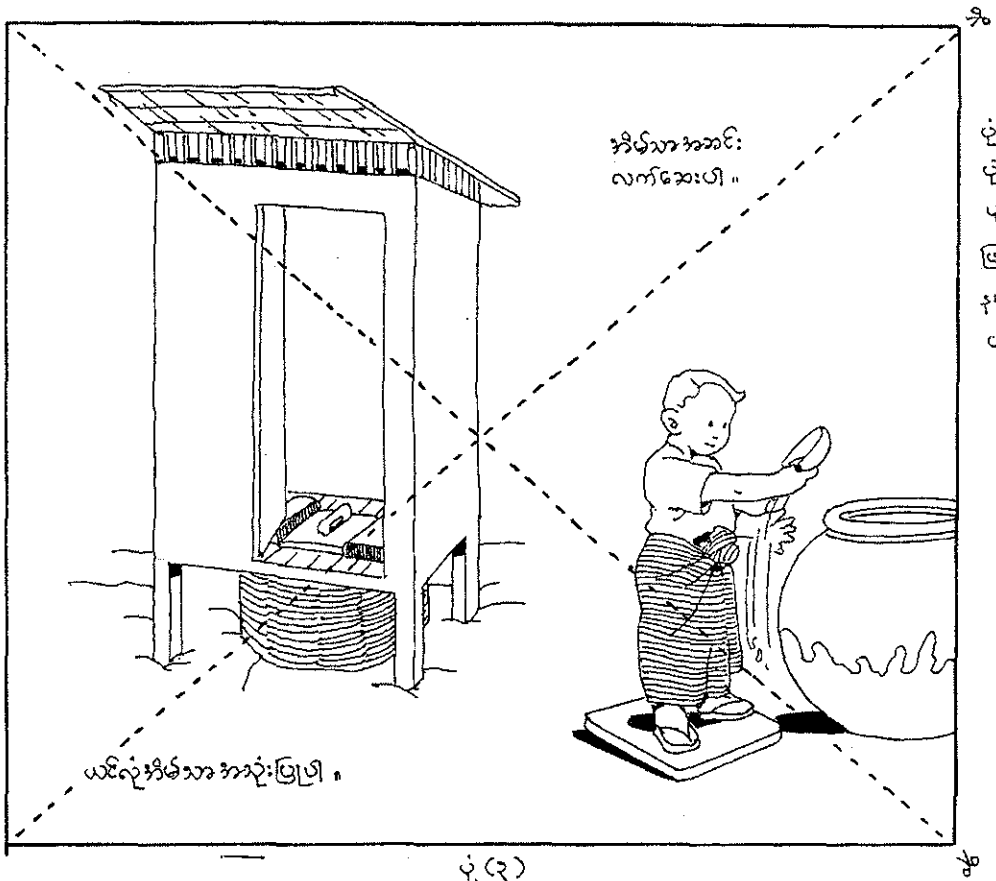
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Topic 29: Wearing Clean Clothes

Key Concept	The reasons to wear clothes.
Learning Objectives General Objectives	To understand the reason to wear clean clothes
Specific Objectives	Children are able (1) to tell that clean clothes have to be worn on the human body (2) to tell the diseases developed from dirty clothes and how they do to clean the clothes if they are dirty.
Activities Involved	<ul style="list-style-type: none">- group discussion- question and answer- supplementing by the teacher
Teaching Periods	2 periods (60 minutes)
Notice	Two days before discussing this lesson ask children the following facts - <ul style="list-style-type: none">- one must wash a set of clothes that one has worn to clean at home by oneself- if one is not able to wash ask the mother, sister and aunty at home how to wash and do it personally- Note down carefully the steps that one has carried out

Before Getting Started

Background Information for Teachers	<p><i>(Remarks: Do not let children copy or learn by heart. It is only for the teachers to know.)</i></p> <p>It is necessary for the people to carry out personal hygiene daily, weekly and monthly for health. Not only the body has to make clean but also it is necessary to wear clean clothes appropriate with the weather. If the clothes that one wears are not clean, skin diseases such as ring worm, scabies, sweat fungi and urticaria may develop. If such skin diseases occur, friends around one's environment will ostracize. They will look down and do not want to deal with. Then one will depress and not feeling fresh and cheerful in mind, which can affect the health of body and mind.</p>
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Lesson Planner

	<u>Period One</u>	<u>Period Two</u>
Specific Objectives	Be able to explain that clean clothes have to be worn on the human body.	Be able to tell the diseases develop when clothes are dirty and how they do to clean the clothes if they are dirty.
Introduction (Evocation)	To bring out the body parts that have to clean for personal hygiene	Group discussion
Development (Reflection)	Asking children question Group discussion Discussion with the whole class	Group discussion Discussion with the whole class Supplementing by the teacher
Assessment points	It will assess if the teaching/learning procedures achieve the aims and if all the children participate while doing learning activities.	

Teaching/Learning Procedure

Period One

Learning Activities	Duration (Min.)	Teaching/Learning Materials	Points to be noticed
<p>Group discussion</p> <p>(a) Teacher will ask question about personal hygiene taught in the previous grades as follows. The question will be asked to discuss according to groups.</p> <p>- What is to be done for the cleanliness of the body?</p> <p>(b) Each group has to supplement each different fact from the discussions and teacher will write the presentations on the blackboard.</p> <p>(c) Discussion with the whole class. What kind of clothes do you want to wear on your clean body?</p> <p>(d) If necessary the teacher has to supplement by saying it is to wear clean clothes without dirt and the clothes need not be expensive or new.</p>	<p>10 min.</p> <p>10 min.</p> <p>10 min.</p>		<p>Give children time to discuss in groups.</p> <p>Teacher has to help for every one to participate in the discussions. Teacher has to ask until the full facts are obtained.</p>

Period Two

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

<p>Group discussion (a) Teacher will ask children the following question to discuss in groups. - What can happen if you wear dirty clothes?</p>	10 min.		Give time to discuss in groups.
<p>(b) Depending on the presentation of one group the remaining groups supplement with different facts. (c) Teacher has to supplement if necessary.</p>	10 min.		Teacher has to lead in questioning to include the dealings of people from environment. Use background information for teachers.
<p>Group discussion (with their environment) (a) What will you do to clean the clothes if they are dirty? (b) Who did it? (c) If they cannot wash like this where do you have to put the clothes that have been worn? Why? (d) Let the groups tell each fact in turns and the teacher writes on the blackboard. (e) Supplementing by the teacher. Teacher will tell that it is necessary to wash the clothes that one has worn to be clean and if one cannot wash they need to put systematically in a place to wash. By taking responsibility in washing the clothes that one is able to wash is a mean to help elders and parents.</p>	10 min.		Teacher has to accept what the children thought and say.

Assessment

1. Assessing if the children understand in relation with the lesson.
 - (a) What evil consequences will develop if you wear dirty clothes?
 - (b) What kind of clothes should you wear when you come to school?
 - (c) How will you feel if your friend sitting beside you always wears dirty clothes?
 - (d) How will you help a friend who usually wears dirty clothes?

2. It will assess if all children participate in carrying out learning activities and if the learning activities achieve the aims.

Topic 30: Communicating with Others

Key Concept	Enhancing ability to communicate with others and to express one's feelings
Learning Objectives General Objectives	Be able to communicate the correct information to other people
Specific Objectives	Children are able (1) to tell about oneself (2) to tell correctly about one's classmate (3) to tell how to communicate to other people
Activities involved	<ul style="list-style-type: none">- drawing- individual practical doing- group discussion- observation- playing- whole class discussion- role playing
Teaching/Learning Materials	<ul style="list-style-type: none">- pictures, pencil, paper, paper ball
Teaching period	7 periods (210 minutes)

Before Getting Started

Background Information for Teachers	<p>This lesson makes one to be able to tell correctly about oneself and one's friends and is taught mainly the requirements of communication skills in communicating with others and expressing one's feelings. By telling about oneself, one will get more intimacy with the family. One can listen about others. Since one has to bring out and think the people communicating with him, he notices that he has relationship with the environment, which enables him to think and bring out how to communicate. Out of the various communications, communicating with speech is the basic communication. Everyone does the work of speaking. It is to communicate with speaking in order to get and send information.</p>
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Lesson Planner

	<u>Period One & Two</u>	<u>Period Three & Four</u>	<u>Period Five & Six</u>
Specific Objectives	Be able to tell about oneself	Be able to tell correctly about one's classmate.	Be able to tell how to communicate to other people
Introduction (Evocation)	Drawing picture - To draw portrait of oneself	Playing - To throw paper ball, calling name	Playing - To know that communication is important.
Development (Reflection)	<i>Individual activity</i> - Thinking about oneself. - To write names of one's family members - To think what to help family <i>Group discussion</i> - To tell about oneself by showing one's picture	<i>Presentation to the whole class</i> - Retell about one of the one's classmates <i>Observation</i> - Seeing the pictures drawn.	<i>Playing</i> - Draw the figure of a house and reveal the persons who have to be communicated. - Role playing on how to make communication
Conclusion (Realization)	Complement of teacher	Complement of teacher	Complement of teacher

Teaching/Learning Procedure

Period One & Two : Be able to tell one's name and about oneself.

Learning Activities	Duration (Min.)	Teaching/Learning Materials	Points to be noticed
Drawing pictures Ask the students to draw their picture on a blank paper and write their names.	20 min.		Let children draw their pictures by themselves freely. It is important to have satisfaction and happiness due to self-participation.
Individual activities Have them think in telling about one. Have them write the names of one's family members Have them think about what one can give help and note down. (It is not to be in order, not to be beautiful handwriting and not to be correct spelling. Correct particular is the key point.)	20 min.		They will be more cordial with their family because of thinking about oneself and its family. More love and respects will be obtained due to the thinking about ability to give help to their family members.

(Not only parents, siblings but also grandparents, uncles and aunts can be included in the family.)			
<p>Group discussion</p> <p>Have the children show the picture they drew to group members and tell about themselves.</p> <p>Ask them to tell the group members to ask if there is something, they want to know. Tell the children to ask each other.</p> <p>Tell the children to listen what the other says carefully.</p>	20 min.		<p>The children will be satisfied and pleased due to the opportunity of expressing whatever concerning with one.</p> <p>They will get the practice of making others understand the question of what they want to know.</p> <p>They will get the practice of listening to what others say carefully.</p>

Period Three & Four: Be able to tell about one's classmate correctly

Learning Activities	Duration (Min.)	Teaching/ Learning Materials	Points to be noticed
<p>Playing</p> <p>Organizing the children into groups. Ask them to play by calling name and throwing small ball or paper ball from one child to another. [Teacher can give help to them if necessary]</p>	20 min.	Balls (or) balls made with paper.	The children will become known the name of one's friend and close friendship will be formed.
<p>Asking in Pairs and presentation to the whole class</p> <p>Have the children in pairs among groups and let them ask about one's friend reciprocally.</p> <ul style="list-style-type: none"> - Name of friend - Brothers and sisters of friend - Address of friend - Hobby of friend - What he wants to become when he grows up <p>Let them tell to the class what they have asked and remembered about a friend while asking in pairs. Other children can help in telling if necessary. Teacher should give help to the one who speaks less to speak.</p>	20 min.		<p>Children can be able to know the names of one's classmates</p> <p>They can know that everyone has name and this name has to be taken emphasis.</p>
<p>Observation</p> <p>Have them hang the picture they drawn on the blank wall. Have the</p>	20 min.		It will make children happy and intimate by seeing the pictures drawn

children go around and observe the pictures of their friends and names.			by one and friends.
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Period Five & Six: Be able to tell how to communicate to others

Learning Activities	Duration (Min.)	Teaching/ Learning Materials	Points to be noticed
<p>Playing</p> <ol style="list-style-type: none"> 1. Ask the children not to speak to each other about two minutes. 2. Have them communicate to each other by means of gesture without making any sound from the mouth. 3. Have them speak to each other with a voice as usual. 4. Teacher asks the following questions. <ul style="list-style-type: none"> - "How do you feel without speaking to each other?" - "How do you feel when you communicate each other without voice by gesture?" - "How do you feel when you communicate each other with voice and gesture?" - "Which activity do you like best? Why?" 	20 min.		<p>They become known that communication by speaking is important. The teacher has to say beforehand what to say by taking those who are going to speak with gesture to one place.</p> <p>Children will be able to notice their feelings through answering questions. The teacher should ask questions to the speaker as well as the listener.</p>
<p>Teacher supplements as follows:</p> <ul style="list-style-type: none"> - "It is not possible not to speak each other?" <p>Explain that people always communicate each other by speaking.</p>			
<p>Playing</p> <p>Teacher draws a picture of house on the blackboard and begins with the following questions.</p> <ol style="list-style-type: none"> 1. If this house is your house, with whom do you have to communicate in the house? 2. Write down whatever the children say in the picture of the house. 3. Aren't there any other houses beside that house? With whom do you have to communicate from these houses? 4. When you get to school, with whom do you have to communicate at school? 5. Write down whatever the children say and join with arrows. 	20 min.		<p>They will be aware of to whom one has to communicate. This learning activity can be discussed class-wise as well as group-wise. In discussing group-wise, it is to specify time and activity to think and discuss.</p> <p>For example, group (1) with whom do you have to communicate in the house? Group (2) with whom do you have to communicate beside the house in the ward etc can</p>

6. Teacher supplements and explains that everyone always has to communicate to not only his family members but also other people.			be specified to discuss.
<p>Group discussion Teacher asks the children to think about the action on appropriate gestures and talks concerning the following issues by group.</p> <p>(a) How to communicate in what gesture to mother for the preparation of something to eat because of hunger and the desire to eat something? (b) How to communicate in what gesture to a friend for the help due to inability to solve mathematic problem? (c) How to communicate in what gesture to the teacher about the desire to go to latrine at school? By observing the group display, teacher has to make the supplementary demonstration.</p>	20 min.		<p>Children will be aware of how to communicate their desires to others in order to make known.</p> <p>Teacher himself displays to correct the gesture of the children with positive attitude instead of criticizing them.</p> <p>These actions are merely examples. It is possible for the teacher to supplement the actions required for the children according to her ideas.</p>

Assessment

I. Group discussion

1. Ask them to read the following pictures and speech.
2. Ask the following question.
You are told like in the picture, what will you reply.
3. Specify time to think and discuss.
4. Let each representative from the group to retell.
5. Ask the whole class if it should be told like this or not.

II. Group discussion

1. Mix the pictures and distribute again.
2. Let them read the following pictures and speeches.
3. Ask the following questions.
(i) Are the words spoken in the picture and behavior good? Why?
(ii) In that case think how to tell is good.
4. Specify time to think and discuss. If you want to write on the paper, you can write.
5. Let each representative of the group retell.
6. Ask the whole class if it should be told like this or not.

III. Teacher's supplementary explanation

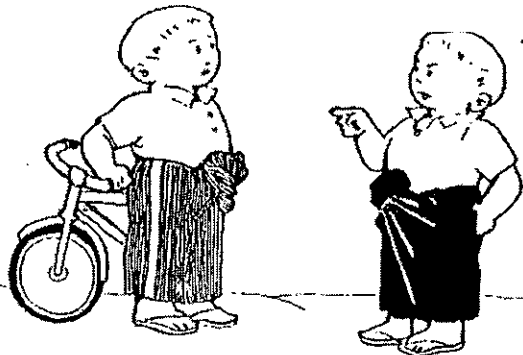
Some are harsh and not polite in speaking. Explain that one should not react with rude behavior when one is treated with rude manners even though one is spoken politely.

Hey! Make way for me

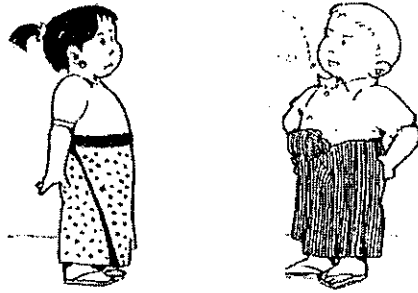


အိတ်! ဒါ့ကို လမ်းဖျက်ပေးစမ်း

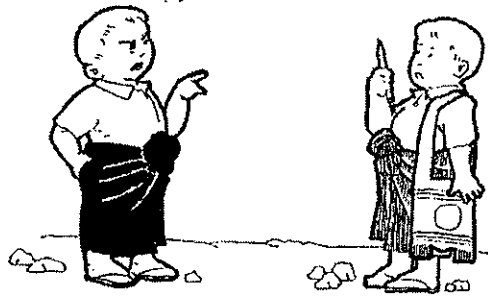
Hey kaung! give me back my bicycle



Your blouse is not beautiful



Give me pencil



Hey.. come I have to tell you something



Reference

Communication is the activity of sending information. Communication is very important for living things (including man). Without communication, no one can know one another. If there is no communication, the activities of factories, workshop, economy, teaching, playing, happiness, love and feelings cannot be carried out. Communication consists of individual communication and communication with groups.

Out of the communication methods and instruments, communication with speech is one of the basic skills. In communicating individually, it contains communicating without voice and communicating with voice. In order to develop effective communication, speaking with voice and listening carefully have to be done.

Topic 31: Spending Beneficially With Your Pocket Money

Key Concept	Thinking well ahead and decide correctly in every matter
Learning Objectives	
General Objectives	To understand how to spend pocket money when it is got by deciding correctly to choose and eat.
Specific Objectives	Children are able (1) to explain that it is to choose and eat by deciding correctly when pocket money is got. (2) to differentiate if the snacks sold in the shops of one's ward and school and the vendors are clean and tidy or not. (3) to explain the consequences from eating unclean food. (4) to tell that it is to take responsibility personally to keep the food clean at home.
Activities Involved	<ul style="list-style-type: none"> - Story telling - Forming small group and discuss - Questioning and answering - Observation - Discussion with the whole class - Reciting poem
Teaching/Learning Materials	<ul style="list-style-type: none"> - Story - Two cups <ul style="list-style-type: none"> (1) a cup in which the food is covered (2) a cup in which the food is not covered - Poem
Teaching Periods	8 periods (240 minutes)

Before Getting Started

Background Information for Teachers

(Note: Do not let children copy and learn by heart. It is only for the teachers to know)

This lesson is discussed for the children to know how to choose and eat when pocket money is got and to get the good practices since they are young. Eating food selectively assists the health greatly. Buying and eating whatever sees affects children's nutrition largely. Therefore, children have to buy and eat clean and nutritious foods, which can fill one's stomach by deciding correctly before spending when pocket money is got. It is necessary to be able to observe not only the snacks to be clean but also the vendors, the pots, cups, plates and utensils need to

be clean and tidy. Bowel disorders may be caused if the snacks that children bought and eat, the personal hygiene of the vendor (especially the hands), the pots, cups, plates and spoons are not clean and tidy. It is necessary to cover the pots, cups and plates where the food is put. It is necessary for the child to carry out those practices at home and at school. If the snacks and foods are not covered cleanly and tidily, mosquitoes, flies, cockroaches, rats, ants and house lizard, while they come and eat the foods, will leave on the foods, the germs that are attached on their hands and feet. The people eating those foods can get diseases. Therefore, in order not those germs to come to children, they must practice to take responsibility personally to keep the food systematically by covering at one's home.

Lesson Planner

	<u>Period One & Two</u>	<u>Period Three, Four & Five</u>	<u>Period Six & Seven</u>
Specific Objectives	Be able to explain that it is to choose and eat by deciding correctly, when pocket money is got.	It is for the children to be able to differentiate if the snacks and vendors of one's ward and school are clean and tidy or not and be able to bring out the consequences from eating unclean food.	It is for the children to take responsibility to keep the food clean at home.
Introduction (Evocation)	Discussion on how to use when they get pocket money by children.	Bringing out the snacks sold in one's ward and school.	Discussion on how one's keep food at home.
Development (Reflection)	Story telling Group discussion Question and answer Observation	Group discussion Question and answer Discussion with the whole class	Discussion with the whole class. Question and answer Teacher supplements Reciting poem.
Assessment	The activities are to assess if the objectives are achieved or not and story telling Assess if the children participate in reciting poem and learning activities.		

Teaching/Learning Procedure

Period One

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

<p>Teacher asks children the following questions and let them answer individually.</p> <ul style="list-style-type: none"> - "Have you ever got pocket money?" - "What do you buy when you get pocket money?" 	5 min.		Teacher has to control for the children's answers not to be mixed up. It does not have to ask everyone. Ask randomly.
<p>Teacher tells children the story about "Three friends"</p>	5 min.	The story about three friends	Teacher has to tell the story slowly and steadily. Give children time to discuss in groups.
<p><i>"Three friends"</i></p> <p><i>In the second grade of a primary school, there were three friends, Marlur, Nilar, and Thidar. When they were about to attend school their mothers gave them pocket money 50 kyats each. During lunchtime in the afternoon, Marlur bought and ate 2 bananas with her pocket money. Nilar bought and ate vermicelli salad. Flies rested on vermicelli salad and it contained dyed sauce. Nilar could not come to school the next day, she had to take leave as she was suffering from diarrhea. Since she was absent from school for two days she had to copy her lessons. Thidar while coming to the food stalls wanted a toy sold on the ground and bought it. Thidar used up all the pocket money she had brought. Since Thidar was unable to eat snacks that day, she was very hungry in the teaching period when the school resumed in the afternoon. She could not take interest in the lessons completely.</i></p>			
<p>Then the following questions will be asked to discuss in groups.</p> <ul style="list-style-type: none"> - "What did the three friends buy for each of them?" - "What happened?" - "Who spent the pocket money beneficially? Why can you say so?" - "If you get pocket money, what will you buy?" 	10 min.		Let the children think relatively and decide.
<p>After discussing in groups, each group will be asked to answer to one of the questions alternately. Let them supplement the requirements and teacher will write them on the blackboard.</p>	10 min.		

Period Two

Learning Activities	Duration (Min.)	Teaching/ Learning Materials	Points to be noticed
<p>Observation and group discussion. Teacher places on the table the two cups containing snacks or rice. (One cup is covered and the other cup is not covered)</p> <p>Let the children observe them. Then the teacher writes the following questions on the blackboard and let them discuss in groups.</p> <ul style="list-style-type: none"> - From which cup of the food will you eat? Why? - From which cup of the food will you refrain? Why? 	15 min.	Two cups in which one is covered and one is not covered.	<p>Children will be able to choose clean food by looking at how they are kept.</p> <p>They will be able to tell why they have chosen like this.</p>
<p>Children will discuss in groups and the group representative has to present it to the class. The remaining groups have to supplement if necessary.</p>	10 min.		
<p>Then the teacher continues to ask the following question.</p> <ul style="list-style-type: none"> - In that case how will you keep the foods. <p>Teacher supplements as follows if necessary.</p> <p>(If the snacks and foods are not covered systematically, mosquitoes, flies, cockroaches, rats, ants and house lizard, while coming and eating the foods, will leave on the foods the germs that are attached on their hands and feet. If the people at home eat these foods, diseases may develop.)</p>	5 min.		<p>Children will be able to decide personally that the foods have to be kept by covering them.</p>

Period Three

Learning Activities	Duration (Min.)	Teaching/ Learning Materials	Points to be noticed
<p>Group discussion</p> <p>Children will be asked to discuss and bring out group-wise the names of snacks sold in the shops of one's ward and school.</p>	10 min.		<p>Children will be able to bring out the snacks sold in one's ward and school.</p>

The groups have to tell alternately and the teacher writes on the blackboard.	5 min.		
<p>Discussion with the whole class (It is to continue and discuss the next question after one question has been discussed)</p> <ul style="list-style-type: none"> - Out of the foods written on the blackboard take out the foods that can rest by the flies and are not covered. - Differentiate and describe the foods that cannot rest by the flies. - What will happen if the fly blown food and food not covered is eaten? - In that case, which food do we have to refrain? - Which food do we have to eat? <p>3. The teacher will supplement and discuss if necessary. (It is necessary to cover the food and systematically.)</p>	15 min.		<p>Children will be able to differentiate and bring out the foods that flies can rest.</p> <p>It will make children think that they will have to eat clean food, which is covered, and they will have to refrain from fly blown food.</p>

Period Four

Learning Activities	Duration (Min.)	Teaching/ Learning Materials	Points to be noticed
<p>Discussion with the whole class Let the whole class retell the foods packed in plastic sheets or covered foods that cannot rest by the flies, discussed in the third period. Teacher writes on the blackboard what the students say.</p>	10 min.		It will make them remember the facts discussed in the previous periods.
<p>Discussion by forming small groups Children will be asked to bring out in groups the food which is nutritious that can fill the stomach out of the foods that cannot rest by the flies.</p>	5 min.		Children will be able to bring out the nutritious food that can fill the stomach.
<p>After group discussion, the groups will have to present alternately to the whole class.</p>	10 min.		
<p>Teacher supplements and discuss if necessary. (That it is to eat the nutritious food that can fill the stomach)</p>	5 min.		

Period Five

Learning Activities	Duration (Min.)	Teaching/Learning Materials	Points to be noticed
<p>Discussion with the whole class Children will be asked to discuss the following questions one after another. - “If you get pocket money what kind of snacks or foods will you buy and eat?” (Teacher has to relate in asking to contain the facts that have already been discussed before) - “Which facts have to take notice for the snacks and foods to be cleaned?”</p>	5 min.		It will make children understand that it is to choose and eat the clean nutritious snacks that can fill the stomach when pocket money is got.
<p>Teacher has to ask leading question to contain that the foods need not only to cover but also the hands of snack vendors, and the pots, cups, plates and spoon in which the food are put in need to be clean.</p>	10 min.		Since the skills of the teacher in asking question is very important it is necessary for the teacher to take heed to ask until one's wanted answer is attained.
<p>- “What bad consequences will develop if food or snacks that one has eaten are not clean due to the lack of one fact out of the above facts?” Teacher writes on the blackboard what the children say.</p>	10 min.		Children will be able to scrutinize the bad consequences from unclean food.
<p>Teacher has to supplement and discuss if necessary. (Diseases related to bowels can occur if the food is not clean. Once infected the bad consequences such as medical expenses, the lagging behind of lessons for not attending school, the inability of one's family members to work because of looking after one, may occur.</p>	5 min.		Teacher has to tell by connecting the contents of story discussed in the first period.

Period Six

Learning Activities	Duration (Min.)	Teaching/ Learning Materials	Points to be noticed
<p>Discussion with the whole class Ask the following questions after discussing each question. Give children time to think.</p> <ul style="list-style-type: none"> - “How will you keep the foods?” - “How do you keep the foods at home?” - “Who did this?” - “Who else could do?” - “What will continue to happen if the foods are not kept systematically?” 	15 min.		<p>It will make children remember what has been discussed in the previous periods.</p> <p>It will make children think how they keep the foods in their homes.</p>
Teacher writes down the children's saying on the blackboard.	5 min.		It will make children notice that they are able to participate themselves.
<p>Teacher supplements as follows if necessary.</p> <p>(If the snacks and foods are not covered systematically, mosquitoes, flies, cockroaches, rats, ants and house lizard while coming and eating, the foods will leave on the foods the germs that are attached on their hands and feet. If the people at home eat these foods, diseases may develop. Therefore, it is necessary to cover the foods and keep them systematically. If the children participate and do these activities personally, it will not only help the parents but also children can get the good practices.)</p>	10 min.		<p>Besides these supplements it can complement the facts discussed in the fifth period.</p> <p>(Teacher has to explain the supplements slowly and steadily in order for the children to understand.)</p>

Period Seven

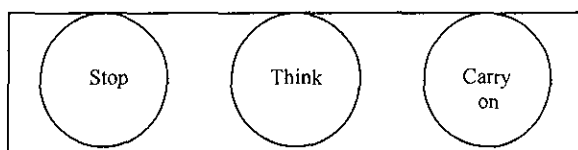
Learning Activities	Duration (Min.)	Teaching/ Learning Materials	Points to be noticed
<p>Reciting poem Teacher will writes the poem "keep away from fly blown food" on the blackboard (or) write it on a large paper and stick on the blackboard.</p> <div style="border: 1px solid black; padding: 5px; margin: 10px 0;"> <p><i>"Keep away from fly blown food"</i> <i>Let us consider when pocket money is got.</i> <i>Do not buy whatever is seen</i> <i>To take heed in health</i> <i>Keep away from the flyblown food</i> <i>For the decisions not to be wrong in future</i> <i>Let's think beforehand and do</i> <i>We youth We youth</i></p> </div>	5 min.	Keep away from fly blown food poem	Children will get bodily movement with happiness.
<p>Teacher recites the poem first Then the children will have to follow and recite. Teacher recites with gesture together with children.</p>	10 min.		
<p>Questions and answers - "What did this poem tell about?" - "What will you do when you get pocket money?" - "Do you have to buy whatever seen?" - "In buying snacks, which facts do you have to take into consideration?"</p>	10 min		It will make children think the meaning of the poem.
<p>Teacher's supplementing (It can only get the advantages for one, one's family and environment only when the children made correct decision after thinking beforehand in buying snacks or in doing other things.) Teacher asks children to retell the facts discussed now to their parents, brothers and sisters.</p>	5 min.		Children will understand the facts to be considered to make a correct decision in whatever they do. (Teacher has to explain slowly and steadily)

Assessment (Period Eight)

1. Children's understanding will be assessed from the teaching/learning activities. (Playing stop, think and carry on)

Draw three circles on the blackboard. Write the three expressions stop, think and carry on, on each of the circle. (It is better if the circles are far from one another)

Then the teacher will have to read the following activities stated below one at a time. If this activity is spending beneficially the pocket money let them run and stand in front of the carry on sign. If the activity is not spending the pocket money beneficially let them run and stand in front of the stop sign. If the activity is not sure for spending the pocket money beneficially let them run and stand in front of the think sign. Let each representative tell why he or she has to stand at this place according to the place he or she stands.



Activities:

1. Bought a toy	5. Bought and ate corn	} It can be filled again as appropriate and do the activities.
2. Bought and ate a banana	6. Bought and ate jelly	
3. Bought and ate assorted salad	7. Bought a card to throw toys	
4. Bought and ate ice pack	8. Bought and ate papaya	

2. It will be assessed continuously if the teaching/learning activities achieve the objectives and if all children participate in story telling, carrying out learning activities and reciting poem.

Reference

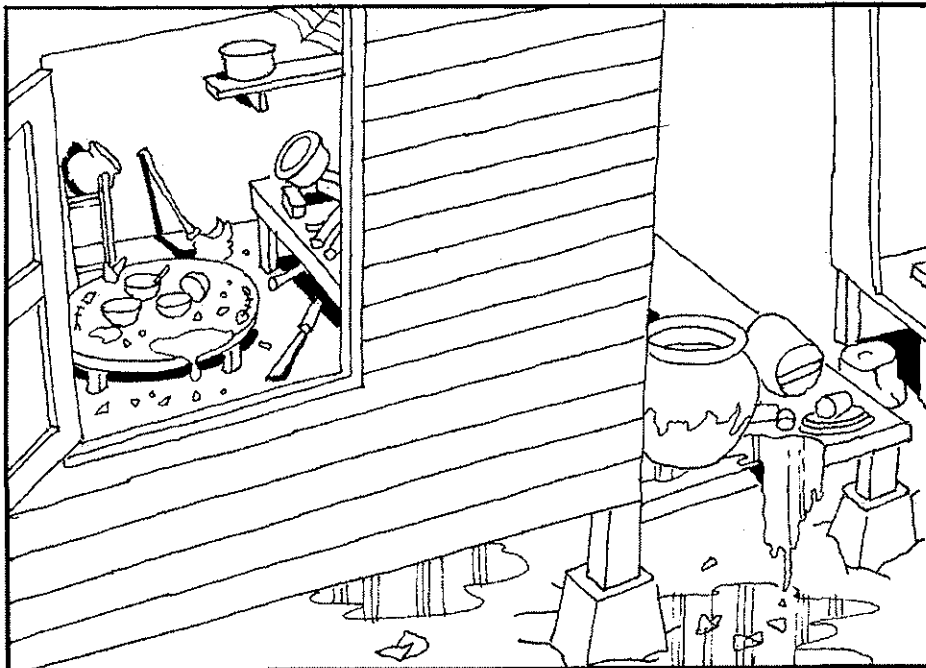
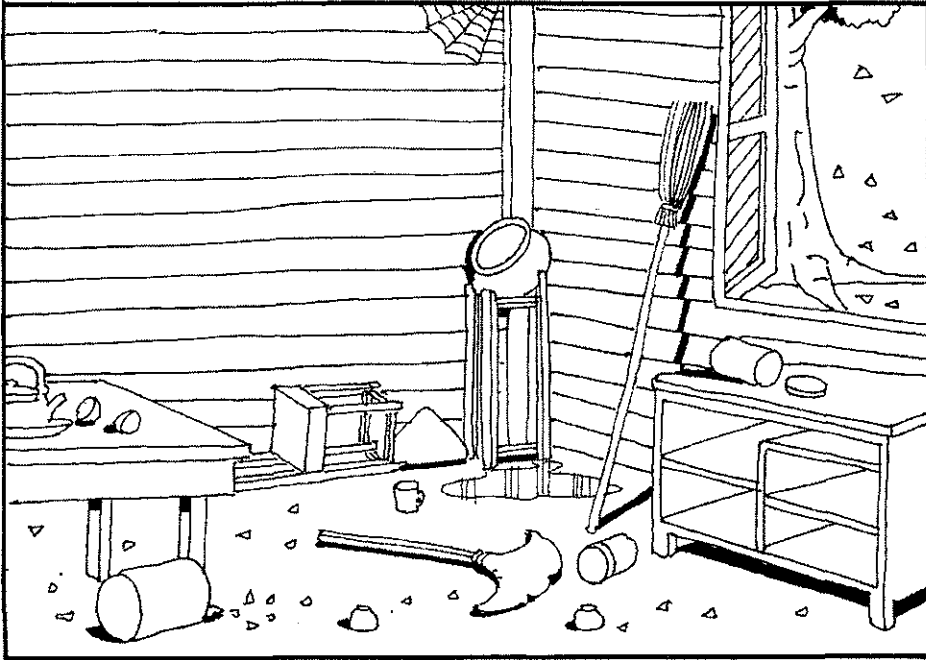
Steps to carry out to make a correct decision. (For spending their pocket money)

1. One must know one's requirement (or) problem.
2. One must know differently what one can do and what one cannot do.
3. One must think about the consequences of the selected activity.
4. One should make a decision in time and must do as decides.

For the mosquitoes, flies, rats, cockroaches and ants not to reach on the foods at one's home.

Don't do like this.

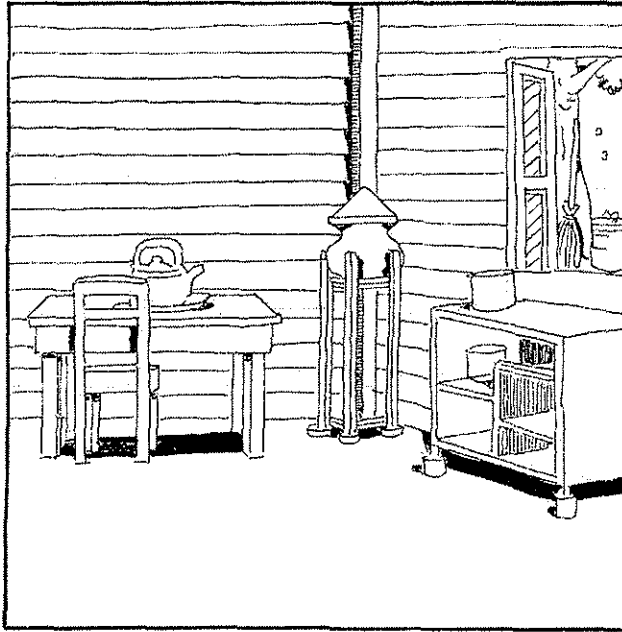
ဒီလိုမလုပ်နဲ့ ၊



For the mosquitoes, flies, rats, cockroaches and ants not to reach on the foods at one's home. (dispose the garbage by putting into the bin, putting into the bag, burning, burying)

Do like this.

မိမိတို့ အိမ်ရှိအစားအစာများပေါ်သို့၊ ဖြင့်၊ ယင်၊
 ကြွက်၊ ပိုး၊ ဟပ်၊ မုတုက်ဆိတ်များရောက်မလာစေရန် -
 (အလို့လုပ်ပါ)

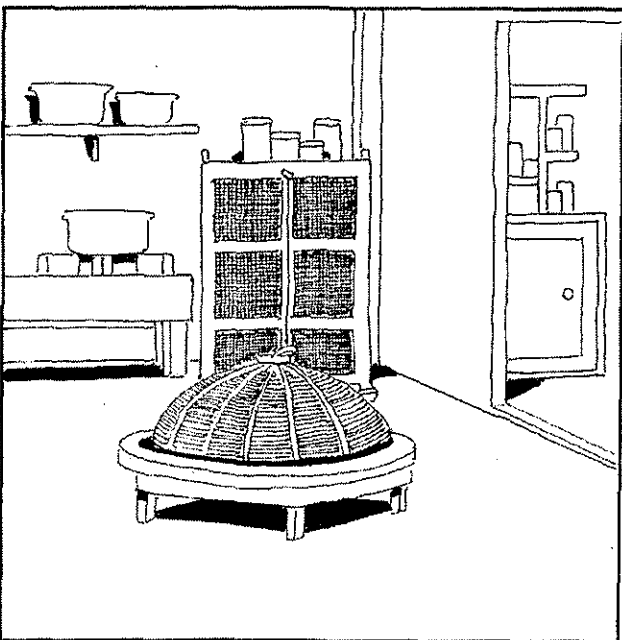
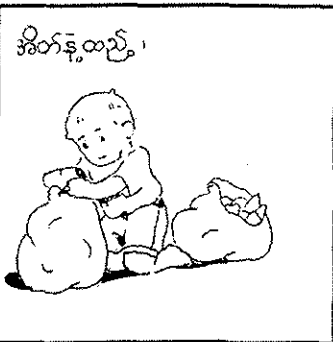


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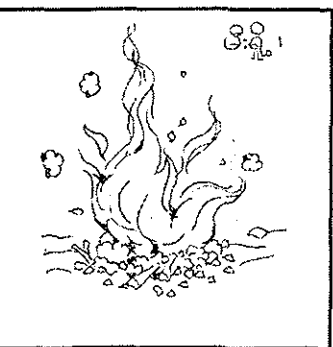
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မြေမြှုပ်ခြင်း

