

DEPT Department of
Educational
Planning and Training
Ministry of Education
The Union of Myanmar

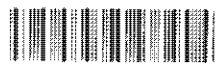


Teacher's Guide

Social Studies (Grade 3)



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March 2004

International Development Center of Japan (IDCJ)

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How to use this Teacher's Guide

Targets

This Teacher's Guide is created mainly for primary school teachers to teach Social Studies. Primary teachers can use this Teacher's Guide to teach Social Studies enthusiastically and to help children understand the topics more deeply. This Teacher's Guide can provide various ideas and information necessary to teach Social Studies from the **Child-Centered Approach (CCA)** point of view. This Teacher's Guide can also be useful for others including trainers and trainees in Education Colleges. It is recommendable to use this Teacher's Guide not only for primary school teachers, but also as a textbook of CCA in the Education Colleges and other institutions related to education.

Contents

This Teacher's Guide includes the following contents:

- I. What is CCA?
- II. Designing CCA lessons
- III. Assessment for CCA
- IV. Social Studies – Note for Teachers
- V. Lessons in Social Studies
- VI. Chapter X

Each chapter of Social Studies consists of the following contents:

Chapter X		
1. Key Concept		
2. Learning Objectives	} General Objectives Structure of This Chapter and Specific Objectives	
3. Key Points		
4. Flow of Teaching and Learning		
6. Introduction of Chapter		
7. Lesson X	} General Objectives Specific Objectives Lesson Planner Examples of Lesson Plan	
		} Specific Objectives Teaching / Learning Materials Teaching / Learning Procedure Assessment
8. Let's Get More Ideas		

Keys for effective use of this Teacher's Guide

This Teacher's Guide adopts an index style. You can search for topics quickly without reading through everything. Basically you can pick up only necessary issues to get information and to prepare the lessons. However, it is highly recommended to take time to read through this Teacher's Guide, as this Teacher's Guide introduces a new concept of the Child-Centered Approach (CCA) for Myanmar's basic education. Fully understanding this concept requires time and serious consideration.

First of all, it is significantly important for teachers who are unfamiliar with the idea of CCA to read carefully the sections of **I. What is CCA?** and **II. Designing CCA lessons**. Even for teachers who are familiar with CCA, it is highly recommended to read these sections, as they provide a concrete description of CCA lessons.

Assessment is one of the most important activities in education. Even now there is no perfect assessment method. There are various assessments used in the current educational institutions considering situations and conditions of learners and teachers. The section of **III. Assessment for CCA** introduces the importance of CCA assessment.

The section of **IV. Social Studies – Note for Teachers** provides the framework of Social Studies at primary education in Myanmar. When teaching a particular topic and item everyday, you tend to forget why and for what purpose you are teaching. Without a solid view of the whole picture, it is impossible to provide a good lesson. If you have questions about “Why should you teach this?”, it is suggested that you review this section and get the whole picture of what Social Studies is.

In each chapter, there is full of ideas for conducting CCA lessons: **Key Concept, Objectives, Key Points, Flow of Teaching and Learning, Introduction of this Chapter, Lesson Planner, Examples of Lesson Plan, and Let’s Get More Ideas**. It is not compulsory to follow the ideas in this Teacher’s Guide. They are only examples on how to conduct CCA lessons. You can pick up necessary information randomly to use for the creation of your original lessons.

Lesson Planner is an entire idea to teach one topic. In one lesson, there are several periods to teach. Each period is not separated, but is directly related each other like a story. Teachers must understand the continuation of each period by reading the Lesson Planner.

Key Points states important issues during implementation of lessons. Especially, children’s skills and behavior which are necessary to achieve through the lesson are described here. Teachers must read it carefully prior to the implementation.

Examples of Lesson Plan include *Specific Objectives, Teaching / Learning Materials, Teaching / Learning Procedure, and Assessment*. Teaching / Learning Procedure is described in detail and teachers can follow this procedure to implement a CCA lesson. However, this is only an example. It is possible for some areas that these examples of lesson plan will not fit. Therefore, it is highly recommended for teachers to create your own lesson plans based on the examples.

Let’s Get More Ideas provides more advanced information than the information in the examples of lesson plan. Teachers do not have to teach children this information in the class, but the information can make lesson more interesting if teachers know it. This information, therefore, is prepared to make unique ideas and interesting lessons. The more information a teacher has, the more lessons can be interesting.

What is CCA?

Basic Concept of CCA

The present rapid social changes have resulted in an increase in the complexity of knowledge, information and technology that teachers and children have to deal with. Therefore, it is now necessary to effectively attract the attention and interest of children in the classroom through transforming the conventional teacher-oriented approach into the child-centered approach (CCA).

Myanmar's conventional teacher-oriented approach whose main activity is memorization by heart, does not provide children with the capacity to understand the complex content of various fields of study or offer techniques necessary for everyday life. It does not improve children's thinking or problem solving skills. It can provide children with only a large amount of facts without offering any chance to think about them.

Rather than attempting to pass knowledge on to children through the teacher-to-children-one-way process, CCA recognizes the rich receptivity in children and seeks to build upon it through concrete experiences while focusing on the joy and excitement of experimental knowledge. CCA is based on the idea that children originally have rich inborn sensitivities and limitless talents and capabilities.

To facilitate the CCA process, the teacher needs to prepare effective, attractive, and simple educational materials and bring enthusiasm and creativity to the classroom. As CCA draws upon children's interests, it naturally stimulates children to learn. Therefore, it is important that teachers clearly understand CCA's concept, utilization and effectiveness. Furthermore, teachers must be knowledgeable in child psychology including a child's desire, willingness, interests, and feelings. Teachers must understand children as broadly and as deeply as possible. Therefore, it is extremely necessary for teachers to build a strong relationship with parents and communities where children live, and to look carefully into various issues faced by children.

Starting Point:
Focus on Children's Interest and Experiences

Goals:
Children become interested in learning.
Children can think deeply and creatively.



● **Easy, Interest and Practical Presentation**

1. Easy to understand
2. Attractive
3. Practical

● **Teaching Methods based on Children's Point of View**

1. Interaction b/w teacher and children
2. Good relations b/w teacher and children
3. Usage of visual aids
4. Usage of practical experiences
5. Group activities

1. Children are able to enjoy learning.
2. Children become interested in learning.
3. Children learn actively.
4. Children have confidence about learning.
5. Children are able to apply their learning to their daily life.

Q1: What differences are there between conventional teaching and CCA?

Conventional teaching in Myanmar is usually lecture-style focusing mainly on rote learning. A teacher stands in front of the blackboard and explains the contents of textbooks to children. Teachers usually speak constantly to children and children listen carefully to teachers. Children are forced to memorize information in the textbooks as well as what the teacher says. Children never ask teachers any questions because they are scared of teachers and are strictly trained to obey them. At the end of lessons, teachers usually check how much knowledge the children have memorized by using written tests or oral questions.

On the other hand, CCA focuses more on the children's performance. A teacher is not the main person but a mediator or a facilitator. Teachers encourage children to participate in lessons actively and to think deeply about the issues. During lessons, children usually work on activities and discuss their ideas and opinions with their friends. The teacher observes and evaluates their performance through the lessons. The teacher sometimes checks children's levels of knowledge and skills obtained during the lessons by using written tests. Unlike the conventional way, the score of a written test is only a small portion of the evaluation.

While the conventional way of teaching can be conducted even without good preparation, the CCA lessons require a large amount of time for preparation. Prior to lessons, teachers must always seriously consider that how to motivate children to study, how to make them understand the lessons, and how to evaluate their performance. The more time you spend for preparation, the better lessons you will have. In addition, CCA classes frequently require improvisations during lessons as teachers usually encourage children to express their ideas and opinions freely and they cannot predict what ideas the children will have. Depending upon children's ideas and opinions, teachers have to make some minor changes in the lesson plan promptly (Refer to the table of "*Comparison Between CCA and Conventional Approach*").



Q2: Is CCA effective for children's education?

Yes, CCA is an effective approach for children's education. First of all, let's think about why we give children education. All parents and teachers expect children to live a happy and rich life in the future. Children are usually protected from any social problems when they stay with their parents. However, once becoming independent, they have to deal with issues by themselves. In society, there are various problems and difficulties we have to tackle. Whether or not we live a happy life depends upon our knowledge and skills of how to deal with these problems and difficulties. We believe that children can obtain such knowledge and skills through education.

The conventional teaching method focuses mainly on memorizing facts in textbooks. Teachers force children to memorize and the children blindly obey them. In the short run, children's knowledge increases rapidly through this method. It can be good for preparation of examinations and interview tests. However, in the long run this method is not effective. Children easily forget such knowledge or they cannot apply it to different situations because they have only memorized it without understanding its meaning.

On the other hand, CCA lesson's aim is to develop children's deep understanding of issues. In CCA lessons, the teacher first motivates children to study by starting a lesson with children's experience and prior knowledge. The teacher then encourages the children to participate in the lesson through activities and discussions. During the lessons, children usually work actively. They think about the questions the teacher raises, discuss with friends, share their ideas, and find some answers. Children understand the real meaning of issues through these activities. Once they obtain knowledge in this way, they cannot forget it easily. They also can apply this knowledge to different situations. Although CCA requires much more time than the conventional way, it is one of the most effective approaches for education.

Comparison Between CCA and Conventional Approach

		Child-Centered Approach (CCA)	Conventional Approach
			
1	School Administration	Headmaster is actively involved in children's education.	Headmaster strictly supervises teachers and children.
		Headmaster actively cooperates with teachers to create good teaching environment.	
		Teachers often share their ideas to create good lessons.	Teachers rarely share their opinions.
		School creates various facilities for children's education, such as flower garden, a place for raising small animals, etc.	N/A
2	Learning Environment	Classrooms are usually decorated with a variety of children's works.	Classrooms are plain.
		Classroom arrangement is changed based on the purpose of lessons.	Classroom arrangement is always lecture-style.
		Children are engaged in various activities such as observation, field-trip, group discussion, etc.	Children listen to teachers.
		Children are actively engaged in "doing," "imaging," "thinking," and "finding."	Children's learning attitude is always passive.
		There is frequent interaction b/w children and teacher.	There is only one-way communication from teacher to childre.
3	Teaching Materials	Teaching materials are based on the teaching contents. Teachers create them by themselves.	There is no teaching materials or they are ready-made even if there are.
		Teaching materials are attractive and interesting for children.	There is no teaching materials or they lack attractiveness even if there are.
		Teaching materials have reality.	Teaching materials often lack reality.
		Teaching materials help children understand the contents.	It is not sure that teaching materials help children understand the contents.
4	Teacher's Attitude	Teachers create friendly relationships with children.	Teachers are always strict and scary.
		Teachers carefully observe individual child during the class.	Teachers do not pay much attention to individual child during the class.
		Teachers always encourage children to participate actively in the class.	Teachers require children only to answer to the questions.
		Teachers help children realize what they understood and what they did not understand.	Teachers announce children's rank among group by test score.
		Teachers create good lessons with children together.	Teachers follow only the instruction of textbooks.
5	Support and Understanding of Outside School	Support from parents is highly necessary.	N/A
		Support from community is highly necessary.	N/A

Q3: Does CCA require many activities and teaching/learning materials?

Many people tend to think that a teacher must prepare many activities (usually physical activities) in CCA lessons. This is not true. CCA is an approach that brings out the maximum capabilities in a child. If children's interests and expectations are carefully considered and if a lesson plan is well prepared, this lesson plan may be a CCA lesson. It is not necessarily important that lessons include physical activities or various teaching/learning materials. For instance, a teacher tells a story in the class and the children listen to it quietly. In this lesson, the teacher prepares no activities and no teaching/learning materials besides a story. This can also be a CCA lesson if the story is well prepared and considers children's interests and needs. On the other hand, a lesson including many physical activities and using many teaching/learning materials is not necessarily a CCA lesson. If these activities and materials are prepared without considering the children's level of understanding and interests, the lesson may make children confused. This is not a CCA lesson.

Generally speaking, CCA lessons use some appropriate activities and teaching/learning materials to help children learn. These activities and teaching/learning materials play an important role in the lessons. Therefore, when you make a CCA lesson plan, you have to think about what you will teach in a lesson, whether you need activities and teaching/learning materials, and what activities and teaching/learning materials can bring the highest effect for encouraging children's learning.

Q4: Is it possible to implement CCA lessons in poor rural areas?

Yes, it is. The CCA lessons can be conducted in any place and on any occasion if there is a teacher who fully understands the CCA concept. However, many teachers state that they cannot conduct CCA lessons because there are too few teachers and little or no budget to purchase materials for their schools. This belief is wrong. As mentioned in Question 3, CCA is not an approach requiring many materials. Nor is CCA an approach that is applicable only in particular conditions. Even though there is nothing in a school, CCA can still be practiced using a teacher's creative idea. For example, when a teacher teaches children the history of their village, the teacher starts by talking about the largest tree in the village: "You all know the big tree near Ko Mg Mg's house, don't you? That tree is the same age as our village. How many years ago do you think our village was established? Let's ask the tree about the age of our village." Then the teacher takes children to observe the tree and lets them measure its width. This lesson is truly a CCA lesson though it does not use any expensive materials. This lesson depends upon the creative ideas of the teacher.

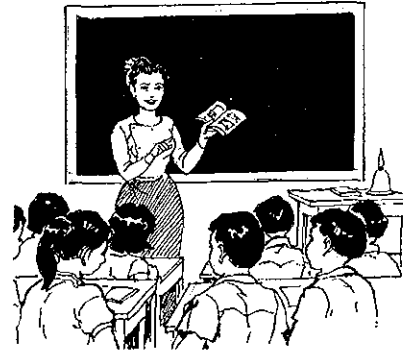
Another problem is that there are too few teachers in a school and there is no partition between classrooms. The teachers must take care of children of different ages at the same time. In this situation, you can practice the multi-grade teaching method. Multi-grade teaching is an effective teaching method when there are children of several different ages in one class. By using the multi-grade teaching method, teachers can deal with children effectively and can implement CCA lessons. However, multi-grade teaching requires special skills. Teachers who must take care of different aged children must gain these skills and techniques through some training courses. In the following, one example of multi-grade teaching practice is introduced:

All children, for example, from KG to G4 are engaged in the same topic together. At the beginning of the lesson, a teacher gives them one presentation by using picture-story telling, book-reading, and musical instruments. After the presentation, the children are given different tasks depending upon their grade. For children at KG, most simple and easy task such as expressing their ideas is prepared. For children at Grade 1, another task such as writing their opinions is prepared. For children at Grade 2, group discussion about the problems or issues in the presentation is prepared. For children at Grades 3 and 4, a task of finding some solutions by group discussion and presenting their ideas are prepared. Getting to know what other graders think and feel helps children understand each other mutually. This is also one of the most effective examples of CCA lesson in the case of the multi-grade teaching.

Q5: Is it possible to implement CCA lessons in a class with a large number of children?

Yes, it is. However, it is difficult to implement CCA lessons under this condition. Generally speaking, a class with a small number of children is better because the teacher can easily check each child's performance and level of understanding. On the other hand, a CCA lesson frequently fails in a class with many children because during some activities the teacher cannot manage a large number of children well.

Therefore, teachers have to carefully select teaching methods and learning activities when they conduct CCA lessons in a crowded classroom. For example, group work is one of the effective methods. A teacher gives topics to each group and encourages children's discussion. During the discussion, the teacher observes the groups and gives suggestions and hints if needed. After finishing the discussion, group leaders present their ideas and opinions.



Q6: Can we use CCA in every lesson, such as Myanmar language, math and English?

Yes, we can. CCA is not limited by subject or field of study. CCA is more like a rule regarding how a teacher acts and behaves in class and how a teacher deals with children. If you carefully consider what children want to know and what children are interested in, and if you create a lesson plan with your own unique and creative ideas, this lesson plan may be an interesting lesson. This lesson plan may also be a CCA lesson when you implement it effectively in class.

Q7: Can we finish teaching all topics in the current textbooks when using CCA?

Most teachers are concerned about this issue. Teachers are usually forced to finish teaching all topics by the end of the academic year. As you know, CCA takes more time than the conventional way of teaching. Therefore, you cannot cover all topics as long as current textbooks that are based on the conventional teaching style are being used. Thus, it is highly necessary to review the current topics, select the most important ones, and reorganize the contents of textbooks.

Q8: Is CCA the same as “learning by doing”?

CCA is not the same as “learning by doing.” There are a number of teaching methods which can be used when holding a CCA lesson and “learning by doing” is just one of them. However, it is true that “learning by doing” is one of the most basic methods of CCA.

The person who first practiced CCA was John Dewey, an American educator. At the end of the 19th century, he established an experimental school at the University of Chicago. Since he believed that children could learn things better through experience, Dewey made children at his school do various things by themselves. For instance, they wove cloth from cotton and wool and lived in a cave to experience the ancient way of life.

The present-day CCA is rooted in Dewey's experiments, whose essence was “learning by doing.” Thus, “learning by doing” remains one basic method of CCA, though it is not equivalent to CCA.

Q9: What are the teacher's qualifications necessary for doing CCA?

In Myanmar, rote learning has long been a common practice. Therefore, most Myanmar teachers do not know how to practice CCA. To practice CCA successfully, teachers should fully understand the concept of CCA and know a range of key techniques which can be used. However, this is not easy because CCA is a very broad concept using numerous techniques. As a matter of fact, one hundred teachers would practice CCA in as many different ways. If you can use one CCA method, it does not mean that you can conduct the full range of CCA methods. Thus, it generally takes time for a beginner to fully understand the concept of CCA and become familiar with the methods. The only way to accomplish this is to practice it many times.

Although it takes a long time, to become a CCA practitioner does not require any special qualifications. The first qualification is that you enjoy giving lessons. If you like to give lessons and when you realize a change in children's facial expression during your class, you are standing at the bottom of the CCA ladder.

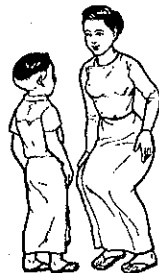
The second qualification is that you be concerned about children. What do they think about? What are they interested in? What do they want to know? If you try to understand children better, you are standing on the first step of the ladder. The third qualification is for you to be able to analyze how to make children interested in the topics to be taught. If you can do this, you have climbed up to the second step.

The fourth qualification is imagination and creativity. You have to try to create an interesting lesson using your imagination. After completing your lesson plan, review it again and again. Imagination and creativity are the keys to interesting lessons. The fifth qualification is the ability to act like an actor or actress. In the classroom, you should be aware of eye contact, tone of voice and rhythm, and gestures. You should be able to make various expressions like an actor or actress on stage. When you satisfy all the qualifications above, you have reached the fourth step of the ladder. The top is not so far from there.

Teacher's Various Attitude



Kindly talking to children



Carefully listening to children



Humorously explaining to children

Q10: How do we let parents know about CCA?

It is very important to teachers that parents understand what is being taught to children at school. Without parents' understanding and cooperation, education will not be successful. One way of letting parents know what children do at school is to set up an open-school day. On such a day, parents can visit the school and observe school activities. Another way is setting up a meeting with parents in which they discuss any issues concerned with the children. Such a meeting will help parents better understand their children's school performance. Still another way is for teachers to visit children's homes to observe their daily life. This is a very effective way to share information between parents and teachers. The important thing is to contact parents frequently and share as much information as possible with them.

Designing CCA Lessons

Planning is a base for implementation. Good plans make implementation better and easier. How much time did you spend on planning is related to how successful implementation is. CCA implementation is also the same. Applying CCA in your class starts from designing lesson plans. If you make a good lesson plan, your lesson will be more interesting, understandable and attractive to the children. Whether it is a good CCA lesson or not depends on lesson plans. To make a good lesson plan, the teacher has to know several key issues and steps for planning. In this Teacher's Guide, lesson plans are introduced, but the teacher must modify them with considering their own teaching environment to implement effective CCA. The following is the key information necessary for teachers to create a good lesson plan.

STEP 1: Let's review the learning objectives of the topic

First of all, look at the objectives of the topic you are going to teach. The objectives are a guideline as to why you teach this particular topic. All contents regarding the topic should be prepared to achieve the objectives. There are two kinds of objectives: general objectives and specific objectives. General objectives indicate the goal to achieve during the lessons on the topic. *Specific objectives are the goal for each lesson.* You should review these objectives carefully and understand the goal is in a particular topic and what kinds of information needs to be taught. Then, try to imagine the entire lesson in your head.

STEP 2: Let's think about related issues of the topic

Based on your image of the lesson, think about what issues will be related to the study of this topic. In this step, you can randomly write down your ideas. Any issues coming to your mind should be written. Think about what information you want to know if you are given a particular topic. For example, if the topic is "Our village," "What do you want to know through the study of this topic?" It may be "How many people are there in our village?" or "When was it established?" or "How many TV sets are in our village?" and so forth.

STEP 3: Let's select important issues to teach

The issues picked up at step 2 are carefully reviewed in consideration with the objectives. Then, some important issues are selected as teaching/learning issues. In this selecting step, you should make sure that these issues cover all the objectives. If the selected issues do not cover all the objectives, you should add more issues to supplement it.

STEP 4: Let's consider applicable and effective teaching methods

In this step, spend time to consider how to teach each issue selected in step 2. In CCA, this part is significantly important and is worth spending more time on "How do we teach so that children can easily understand?", "Do we need some activities to increase children's motivation?", "What activities can work well in teaching this issue?" You can take several methods and activities to teach the issues, such as group discussion, peer work, drawing pictures, presentation and so forth.

STEP 5: Let's create lesson structure

In this step, think about a particular lesson plan which will be conducted in the classroom. You can choose some issues selected at step 3 and arrange them within the particular timeframe, usually 30 minutes for KG, G1 and G2, and 35 minutes for G3 and G4. In this step, consider how many issues you can teach during one period and in what they should be taught in.

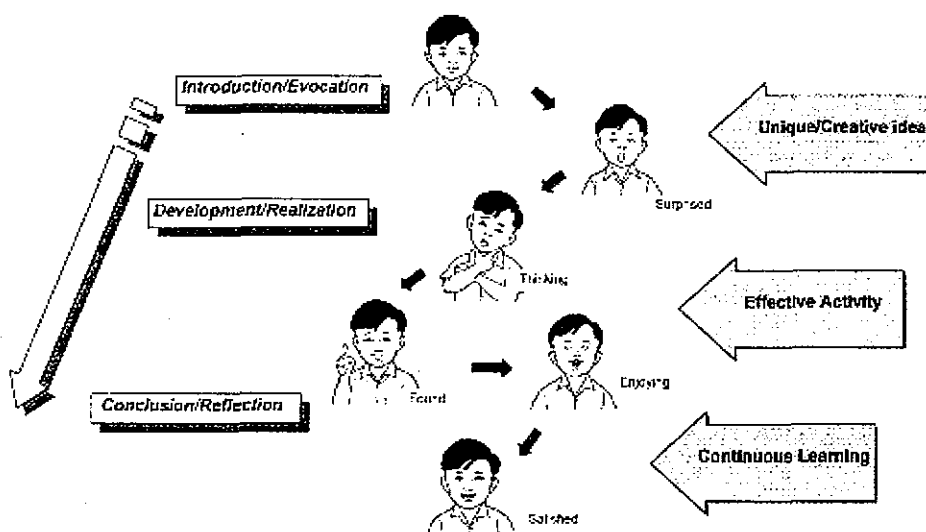
You can usually divide one lesson into three part; *introduction*, *body (or development)*, and *conclusion*. The first part, *introduction*, plays an important role to motivate children to study

a new topic. You should prepare this part well to stimulate children's motivation. For example, if you prepare something surprising, children's interests will peak and the whole lesson can be done smoothly.

The second part of *body (or development)* is the main part of the lesson. In this part, you can teach the important issues you want to give children. To promote children's understanding of the issues, it is better to plan some activities in the lesson. These activities aim to stimulate children's understanding. Therefore, don't do activities randomly. They need to be thought out carefully.

The last part, *conclusion*, is a summary. It is also used to link the current lesson with the next lesson. Specifically, you can review the issues with children, ask them their opinions about the issues, and preview the next issues to be taught.

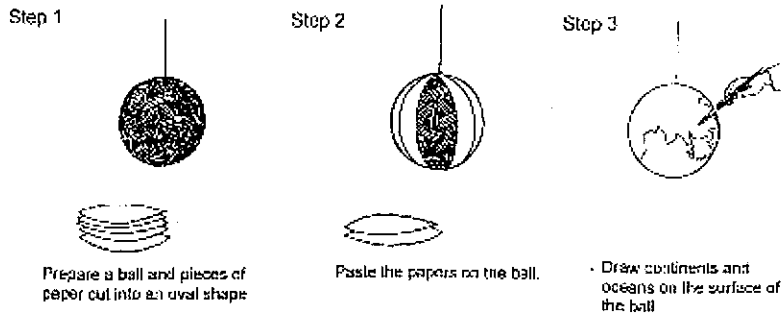
In ideal CCA lesson, children's facial expression will change within one lesson. At the beginning, children are still nervous. However, children's apprehension will be broken by your surprising introduction. Children are then relaxed and can concentrate. Activities can help keep children's motivation high. During the activities, you can observe children's happy expression in your classroom. At the end of the lesson, children will hopefully have a look of satisfaction on their faces.



STEP 6: Let's prepare teaching / learning materials

The next step is the preparation of teaching / learning materials. Based on steps 3 and 4, you already know what kinds of teaching / learning materials are needed. Based on this information, you can prepare them. Some of them will be bought and the others can be made by the teacher. Especially in rural areas, teachers should prepare them by themselves instead of purchasing them. You do not necessarily have to create sophisticated materials, but simple ones by using local materials around you.

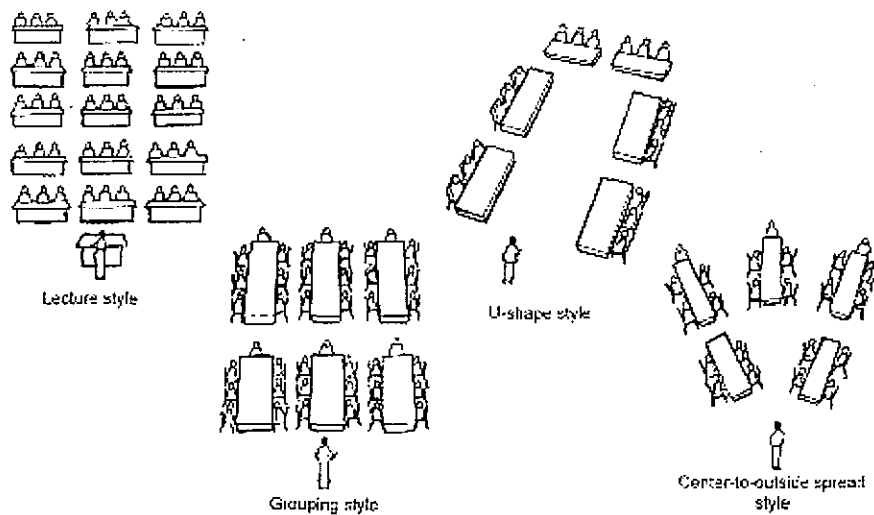
For example, when you need a globe, you do not necessarily have to spend a large amount of money. You can make it cheaply and easily by yourself. Please look at the illustration. Prepare a ball and several pieces of paper cut into an oval shape. Then paste the papers on the surface of the ball. After pasting, wait until it becomes dry. Finally draw some continents and oceans on the surface of the ball. It becomes a good globe.



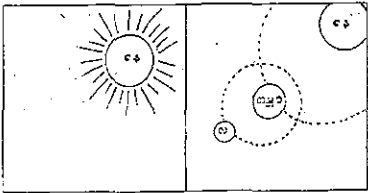
STEP 7: Let's think about effective classroom arrangement

The final step is to arrange the most appropriate and effective classroom setting. Each lesson usually prepares different activities. Each activity also requires different classroom arrangement to bring about children's best performance and the most effective lesson. Based on the learning activities you prepared, you can arrange the most effective classroom arrangement.

For example, there are many group activities in your lesson such as group discussion, group observation, group work and group presentation. Therefore, grouping the tables may be the best arrangement. When you show some picture stories or video in your lesson, the U-shape arrangement may be the best. If both activities, group work and showing videos, are used in one lesson, you can use the center-to-outside arrangement.



Comparison between Conventional and CCA lessons

Conventional Lesson	CCA Lesson
<p>Introduction</p> <p>There is no proper introduction in the lesson.</p>	<p>Introduction</p> <p>The lesson for today is the shape and size of the earth. First of all, please tell us anything about the earth.</p> <p>Ex. <i>How many people live?</i> <i>Which country has the biggest population?</i></p> <div style="border: 1px solid black; border-radius: 15px; padding: 5px; margin: 10px 0;"> <p>Need of good introduction-Attractive First, a teacher attracts children by using their prior knowledge and experience. Children also start to think from this discussion "What will we do in this lesson?"</p> </div>
<p>Body</p> <p>Teacher explains textbook.</p> <p>Ex. <i>The orbits of the moon, the sun and the earth</i></p> <div style="border: 1px solid black; border-radius: 15px; padding: 5px; margin: 10px 0;"> <p>The illustration in the textbook is incorrect. Children do not get right idea about the space.</p> </div> <div style="text-align: center; margin: 10px 0;">  </div> <p>Teacher lets children do the following activities: Ex. Draw the earth's orbit round the sun. Draw the moon's orbit round the earth. Draw the moon's and the earth's orbits round the sun</p> <div style="border: 1px solid black; border-radius: 15px; padding: 5px; margin: 10px 0;"> <p><i>It is not very effective way to evaluate. Children do not understand at all about the concept, they merely draw pictures copying textbook.</i></p> </div>	<p>Body</p> <p>Teacher tells the following story to children (story telling about Columbus). He went to the west to reach India because he thought the earth was like a ball though most people did not believe at that time.)</p> <div style="border: 1px solid black; border-radius: 15px; padding: 5px; margin: 10px 0;"> <p>Story telling-Attractive Children love stories so teacher can fascinate children's interest. Meanwhile the story is about the shape of the earth, it gives essential concept of it. It is useful way to make children imagine.</p> </div> <p>Teacher asks children: If you were at that time and believed that the earth was round, would you join this trip?</p> <p>Can you imagine how big the earth is? The circumference of the earth is 25,000 miles. In order to image how long it is, let me give one question.</p> <p>How long does it take to walk around the earth? (refer to Activity 3) You can choose one from three choices below. Suppose that we can walk for 10 hours per day and our walking speed is two and half mile per hour.</p> <ol style="list-style-type: none"> a) one -two months b) about three years c) about 10 years <div style="border: 1px solid black; border-radius: 15px; padding: 5px; margin: 10px 0;"> <p>Making children understand from their daily experience-Practical Make children to image the size of the earth from the way they daily practice (sense of distance from walking)</p> </div> <p>After listening to children's idea, teacher can tell the answer. Answer is b). This is how to calculate.</p> <div style="border: 1px solid black; border-radius: 15px; padding: 5px; margin: 10px 0;"> <p>Integrated activity-Attractive Now, let's deal with science topic to use mathematics skill. It integrates science lesson more and gives children excitement.</p> </div> <p>If we walk 2.5 miles per hour and 10 hours per day, we can walk 25 miles per day. To walk around the Earth, we need $25,000/25 = 1,000$ days. So we take 1,000 days to walk around the Earth. A year has 365 days. Therefore, 1,000 days are about 3 years. There are other examples. In the case of using a bus. Bus is faster than walking. It can go about 50 miles per hour. So, if we go by bus, it will take 50 days. It will be much faster if we go by airplane. The plane can fly about 625 miles per hour. So, it will take 40 hours (about 2 days).</p> <div style="border: 1px solid black; border-radius: 15px; padding: 5px; margin: 10px 0;"> <p>More example to enforce image-Easy to understand Teacher gives more examples to let children imagine easier.</p> </div>
<p>Conclusion</p> <p>Teacher lets children do the following activities: Ex. Draw the earth's orbit round the sun. Draw the moon's orbit round the earth. Draw the moon's and the earth's orbits round the sun.</p>	<p>Conclusion</p> <p>Let us try to enrich children's imagination about the Earth, especially for its size and shape. This lesson can be successful if children have images of size and shape of the Earth as well as knowing the actual circumference.</p>

Assessment for CCA

What do we expect children through CCA?

First of all, the following two cases are introduced. One is the case of CCA class and another is the case of the conventional class. Which class is CCA and which class is the conventional class?

Case 1:

English, maths and mother-tongue lessons are taught through activity, play, experimentation and discovery. A girl at the kindergarten level takes her pet turtle and toys to school to show and tell her friends about them. Kids were encouraged to interact and ask questions. Worksheets (or assignments) were combined with activities, such as using rice to form letters. Teachers are not big on neatness. Under such a learning environment, she enjoys school very much. "She is a very confident girl and not afraid to speak to adults. She is relaxed about school and uninhibited about asking when she does not understand something," says her mother.

Case 2:

English, maths and mother-tongue are taught separately. Teacher stands in front of the class, giving instructions. There are plenty of worksheets, and lots of homework, especially spelling. Children are praised for keeping quiet and turning in neat work. Under this learning environment, a girl is not enthusiastic about school, and fear going if she doesn't finish her homework. "She was very outspoken before pre-school but she gradually toned down and became less curious and talkative," said her mother.

These two cases were conducted in Singapore to improve education for children. Some schools were designated as experimental school under the educational improvement project, and others were designated as control school. *Case 1* is the scenery of one of the experimental schools and *Case 2* is the scenery of the control school. As you know, *Case 1* is CCA class and *Case 2* is the conventional class (*"The Strait Times"*).

The base of CCA is children's interest and experiences. Through the lessons that are based on this CCA base, children become interested in learning and actively participate in classes. Children use their five senses at maximum and tackle with the issues in the classes. In this learning process, children can fully develop their thinking ability and creativity with deeper understanding of the issues. Unlike the conventional approach, CCA focuses on not only children's level of knowledge and understanding, but also their positive attitude and strong interest in learning. Therefore, CCA creates children who are active, curious, and positive towards learning and their life. This is significantly important for human being in the long run. We should think again whether a child who is not interested in learning and is less active in spite of much knowledge can become a good citizen. In this respect, CCA concerns about the foundation and the basis of education.

How do we assess children?

Besides level of knowledge, teachers must focus on children's interest and attitude towards classes. To do this, the teachers are required to use various ways of assessment, such as writing tests, questionnaires, essay reports, interviews, observations, etc. These ways of assessment can check different items achieved by children. For example, writing test can check children's level of knowledge, or *"how much did children understand?"* Questionnaire is good for checking children's interest or *"How do children devote themselves to something?"* Essay report is very useful for knowing children's attitude or *"How do children think about and feel about?"* Therefore, the teachers must use these different ways of assessment and assess children's achievement in the comprehensive manner. In addition, another important point is that teachers must recognize the real purpose of the assessment. Why do we assess children? All teachers must think about this question again and must have the common recognition of the assessment. Currently, the result of assessment

is used for ranking children and comparing each other by score. As a result, children have become afraid of and hated assessment tests. This may have discouraged them to learn more and to try new things. Instead of these traditional ideas, the assessment for CCA must encourage children and promote them to learn more. In CCA, the result of assessment must be used for feedback to children. In other words, children know what they accomplished and what they did not through the assessment. By recognizing their accomplishment clearly, children can find the right direction of their studying.

Moreover, all teachers must know the following point. The assessment is conducted both by children and teachers. In the traditional thought, the assessment has always been conducted by teachers and given children the result from teachers. This assessment is only one-way assessment: from teachers to children. But the assessment of CCA is conducted by the two parties. Teachers directly assess children's performance by using various different assessment methods (*the assessment from teacher to children*). At the same time, teachers also realize whether their teaching process was good by the result of assessment. If the children's level of accomplishment had been less than teacher's expectation, the teaching process might not have been effective nor appropriate. The teachers should revise their teaching process (*the assessment from children to teacher*).

What kinds of assessment can teachers use?

There are many different kinds of assessment methods. Teachers can use a variety of assessment methods, depending upon the purpose of assessment. Currently most teachers rely highly on writing test method. However, this method can cover only children's knowledge level, it cannot check children's attitude and interest. In the following, the necessary assessment methods for CCA are introduced, besides writing test:

● **Observation**

The observation method is one of the most important assessment methods for CCA. Because CCA pays much attention to improvement of children's attitude towards learning and to reinforcement of their interest in learning, this method is effective and appropriate to check it. However, teachers must establish the criteria prior to observation. The major points to check are the following:

- 1. How have children's attitude and behavior changed?*
- 2. How have children's interest in learning been strengthened?*
- 3. How have children participated in lessons?*

In addition, the result of assessment done by the observation method must be given back to children immediately to help children recognize their learning situations.

● **Self-assessment and Peer-assessment**

Although observation is effective assessment method, a teacher has a limitation to observe each child in detail. To supplement teacher's observation, it is significantly useful to let children review their own performance by themselves and to let children evaluate their friend's performance each other. Practically, there are several ways for this assessment, self (or peer)-scoring, self (or peer)-describing, self (or peer)-evaluation sheet, checklist, and questionnaire. Note that it is the requisites for establishing a good relationship among classmates when the peer-assessment is used.

● **Interview method**

This method is also useful to know children's way of thinking and feeling. This is the assessment based on the result that teachers interview with children, sometimes including parents. Although it takes a lot of time, teachers can know the details of children's feeling and behavior through direct communication. However, this method highly requires good relationships between teachers and children to collect reliable information. Therefore, teachers make their best efforts to create good environment during interview.

Social Studies – Note for Teachers

Objectives of Social Studies

The objectives of Social Studies are as follows:

- (1) To understand the nature of the country of Myanmar and the lifestyle of its nationalities,
- (2) To strengthen the national and patriotic spirits and the will to conserve our independence,
- (3) To promote morals to become well-mannered, dutiful and good citizens, and
- (4) To become adaptable to the environment and to acquire good and fundamental habits.

Grade-wise Objectives

Grade-wise objectives are newly set up as follows:

Grade 3:

- (1) To understand our surrounding environment and expand interest to our country,
- (2) To understand the history of our country through major historical persons who contributed to our country,
- (3) To understand what is good attitude and behavior and what is not and behave in the good manner, and
- (4) To become adaptable to the environment and to acquire good and fundamental habits.

Grade 4:

- (1) To understand the natural conditions of our country and the livelihood of its indigenous people,
- (2) To understand the modern history of our country through the important historical events,
- (3) To gain moral improvement and good behavior in order to be dutiful citizens, and
- (4) To become adaptable to the environment and to acquire good and fundamental habits.

Strands in Social Studies

This Teacher's Guide is created based on the current textbooks, but the order of the contents was revised for teaching in more effective and appropriate ways. The comparison of the contents between the current textbook and this Teacher's Guide is as follows. Teachers must consider the new order carefully and teach them effectively.

THIS TEACHER'S GUIDE

TEXTBOOK

GEOGRAPHY AND HISTORY

CHAPTER 1: OUR HOME

Lesson 1: Our Family	-----	Chapter 2: Our Family
Lesson 2: House We Live	-----	Chapter 1: Family and Home
Lesson 3: Food We Eat	-----	Chapter 3: Food We Eat
Lesson 4: Clothes We Wear	-----	Chapter 4: Clothes We Wear
Supplementary Study: Pictures, Scale Models and Maps	-----	Chapter 10: Picture, Scale Model and Maps

CHAPTER 2: OUR SCHOOL AREA

Lesson 5: Our School and the Surrounding Area	-----	Chapter 5: Our School
		Chapter 6: School Environment

CHAPTER 3: OUR VILLAGE AREAS

Lesson 6: Our Village and the Neighboring Areas	-----	Chapter 8: Neighbor in Our Ward/Village and Township
		Chapter 9: Our Village
Supplementary Study: Environmental Scenes	-----	Chapter 7: Our Surrounding Sceneries
Supplementary Study: Map of Myanmar Showing Historical Towns	-----	Chapter 11: Map Showing Historical Towns in Myanmar

CHAPTER 4: FAMOUS KINGS IN THE FIRST MYANMAR EMPIRE

Lesson 7: King Anawrahta	-----	Chapter 12: King Anawrahta
Lesson 8: King Kyansittha	-----	Chapter 13: King Kyansittha
Lesson 9: Great Son Rajakumar	-----	Chapter 14: Great Son Rajakumar

CHAPTER 5: STRONG KING IN THE SECOND MYANMAR EMPIRE

Lesson 10: King Baying Naung	-----	Chapter 15: King Baying Naung
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CHAPTER 6: FAMOUS KINGS AND PERSONS IN THE THIRD MYANMAR EMPIRE

Lesson 11: King Alaungmintayar	-----	Chapter 16: King Alaungmintayar
Lesson 12: General Maha Bandola	-----	Chapter 17: General Maha Bandola and the Battle of Panwar
Lesson 13: Bo Myat Tun	-----	Chapter 18: Bo Myat Tun
Lesson 14: King Mindon	-----	Chapter 19: King Mindon

MORAL & CIVICS

CHAPTER 7: BE A GOOD PERSON

Lesson 15: Respect People	-----	Chapter 20: Mingalar Poems (Mingalar poem 7)
		Chapter 22: Moral Character (Goodwill)
		Chapter 23: Culture (Let's pay homage)
Lesson 16: Be Patient	-----	Chapter 20: Mingalar Poems (Mingalar poem 8)
Lesson 17: Be Humble	-----	Chapter 26: Stories (Ear of Paddy)
Lesson 18: Not Be Greedy	-----	Chapter 26: Stories (Greed)

CHAPTER 8: ACT AS A GOOD PERSON

Lesson 19: Polite Attitude and Behavior	-----	Chapter 22: Moral Character (Homily by SMT)
Lesson 20: Fair Attitude and Behavior	-----	Chapter 25: Good Manners
Lesson 21: Diligent Attitude and Behavior	-----	Chapter 24: Duty (Diligence)
Lesson 22: Dutiful Attitude and Behavior	-----	Chapter 24: Duty (Let's work)
Supplementary Study: Traditional Custom (Riddle)	-----	Chapter 23: Culture (Riddle)

"Chapter 21: National Spirit and Patriotism" was moved to the "National Spirit."

LIFESKILLS

CHAPTER 9: BEING HEALTHY

Lesson 23: Personal Hygiene	-----	Chapter 27: Personal Hygiene
		Chapter 27: Keeping the eyes clean and avoiding injuries to the eyes
		Chapter 27: Dress for health and convenience
		Chapter 27: Personal Hygiene Habits
Lesson 24: A Sound Body	-----	Chapter 28: A Sound Body
		Chapter 28: Iodine Deficiency
Lesson 25: Dengue Fever	-----	Chapter 28: Causes of Dengue Fever
Lesson 26: Smoking	-----	Chapter 28: Smoking
Lesson 27: HIV/AIDS	-----	Chapter 28: AIDS

CHAPTER 10: Happy Life

Lesson 28: Making the Right Decision	-----	Chapter 29: The Right Decision
		Chapter 30: Sick Feeling
Lesson 29: Being on Good Terms with Others	-----	Chapter 31: Leading a Harmonious Life
Lesson 30: Obeying Discipline	-----	Chapter 32: Discipline Enhances a Pleasant Life

"Chapter 33: Teach Yourself a Handicraft" was omitted.

GRADE 3
GEOGRAPHY AND HISTORY

CHAPTER 1: OUR HOME

Key Concept

Children understand “family” as the most basic unit of the society. The members in a family help each other by doing various different activities

Learning Objectives General Objectives

- (1) Children become interested in “family” and begin to think deeply about it. They realize that “family” is the smallest social unit.
- (2) Children understand that family members are engaged in various activities through careful observation of their family members.
- (3) Children become interested in “shelter,” “food” and “clothing,” all of which are necessary for human life. They think about these issues deeply, and realize that we are making various efforts to create a comfortable living situation by adjusting our shelter, food and clothes to our surrounding environment

Structure of This Chapter & Specific Objectives

<Lesson>

<Specific Objectives>

Lesson 1: Our Family

- (1) Children are able to research their own family by interviewing and observing their family members.
- (2) Children are able to express that each family member is very important because they have own responsibility which is necessary for family life

Lesson 2: House We Live

- (1) Children are able to describe various kinds of shelters by using photos, illustrations and observing real houses.
- (2) Children are able to explain that each kind of house has its own functions and that it is built with consideration for the surrounding environment.

Lesson 3: Food We Eat

- (1) Children are able to describe that food is divided into three groups and that eating a nutritionally balanced diet is important for the human body
- (2) Children are able to research what kinds of food they are eating everyday and develop a great interest in food.
- (3) Children are able to research by themselves what kinds of food are produced in Myanmar.
- (4) Children are able to judge whether their everyday meals are nutritionally balanced.

Lesson 4: Clothes We Wear

- (1) Children are able to explain various types of clothes and their different functions, such as clothes absorbing sweat easily, clothes keeping the body warm, and clothes repelling water.
- (2) Children are able to explain that the functions of clothes based on the materials which clothes are made from by researching various types of clothing materials.
- (3) Children are able to explain various kinds of uniform and their meanings by using pictures and illustrations.
- (4) Children are able to develop respectful attitude toward the traditional culture and customs of the national races through understanding their traditions and characteristics.

Key Points

● Thinking about our family deeply

We do not usually think about our family deeply in our daily lives. “Family” is the most basic unit of the society. At home, many activities are done to produce

and consume many things. In this lesson, we think about our family more deeply and we realize that family is the basic unit of the society and all other units such as village, community, township and country are based on this unit.

Children think their own family and recognize their family structure, and roles and daily activities of each family member. A teacher requires children to think and research their family structure, roles and daily schedule of their family members by themselves through various methods, interviewing their parents, observing daily activities, etc.

● **Research by individual or group**

This chapter is the first chapter of Social Studies for children at Grade 3. Social Studies is the subject to learn various phenomenon of the society through various activities, such as observation, interview, field trip, etc. In this chapter, a teacher can give children simple activities such as group discussion and scraping articles from newspapers and magazines. Through these activities, children can find various kinds of shelter, food and clothes by themselves. Then, it is also important for children to think the reasons why they have many different kinds of shelter, food and clothes.

Flow of Teaching and Learning

(1 period)

Introduction:

We all have family and help each other to live everyday life. "Family" is the most basic unit of the society. To live and spend time comfortably and healthy, three basic factors, shelter, food and clothes are necessary.

Lesson 1: Our Family (5 periods)

(1st period)

Children think about their family structures.

(2nd period)

Children think about roles of their family members.

(3rd, 4th and 5th periods)

Children research daily schedules of their family members.

Realization:

Children realize that there are many activities done in the family though family is the smallest unit of the society. Children also recognize that one family is different from another.

Lesson 2: House We Live (6 periods)

Lesson 3: Food We Eat (8 periods)

Lesson 4: Clothes We Wear (7 periods)

(1st, 2nd and 3rd periods)

Children look for various types of shelter.

(1st period)

Children look for various kinds of food.

(1st period)

Children look for various kinds of clothes.

(4th, 5th and 6th periods)

Children think about reasons why they live in various kinds of shelter from geographical factor, meteorological factor, cultural factors, the development level of civilization, and the availability of construction materials.

(2nd, 3rd and 4th periods)

Children think about three types of food from nutrition point of view.

- Protein (to promote physical growth)
- Carbohydrate (to support physical activities)
- Vitamin (to maintain balanced physical condition)

(2nd, 3rd, 4th, 5th, 6th and 7th periods)

Children think about the relations between clothes and TPO.

- Time (T):
What clothes do we wear in different seasons?
- Position (P):
What clothes do people in various occupations wear?
- Occasion (O):
What clothes do we wear in various different occasions?
- Ethnic clothes

(5th and 6th periods)

Children think where various foods are produced.

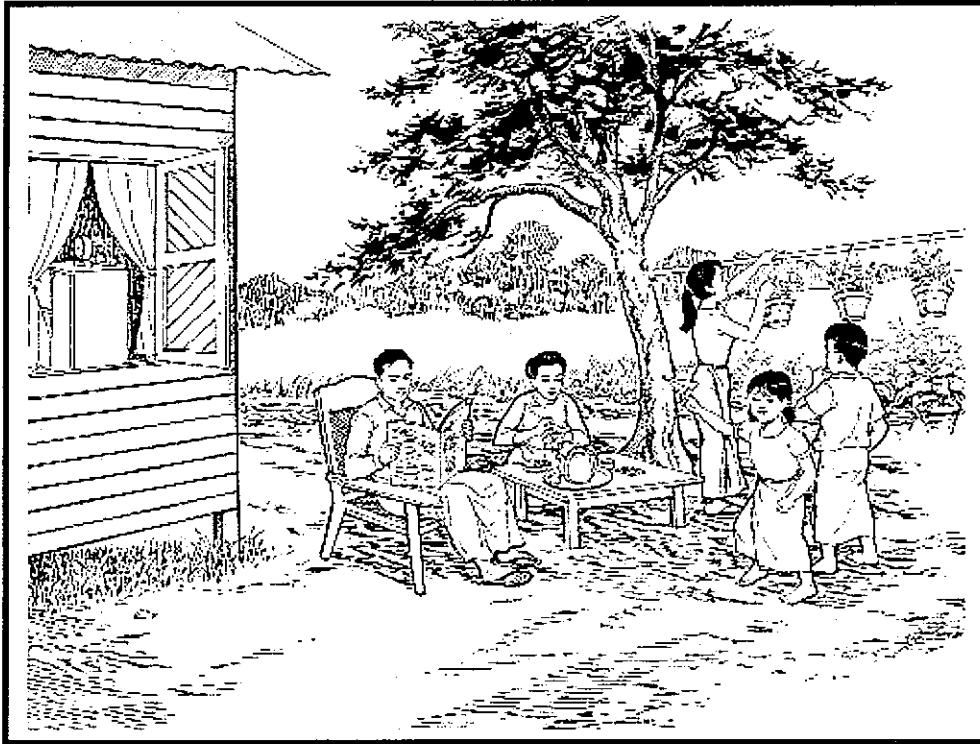
(7th and 8th periods)

Children make ideal menus.

Realization:

Children understand that we live in different kinds of shelter, we eat variety of foods, and we wear various types of clothes depending upon the situations surrounding us.

Introduction of Chapter 1



How to Start Teaching This Chapter

A teacher shows students the illustration above and let them express what they find in the illustration.

Observing the illustration and finding something are an interesting activity for students. The teacher gives the students enough time to observe the illustration. All answers expressed by the students will be acceptable. However, the teacher should consider the following points:

This illustration shows a typical Myanmar family. For example, it is better for children to find the following items:

<Our Family>

- There are five family members who are doing different activities.
Father is reading a newspaper, mother is preparing snacks, elder daughter is taking care of flowers, and son and little daughter are playing.
- They live peacefully and take care of each other.

<House We Live>

- They live in a wooden house.

<Food We Eat>

- They are taking tea or coffee outside.

<Clothes We Wear>

- They all wear clothes.
- Father wears a shirt with collar and a longyi. Mother wears a shirt without collar and a longyi. Children wear T-shirts and longyi.
- Father, mother and elder daughter wear sandals, but two children do not wear sandals.

Lesson 1: Our Family

General Objectives

- (1) Children become interested in “family” and begin to think deeply about it. They realize that “family” is the smallest social unit.
- (2) Children understand that family members are engaged in various activities through careful observation of their family members

Specific Objectives

- (1) Children are able to research their own family by interviewing and observing family members.
- (2) Children are able to express that each family member is very important because they have own responsibility which is necessary for family life.

Lesson Planner

1st period (*See examples of lesson plan)

Family members and their relations are the main topic. A teacher discusses with children the following issues:

- How many family members do we have?
- Who are they? (Grandfather, father, mother, younger brother, etc)
- How old are they?
- What kinds of relation between them? (Family Tree)

To discuss the issue above, various teaching methods can be used. A popular way is that children think about their family individually and write answers on their notebooks. Then, a teacher lets the children answer.

Besides this method, there is another way that children introduce their family in pairs. When one child is talking about his family, another child takes a note. After finishing to introduce their family each other, each pair has a presentation in front of the class. In this presentation, each child has to talk about his partner’s family information. This method will make children’s listening and memorizing and expression skills improved.

2nd period (*See examples of lesson plan)

The roles of family members are the main topic. In this period of lesson, children first think about the roles and duties of their family members. For example,

- Father’s roles (For example, working in the company)
- Mother’s roles (For example, teaching in school and cooking)
- Brother’s roles (For example, studying and helping house chores)
- Sister’s role (For example, studying and helping house chores)
- My roles (For example, studying)
- Grand parents’ role (For example, helping house chores)

In this first thought, children may mention only the main role and duty of their family members. For example, a child mentions that his father’s role is working in the company. It is fine in this time. More details will be discussed in the following periods

In the reality, his father may have more roles and duties, such as repairing his house, managing a family budget, etc. These duties and roles of each family members, which children cannot find in their first thought, will be discussed in the following periods of the lesson.

The teacher should let students realize that all family members help and support each other, and a lack of any roles makes the family difficult.

3rd, 4th and 5th periods (*See examples of lesson plan)

The daily schedule of each family member is the main topic. Children record daily schedules of their family members. An example is shown below:

<The case of Mother>

05.00	Waking up
05.00-06:00	Cooking breakfast and children's lunch boxes
06.00-07:00	Breakfast
07:00	Leaving home
07:30-14:00	Teaching children at school
14:00	Leaving school
14:30-16:00	Shopping
16:00-17:00	Cooking dinner
17:00-18:30	Dinner
18:30-19:00	Washing dishes
19:00-21:00	Watching TV and talking with family
21:00	Going to bed

After recording it clear a daily schedule of each family member, children observe these daily schedules carefully. Through careful observation, children can find that each family member does many activities in one day and realize that each of them has many roles and duties besides the main roles mentioned in the prior lesson.

The children revise the previous ideas about the roles and duties of their family members, based on the daily schedules of family members. At the end of this lesson, the teacher should let children realize that family members help each other by fulfilling their own roles and duties.

Examples of Lesson Plan

1st to 5th Periods:**Specific Objectives**

- (1) Children are able to research their own family by interviewing and observing family members.
- (2) Children are able to express that each family member is very important because they have own responsibility which is necessary for family life.

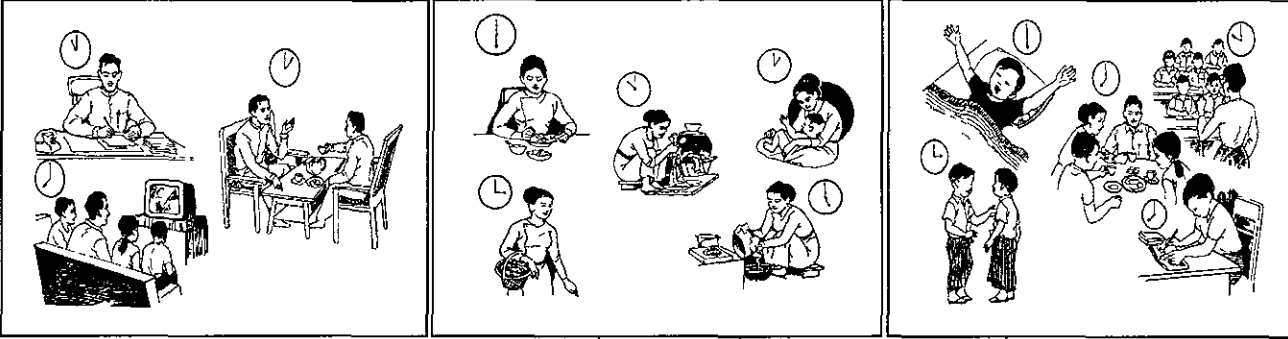
Teaching / Learning Materials

Pictures of teacher's family members
 A piece of paper
 Pictures of the main roles of family members
 Blank sheets of a daily schedule

Teaching / Learning Procedure(1st Period)

Learning Activities	Duration (Min.)	Teaching/Learning Materials	Points to be noticed
<p>Teacher uses family photos and explains his/her family.</p> <p>Students listen to the teacher's explanation about his/her family.</p>	5	<p>Pictures of teacher's family members (It is more impressive for the students to use photos of teacher's father and mother and a photo when the teacher was a student at grade three.)</p>	<p>At the beginning, the teacher does not say that this is his/her family. After explanation, the teacher discloses source of the story.</p>
<p>The teacher gives the students the direction of discussing issues, such as "How many family members do you have?" "Who are they?" "How old are they?" and "What relation are there between them?"</p> <p>The students first think about answers, make their family trees, and then introduce their family members to a friend next to them.</p>	20	A piece of paper	It is better that the teacher makes pairs of the students prior to this pair work
<p>The teacher picks some pairs to introduce their partner's family in front of the class.</p> <p>Some pairs of students introduce their partner's family members and family structure.</p>	10		It is meaningful that each student introduces the family of his/her partner, because this activity requires them to listen carefully to a story of the partner and to understand it.

(2nd Period)

Learning Activities	Duration (Min.)	Teaching/Learning Materials	Points to be noticed
<p>Teacher explains the main roles of his/her family members, using his/her family tree with photos.</p> <p>The students listen to teacher's explanation.</p>	5	<p>Pictures of teacher's family (arranged by relations between the each members)</p> <p>Pictures of main roles of teacher's family</p>	<p>The purpose of this explanation by teacher is to show students a direction of this lesson. It is fine that a teacher mentions only main roles of his/her family members.</p>
			
<p>The students think the roles of their family members.</p> <p>The students introduce the roles of their family members to their partners.</p>	15 5		
<p>The teacher picks some pairs to introduce their partners' family roles in front of the class.</p> <p>Some pairs of students introduce the roles of their partner's family members.</p>	10		<p>The teacher lets the students have a presentation with loud voice.</p>

(3rd, 4th and 5th Periods)

Learning Activities	Duration (Min.)	Teaching/Learning Materials	Points to be noticed
<p>Teacher gives a direction to make daily schedules of the student's family members.</p>	10	Blank sheets of a daily schedule	<p>It is better for students that the teacher shows his/her daily schedule as an example.</p>

Daily Schedule Sheet

Example:

Whose schedule?
Teacher

Who?

Who?

Who?

Who?

Who?

Who?

The students make daily schedules of their family members in the prior day, with using a blank sheet of a daily schedule:

- His/her daily schedule,
- Father's daily schedule,
- Mother's daily schedule,
- Brother's daily schedule,
- Grandfather's daily schedule, etc.

60

The students review their previous ideas of the roles and duties of their family members, based on the daily schedule of their family members.

15

Some students have presentations of their family members' roles and duties.

20

The students can make a time schedule on any days, but it may be easier for the students to make it based on the prior day.

The students can find other roles and duties of their family members.

Assessment

What are the key issues in this lesson?

- What is family?
- What is your family structure?
- What do your family members do everyday?
- What responsibilities do your family members have?

How do you assess the performance of children?

● **Observing children’s performance**

In this lesson, the main point is to allow children to participate positively and actively by focusing on their most familiar issue, “Family.” This is an introduction to studying Social Studies for children. The teacher does not necessarily have to give them scores through tests and examinations. In each period of lesson, it is better to assess children’s performance through observation.

This is an example of checklist of children’s performance.

Checklist of Children’s Performance

Items to be observed	Check		
	Excellent	Good	Fair
Active participation in class			
1. He/She expresses my opinions actively in class.			
2. He/She cooperates with my classmates in class.			
3. He/She shows leadership in class, especially in group discussions and other group activities.			
Understanding of class			
4. He/she tries to find out why he/she made mistakes in class.			
5. He/she asks his/her classmates questions when he/she does not understand classes.			
6. He/she asks the teacher when he/she does not understand something.			
7. He/she knows what to do when he/she makes a mistake in class.			
8. He/she knows what is the most important point among many issues learnt in class.			
Creativity and uniqueness			
9. He/she often has a question about an issue learnt such as "Why?"			
10. He/she has his/her own style for studying, such as reading out loud, writing many times, etc.			
Concentration in class			
11. He/she always concentrates in class.			
12. He/she listens to the teacher very carefully.			
13. He/she always takes notes in class.			
14. He/she keeps his/her concentration by the end of class.			
Understanding of other people’s opinions			
15. He/she listens to his/her classmates' opinions carefully during discussions.			
16. He/she gives comments to classmates after listening to their opinions.			
Efforts after class			
17. He/she continues his/her studies at home to deepen his/her understanding.			
18. He/she wants to know more about what he/she learnt in class.			
19. He/she does extra research at home more about what he/she learnt in class.			

Let's Get More Ideas

What is "Family"?:

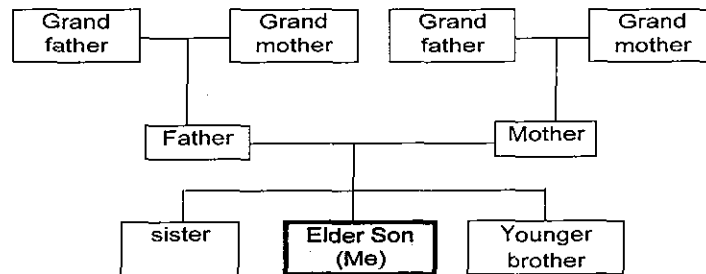
The definition of "family" varies from country to country. In some countries, family means all members living together. In other countries, family indicates all persons having a close relation (usually called an "extended family.") In Myanmar, the former idea is usually taken as "family."

Family Tree:

Family tree is a good way to visualize your relatives from the past to the present. It is not difficult to create your own family tree. Let's try to do it referring to the example below.

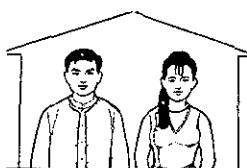
Looking at a family tree, we can find many things. How many great-great-great grand parents do you think existed you had? The answer is 16 great-great-great grand fathers and mothers each. This number is very big. Because of these people, you are now here.

Example of Family Tree:

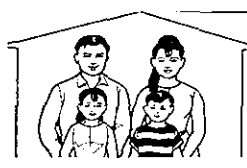


Form of Family:

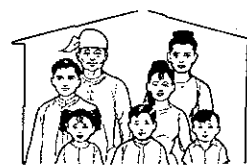
There are many different kinds of families in modern society, such as households with a single generation, nuclear families and households with multiple generations. A household with a single generation means that only a couple of husband and wife live together. A nuclear family means a family with parents and children. A household with multiple generations means that a family lives together with the grandfather and grandmother.



Household with
single generation



Nuclear Family



Household with
multiple generations

Lesson 2: House We Live

General Objective

(3) Children become interested in “shelter,” “food” and “clothing,” all of which are necessary for human life. They think about these issues deeply, and realize that we are making various efforts to create a comfortable living situation by adjusting our shelter, food and clothes to our surrounding environment.

Specific Objectives

(1) Children are able to describe various kinds of shelters by using photos, illustrations and observing real houses.
 (2) Children are able to explain that each kind of house has its own functions and that it is built with consideration for the surrounding environment.

Lesson Planner

1st, 2nd and 3rd periods

There are three necessities of human life: shelter, food and clothes. In this lesson, the issue of shelter is first discussed.

There are many different kinds of shelter in the country as well as in the world. For example, a house made of bamboos, nipa palm leaves and *dhani thatch*, a house made of wood, and a concrete building. In addition, there are houses with a big triangle roof and buildings with a flat roof. Children collect pictures of various kinds of houses from newspapers and magazines.

4th, 5th and 6th periods

The reasons why we live in various kinds of house are the main discussion topic. Children try to find functions of each house through observing the pictures of different kinds of house, discussing with classmates and reading some reference books.

It is presumed that children collect many pictures of different kinds of houses mainly seen in Myanmar. For example, a house with an uplifted floor and made of wood and bamboo, and a house with concrete base and made of steel and wood. In addition, a house with big windows and a house with small windows. Furthermore, a one-stray house and a 10-stray building.

Children should discuss why there are such differences. If children find that houses with a uplifted floor can be seen in rainy places and that people lives in this kind of house to prevent water going inside, this lesson will be successful.

To think about the reasons why there are various kinds of house, the teacher should consider the following factors:

- Geographical factors
Plain, mountain, coast, etc.
- Meteorological factors
Dry, heavy rain, moderate rain, hot, cool, chilly, cold, etc.
- Cultural factors
Ethnic culture, religion, belief, etc.
- Development level of civilization
Houses in rural areas, buildings in urban areas, etc.
- Availability of construction materials
Wood, brick, metal, etc.

Examples of Lesson Plan

1st to 6th Periods:

Specific Objectives

- (1) Children are able to describe various kinds of shelters by using photos, illustrations and observing real houses.
- (2) Children are able to explain that each kind of house has its own functions and that it is built with consideration for the surrounding environment.

Teaching / Learning Materials

Pictures and illustrations of various kinds of shelter
 Newspapers
 Magazines
 Advertisements
 A piece of paper (small and large)
 Glues

Teaching / Learning Procedure

(1st Period)

Learning Activities	Duration (Min.)	Teaching/Learning Materials	Points to be noticed
<p>A teacher asks students, "What are necessary for us and our family to live comfortably everyday lives?"</p> <p>The students think about this question freely.</p> <p>The teacher explains that "shelter," "food" and "clothes" are the most basic needs for human being to live comfortably everyday life. The teacher continues explain that the students first study a topic of "shelter."</p>	<p>5</p> <p>5</p>		<p>This introduction part is very important to motivate the students to start learning a new topic. The teacher lets the students think about this question freely with using enough time.</p>
<p>The teacher asks the students, "What types of house do you know?"</p> <p>The students answer various types of shelter orally.</p> <p>The teacher gives the students a piece of paper to draw a shelter, which they know.</p> <p>The students draw a shelter on the paper.</p>	<p>5</p> <p>10</p>	<p>A piece of paper</p>	<p>The teacher first lets the students explain various types of shelter orally. This is training for oral expression.</p>
<p>The students put their drawings on the blackboard and some students explain their drawings.</p> <p>The teacher asks the students to look for pictures and illustrations of house in books, magazines and newspapers, and bring these in the next lesson.</p>	<p>10</p>		

(2nd and 3rd Periods)

Learning Activities	Duration (Min.)	Teaching/Learning Materials	Points to be noticed
The teacher divides the students into several groups to discuss various types of shelter based on pictures and illustrations brought by students.	5		
The students stick pictures and illustrations of house on the paper and write a short comment of characteristics of the house.	50	A big sheet of paper Pictures and illustrations of various kinds of shelter	
Each group has a presentation of their collection of house.	15		

(4th, 5th and 6th Periods)

Learning Activities	Duration (Min.)	Teaching/Learning Materials	Points to be noticed
A teacher reviews the comments written on the papers.	20	“Information sheet of various shelter” (Student’s works)	All the “information sheets of various shelter” should be exhibited in front of the class.
The teacher picks up some characteristic houses and assigns each group to discuss why these houses have such characteristics. The students think about this issue by group.	45		The teacher picks up 12 to 18 houses in the case of six groups in the class. Each group discusses 2 to 3 different houses.
Each group has a presentation of their ideas about the reasons why these houses have such characteristics.	40		

Assessment

What are the key issues in this lesson?

- What types of house are there?
- Why do we live in various types of house?

How do you assess the performance of children?

- **Assessing group works and group presentations about house**

In this lesson, there are many group works and presentations. The teacher should assess children's performance during group working and presentation. When the teacher assesses children's performance in lessons with many group activities, the following two ways should be taken: (1) Assessing group performance, and (2) Assessing individual performance in the group.

The former assessment can be focused on the issues as follows:

Checklist of Group Performance

Items to be assessed	Check		
	Excellent	Good	Fair
Constructive and active discussion			
1. All members express their opinions actively.			
2. In the group, one or two children lead the other members to have discussion effectively.			
Understanding of purpose of discussion			
3. All members understand clearly what to do in discussion.			
4. The group asks the teacher when they have questions.			
Creativity and uniqueness			
5. Children think about the issues by themselves with their own ideas.			
6. In the group, unique ideas come out.			
Concentration in discussion			
7. All members concentrate in discussion.			
8. Any children do not do other things which are not related to the class.			
Cooperation with group members			
9. Children listen to classmates' opinions carefully during discussion.			
10. Children give comments to classmates after listening to their opinions.			
Result of group work			
11. The result of group discussion is well-prepared.			
12. The result of group discussion has creativity and uniqueness.			
13. Children have a presentation with enough volume of voice and in an understandable way.			

The latter assessment can be conducted with using the “**Checklist of Children's Performance.**”

In this lesson, children's performance will be assessed by the comprehensive way of both group assessment and individual assessment.

Lesson 3: Food We Eat

General Objective

(3) Children become interested in “shelter,” “food” and “clothing,” all of which are necessary for human life. They think about these issues deeply, and realize that we are making various efforts to create a comfortable living situation by adjusting our shelter, food and clothes to our surrounding environment.

Specific Objectives

- (1) Children are able to describe that food is divided into three groups and that eating a nutritionally balanced diet is important for the human body.
- (2) Children are able to research what kinds of food they are eating everyday and develop a great interest in food.
- (3) Children are able to research by themselves what kinds of food are produced in Myanmar.
- (4) Children are able to judge whether their everyday meals are nutritionally balanced.

Lesson Planner

1st period (*See examples of lesson plan)

A variety of foods are the main topic. There are many different kinds of foods in our lives, such as vegetables, seafood, meats, milk products, etc. We eat so many different kinds of foods everyday. In the first period of the lesson, it is important for children to know that we have many different foods everyday. It is very effective to go to a local market to observe what kinds of food are sold, if possible. Even if the condition does not allow to do it, it is recommended that the teacher or children bring real foods and use these in the class.

2nd, 3rd and 4th periods (*See examples of lesson plan)

The effect of food on human body is the main topic. There are roughly three types of foods in terms of the effect of food on human body. Protein produces human cells, such as seafood, meats and milk products. Carbohydrate creates energy, such as rice and wheat. Vitamin maintains balanced physical condition, such as vegetables and fruits. It is important for human body to take these three types of food everyday.

The teacher first discusses with children these three classifications. Then children try to classify the foods they brought into the three types. In this activity, the *posters published by UNICEF*: “Food for producing human body,” “food for creating energy” and “food for maintaining balanced physical condition,” can be useful.

5th and 6th periods (*See examples of lesson plan)

The location of agricultural products is the main topic. Children know where the food they eat everyday is produced. If statistics of the amount of productions are available in various agricultural products, the teacher lets children research the amount of various agricultural productions. However, it is difficult to get various statistics of various foods in the reality. Currently the teacher can use only the “*agricultural statistics*” published by Ministry of Agriculture and Irrigation. According to this publication, there are only selected agricultural products which have the statistics of the amount of productions. The teacher picks up some agricultural products which should be known to children.

Here, rice, wheat, maize (Carbohydrate), soy bean, onion, garlic, potato (Vegetable), fish and prawns (Protein) will be picked up as an example. The teacher distributes the data of production of these by State and Division and a blank map only drawn the border lines between State and Division. Children write these data on the map and complete food maps by rice, wheat, maize, soy bean, onion, garlic, potato, fish and prawns.

In addition, the teacher should discuss with children local agricultural products whose production is high in your area. For example, tomato is very famous in the Inle Lake area. Apple production is popular in the Chin State. A huge amount of Pomelon is produced in Mawlamyaing area.

7th and 8th periods (**See examples of lesson plan*)

The activity of making ideal menus for one day including breakfast, lunch and dinner is the main topic. Based on the knowledge learnt in this lesson, children try to make ideal menus by group. It may be more interesting and reflect children's understanding level of the lesson that children make menus under some conditions such as "a menu should be balanced in terms of nutrition" and "local products should be used as much as possible"

After completing menus, each group has a presentation.

Examples of Lesson Plan

1st to 4th Periods:

Specific Objectives

- (1) Children are able to describe that food is divided into three groups and that eating a nutritionally balanced diet is important for the human body.
- (2) Children are able to research what kinds of food they are eating everyday and develop a great interest in food.

Teaching / Learning Materials

Various real foods
 Illustrations of various foods
 Various real foods
 Illustrations of various foods
 Illustrations of group of foods (Protein, carbohydrate and vitamin), developed by UNICEF
 Recording sheets for daily meals

Teaching / Learning Procedure

(1st Period)

Learning Activities	Duration (Min.)	Teaching/Learning Materials	Points to be noticed
<p>The teacher asks students, "Besides shelter, what else are necessary for us and our family to live everyday lives?"</p> <p>The teacher asks the students, "If we do not eat any foods, how are we?"</p> <p>The students realize the importance of foods.</p>	1 4		<p>The teacher lets the students realize to study the second issue (food) among three issues of shelter, food and clothes.</p>
<p>The teacher asks the students, "What kinds of food do we eat everyday?"</p> <p>The students express many different foods.</p>	25	<p>Various real foods Illustrations of various foods</p>	<p>The teacher lets the students freely speak out many different kinds of foods.</p> <p>Prior this lesson, the teacher inform students of bringing different kinds of foods.</p>
<p>The teacher asks the students, "Why do we eat so many different foods everyday? Please think about it by next lesson."</p>	5		<p>This assignment is important for continuing lessons. The teacher tries to let all the students think about this question by the next lesson.</p>

(Optional Activity)

If the condition allows, a teacher takes students to a local market. The teacher assigns the students to research what kinds of food are sold in the market through observation and interview. After this activity, the students exchange their information which was got in the local market.

(2nd, 3rd and 4th Periods)

Learning Activities	Duration (Min.)	Teaching/Learning Materials	Points to be noticed
The teacher asks the students, "Why do we eat so many different foods everyday?"	15		Some students will answer like this: "Because we have to keep healthy." This kind of answer should be developed through discussion in the following step.
Based on the answers of the students, the teacher explains that human being needs three types of foods: foods making human body, foods producing energy, and foods maintaining body condition.	20	Real foods Illustrations of foods	The teacher lets the students realize the importance of balanced taking of foods with some examples like "if we lack enough protein, our physical growth is significantly prevented."
The teacher asks, "Which food has what effect for human body?"			
The students try to divide various foods into three groups.	30		
The teacher shows illustrations of group of foods (developed by UNICEF)		Illustrations of group of foods	
The students confirm whether or not their grouping of foods is right and understand what kinds of food belong to each group.	30		
The teacher gives the students a week-long assignment for recording their daily meals and analyze whether or not they are balanced.	10	Recording sheets for daily meals	

5th to 8th Periods:

Specific Objectives

- (3) Children are able to research by themselves what kinds of food are produced in Myanmar.
(4) Children are able to judge whether their everyday meals are nutritionally balanced.

Teaching / Learning Materials

Statistic data of the amount of agricultural products by State and Division
Blank maps of Myanmar only with drawing the borderlines of State and Division
Illustrations of one-week menus for presentation

Teaching / Learning Procedure

(5th and 6th Periods)

Learning Activities	Duration (Min.)	Teaching/Learning Materials	Points to be noticed
<p>The teacher asks the students, "What popular agricultural products do you know in Myanmar?"</p> <p>The students express some popular agricultural products.</p>	10		Students may answer rice, wheat, soy bean, onion, etc. which is very popular in Myanmar.
<p>The teacher picks some popular agricultural products and suggests the students to research where these products are produced in Myanmar. (The teacher distributes the statistic data of agricultural products by State and Division and blank maps of Myanmar. The students write the amount of production on the map separately by product. → <i>*See an example showed at the end of this lesson plan.</i>)</p>	5	<p>Statistic data of agricultural products</p> <p>Blank maps of Myanmar</p>	<p>Agricultural products will be chosen from the "agricultural statistics" published by Ministry of Agriculture and Irrigation.</p> <p>The teacher explains seven States and seven Divisions of Myanmar before group work.</p>

Statistic data of the main productions

	Rice (Thousand ton)	Wheat (Thousand ton)	Maize (seed) (Thousand ton)	Soy bean (Thousand ton)	Onion (Thousand ton)	Garlic (Thousand ton)	Potato (Thousand ton)	Fish and Prawns (Thousand viss)
Kachin State	445.9	-	4.0	6.0	-	2.0	13.0	4,018.0
Kayah State	58.0	-	13.0	2.0	-	2.0	2.0	-
Kayin State	474.3	-	1.0	3.0	-	-	-	1,934.0
Chin State	76.3	-	37.0	1.0	-	1.0	9.0	46.0
Sagaing Division	1,845.2	81.0	61.0	8.0	1.0	10.0	21.0	13,571.0
Tanintharyi Division	264.5	-	-	-	-	-	-	298,651.0
Bago Division	3,313.5	-	3.0	4.0	1.0	-	2.0	33,049.0
Magway Division	630.8	1.0	68.0	3.0	5.0	4.0	24.0	2,950.0
Mandalay Division	971.7	-	25.0	9.0	2.0	3.0	11.0	14,158.0
Mon State	984.9	15.0	-	1.0	1.0	-	-	31,846.0
Rakkhine State	1,143.7	-	-	-	4.0	1.0	19.0	52,800.0
Yangon Division	1,800.5	-	-	-	-	-	-	45,584.0
Shan State	1,024.8	18.0	125.0	50.0	1.0	44.0	150.0	1,367.0
Ayeyarwady Division	6,783.9	1.0	5.0	10.0	15.0	-	-	215,695.0
Total	19,818.0	115.0	344.0	97.0	30.0	66.0	251.0	715,669.0

* The production amount in 1999-2000

Source: Central Statistical Organization, Ministry of National Planning and Economic Development in Collaboration with Department of Agricultural Planning, Ministry of Agriculture and Irrigation, Myanmar Agricultural Statistics (1989-90 to 1999-2000), 2001

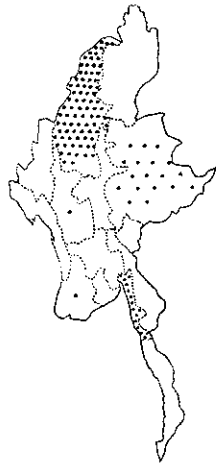
The students make agricultural production maps by group.	35		
Each group presents their agricultural production maps in front of class.	20		

Rice



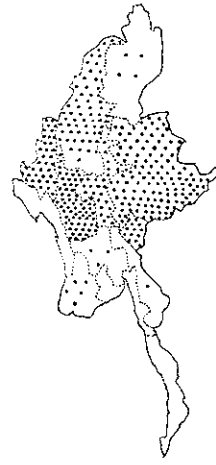
● 100 thousand ton

Wheat



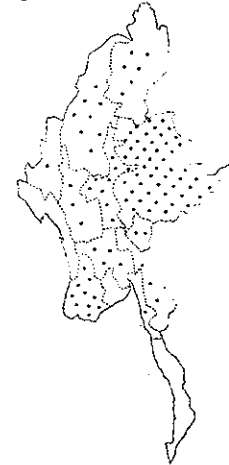
● 1 thousand ton

Maize



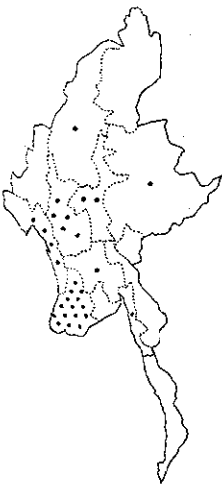
● 1 thousand ton

Soy bean



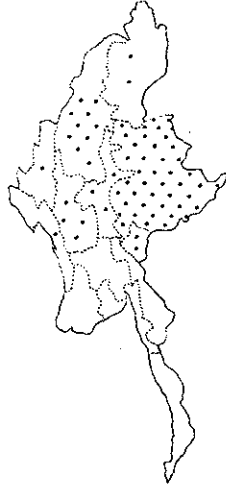
● 1 thousand ton

Onion



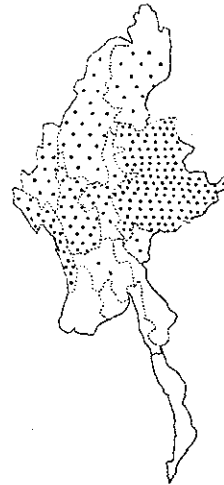
● 1 thousand ton

Garlic



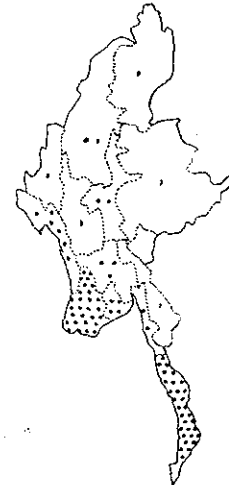
● 1 thousand ton

Potato



● 1 thousand ton

Fish & Prawn



● 1 mil viss

(7th and 8th Periods)

This lesson is conducted based on the week-long research conducted by students. Therefore, this lesson can implement only after completing the assignment.

Learning Activities	Duration (Min.)	Teaching/Learning Materials	Points to be noticed
Some students have presentations of their one-week menus.	15	Illustrations of one-week menus	Prior to this lesson, the teacher checks all the assignments submitted by students and choose two or three unique menus as an example.
The students discuss by group these menus presented, focusing on the issue whether or not these are nutritiously balanced.	15		
Based on knowledge of foods, the students try to make ideal menus by group.	20		
The students have presentations of their ideal menus.	20		

Assessment

What are the key issues in this lesson?

- The food has three types in nutrition point of view: (1) To promote physical growth (Protein), (2) To support physical activities (Carbohydrate), and (3) To maintain balanced physical condition (Vitamin).
- Where are various foods produced in Myanmar?
- What is the balanced menu?

How do you assess the performance of children?

- **Observing children's performance in the group activity of creating agricultural production maps**

The teacher can assess children's performance through observation. The items to be observed are shown in the "Checklist of Group Performance" and the "Checklist of Children's Performance."

- **Assessing the result of the last activity (Making an ideal menu)**

To assess whether or not children understand this lesson, the teacher can check the result of the last activity (conducted in the 7th and 8th periods). Whether or not the menus created by children are nutritionally balanced is the assessment point.

- **Small quiz**

Tests have been widely used to evaluate children's achievement. However, most of the tests have been used for teachers to rank children among their group, not be used to review children's level of understanding and ways of teaching. This is because only the score of test is largely concerned by children and teachers. Under this situation, tests always scare children and make them nervous.

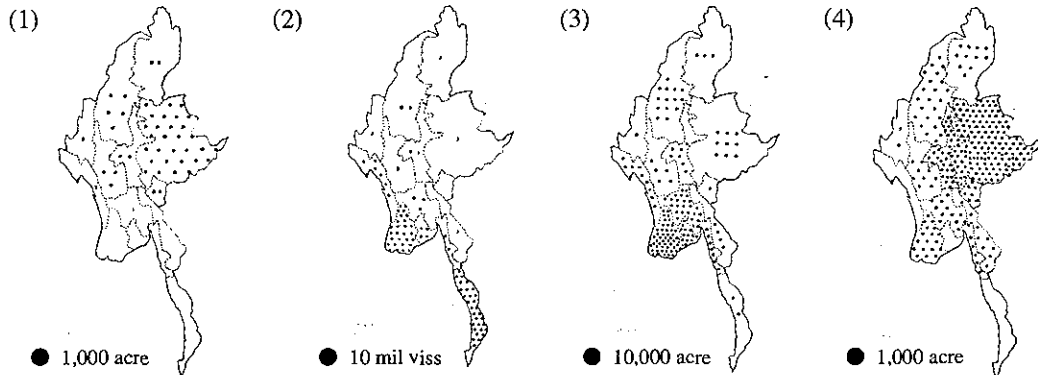
Here a new approach toward tests will be introduced to avoid such a situation. In the new approach, tests have to encourage children to keep studying and become liked by them. The teacher has to make such tests throughout the lessons. The key points for such tests are:

- (1) All questions should be simple, not complicated.
- (2) All questions can be easily answered by children who listened to the teacher carefully during lessons.
- (3) All questions should be prepared to check how much children understood and how children think about the issues learnt.
- (4) Some open-ended questions should be prepared.

A sample quiz is shown as follows:

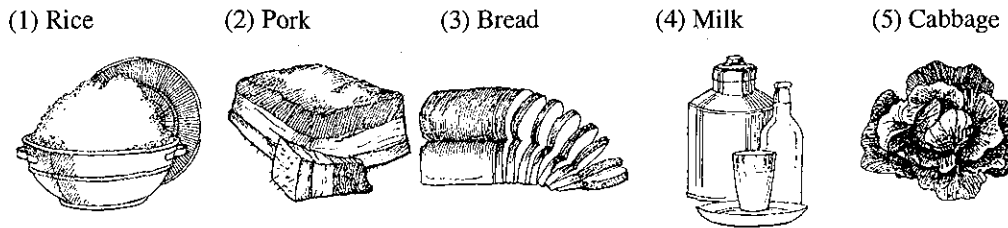
Sample Quiz

Q 1: The following maps show the sown acre of the main agricultural products and the amount of fish production. Look at the following maps carefully and find what agricultural products the maps show. Choose one from the group of names.



(a) Rice, (b) Soy bean, (c) garlic, (d) fish

Q 2: Look at the following food and explain what effects each food has.



Q 3: The following menus are Maung's breakfast, lunch and dinner of one day. Please give your comment about his menus, and give his suggestion if revision is necessary.

Breakfast: Monthinga



- Rice noodle
- Vegetable

Lunch: Chicken curry



- Rice
- Chicken
- Oil
- Vegetable

Dinner: Pork curry



- Rice
- Pork
- Oil
- Vegetable

Model Answers:

Q1: (1) c, (2) d, (3) a, (4) b

Q2: (1) Creating energy, (2) Producing human body, (3) Creating energy, (4) Producing human body, (5) Maintaining balanced physical condition

Q3: To omit

Let's Get More Ideas

Myanmar Traditional Snack

Snack made of Rice:

- Mont-Sein-Paung (Steamed rice cake)
 Ye-Mont (Paper thin crisp pancake of rice batter)
 Mont-Pauk-Si (Chinese dumpling)
 Htan-Thee-Mont (Pancake of toddy palm sap)
 Mont-Oo-Hnauk (Steam packet of fine rice flour dough)
 Hsan-To-Hu (Bean curd with rice)
 Mont-Lin-Ma-Yar (Snack of rice flour batter fried to a hemispherical shape in a dimpled pan and served in pairs)
 Mont-Bine-Taunk (Snack of slivers of steamed rice flour sprinkled with roasted sesame flavored salt)
 Mont-Kywe-The (Pudding made of coarse rice flour boiled in palm sugar and lime water)
 Mont-Let-Hsaung (Drink made of sugar or jaggery and coconut milk mixed with small lumps of rice jelly)
 Khauk-Mont (Kind of circular pancake made of rice flour, palm sugar, coconut etc., and folded to form a semi-circle)
 Kauk-Hlaing-Ti-Mont (Snack of rice flour shaped like sheaf of paddy)
 Mont-Leik-Pyar (Snack of rice flour shaped like butterfly)
 Mont-Paung (Spongy cake made of steamed rice flour)
 Mont-Thaing-Chon (Griddle cake of coarse rice flour folded into a square, and containing coconut shreds, sugar ..etc.,)
 Mont-Hsat-Tha-Phu (Griddle cake of rice flour covered with coconut shreds, palm sugar syrup and folded)
 Mont-Lone-Cho (Sweet fried dumpling of glutinous rice dough stuffed with coconut shreds, palm sugar..etc.,)
 Mont-Kyar-Si (Small balls of boiled glutinous rice in palm sugar syrup)



Mont-Sein Paung

Snack made of Glutinous Rice:

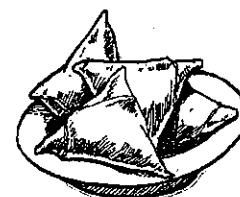
- Mont-Phet-Htoke (Glutinous rice dough, stuffed with sugar and coconut shreds, packed in leaves and steamed)
 Mont-Lone-Ye-Paw (Small glutinous rice dumpling stuffed with palm sugar)
 Mont-Kyar-Si (Small balls of boiled glutinous rice in palm sugar syrup)
 Kauk-Hnyin-Paung (Steamed glutinous rice)
 Kauk-Hnyin-Htoke (Packet of steamed glutinous rice)
 Hsi-Hta-Min (Glutinous rice cooked in oil)
 Hsa-Nwin-Ma-Kin (Kind of pudding made with sugar, coconut milk, oil, butter,..etc., as ingredients)
 Hta-Ma-Nai (Delicacy made of glutinous rice, oil, sesame, groundnut, ..etc.,)
 Mont-Let-Kauk (Doughnut made from glutinous rice)
 Pyar-Htoke (Steamed glutinous rice flavored with bamboo ash and baked in bamboo leaves)
 Kauk-Hnyin-Shwe-Chi (Kind of pudding made with flour from the heart of wheat grain)
 Mont-Ka-La-Mai (Snack of Dawei Tradition)
 Shwe-Hta-Min (Glutinous rice cooked in golden form)
 Ngwe-Hta-Min (Glutinous rice cooked in silver form)
 Bye-Mont (Snack of glutinous rice)
 Mont-Lay-Pway (Thin layer crispies made from glutinous rice)
 Mont-Kyo-Lein (Pretzel-like confection made of rice and bean flour)



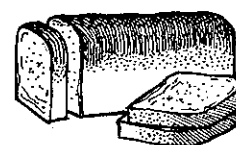
Mont-let-Kauk

Snack made of Wheat:

- Pa-la-ta (Pancake like Indian food)
 Sa-moo-sa (Pancake like Indian food)
 Ei-Kyar-Kwe (Deep fried twisted dough sticks)
 Pauk-Si (Chinese dumpling)
 Nan-Pyar (Indian flat bread)
 Kyaw-Pyant-Kyaw (Fried pan rolls)
 Kha-Gyar-Mont (Crisp-fried, sugar frosted multi-layered dough)
 Paung-Mont (Bread)



Sa-Moo-Sa



Pang Mont

Khauk-Swe (Noodle)

Hpet-Htoke-Kyaw (Fried Chinese dish of minced meat, wrapped in dough, served fried or boiled)

Cakes

Hamburger

Pe-Pa-La-Ta (Pancake like Indian food with bean)

Kyaw-Pyant-Sein (No fried pan rolls)

Hpet-Htoke (Chinese dish of minced meat, wrapped in dough, served fried or boiled)

Biscuits

Myanmar Beverage produced domestically

Ve Ve Super C juice, C Plus juice, Ve Ve Banana juice, Crusher squash, Fantasy squash, 7 UP squash

Star Power Squash, Grape Wine, Damson Wine, Mandalay Beer, Max Power squash, A&T squash

Strawberry juice, Sparkling, Milk Vanilla syrup, Barley, Bael fruit juice, Lime juice

Myanmar Traditional Curry and Side Dish

Main Dish:

Mutton curry, Beef curry, Chicken curry, Duck curry, Pork curry, Fish curry, Steamed shad like fish curry

Prawn curry, Wet-tha-yaung curry, Shwe-din-gar curry, Freshwater fish curry,

Whole fish preserved in salt curry, Pig viscera curry, Mutton viscera curry, Chicken viscera curry, Chicken egg curry,

Duck egg curry, Mushroom curry, Pilaf curry, Coconut rice, Butter rice,

Pilaf curry with variety of fruits

Side Dish:

Uncooked prawn salad

Sweet and sour pork dish with vegetables

Fried bitter gourd

Baked and pounded with dried shrimp and spices

Sour mustard

Bean curd with oil

Soup of 12 kinds of ingredients

Fried chicken cubes quick-fried with cayenne pepper pods and onion slices

Fermented bamboo shoot

Pork curry with thick brown sauce made from horse gram

Kinds of tenderized beans

Salad of leaves of pennyworth used medicinally and also as a vegetables

Fried water convolvulus leaves

Fried bean sprouts and bean curd cake made from black gram, mung beans, etc.

Boiled sauce of fish preserve, fish or shrimp paste

Nga-Pi-Tit curry

Lablab bean with vegetable of strong odor curry



Fish Curry



Fried Bitter Gourd

Lesson 4: Clothes We Wear

General Objective

(3) Children become interested in “shelter,” “food” and “clothing,” all of which are necessary for human life. They think about these issues deeply, and realize that we are making various efforts to create a comfortable living situation by adjusting our shelter, food and clothes to our surrounding environment.

Specific Objectives

- (1) Children are able to explain various types of clothes and their different functions, such as clothes absorbing sweat easily, clothes keeping the body warm, and clothes repelling water.
- (2) Children are able to explain that the functions of clothes based on the materials which clothes are made from by researching various types of clothing materials.
- (3) Children are able to explain various kinds of uniform and their meanings by using pictures and illustrations.
- (4) Children are able to develop respectful attitude toward the traditional culture and customs of the national races through understanding their traditions and characteristics.

Lesson Planner

1st period

Various types of clothes are the main topic. There are many types of clothes such as a cotton T-shirt, a wool sweater, a leather jacket, a raincoat, etc. In the first period of the lesson, it is important for children to realize that we wear many different types of clothes everyday.

In the class, a teacher should use real clothes, which either the teacher prepares or children bring from their home. The teacher lets children mention the names of various types of clothes. It is significantly important that children start to think about a question of “Why do we wear so many different clothes everyday?” through this activity. This question is directly related to the following lessons.

2nd, 3rd and 4th periods

The reasons why we wear so many different types of clothes are the main topic. We usually choose the most appropriate clothes depending upon “time (T),” “position (P)” and “occasion (O).” In these periods of the lesson, the issue of “time (T)” will be discussed.

The teacher lets children understand the reasons why they wear a particular clothes in a certain season. During these lessons, the teacher prepares various different clothes to show children, to let them touch these clothes, and to let them realize the feel of each clothes. Through these activities, children know the function of each clothes.

5th period

The reasons why we wear so many different types of clothes are also the main topic in this period of the lesson. This period of the lesson deals mainly with “position (P).” The teacher can deal with various uniforms, which are easier for children to learn clothes related to the “position.” Through thinking about various uniforms, children can understand the functions of clothes, from “position” point of view.

6th period

This period of the lesson deals with clothes related to the “occasion (O).” The teacher gives children various different occasions, such as when they do physical exercise, when they attend a party, when they cook meals, etc. Children think about what the most appropriate clothes for those occasions.

7th period

In last period of this lesson, ethnic clothes will be discussed. In our country, there are a variety of ethnic people, each of who traditionally wears unique costumes. To understand what characteristics these clothes have, and what meanings these clothes have is important in this period. The colors, designs, styles and materials of those clothes show the significant meanings of ethnic groups. The teacher lets children understand the meaning of clothes of each ethnic group.

Examples of Lesson Plan

1st to 7th Periods:

Specific Objectives

- (1) Children are able to explain various types of clothes and their different functions, such as clothes absorbing sweat easily, clothes keeping the body warm, and clothes repelling water.
- (2) Children are able to explain that the functions of clothes based on the materials which clothes are made from by researching various types of clothing materials.
- (3) Children are able to explain various kinds of uniform and their meanings by using pictures and illustrations.
- (4) Children are able to develop respectful attitude toward the traditional culture and customs of the national races through understanding their traditions and characteristics.

Teaching / Learning Materials

Various types of clothes (T-shirt, cotton shirt, wool sweater, leather jacket, raincoat, formal dress, swimsuit, training wear, school uniform, etc.)
 Illustrations of materials of clothes (sheep, cow, rabbit, etc)
 Illustrations or real things of real materials of clothes (cotton, nylon thread, etc)
 Illustrations or real things of various different uniforms
 Illustrations or real things of ethnic groups wearing traditional costumes

Teaching / Learning Procedure

(1st Period)

Learning Activities	Duration (Min.)	Teaching/Learning Materials	Points to be noticed
<p>A teacher asks students, "What else is necessary for us to live comfortably everyday lives?"</p> <p>The teacher asks the students, "If we did not wear clothes, what would you feel?"</p> <p>The students express their opinions and recognize the importance of clothes.</p>	<p>1</p> <p>4</p>		<p>The teacher lets the students recognize again that they are studying the three basic needs for human being: shelter, food and clothes.</p>
<p>The teacher asks the students, "What kinds of clothes do you wear?"</p> <p>The students think about different kinds of clothes and describe these clothes.</p>	20	Various types of clothes	<p>The teacher tries to let the students speak out actively. This is the key whether or not the students have enough motivation to study this topic.</p>
<p>The teacher asks the students, "Why do we have so many different kinds of clothes?"</p>	10		<p>The teacher tries to let the students answer like "We wear different kinds clothes in consideration of season, occasion, etc.</p>

			This answer can be related to the next periods of lesson.
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(2nd, 3rd and 4th periods)

Learning Activities	Duration (Min.)	Teaching/Learning Materials	Points to be noticed
<p>The teacher shows the students various kinds of clothes and asks them, “When do you wear these clothes?” (In this part, group discussion can be effective.)</p> <p>The students think about when they wear these clothes and express their answers.</p>	15	Various types of clothes	<p>These clothes can be prepared by the teacher or brought by the students.</p> <p>The answers are divided into four types; ones related to time/season (T), related to position (P), occasion (O) and a cultural issue.</p>
<p>The teacher first focuses on the issue of time/season. The teacher mentions the three main season of this country, “hot season,” “cold season” and “rainy season” and asks, “In which season do you choose what kinds of clothes?”</p> <p>The students think about suitable seasons for each clothes.</p>	20	Various types of clothes (T-shirt, cotton shirt, wool sweater, leather jacket, raincoat, etc.)	<p>The teacher should prepare several clothes for each season.</p>
<p>The teacher lets the students think that why these clothes are worn in a particular season (functions of clothes).</p> <p>The students think about the functions of each clothes through a careful observation of clothes.</p>	30		<p>The teacher lets the students answer as follows; “thin,” “thick,” “light,” “heavy,” “waterproof,” etc. In this time, the answer of “waterproof” may be difficult for the students to answer. If no students express this answer, the teacher tells them. In addition, the teacher can conduct an experiment for checking level of waterproof using cotton and nylon</p>
<p>The teacher lets the students aware that what materials are those clothes made of. The teacher shows the students illustrations and real materials and lets them guess what materials are related to what kind of clothes.</p> <p>The students try to find an illustration to match a particular clothes and they find that there are clothes made of plants, animals and artificial materials.</p>	30	Illustrations of materials of clothes (sheep, cow, rabbit, etc)	
<p>The students try to find an illustration to match a particular clothes and they find that there are clothes made of plants, animals and artificial materials.</p>	30	Illustrations or real materials of clothes (cotton, nylon thread, etc)	
<p>The students have presentations about different clothes including suitable seasons to wear, their functions and their materials.</p>	10		

(5th period)

Learning Activities	Duration (Min.)	Teaching/Learning Materials	Points to be noticed
<p>The teacher picks up one clothes which is related to the issue of “position (P)” among many different clothes, such as school uniform, and asks the students, “Who wear this clothes?” or “Where do we wear this clothes?”</p> <p>The students aware that there are some clothes which are not related to season and which are related more closely to “social position (occupation).”</p>	5	<p>Various clothes</p> <p>Clothes related to “position (occupation)”</p>	It is significantly important that the students aware that there are some clothes which are not related to season and which are classified into a different category of “position (P)” by themselves.
<p>The teacher lets the students think about clothes which are related to “position (P)” like school uniform.</p> <p>The students express more clothes related to “position (P).”</p> <p>The students think the characteristics of these clothes, such as design, color, function, etc.</p>	10 10	<p>Illustrations of various different uniforms</p>	
<p>The students have presentations of clothes including social position (occupation) and characteristics of them.</p>	10		

(6th period)

Learning Activities	Duration (Min.)	Teaching/Learning Materials	Points to be noticed
<p>The teacher picks up one clothes which is related to the issue of “occasion (O)” among many different clothes, such as formal dress and swimsuit, and asks the students, “Who wear this clothes?” or “When do we wear this clothes?”</p> <p>The students aware that there are some clothes which are neither related to season nor occupation and which are related more closely to “occasion (O).”</p>	5	<p>Various clothes</p> <p>Clothes related to “occasion (O)”</p>	In this period of lesson, the teacher can take a teaching process as same as the previous lesson. It is significantly important that the students aware that there are another types of clothes which are related to “occasion (O).”
<p>The teacher lets the students think about clothes which are related to “occasion (O)” like formal dress and swimsuit.</p> <p>The students express more clothes related to</p>	10	<p>Illustrations of various different</p>	

“occasion (O).” The students think the characteristics of these clothes, such as design, color, function, etc.	10	clothes	
The students have presentations of clothes including occasion (O) and characteristics of them.	10		

(7th period)

Learning Activities	Duration (Min.)	Teaching/Learning Materials	Points to be noticed
The teacher asks, “What ethnic groups do you know in Myanmar?” After their answering, the teacher shows the students illustrations of ethnic groups wearing traditional costumes. The students make sure what illustration is what ethnic group.	5 5	Illustrations of ethnic groups wearing traditional costumes in Myanmar	
Through observation of the illustrations, the students express their findings about each costume. The teacher explains the meanings of each costume, such as the meaning of color and design.	10 10		The teacher should be familiar with traditional ethnic costumes including the meaning of their colors and designs. The state flags, which may show many information of the ethnic groups, can be used in this time.
The teacher review with the students that there are various types of clothes; some of them are related to “time (T),” other are related more closely to “position (P)” and the other are related mainly to “occasion (O).” In addition, there are some clothes for traditional ethnic cultures.	10		

Assessment**What are the key issues in this lesson?**

- Various kinds of clothes and their T.P.O.
- Different functions of clothes
- Materials clothes are made of
- Uniform
- Ethnic costumes

How do you assess the performance of children?**● Observing children's performance in the group activity**

The teacher assess children's performance through observation. The items to be observed are shown in the "Checklist of Group Performance" and the "Checklist of Children's Performance."

● Small Quiz

After completion of this lesson, a teacher can conduct a small quiz to check how much knowledge children gained during the lessons. Quiz should pick only the main issues of study. Through this test, the teacher can check which issues children understand the most and the least.

The quiz should cover all main issues of clothes such as T.P.O. function, uniform and ethnic costume.

A sample quiz is shown as follows.

Sample Quiz

Q1 (A): Various clothes are shown below. Look at these clothes and answer which season you wear the each clothes, summer, winter, rainy season.

(1) Cotton shirts



(2) Wool sweater



(3) Leather jacket



(4) Raincoat



(B): Of what materials are the above clothes made from? Choose the most appropriate one from (a), (b), or (c).

- (a) Animals
- (b) Plants
- (c) Artificial things

Q2: What kinds of people wear uniforms? Please answer three kinds of people. In addition, please answer why do such people wear such uniform?

People: (1) (2) (3)

Reasons:

Q3: Select one ethnic group of Myanmar and explain their costume.

Model answers:

Q1 (A): (1) Summer, (2) Winter, (3) Winter, (4) Rainy season

(B): (1) - (b), (2) - (a), (3) - (a), (4) - (c)

Q2: Policemen, medical doctor, military person

For example, policeman wears long sleeve shirts and trousers with a helmet on his head and boots on his feet. Policeman usually has to move around an often run. So, he wears such clothes which suit to strong movement. In addition, he often faces dangerous situations. His uniform can protect his body.

Medical doctors wears white clothes because they always have to keep clean. To keep cleanness and to find dust on the clothes quickly, they wear white clothes.

Q3: To omit.

The quiz above consist of the following four issues: (1) T.P.O., (2) Function of clothes, (3) Uniform, and (4) Ethnic costume. The teacher can check after the quiz which issue children understood well and did not understand.

Let's Get More Ideas

History of Clothes:



Officer, minister and Myanmar lady



Myanmar ladies



Kayin women with kids



Weaver in Ava

Ethnic Traditional Costume:



Bamar

Kachin

Kayah

Kayin

Chin

Mon

Rakhine

Shan

Historical hair style (Male):



A king used to tie up his hair neatly like this.



This head-dress is part of the modern day formal costume. Men wear this in formal ceremonies, and weddings.



The look of the head-dress of an ordinary man.



This hat is a Buddhist helmet, called "Daukchar."



A traditional hair-style of a typical rural child.

Historical Hair Style (Female):



Most popular hair-style of the 1950s.



This hair-style was popular in the early 1900s.



An 18th century look



A casual style



One of the favorite styles of the women of royal families.



A common style for girls.



Another common style for girls

Tattoo Tradition:

In the tradition of Myanmar, people believed that a real man had tattoos on his thighs and buttocks. Tattoos on thighs are usually dark green color and are all circles. Some men put on medicinal tattoos or some signs to protect from danger, snakes, or witchcraft. Myanmar women are not used to having tattoos.



A typical hair style for girls in rural areas

Jewellery:

Precious stones are not a rare item in Myanmar. The price is not cheap, but they are numerous. Myanmar people tend to wear jewelry even on normal occasions. Wearing rings, necklaces and bracelets can be seen in men and women.

Supplementary Study: Pictures, Scale Models and Maps

Key Concept

Children understand the meanings of picture, scale models and maps.

Learning Objectives

General Objectives

(1) Children know various ways of drawing objects such as three dimensional pictures and scale models and understand the different functions of these.

(2) Children become interested in maps and are able to read maps correctly.

Specific Objectives

(1) Children are able to describe the differences among three-dimensional pictures, scale models and maps.

(2) Children are able to describe the similarities and differences between scale models and maps.

(3) Children are able to transform three-dimensional pictures into scale models.

(4) Children are able to read and draw maps.

Key Point

● To gain a basic skill in reading and drawing a map

The aim of this lesson is that children gain basic skills in reading and drawing maps. To achieve this goal, a teacher helps children understand the concept of a map through explaining pictures and scale models. All maps include scale models such as those for school, hospital, park, station, etc. However, it may be a little difficult for children at Grade 3 to understand the concept of a scale model clearly, because they usually observe everything as a three-dimensional image. Therefore, the teacher teaches children how to transform a three-dimensional image into a scale model. Once children understand the concept of a scale model, they can also understand the concept of a map easily.

Because the main purpose of this study is that children are able to read and draw maps, the teacher should explain how to read and to draw a map after children's understanding the concept of a scale model.

● To concern the step of practice

It is highly necessary that children practice to draw many scale models to understand its concept deeply. A teacher should prepare many practices for children.

In addition, there is an important point when children draw a scale model. This is that a teacher should concern the steps of transformation: (1) Transformation from a real object to a three-dimensional image, and (2) Transformation from a three-dimensional image to a scale model. It is difficult for children to draw a scale model only by observing a real object. Although a teacher can offer children some small goods such as a cup and a book to draw these scale models, it is almost impossible for children at Grade 3 that a teacher lets children draw a scale model of their classroom only through observation. In such cases, a teacher should first show a three-dimensional image of their classroom with using an illustration and then lets children draw a scale model.

Lesson Planner

1st periods (*See examples of lesson plan)

The transformation of goods from a three-dimensional image into a scale model is the main topic. Children choose any goods around them and draw a scale model. A teacher first explains that there are two scale models: one based on a view from

the side of the goods and the other based on a view from the top of the goods. To understand the concept of a scale mode deeply, the teacher lets children have many practices to draw a scale model.

2nd, 3rd and 4th periods (*See examples of lesson plan)

The transformation of places from a three-dimensional image into a scale model is the main topic, such as a classroom, a school compound and a village. This transformation is more difficult than the previous one. Therefore, many practices to draw a scale model are necessary to understand this type of transformation. Before the practice, a teacher should first show children a three-dimensional image. This is because children cannot draw a scale model of classroom only through observation, for example. There is a big conceptual gap between a real object and a scale model. Showing a three-dimensional image of classroom makes the conceptual gap smaller and makes children easily draw a scale model.

A teacher should prepare three-dimensional images of classroom, school compound and village. Children try to transform these images into scale models.

5th period (*See examples of lesson Plan)

Map reading is the main topic. Children can gain an ability to read a map through this study. In this lesson, a teacher explains basic rules of maps: The top of the map is always north, four directions, and a scale. Here a simple road map can be used for children to read a map

Examples of Lesson Plan

1st to 4th Periods:

Specific Objectives

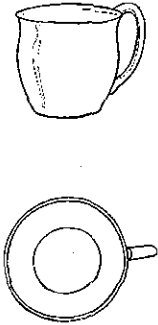
- (1) Children are able to describe the differences among three-dimensional pictures, scale models and maps.
- (2) Children are able to describe the similarities and differences between scale models and maps.
- (3) Children are able to transform three-dimensional pictures into scale models.

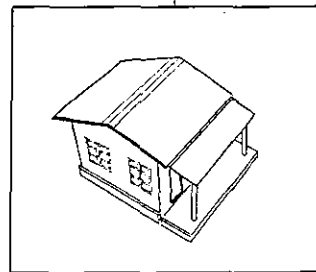
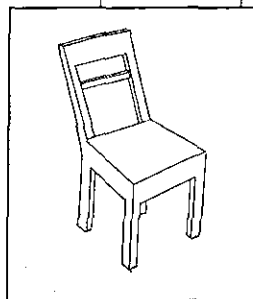
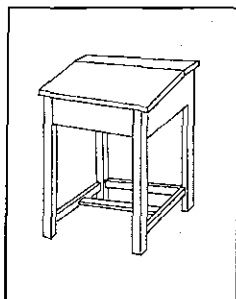
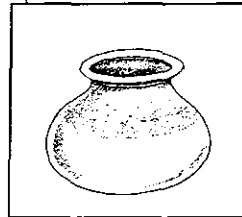
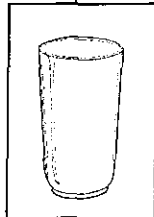
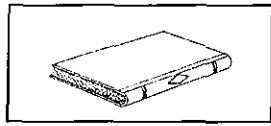
Teaching / Learning Materials

- Three-dimensional image of tea cup
- Scale model of tea cup
- Various goods around us with the three-dimensional illustrations (e.g. book, glass, pot, lunch box, dice, etc.)
- Various three-dimensional illustrations (e.g. desk, chair, house, shoe box, water tank, etc.)
- Practice sheet (with drawing some three-dimension illustrations)
- Three-dimensional illustrations of classrooms with different arrangements of desks and chairs
- Three-dimensional illustrations of school compound and the sceneries of village and town

Teaching / Learning Procedure

(1st Period)

Learning Activities	Duration (Min.)	Teaching/Learning Materials	Points to be noticed
<p>A teacher shows students two illustrations: for example, a three-dimensional image of tea cup and a scale model of tea cup.</p> <p>The teacher asks the students, "Both of them are tea cup. What is different between these two illustrations?"</p> <p>The students express their ideas.</p>	4	<p>Three-dimensional image of tea cup</p> <p>Scale model of tea cup</p>	
<p>The teacher gives the students how to draw a scale model.</p> <p>● Practice 1: The teacher prepares several goods and these three-dimensional illustrations.</p> <p>The students choose one goods and its illustration, and draw its scale model.</p>	5	<p>Various goods around us with the three-dimensional illustrations (e.g. book, glass, pot, lunch box, dice, etc.)</p>	<p>The teacher explains that a scale model includes two pictures: one from the top and the other from the side.</p> <p>The teacher should show real objects and these illustrations together.</p>
<p>● Practice 2: The teacher prepares only three-dimensional illustrations.</p> <p>The students choose one illustration and draw its scale model.</p>	10	<p>Various three-dimensional illustrations (e.g. desk, chair, house, shoe box, water tank, etc.)</p>	<p>The teacher should show only illustrations.</p>

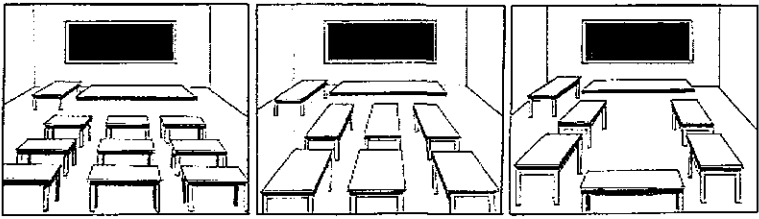


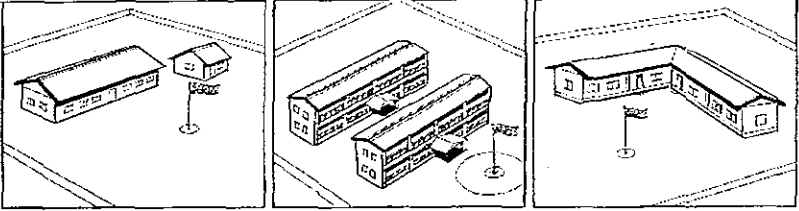
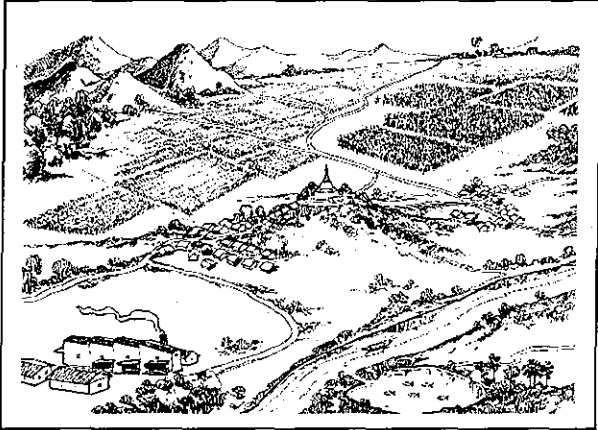
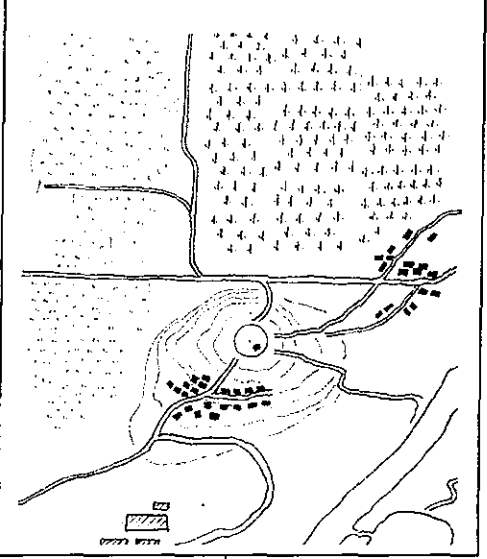
Supplementary Study: Pictures, Scale Models and Maps

The teacher gives the students an assignment to draw scale models.	1	Practice sheet (with drawing some three-dimension illustrations)	
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(Attention) In this study, a teacher can deal with only artificial things like teaching materials above, because the final purpose of this study is to understand the concept or the meaning of map and to read a map. A scale model is a tool to understand the concept of a map. The scale models of human beings and animals have never been seen on any maps. Therefore, the teacher must not deal with human beings and animals in this study.

(2nd, 3rd and 4th Periods)

Learning Activities	Duration (Min.)	Teaching/Learning Materials	Points to be noticed
<p>The teacher shows a three-dimensional illustration of classroom. Then, the teacher discusses with students how to draw the scale model of this classroom.</p> <p>The students draw a scale model of the classroom under teacher's support.</p>	<p>10</p> <p>20</p>	<p>Three-dimensional illustration of classroom</p>	
<p>● Practice 1: The teacher gives the students three-dimensional illustrations of classrooms with different arrangements of desks and chairs.</p> <p>The students draw a scale model of these different classrooms.</p>	30	<p>Three-dimensional illustrations of classrooms with different arrangements of desks and chairs</p>	<p>This activity can be conducted by group.</p>
			
<p>● Practice 2: The teacher gives the students three-dimensional illustrations of school compound, and the sceneries of village and town.</p> <p>The students draw scale models of these different illustrations.</p>	30	<p>Three-dimensional illustrations of school compound and the sceneries of village and town</p>	<p>These illustrations should be fictions because children try to draw their school's scale model and their village map in the different chapters.</p>

		
		
<p>Each group has a presentation of its scale model.</p>	<p>15</p>	<p>The teacher should let students explain their scale model with using the original three-dimensional illustration.</p>

5th Period:

Specific Objectives

(4) Children are able to read and draw maps.

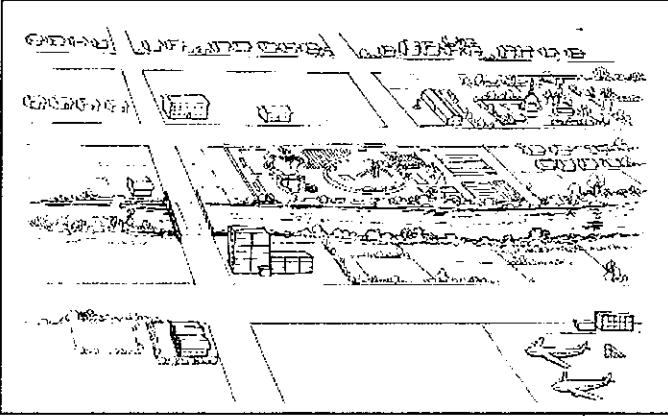

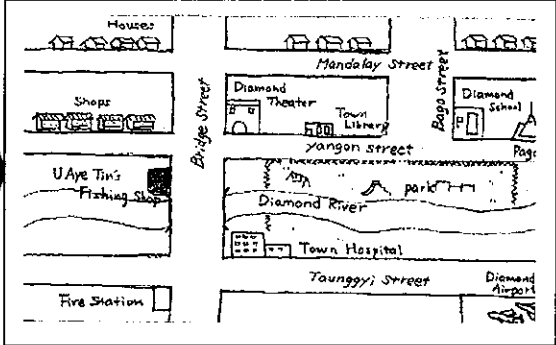
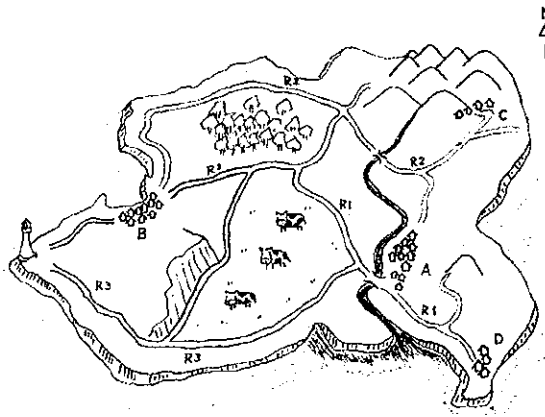
Teaching / Learning Materials

- A three-dimensional illustration of a fictional town
- A map of the fictional town
- A map of an island
- Assignment sheet with drawing a map of a town and questions

Teaching / Learning Procedure

(5th Period)

Learning Activities	Duration (Min.)	Teaching/Learning Materials	Points to be noticed
The teacher shows the students a three-		Three-dimensional	The teacher lets the

<p>dimensional illustration of town and a map of the town.</p> <p>The teacher asks the students, "How do you go from this house to the school?"</p>	<p>3</p>	<p>illustration of town</p> <p>Map of the town</p>	<p>students understand that a map is clearer to show the area than a three-dimensional illustration.</p>
			
<p>The teacher explains some basic rules of maps:</p> <ol style="list-style-type: none"> (1) The top of maps always indicates north. (2) Based on this rule, the right side indicates east, the left side indicates west, and the bottom indicates south. (3) Maps have scales. (4) Various signs are used to indicate stuff on maps. <p>The teacher shows a simple map of an island and asks questions:</p> <p>For example,</p> <ol style="list-style-type: none"> (1) What route is the shortest to go from A to B? (2) What direction can you go to go from A to C? (3) What town is located in the end of the route 1? <p>The students think about these questions.</p>	<p>10</p> <p>20</p>	<p>Map of an island</p>	
<p>The teacher gives the students an assignment of reading a map. The teacher distributes assignment sheet with drawing a map of a town and questions.</p>	<p>2</p>	<p>Assignment sheet with drawing a map of a town and questions</p>	