

Topic 32: Accidents and Dangers

Key Concept	Being aware of the accidents and dangers
Learning Objectives	
General Objectives	To be able to prevent accidents
Specific Objectives	Children are able (1) to find out the common accidents and dangers (2) to explain the causes of accidents and dangers (3) to tell the safety rules to follow in order not to encounter accidents and danger
Activities Involved	<ul style="list-style-type: none">- larger group discussion or whole class discussion- story telling- group discussion
Teaching/Learning Materials	<ul style="list-style-type: none">- picture charts
Teaching Periods	2 periods (60 minutes)

Before Getting Started

Background Information for Teachers	<p>Young children usually encounter the occurrence of accident .Prevention is the best way in order not to occur the accident.</p> <p>In this lesson, accidents common on the road are contained in the beginning of the story. It educates the children to cross or to do something on a road only when it is safe for them after checking. It also makes the children know: not to walk turning your back on the direction of traffic or to walk on the pavement while walking along the road: not to get down from the bus at point of traffic light: not to do running on the road: not to go running up and down stairs: to notice it is possible to come into collision at the corner of the street or road in case of running with speed: not to let the bicycle stand on the road and to place somewhere or at someone.</p> <p>In the second part of the story, it reminds the possible danger of strangers or bullied person at night and insists to go back home before darkness. Moreover, it makes them be aware of that it has to go outside with elders or by group or with torchlight or by wrapping reflective sheet around the body at night. This lesson has to be taught slowly and regularly until the children understand through story telling and group discussion.</p>
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Lesson Planner

	<u>Period One</u>	<u>Period Two</u>
Specific Objectives	1. to find out the common dangers of accident 2. to explain the causes of accident	to tell the safety rules to follow in order not to encounter accident
Introduction (Evocation)	Whole class discussion Story telling Walking around the city Part (1)	Story telling Walking around the city Part (2)
Development (Reflection)	Group discussion	Group discussion
Conclusion (Realization)	Complement by the teacher	Complement by the teacher

Teaching/Learning Procedure

Period One

Learning Activities	Duration (Min.)	Teaching/Learning Materials	Points to be noticed
<p>Whole class discussion Teacher introduces the lesson with the following questions. “Have you ever crossed the roads in the center of town? What have you ever seen there?” “What do you find when you cross the roads?” “Share the experiences of your own or of other persons regarding accidental danger encountered while crossing a road among your friends?”</p>	10 min.		<p>Have the children recall their experiences of accidents and dangers and retell. In case of having no experience, it is possible to reflect on the accidents and dangers on road through listening to other’s sayings.</p>
<p>Story telling 1. Have all the children sit down. 2. Teacher tells the story by using pictures. 3. Teacher tells the story slowly and regularly. Teacher asks the children the questions within the parentheses. 4. Give the children enough time to think between one question and another.</p>	10 min.	Picture charts	<p>It tends to make children happy.</p> <p>It tends to make the children have the practice of thinking.</p>

<p>“Why didn’t they see the car coming from which direction?” “Why did the cars stop while the traffic light was showing red?” “What do you think the watch men reminded them?” “Why did the collision occur at the corner of the road or street?” “Why did the bicycles disappear?”</p>			
<p>Group discussion 1. Distribute pictures to the groups. 2. Have them think about the following questions. Group (1-1. a) You are not facing with the direction of a car so that you cannot see it. (What will happen, if you walk turning your back on the direction of traffic like that?) 1-1.b. How is better to go? Group 2-2-a. What will happen if getting into and getting down from the bus at the point of traffic light? 2-2-b. If that so, where does it have to get down from the bus and get into the bus? Group 3-3-a. What will happen while rushing up and down stairs? 3-3-b. If that so, how should it be done while going up and down stairs? Group 4-4-a. What will happen in case of coming into collision at the corner of street or road or room? 4-4-b. How should it be done in order not to come into collision? Group 5-5-a. Why isn’t the bicycle at the place where they left? 5-5-b. How does it have to leave the bicycle? 3. Ask the children to write down their thought by group on the paper. 4. Teacher helps them to think by group. 5. Each representative of the group presents the whole class. 6. Teacher supplements where necessary.</p>	10 min.		It is tends to make the children be skillful in cooperating, communicating and expressing one’s opinion.

Story: Walking to Make around a Visit **Part (1)**

Once upon a time, Chue Chue, a first grade student from Ywa Thayar, visited a town together with her parents on school holidays. When they arrived there, they stayed at her aunt's house. Her cousins, her aunt's son and daughter, were happy due to her arrival. They played at home. Then, they took her by bicycles in order to show stores, super markets, bazaars, pagoda and cinemas. When they reached the main road, they left bicycles saying, 'let's take a walk'.

There were various kinds of vehicles such as bicycles, trishaws, and cars running on the road. Chue Chue and her cousins walked along the road looking around. They walked down the road showing Chue Chue the places and telling about them. The cars and trishaws coming from their back gave warning sound with horns and the people in the vehicles shouted at them. They also could not see what are coming.

(Don't they see the car coming from where? Why?)

At a place, they found a super market showing beautiful toys. That super market was on the opposite side of the road so that they went across the road through the zebra crossing.

At that time, the traffic light was showing red so that cars came to stop one after another. A woman suddenly got down from a bus so that a car coming behind stopped before her with a sound of 'Kywee'.

(Why did the car have to stop?)

When they reached the super market, Chue Chue and her cousins went around to see the toys. Her cousins bought her some toys. They were so happy that they went running up and down stairs. Watchmen also reminded them.

(What do you think the watchmen remind them?)

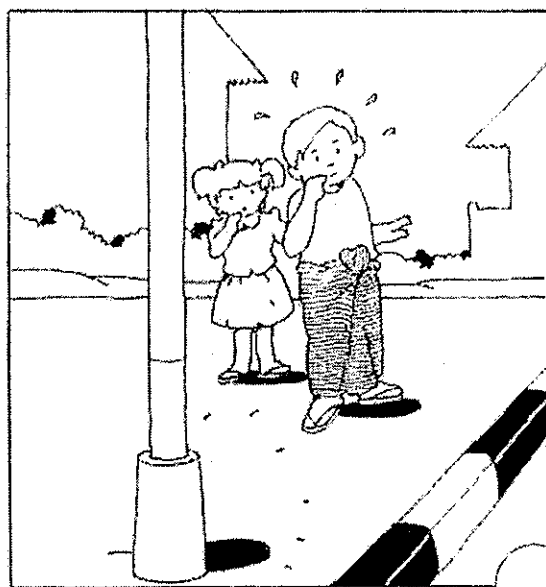
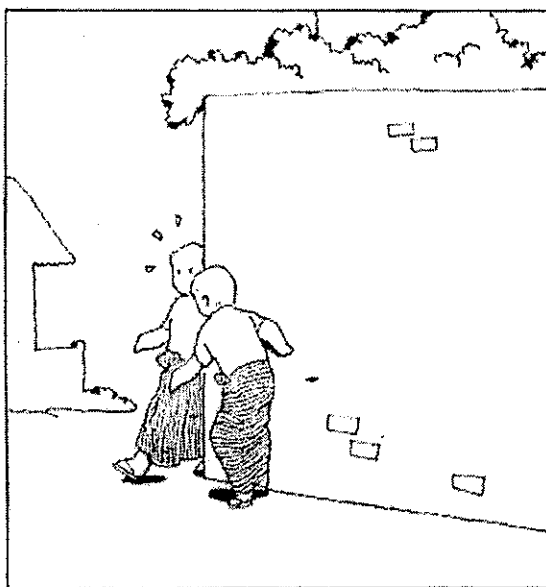
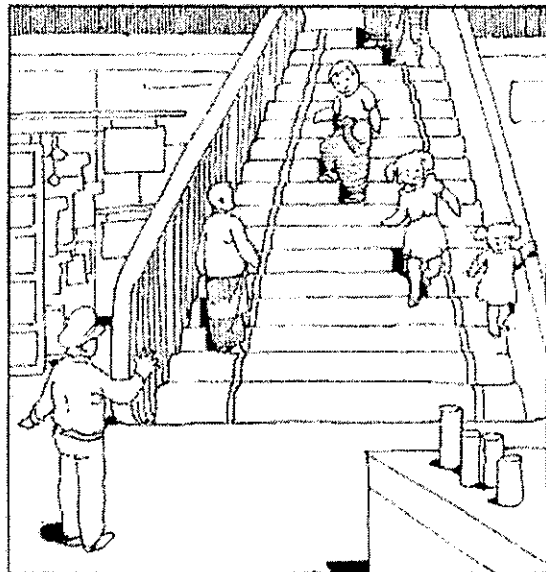
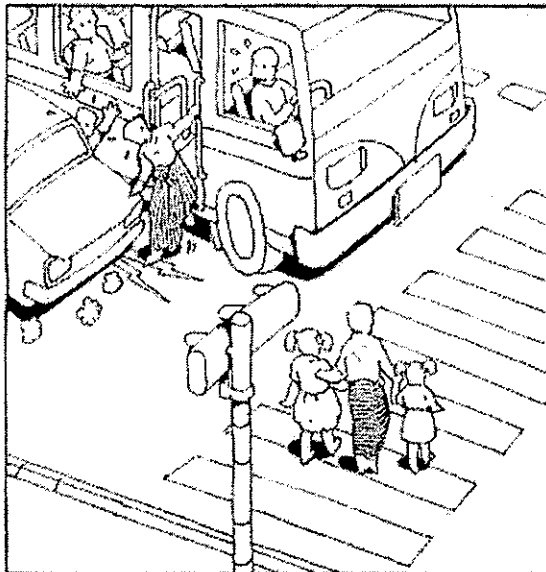
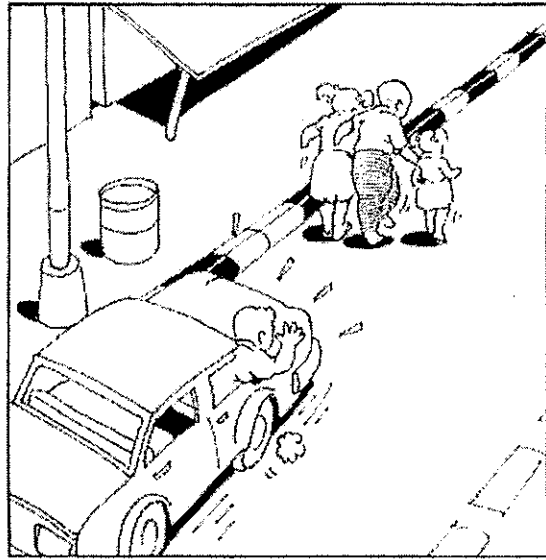
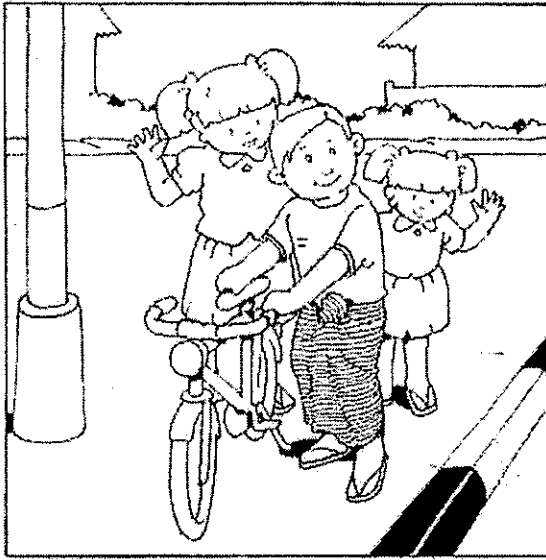
They went back to the place where they left their bicycles telling, 'We feel tired today. Let's go back home'. When they got at the corner of a street, they were in collision with two men and they quarreled with each another.

(Why did they come into collision at the corner of street?)

When they got there where they left their bicycles, they did not find their bicycles. They worried about their bicycles. They looked for their bicycles.

(Why were not the bicycles there where they left?)

At that time, a woman came and told, 'Don't worry about the bicycles. Other people can take the bicycles silently if the bicycles are left besides the road. That's why my son worried and moved them into my house. He said he was friendly with you and he and you were in the same class.' They became calmed down. They said, 'Thank you' and came back home.



Period Two

Learning Activities	Duration (Min.)	Teaching/ Learning Materials	Points to be noticed
<p>Story telling</p> <ol style="list-style-type: none"> 1. Ask the children to sit down. 2. Teacher tells story by using pictures 3. Teacher tells the story slowly and regularly. Ask the children the questions in the parentheses. 4. Give the children enough time to think about the question and ask them one question after another. <p>“Why did a stranger man want to give her clothes?”</p> <p>“Why was it possible that other bicycles or cars came into collision with the bicycles which Chue Chue rode at night?”</p> <p>“What do you think Chue Chue would tell her friends when she got back her village?”</p>	15 mi.	pictures	<p>It tends to make the children happy.</p> <p>It will make the children get the practice of thinking. Children have to be given enough time to think. Outcomes of the children will be accepted.</p>
<p>Group discussion</p> <ol style="list-style-type: none"> 1. Ask the children to sit down by group 2. Let them think again about the story listen in the former period and this period. 3. Have every group think and discuss the following questions. <ol style="list-style-type: none"> (a) “What did you catch up from the story?” (b) “What will you do in order not to encounter the occurrences like Chue Chue if you go to town?” 	15 min.		<p>It tends to make the children skillful in cooperating, communicating, expressing one’s opinion.</p> <p>Children have to be given opportunity to think freely. Even if all the points in the story may not be obtained exactly, those have to be accepted. Even though the facts they will make changes in traveling manner are not exactly same as those the teacher wants to, teacher has to accept them. The main purpose is to let the children be aware of the possible danger and get the practice of thinking how to follow the safety rules in order not to be faced with the danger.</p>

**Story: Walking to Make around a Visit
Part (2)**

Next day, Chue Chue and her cousins made around a visit to heart of the town. First, they went to bazaar. They looked around what things were being sold in the bazaar. They also visited the pagoda in the town.

Going here and there and looking around, they felt tired and hungry. Therefore, while her cousins were standing before a snack shop in order to buy and eat snack, Chue Chue carried on walking by looking the shop beside her. Dolls looked very beautiful wearing beautiful clothes. So she uttered, "How beautiful! I'll be pretty if I wear those clothes". While she was gazing at the clothes, a stranger man came near her and asked her to come to him. He said, "Hey! Come here baby. Do you like this clothes. I'd like to give it to you." Chue Chue felt afraid of him and was thinking about him.

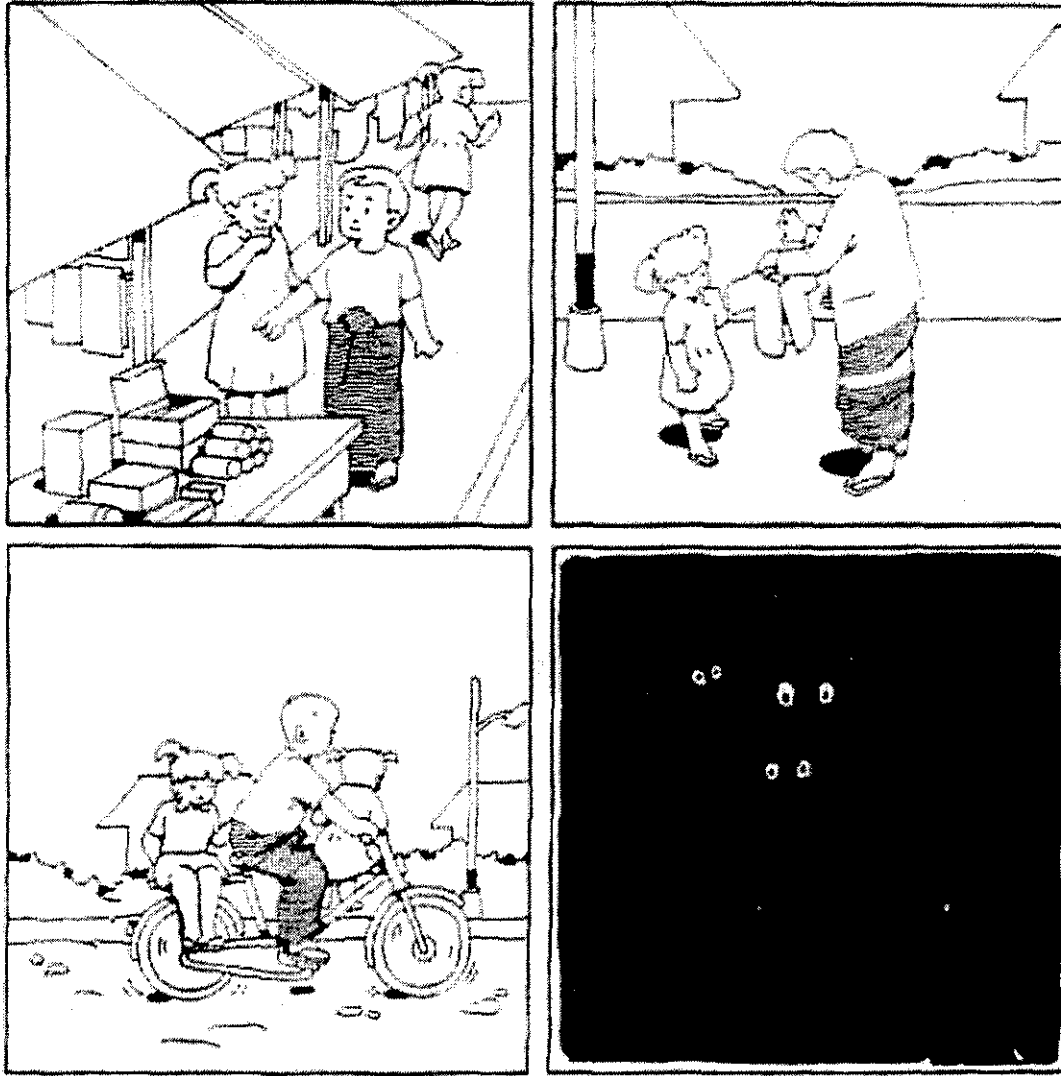
(Why did the stranger man give the clothes to Chue Chue)
(Should Chue Chue follow him? Why?)

While Chue Chue was feeling frightened, her cousins arrived and took her. They went around looking here and there and the sun began setting and night began to fall. People also disappeared on the road gradually and shops were closed. Chue Chue and her cousins began to feel frightened gradually. Lamps from the lamppost were grim along the road. Thus, they rode their bicycles speedily. Cars and trishaws passed by them so as to worry to come into collision with them.

(Why was it possible to be in collision with them at night?)

Feeling worried about them, Chue Chue's parents and her aunt's family were waiting at the entrance of the street through putting on the torchlight. Only when they found Chue Chue and they calmed down and came back home. On the other day, Chue Chue and her family went back to their village. In visiting to the town this time, Chue Chue got unforgettable experiences. She always remembered those experiences and told her friends in order not to encounter those occurrences like her.

(What do you think she would tell her friends?)



Assessment

One period is to be allocated for conducting the following assessment.

- (1) Let's say a detached kite falls down on the other side of the street, what will you do if you want to get it?
- (2) How will you pick up the ball if it reaches on the other side of the street while you are playing?
- (3) If a stranger asks you to go along with him, what will you do? Why?
- (4) If you have to go outside at night, with whom will you go and what will you bring?

Topic 33: Green and Lush Environment Makes Us Happy

Key Concept	Being aware of that plants are beneficial to humans
Learning Objectives	
General Objectives	To be able to preserve the plants so as to make one's environment green and lush
Specific Objectives	Children are able (1) to find out the usefulness of plants in the environment (2) to explain how to preserve the plants in the environment
Activities Involved	<ul style="list-style-type: none">- playing- observation- drawing- whole class discussion- group discussion- story telling
Teaching/Learning Materials	<ul style="list-style-type: none">- trees in school compound- color pencil, paper, pencil- story-illustrations
Teaching Periods	6 periods (180 minutes)

Before Getting Started

Background Information for Teachers

Humans rely on plants and animals, and that can be divided into two parts; animals benefit humans and plants are beneficial to humans. This lesson is intended to make the children know that plants benefit humans and to enable them to preserve plants so as to make one's environment green and lush. Children will know the usefulness of plants and how they can preserve them. Observation will be carried out for enabling the children to observe the plants in environment carefully, and to identify the similarities and differentiations among the plants. After that, children will be asked to observe in order to know the parts of plants, fruit, flower, leaf, branch, stem and root. Have the children think in groups about the usefulness of individual part of plants for human. Teacher tells the story of what is likely to happen if there is no tree and asks questions. Finally, it will be discussed what to do in order not to damage trees in groups. Children will know that all parts of the plants in the environment of human beings benefit them and will be able to think what to do to preserve plants and to live accordingly as a result of teaching this lesson.

Lesson Planner

	<u>Period One & Two</u>	<u>Period Three</u>	<u>Period Four</u>
Specific Objectives	Be able to find out the usefulness of plants in the environment	Be able to find out the usefulness of plants in the environment	Be able to find out the usefulness of plants in the environment
Introduction (Evocation)	Playing (hiding the name of plant) Observation "Parts of plants"	Drawing and coloring "Parts of plants"	Group discussion "How is it useful according to the parts of plant?"
Development (Reflection)	Whole class discussion "Plants they have found"	Drawing the picture of plant on the blackboard	Drawing the picture of plant on the blackboard
Conclusion (Realization)	Supplemented discussion of the teacher	Supplemented discussion of the teacher	Supplemented discussion of the teacher

	<u>Period Five</u>	<u>Period Six</u>
Specific Objectives	Be able to explain how to preserve plants in the environment	Be able to explain how to preserve plants in the environment
Introduction (Evocation)	Whole class discussion "Usefulness of parts of plant"	Whole class discussion "What is likely to happen in case of no plant"
Development (Reflection)	Observation "How leaves change color and decompose and become natural manure"	Story telling "The first tree" "Why are the trees necessary" "How to preserve trees in order not to damage them"
Conclusion (Realization)	Supplemented discussion of the teacher	Supplemented discussion of the teacher

Teaching/Learning Procedure

Period One

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

<p>Whole class discussion Ask the children the following questions.</p> <p>(a) Is there any tree that you like in your environment? (b) Tell the shape of this tree. Do you know its name? (c) Why do you like it? (d) What does it do for you?</p> <p>Playing Above activity can be carried out as the form of playing.</p> <p>(a) Teacher leads to tell that there is a plant he/she likes and its shape and asks the children to find out its name. (b) Praise the one who can find out the name correctly. (c) Again, have each child tell the shape of plant they like and ask the remaining children find out the name. (d) Teacher has to lead playing.</p>	30 min.		<p>Each child should be asked. Teacher has to ask one question after another. Time for thinking should be set after every question.</p> <p>In playing this game; Tell the distinctive shape of tree and ask children to find out the name of plants in their reach and visible in their environment. Children will become interested in plants.</p>
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Period Two

Learning Activities	Duration (Min.)	Teaching/ Learning Materials	Points to be noticed
<p>Observation Teacher takes the children groups to the place where there are plants outside classroom. When reaching there, teacher ask to do as follows:</p> <p>(a) Observe the various plants you are finding. (b) Remember carefully the various trees and hold it if possible. (c) What are the differences of the trees and what are the similarities of the trees? (d) Teacher asks the children to root out one or five plants for five groups that have bud, flower, fruit, leaf, branch and root.</p>	20 min.	Trees in school compound	<p>Teacher has to observe in advance whether the place is dangerous for the children or not and takes them to under the tree and beside the tree where it is safe for them.</p> <p>Let the children hold and touch trees but they are not allowed to do so in case of plants that can make feel itching or are dangerous. It is for the children to have the practice of investigation.</p>
<p>Whole class discussion Ask again what they have observed and found. What did you find? What kind of plant did you find? What do the trees contain?</p>	10 min.		It tends to be able to bring about and retell what they observed.

Period Three

Learning Activities	Duration (Min.)	Teaching/ Learning Materials	Points to be noticed
<p>Individual activity</p> <p>1. Write the following question on the blackboard. Then, ask every child to write the answer in its book individually. “What do the plants contain?”</p> <p>2. Teacher hangs a picture of tree under the question in order to make the whole class see obviously.</p> <p>Ask also children to draw in their books. If color pencils available, let them color the picture. Ask them to label the parts of tree.</p> <p>After asking the children, teacher also labels the parts of tree in the picture drawn on the blackboard as shown above.</p>	30 min	color pencil, paper, pencil	<p>Children will be able to remember the parts of plant without learning by heart.</p> <p>It is necessary for the children to draw pictures freely.</p> <p>Let the children think about the colors of trees as close as the natural colors of trees. e.g. Generally, plants are green.</p> <p>If possible, draw together with children the picture on a large sheet of paper and hang on the wall so as to have the opportunity for the children to observe more.</p>

Period Four

Learning Activities	Duration (Min.)	Teaching/ Learning Materials	Points to be noticed
<p>Group discussion</p> <p>1. Hang the picture of a tree drawn together with the children in the former period on the blackboard.</p> <p>2. Ask again the children the part of tree in order to make them remember.</p> <p>3. Organize six groups and tell them to discuss the following question in group and note down. Group (1) How is the flower utilized? Group (2) How is the fruit utilized? Group (3) How is the leaf utilized? Group (4) How is the branch utilized? Group (5) How is the stem utilized? Group (6) How is the root utilized?</p> <p>4. Set the time for the group discussion.</p> <p>5. After the time set, each group</p>	30 min.		<p>It tends to make the children able to discuss and write on the topic they have to present based on the parts of tree in the picture on the blackboard.</p>

<p>representative has to present the result from their discussion to the class.</p> <p>6. Teacher writes the utilization of parts of tree beside the respective part in the picture hung on the blackboard according to the presentation of each group.</p> <p>Teacher explains the utilization of tree according to the parts.</p>			
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Period Five

Learning Activities	Duration (Min.)	Teaching/ Learning Materials	Points to be noticed
<p>Whole class discussion</p> <p>1. Ask the children the following questions in order to recall the previous issues discussed in the former period.</p> <p>(a) What are the parts of a tree?</p>	10 min.		
<p>Observation</p> <p>1. Ask the children to go outside the class. Teacher explains by showing various colors of leaves under a tree.</p> <p>2. When a leaf is fresh on the tree, it is green. It gradually changes to yellow color and then becomes yellowish brown and brown. And then, it becomes black color and decomposes and changes into natural manure (in the soil).</p> <p>3. Teacher has to review overall as follows:</p> <p>Each part of tree is useful for human beings in various ways. Even the leaves, branches and stems that humans take into account as waste materials become natural manure in the long time as well as new plants can come out for the parts of tree such as stem and root.</p>	20 min.		<p>Children will be able to observe the environment in details. In addition, They have opportunity to go outside the classroom and observe freely so as to be happy and enthusiastic to learn.</p> <p>Teacher has to collect in advance the various leaves that change different colors in order to explain children the changes of various colors of the leaves. E.g. Collect mango leaves with various colors in order to change the colors of mango leaves.</p>

Period Six

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

<p>Whole class discussion</p> <p>1. Teacher asks the following questions in order to make the children remember the previous issues discussed in the former period.</p> <p>(a) What are the parts of a tree? (b) How are they useful? (c) What do you think will happen to your environment in case of no trees?</p> <p>2. Accept the responses of the children.</p> <p>3. Teacher tells the children that a story regarding trees will be told.</p>	5 min.		Children will get the practice of prediction. Their answers have to be accepted regardless of right or wrong answers.
<p>Story telling</p> <p>1. Teacher tells the story of "the first tree" slowly and regularly. Teacher tells the story with intonation and gestures if possible.</p> <p>2. Stop telling story where suitable to ask the appropriate question of the followings. After asking question, give the children set time to think and let them tell answers.</p> <p>(a) Why did the animals move to other place? (b) Why do you think water is flooded after heavy rain? (c) Why is it hot and dry? (d) Why are trees required? (e) From what will you start in order to have plenty of trees?</p>	10 min.	Story book	Let children happy through listening to the story. Have them guess why trees are necessary.
<p>Group discussion</p> <p>1. Ask the children to discuss the following question by group and present to the class.</p> <p>(1) What will you do in order not to damage trees?</p>	15 min.		Enough time has to be set and given to the children for group discussion. Teacher helps the children to reveal their opinion and advise.

Assessment

- (a) Tell five kinds of tree useful for you.
- (b) It is supposed that the branches of a tree beside your house have been broken. Why do you think it has been like that?

- (c) If you saw someone pinch or break off a plant with hand without any reason, what will you tell him/her?
- (d) How will you live and practice in order to make the trees in your environment green?
- (e) What do you begin if trees are queried in your environment?

2. Assess the performance of children

It has to be observed if the children participate or not:

- (a) while observing trees
- (b) while drawing and coloring pictures
- (c) while asking and telling each another
- (d) while responding to the teacher's questions

Reference

Trees and forests benefit human beings and the earth very much. Forests maintain the balance of the weather. When the air with water vapor meet with forests, it rains so that water is available for cultivating crops and it becomes rich in food supply. House, furniture, human appliances, firewood, coal, bamboo shoot, vegetables, medicine, honey etc. can be obtained from forests. Forests protect the houses from the strong wind as a shield. In addition, leaves fall to ground and decompose so as to become natural manure. These natural manures provide the plants with nutrients. The roots of trees are capable of keeping the manures from being swept away with water current.

Nowadays, depletions of forests are found in many regions. If the forests are depleted, abnormal weather condition, drought, scarcity of water and inability to cultivate crops may occur and shortage of food supply and danger of hunger may develop. If no tree, soil cannot withstand even the wind. Depletion of forests are caused by forest fire, cutting down the trees without rules and regulations, fire the forest to clear land for hillside cultivation.

More trees are planted as well as trees and forest have to be preserved so as to protect the forest depletions.

“The First Tree”
(picture story-telling)



“The First Tree” (story)

- (1) One tree planted
Is the beginning of prosperous life.
Yes, just one tree.
Well, let us relate to you the story of a village.
Long, long ago near a certain village, there
Was a beautiful mountain covered with trees.
There were so many pine trees and other kind
Of trees growing there, and lots and lots of
animals lived and played among the trees.
Often, the mountain resounded with songs.
Ah! What a fun!
All my friend trees are with me.
I have a lot of flora and fauna.
Many animals play with me.
Now I have no fear of flood.
Ah! What a fun.
The village people were very prosperous and
happy in those days.
- (2) But after some time, a lot people came to
the mountain and began cutting down trees for
themselves and to sell. Soon nearly all of the
big trees were cut down and sold.
The voices of the few remaining big trees cried
out, "Please, oh please, do not cut us down! If
you continue to take away these trees, one day
something terrible will happen to the village.
For the sake of you all, we beg you our lives."
- (3) Oh, but nobody cared to listen to these voices.
It was not long before that beautiful mountain
of green trees became a bare, brown mountain.
Yes, and then when the rains came, floods of
water rushed down the mountain and carried
the rich soil of the fields away to the river.
- (4) As the trees disappeared from the mountain, so
did the water of the village. On hot days there
was no water to spare for the fields
surrounding the village, so they dried up
completely and there could not be grown any
crop.
Indeed, the people were now in big trouble.
"Hot, hot, hot! There's no way that we can live
in this place no better than a desert. Now
there is no water or shade here. We will have
to go elsewhere to live."

- (5) The mountain heard this and replied, "True! When trees disappear from the mountain, soon everything else is lost."
Hearing all this the mountain replied, "I had warned you against the cutting down of trees, but you did not listen to me. Trees growing on mountains make our lives pleasant because they hold lots of water, and their roots hold the soil and prevent floods. Yes, and trees produce oxygen for you to breathe, as well."
- (6) A young man named Razi, heard the mountain's voice, and replied, "That's right! Why not plant trees on the mountain once again? Then our village can again be surrounded by green trees, and the climate will become pleasant, as our Grandfather says it used to be long ago. And he always said that everything must start from one..."
With his eyes glittering, Razi headed toward the mountain with a single seedling, a tiny pine tree, in his hands.
- (7) When Razi's friend Ahmed heard about this, he burst out laughing,
"He ha ha, what a crazy idea! One person plants a single tree on the mountain. That tree gets cut down, and then what? The end of a dream of a wonderful tree-covered mountain."
- (8) But Razi had a different opinion on this. "A small tree planted today will soon grow into a big one. Even if I am alone in this, I will plant trees on this mountain! In anything we do, we must always begin with one.
One tree will become two, then three, and so on, and our village will change for the better!"
- (9) When the rainy season arrived, Razi climbed the mountain to plant many seedlings.
the mountain was overjoyed. "Nothing so wonderful has happened here before. Always they would cut down my trees, and never even think to replace them with new trees." Soon two other young people from the village came to the mountain. "We, too, will help with planting, because we also want that the climate of our village become pleasant."
They planted three seedlings each.

- (10) Sadly, that year a great rainstorm caused a rockslide that injured Razi seriously who immediately rushed to the hospital. Even in the hospital Razi asked about his own planted trees, "who takes care of those? Who water them?" Then village people realized that a young boy wanted to change the village for better. The village people recalled what he had always said. "At first, no matter what, it must begin with one!"
Soon the young women in the village were also inspired by his example, and talked among themselves. "Yes, let us also plant trees on the mountain. On the other hand, the people then decided that the mountain land be used freely by all for the benefit of all. If we plant trees today, our children will later enjoy their shade and eat their fruit. They will be happy." Thinking this all the villagers planted many trees on the mountain.
- (11) As the days and years went by, a thousand trees grew higher and higher on the mountain. Seeing this and feeling the excitement of the young villagers, all the other people of the village joined in. "We can also help with planting. Working together, we can help this mountain become beautiful than ever. Yes, and let's plant fruit trees and other trees and plants in the village, as well. This can make our lives fuller and happier."
A hundred villagers planted fruit and flower trees and it was no longer bare and brown as before. Rather, it became green.
- (12) Every year when the rainy season came, crowds of people climbed the mountain to plant trees. The people who had laughed and scorned years earlier now had a change of heart, and became the most enthusiastic planter of trees. The trees grew taller and stronger, and the mountain became completely covered with a beautiful natural green.
The voice of the mountain sang out. "Ah, so happy! I am once again the home of much water and many animals. There is no more need to fear flooding. I now have no reason to shed tears." This village has truly become a place of richness and joy. "One tree planted is the beginning of a prosperous life." You will plant trees too, I hope! .(The End)

Topic 34: Discipline

Key Concept	Everybody should have discipline in their daily life.
Learning Objectives General Objectives	Children understand that every body should have discipline in their daily life
Specific Objectives	Children are able a) To observe behaviors in the house, in the school, in the classroom and on the street. b) To expose children to discipline that should be followed in the classroom. c) To tell the result of detaining the individual discipline.
Activities Involved	-Story telling -Picture creating by sticking with glue. -Observation -Group discussion -Singing songs
Teaching/Learning Materials	various pictures
Teaching Periods	3 periods (90minutes)

Before Getting Started

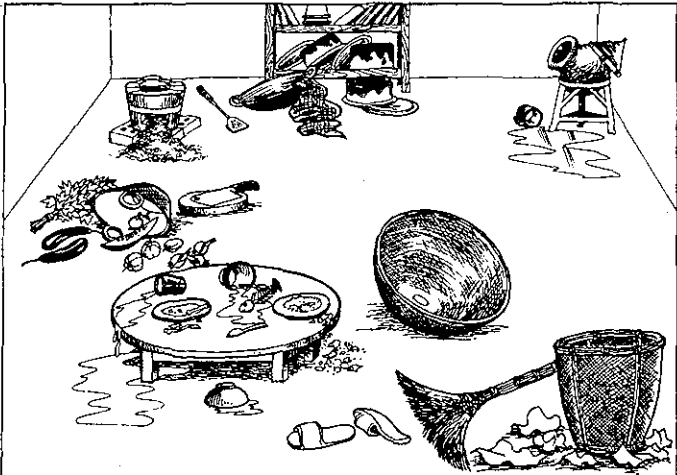
Background Information For Teachers	<p>Everybody should have discipline. There are many social rules one must follow such at home, in school, on the street, in the classroom, in wards, in villages, in towns, etc.</p> <p>It is necessary to behave carefully in a disciplined manner in daily life. For example, placing materials in right place after using them and systematic disposal of rubbish. However, even adults do undisciplined actions, For example, not placing materials in right place after using them, not disposing rubbish in right place etc.</p> <p>Good habits will be obtained through doing everything in a disciplined manner carefully. Similarly, bad habits will develop unless they are corrected.</p> <p>It is difficult to correct any habit if it has been practiced since youth. Therefore, students have to practice good habits and practice good disciplined manners.</p>
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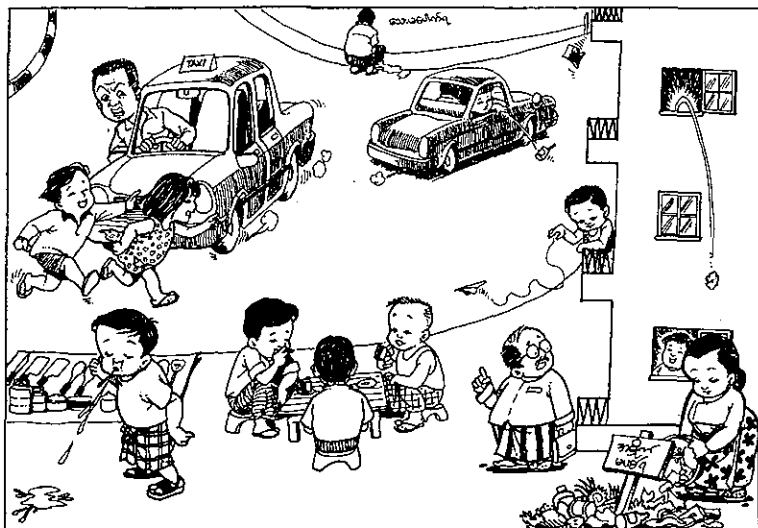
Lesson Planner

	<u>Period One</u>	<u>Period Two</u>	<u>Period Three</u>
Specific Objectives	To be able to observe behaviors in the house, in the school, in the classroom and on the street.	To be able to expose children to discipline that should be followed in the classroom.	To be able to tell the result of detaining the individual discipline.
Introduction (Evocation)	Showing pictures	Reviewing the prior lesson	Reviewing the prior lesson
Development (Reflection)	Picture story telling Observation of various pictures and discussion	Observation of pictures Group discussion	Drawing pictures by using waste materials Cleaning the classroom
Conclusion (Realization)	Continuing to the next lesson	Continuing to the next lesson	Understanding the meaning of discipline
Assessment Points	The teacher observes children's participation of the lesson. The teacher checks children's answer and behaviors.	The teacher observes children's participation of the lesson. The teacher checks children's answer and behaviors.	The teacher observes children's participation of the lesson. The teacher checks children's answer and behaviors.

Teaching/Learning Procedure

Period One

Learning Activities	Duration (Min.)	Teaching/Learning Materials	Points to be noticed
<p>Teacher shows the following and asks children, "Do you like such a room? Why?"</p> 	5 min	Picture of dirty room	<p>Teacher lets the children speak freely.</p> <p>The teacher should be concerned with the following issues;</p> <ul style="list-style-type: none"> -Let the children solve their problems by themselves as much as possible, -Recognize where rules are being abided by,



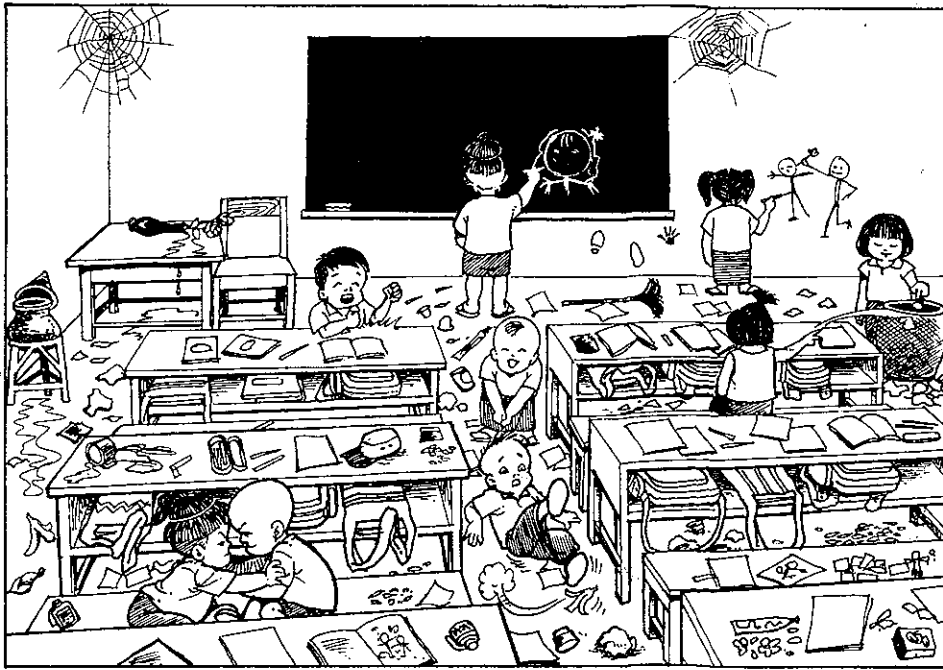
On the street



In the school compound

Period Two

Learning Activities	Duration (Min.)	Teaching/ Learning Materials	Points to be Noticed
<p>Group Discussion The teacher shows the children the picture of “Dirty Classroom” and encourages them to discuss the following questions.</p> <ul style="list-style-type: none"> -Do you like such a classroom? -Why do you have such an answer? -What should we do? -What can you do? 	<p>30 min</p>	<p>Pictures</p>	<p>The teacher lets the children speak out their ideas and opinions freely.</p>



Period Three

Learning Activities	Duration (min.)	Teaching/ Learning Materials	Points to be noticed
<p>Group Activity Teacher prepares materials around them, such as leaves, seeds, waste paper, plastic bags, etc., and gives the children these materials.</p> <p>Then the children cut these materials and glue these pieces of cut on a paper like drawings (<i>see the key point in the next page</i>).</p>	20 min	Materials (leaves, seeds, waste paper, plastic bags, etc.) Glue and paper	The teacher lets the children draw pictures by gluing waste materials on paper.
			<p>Any kinds of materials can be used to draw a picture. Besides the materials teacher prepares, it is also possible to use the materials the children bring from homes.</p>

After the activity, the children clean their desks and floors.	10 min		The teacher lets the children clean their classroom by themselves.
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Key Points:

● **Other ways for drawing pictures**

In the above lesson plan, drawing pictures by using waste materials is introduced. There are also other ways for drawing pictures. Teachers can use the following ways instead.

(1) By applying glue on the drawn picture

Let children apply glue on the drawn picture and stick paper or cotton on it.

(2) Wax printing

The leaf with vein is placed under a sheet of paper and color on the upper surface of the paper with a wax color pencil.

(3) Sprinkling a picture with paint

A toothbrush is dipped into paint. With one's fingers, rub the toothbrush so that paint sprinkles onto the picture drawn on the paper.

● **Key issues for teaching this topic**

When teacher teaches this topic, the teacher must be concerned about the following items:

(1) It is impossible to teach discipline in a traditional lesson;

(2) Teacher should display typical disciplined manners because children imitate other;

(3) The rules that children have to abide by should be

- very simple,
- not too many,
- actually required,
- clear and reasonable explanation, and
- be in accord with the children's age.

Topic 35 : Utilization of Leaves

Key Concept	People depend on many kinds of plants in our life
Learning Objectives	
General Objectives	To know plants are beneficial for human beings.
Specific Objectives	Children are able to (1) to describe utilization of leaves of many kinds of plants in our surrounding. (2) to listen names and functions of leaves from parents and community people. (3) to explain if the utilization of leaves is recorded we can use as a book.
Activities Involved:	<ul style="list-style-type: none">- Individual experiment- Discussion with the class- Group work- Drawing individually
Teaching/Learning Materials	Leaves, glue, papers, color pencils
Teaching Periods	2 periods (60 minutes)

Before Getting Started



In Grade Two, General Studies, it is one of the topics, "Human depends on animals and plants". We want to know children about that animals' meat, plants or trees' fruits, leaves, barks, and stems are useful for human. On the other hand, we want to know children about that human depends on animals and plants or trees. There are two parts about this; human make benefit from animals and human make benefit from plants and trees.

In this lesson, we mainly discuss about human make benefit from plants or trees. We can observe fruits, leaves, blossoms, stems, and barks of plants or trees. Among them, we now discuss about utilization of leaves. Leaves are very useful. E.g. cooking, building materials, making house materials, using as herbs etc. We want to know children about utilization of leaves as herbs. When teachers teaches about this lesson, no facilities

them for practical skills.

There are many activities. When children know about utilization of leaves from their parents and community, school, parents and community can more collaborate for children's education achievement. Children paste leaves on paper and we bind as a book. If we make a book as like that for each month, we collect about local products, local plants, leaves and animals as many books within academic year. So that children will know and familiarize their local regions and environment. And them, we invite community leaders, businessman, technician, and experts from community to tell about themselves. And also children visit these fields. That's why, children know adults have many experiences and if they don't know anything, they'll ask adults. This is asking skill and they automatically know that they pay respect to the adults.

By teaching this lesson, children get cooperative skill, thinking skill, participation skill, and knowledge for life from family, and to aware the utilization of leaves and to be familiar their environment, and local regions.

	<u>Period One</u>	<u>Period Two</u>
Specific Objectives	To describe utilization of leaves in our surrounding To listen names and functions of leaves from parents and community people.	To explain if the utilization of leaves is recorded we can use as a book.
Active	Group work - Pasting leaves they took - Writing utilization of them	Group work - Drawing a picture - Grouping same leaves - Binding a book

Teaching/Learning Procedure

Period One

Learning Activities	Duration (Min.)	Teaching/ Learning Materials	Points to be noticed
Individual Experiment (1) Teacher tells children to take two or three leaves at least per each in their surrounding.	15 min.		Let children observe and collect leaves in their surrounding.

(2) Teacher tells them to ask their parents and some villagers about the utilization of these leaves			Let children contact some villages and know such as local wisdom has much knowledge and skills.
Play with leaves (1)Teacher makes a mask with big leaves or a picture with leaves. (2)Teacher asks children if they like it or not. " We can play with leaves. What do we know these leaves any other functions more?"	15 min.	leaves	

Period One

Learning Activities	Duration (Min.)	Teaching/ Learning Materials	Points to be noticed
Group work (1) Teacher asks children to paste leaves they took on paper. (2) Teacher asks children to record the information at the besides of the leaves. (3) Teacher explains the utilization of leaves by showing some leaves.	7 min.	Leaves, glue, paper	Let children do and observe freely.
Discussion with class (1) Teacher asks children to think what leaves in the book happen for a long time. (2) Teacher asks them to think what shall we do for same color at every time.	7 min.		
Drawing a picture Teacher tells children to draw a picture under the real leaves on paper.	7 min.		
Grouping same leaves (1) Teacher asks children to group same leaves on paper. Binding a book. (2) Teacher leads children to bind a book for utilization of leaves. Teacher asks them to help him.	9 min		Let children think about their traditional utilization of leaves. Let children think what will happen if leaves take a long time and what they should do.

Activities

Process of compiling a book composed by collecting utilizations of leaves in accord with respective region

(Self-participatory activity of students)

Looking for the information resource person.

Let children make an enquiry about the person who has the knowledge on herbs in one's region.

1. Listening carefully from local wisdoms in the community

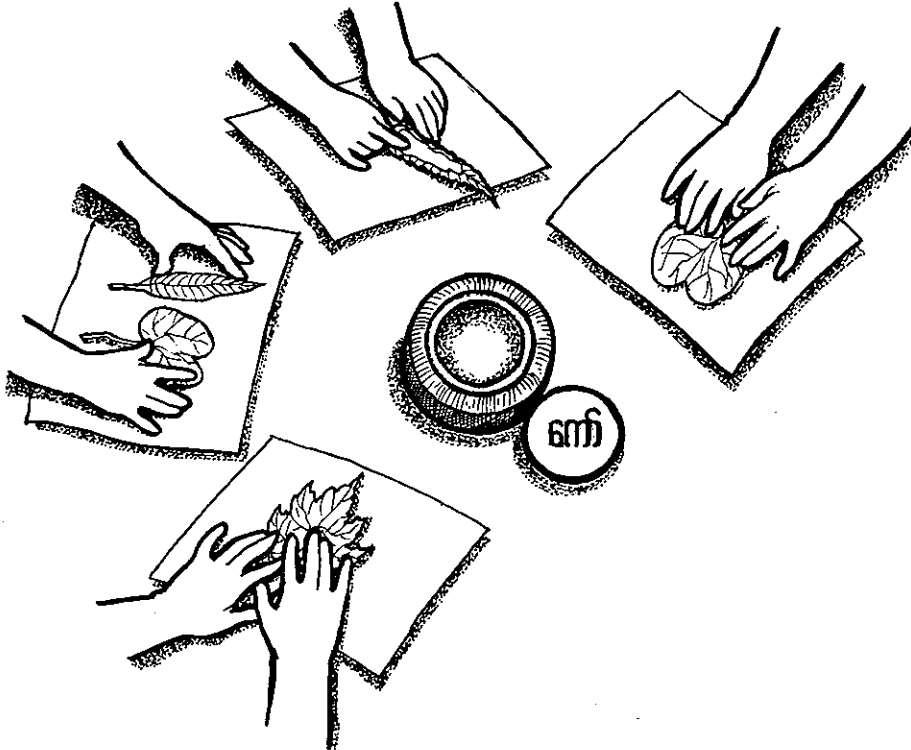


Making children listen talks about utilization and usefulness of regional plants in herbal remedies from one's family, grand parents, neighboring, old men and indigenous medical practitioner such as local wisdoms.

2. Group wise collection of facts and compiling.

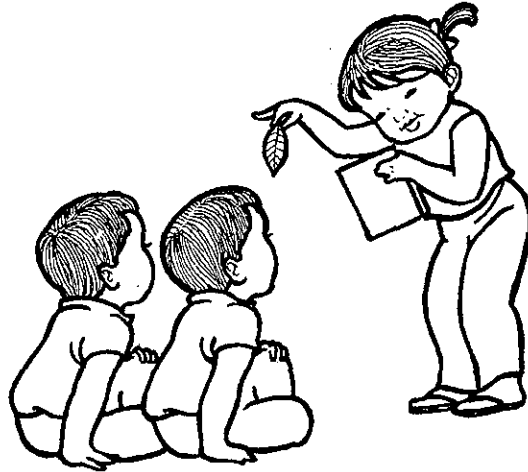


Let them note the gathered information on paper.



Stick the leaves on the paper with glue. Let them tell about the usefulness of leaves taken by one to other group members.

3. Group presentation in the class



Let one representative of each group show the collected leaves of his group and tell about the usefulness of these leaves.

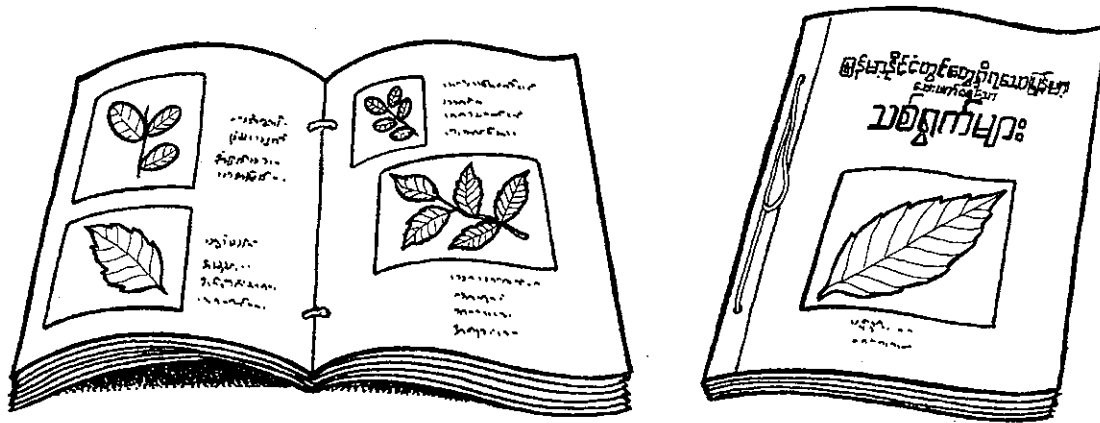
4. Drawing pictures



Putting inside the book for long time can destroy leaves. Ask children how to manage leaves to maintain the constant form without being dry. And then explain the best method is drawing the picture of the leaf, which is stuck, beside its original leaf

5. Bind a book

Bind the sheet of paper on which leaves collected by the whole class into a book. Teacher has to give the leadership for producing the handmade books. Name the book and select the Book Titles, contents and pages etc.



Assessment

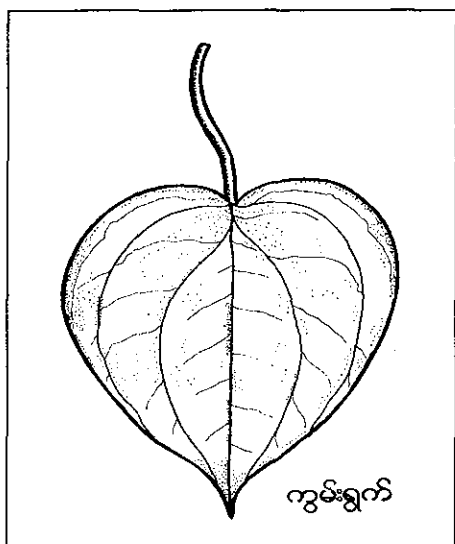
- (1) Asking the main facts in this lesson.
- (2) If you see a new leaf, what shall you do?
- (3) If you have diarrhea, can you have to use herbs in your surrounding?
- (4) If you have headache, can you have to use herbs in your surrounding?
- (5) Assessing the children's performances.
 - When children discuss each other,
 - When children tell utilization of leaves each other,
 - When children draw a leaf,
 - When children group the same leaves,
 - We assess and check them.

Reference

There are many herbs in Myanmar. We know usefulness of some plants for medicine but we don't know how some plants are useful as medicinal plants.

We can have the knowledge about the usefulness of parts of a plant such as leaves, fruits, blossoms, root, tuber, etc. through observation of the medicinal plants. By experiment children can know about traditional herbal medicine. Furthermore, they will get the habit of preserving our traditional herbal medicine.

The following utilizations of leaves are examples for teachers. These facts are not for children to recite by heart. There can be other utilizations of plants besides those examples mentioned below according to the respective regions.



Betle-vine

We can use extract of these leaves mixing with honey for the treatment of children's fever and diarrhea.

The mixture of extract of these leaves, a little amount of salt and ginger soup can be used for asthma, stomachache, and hooping coughs. It can be



Aloe vera

Scrape the inner part of Aloe vera and sink those in the water with which rice has been washed and then put some sugar in it. The mixture is used as a medicine for dropsy, gonorrhoea, and suffering pain in urine. The boiled mixture of Aloe, water, fennel, and jaggery (palm sugar) can be used for menstrual disorder of women.

It grows in tropical regions of Myanmar. It also grows in sandy soil and on the bank of rivers where soil salty.

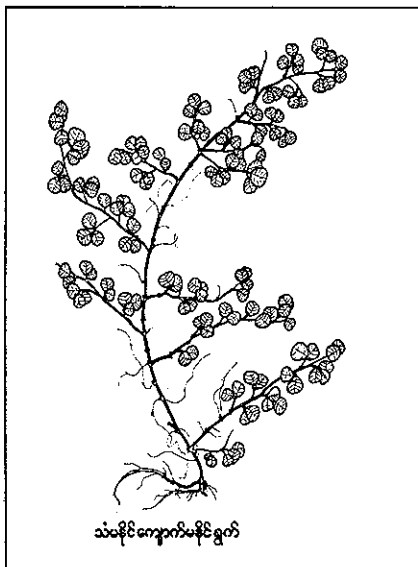


Crinum asiaticum

Boil the leaves of Crinum asiaticum with water. This liquid can be used in bath water for the cure of dropsy. We can also use as lotion by grinding the leaves.

For the treatment of backache and inflammation of Knee joint, tie the toasted leaves on which warmth is present on the painful and inflammation area for an hour. also use it on our spraining back.

It can be found everywhere in Myanmar.

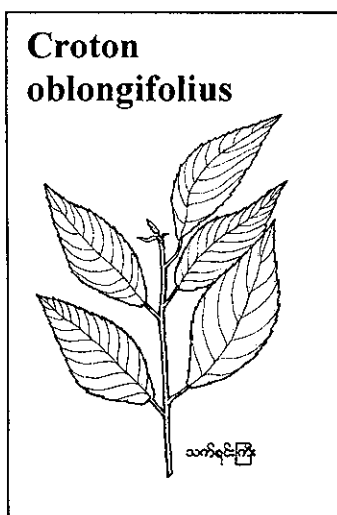


Demodium triquetrum

We can use these leaves for dysentery, diarrhea due To worm infestation in children and indigestion by eating as salad after boiling with water. Urine disorder and skin diseases can be curable by taking these leaves as green tea.

The powder of leaf can be used for maggot control in wound of cattle and in the pot of fish paste.

It grows everywhere in Myanmar.



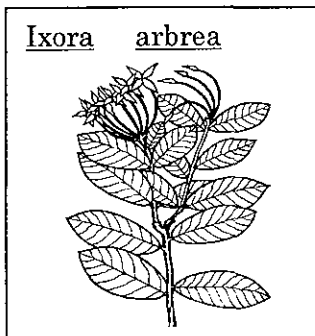
Croton oblongifolius

Thatyingyi (Croton oblongifolius)

Eating boiled virgin leaves can cure the bowel disorder, and dysentery. The leaves are very effective for healing of the wound by applying the grinded leaves on the wound.

It grows everywhere in Myanmar.

Reference book: Guide to plant Myanmar herbs in school garden



The usefulness of plants developed by children from Taunggyi, Shan State and Paan, Kayin State.

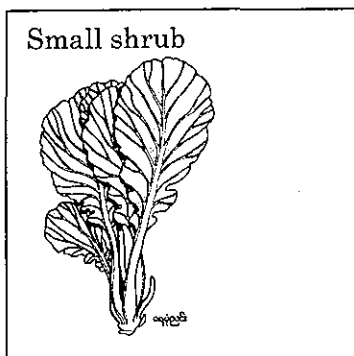
Pounnayeik (*Ixora arbrea*)

Leaves can be used for teeth ache after boiling with water. It can be found everywhere in Myanmar.



Marlaka (*Psidium guajava*)

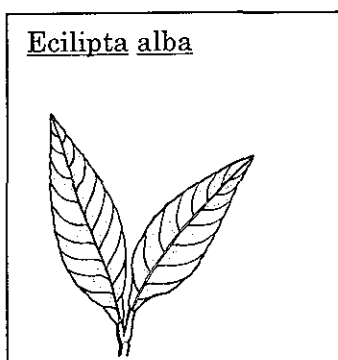
Dizziness can be relieved by inhaling crushed the leaf. It can be found everywhere in Myanmar.



Small shrub

It can be used for hair shampoo and hair cream after being dried .

It can be found everywhere in Myanmar.



Ecilipta alba

The extract of leaf can be used for itches as well as for burns.

It can be found everywhere in Myanmar.

Xanthium
strumarium



Thanmanaing Kyaukmanaing (*Xanthium strumarium*)

Leaf can be eaten as vegetable together with fish paste. It can make frequent urination. It can be found everywhere in Myanmar



Kanaphaou

Leaves can be eaten as vegetables together with fish paste, or as salad. Fried leaves can also be eaten. Drinking soup of Kanaphaou leaves can relieve urine disorder and dropsy. It can be found everywhere in Myanmar.

Epilogue

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

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

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

March 2004

