

CHAPTER 6: FAMOUS KINGS AND PERSONS IN THE THIRD MYANMAR EMPIRE

Key Concept

Children understand the establishment of the third Myanmar Empire by King Alaungmintayar, the Myanmar-British Wars and the efforts carried out by King Mindon to maintain the Empire, which was on the edge of collapse after the Wars.

Learning Objectives
General Objectives

- (1) By using maps and illustrations, children realize the situation of Myanmar's territory after the end of the second Myanmar Empire through the study of various ethnic groups' appearances and collapse, and through the study of Alaungmintayar's actions to establish the new empire.
- (2) Children think deeply about King Alaungmintayar's efforts to unify the territory, and to develop economy and religion. They understand the social situation of Myanmar.
- (3) Children first understand the conquest of the world by British imperialism and its aggressive approach to Myanmar, and realize how the Myanmar military led by Maha Bandola who fought against its imperial aggression through the story of the *Battle of Panwar*.
- (4) Children consider the attitudes of British imperialism in the Myanmar Empire during the second Myanmar-British War, through the story and illustrations of the *Battle of Danubyu* led by Bo Myat Tun.
- (5) Through the study of his various domestic and international efforts, children consider King Mindon's attitude toward British imperialism and realize that he had a unique position compared to the other kings.

Structure of This Chapter & Specific Objectives

<Lessons>

<Specific Objectives>

Lesson 11:

King Alaungmintayar

- (1) Children are able to explain the safety precaution measure by understanding the social situation in that era.
- (2) Children are able to check King Alaungmintayar's territorial unification stretching out to Manipur and Thanintharyi.
- (3) Children are able to explain that Yangon was developed into a major commercial town from a small fisherman's village during the era of King Alaungmintayar and that it became an attractive trading city since then.
- (4) Children are able to explain clearly the argument about the interpretation of Buddhism precepts by using illustrations and pictures and are able to state that the result of these arguments affect the current style of monks even today.
- (5) Children are able to check the territorial unification which was made by Kings Hsinbyushin, Botaw, and Bagyidaw, and whose area was almost same as the current territory of Myanmar.

Lesson 12:

General Maha Bandola

- (1) Children are able to explain clearly for what

reasons British imperialism wanted to conquer various areas of the world and what its aims were in Myanmar.

(2) Children are able to discuss the direct and indirect causes of the first Myanmar-British War.

(3) By using illustrations, children are able to describe Myanmar's brave behavior against British imperialism through the story of the Battle of Panwar led by Maha Bandola.

(4) Children are able to discuss the feelings of Myanmar people forced to accept the unfair agreement, the Yandabo Treaty, by the British after losing the War.

Lesson 13:

Bo Myat Tun

(1) Children are able to explain clearly some of the reasons why the second Myanmar-British War happened, including the fact that the British ignored Myanmar's traditional customs. Children are also able to explain clearly why the British wanted Myanmar as a colony.

(2) By using illustrations, children are able to discuss Myanmar's brave attitude and behavior against British imperialism through the story of the Battle of Danubyu led by Bo Myat Tun.

Lesson 14:

King Mindon

(1) Children are able to discuss the meaning of the silent resistance of King Mindon against British imperialism and his feelings about the enemy and Myanmar people.

(2) Children are able to discuss King Mindon's efforts to modernize the military, industry, economy, and social system and analyze the impact of them on the Empire.

(3) Children are able to explain King Mindon's religious works and discuss the meaning of it by learning about the Kuthodaw Pagoda which is located in Mandalay.

Key Points

● **Explaining clearly kings' territorial unification and expansion with using a map**

During the era of the third Myanmar Empire, the kings eagerly united and expanded their territory. For example, King Alaungmintayar united Manipur and Thanintharyi. King Hsinbyushin, the third king, expanded the territory to Changmai, Vientiane and Ayuttahya. King Bodaw, the sixth king, united Rakhine with the Empire. King Bagyidaw, the seventh king, threatened Manipur.

This intensive action of unification and expansion of the territory ended up the Myanmar-British War. In the lessons, the teacher should explain this territorial expansion clearly with using a map.

● **Letting children clearly understand why the British wanted To invade Myanmar**

It may be difficult for children at Grade 3 to understand why the British aggression on Myanmar occurred because the meaning of the imperialism at that era is complicated. Without knowledge of the imperialism, children cannot understand the reasons why Myanmar had a conflict with the British. Therefore, a teacher needs to discuss with children the British imperialism briefly.

The reasons for the British invasion of Myanmar are as follows:

- (1) The British wanted to secure their safety along the eastern border of the British India (Indochina peninsula was occupied by the French),
- (2) The British wanted to gain various natural resources in Myanmar, such as teak wood and gems,
- (3) The British wanted to gain a new market for the British products, and
- (4) The British wanted to gain more production of rice for exporting to the other British colonial regions,

For children at Grade 3, some of the reasons are still difficult to understand. In the lessons of this chapter, a teacher should let children understand at least the reasons of (2) and (3). The other reasons will be taught at Grade 4.

● **Letting children understand the last effort of King Mindon to maintain the empire**

King Mindon was one of the most important kings in the Myanmar history. As same as the other kings, King Mindon contributed to develop the Myanmar Empire. However, his attitude was totally different from ones of the other kings. The other kings believed that they were the strong kings and ruled the strongest empire in the world. Therefore, they often tried to approach the neighboring countries aggressively and ended up achieving victories. However, this conceited attitude made the kings fall into a difficult situation during the treatment with the British. At that time, the British military force with well-trained soldiers and modern weapons was obviously superior to the one of Myanmar. However, many kings fought against the British. As a result, Myanmar was completely defeated by the British and received significant damages. This means that the kings did not realize military power of the British. On the other hand, King Mindon understood the weakness of his empire and made the last efforts not to collapse the empire and to maintain it. Such attitudes of him should be explained clearly.

In addition, King Mindon conducted a large-scaled modernization in various fields. In the class, a teacher does not list up these efforts, but should discuss with children the meanings and effects of these efforts.

Flow of Teaching and Learning

Lesson 11: King Alaungmintayar (8 periods)

(1st period)

The situation of the area before King Alaungmintayar:
 In the Lower Myanmar (the Bago area), ethnic Mon again became powerful.
 In the peninsula (the Thanintharyi area), Ayutthaya (ethnic Thai) started to expand its territory.
 In the Upper Myanmar, there was no big power, but small lords of a manor.

The Mon reached Inwa and occupied it.

Children understand it visually with using a map.

(2nd to 4th periods)

The reign of King Alaungmintayar (I):
 A lord of a manor in Shwebo (Alaungmintayar) appeared with a great power.

- Safety precautionary measures for Shwebo
- Unification of 46 neighboring villages
- Organization of military

Alaungmintayar defeated the Mon and let them leave from Inwa.

Alaungmintayar regained Bago and established the third Myanmar Empire (the Konebaung Empire).
 He sat on the throne, became the first king of the Konebaung Empire. He built the capital of Shwebo with a big palace.

Children understand a strong power of military led by Alaungmintayar.

(5th to 7th periods)

The reign of King Alaungmintayar (II):
 King Alaungmintayar developed the Empire.

- Territory expansion
 Manipur, Thanintharyi, Ayutthaya (failed)
- Economical development
 Establishment of *Yangon* (meaning of the "end of war")
- Religious development
 Argument of interpretation of the Buddhism precept
 Building Shwezedi, Shwe Myet Tho, and Shwegugyee pagodas

Children understand it visually with using a map.

Children understand what it was.

(8th period)

Territorial expansion after King Alaungmintayar:
The era of King Hsinbyushin (the 3rd king)
 Chaingmai, Vientiane and Ayutthaya

The era of King Bodaw (the 6th king)
 Rakhine

The era of King Bagyidaw (the 7th king)
 Threatening Manipur

Children understand it visually with using a map.

Lesson 12: General Maha Bandola (5 periods)

(1st to 5th periods)

The first Myanmar-British War (1824-26):

The British watched for a chance to invade Myanmar. Myanmar's threat to Manipur triggered the first Myanmar-British War. *(The Battle of Panwar led by General Maha Bandola)*

Children understand the direct and indirect reasons for the first War.

As a result, Myanmar surrendered to the British. According the Yandabo treaty, Myanmar paid 40,000 rupee and gave the territory of Rakhine and Thanintharyi.

Children understand attitude and behavior of Maha Bandola during the war.

Lesson 13: Bo Myat Tun (3 periods)

(1st to 3rd periods)

The second Myanmar-British War (1852):

King Tharyarwaddy and King Pagan (8th and 9th kings) refused the Yandabo treaty and claimed the recovery of the territory of Rakhine and Thanintharyi.

Children understand the direct and indirect reasons of the second War.

Conflict between Myanmar and the British.

Myanmar captured two commercial ships owned by the British.

Children understand his strategy of the battle.

The second Myanmar-British War occurred *(The Battle of Danubyu led by Bo Myat Tun)*

As a result, the British defeated Myanmar and occupied the Lower Myanmar.

Lesson 14: King Mindon (8 periods)

(1st to 3rd periods)

The reign of King Mindon

King Mindon belonged to the pacifism school unlike King Pagan's war school. King Mindon stopped the War right after sitting on the throne. He kept a silent resistance to the British occupation.

Children analyze characteristics of King Mindon and his way of thinking.

(4th to 8th periods)

King Mindon's last efforts to maintain the Empire:

Diplomatic efforts

- Dispatch of diplomats to Europe

Children understand the reasons why King Mindon conducted large-scaled modernization.

Domestic efforts

- Modernization of military and industry
 - (1) Learning modern technology from the European countries
 - (2) Establishing modern industry
- Modernization of economy
 - (1) Casting metal coins
 - (2) Establishing a telegraph office
 - (3) Publishing newspapers, the "Glass Palace Chronicle" and the "Yanadabon Newspaper"
- Modernization of social system
 - (1) Establishing a tax system
 - (2) Establishing a salary system
- Religious works
 - (1) Convoing the Buddhist synod
 - (2) Inscribing scriptures on stones

Children understand the effect of these modernization and reforms

Lesson 11: King Alaungmintayar

General Objectives

- (1) By using maps and illustrations, children realize the situation of Myanmar's territory after the end of the second Myanmar Empire through the study of various ethnic groups' appearances and collapse and through the study of Alaungmintayar's actions to establish the new empire.
- (2) Children think deeply about King Alaungmintayar's efforts to unify territory, and to develop economy and religion. They understand the social situation of Myanmar.

Specific Objectives

- (1) Children are able to explain the safety precaution measure by understanding the social situation in that era.
- (2) Children are able to check King Alaungmintayar's territorial unification stretching out to Manipur and Thanintharyi.
- (3) Children are able to explain that Yangon was developed into a major commercial town from a small fisherman's village during the era of King Alaungmintayar and that it became an attractive trading city since then.
- (4) Children are able to explain clearly the argument about the interpretation of Buddhism precepts by using illustrations and pictures and are able to state that the result of these arguments affect the current style of monks even today.
- (5) Children are able to check the territorial unification which was made by Kings Hsinbyushin, Botaw, and Bagyidaw, and whose area was almost same as the current territory of Myanmar.

Lesson Planner

1st period (*See examples of lesson plan)

The situation of the area before the reign of King Alaungmintayar is the main topic in this period. As mentioned in the previous lessons, the move of the capital of the second Myanmar Empire to Inwa from Bago allowed ethnic Mon to recover its power. Ethnic Mon recaptured the area of Bago and strengthened its power. In the area of Thanintharyi, ethnic Thai (Ayutthaya) frequently attempted to enter the area and threatened local people in the area. On the other hand, there were no big powers, but small lords of a manor in the Upper Myanmar. In 1752, the Mon end up coming up to Inwa and captured it. This attack of the Mon surprised lords of a manor in the Upper Myanmar. King Alaungmintayar, one of the lords of a manor in Shwebo, appeared as the "Saviour" in the area. A teacher should explain this situation visually with using a map.

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

The efforts of Alaungmintayar to establish the third Myanmar Empire are the main topic in these periods of the lesson. This part characterizes a military strategy of Alaungmintayar against enemies. Therefore, this can give children some ideas of Alaungmintayar's attitude and personality toward battles.

Alaungmintayar took the safety precautionary measures to protect his native village Shwebo by building a palm tree fortress, and by gathering inhabitants, equipments, elephants and horses inside the fortress. In addition, Alaungmintayar established a strong military force with 68 elite warriors. These efforts led him to defeat enemies and to establish the third Myanmar Empire. The teacher should discuss with children this process of establishing the third

Myanmar Empire by Alaungmintayar with using some illustrations.

5th, 6th and 7th periods (*See examples of lesson plan)

The development of the third Myanmar Empire carried out by King Alaungmintayar is the main topic. During his reign, King Alaungmintayar made various efforts to flourish the Empire. King Alaungmintayar united Manipur and Thanintharyi with the Empire, and largely expanded the territory (*Manipur often threatened the Upper Myanmar and Thanintharyi frequently became under the rule of Ayutthaya*). In addition, King Alaungmintayar captured a small fisherman's village of the Mon and founded the town of Yangon (*Later "Yangon" was highly developed as one of the most important trading ports under the British colonialism*).

Furthermore, King Alaungmintayar contributed in religious field. Before the reign of King Alaungmintayar, there were two Buddhism groups: One group insisted that monks should have cover both shoulders with clothes, and the other group insisted that monks should have cover only left shoulder with clothes. These two groups argued each other for a long time. King Alaungmintayar decided that the latter was orthodox though the former was more popular in that era. However, the sixth king, Bataw, declared the former style as an orthodox form and then the style covering both shoulders spread across the Empire.

A teacher should discuss with children these territorial and religious issues and let them understand the meanings of these events. Especially the teacher should explain the territorial issue with using a map like the previous lessons.

8th period (*See examples of lesson plan)

The issue of territorial expansion after King Alaungmintayar is the main topic in this last period of lesson. The third king, Hsinbyushin, defeated Chaingmai, Vientiane and Ayutthaya. Then, the six king, Botaw, united Rakhine with the Empire. By the reign of King Botaw, Myanmar succeeded to enlarge its territory at maximum. The successor of King Botaw, King Bagyidaw, attempted to threat to Manipur. This attempt would have caused the Myanmar-British War later.

Like the previous lessons, a teacher should explain this territorial expansion and unification with using a map and let children understand the process of enlarging the territory of the third Myanmar Empire.

Examples of Lesson Plan

1st to 4th Periods:

Specific Objectives

(1) Children are able to explain the safety precaution measure by understanding the social situation in that era.

Teaching / Learning Materials

A map of Myanmar
 A picture of King Alaungmintayar
 Illustrations of King Alaungmintayar’s safety precautionary measures
 A picture of the Shwebo palace

Teaching / Learning Procedure



(1st Period)

Learning Activities	Duration (Min.)	Teaching/ Learning Materials	Points to be noticed
<p>A teacher lets students review the previous lesson, especially the last discussion. <i><Example> After the capital was moved to Inwa from Bago, the second Myanmar Empire became weaker and weaker and ended up collapse.</i></p> <p>The teacher asks the students, “Why did the Empire become weaker and weaker after the move of the capital to Inwa from Bago?”</p> <p>The students think about the issue and answer. <i><Ans.> The move of the capital prevented foreign trade and isolated the Empire from foreign countries. In addition, this allowed the Mon to recover its power.</i></p>	<p>5</p> <p>5</p>	<p>Myanmar map</p>	<p>The teacher explains it with using a map and children understand it visually.</p>
<p>The teacher explains the situation at that era. <i><Example> In the Lower Myanmar, the Mon became powerful. In the peninsula, the Ayutthaya occupied the area of Thanintharyi. In the Upper Myanmar, there were no big powers, but small lords of a manor. Then the Mon came up to the Upper Myanmar and captured Inwa.</i></p> <p>The teacher asks the students, “What did the lords of a manor feel about occupation of Inwa by the Mon?”</p> <p>The students express their ideas.</p>	<p>10</p> <p>10</p>	<p>Myanmar map</p>	<p>The teacher explains it with using a map and children understand it visually.</p>

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The teacher explains that the lord of a manor in Shwebo appeared with a strong power under the situation	5		This part is also an introduction of the next lesson.
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(2nd, 3rd and 4th Periods)

Learning Activities	Duration (Min.)	Teaching/ Learning Materials	Points to be noticed
<p>The teacher explains that Alaungmintayar, a lord of a manor in Shwebo, appeared in this situation. The teacher shows a picture of Alaungmintayar.</p> <p>The teacher asks the students, “What impression do you have on Alaungmintayar?”</p>  <p>The students express their impressions.</p>	20	Picture of Alaungmintayar	The teacher should let the students express their opinions freely. It may be interesting to compare style of Alaungmintayar with one of Baying Naung.
<p>The teacher explains that Alaungmintayar wanted to defend his native town Shwebo against the Mon and asks, “What do you think Alaungmintayar did to defend his town?”</p> <p>The students think about this issue.</p> <p>Following the opinions of the students, the teacher explains the defending efforts of Alaungmintayar: <i><Example> Alaungmintayar took safety precautionary measures to protect his native village Shwebo by building a palm tree fortress, and by gathering inhabitants, equipments, elephants and horses inside the fortress. In addition, Alaungmintayar established a strong military force with 68 elite warriors.</i></p>	30 25	<p>Myanmar map</p> <p>Illustrations showing safety precautionary measures</p> 	

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The teacher explains that Alaungmintayar defeated the Mon and let them leave from Inwa. Then, Alaungmintayar came down and regained Bago.	20	Myanmar map	
The teacher explains that Alaungmintayar succeeded to the throne and established the third Myanmar Empire.	10	Picture of Shwebo palace	

5th to 8th Periods:

Specific Objectives

- (2) Children are able to check King Alaungmintayar's territorial unification stretching out to Manipur and Thanintharyi.
- (3) Children are able to explain that Yangon was developed into a major commercial town from a small fisherman's village during the era of King Alaungmintayar and that it became an attractive trading city since then.
- (4) Children are able to explain clearly the argument about the interpretation of Buddhism precepts by using illustrations and pictures and are able to state that the result of these arguments affect the current style of monks even today.
- (5) Children are able to check the territorial unification which was made by King Hsinbyushin, Botaw, and Bagyidaw, and whose area was almost same as the current territory of Myanmar.

Teaching / Learning Materials

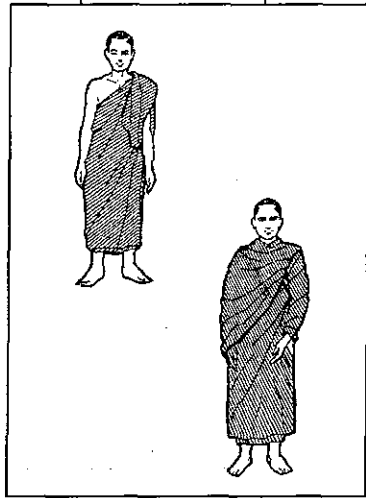
Myanmar map (preferably a map including the neighboring countries)
 An illustration of old Yangon (Fisherman's village)
 Illustrations of Monk's style of fashion
 Pictures of Shwezedi, Shwe Myet Tho and Shwegugyee pagodas
 Picture of the Mahamuni Pagoda

Teaching / Learning Procedure

(5th, 6th and 7th Periods)

Learning Activities	Duration (Min.)	Teaching/ Learning Materials	Points to be noticed
<p>The teacher shows the students a map drawing the situation before the reign of King Alaunmintayar.</p> <p>The teacher asks the students, "Where did King Alaungmintayar lead his military after regaining Bago?"</p> <p>The students express their ideas. <Ans.> <i>Thanintharyi and Manipur. He attempted to attack Ayutthaya but failed.</i></p>	20	Myanmar map	

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<p>The teacher explains that King Alaungmintayar founded Yangon. Then, Yangon had been developed as one of the most important ports since then.</p>	20	<p>Illustration of old Yangon</p>	
<p>The teacher explains that King Alaungmintayar developed religion. The teacher explains the argument of interpretation of the Buddhism precept. <Example> <i>Before the reign of King Alaungmintayar, there were two Buddhism groups: One group insisted that monks should have cover both shoulders with clothes, and the other group insisted that monks should have cover only left shoulder with clothes. These two groups argued each other for a long time. King Alaungmintayar decided that the latter was orthodox though the former was more popular in that era. However, the sixth king, Badaw, declared the former style as an orthodox form and then the style covering both shoulders spread across the Empire.</i></p> <p>The students realize the difference between two style of fashion.</p>	30	<p>Illustrations of monk's style of fashion</p>	
<p>The teacher explains three pagodas which were built by King Alaungmintayar: Shwezedi, Shwe Myet Tho, and Shwegugyee pagodas.</p>	15	<p>Pictures of pagodas</p>	
<p>The teacher reviews the process of establishing the third Myanmar Empire by King Alaungmintayar.</p>	20		

(8th Period)

Learning Activities	Duration (Min.)	Teaching/ Learning Materials	Points to be noticed
<p>The teacher reviews King Alaungmintayar's effort to unite the Empire: <i>uniting Manipur and Thanintharyi, and attacking Ayutthaya (but it was failed.)</i></p>	5	<p>Myanmar map</p>	
<p>The teacher discusses with the students King Hsinbyushin's efforts to unite the nation: <i>unifying Chaingmai, Vientiane and Ayutthaya.</i></p> <p>The students confirm the unification process on a map.</p>	10	<p>Myanmar map</p>	<p>This part should be taught in an interesting way. For example, the teacher prepares a map drawing the Empire and the neighboring countries</p>

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<p>The teacher discusses with the students King Bodaw's effort to unite Rakhine with the Empire. (If time allows, the teacher explains that King Bodaw brought the Buddha image of Mahamuni from Rakhine to the capital and built the Mahamuni Pagoda to exhibit it.)</p> <p>The students confirm the unification process on a map.</p> <p>The teacher discuss with the students King Bagyidaw's action: <i>threatening Manipur</i>.</p> <p>The students confirm the unification process on a map.</p>	<p>10</p> <p>5</p>	<p>Myanmar map (Picture of the Mahamuni Pagoda)</p> <p>Myanmar map</p>	<p>and the students choose one territory to another which they want if they are a king.</p>
<p>The teacher mentions that King Bagyidaw's action would cause a conflict between Myanmar and the British.</p>	<p>5</p>		<p>This part is an introduction of the next lesson.</p>

Assessment

Please see the item of "Assessment" in lesson 14.

Lesson 12: General Maha Bandola
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General Objective

(3) Children first understand the conquest of the world by British imperialism and its aggressive approach to Myanmar, and realize how the Myanmar military led by Maha Bandola fought against its imperial aggression through the story of the Battle of Panwar.

Specific Objectives

- (1) Children are able to explain clearly for what reasons British imperialism wanted to conquer various areas of the world and what its aims were in Myanmar.
- (2) Children are able to discuss the direct and indirect causes of the first Myanmar-British War.
- (3) By using illustrations, children are able to describe Myanmar's brave behavior against British imperialism through the story of the Battle of Panwar led by Maha Bandola.
- (4) Children are able to discuss the feelings of Myanmar people forced to accept the unfair agreement, the Yandabo Treaty, by the British after losing the War.

Lesson Planner**1st and 2nd periods** (*See examples of lesson plan)

The reasons why the Myanmar-British War occurred are the main topic in this period. In 1700s, the European imperialistic countries were competing to expand their territory all over the world and colonized many areas one after another. In the South Asia, the British imperialism already invaded the neighboring country, India and then it watched for a chance to occupy Myanmar. The British had four main reasons for occupation of Myanmar:

- (1) To secure their safety along the eastern border of the British India (Indochina peninsula was occupied by the French),
- (2) To gain various natural resources in Myanmar, such as teak wood and gems,
- (3) To gain a new market for the British products, and
- (4) To gain more production of rice for exporting to the other British colonial regions,

A teacher first should explain the imperialism in that era and let children understand that the European countries such as Britain, France, the Netherlands, Spain and Portugal, were aggressively expanding their territory to create new markets for their products. Then, the teacher explains the British invasion of Myanmar. As mentioned above, there are four reasons for the British watching for a chance to invade Myanmar. Here the teacher lets children understand at least the reasons of (2) and (3).

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

The first Myanmar-British War is the main topic. In these periods of lesson, a direct events triggered the War will be the first discussing issue.

King Botaw united Rakhine with the Myanmar Empire and King Bagyidaw threatened Manipur. These actions of Myanmar immediately increased a tension between Myanmar and the British. During this situation, two crucial events happened. One is that Myanmar attempted to collect the fee from the commercial ships navigating the Nat River, but the British refused to pay it. The other is that the British invaded the Shinmaphyu Island on the Nat River. These two events caused the War between Myanmar and the British.

The teacher should discuss with children these direct reasons for the War and then the first Myanmar-British War through the Battle of Panwar led by General Maha Bandola.

In addition, the teacher should explain the conclusion of the War. Myanmar unfortunately surrendered to the British and signed an unequal treaty (Yandabo Treaty) with the British. This treaty included many issues which would give Myanmar a huge damage and burden: paying 40,000 rupee as a war compensation, giving up Rakkhine and Thanintharyi, withdrawing from Assam, Manipur and Kachar, and conducting unequal commercial trade with the British.

Examples of Lesson Plan

1st and 2nd Periods:

Specific Objectives

- (1) Children are able to explain clearly for what reasons British imperialism wanted to conquer various areas of the world and what its aims were in Myanmar.
- (2) Children are able to discuss the direct and indirect causes of the first Myanmar-British War.

Teaching / Learning Materials

- A world map
- An illustration showing the imperialism of the European countries
- A map of Myanmar

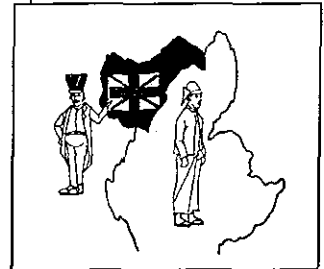
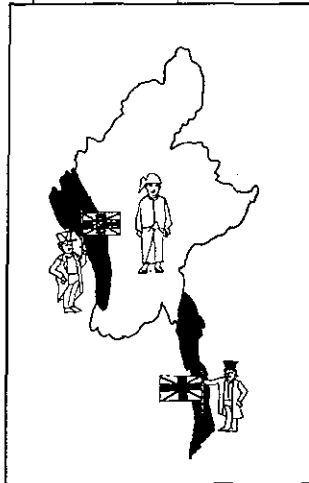
Teaching / Learning Procedure

(1st and 2nd Periods)

Learning Activities	Duration (Min.)	Teaching/ Learning Materials	Points to be noticed
A teacher explains the European imperialism in 1700s. <Example> <i>The European countries were highly developed and were capable of producing various industrial goods, from cloth and shoes to weapons and vessels. These countries manufactured many products day by day. To produce more, they needed more materials. In addition, they had to sell products. Domestically it was already difficult to do these. Therefore, they were expanding their territory to get materials and to gain new markets for their products. Not only Britain but also France, the Netherlands, Spain and Portugal were the imperialistic countries at that time.</i>	30	World map Illustration showing the imperialism of the European countries	A teacher lets students understand the imperialism at that time.
The teacher explains that the British already colonized the neighboring country, India and the British watched for a chance to occupy Myanmar. The teacher asks, "Why did the British want to occupy Myanmar?" The students think about this issue. <Ans.> <i>The British wanted to gain various natural resources in Myanmar and to get new markets for their productions.</i>	10 20	Myanmar map	
The teacher mentions that the conflict between Myanmar and the British developed into a war.	10		

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<p>The teacher explains the Battle of Panwar.</p> <p>The students think about Maha Bandola's ability and courage in the Battle of Panwar.</p>	<p>20</p> <p>20</p>	<p>Picture story of the Battle of Panwar</p>	<p>This activity will be conducted by group.</p>
<p>The teacher explains the conclusion of the War. <i><Example> Myanmar unfortunately surrendered to the British and signed a treaty (Yandabo Treaty) with the British. This treaty included:</i> <i>(1) To pay 40,000 rupee as a war compensation,</i> <i>(2) To give up Rakkhine and Thanintharyi,</i> <i>(3) To withdraw from Assam, Manipur and Kachar,</i></p> <p>The teacher asks the students, "What did Myanmar felt about this treaty?"</p> <p>The students express their opinions.</p>	<p>10</p> <p>15</p>	<p>Illustrations of the Yandabo Treaty</p>	<p>The teacher lets the students understand that this treaty was unequal and gave Myanmar huge damage and burden.</p>



Assessment

Please see the item of "Assessment" in lesson 14.

Lesson 13: Bo Myat Tun

General Objectives

(4) Children consider the attitudes of British imperialism in the Myanmar Empire during the second Myanmar-British War, through the story and illustrations of the Battle of Danubyu led by Bo Myat Tun.

Specific Objectives

(1) Children are able to explain clearly some of the reasons why the second Myanmar-British War happened, including the fact that the British ignored Myanmar's traditional customs. Children are also able to explain clearly why the British wanted Myanmar as a colony.

(2) By using illustrations, children are able to discuss Myanmar's brave attitude and behavior against British imperialism through the story of the Battle of Danubyu led by Bo Myat Tun.

Lesson Planner**1st period** (*See examples of lesson plan)

The reasons for the second Myanmar-British War are the main topic. After Myanmar surrendered to the British, Tharyarwaddy sat on the throne and became the eighth king of the third Myanmar Empire. He refused the Yandabo Treaty and claimed the recovery of the territory of Rakhine and Thanintharyi. King Pagan, the successor of King Tharyarwaddy, also did the same as King Tharyarwaddy. This is because everything would be renewed when king was changed in the Myanmar tradition. However, the British got angry at this attitude of Myanmar. One day, Myanmar captured two commercial ships owned by the British and arrested the captains on suspicion of murder and violation of the law. The British protested that events of Myanmar and started the War.

A teacher should explain these events and let children understand that a high tension occurred between Myanmar and the British during the reign of King Tharyarwaddy and King Pagan and it ended up developing into the second Myanmar-British War.

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

The Battle of Danubyu led by Bo Myat Tun is the main topic. The teacher explains the Battle of Danubyu with using illustrations and lets children understand it. After explanation of the Battle of Danubyu, the students will discuss the following issues:

(1) How did Bo Myat Tun organize his military forces?

(2) How did his military fight against the British in the Battle of Danubyu?

It is better that the discussion will be conducted by group. After the discussion, each group has a presentation.

Examples of Lesson Plan

1st Period:**Specific Objectives**

(1) Children are able to explain clearly some of the reasons why the second Myanmar-British War happened, including the fact that the British ignored Myanmar's traditional customs. Children are also able to explain clearly why the British wanted Myanmar as a colony.

Teaching / Learning Materials

A map of Myanmar
An illustration that the British commercial ship was captured by the Myanmar

Teaching / Learning Procedure(1st Period)

Learning Activities	Duration (Min.)	Teaching/ Learning Materials	Points to be noticed
A teacher explains the situation after the first Myanmar-British War. <Example> After Myanmar surrendered to the British, Tharyarwaddy sat on the throne and became the eighth king of the third Myanmar Empire. He refused the Yandabo Treaty and claimed the recovery of the territory of Rakhine and Thanintharyi. King Pagan, the successor of King Tharyarwaddy, also did the same as King Tharyarwaddy.	10		
The teacher asks the students, "Why did Kings refused the Yandabo Treaty?" The students express their opinions. A teacher explains the traditional custom of Myanmar during 1700s. <Example > All old systems will be expired when a new king sits on the throne. The teacher asks the students, "What did the British feel about such an attitude of Myanmar?" The students express their opinions.	10 5		The students understand that the tension between Myanmar and the British increased rapidly.
The teacher explains an incident which triggered the second Myanmar-British War.	5	Myanmar map	

CHAPTER 6: FAMOUS KINGS AND PERSONS IN THE THIRD MYANMAR EMPIRE

<p><i><Example> One day, Myanmar captured two commercial ships owned by the British and arrested the captains on suspicion of murder and violation of the law. The British protested that events of Myanmar and started the War</i></p>	<p align="center">Illustration</p>	
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2nd and 3rd Periods:

Specific Objectives

(2) By using illustrations, children are able to discuss Myanmar's brave attitude and behavior against British imperialism through the story of the Battle of Danubyu led by Bo Myat Tun.

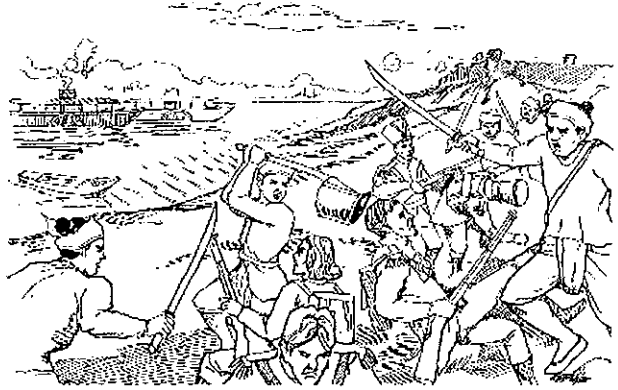
Teaching / Learning Materials

- A picture of Bo Myat Tun
- A map of Myanmar
- A picture story of the Battle of Danubyu

Teaching / Learning Procedure

(2nd and 3rd Periods)

Learning Activities	Duration (Min.)	Teaching/ Learning Materials	Points to be noticed
<p>The teacher shows a picture of Bo Myat Tun and asks, "What impression do you have on him?"</p> <p>The students express their impressions on Bo Myat Tun freely.</p>	<p align="center">15</p>	<p>Picture of Bo Myat Tun</p> <div align="center" data-bbox="1082 1173 1286 1599"> </div>	
<p>The teacher talks about a story about the Battle of Danubyu led by Bo Myat Tun.</p> <p>After finishing the story, the students discuss the following issues:</p> <p>(1) How did Bo Myat Tun organize his military forces?</p> <p>(2) How did his military fight against the British in the Battle of Danubyu?</p>	<p align="center">15</p> <p align="center">20</p>	<p>Myanmar map</p> <p>Picture story of the Battle of Danubyu</p>	<p>The students can discuss these issues by group.</p>



Each group has a presentation.

15

The teacher explains the conclusion of the second Myanmar-British War.

5

Myanmar map

<Example> Although Bo Myat Tun's military force bravely fought against the British, Myanmar surrendered to the British military force with modern weapons. As a result, the British unilaterally occupied the Lower Myanmar and the Empire completely lost the coastline.

PS: The British declared that the territory up to *Myede* would be occupied under the British rule because a wide teak forest spreads up to this place.

Assessment

Please see the item of "Assessment" in lesson 14.

Lesson 14: King Mindon

General Objective

(5) Through the study of his various domestic and international efforts, children consider King Mindon's attitude toward British imperialism and realize that he had a unique position compared to the other kings.

Specific Objectives

(1) Children are able to discuss the meaning of the silent resistance of King Mindon against British imperialism and his feelings about the enemy and Myanmar people.

(2) Children are able to discuss King Mindon's efforts to modernize the military, industry, economy, and social system and analyze the impact of them on the Empire.

(3) Children are able to explain King Mindon's religious works and discuss the meaning of it by learning about the Kuthodaw Pagoda which is located in Mandalay.

Lesson Planner**1st and 2nd periods** (*See examples of lesson plan)

King Mindon's way of thinking at that time when facing the British colonialism is the main topic in this period of lesson. After sitting on the throne, what King Mindon was thinking about? This question will be a key issue to discuss.

When succeeding to the throne in 1853, King Mindon, who belonged to the pacifism school, stopped the war. Although the British declared the occupation of the Lower Myanmar soon, King Mindon kept a silent resistance to the British without any military actions. King Mindon did not sign any treaties with the British and did not admit the British occupation of the Lower Myanmar including Rakhine and Thanintharyi. Unlike the other kings, King Mindon seemed to realize strengthen of the British military and weakness of then Myanmar Empire. King Mindon was thinking that Myanmar should have been modernized to defeat the British including military force, industry and any kinds of social system. He was also thinking that Myanmar should not have fought against the British until Myanmar achieved the modernization of society.

A teacher should discuss with children the issue above. Knowing this basic way of thinking of King Mindon is significantly important for children in order to understand various modernization efforts carried out by King Mindon, which will be dealt with in the following periods of lesson.

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

The modernization carried out by King Mindon is the main topic. The efforts of modernization are classified into six issues as follows:

(1) Diplomatic efforts

(2) Domestic efforts

(2-1) Modernization of military and industry

(2-2) Modernization of economy

(2-3) Modernization of social system

(2-4) Religious work

In this period of the lesson, the diplomatic efforts and modernization of military and industry will be discussed.

King Mindon sent diplomats to France, Italy and USA to make diplomatic relations. King Mindon attempted to show the existence of the Myanmar Empire to the world through these diplomatic relations. In addition, King Mindon sent about 100 bright and promising youths to France, Italy and UK in order to study weaponry and machinery. After their return to Myanmar, mills and factories were established to produce indigo, crockery, carpet, loom, iron, glass and so forth. Moreover, King Mindon hired many foreign experts with a high level of salary to work these new factories.

The teacher should discuss with children these efforts carried out by King Mindon to strengthen the national power.

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

The economic modernization carried out by King Mindon is the main topic. The most significant event among the economic modernization is casting metal coins.

Although casting metal coins was started from the reign of King Botaw, the coinage under the rule of King Mindon was much modernized and convenient for usage. The previous coins were circulated based on purity of silver inside the coins and its weight. However, the new coins were cast by gold, silver and bronze and priced *one kyat, five mu, one mat, one mu and one pe*, like the current coins. The circulation of these coins made a transaction easier. In addition, King Mindon established a telegraph office and published newspapers, the "*Glass Palace Chronicle*" and the "*Yanadabon Newspaper*."

The teacher should discuss with children these events and the effects of these. Especially, the teacher lets children understand the meaning of casting metal coins.

7th period (*See examples of lesson plan)

The modernization of social system is the main topic. King Mindon introduced the "*Tatameda*" tax in 1861. This new tax system required farmers to pay one tenth of the total agricultural production as tax. Although farmers paid agricultural products to the Empire at the beginning of this system, they started to pay their taxes with metal coins from 1867. In the introduction of this tax system, all farmers were required to pay the same rate of tax across the Empire. To do it correctly, the Empire researched population, the number of households, size of lands and average amount of agricultural productions.

Before the introduction of this new tax system, local lords of a manor collected taxes from farmers. The lords of a manor often embezzled this collected tax and forced farmers to pay additional fees besides tax. Therefore, King Mindon meant to prevent such an embezzlement traditionally carried out by the lords of a manor and to reduce their financial and political powers by introducing the new tax system and collecting tax by the officers of the central government.

In addition, King Mindon introduced a new salary system aiming to preventing officer's embezzlement and establishing an effective administration system.

The teacher should discuss with children these events to modernize the society.

8th period (*See examples of lesson plan)

The religious works carried out by King Mindon are the main topic. As he was called a "religious king" or a "pious king," King Mindon deeply believed the Theravada Buddhism. In 1871, King Mindon convoked the Buddhism synod to collect the Buddhism teachings. Approximately 2,400 monks joined the synod from Sri Lanka and the Southeast Asian countries. This synod lasted six months and all the Buddhism teachings were inscribed on 729 pieces of stones. Currently these stone scriptures were in the Kuthodaw pagoda located in the northeast of Mandalay.

The teacher should discuss with children these religious works carried by King Mindon and let children understand that his works gave an great impact to the future Buddhism.

Examples of Lesson Plan

1st and 2nd Periods:

Specific Objectives


- (1) Children are able to discuss the meaning of the silent resistance of King Mindon against British imperialism and his feelings about the enemy and Myanmar people.
- (2) Children are able to discuss King Mindon's efforts to modernize the military, industry, economy, and social system and analyze the impact of them on the Empire.

Teaching / Learning Materials

- A picture of King Mindon
- A map of Myanmar
- A picture of the Mandalay Palace

Teaching / Learning Procedure

(1st and 2nd Periods)

Learning Activities	Duration (Min.)	Teaching/ Learning Materials	Points to be noticed
<p>A teacher explains that Mindon sat on the throne during the second Myanmar-British War and shows students a picture of King Mindon.</p> <p>The teacher asks the students, "What impression do you have on King Mindon?"</p> <p>The students express their impression on King Mindon freely.</p>	15	<p>Picture of King Mindon</p> <div style="text-align: center;">  </div>	<p>The teacher lets the students express their opinions freely.</p>
<p>The teacher explains King Mindon's first action after sitting on the throne.</p> <p><i><Example> When succeeding to the throne, King Mindon stopped the war. Although the British declared the occupation of the Lower Myanmar soon, King Mindon kept a silent resistance to the British</i></p>	10	<p>Myanmar map</p>	

<p><i>without any military actions.</i></p> <p>The teacher asks the students, “What was King Mindon thinking about at that time?” or “Why was King Mindon stopped the war and kept silent against the British.</p> <p>The students think about this issue. <i><Ans.> King Mindon seemed to realize strengthen of the British military and weakness of then Myanmar Empire. King Mindon was thinking that Myanmar should have been modernized to defeat the British including military force, industry and any kinds of social system. He was also thinking that Myanmar should not have fought against the British until Myanmar achieved the modernization of society.</i></p> <p>The teacher asks, “What modernizations were necessary? Please list up your ideas.”</p> <p>The students think about this issue. <i><Ans.> Producing modern weapons, etc.</i></p>	<p>20</p> <p>15</p>		<p>It is better that this will be discussed by group.</p> <p>It is also better that this will be discussed by group.</p>
<p>The teacher explains the first stage of establishing the modern Empire carried out by King Mindon. <i><Example> King Mindon moved the capital to Mandalay and built a huge palace to show its recovery of the power of the third Myanmar Empire. One side of this palace was 2,400 ta (equivalent to 10 kilometer) with celebration of the 2,400 year of the Buddhist calendar.</i></p>	<p>10</p>	<p>Picture of the Mandalay Palace</p>	

3rd to 8th Periods:

Specific Objectives

- (2) Children are able to discuss King Mindon’s effort to modernize the military, industry, economy, and social system and analyze the impact of them on the Empire.
- (3) Children are able to explain King Mindon’s religious works and discuss the meaning of it by learning about the Kuthodaw Pagoda which is located in Mandalay.

Teaching / Learning Materials

- A world map
- Illustrations of new productions
- A picture of a coin foundry
- An illustration of the Peacock coin
- An illustration showing usage of the coin during the reign of King Botaw
- An illustration of telegraph
- Illustration of newspaper “*Yadanabon Newspaper*”

Illustrations explaining the taxing tradition
 Illustrations explaining the new tax system
 Pictures of the Kuthodaw pagoda
 Pictures of the stone scriptures
 An illustration of the Buddhist synod

Teaching / Learning Procedure


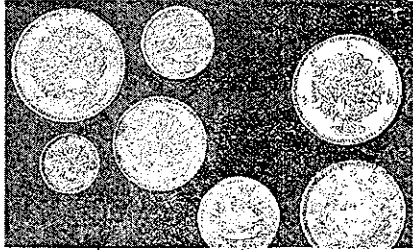
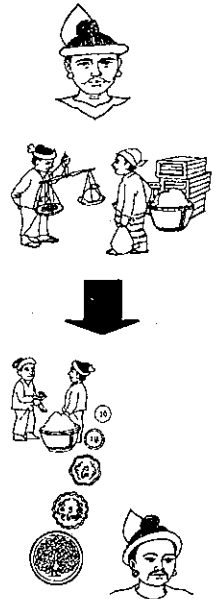
(3rd and 4th Periods)

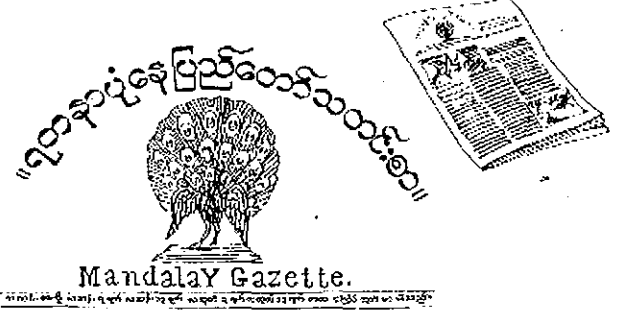
Learning Activities	Duration (Min.)	Teaching/ Learning Materials	Points to be noticed
<p>The teacher explains that many foreign countries seemed to recognize the collapse of Myanmar after the second Myanmar-British War and occupation of Myanmar territory by the British. It is very important for King Mindon to show foreign countries the existence of the Myanmar Empire.</p>	5		
<p>The teacher asks the students, "What should King Mindon have done to show the existence of the Myanmar Empire?"</p>	10		The issue of King Mindon's modernization should be discussed in the Q & A style.
<p>The students express their ideas.</p>	15	World map	
<p>The teacher explains King Mindon's action. <i><Example> King Mindon sent diplomats to France, Italy and USA to make diplomatic relations. King Mindon attempted to show the existence of the Myanmar Empire to the world through these diplomatic relations.</i></p>	5		
<p>The teacher explains that King Mindon made his best efforts to modernize the Empire. For example, he wanted to produce weapons and machines in his Empire, but Myanmar did not have any techniques and skills. The teacher asks, "What did King Mindon do?"</p>	15		
<p>The students express their ideas.</p> <p>The teacher explains King Mindon's actions. <i><Example> King Mindon sent about 100 bright and promising youths to France, Italy and UK in order to study weaponry and machinery. After their return to Myanmar, mills and factories were established to produce indigo, crockery, carpet, loom, iron, glass and</i></p>	15	Illustrations of new productions	

CHAPTER 6: FAMOUS KINGS AND PERSONS IN THE THIRD MYANMAR EMPIRE

<p>so forth. Moreover, King Mindon hired many foreign experts with a high level of salary to work these new factories.</p>			
<p>The teacher asks the students, "King Mindon conducted more things for modernization. What else did he do? Please ask your parents at home."</p>	5		<p>This part is directly related to the next lessons.</p>



(5th and 6th Periods)

Learning Activities	Duration (Min.)	Teaching/ Learning Materials	Points to be noticed
<p>The teacher shows the students a picture of coin foundry and asks, "What is this?"</p>  <p>The teacher shows an illustration of the Peacock coin and asks, "What is this?"</p>  <p>The students express their ideas.</p>	10	<p>Picture of a coin foundry</p> <p>Illustration of the Peacock coin</p>	<p>This first question is difficult and no students cannot answer. However, the students can figure out it by the second question.</p>
<p>The teacher explains that King Mindon cast metal coins as a part of modernization of the Empire.</p> <p>The teacher asks the students, "What did people do to buy and sell things before casting coins?"</p> <p>The students express their ideas. <i><Example> People exchanged their goods.</i></p> <p>The teacher explains a fact of casting metal coins during the reign of King Botaw. <i><Example> Casting metal coins was started from the reign of King Botaw. The coins at that time were circulated based on purity of silver inside the coins and its weight.</i></p> <p>The teacher asks, "What disadvantage did it have?"</p>	5 10 10	<p>Illustration showing usage of the coin during the reign of King Botaw.</p>	

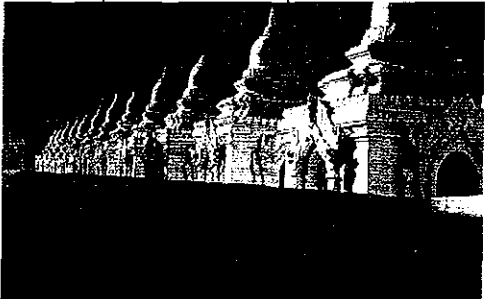
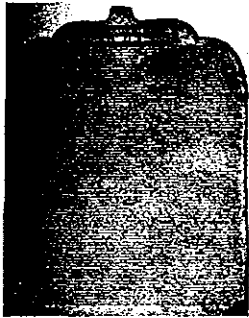

<p>The students express their ideas.</p>	<p>10</p>	<p>Illustrations of the newspapers</p>	
<p>The teacher explains the Peacock coins cast during the reign of King Mindon. <i><Example> the new coins were cast by gold, silver and bronze and priced one kyat, five mu, one mat, one mu and one pe, like the current coins. The circulation of these coins made a transaction easier.</i></p>	<p>10</p>		
<p>The teacher explains establishment of a telegraph office and issue of newspapers.</p>			
<p>The teacher asks, "What benefits were brought by these two events?"</p>			
 <p>Mandalay Gazette.</p>			
<p>The students think about these issues. <i><Ans.> Communication could become much easier by establishment of a telegraph office. More information could be informed through publishing newspapers.</i></p>	<p>10</p>		
<p>The teacher reviews that casting metal coins, establishment of a telegraph office and publishing newspapers made people's life easier.</p>	<p>5</p>		

(7th Period)

Learning Activities	Duration (Min.)	Teaching/ Learning Materials	Points to be noticed
<p>The teacher explains the meaning of tax. <i><Example> "Your parents are working everyday to earn money. You spend the money to buy foods and necessary goods. In the same meaning, the government constructs roads and necessary facilities. Where does money come from? The money comes from us. People paid money as tax.</i></p>	<p>5</p>		

<p>The teacher explains the situation before introduction of the new tax system carried out by King Mindon. <i><Example> In the period of the Myanmar Empire, kings also collected money from people. Local lords of a manor collected money from people (or farmers). However, the amount of payment as tax was different from one place to another because there was no rule for taxing. In addition, the lords frequently required farmers additional fees and sometimes embezzled the tax money.</i></p>	<p>5</p>	<p>Illustrations explaining the taxing tradition</p>	
<p>The teacher asks the students, "What were farmers feeling about this taxing tradition?"</p>	<p>5</p>		
<p>The students express their opinions.</p>	<p>5</p>	<p>Illustrations explaining the new tax system</p>	
<p>The teacher explains the new tax system carried out by King Mindon. <i><Example> King Mindon introduced the "Tatameda" tax in 1861. This new tax system required farmers to pay one tenth of the total agricultural production as tax. Although farmers paid agricultural products to the Empire at the beginning of this system, they started to pay their taxes with metal coins from 1867. In the introduction of this tax system, all farmers were required to pay the same rate of tax across the Empire.</i></p>	<p>5</p>		
<p>The teacher asks the students, "What impacts did the new tax system had on farmers, lords of a manor, and the central government?"</p>	<p>5</p>		
<p>The students think about the impact of this new system on farmers, lords of a manor and the central government. <i><Ans.> Farmers could pay equal tax to the others. The central government could calculate the total amount of tax money prior to the collection. However, lords of a manor lost their financial and political power.</i></p>	<p>5</p>		
<p>The teacher explains that King Mindon established a salary system as a part of modernization of administration system.</p>	<p>5</p>		

(8th Period)

Learning Activities	Duration (Min.)	Teaching/ Learning Materials	Points to be noticed
<p>The teacher asks the students, "What nickname did King Mindon have?"</p> <p>The students express their ideas. <i><Ans. > A "religious king" or a "pious king."</i></p>	5	Picture of King Mindon	
<p>The teacher shows pictures of the Kuthodaw pagoda and the stone scripture, and asks, "What are these?"</p> <p>The students express their ideas.</p> <p>The teacher explains the religious efforts of King Mindon with using illustrations. <i><Example> King Mindon convoked the Buddhism synod to collect the Buddhism teachings. Approximately 2,400 monks joined the synod from Sri Lanka and the Southeast Asian countries. This synod lasted six months and all the Buddhism teachings were inscribed on 729 pieces of stones. Currently these stone scriptures were in the Kuthodaw pagoda located in the northeast of Mandalay.</i></p>	5	<p>Pictures of the Kuthodaw pagoda</p>  <p>Pictures of the stone scriptures</p> <p>Illustration of the Buddhist synod</p>  	
<p>The students discuss the capability of King Mindon.</p>	10		<p>This discussion should touch upon his attitude, behavior and foresight.</p>

Assessment

This assessment covers all the contents of Chapter 6. In this chapter, teachers can assess children's performance comprehensively.

What are the key issues in this chapter?

- What was the imperialism of this era?
- Why did Myanmar fight against the British?
- How did King Mindon avoid the conflict with the British during his reign?
- What did King Mindon do to develop the empire?

How do you assess the performance of children?

● **Observing children's performance**

In this chapter, there are some activities such as group discussion and presentation. During the activities, teachers can assess children's performance through observation. The teachers can refer to the "**Checklist of Children's Performance**" when assessing children.

● **Essay assignment**

In this chapter, there are many issues to be discussed. To check children's level of understanding, writing an essay is effective. When assigning children to write an essay, teachers should choose a title, which children can easily write with their imagination and ideas.

For example, teachers can give a title of "the British and King Mindon" or "The greatness of King Mindon." Both titles expect children to write about an issue of "How King Mindon treat with the British during his reign"

● **Small quiz**

In addition to observation and essay assignment, a small quiz is also effective to review children's level of understanding. As same as the other chapter, the result of the small quiz can be used as the only part of the assessment of children's performance.

A sample quiz is shown below.

Sample Quiz

Q1: After the second Myanmar Empire broke down, Alaungmintayar established the new empire. He decided to create the capital in his native town.

Answer what the name of his native town is and draw a mark (●) on the place on the map below.

Name of his native town:



Q2: At this time, the British wanted Myanmar and they were approaching Myanmar. Why did the British want Myanmar? Mention the reasons.

Q3 (1): The war between the British and Myanmar occurred twice before King Mindon's reign. In the both battles, Myanmar was defeated by the British. Then, King Mindon sat on the throne. What feeling did he have when he became the king? Choose the most appropriate one.

- (a) He wanted to fight against the British again to gain a victory as soon as possible.
- (b) He was so scared to fight against the British because they were very strong.
- (c) He wanted to modernize his empire to be against the British in the future.
- (d) He did not know what to do because of his lack of ability.

(2): During his reign, what did King Mindon do? Mention three actions of him.

Model answers:

Q1: Shwebo, To omit the location.

Q2: There are four main reasons: the British wanted to gain various natural resources in Myanamr, the British wanted to gain a new market for the British products, the British wanted to gain more production the rice for exporting to the other British colonial regions, and the British wanted to secure their safety along the eastern border of the British India.

Q3 (1): (c)

(2): Dispatch of diplomats to Europe, learning modern technology from the European countries, establishing modern industry, casting metal coins, establishing a telegraph office, publishing newspapers, etc.

GRADE 3
MORAL & CIVICS

CHAPTER 7: BE A GOOD PERSON

Key Concept

Children understand good attitude and behavior for being a good persons such as respecting people, being patient, being humble, and not being greedy.

**Learning Objectives
General Objectives**

Children understand what attitude and behavior are important for being a good person (such as respecting people, being patient, being humble and not being greedy) and practice these in their everyday lives.

**Structure of
This Chapter &
Specific Objectives**

<Lesson>	<Specific Objectives>
Lesson 15: Respect People	(1) Children are able to avoid a feeling of being proud of themselves and show respectful attitude towards everyone. (2) Children are able to show humble, satisfied, and grateful attitude towards everyone. (3) Children are able to express the benefits of paying homage to people and the disadvantages of treating with people with ill-will. (4) Children are able to show giving regards to peers and friends, and help the juniors.
Lesson 16: Be Patient	(1) Children are able to control their minds and be tolerate in matters of their livelihood without indulging their desires. (2) Children obey the admonishment of virtuous persons, exceptionally gifted person who has good character, and teachers.
Lesson 17: Be Humble	(1) Children are able to have humble attitude towards other people. (2) Children are able to employ amiable speech to other people.
Lesson 18: Not be greedy	Children are able to avoid their greed by learning that people can always face serious difficulties if they become too greedy.

Key Points

● **By using stories, messages in the stories are taught children**

All the lessons in “Moral and Civics” use some stories which have strong messages. In the lessons, teachers teach children these messages through various stories. To do it effectively and correctly, it is highly necessary for teachers to understand and digest the stories and to pick up the key messages of the stories.

● **Encouraging children to discussion and sharing their opinions with the others**

In most lessons of “Moral and Civics,” children’s discussion is prepared after listening to a story. This activity is significantly important for children in order to understand what the story tells them and to construct their own unique opinions. The teachers should encourage children to discuss their ideas and share opinions through the lessons.

Lesson 15: Respect People

General Objectives

Children understand what attitude and behavior are important for being a good person (such as respecting people, being patient, being humble and not being greedy) and practice these in their everyday lives.

Specific Objectives

- (1) Children are able to avoid a feeling of being proud of themselves and show respectful attitude towards everyone.
- (2) Children are able to show humble, satisfied, and grateful attitude towards everyone.
- (3) Children are able to express the benefits of paying homage to people and the disadvantages of treating with people with ill-will.
- (4) Children are able to show giving regards to peers and friends, and help the juniors.

Lesson Planner**1st and 2nd periods** (**See examples of lesson plan*)

The main issue in these two periods is that people should respect elder people and they should be humble to do so. This issue will be explained clearly to children by using two interesting stories, "Those who deserve respect" and "Being humble to oneself." Children understand that respectful attitude towards the elders is very important and show this kind of attitude and behavior in their everyday life.

3rd period (**See examples of lesson plan*)

The main issue in this period is to understand the meaning of "Mingalar poem (Auspiciousness) (7)." It tells us that human being should be respectful to honorable and elder people, human being should be humble, human being should be satisfied, human being should not be greedy, human being should be grateful, and human being should be in touch with Teachings. Through reciting this poem with teacher, children understand the idea of this poem.

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

By using a traditional idea of Myanmar, that children pay homage to parents before going to bed, a teacher lets children understand what benefits will be gotten by paying homage. In addition, the teacher lets them understand what will happen if they do wrong to people who deserve to be respected. During the lessons, children think about these questions with referring a poem named "Let's pay homage."

6th period (**See examples of lesson plan*)

The main idea of this period is that we should show respect to peers and friends and help the juniors. In the first period of lesson, children learnt that they should respect to the elders. In addition, this lesson teaches children to pay respect even to people at their same age and to help willingly the younger children. By using a poem named "Goodwill," children understand this issue.

Examples of Lesson Plan

1st and 2nd Periods:

Specific Objectives


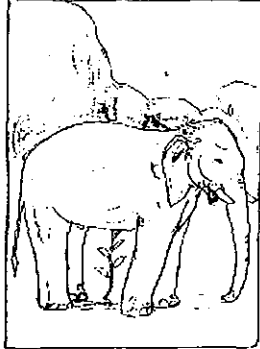


(1) Children are able to avoid a feeling of being proud of themselves and show respectful attitude towards everyone.

Teaching / Learning Materials

A picture of an elephant, a monkey and a partridge
 A story of "Those Who Deserve Respect"
 A picture of a humble prince assisting an old man
 A story of "Being humble to oneself"

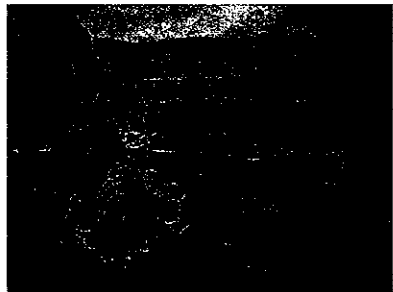
Teaching / Learning Procedure

(1st Period)

Learning Activities	Duration (Min.)	Teaching/Learning Materials	Points to be noticed
<p>A teacher tells students about the story of "Those who deserve respect."</p> <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p>"Those Who Deserve Respect"</p> <p>Once there lived in Hima Wunta forest, in a banyan tree, an elephant, a monkey and a partridge. They were friends but they had no respect for each other.</p> <p>One day the three friends discussed and suggested, "We should respect the eldest among us and should listen to his words." At last, they agreed to place the banyan tree as a token of their age.</p> <p>The monkey and the partridge asked the elephant, "When did you start to know this banyan tree?" The elephant replied, "When I was young, I jumped over this banyan tree. My navel touched the top of the banyan tree."</p> <p>Then the elephant and the partridge asked the monkey, "When did you know this banyan tree?" and the monkey said, "When I was young, I was sitting and eating the fruit of the banyan tree."</p> <p>Then they asked the partridge and he said, "There was no banyan tree at that time. I ate the fruit of the banyan tree from another place and excreted here. This banyan tree grew up from that excrement."</p> <p style="text-align: right;">(Continued to the next page)</p> </div>	7	<p>A story and picture of an elephant, a monkey and a partridge</p> <div style="text-align: center; margin-top: 10px;">  </div> <div style="display: flex; justify-content: space-around; margin-top: 10px;">    </div>	

<p>Students discuss the following issues:</p> <p>(1) Why didn't an elephant, a monkey and a partridge respect each other at the beginning?</p> <p>(2) According to their explanations, who is the youngest and who is the oldest? Why?</p> <p>(3) Who should give respect to whom? Why?</p> <p><i>Hint: In terms of (3) question, it is expected that students answer, "The partridge who is the oldest should be respected by the two, and the monkey who is older than the elephant should be respected by the elephant."</i></p> <p>The teacher tells about the conclusion part of the story.</p>	<p>10</p> <p>3</p>	<p>A picture of an elephant, a monkey and a partridge</p> <p>Story of an elephant, a monkey and a partridge</p>	<p>This discussion can be better to be conducted by group.</p> <p>The teacher lets them understand that body size is not always related to people's age and the elders deserve to be respected by younger people.</p>
<p>(Continued from the previous page)</p> <p>The elephant and the monkey said, "You have much experience and you are wiser than us. We should give respect to you. From today we will give respect to you, acquire knowledge from you and carry out your daily chores. Admonish us. Give us advice and we will listen to you."</p> <p>From that day on wards the three friends lived in unity and happiness.</p>			
<p>The students discuss the issue of why the elder people deserve to be respected.</p> <p><i>Ex. The elders have more knowledge and experiences. The elders always give us some right directions for our lives. The elders always take care of us, etc.</i></p>	<p>10</p>		<p>There can be variety of answers for this question. So, it is a good discussion by group.</p>
<p>Each group has a presentation about their ideas.</p>	<p>5</p>		

(2nd Period)

Learning Activities	Duration (Min.)	Teaching/Learning Materials	Points to be noticed
<p>The teacher reviews the last lesson and tells like the following.</p> <p><i>Ex. "We now understand that the elders should be respected by the others. However, it is difficult for someone to give respect to the elders. In what kinds of case is it difficult to give respect to the elders? Now I tell you a story."</i></p>	<p>2</p>		

<p>The teacher tells a story of "Being humble to oneself."</p>	<p>10</p>	<p>A story and a picture of a humble prince assisting an old man</p>	
<p>"Being humble to oneself"</p> <p>Once in Bawga country, there was a king Yazar. He was wise and he had many wise ministers. He had two sons, Bala and Thawma. The elder son Bala was bad nature and very proud of himself. He dealt with the minister and people with pride because he was the king's son. So the ministers and people did not like him.</p> <p>The younger son, Thawma, was not like that. He was good nature and he had no pride. He humbly dealt with the ministers and people. So the minister and people like him.</p> <p>One day, Bala dressed himself with beautiful clothes and rode his horse to attend the royal festival. On the way, he saw a poor old traveler. The old man did not see Bala and did not make way for him. Bala swore at him and rode his horse into him. The old man fell down on the side of the road.</p> <p>Thawma rode behind Bala and saw the whole scene. He at once jumped down from his horse and lifted the old man up kindly. The old man could not walk and he gave his horse to him.</p> <p>The old man felt gratitude to Thawma and he gave the bundle of palm leaf writings, "Thuta kyan yadana" which only he possessed in gratitude. He asked him to learn it so that he would get knowledge and wisdom.</p> <p>The Thawma continued to the royal festival on foot humbly. Every prince came to the festival by riding horse or by carts and the ministers were surprised to see Thawma walking humbly, dressed in beautiful clothes.</p> <p>Six months later, a group of diplomats from neighboring country came to Bawga country. They came to ask three questions to test the intelligence of the citizens of that country. The three questions are as follows.</p> <ol style="list-style-type: none"> (1) Which bird is the one that has only bone for its tail and wings? (2) Which bird is the one that has only flesh for its tail and wings? (3) Which bird is the one that has only feathers for its tail and wings? <p>The king and the ministers could not answer the questions on the third day. If they could not get the answer they would be looked down upon and felt shame.</p> <p>The elder son wanted to arrest and kill those diplomats. The king forbade that he would not listen to him and so was banished from the country.</p> <p>Then the younger son Thawma said to the king that he had studied the "Thuta kyan yadana" and he could answer those questions. On the appointed day, Thawma bravely gave the answers to the three questions to the diplomats. They are as follows:</p> <ol style="list-style-type: none"> (1) The bird that its tail and wings has only bone is the humble bee. (2) The bird that its tail and wings has only flesh is the flying squirrel. (3) The bird that its tail and wings has only feathers is the peafowl. <p>The diplomats said, "You are right," and they praised him and gave him prizes. The king was very pleased with his son and made him the crown prince.</p>			
<p>Students discuss the following issues: (1) What differences do the sons of the king</p>	<p>15</p>		

<p>have? <i>Ex. The elder son (Bala) was bad natured and very proud of himself. On the other hand, the younger son (Thawma) was good natured and had no pride.</i></p> <p>(2) When the elder son of the king met an old traveler, how did he deal with him? Why? <i>Ex. Because the old traveler did not make way for him, Bala swore at him and rode his horse into him. The old traveler fell down on the side of the road and could not walk. Bala was so proud of himself that he did not take care of anybody and only concerned about himself.</i></p> <p>(3) When the younger son of the king met the old traveler, how did he deal with him? Why? <i>Ex. The younger son at once jumped down from his horse and lifted the old man up kindly. The old man could not walk and he gave the old man his horse. The younger son did not have any pride. When he saw a poor old man, he wanted to help him.</i></p> <p>(4) In the end of the story, who became the crown prince? Why? <i>Ex. The younger son, Thawma, became the crown prince Because he was the only person who could answer the questions made by the diplomats coming outside of the country. This is because Thawama received the bandul of palm-leaf writings, "Theeta kyan yandana" from the old traveler in exchange for his help.</i></p>			<p>It is important for teachers to let students express reasons why the two sons dealt with the older traveler in different ways.</p> <p>This question (4) is the key question in this lesson. Teachers should take time to let students think about this question carefully.</p>
<p>The teacher asks students again, "We know that we should respect elder people. However, it is sometimes very difficult for someone. In what kind of case is it difficult to give respect to the elders?"</p>	8		<p>This question is the same as the question which the teacher asks in the introduction.</p>

3rd Period:

Specific Objectives

(2) Children are able to show humble, satisfied, and grateful attitude everyone.

Teaching / Learning Materials

Mingalar Poem (Auspiciousness) (7)

Teaching / Learning Procedure

(3rd Period)

Learning Activities	Duration (Min.)	Teaching/Learning Materials	Points to be noticed
<p>The teacher reviews the last two lessons briefly. <i>Ex.</i> (1) <i>Why does the elders deserve to be respected?</i> (2) <i>What kind of people is difficult to respect the others?</i> (3) <i>What benefits can you get by being humble to oneself?</i></p> <p>The teacher tells students, "The Buddhism teaches people to be humble. Let's look at one Buddhist poem."</p>	5		
<p>The teacher reads out the Mingalar poem (7) with moderated tone and actions.</p> <p>The students repeat it after the teacher.</p> <div style="border: 1px solid black; padding: 10px; margin: 10px 0;"> <p>"Mingalar Poem (Auspiciousness) (7):</p> <p>Be respectful and pay obeisance to honorable people and elders Always be humble and don't be flown high with conceit Be satisfied with what you are conditioned And don't be after increasing greed If indebted, be grateful and repay The indebtedness with special remembrance Always be in touch with Teachings (Dhamma) Which multiplies blessings This is "the Philosophy of Buddha," Auspiciousness of the world.</p> <p style="text-align: right;">By Dagon U Tun Myint</p> </div>	15	"Mingalar Poem (Auspiciousness) (7)	Children are more interested in the poem if they read out it in a moderated tone and action.
<p>The students discuss what the poem tells them about.</p>	10		It is better that this discussion is conducted by group.
<p>The teacher concludes six points as follows: (1) Be respectful to honorable and elder people (2) Be humble (3) Be satisfied (4) Don't be greedy (5) Be grateful (6) Be in touch with Teachings</p>	5		It is better that the teacher writes these six points on the blackboard in order to let students understand the main points of the poem.

4th and 5th Periods:

Specific Objectives	(3) Children are able to express the benefits of paying homage to people and the disadvantages of treating with people with ill-will.
Teaching / Learning Materials	The story of “Let’s Pay Homage”
Teaching / Learning Procedure	

(4th Period)

Learning Activities	Duration (Min.)	Teaching/Learning Materials	Points to be noticed
The teacher tells students, “In the last lessons, we learned that we should be humble and respect to people. Are you always humble? Do you respect the others? Today, we try to think about our attitude at home specifically.”	5		In this introduction, the teacher asks some questions. But these questions does not require students specific answers.
The teacher discusses the following issues with students. (1) What do we do before going to bed? <i>Hint: In Myanmar tradition, children have usually paid homage to their parents and grandparents.</i> (2) Why do we do? <i>Hint: There can be various different answers. For example, this is the Buddhist thought. Parents and grandparents are older than we. We should be humble and respect to every person, etc.</i>	10		Recently many families, especially in urban areas, are nuclear family. So, this tradition has not been transferred to children. Some children do not know this tradition. In this case, teacher should tell them about this Myanmar’s great tradition.
The students discuss the following questions: (1) By paying homage, what benefits can you expect? (2) If you did wrong to those who deserve to be respected, what will happen?	10		This discussion is better to be conducted by group.
Each group has a presentation of their ideas.	10		

(5th Period)

Learning Activities	Duration (Min.)	Teaching/Learning Materials	Points to be noticed
The teacher reviews the question (2) of the last lesson. The teacher tells students, “Each group got many ideas about the question (2) in the last lesson.”	10		This introduction part is directly connected to the last lesson. The teacher should refer to the presentation of

In terms of this issue, the Buddhist poem tells about something. Let's look at what it tells us."			children at the last lesson.
The teacher reads out the poem of "Let's pay homage" with moderate tone and actions. The students repeat it after the teacher.	15	Story of "Let's pay homage"	
<div style="border: 1px solid black; padding: 10px;"> <p>"Let's Pay Homage"</p> <p>Buddha had said to pay homage To those who are worthy of We still diligently follow the Thirty Eight Mingalar (Auspiciousness expounded by Buddha) We are the primary graders Who will adorn the thirty eight Mingalar With respect we shall pay obeisance To our parents and teachers Those who treat them with ill-will Are the ones of low class Those who pay homage Shall be blessed with long life and good personality Let's pay homage, let's pay homage</p> <p style="text-align: right;">By Maung Kyay Zuu</p> </div>			
The teacher asks students, "What does the poem say about our behavior?" and "What does it say about people who treat the others with ill-will?"	10		In this part, the teacher confirms students' level of understanding of the main points in the poem, especially answers for the question (2) at the last lesson.

6th Period:

Specific Objectives

(4) Children are able to show giving regards to peers and friends, and help the juniors.

Teaching / Learning Materials

The story of "Goodwill"

Teaching / Learning Procedure

(6th Period)

Learning Activities	Duration (Min.)	Teaching/Learning Materials	Points to be noticed
The teacher asks students the following questions and the students individually think about those questions:	5		This is an important part of this lesson. The teacher lets

<p>(1) First, think about your family. How do you treat with your family members? (2) Secondly, think about our school. You are now the third grader. How do you treat with students at other grades?</p>			<p>students think about their attitude and behaviors towards the younger children than them and towards the older than them.</p>
<p>The teacher tells students, “The Buddhist thought also tells us of something about the above issue. Let’s look at the poem of “Goodwill.”</p> <p>The teacher reads out the poem of “Goodwill” with moderate tone and action. The students repeat it after the teacher.</p>	10	Story of “Goodwill”	
<p>“Goodwill”</p> <p>Give respect to elders and treat them with humbleness Give regards to peers and make friends with them Help and deal with loving kindness to the juniors If your heart is clean and pure, you will be loved by all, and Remember, don’t ever nurture the spirit of selfishness.</p> <p style="text-align: right;">By Thurazaw</p>			
<p>The students discuss what the poem tells us about treatment with the younger children than them and older people than them.</p>	10		
<p>The teacher reviews this lesson (1st period to 6th period) with students and picks up the main points again.</p> <ul style="list-style-type: none"> ● We should respect honorable and elder people ● We should be humble, be patient, be satisfied, and not be greedy. ● We should give regards to peers and friends ● We should help and deal with loving kindness to the juniors. 	5		<p>This is a conclusion part of this whole lesson. The teacher should conclude the main points briefly and concisely</p>

Assessment

What are the key issues in this lesson?

- Respect elder people
- Be humble, be patient, be satisfied, and not be greedy
- Give regards to peers and friends
- Help and deal with loving kindness to the juniors

How do you assess the performance of children?

● **Short essay question**

Teachers give children a short essay question to confirm their level of understanding. The short essay question can consist of several questions which

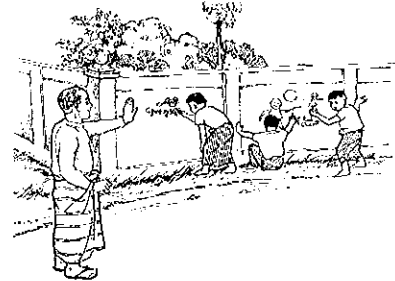
asks what attitude and behavior we should take in particular situation.

A sample essay question is shown as follows.

Sample Essay Question

Please read the following situation with observing the pictures. If you face such situations, what will you do? Please write your ideas.

(1) Some small boys are writing graffiti on the fence. An elder person reproved them not to do it. However, they completely ignored the advice and are still writing. By chance, you saw this situation. What will you do?



(2) Your classmate is very clever and always gets the highest score on any test. One day, your friends asks him a question of mathematics. But that clever boy said to him, "Don't you solve such an easy question? Are you foolish?" After listening to it, your friend started crying. If you were that clever boy, what would you do?



(3) In a department store, a little girl who seems to be spoiled has a lot of toys which her mother bought for her. She looks very happy. However, when she passes in front of the area selling stuffed animals, she suddenly stopped and asked her mother to buy one. Her mother said to her, "You already have a lot of stuffed animals at home and bought many new toy today." But she still insisted the mother to buy and ended up loudly crying. By chance, you are there. What will you say to that girl?



● **Observing children's performance daily as well as during lessons**

The teacher assesses children's performance during lessons and checks them by using the following check list.

Checklist of Children’s Performance during Lessons

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 reserch at home more about what he/she learnt in class.			

In addition, the teacher should assess whether these knowledge is internalized in children’s mind by checking their daily activities. In this type of assessment, the teacher can use the following formatted documents and describe children’s attitude and behavior by each category.

Format for Describing Children’s Attitude and Behavior

Respecting the elders and teachers
(Does he/she respect the elders and teachers when they meet them?)

Being humble
(Does he/she show off his/her pride to the others?)

Being patient
(When facing difficulties, can he/she be patient?)

Not being greedy
(Does he/she show his/her greediness?)

Giving regards to peers and friends
(Does he/she cooperate with peers and friends?)

Helping the juniors
(Is he/she always willing to help the juniors when they face some difficulties?)

Lesson 16: Be Patient

General Objectives

Children understand what attitude and behavior are important for being a good person (such as respecting people, being patient, being humble and not being greedy) and practice these in their everyday lives.

Specific Objectives

- (1) Children are able to control their minds and be tolerate in matters of their livelihood without indulging their desires.
- (2) Children obey the admonishment of virtuous persons, exceptionally gifted person who has good character, and teachers.

Lesson Planner**1st period**

The main issue of this period is that people should control their mind and avoid their desires and egos. To let children understand this issue easily, two hypothetical situations are prepared in this period of lesson. Children think about these different situations and decide what they should act when facing such situations.

2nd period

The main issue of this period is to understand the Mingalar Poem (8). The central messages of this poem are that

- (1) People should control themselves and be patient
- (2) People should be at ease listen if the admonishments are logical
- (3) People should meet the wise and noble persons frequently and discuss with them.

Teachers tell children these messages and encourage them to understand and to act by following the messages.

3rd and 4th periods

The main issue of these periods is that “even if it is an animal, it can become a Nat in abode in celestial beings, who is highly respected. The teacher uses a story (a video) of “Merit of a clever dog” to make this message easily understandable.

This story (or video) is a little long. Therefore, it is better for teachers to check children’s comprehensive level step by step on the half way of the story.

Examples of Lesson Plan

1st to 4th Periods:

Specific Objectives

- (1) Children are able to control their minds and be tolerate in matters of their livelihood without indulging their desires.
- (2) Children obey the admonishment of virtuous persons, exceptionally gifted person who has good character, and teachers.

Teaching / Learning Materials

- A story of hypothetical situation (1)
- A story of hypothetical situation (2)
- Mingalar poem (8) (Auspiciousness)
- The story of the “Merit of a cleaver dog” (or video of this story)

Teaching / Learning Procedure

(1st Period)

Learning Activities	Duration (Min.)	Teaching/Learning Materials	Points to be noticed
<p>A teacher gives students one hypothetical situation like the following: <i>Ex. “You usually wake up at 6:00 in the morning and eat breakfast with parents. Then, you come to school and have classes. However, you overslept and woke up at 7:30 in this morning. You came to school hastily without having breakfast. Now you are so hungry because of no taking breakfast in this morning. Fortunately, your teacher left the classroom because of an urgent duty. Before she left the classroom, the teacher assigned you to read the textbook carefully. Your stomach is now making a noise, “Gruuuuuuu....”</i></p>	5		<p>The teacher lets students understand the following: In this situation, “you” should keep reading the textbook even if you are so hungry. Because it is not time for eating but it is time for studying. “You” should follow the rule of school.</p>
<p>The teacher asks students a question, “In this situation, what do you do? Why?”</p> <p>Students think about this issue and then express their own opinions.</p> <p>The teacher gives students another hypothetical situation like the following: <i>Ex. “After school, you were walking with your friend on the way to your home. At that time, your friend found a small vendor selling sweet candies. My friend liked sweet candies and rushed to the vender to buy some candies. You also liked sweets. At that day, you had 50 kyats in your pocket, which was received by your mother to get vegetable for dinner. The price of vegetables is around 30 kyats according to your</i></p>	10 5		<p>This hypothetical story is more complex than the first one. “You” should think carefully what your responsibility is.</p>

<p><i>mother. So, you can buy some candies for 20 kyats. Your friend is eating candies with very satisfied facial expression.</i></p> <p>The teacher asks students, "In this situation, what do you do? Why?"</p> <p>Students think about this issue and express their opinions.</p>	10		
<p>The teacher asks students, "What message did you find in the two discussions above." <i>Ex. It is important to control yourself and be patient.</i></p>	5		

(2nd Period)

Learning Activities	Duration (Min.)	Teaching/Learning Materials	Points to be noticed
<p>The teacher reads the Mingalar poem 8 (Auspiciousness).</p>	5	Mingalar poem (8) (Auspiciousness)	
<div style="border: 1px solid black; padding: 10px;"> <p>“Mingalar Poem (8) (Auspiciousness)”</p> <p>Control yourself and be patient If the admonishments are logical Be at ease to listen Meet the wise and noble persons Frequently and discuss with them For the right thinking This is the “philosophy of the Buddha,” auspiciousness of the world</p> <p style="text-align: right;">By Dagon U Tun Myint</p> </div>			
<p>Students recite the poem following the teacher several times.</p> <p>The teacher asks students the following questions:</p> <p>(1) Who is called wise and noble persons? <i>Ex. Monk, teacher, parents and grandparents</i></p> <p>(2) Who gives admonishment all the time? <i>Ex. Monk, teacher, parents and grandparents</i></p> <p>(3) What will happen if the admonishment of teachers is disobeyed?</p> <p>(4) What will happen if the admonishment of monks is disobeyed?</p>	10		

Students discuss the above questions by group.	10		
Each group has a presentation of their ideas.	10		

(3rd and 4th Periods)

Learning Activities	Duration (Min.)	Teaching/Learning Materials	Points to be noticed
The teacher tells students a story of the “Merit of a clever dog.”	15	The story of the “Merit of a cleaver dog” or video of this story	

“Merit of a Clever Dog”

In the olden days, there was an outbreak of infectious disease in the country named Ahlakappa. The disease spread out from one person to another, one house to another, one village to another, and one town to another. It was incurable so that a large number of people died of the disease.

At that time, a man was so afraid that he took his wife and son and left for another country. They had to go across the arduous journey of dessert. On the way of journey, after they had overcome the difficulties, they passed over the dessert without death. They arrived at a hut of cowboy in the evening.

On that day, the people who lived in that hut cooked boiled rice with milk. They felt compassion for the man’s family when they saw the family. They said, “The couple and their son are extremely hungry” and gave a pot-full of boiled rice with milk to that family. They poured a lot of butter to that pot and let them ate full enough. Though his wife was hungry, she ate fair amount. Her husband, however, ate too much amount more than fairness without limit. So he suffered indigestion and died after that night. He was obsessed with his family while dying and underwent reincarnation in the womb of the bitch in the cowboy’s hut.

On the due date, the bitch delivered that puppy. The cowboy loved the puppy so that he fed it well. He usually took the dog wherever he went. One day, a lesser Buddha came for accepting offerings of food at the door of the cowboy’s hut. The cowboy offered food and requested the lesser Buddha to stay at some distance during a Buddhist lent since he revered the lesser Buddha. He said he wanted to take the responsibility to offer food. The lesser Buddha agreed with his request and stayed in a wood at some distance to the cowboy’s hut.

The cowboy usually took the puppy when he visited the lesser Buddha. While going there, he struck the bushes or plants he found on his way so as to make beast of prey run away. The small puppy also noted the manner of his master.

One day, the cowboy told the lesser Buddha that he would send his young dog when he was not free and to come for accepting offering of food to his home at the arrival of the young dog. As he told, he sent his clever dog on the day he was not free. He said, “Loving son, go and take the lesser Buddha”. The clever dog went and prostrated in reverence at the foot of the lesser Buddha at the time of going for accepting offering of food.

The lesser Buddha knew that the clever dog came to take me for offering food and went accepting offering food. Sometimes, the lesser Buddha went from the other way in order to make enquiry about the clever dog. At that time, the dog stood to inhibit and moved from that place only when going right way. When reaching at the place where its master had struck the bushes or trees in order to get rid of wild beast, the dog barked loudly.

(Continue to the next page)

<p>(Continue from the previous page)</p> <p>The wild beast shunned away when they heard the bark of dog. The lesser Buddha fed the dog some remaining of food after having meal at cowboy's hut. At that time, the clever dog had more acquaintance with the lesser Buddha.</p> <p>The cowboy offered robe to the lesser Buddha after the end of Buddhist lent. He said, "If you wish, please continue staying here or else you may go somewhere you wish." The lesser Buddha said he wanted go to another place and went there.</p> <p>The cowboy saw the lesser Buddha off on the halfway of the journey and came back. When the clever dog knew that the lesser Buddha left for good, it pined away. After that, the dog reincarnated as a male Nat the "Tarwataintha" abode in celestial beings due to the merit of meeting the lesser Buddha.</p> <p>That male Nat had powerful voice because of the merit of barking loudly at the wild beasts to make the lesser Buddha free from them when being in the life of dog. When the male Nat chatted with other Nats, his voice spread over the abode of celestial beings. Therefore, the name of "Gaw-tha-ka Nat Tha" was given to him.</p>			
<p>After listening to the story or watching the video, students discuss the following issues:</p> <p>(1) Who is the main character in this story? <i>Ex. The clever dog</i></p> <p>(2) What happened to the dog? <i>Ex. The dog became a male Nat in abode of celestial beings.</i></p> <p>(3) What is his name? Tell his outstanding qualification. <i>Ex. His name is Gaw-tha-ka male Nat. He had powerful voice so that his voice spread over the whole abode of celestial beings.</i></p> <p>(4) Why did the dog become a male Nat? <i>Ex. Because the dog was obedient and served well to the owner. Therefore, the dog became a male Nat though it was an animal.</i></p>	<p>15</p>		
<p>Students express their ideas about the above issues.</p> <p>The teacher explains that meeting virtuous persons is auspiciousness. Even though it was an animal, the dog became a male Nat in abode in celestial beings.</p>	<p>15</p> <p>10</p>		<p>This is the main message of this story and of this lesson. The teacher lets students understand this central message clearly.</p>
<p>Students recite Mingalar poem 8 again several times.</p>	<p>15</p>	<p>Mingalar poem 8 (Auspiciousness)</p>	

Assessment

What are the key issues in this lesson?

- People should control themselves and be patient
- People should be at ease listen if the admonishments are logical
- People should meet the wise and noble persons frequently and discuss with them.

How do you assess the performance of children?

- **Essay question**

Writing an essay requires children to understand the contents deeply and to internalize these in their minds. At the end of this lesson, teachers can give children an essay question to assess their level of understanding. A sample essay question is shown as below.

Sample Essay Question

Please read the following sentence and answer the question below.

Situation (I):

You usually wake up at 6:00 in the morning and eat breakfast with parents. Then, you come to school and have classes. However, you overslept and woke up at 7:30 in this morning. You came to school hastily without having breakfast. Now you are so hungry because of no taking breakfast in this morning. Fortunately, your teacher left the classroom because of an urgent duty. Before she left the classroom, the teacher assigned you to read the textbook carefully. Your stomach is now making a noise, "Gruuuuuu...."

Question (1): At this time, what will you do? Please state your action with reasons why you will do such an action.

Situation (II):

You could not stand your extreme hunger. You opened your lunch box quietly and started to eat it. Suddenly your teacher came back to the class and found you were eating lunch.

Question (2): What do you think will happen next? How do you cope with such a situation?

- **Observing children's performance daily as well as during lessons**

The teacher assesses children's performance during lessons and checks them by using the check list shown in the lesson 15.

Lesson 17: Be Humble

General Objectives

Children understand what attitude and behavior are important for being a good person (such as respecting people, being patient, being humble and not being greedy) and practice these in their everyday lives.

Specific Objectives

- (1) Children are able to have humble attitude towards other people.
- (2) Children are able to employ amiable speech to other people.

Lesson Planner

1st and 2nd periods (*See examples of lesson plan)

The main point of this lesson is to let students understand what is good attitude and behavior for human being. The story of "Admonishment given by showing ear of paddy" which is used in this lesson says that wise men are humble and employ amiable speech, but foolish men think highly of themselves and are arrogant in speech. If we are persons who always think about ourselves and speak to the others arrogantly, it is difficult for us to become wise men. To become wise men, we should correct our attitude and behavior. This message should be transferred to children correctly and effectively.

Note: When teaching this lesson by using this story, many teachers tend to teach incorrectly. This incorrect teaching may come from misunderstanding of the message of this story. This story deals with people's behavior and attitude, not with people's social and economic positions. In addition, this story tells us that wise men are humble and employ amiable speech. It does not say that people who are humble and employ amiable speech are wise men. In terms of foolish men, it is same. Therefore, the following classification, for example, is not good although teachers tend to use that way in class.

A wrong example:

Please classify the following person into wise men or foolish men.

- (1) Rich men and poor men
- (2) Good-natured men and bad-natured men
- (3) Haughty men and humble men

Wise men	Foolish men

Examples of Lesson Plan

1st and 2nd Periods:

Specific Objectives

- (1) Children are able to have humble attitude towards other people.
- (2) Children are able to employ amiable speech to other people.

Teaching / Learning Materials

Story of “Admonishment given by showing ear of paddy”
Illustrations of bending ear of paddy and erecting ear of paddy

Teaching / Learning Procedure

(1st and 2nd Periods)

Learning Activities	Duration (Min.)	Teaching/Learning Materials	Points to be noticed
Teacher tells a part of the story of “Admonishment given by showing ear of paddy.”	5	The story of “Admonishment given by showing ear of paddy”	Here teacher tells students about only half of the story.
<p>“Admonishment given by ear of paddy”</p> <p>Once upon a time, among the pupils studying under a hermit there was a prince who was very conceited, and foul-mouthed. Nobody befriended him. One day the hermit teacher called the prince and showed the paddy plants in the field. The prince looked at the erecting ear of paddy and the bending ear of paddy, remarked that those standing upright as powerful ones and the bending ones as prostrating in worship.</p> <p style="text-align: right;">(Continue to the next page)</p>			
<p>Students discuss the following questions:</p> <p>(1) Why did the hermit teacher called the prince? <i>Ex. Because he is very conceited and foul-mouthed, the hermit teacher wanted him to realize that his attitude is not good and wanted to correct his way of thought.</i></p> <p>(2) Why did the hermit teacher take the prince to the paddy field? <i>Ex. The hermit teacher wanted to show the ear of paddy (erecting ear of paddy and bending ear of paddy) to the prince.</i></p> <p>(3) Do you agree the interpretation of the ear of paddy made by the prince? Why?</p>	15	Illustrations of bending ear of paddy and erecting ear of paddy	In terms of question (2), students cannot answer exactly at this time because they do not know the whole story. However, this question will be asked again in the conclusion part of this lesson.

The teacher continues the last part of the story.	5		
<p align="center">“Admonishment given by ear of paddy” (Continued from the previous page)</p> <p>The hermit teacher broke up the erect paddy stalks and said thus. “The bending ear of paddy is the fertilized one while the erect one is the sterile. In this world, the wise are like the inclining ear of paddy humbling themselves in search of prosperity. They also employ amiable speech. One the other hand, the erect ear of paddy is like a foolish person who thinks highly of himself and arrogant in speech. Such a person, may be of high birth, is of no worth.” Thus, the hermit’s admonishment ended and the prince realized the true outlook.</p> <p align="right">By Nan Pwint San</p>			
<p>Students discuss the following questions:</p> <p>(1) For what was the bending ear of paddy used as a metaphor? <i>Ex. Wise persons</i></p> <p>(2) For what was the erect ear of paddy used as a metaphor? <i>Ex. Foolish persons</i></p> <p>(3) What kinds of attitude and behavior do wise persons usually take? <i>Ex. They are humble, and employ amiable speech.</i></p> <p>(4) What kinds of attitude and behavior do foolish persons usually take? <i>Ex. They think highly of themselves, and are arrogant in speech.</i></p>	15		<p>Note that this story tells us that wise persons are usually humble and employ amiable speech, but foolish persons usually think highly of themselves and are arrogant in speech. It does not mean that people being humble and employing amiable speech are wise, and people thinking highly of themselves and being arrogant in speech are foolish.</p>
<p>The teacher asks students, “What did the hermit teacher want to tell the prince by showing two kinds of ear of paddy?”</p> <p>Students discuss this issue by group and each group has a presentation of their ideas.</p>	30		

Assessment

What are the key issues in this lesson?

- Having humble attitude towards other people is important
- Employing amiable speech to other people is important

How do you assess the performance of children?

- Essay question

Teachers give children an assignment to write a short essay about the following topic.

Topic:
“Why do people who are wise tend to be humble to other people?”

Lesson 18: Not Be Greedy

General Objectives

Children understand what attitude and behavior are important for being a good person (such as respecting people, being patient, being humble and not being greedy) and practice these in their everyday lives.

Specific Objectives

Children are able to avoid their greed by learning that people can always face serious difficulties if they become too greedy.

Lesson Planner**1st period**

This period of lesson is an introduction part of the whole lesson of “Not be greedy.” The main point of this period is to check children’s attitude and behavior in the case of finding a thing on the street by chance. In this familiar situation, sharing personal opinions on how they think and act is the central issue. Teachers must let children speak out their ideas freely and must listen to them carefully. The teachers must not judge their ideas in this time because the answer on how they act in the case of finding a thing on the street should be found by children themselves through this whole lesson.

2nd period

In this period of lesson, the main issue is that children understand that people can face difficulties when being greedy. The teacher uses a story of “Greed” to teach the main issue above. In the lesson, the teacher should give children many chances to discuss their opinions. To promote their discussion, the teacher must prepare good questions, such as “What kind of person is the guest?” “What plan did the couple make at that night?” “Why did the couple make that plan?” “What incident happened at that night?” etc. Then, at the end of the lesson, all children understand the main message of this lesson.

In addition, the teachers give children an assignment to write their or their experiences as same as the message of the story. This is an advanced assignment because children need to understand the message to do an assignment.

3rd period

In this period of lesson, children share their own experiences. Children present their experiences in front of classmates.

Examples of Lesson Plan

1st Period:

Specific Objectives

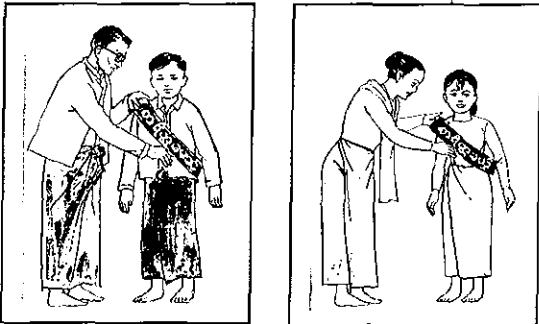
Children are able to avoid their greed by learning that people can always face serious difficulties if they become too greedy.

Teaching / Learning Materials

A photo of a winner of “Boys and girls of good moral character” award

Teaching / Learning Procedure

(1st Period)

Learning Activities	Duration (Min.)	Teaching/Learning Materials	Points to be noticed
<p>Teacher shows a photo of winners of the “Boys and girls of good moral character” award.</p> <div style="display: flex; justify-content: space-around; align-items: center;">  </div> <p>Students discuss why they got this award. <i>Possible answers: they studied hard, had a good achievement, did a good thing, etc.</i></p>	5	<p>A photo of a winner of “Boys and girls of good moral character” award</p>	<p>In this discussion, the teacher lets students speak out their various opinions freely. Many possibilities can be considered.</p>
<p>The teacher tells the reason why they got the “Boys and girls of good moral character” award: <i>Ex. They got the “Boys and girls of good moral character” award because they found a thing on the street by chance and returned it.</i></p> <p>The students discuss the following issues by group:</p> <ol style="list-style-type: none"> (1) If you were them, what do you think when you find a thing by chance? (2) If you were them, what do you do when you find a thing by chance? (3) Why do you do this kind of action like your answer about the question (2). 	5 15		<p>In this discussion, students will present various opinions. Moralistically speaking, returning the things is the best action. However, there are many different reasons behind this answer. For example, the things are not ours and we should return these to the owner (This is the best reason in terms of good moral education), we are</p>

			always told by parents that if we find something by chance, you should return these (Students having this type of answers do not have their own opinions about this issues), or the things can be dangerous like bombs so that we should return these (Students with this type of answer do not understand the issue of “being honest” and “not being greedy”). The teacher should make it sure what reason students have to do a certain action in this case.
Each group presents their opinions about the above questions.	10		

(2nd Period)

Learning Activities	Duration (Min.)	Teaching/Learning Materials	Points to be noticed
<p>The teacher tells the story of “Greed.”</p> <div style="border: 1px solid black; padding: 10px; margin-top: 10px;"> <p>“Greed”</p> <p>Once upon a time there lived an oil merchant couple and their son. One day an elder man came to their house and respected to let him put up for the night in their house. The couple let him in and provided a bed for him. Before going to bed the elderly man spoke about his commercial dealings with him a lot of money the couple planned to kill him and take the money. The wife asked her husband to kill the elderly man. The husband refused because he was not brave enough to do so. When the wife said she would do it herself, the husband changed his mind and took the responsibility of killing the elderly guest.</p> <p>That night the elderly guest suffered form bowel disorders and had to visit the latrine frequently. Most of the night was spent there instead of on the bed. During that time the son of the oil merchant couple came back form his late night serenade went in to sleep on bed prepared for the guest. He slept covering himself with a blanket from head to toes.</p> <p style="text-align: right;">(Continue to the next page)</p> </div>	10	The story of “Greed”	This story is bit long for students at grade 3. If students understand it when the teacher tells it one time, it is better that the teacher tells it again.

<p>(Continue from the previous page)</p> <p>Taking him to be the rich elderly guest, the husband struck with a sword. Fortunately, at that very moment the son tossed on the bed and was cut only on the hand. The couple realized the mistake only when the son screamed with pain. Although their son did not die he was maimed, thus causing them misery throughout their lives.</p> <p style="text-align: right;">Reference: Story on Auspiciousness</p>		
<p>Students discuss the following issues based on the story:</p> <p>(1) What kind of person is the guest? <i>Ex. He is old. He deals with his business. He got a lot of profit from his business.</i></p> <p>(2) What plan did the couple make at that night? <i>Ex. They planed to kill the guest.</i></p> <p>(3) Why did the couple make that plan? Please think about the feeling of the couple at that time. <i>Ex. Because they became greedy and wanted to get money easily.</i></p> <p>(4) What incident happened at that night? <i>Ex. The couple ended up cutting their son's hand by a sword instead of killing the guest.</i></p>	<p>15</p>	
<p>Students discuss by group what this story tells us. After discussion, each group has a presentation of their ideas. <i>Ex. If people become greedy, they would tend to try to gain an immediate profit without thinking about the future and ended up facing a serious failure.</i></p> <p>The teacher assigns students to write their similar experiences as what the story told us in their lives.</p>	<p>10</p>	<p>The teacher can check whether or not students understand what the story told us through this assignment.</p>

(3rd Period)

Learning Activities	Duration (Min.)	Teaching/Learning Materials	Points to be noticed
Some of the students have presentations of their assignments.	35		

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

- People should not be greedy
- Greed tends to bring bad consequences

How do you assess the performance of children?

- Assessing children's assignment (writing their experiences like the story of "Greed") and their presentation

The teacher checks their writings whether they understand the concept of the lesson.

CHAPTER 8: ACT AS A GOOD PERSON

Key Concept

Children understand appropriate attitude and behavior such as politeness, fairness, diligence, and responsibility, and are able to act in such manners in their daily lives.

**Learning Objectives
General Objectives**

Children understand appropriate attitude and behavior in different contexts and are able to take such attitude and behavior in their daily lives.

**Structure of
This Chapter &
Specific Objectives**

<Lesson>

<Specific Objectives>

**Lesson 19:
Polite Attitude
and Behavior**

- (1) Children are able to pay respect to people with bowing when they pass by them.
- (2) Children are able to serve food to parents and teachers first before they eat.
- (3) Children are able to ask their parents humbly and respectfully when they want something. They do not take someone's thing without permission.

**Lesson 20:
Fair Attitude
and Behavior**

- (1) Children are able to realize the fact that they should act in good physical and verbal manners even during competitive games.
- (2) Children are able to obey orders.
- (3) Children are able to forgive a person even when they are injured by the person's action during playing games.
- (4) Children are able to realize that health and happiness are the major things during playing games.

**Lesson 21:
Diligent Attitude
and Behavior**

- (1) Children are able to have a diligent attitude to doing something.
- (2) Children are able to spend time wisely and effectively.

**Lesson 22:
Dutiful Attitude
and Behavior**

Children are able to help out with the sanitation work at home, in their school, and in their community actively through understanding that keeping clean is very important for their lives.

**Supplement Study:
Traditional Custom
(Riddle)**

- (1) Children know that Myanmar traditional riddles make people happy.
- (2) Children know that Myanmar riddles can mature people's thoughts by thinking and answering competitively.

Key Points

● Enhancing children's understanding of good attitude and behavior through some stories

It is very important for children to learn how to act and interact with others in various situations. For example, polite attitude and behavior should be taken when we interact with the elders. During playing games, fair play is the key. Therefore, we think about the context when discussing people's attitude and behavior. In this chapter, many stories are prepared for teaching each lesson correctly. Those stories will give children specific contexts in which people act and behave. Based on the stories, children can discuss what is the most appropriate attitude and behavior.

Lesson 19: Polite Attitude and Behavior
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General Objectives

Children understand appropriate attitude and behavior in different contexts and are able to take such attitude and behavior in their daily lives.

Specific Objectives

- (1) Children are able to pay respect to people with bowing when they pass by them.
- (2) Children are able to serve food to parents and teachers first before they eat.
- (3) Children are able to ask their parents humbly and respectfully when they want something. They do not take someone's things without permission.

Lesson Planner**1st period** (*See examples of lesson plan)

In lesson 19, the main message is the teaching of "Homily by Shin Maha Thilawuntha," which are (1) "Don't pass by someone with stunt and without bowing," (2) "Don't eat by helping yourself before offering first to your parents and teachers," (3) "Don't take things from where they are kept behind the faces of your parents and teachers" and (4) "If you want to take them, if you want to eat them, ask for respectfully and humbly." To give children this message correctly, each period of lesson is prepared.

In the first period of lesson, we deal with the first issue, "Don't pass by someone with stunt and without bowing." Teachers use one story to teach this issue.

During discussion, the teacher should ask children questions like "If you were the person in the story, what would you act," because this type of question can make children think more seriously about an issue.

2nd period (*See examples of lesson plan)

The main issue of this period of lesson is "Don't eat by helping yourself before offering first to your parents and teachers." In the lesson, the teachers use two pictures one of which shows a child serves food to parents first while eating together and another of which shows that a child takes curries for himself while eating with parents together. Through interpretation of the two pictures, the teachers let children understand what is good behavior while eating with parents.

3rd period (*See examples of lesson plan)

The main issue of this period is "Don't take things from where they kept behind the faces of your parents and teachers." The behavior of taking other person's things without any permission is sometimes concerned as a criminal, and always makes people having serious troubles. By using a story of "Ni Ni and Phyu Phyu," the teachers let children understand it.

4th period (*See examples of lesson plan)

This period of lesson is a conclusion part of lesson 15. The teachers introduce a story of "Homily by Shin Maha Thilawuntha" and recite it with children together. By reciting it with correct intonation and rhythm, children can enjoy repeating it several times.

Examples of Lesson Plan

1st to 4th Periods:

Specific Objectives

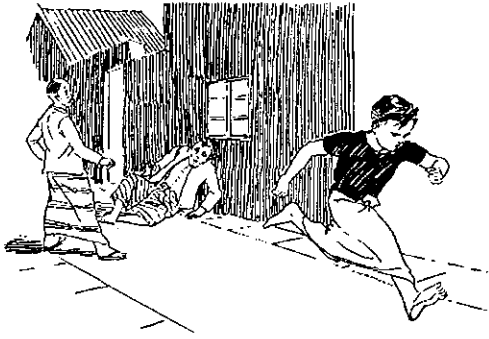
- (1) Children are able to pay respect to people with bowing when they pass by them.
- (2) Children are able to serve food to parents and teachers first before they eat.
- (3) Children are able to ask their parents humbly and respectfully when they want something. They do not take someone's things without permission.

Teaching / Learning Materials

A story of "An incident which happened on the street"
 An illustration of "An incident which happened on the str
 A picture showing that a child serves food to parents first while eating together
 A picture showing that a child takes curries for himself while eating with parents together
 A story of Ni Ni and Phyu Phyu
 The story of "Homily by Shin Maha Thilawuntha"

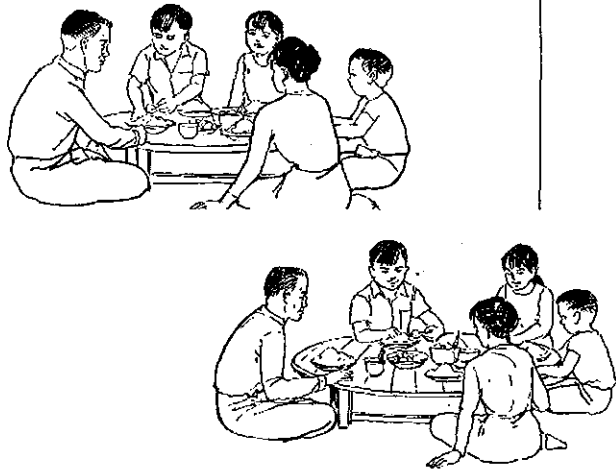
Teaching / Learning Procedure

(1st Period)

Learning Activities	Duration (Min.)	Teaching/Learning Materials	Points to be noticed
<p>A teacher tells a following story with showing an illustration:</p> <div style="border: 1px solid black; padding: 5px; margin: 5px 0;"> <p>"An incident which happened on the street"</p> <p>One clear sunny morning, an old man is walking on the street. His name is U Htun Hla. He is 60 years old. Because he has various experiences and is highly knowledgeable, he is respected by many people in his village. When he was walking, he met his old friend by chance. His friend name is U Win Than. He was long sick and was hospitalized for a long time. Therefore, U Htun Hla did not see him for almost a year. However, U Win Than recently recovered his health and left the hospital.</p> </div> <div style="border: 1px solid black; padding: 5px; margin: 5px 0;"> <p>Once U Htun Hla saw his old friend on the street, he loudly called his name, "Oh! U Win Than." U Win Than also looked so happy to see him. They were enjoying having conversation on the street for a while. When they had conversation on the street, a young man was rushing to school. This young man always oversleeps and rushes to school. When the young man came to the street on where two old men, U Tun Hla and U Win Than, were talking, he ran between the two old men because the street was narrow and was blocked by them. In addition, when the young man passed by these two men, his shoulder hit U Win Than's head and this old man fell down on the street. U Htun Hla helped his friend immediately. At that time, the young man was already far away. Fortunately U Win Than did not get any hurts. U Htun Hla got angry and could not forgive the behavior of the young man. U Tun Hla even now remembers this bad incident clearly.</p> </div>	<p>10</p>	<p>Story of "An incident which happened on the street"</p> <div style="text-align: right; margin-top: 20px;">  </div>	

<p>Students discuss the following issues: (1) Why did U Tun Hla get angry? <i>Ex. Because the young man ran between him and his friend without saying anything. In addition, the shoulder of the young man hit the head of U Win Than and he fell down. But the young man did not say anything and left that place.</i></p> <p>(1) If you were the young man, what would you do? Why would you do it? <i>Ex. If I were the young man, I would stop in front of the two old men, and I would pay respect when passing by them. Specifically, I would pass by their side, not between them, with bowing.</i> <i>Because we should give respect to the elders.</i></p>	<p>15</p>		<p>The teacher should understand two serious mistakes done by the young man in the story.</p> <p>The second discussion is very important for students. The teacher should give students enough time to discuss.</p>
<p>The teacher picks up some students to share their ideas about questions (1) and (2) above.</p>	<p>10</p>		

(2nd Period)

Learning Activities	Duration (Min.)	Teaching/Learning Materials	Points to be noticed
<p>The teacher shows two pictures as follows:</p>  <p>Each student observes the two pictures carefully and find differences between the two pictures.</p>	<p>5</p>	<p>Picture showing that a child serves food to parents first while eating together</p> <p>Picture showing that a child takes curries for himself while eating with parents together</p>	
<p>Students speak out whatever they found in the two pictures.</p> <p>After all children understand the difference (or the key message) between the two pictures, The teacher asks, "Which behavior do you take when</p>	<p>5</p>		<p>Through this free expression, the teacher lets students find the key message of these two pictures.</p>

<p>eating?” and “Why do you act in such a way?”</p> <p>Each student individually think about these questions and expresses their ideas.</p>	20		
<p>The teacher concludes a better behavior of children when eating with family members.</p> <p><i>Ex. In your home, parents and grand parents are much older and have more experiences and knowledge than you. They are always teaching you various things when living with them. Without their support, you cannot live everyday. Therefore, you should respect them. Specifically when you eat with them, you should serve food to the elders first and then you can serve it yourself.</i></p>	5		

(3rd Period)

Learning Activities	Duration (Min.)	Teaching/Learning Materials	Points to be noticed
<p>A teacher tells a following story:</p> <div style="border: 1px solid black; padding: 10px; margin: 10px 0;"> <p>“Ni Ni and Phyu Phyu”</p> <p>Once upon a time, there was a girl named Ni Ni who always took and used other’s belongings without giving notice. She had an elder sister named Phyu Phyu who was good at her studies. She always got prizes in the competition held by school. One day Ni Ni took her sister’s pencil to write and did not return it. Phyu Phyu had to go to school for essay content, the pencil she used to write was not with her so she had to borrow and write with other’s pencil. She was annoyed and could not answer the essay properly.</p> </div>	5	A story of Ni Ni and Phyu Phyu	
<p>Students discuss the following issues based on the story above:</p> <p>(1) What happened to Phyu Phyu? <i>Ex. Phyu Phyu realized that she did not have a pencils at the class and had to borrow a pencil. She was annoyed and could not answer the essay properly.</i></p> <p>(1) Who made Phyu Phyu annoyed? Why? <i>Ex. Ni Ni annoyed Phyu Phyu because Ni Ni took Phyu Phyu’s pencil without giving any notice.</i></p> <p>(1) When she wanted a pencil, how should Ni Ni have done? <i>Ex. Ni Ni should have asked Phyu Phyu politely to borrow her pencil before taking it. Or Ni</i></p>	20		<p>The discussion can be conducted by group.</p> <p>There may be various ideas. In the conclusion of this lesson, students can share different ideas.</p>

<i>Ni should have asked her parents politely to buy a pencil for her.</i>			
Each group has a presentation of their ideas.	10		

(4th Period)

Learning Activities	Duration (Min.)	Teaching/Learning Materials	Points to be noticed
The teacher reads the story of “Homily by Shin Maha Thilawuntha” with correct intonation.	5	A story of “Homily by Shin Maha Thilawuntha”	
<div style="border: 1px solid black; padding: 10px;"> <p>“Homily by Shin Maha Thilawuntha”</p> <p>Don’t pass by someone with stunt and without bowing Don’t eat by helping yourself before offering first to your parents and teachers Don’t take things from where they are kept behind the faces of your parents and teachers If you want to take them, if you want to eat them, ask for respectfully and humbly.</p> </div>			
The students together recite this story following the teacher.	10		
Some students who are picked up by the teacher recite with correct intonation.	10		
Each group members recite this story together	10		

Assessment

What are the key issues in this lesson?

- Paying respect to the elders with bowing when passing by them
- Serving food to parents and teachers first
- Asking people in humble and respectful manners
- No taking someone’s possessions without permission

How do you assess the performance of children?

- **Observing children’s performance during lessons**

Teachers assess children’s performance during lessons by using the checklist presented in the assessment section of lesson 15.

- **Short essay question**

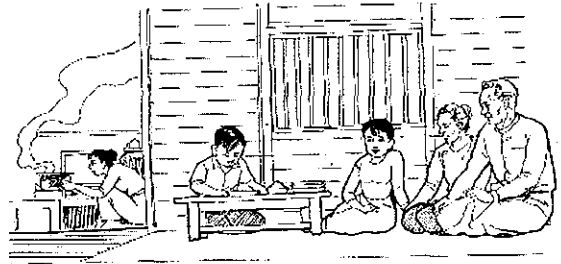
Teachers show children some pictures which indicate different situations, and lets them write their ideas about each pictures.

A sample essay question is shown as follows.

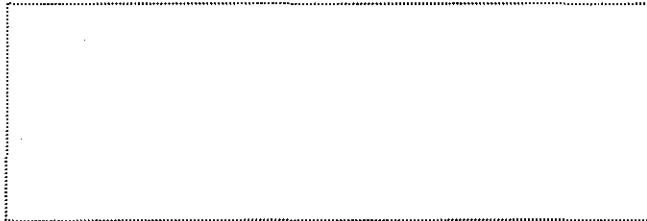
Sample Essay Question

Please observe the following two pictures carefully and read each description about the pictures. Then please think whether these attitude and behavior are appropriate. Write your opinions and the reasons why you think about them.

(1) He started eating quickly right after his parents served meals. His mother is still cooking additional meals for family members.



(2) He is intensively talking with his friend on the hallway. He did not realize that he was passing by his teacher.



Lesson 20: Fair Attitude and Behavior
--

General Objectives

Children understand appropriate attitude and behavior in different contexts and are able to take such attitude and behavior in their daily lives.

Specific Objectives

- (1) Children are able to realize the fact that they should act in good physical and verbal manners even during competitive games.
- (2) Children are able to obey orders.
- (3) Children are able to forgive a person even when they are injured by the person's action during playing games.
- (4) Children are able to realize that health and happiness are the major things.

Lesson Planner**1st, 2nd and 3rd periods**

In these periods of lesson, the teachers use an interesting way of teaching. The teachers introduce a story of "Htoke Hsi Toe Game," in which there are many inappropriate behaviors of the players. Children try to find what inappropriate ways of behavior and attitude are from the story. In the story of "Htoke Hsi Toe Game," the following inappropriate behavior and attitude occurred:

- Mon Mon grabbed Sandar's hand and did not release it for a while.
- Mon Mon argued Sandar's accusing.
- The group of Mon Mon shouted altogether
- Sandar run into Myo Myo with speed to catch her.
- Myo Myo rushed into and beat Sandar.
- Sandar tried to beat Myo Myo.
- Ohnmar caught Soe Soe's hair and pull it back by force.
- Cho Cho said to the Mon Mon's team, "Try ten years more to win."
- Mon Mon bit Cho Cho's hand.

After finding such inappropriate behavior and attitude, children think what they should do if they were in that situation.

4th and 5th periods

In these periods of lesson, children discuss appropriate behavior and attitude based on the previous lesson. Some important questions like the followings will be discussed by student by group.

- When you are playing game, what is the most important which everyone think in mind?
- When you won the game, what do you show your happiness?
- When you lost the game, what should you do?
- If different opinions occurred during the game, what should you do?

Then, children read the story of "Politeness in play" to confirm whether their ideas are right.

Examples of Lesson Plan

1st to 5th Periods:

Specific Objectives

- (1) Children are able to realize the fact that they should act in good physical and verbal manners even during competitive games.
- (2) Children are able to obey orders.
- (3) Children are able to forgive a person even when they are injured by the person's action during playing games.
- (4) Children are able to realize that health and happiness are the major things.

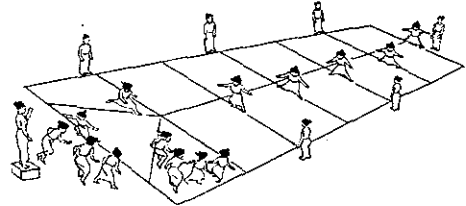
Teaching / Learning Materials

A story of "Htoke Hsi Toe Game"
 Illustrations of the scenes of "Htoke Hsi Toe Game"
 Blank paper
 A story of "Politeness in play"

Teaching / Learning Procedure

(1st, 2nd and 3rd Periods)

Learning Activities	Duration (Min.)	Teaching/Learning Materials	Points to be noticed
<p>A teacher tells students a story of "Htoke His Toe Game" and then, the teacher provide them with the writing of the story.</p>	20	<p>Story of "Htoke Hsi Toe Game"</p>	
<div style="border: 1px solid black; padding: 10px;"> <p>"Htoke Hsi Toe Game"</p> <p>Today, the final match of Htoke Hsi Toe game will be held at our school. The yellow team is the group of Sandar and the red team is that of Mon Mon. Both teams are the selected members of same aged and active girls so that it seems to be a good match.</p> <p>As soon as the match begins, both teams compete keenly so that the scores of two teams are almost the same until half time. At the beginning of second half time, it is the turn for the red team to try to pass through the defense of the yellow team. After touching two palms of two leaders, Sandar and Mon Mon, Mon Mon does not release the hand of Sandar. Only after her team members have passed through the marked-off line freely, she releases Sandar's hand. Sandar informs the teacher who is the referee and she also reproves Mon Mon. Mon Mon argues her accusing. The teacher decides that the team of Mon Mon is wrong so as to cause them lost one turn. The group of Mon Mon shouts altogether in order to make a dispute with the teacher. Only when they fail to argue, they restart the match without satisfaction telling, "the teacher biases".</p> <p>In next turn, when Sandar tries to catch Myo Myo from the red team who runs across the central marked line from her back, she runs into Myo Myo with speed so as to make Myo Myo fall down onto the ground. Myo Myo, therefore, gets skin abrasions on her legs and hands. Although Sandar explains that she does not do so with intention, Myo Myo does not accept her explanation and rushes into and beats her. Sandar also tries to beat again but teachers get there and let them move apart from each other at that time.</p> <p style="text-align: right;">(Continue to the next page)</p> </div>			



(Continued from the previous page)

It is only few minutes left to end the match. When Soe Soe, one of the members of yellow team, rushes across the last marked line, Ohnmar who is defending on this line catches hold of the hair of Soe Soe accidentally. But Ohnmar does not release the hair at once and pulls it back by force and then releases it. Feeling painful, Soe Soe cries. So, teachers come and solve again.

Very soon, the time sets and the yellow team wins the prize by two scores ahead. The group of Sandar is so happy that they are skipping, shouting, running around the playground and dancing. On the other hand, the group of Mon Mon is crying in the mean while. At that time, the yellow team led by Cho Cho goes and gibes the crying group by saying; "Try ten years more in order to win the yellow team". The red team responds with various swears. Mon Mon runs out and bites the hand of Cho Cho at the end of her temper. The round shape imprinted on the Cho Cho's hand is nearly to be similar to the shape of shield of awarded prize. Cho Cho's screams can be heard all over the playing ground.

Soon, they all are taken into the headmaster's office room. The match of Htoke Hsi Toe is successfully over as well.

<p>Students pick up inappropriate behavior from the story and discuss how they should have done in those situations.</p>	<p>50</p>	<p>Blank paper</p>	<p>It is better to list up inappropriate behaviors and write down on a piece of paper.</p>
<p>Each group has a presentation of their ideas.</p>	<p>35</p>		

(4th and 5th Periods)

<p>Learning Activities</p>	<p>Duration (Min.)</p>	<p>Teaching/Learning Materials</p>	<p>Points to be noticed</p>
<p>The teacher gives students the following question: (1) When you are playing game, what is the most important which everyone think in mind? <i>Ex.</i> ● <i>Enjoyment, not victory</i> ● <i>Fair play without injuries</i> ● <i>Harmonious team work</i></p>	<p>10</p>		<p>In terms of this question, there can be various answers. The teacher lets students speak out and express various ideas.</p>
<p>The teacher asks the following questions: (2) When you won the game, what do you show your happiness? <i>Ex.</i> ● <i>It is fine to show your happiness as what you like, but not to harm the loser</i> (3) When you lost the game, what should you do? <i>Ex.</i> ● <i>Direct emotion, such as anger and despair, should not be shown.</i></p>	<p>30</p>		<p>These questions are asked one by one and students think about each question by group.</p>

<p>(4) If different opinions occurred during the game, what should you do? <i>Ex.</i> ● We should follow the decision made by umpire.</p> <p>The teacher provides students with the written story of "Politeness in play."</p>		<p>Story of "Politeness in play"</p>	
<p>"Politeness in play"</p> <p>(1) When at play, enjoyment should be the only thing in mind. These should not be any injurious acts to others (Only the healthy and wholesome games should be played). (2) As playing team-wise helps do away with selfishness, these types of games should be encouraged (Should prefer team harmony than showing off individual skills). (3) In playing for scores, do not aim mainly at losing or winning but focus on health and happiness. (4) Emotion should not be made known so distinctly (Play the losing game just like the winning one, without any despair). (5) If difference of opinions occurs, try to listen to what other party has to say. Do not be too argumentative. (6) Obey the umpire's decision on whether right or wrong. There's no room for excuses but to obey orders with respect. (7) In the absence of an umpire make adjustments for fair decisions. (8) Accidents at play are not to be taken as fouls. They are not done intentionally. (9) You should be aware that you yourself are likely to be involved in them unintentionally. (10) Rough exchanges and behaviors have to be totally avoided (Riding roughshod over a loss is a very shameful act).</p>			
<p>Students read it by themselves and think about the above questions again.</p>	<p>25</p>		
<p>Students read the story of "Politeness of play" together.</p>	<p>10</p>		

Assessment

What are the key issues in this lesson?

- Acting in good physical and verbal manners during playing games
- Obeying orders during playing games
- Forgiving a person even when they are injured by the person's action during playing games
- Health and happiness are the major things during playing games

How do you assess the performance of children?

● **Observing children's performance**
 Teachers check children's performance during lessons by using the checklist presented in the assessment section of lesson 15.

● **Essay question**

Teachers request children to write an essay about "Your experiences of inappropriate behavior during playing games."

Lesson 21: Diligent Attitude and Behavior
--

General Objectives

Children understand appropriate attitude and behavior in different contexts and are able to take such attitude and behavior in their daily lives.

Specific Objectives

- (1) Children are able to have a diligent attitude to doing something.
- (2) Children are able to spend time wisely and effectively.

Lesson Planner**1st period** (**See examples of lesson plan*)

The main issue of this whole lesson is that the diligent attitude is important. To teach children this message effectively, teachers use a simple story, for example, "Race between rabbit and turtle." Because this story is simple and easy, all children can understand what this story tells them.

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

In these periods of lesson, teachers use a little abstract poem of "Diligence." This poem tells us that we should spend time wisely and effectively and should not waste time, even one minute. First, teachers let children understand this message and then let them think about the results when they do not spend time effectively.

In these periods, teachers should encourage children to discuss their ideas and opinions in the class and to express them.

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

In these periods of lesson, teachers use a story of "A diligent person," which is longer and more complex than the first story of "Race between rabbit and turtle." Based on knowledge of the previous lessons, children think about messages of this story. This story gives us a stronger message than the other story and poems in the previous lessons. It is that if a person does not work diligently, serious problems, such as injury and death, can cause at the end.

Through this strong message, the teachers let children understand that it is significantly important to work diligently and persevere constantly.

6th period (**See examples of lesson plan*)

This is the conclusion part of this lesson. Based on their essays on how they spend time on Saturday and Sunday, children share their ways of spending time and exchange their opinions during the lesson.

Examples of Lesson Plan

1st to 6th Periods:

Specific Objectives

- (1) Children are able to have a diligent attitude to doing something.
- (2) Children are able to spend time wisely and effectively.

Teaching / Learning Materials

A story of the "Race between rabbit and turtle"
 A story of "Diligence"
 An illustration of five hundred cart men traveling in order to do trade

Teaching / Learning Procedure

(1st Period)

Learning Activities	Duration (Min.)	Teaching/Learning Materials	Points to be noticed
<p>A teacher lets students recall a story of the "Race between rabbit and turtle."</p> <p>Students explain this story briefly.</p>	10	A story of the "Race between rabbit and turtle"	This story was taught in the subject of "Myanmar Language" at Grade 2.
<p>Based on the story, the teacher asks the following questions:</p> <p>(1) Who was the one that should have won the race? <i>Ex. The rabbit</i></p> <p>(2) Why did the turtle, who could not usually have won, win? <i>Ex. The rabbit, who would have win the race, were careless and was sleeping on the halfway because the rabbit though he could definitely win easily. On the other hand, the turtle had made great continuous efforts and had persevered all the time during the race although the turtle was much slower than the rabbit.</i></p>	15		
<p>The teacher asks students, "What do you find is important from this story?"</p> <p>Students discuss by group and express their ideas. <i>Ex. Even if you are inferior to the other, you have a great chance to win against the other when you do not give up and continue to persevere to the end. Diligent attitude of the turtle made him win.</i></p>	10		It is important for the teacher to let students understand that "diligence" means constant and earnest effort and "diligent" attitude is necessary in order to succeed

(2nd Period)


Learning Activities	Duration (Min.)	Teaching/Learning Materials	Points to be noticed
The teacher provides each copy of the poem "Diligent" to each group and asks a student to read the poem loudly.	10	A story of "Diligence"	
<div style="border: 1px solid black; padding: 10px;"> <p>"Diligence"</p> <p>Things to do must be done without delay. Every successful person is not late in carrying out the duties assigned, but finishes them ahead of time. Time is more precious than any other valuables in the world. Only when one knows how to use time well, one will prosper. Otherwise, one will diminish and be wined. Not even one minute of our time should be wasted. Bear in minds that though we are negligent and careless, there are others who keep on trying persistently.</p> <p style="text-align: right;">By Bagyi Ngo</p> </div>			
Each group discusses what the key message of the poem is. Then, one group presents their ideas and the other groups supplement what is necessary.	15		This discussion is important for students to improve their ability of finding out the key message.
After presentations, the teacher supplement students' ideas by explaining what is important.	10		

(3rd Period)

Learning Activities	Duration (Min.)	Teaching/Learning Materials	Points to be noticed
The teacher reviews the previous lessons with students briefly.	5		
<p>Based on the previous discussion, the teacher asks students the following questions:</p> <p>(1) When we finish duties on time or ahead of time, what benefits are there?</p> <p>(2) When we do not finish duties on time, what consequences will there be?</p> <p>The students discuss these questions by group.</p> <p><i>Ex.</i></p> <p>(1) <i>When we finish our duties on time or ahead of time, we always feel satisfaction and have time to relax. In terms of other person's perspective, people usually think that we are trustworthy.</i></p> <p>(2) <i>On the other hand, if we do not finish our</i></p>	20		This is an important discussion. The teacher should give the groups enough time to express and to share their ideas.

<i>duties on time, we must always rush to complete at the end and have no time to relax. Other people think that such a person cannot be trust.</i>			
<p>Each group has a presentation of their ideas.</p> <p>If necessary, the teacher gives students supplementary comments.</p>	10		

(4th and 5th Periods)

Learning Activities	Duration (Min.)	Teaching/Learning Materials	Points to be noticed
<p>The teacher tells students the story of “A diligent person.”</p>	10	<p>An illustration of five hundred cart men traveling in order to do trade</p>	
<p>“A diligent person”</p> <p>Once upon a time, a leader of cart-laden merchants from the country named Baranathi led five hundred of cart-laden merchants to across a desert for the sake of trading. The desert was so hot that they traveled only in the night time by looking at the stars with the help of guide. At the last night of the trip, they threw away firewood and poured out the water after having dinner and went on their trip.</p>			
<p>As the guide felt tired due to not sleeping for nights, he had fallen asleep so as to lost way and reached the same camp they left yesterday when morning became. The cart men were feeling disappointed and it led to the situation of trouble for both men and oxen. Their leader led to dig a well at the place where they found a crop of grass being convinced there must be water underneath. At about thirty yards depth, they found a stone slab instead of water. The leader, however, let his young follower try to break the stone slab with an iron pickaxe perseveringly bearing in his mind that benefits of diligence would be obtained in case of trying industriously. Finally, the water they expected and required came out after breaking the stone slab. The cart-laden merchants went on their trip delightfully and crossed the desert so as to reach their destination.</p>			
<p>Students think about the following issues:</p> <p>(1) Why do you think they poured out water?</p> <p>(2) Do you think it is appropriate to pour out water? Why?</p> <p>(3) Would you also continue digging to obtain water in case of finding a stone slab?</p>	20		<p>The discussion is better to be conducted by group.</p>

<p>Students discuss the following issue: (1) If their leader did not try to dig without diligence and perseverance, what kind of situation would the cart-laden merchants encounter?</p>	15		
<p>Each group has a presentation of their ideas.</p> <p>The teacher gives students an essay assignment. The title is "What do you usually do on Saturday and Sunday?"</p>	25		This essay assignment will be used in the following lesson.

(6th Period)

Before this period of lesson, the teacher collects their essays and checks their contents.

Learning Activities	Duration (Min.)	Teaching/Learning Materials	Points to be noticed
<p>The teacher selects some essays and reads out them one by one.</p> <p>Students think about each essay and discuss whether or not he or she (a writer of the essay) spends time effectively and works diligently. Then all children make some suggestions (requiring short writings) to each essay.</p>	35		The teacher should select various different types of essays, such as too diligent, diligent, lazy and too lazy, etc.

Assessment

What are the key issues in this lesson?

- Having diligent attitude whenever we do something.
- Spending time wisely and effectively

How do you assess the performance of children?

- **Assessing children’s suggestions (short writings) in the 6th period of this lesson**

Teachers assess children’s level of understanding by checking their final writings. The assessment points are whether children judge someone’s deed described in each essay correctly and whether they give appropriate suggestions to each essay.

- **Reporting their deed on weekend**

Two or three weeks after completing this lesson, teachers ask children to report what they usually did on weekend. The teachers compare the previous essay (which children wrote during lesson) with the new reporting. Whether children’s deed on weekend was improved (such as diligently doing something and spending time effectively)?

Lesson 22: Dutiful Attitude and Behavior

General Objectives

Children understand appropriate attitude and behavior in different contexts and are able to take such attitude and behavior in their daily lives.

Specific Objectives

Children are able to help out with the sanitation work at home, in their school, and their community actively through understanding that keeping clean is very important for their lives.

Lesson Planner**1st period**

The main issue of this period of lesson is to discuss what we should do to keep our home clean and who should do. During discussion, children can find many items to do at home, such as sweeping floor, wiping windows, cleaning the bathroom, etc. Then, based on these information, children discuss with parents to decide who will do such things.

As an assignment, children make a list of duties and schedule of implementation. The teacher can expect this plan made by children themselves will be implemented and become their daily routine.

2nd, 3rd and 4th periods

Like the first period of this lesson, what we should do in school is the main issue of discussion in these periods of lesson. Children pick up what they should do to keep their school clean, discuss who should do, and decide schedule for implementation.

The teacher can expect that children will implement their decisions by following their schedule. It is the best if this activity becomes their routine work at school.

5th and 6th periods

In these periods of lesson, children discuss what they can do in their community. First, they think about it by themselves. Then, they listen to a community leader's story, who is invited to the class to explain about the sanitary situation of the community. Based on his vivid story, children can make their decision of what they can do and what they should do for their community.

As a conclusion of this lesson, each child write a letter to the community leader. This letter should include what they thought after listening his story, what they want to do for the community, and what they can do.

The teacher can expect that children can cooperate with people in their community through some activity (ex. Sanitary works) in the near future.

Examples of Lesson Plan

1st to 6th Periods:

Specific Objectives

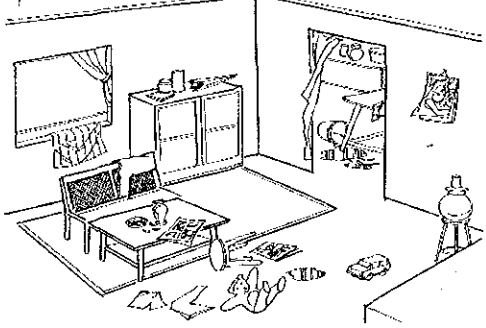
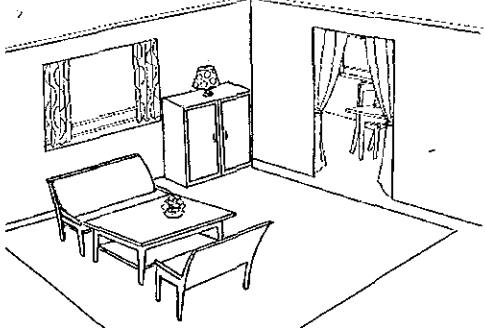
Children are able to help out with the sanitation work at home, in their school, and their community actively through understanding that keeping clean is very important for their lives.

Teaching / Learning Materials

Pictures of “A dirty and disorganized house” and “A clean and well-arranged house”
 A sample of list for duty items and persons in charge
 (Some pictures showing the situation of the community)

Teaching / Learning Procedure

(1st Period)

Learning Activities	Duration (Min.)	Teaching/Learning Materials	Points to be noticed
<p>A teacher shows students two pictures: “A dirty and disorganized house” and “A clean and well-arranged house,” and asks them, “In which house can you live comfortably?”</p> <p>The students choose one picture and express the reasons.</p> <div style="display: flex; justify-content: space-around;">   </div>	5	<p>Pictures of “A dirty and disorganized house” and “A clean and well-arranged house”</p>	
<p>The teacher asks students, “What should we do to keep such a condition (clean and well-arranged)?” and “Who should do in your house specifically?”</p> <p>The students discuss by group. Ex.</p> <ul style="list-style-type: none"> ● <i>Sweeping a floor</i> ● <i>Wiping windows</i> ● <i>Cleaning the bathroom, etc</i> 	20		<p>In this discussion, the students list up what to do to keep your house clean.</p>
<p>Each group presents their ideas.</p>	10		

(The teacher gives students an assignment to make a list at home by discussing with parents, which includes items of duty and persons in charge.)

Sample list

Sample List

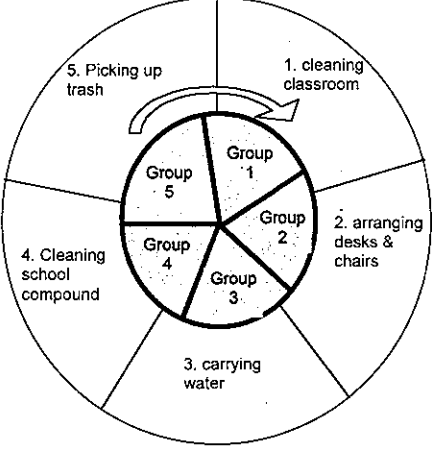
What duties does your family have to keep your house clean?

Items of Duty	Person in Charge	Check List																																										
Ex. To wipe all windows every Sunday.	Me	<table border="1"> <tr> <th>Date</th> <th>5/10</th> <th>12/10</th> <th>19/10</th> <th></th> <th></th> <th></th> <th></th> <th></th> <th></th> <th></th> <th></th> <th></th> <th></th> <th></th> <th></th> <th></th> <th></th> <th></th> <th></th> <th></th> </tr> <tr> <td>Check</td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </table>	Date	5/10	12/10	19/10																		Check	<input type="checkbox"/>	<input type="checkbox"/>																		
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(2nd Period)

Learning Activities	Duration (Min.)	Teaching/Learning Materials	Points to be noticed
<p>The teacher asks students, "Like your house, school should also be clean. What should we do? And who should do these?"</p> <p>Then, the teacher lets students observe their classroom (or school) to find the places and the things which are not clean.</p>	10		
<p>Based on observation, the students discuss by group to make a list which includes the places and the things needing to clean.</p>	20		
<p>The teacher announces the students to make a complete list of duty for their class members, which includes items of duty, person (group) in charge, and implementation schedule, in the next lesson.</p>	5		<p>Before the next lesson, the teacher should announce it because the students have to think about it with their classmates.</p>

(3rd and 4th Periods)

Learning Activities	Duration (Min.)	Teaching/Learning Materials	Points to be noticed																																																																								
<p>The teacher explains the direction of today's lesson.</p> <p><i>Ex.</i></p> <p>(1) Consider tasks for students</p> <p>(2) Let students divide 5 groups in each team</p> <p>(3) One team takes all tasks for one week</p> <p>(4) One group takes one task in one day</p> <p>(5) Each group member takes responsibility according to schedule</p> <p>(6) Make a schedule and a checklist</p>	10		Each class usually has 4 teams of students. The teacher can use the teams to divide them into several groups.																																																																								
<p>First the students pick up task items.</p> <p><i>Ex.</i></p> <p><i>Cleaning classroom</i></p> <p><i>Arranging desks and chairs</i></p> <p><i>Carrying water</i></p> <p><i>Cleaning school compound</i></p> <p><i>Picking up trash</i></p> <p>Then, the students are divided into 5 groups.</p> <p><i>Ex.</i></p> <table border="1" data-bbox="244 1048 1050 1261"> <tr> <td>Team A</td> <td>Maung Maung</td> <td>Than Zin</td> <td>Yan Naing</td> <td>Win Pe</td> <td>Tin Than</td> <td>Tun Hla</td> </tr> <tr> <td>Team B</td> <td>Cho Cho Win</td> <td>Than Than Aye</td> <td>Nu Nu Yee</td> <td>Win Win Myint</td> <td>Mu Mu</td> <td>Aye Aye Cho</td> </tr> <tr> <td>Team C</td> <td>Kyu Ky Aye</td> <td>Khin Win Myint</td> <td>Joanna</td> <td>Myint Myint Than</td> <td>Hlay Hlay Han</td> <td>Khin Sein Win</td> </tr> <tr> <td>Team D</td> <td>Kyi Kyi Hla</td> <td>Madar Tun</td> <td>Win Win Cho</td> <td>Tin Mar Wai</td> <td>Khin Cho Cho</td> <td>Ni Ni San</td> </tr> </table> <p style="text-align: center;">Group 1 Group 2 Group 3 Group 4 Group 5</p>	Team A	Maung Maung	Than Zin	Yan Naing	Win Pe	Tin Than	Tun Hla	Team B	Cho Cho Win	Than Than Aye	Nu Nu Yee	Win Win Myint	Mu Mu	Aye Aye Cho	Team C	Kyu Ky Aye	Khin Win Myint	Joanna	Myint Myint Than	Hlay Hlay Han	Khin Sein Win	Team D	Kyi Kyi Hla	Madar Tun	Win Win Cho	Tin Mar Wai	Khin Cho Cho	Ni Ni San	25																																														
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<p>The students make a list of duty and schedule based on their decision above.</p> <div style="display: flex; justify-content: space-around; align-items: center;">  <div style="text-align: right;"> <p>Date: October 27 to 31, 2003</p> <table border="1" data-bbox="730 1456 1404 1836"> <thead> <tr> <th>Group</th> <th>Name</th> <th>Mon</th> <th>Tue</th> <th>Wed</th> <th>Thur</th> <th>Fri</th> </tr> </thead> <tbody> <tr> <td rowspan="2">Group 1</td> <td>Maung Maung</td> <td>1</td> <td>2</td> <td>3</td> <td>4</td> <td>5</td> </tr> <tr> <td>Cho Cho Win</td> <td>1</td> <td>2</td> <td>3</td> <td>4</td> <td>5</td> </tr> <tr> <td rowspan="2">Group 2</td> <td>Than Zin</td> <td>2</td> <td>3</td> <td>4</td> <td>5</td> <td>1</td> </tr> <tr> <td>Than Than Aye</td> <td>2</td> <td>3</td> <td>4</td> <td>5</td> <td>1</td> </tr> <tr> <td rowspan="2">Group 3</td> <td>Win Pe</td> <td>3</td> <td>4</td> <td>5</td> <td>1</td> <td>2</td> </tr> <tr> <td>Win Win Myint</td> <td>3</td> <td>4</td> <td>5</td> <td>1</td> <td>2</td> </tr> <tr> <td rowspan="2">Group 4</td> <td>Tin Than</td> <td>4</td> <td>5</td> <td>1</td> <td>2</td> <td>3</td> </tr> <tr> <td>Mu Mu</td> <td>4</td> <td>5</td> <td>1</td> <td>2</td> <td>3</td> </tr> <tr> <td rowspan="2">Group 5</td> <td>Tun Hla</td> <td>5</td> <td>1</td> <td>2</td> <td>3</td> <td>4</td> </tr> <tr> <td>Aye Aye Cho</td> <td>5</td> <td>1</td> <td>2</td> <td>3</td> <td>4</td> </tr> </tbody> </table> <p>Note: The number indicates kinds of task.</p> </div> </div>	Group	Name	Mon	Tue	Wed	Thur	Fri	Group 1	Maung Maung	1	2	3	4	5	Cho Cho Win	1	2	3	4	5	Group 2	Than Zin	2	3	4	5	1	Than Than Aye	2	3	4	5	1	Group 3	Win Pe	3	4	5	1	2	Win Win Myint	3	4	5	1	2	Group 4	Tin Than	4	5	1	2	3	Mu Mu	4	5	1	2	3	Group 5	Tun Hla	5	1	2	3	4	Aye Aye Cho	5	1	2	3	4	30		
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<p>All the students confirm their duties.</p>	5																																																																										

