

Supplementary Study: Traditional Custom (Riddle)

Key Concept	Children know Myanmar traditional games and enjoy playing it
Learning Objectives	
General Objectives	Children know Myanmar traditional, especially Myanmar riddles.
Specific Objectives	(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.
Lesson Planner	<p>1st period In this period of lesson, teachers introduce some riddles and discuss the concept of the riddles, such as the meaning, history, the reasons why people play it, and advantages to set riddles.</p> <p><i>In addition, the teacher introduces various kinds of riddles, ordinary riddle, spoonerism, password, mathematic riddle, problem riddle, and story riddle. And the teacher use one or two of them and play them with children.</i></p> <p>2nd period Children introduce various riddles which are collected by them as an assignment. All the children enjoy playing it with thinking and answering.</p>

Examples of Lesson Plan

1st and 2nd Periods:

Specific Objectives	(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.
Teaching / Learning Materials	Various kinds of riddle
Teaching / Learning Procedure	

(1st Period)

Learning Activities	Duration (Min.)	Teaching/Learning Materials	Points to be noticed
A teacher asks students, "Have you ever heard of a 'Riddle'? If you know it, please tell us one example." Some students tell about examples of riddles and others answer.	5		
The teacher tell some riddles like below: (1) Cannot cut by chopping, cannot die by	10		The teacher can tell any kinds of Myanmar

<p>killing. What is it? (Ans. Water)</p> <p>(2) Cannot be flattened by beating, cannot be crushed by pounding, and proliferates in millions the apex of man. What is it? (Ans. Hair)</p> <p>(3) It spins when it is beaten, crying by pulling the rope. What is it? (Ans. Triangular brass gong)</p> <p>(4) In the middle of the water a sandbank is formed, it is the island where an angel lives. What is it? (Ans. Stone slab to grind thanakhar)</p> <p>(5) Owns sixteen countries, the relative of a king without head, feet and hands because the merits of previous existences were not good. (Ans. Measure basket for grain)</p>			<p>traditional riddles here.</p>
<p>The teacher explains about the concept of Myanmar traditional riddles. 5</p> <p>Ex.</p> <p>(1) The meaning of riddle</p> <p>(2) It is a tradition of Myanmar that has been existed since ancient times</p> <p>(3) The reasons why people set riddles</p> <p>(4) The advantages that can get from setting riddles and answering</p> <p>(5) Various kinds of riddles with one simple example</p> <ul style="list-style-type: none"> -Ordinary riddles -Spoonerism -Password -Mathematics riddle -Problem riddle -Story riddle 			
<p>The teacher introduces a mathematic riddle. 5</p>			
<p>A flock of sparrows upon seeing a pleasant lake filled with Kyar (lotus plants) in the forest wanted to drink water and take a rest. When reaching into the lake they took places on each of the Kyar (lotus) leaves. They found out that one leaf of Kyar was needed to take rest by one sparrow. Therefore the sparrows changed their positions and took rest two sparrows on each Kyar leaf. Then they found out that there was one extra leaf of Kyar in the lake.</p>			
<p>The students think and find answers how many sparrows are there and how many Kyar leaves are there.</p> <p>The teacher introduces a problem riddle. 5</p>			

Supplementary Study: Traditional Custom (Riddle)

<p>A hunter who carried with him a bad tiger, a male goat and a packet of betel sitting on the bank of the river to wait for the ferry boat to cross to the other side of the bank. At that time, the hunter was pleased to see a boat coming from the other side of the river. When he reached near the boat, the hunter requested the owner of the boat to rent a boat for a while to cross to the other side of the bank. The owner said to the hunter, ' once my boat is rowed, it can only carry one living thing or non-living thing with the rower, the boat will sink if you exceed the number.</p>			
<p>The students think and find answers how the hunter cross to the other side of the bank safely by putting who on the boat first not to be eaten by who.</p>			
<p>The teacher give students an assignment to collect some riddles at home.</p>	5		

(2nd Period)

Learning Activities	Duration (Min.)	Teaching/Learning Materials	Points to be noticed
<p>Each student introduces riddles which they collected at home and they try to find answers.</p>	35		

GRADE 3
LIFE SKILLS

CHAPTER 9: BEING HEALTHY

Key Concept

Children acquire the skills necessary to live in healthy.

Learning Objectives

General Objectives

- (1) Children practice the personal hygiene habits.
- (2) Children take nutritious foods.
- (3) Children reduce the risk of suffering from dengue fever.
- (4) Children do not smoke.
- (5) Children get the basic knowledge of HIV/AIDS.

Structure &

Specific Objectives

Lesson 23: Personal Hygiene

Children will be able to:

- (1) Keep their face and body clean.
- (2) Protect their eyes.
- (3) Wear clean clothes and put on footwear.
- (4) Make a habit of cleaning tasks.

Lesson 24: A Sound Body

Children will be able to:

- (1) Classify food materials according to the three food groups.
- (2) Make a meal menu that includes food materials of every food group.
- (3) Encourage their family to use iodine salt and eat seafood in their daily dishes.

Lesson 25: Dengue Fever

Children will be able to:

- (1) Prevent from getting dengue fever.
- (2) Carry out the ways not to be bitten by mosquitoes.
- (3) Carry out the ways to get rid of mosquito larvae.

Lesson 26: Smoking

Children will be able to:

- (1) Keep from smoking.
- (2) Acquire the skill of overcoming the pressure of smoking.

Lesson 27: HIV/AIDS

Children will be able:

- (1) Not to be scared by AIDS too much.
- (2) Not to discriminate AIDS patients but to treat them with compassion and kindness.

Key Point**● Learning the skills necessary to live in healthy**

In this chapter, children are expected to understand what “being healthy” is and how to achieve it. To get a healthy life, they are expected to understand what they should take care in the daily life. Personal hygiene practices are introduced as a very important factor to get a healthy life. Taking nutritious foods is also an indispensable factor for children in a growth period. The lessons on “Dengue Fever,” “Smoking” and “HIV/AIDS” are introduced since it is very important for children to get the exact knowledge of the consequences and preventive ways of them. Dengue fever is familiar to children as a disease infected through mosquitoes. Smoking is a bad habit whose easy access to children in this age is concerned about. Information on the harms of smoking should be given to them thoroughly. HIV/AIDS is now spread out all over Myanmar. There are many wrong information and misunderstandings on HIV/AIDS especially in rural areas, so it is necessary to give children the exact information of it.

Lesson 23: Personal Hygiene

General Objective

Children practice the personal hygiene habits.

Specific Objectives

Children will be able to:

- (1) Keep their face and body clean.
- (2) Protect their eyes.
- (3) Wear clean clothes and put on footwear.
- (4) Make a habit of cleaning tasks.

Lesson Planner

Each class is given to achieve the above specific objectives. The steps to achieve each specific objective are shown below as the children's learning steps.

The first specific objective

1st period:

Recollect their daily cleaning habits

↓

2nd period:

Know the bad effects of not cleaning the face and body and the reason for keeping them clean

↓

Recognize the importance of keeping the face and body clean

↓

Keep their face and body clean

The second specific objective

3rd period:

Do the activity of moving around with their eyes covered

↓

Become aware that eyes are very important body part

↓

4th period:

Know some cares to be taken for protecting the eyes

↓

Protect their eyes

The third specific objective

5th period:

Know the bad effects of not wearing clean clothes and the reason for wearing clean clothes

↓

6th period:

Know the bad effects of not putting on footwear and the reason for putting on footwear

↓

Recognize the importance of wearing clean clothes and putting on footwear

↓

Wear clean clothes and put on footwear

The fourth specific objective

7th period:

Do the activity of making a table of cleaning tasks schedule

↓

8th period:

Know at what time and what cleaning tasks they should carry out

↓

Make a habit of cleaning tasks

Lesson 23: Examples of Lesson Plan

1st and 2nd Periods

Specific Objective

Children will be able to keep their face and body clean.

Teaching / Learning Procedure

Learning Activities	Duration (Min.)	Teaching/ Learning Materials	Points to be noticed
<p><Teacher> Asks students whether they wash their body regularly or not and if the answer is no, asks why they do not.</p> <p><Students> Answer each.</p> <p><Teacher> Asks students whether they brush their teeth every day or not and if the answer is no, asks why they do not.</p> <p><Students> Answer each.</p> <p><Teacher> Asks students whether they wash their hands after going to the toilet or not and if the answer is no, asks why they do not.</p> <p><Students> Answer each.</p> <p><Teacher> Asks students what will happen if they do not wash their body regularly, do not brush their teeth every day and do not wash their hands after going to a toilet.</p> <p><Students> Discuss in groups and each group presents.</p>	35		<p>If students answered no due to the water shortage or lack of washing materials, try to give a solution to cope with the problem (for example, suggest the substitutes for the materials).</p>

<p><Teacher> Writes down the following three boxes on the blackboard and explains what will happen if we do not clean the body, teeth and hands as follows.</p> <div style="border: 1px solid black; padding: 10px; margin: 10px 0;"> <p style="text-align: center;">If we do not wash the body regularly ↓ We will develop dirty skins ↓ We will have an itch and some skin diseases</p> </div> <div style="border: 1px solid black; padding: 10px; margin: 10px 0;"> <p style="text-align: center;">If we do not brush teeth every day ↓ We will have bad or decayed teeth ↓ We will have a toothache and bad smell in the mouth</p> </div> <div style="border: 1px solid black; padding: 10px; margin: 10px 0;"> <p style="text-align: center;">If we do not wash hands after going to a toilet ↓ We will eat foods by dirty hands with germs ↓ We will have diarrhoea or other infectious diseases like typhoid, cholera and dysentery</p> </div> <p><Students> Listen to the teacher's explanation.</p>	30		<p>The skin diseases developed from dirty skins include ringworm, scabies and sweat fungi.</p>
<p><Teacher> Concludes that it is necessary to keep our body clean to avoid getting diseases and live healthy.</p>	5		

3rd and 4th Periods

Specific Objective

Children will be able to protect their eyes.

Teaching / Learning Materials

Towel or long strip of cloth (let students bring from home)

Teaching / Learning Procedure

Learning Activities	Duration (Min.)	Teaching/ Learning Materials	Points to be noticed
<p><Teacher> Tells students to close their eyes and cover the eyes with a towel or long strip of cloth.</p> <p><Students> Cover their both eyes with a towel or long strip of cloth.</p> <p><Teacher> Tells students to stand up and move around inside the classroom.</p> <p><Students> Move around inside the classroom with their eyes covered.</p> <p><Teacher> Tells students to uncover their eyes and go back where they were sitting.</p> <p><Students> Uncover their eyes and go back where sitting.</p> <p><Teacher> Asks students how they felt when they were moving around with their eyes covered.</p> <p><Students> Answer each.</p>	<p>35</p>	<p>Towel or long strip of cloth</p>	<p>A special care should be taken for students not to get hurt in their moving around with their eyes covered.</p>

<p><Teacher> Tells students that eyes are very important part of our body because it is very inconvenient if we do not have the sight.</p>			
<p><Teacher> Explains to students that they should take care of their eyes since eyes are one of the most important parts of the body and writes down the following cares on the blackboard.</p> <div style="border: 1px solid black; padding: 10px; margin: 10px 0;"> <p style="text-align: center;">Cares to be taken for eyes</p> <ul style="list-style-type: none"> - Guard eyes against dust, sand and trash getting into them - Do not rub the eyes with dirty hands - Do not share a towel with other people - Do not hold a book too close to the eyes in reading - Avoid too long concentration on reading - Do not stare at the sun - Do not swing a stick or other sharp-pointed things around </div> <p><Students> Listen to the teacher's explanation.</p>	30		
<p><Teacher> Concludes that it is important to keep the above cares to protect eyes.</p>	5		

5th and 6th Periods

Specific Objective

Children will be able to wear clean clothes and put on footwear.

Teaching / Learning Procedure

Learning Activities	Duration (Min.)	Teaching/ Learning Materials	Points to be noticed
<p><Teacher> Asks students what the advantages of wearing clean clothes are and writes down the answers on the blackboard.</p> <p><Students> Discuss in groups and each group presents.</p> <p><Teacher> Asks students what the disadvantages of wearing dirty clothes are and writes down the answers on the blackboard.</p> <p><Students> Discuss in groups and each group presents.</p> <p><Teacher> Reads aloud the advantages of wearing clean clothes and disadvantages of wearing dirty clothes written on the blackboard. Then gives the following information.</p> <div data-bbox="186 1451 831 1741" style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p>It is necessary to wear clean clothes to protect the body against some infectious diseases. Dirty and unsanitary clothes may bring about an itch and some skin diseases like ringworm, scabies and sweat fungi.</p> </div>	35		Encourage students to give the answers freely and as much as possible.
<p><Teacher> Asks students when they need to put on footwear.</p> <p><Students> Answer each.</p>	30		

<p><Teacher> Asks students why they need it.</p> <p><Students> Discuss in groups and each group presents.</p> <p><Teacher> Asks students what the disadvantages of not putting on footwear are.</p> <p><Students> Discuss in groups and each group presents.</p> <p><Teacher> Explains the following information.</p> <div data-bbox="159 795 798 1120" style="border: 1px solid black; padding: 5px;"> <p>It is necessary to put on footwear in the outside. Without footwear, it might happen that tapeworm gets into the body through the feet. Furthermore, there would be a risk of having scratches on the back of feet and getting infected with tetanus, which is a fatal disease.</p> </div> <p><Students> Listen to the teacher's explanation.</p>			
<p><Teacher> Concludes that it is necessary to wear clean clothes and put on footwear to protect our body and feet against many diseases.</p>	5		

7th and 8th Periods

Specific Objective

Children will be able to make a habit of cleaning tasks.

Teaching / Learning Procedure

Learning Activities	Duration (Min.)	Teaching/ Learning Materials	Points to be noticed
<p><Teacher> Asks students which part of the body should be cleaned at the following times.</p> <ul style="list-style-type: none"> - After getting up - Before eating - After eating - After going to a toilet - Before sleeping at night - Daily, weekly and monthly <p><Students> Discuss in groups and each group presents.</p>	20		
<p><Teacher> Writes down the table of “Cleaning Tasks Schedule” on the blackboard (see below) and lets students write the table and mark ○ in the blank where applicable.</p> <p><Students> Write down the table on the notebook and mark each blank.</p>	40		Watch students’ marking and give advices as necessary

<Teacher> Gives the correct answers to the above activity as follows.		15		
After getting up	Wash a face Comb hair			
Before eating	Wash hands			
After eating	Wash a mouth and hands			
After going to a toilet	Wash hands			
Before sleeping at night	Brush teeth Wash hands and legs			
Daily	Clean body			
Weekly	Clip finger and toe nails Wash hair			
Monthly	Have the hair cut			
<Students> Correct their answers.				

Cleaning Tasks Schedule

	Cleaning Tasks									
	Wash face	Wash mouth	Brush teeth	Wash hands	Wash legs	Clean body	Clip finger and toe nails	Comb hair	Wash hair	Have hair cut
After getting up	○									
Before eating										
After eating										
After going to a toilet										
Before sleeping at night										
Daily										
Weekly										
Monthly										

Assessment

Assessment should be made under the criterion whether children achieved each specific objective or not. Achievement of the specific objective can be assessed whether children achieved each learning step mentioned in the lesson planner or not. The key issues of this lesson are therefore indicated as the children's learning steps. The examples of question to assess the achievement of each step are as follows.

- (1) Why do we need to keep our face and body clean?
- (2) What should we take care to protect the eyes?
- (3) Why do we need to wear clean clothes and put on footwear?
- (4) Choose the cleaning tasks you should do at the following time (Write tasks numbers).

After getting up	1. Wash hairs
Before eating	2. Comb hairs
After eating	3. Have the hair cut
After going to a toilet	4. Wash a face
Before sleeping at night	5. Wash a mouth
Daily	6. Brush teeth
Weekly	7. Wash hands
Monthly	8. Clip finger and toe nails
	9. Wash legs
	10. Wash a body

Lesson 24: A Sound Body

General Objective

Children take nutritious foods.

Specific Objectives

Children will be able to:

- (1) Classify food materials according to the three food groups.
- (2) Make a meal menu that includes food materials of every food group.
- (3) Encourage their family to use iodine salt and eat seafood in their daily dishes.

Lesson Planner

Each class is given to achieve the above specific objectives. The steps to achieve each specific objective are shown below as the children's learning steps.

The first specific objective

1st period:

Tell any food materials

↓

2nd period:

Know that food materials can be divided into three groups and know the characteristic and examples of food materials of each food group

↓

Classify food materials according to the three food groups

The second specific objective

3rd period:

Know that it is necessary to eat at least one food material of every food group in a day

↓

4th and 5th periods:

Make a meal menu that includes the food materials of every food group

The third specific objective

6th period:

Know what iodine deficiency is and its bad effects

↓

Recognize the importance of taking iodine

↓

7th period:

Know the characteristic of iodine salt and that iodine can be taken from iodine salt and seafood

↓

Encourage their family to use iodine salt and eat seafood in their daily dishes

Lesson 24: Examples of Lesson Plan

1st and 2nd Periods

Specific Objective

Children will be able to classify food materials according to the three food groups.

Teaching / Learning Materials

Real foods as the examples of the three food groups (let students bring one of the foods from home)

Teaching / Learning Procedure

Learning Activities	Duration (Min.)	Teaching/ Learning Materials	Points to be noticed
<p><Teacher> Lets students give food materials as much as they know and records them.</p> <p><Students> Give food materials as much as they know.</p>	15		Let students give not meals like curry or monthinga but food materials like rice or meat.
<p><Teacher> Tells students to bring small amounts of the following food materials in the next class (arrange that every student bring one food material from home).</p> <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p>rice, wheat, corn, oil, sugar, some kinds of meats, some kinds of fishes, egg, some kinds of beans, milk, some kinds of vegetables, some kinds of fruits and some kinds of seaweeds</p> </div>	20		

<p><Teacher> Tells students that our dairy foods can be divided into three groups. Then gives the example foods of Group 1 and lets students who have a food of Group 1 come to the front of the classroom.</p> <p><Students> Those who have a food of Group 1 come to the front.</p> <p><Teacher> Explains the characteristic of Group 1.</p> <div style="border: 1px solid black; padding: 10px; margin: 10px 0;"> <p style="text-align: center;">Group 1 (Energy Production Group)</p> <p>Examples: rice, wheat, corn, cereal, tuber and bulb, oil, sugar Characteristic: mainly consist of nutrients of carbohydrates and fats/lipids, which produce energy for us to move and breathe</p> </div> <p><Teacher> Gives the example foods of Group 2 and lets students who have a food of Group 2 come to the front.</p> <p><Students> Those who have a food of Group 2 come to the front.</p> <p><Teacher> Explains the characteristic of Group 2.</p> <div style="border: 1px solid black; padding: 10px; margin: 10px 0;"> <p style="text-align: center;">Group 2 (Body Growth Group)</p> <p>Examples: meat, fish, egg, bean, milk Characteristic: mainly consist of a nutrient of proteins, which makes our body muscles</p> </div> <p><Teacher> Gives the example foods of Group 3 and lets students who have a food of Group 3 come to the front.</p> <p><Students> Those who have a food of Group 3 come to the front.</p>	<p>25</p>	<p>Real foods that students bring</p>	
--	-----------	---------------------------------------	--

<p><Teacher> Explains the characteristic of Group 3.</p> <div style="border: 1px solid black; padding: 10px; margin: 10px 0;"> <p style="text-align: center;">Group 3 (Disease Prevention Group)</p> <p>Examples: vegetable, fruit, seaweed, salt Characteristic: mainly consist of nutrients of vitamins and minerals, which prevent our body from virus</p> </div>			
<p><Teacher> Writes down the food materials students gave at the beginning of the last class on the blackboard and asks students to which food group each food material belongs.</p> <p><Students> Answer the group that each food material belongs to.</p>	10		

3rd, 4th and 5th Periods

Specific Objective

Children will be able to make a meal menu that includes food materials of every food group.

Teaching / Learning Materials

Picture of a meal (rice, chicken curry, fried beans, vegetable salad and papaya)



Teaching / Learning Procedure

(3rd period)

Learning Activities	Duration (Min.)	Teaching/ Learning Materials	Points to be noticed
<p><Teacher> Shows the picture of a meal and asks students which food materials are included in the meal and writes down them on the blackboard.</p> <p><Students> Pick up the food materials included in the meal.</p>	10	Picture of a meal	<p>The food materials included in the meal are as follows:</p> <p>Rice, chicken, oil, beans, vegetable, papaya</p>
<p><Teacher> Asks students to which food group the picked up food material belongs each.</p> <p><Students> Classify each food material according to the three food groups.</p> <p><Teacher> Counts the number of food materials in each food group and writes down the number on the blackboard.</p>	15		<p>The group to which each food material belongs is as follows.</p> <p>Rice – Group 1 Chicken – Group 2 Oil – Group 1 Beans – Group 2 Vegetable – Group 3 Papaya – Group 3</p>
<p><Teacher> Explain the following information with showing the picture of a meal.</p> <div data-bbox="165 1285 804 1608" style="border: 1px solid black; padding: 5px; margin: 10px 0;"> <p>It is necessary for our health to eat food materials from the three food groups. An ideal meal should have food materials of every food group. We do not have to take every group's food materials in every meal, but should take at least one food material in each group in a day.</p> </div> <p><Students> Listen to the teacher's explanation with looking at the picture.</p>	10	Picture of a meal	

(4th and 5th periods)

Learning Activities	Duration (Min.)	Teaching/ Learning Materials	Points to be noticed
<p><Teacher> Lets students make a meal menu that consists of the balanced number of food materials of the three food groups, and draw a picture of it.</p> <p><Students> Make a meal menu by drawing the picture of it.</p>	35		<p>Support students' making a meal menu as necessary.</p> <p>Take care not to let most students make a same meal menu.</p>
<p><Teacher> Lets every student present the meal menu.</p> <p><Students> Present the meal menu they made.</p>	30		Check whether at least one kind of food material is included in the meal menu and comment it.
<p><Teacher> Tells students to encourage their parents to prepare a meal that includes every food group.</p>	5		

6th and 7th Periods

Specific Objective

Children will be able to encourage their family to use iodine salt and eat seafood in their daily dishes.

Teaching / Learning Materials

Iodine salt and ordinary salt

Teaching / Learning Procedure

(6th period)

Learning Activities	Duration (Min.)	Teaching/ Learning Materials	Points to be noticed
<p><Teacher> Asks students what they think will happen if we do not eat various kinds of foods but eat only the foods we like.</p>	10		

<p><Students> Discuss in groups and each group presents.</p>			
<p><Teacher> Asks students whether they know of the disease of iodine deficiency.</p> <p><Students> Answer each.</p> <p><Teacher> Explains that iodine is one of the important nutritious substances for us and that the disease of iodine deficiency occurs due to taking iodine insufficiently.</p> <p><Students> Listen to the teacher's explanation.</p> <p><Teacher> Writes down the following information on the blackboard and explains each.</p> <div data-bbox="161 1043 799 1529" style="border: 1px solid black; padding: 10px; margin: 10px 0;"> <p style="text-align: center;">Bad Effects of Iodine Deficiency</p> <ul style="list-style-type: none"> - Low intellectual - Difficulty to learn - Slow development of growth - Disability to move or play actively - Getting goiter - If a pregnant mother suffered from iodine deficiency, the newborn child might become deaf and dumb, disable, low intellect. </div> <p><Students> Read the above information and listen to the teacher's explanation.</p>	20		In writing down the bad effects of iodine deficiency, take care not to let students memorise the information.
<p><Teacher> Concludes that it is necessary for us to get iodine to avoid the bad effects of iodine deficiency.</p>	5		

(7th period)

Learning Activities	Duration (Min.)	Teaching/ Learning Materials	Points to be noticed
<p><Teacher> Asks students what will happen if we get short of iodine.</p> <p><Students> Answer each.</p>	5		Review the last class.
<p><Teacher> Puts iodine salt and ordinary salt in two plates separately and places them on a table at the front of the classroom without describing the names of salts. Then lets students come to the front per group and examine the colour, smell and taste of two kinds of salts.</p> <p><Students> Go to the front and watch, smell and taste of two kinds of salts.</p> <p><Teacher> Asks students whether there is any difference between two kinds of salts.</p> <p><Students> Answer each.</p> <p><Teacher> Explains the following information on iodine salt to students.</p> <div data-bbox="181 1537 828 1907" style="border: 1px solid black; padding: 5px;"> <ul style="list-style-type: none"> - Iodine salt is similar to ordinary salt in colour, smell and taste. - Iodine salt should be used in everyday cooking in order to get iodine. - Iodine salt is not a kind of medicine so it can be used in any cooking as a substitute for ordinary salt. </div> <p><Students> Listen to the teacher's explanation.</p>	25	Iodine salt and ordinary salt	

<p><Teacher> Tells students that there are two ways to get iodine, one is to use iodine salt and the other is to eat seafood such as sea-fish, seaweed and prawn-paste.</p>			
<p><Teacher> Concludes that it is important to use iodine salt and eat seafood to get iodine so that it is good for students to tell their parents what they studied on iodine and encourage parents to use iodine salt and cook seafood daily.</p>	5		

Assessment

Assessment should be made under the criterion whether children achieved each specific objective or not. Achievement of the specific objective can be assessed whether children achieved each learning step mentioned in the lesson planner or not. The key issues of this lesson are therefore indicated as the children’s learning steps. The examples of question to assess the achievement of each step are as follows.

- (1) How many groups are the food materials divided into?
- (2) What is the name of each food group?
- (3) Give three examples of food materials included in each food group.
- (4) What is iodine deficiency?
- (5) What kind of food includes iodine?

Furthermore, a meal menu students made can be assessed.

Lesson 25: Dengue Fever

General Objective

Children reduce the risk of suffering from dengue fever.

Specific Objectives

Children will be able to:

- (1) Prevent from getting dengue fever.
- (2) Carry out the ways not to be bitten by mosquitoes.
- (3) Carry out the ways to get rid of mosquito larvae.

Lesson Planner

Each class is given to achieve the above specific objectives. The steps to achieve each specific objective are shown below as the children's learning steps.

The first specific objective

1st period:

Know what dengue fever is and the symptoms of it

↓

2nd period:

Know that dengue fever is transmitted through mosquito's biting and it is necessary not to be bitten by mosquitoes to prevent dengue fever

↓

Prevent from getting dengue fever

The second specific objective

3rd period:

Know several ways not to be bitten by mosquitoes

↓

4th period:

Check how many students carry out each way not to be bitten by mosquitoes

↓

Carry out the ways not to be bitten by mosquitoes

The third specific objective

5th period:

Observe mosquito larvae

↓

Know that it is necessary to avoid the proliferation of mosquitoes by getting rid of mosquito larvae

↓

6th period:

Know several ways to get rid of mosquito larvae

↓

Carry out the ways to get rid of mosquito larvae

Lesson 25: Examples of Lesson Plan

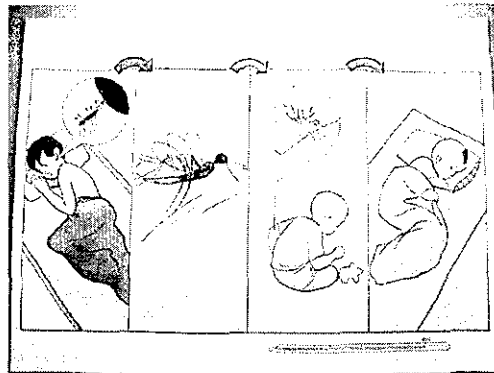
1st and 2nd Periods

Specific Objective

Children will be able to prevent from getting dengue fever.

Teaching / Learning Materials

Picture of the way of dengue fever transmission



Teaching / Learning Procedure

(1st period)

Learning Activities	Duration (Min.)	Teaching/ Learning Materials	Points to be noticed
<p><Teacher> Asks students whether they have ever heard of "dengue fever."</p> <p><Students> Answer each.</p> <p><Teacher> If some students know of dengue fever, asks them what is dengue fever. If no one knows, tells them that dengue fever is a disease name. Then asks students whether they have ever suffered from dengue fever and if so, how it was like.</p> <p><Students> Answer each.</p>	<p>10</p>		

<p><Teacher> Explains the following information on the symptoms of dengue fever.</p> <div style="border: 1px solid black; padding: 10px; margin: 10px 0;"> <p>It is hard to tell dengue fever from ordinary fever in the early stage. The symptoms of dengue fever include high fever, muscular pain, red spots on the skin, stomach pains, vomiting, excessive bleeding, etc. There is even a case of death especially for children. In case someone starts to show the symptoms of dengue fever or there is a suspicion of dengue fever, he/she should see a doctor for treatment. Dengue fever occurs mostly in the rainy season, so we have to pay attention to the symptoms especially in that season.</p> </div> <p><Students> Listen to the teacher's explanation.</p>	15		
<p><Teacher> Gives the following information.</p> <div style="border: 1px solid black; padding: 10px; margin: 10px 0;"> <p>We can prevent some diseases by taking a preventive injection (vaccination) and also cure diseases by taking a medicine. However, there is neither vaccine nor special medicine for dengue fever. It is therefore necessary to be on guard against it. The lesson on how we get dengue fever will be given at the next class.</p> </div>	10		

(2nd period)

Learning Activities	Duration (Min.)	Teaching/ Learning Materials	Points to be noticed
<p><Teacher> Asks students whether they know how we get dengue fever.</p> <p><Students> Answer each.</p>	5		

<p><Teacher> Shows the picture of the way of dengue fever transmission to students and asks them what they find from the picture.</p> <p><Students> Discuss in groups and each group presents.</p> <p><Teacher> Explains the following information by showing the picture.</p> <div data-bbox="161 638 802 1043" style="border: 1px solid black; padding: 10px;"> <p>Dengue fever spreads from one person to another person through mosquito's biting. (At the picture) a mosquito that bites a child suffering from dengue fever carries the dengue virus along with the child's blood. When that mosquito bites a healthy child, the virus gets into the blood of the bitten child. In this way the other child bitten by the mosquito contracts dengue fever.</p> </div> <p><Students> Listen to the teacher's explanation.</p>	20	Picture of the way of dengue fever transmission	
<p><Teacher> Gives the following information.</p> <div data-bbox="161 1328 802 1774" style="border: 1px solid black; padding: 10px;"> <p>We get dengue fever through mosquito's biting. Not all mosquitoes have the dengue virus, so if we are bitten by mosquitoes that do not have the virus, we will not get dengue fever. However, we can never know which mosquito has the virus and which one does not only by looking at it, so it is necessary to take care not to be bitten by mosquitoes. The lesson on the ways not to be bitten by mosquitoes will be given at the next class.</p> </div>	10		

3rd and 4th Periods

Specific Objective

Children will be able to carry out the ways not to be bitten by mosquitoes.

Teaching / Learning Materials

Mosquito coil, mosquito net, repellent and any materials to keep mosquitoes away (if available)

Teaching / Learning Procedure

(3rd period)

Learning Activities	Duration (Min.)	Teaching/ Learning Materials	Points to be noticed
<p><Teacher> Asks students how we get dengue fever.</p> <p><Students> Answer each.</p> <p><Teacher> Asks students what we should do to prevent from getting dengue fever.</p> <p><Students> Answer each.</p>	10		Review the last class.
<p><Teacher> Asks students what kind of ways they know not to be bitten by mosquitoes.</p> <p><Students> Discuss in groups and each group presents.</p> <p><Teacher> Writes down the following ways on the blackboard and explains each way to students (if the materials are available, shows them and demonstrates how to use). Then lets students write down the ways.</p>	20	Mosquito coil, mosquito net, repellent and any materials to keep mosquitoes away (if available)	A mosquito coil causes some bad effects like coughing for children, so if available, it is better to use other materials like dried orange peels and turmeric roots as the substitutes for coil.

<p style="text-align: center;">The Ways Not to be Bitten by Mosquitoes</p> <ul style="list-style-type: none"> - Wearing clothes (hopefully white-colour) that cover the body (especially the legs) - Using a mosquito coil - Spraying a repellent to the body - Using a mosquito net in sleeping - Using a mosquito net to which a repellent is sprayed in sleeping <p><Students> Listen to the teacher's explanation and writes down the above ways on the notebook.</p>			
<p><Teacher> Concludes that it is necessary to take care not to be bitten by mosquitoes in order to prevent dengue fever and that students need to remember the ways introduced in the class.</p>	5		

(4th period)

Learning Activities	Duration (Min.)	Teaching/ Learning Materials	Points to be noticed
<p><Teacher> Lets students give all the ways not to be bitten by mosquitoes, which were introduced at the last class and writes down them on the blackboard.</p> <p><Students> Give all the ways not to be bitten by mosquitoes.</p>	10		Review the last class.
<p><Teacher> Asks students whether they carry out the ways written on the blackboard and lets them raise their hands to the ways they carry out.</p> <p><Students> Raise their hands to the ways they carry out.</p>	20		

<p><Teacher> Writes the number of students in each way and lets students observe how many, which way they carry out.</p> <p><Teacher> Gives the following information.</p> <div style="border: 1px solid black; padding: 5px; margin: 10px 0;"> <p>The mosquitoes that have the dengue virus are in active during the day, so it is necessary to take care not to be bitten by mosquitoes during the day. However, since some mosquitoes may be in active even during the night, it is necessary to take care not to be bitten by mosquitoes in sleeping as well.</p> </div>			
<p><Teacher> Concludes that it is better to carry out every way introduced in the class in order not to be bitten by mosquitoes and encourages students to tell their parents to carry out the ways.</p>	5		

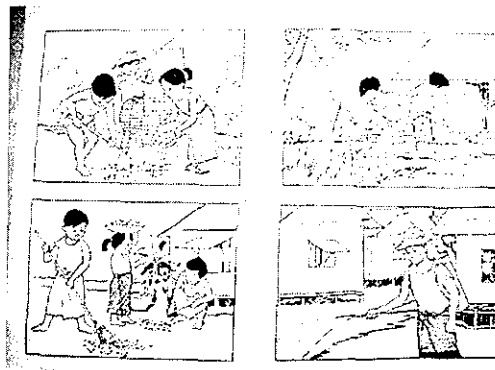
5th and 6th Periods

Specific Objective

Children will be able to carry out the ways to get rid of mosquito larvae.

Teaching / Learning Materials

Mosquito larvae in a glass with water
Picture of the ways to get rid of mosquito larvae



Teaching / Learning Procedure

(5th period)

Learning Activities	Duration (Min.)	Teaching/ Learning Materials	Points to be noticed
<p><Teacher> Asks students what we should do to prevent from getting dengue fever.</p> <p><Students> Answer each.</p>	5		Review the last class.
<p><Teacher> Puts mosquito larvae in a glass with water on a desk in the front of the classroom and lets students come to the front and watch it.</p> <p><Students> Watch the mosquito larvae in a glass with water.</p> <p><Teacher> Asks students whether they have ever seen it and if so, where they have seen.</p> <p><Students> Answer each.</p> <p><Teacher> Explains the following information.</p> <div data-bbox="156 1447 799 1890" style="border: 1px solid black; padding: 10px; margin: 10px 0;"> <p>To prevent dengue fever, it is necessary to take some measures against the proliferation of mosquitoes in the surroundings as well as to take care not to be bitten by mosquitoes. Since a mosquito develops from a larva, it is effective to get rid of mosquito larvae in order to avoid the proliferation of mosquitoes. Mosquito larvae normally hatch in stagnant water like drain, lake, pond, ditch, drum, pot, water container at home, etc.</p> </div> <p><Students> Listen to the teacher's explanation.</p>	25	Mosquito larvae in a glass with water	

<p><Teacher> Concludes the class by telling that it is necessary to avoid the proliferation of mosquitoes by getting rid of mosquito larvae in order to prevent dengue fever and that the lesson on how to get rid of mosquito larvae will be given at the next class.</p>	5		
--	---	--	--

(6th period)

Learning Activities	Duration (Min.)	Teaching/ Learning Materials	Points to be noticed
<p><Teacher> Asks students what we can do to prevent dengue fever in addition to taking care not to be bitten by mosquitoes.</p> <p><Students> Answer each.</p>	5		Review the last class.
<p><Teacher> Writes down the following ways on the blackboard and explains each way with showing the picture. Then lets students write down the ways.</p> <div data-bbox="194 1174 845 1945" style="border: 1px solid black; padding: 10px; margin: 10px 0;"> <p style="text-align: center;">The Ways to Get Rid of Mosquito Larvae</p> <ul style="list-style-type: none"> - Keeping water barrels and pots securely covered not to let mosquitoes get in - Changing water in barrels and pots (at least once a week) - Taking out or sieving out larvae from water - Changing water in vases in the shrine room frequently - Putting oil instead of water in tins used food cupboard under each leg of the food cupboard - Burying bottles, cups and broken pots thrown away - Spraying insecticide - Cleaning or filling in ditches in the surroundings - Clearing bushes in the surroundings not to let mosquitoes live there </div>	25	Picture of the ways to get rid of mosquito larvae	

<p><Students> Listen to the teacher’s explanation with looking at the picture and write down the above ways on the notebook.</p> <p><Teacher> If there is any water barrel, pot or vase around the classroom, just demonstrates one of the ways mentioned above.</p>			
<p><Teacher> Tells students to carry out the above ways after going back home.</p>	5		

Assessment

Assessment should be made under the criterion whether children achieved each specific objective or not. Achievement of the specific objective can be assessed whether children achieved each learning step mentioned in the lesson planner or not. The key issues of this lesson are therefore indicated as the children’s learning steps. The examples of question to assess the achievement of each step are as follows.

- (1) What kind of symptoms does dengue fever have?
- (2) How do we get dengue fever?
- (3) What can we do to prevent dengue fever? (give two method)
- (4) Give the ways not to be bitten by mosquitoes.
- (5) Give the ways to get rid of mosquito larvae.

Lesson 26: Smoking

General Objective

Children do not smoke.

Specific Objectives

Children will be able to:

- (1) Keep from smoking.
- (2) Acquire the skill of overcoming the pressure of smoking.

Lesson Planner

Each class is given to achieve the above specific objectives. The steps to achieve each specific objective are shown below as the children's learning steps.

The first specific objective

1st period:

Know the harmful health effects of smoking

↓

2nd period:

Know the bad economic effects of smoking

↓

3rd period:

Know the reason why smokers do not stop smoking in spite of its bad effects and why the youth should not smoke

↓

Recognize the disadvantages of smoking

↓

Keep from smoking

The second specific objective

4th period:

Discuss the ways of refusing the offer of smoking from friends or adults

↓

5th period:

Practice the ways of refusing the smoking offer through role-playing

↓

Acquire the skill of overcoming the pressure of smoking

Lesson 26: Examples of Lesson Plan

1st, 2nd and 3rd Periods

Specific Objective

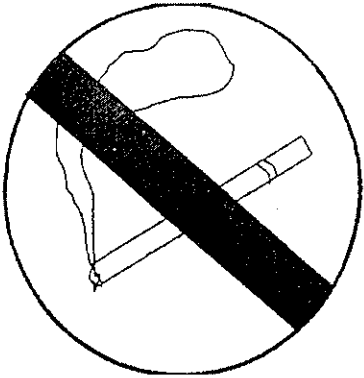
Children will be able to keep from smoking.

Teaching / Learning Materials

Picture of prohibition of smoking (any published by the Ministry of Health)

Teaching / Learning Procedure

(1st period)

Learning Activities	Duration (Min.)	Teaching/ Learning Materials	Points to be noticed
<p><Teacher> Shows the picture of prohibition of smoking and asks students whether they have ever seen the picture and if so, how they think of it (if the picture is not available, draw the following picture on the blackboard).</p>  <p><Students> Answer each.</p>	<p>10</p>	<p>Picture of prohibition of smoking</p>	

<p><Teacher> Reads aloud the following story.</p> <div style="border: 1px solid black; padding: 10px; margin: 10px 0;"> <p>Maung Lu Hmway's father is a heavy smoker. He often used to ask Maung Lu Hmway to light his cigarette and sometimes he even asked Maung Lu Hmway to buy cigarettes. Taking in a puff or two every time he lit a cigarette, he got to have the habit of smoking while his family did not notice. Later, Maung Lu Hmway became addicted to smoking. Even at school, he slipped away from class and smoked by stealth. Formerly he used to be the best player in the school sports competitions, but he had no stamina when he took part in games. He coughed and had difficulty in breathing. What is worse, he had passed his examination every year, but failed in the examination since he was spoiled in learning.</p> </div> <p><Students> Listen to the story.</p> <p><Teacher> Asks students the following questions on the above story.</p> <ul style="list-style-type: none"> - Why did Maung Lu Hmway become addicted to smoking? - Why did Maung Lu Hmway no longer have stamina? - Why did Maung Lu Hmway begin coughing? <p><Students> Discuss in groups and each group presents.</p>	20		
<p><Teacher> Gives the following information.</p> <div style="border: 1px solid black; padding: 10px; margin: 10px 0;"> <p>Smoking cheroots, cigarettes and cigars is addictive. Smoking causes cough, asthma, heart disease, lung cancer and other diseases. It also spoils the ability of learning and working. Therefore smoking has a lot of harmful health effects.</p> </div>	5		

(2nd period)

Learning Activities	Duration (Min.)	Teaching/ Learning Materials	Points to be noticed
<p><Teacher> Writes down the following sentences on the blackboard.</p> <div style="border: 1px solid black; padding: 10px; margin: 10px 0;"> <p>U Mya likes smoking so much and he usually smokes 6 cigarettes a day. One cigarette costs 3 kyats. His monthly income is 1,200 kyats.</p> </div> <p><Students> Read the above sentences.</p>	5		
<p><Teacher> Asks students how much money U Mya spends for cigarettes a day.</p> <p><Students> Answer each.</p> <p><Teacher> Asks how much he spends a month.</p> <p><Students> Answer each.</p> <p><Teacher> Asks students which is more beneficial, spending money for clothes, foods and utensils or spending for smoking and what they would do if they were in U Mya's place.</p> <p><Students> Discuss in groups and each group presents.</p>	20		

<p><Teacher> Gives the following conclusion.</p> <div style="border: 1px solid black; padding: 10px; margin: 10px 0;"> <p>Smoking costs much in daily expenditure if accumulated and in medical treatment in case of getting some diseases. It is therefore evident that smoking is a waste of money.</p> </div>	10		<p>Try to discourage students to smoke by informing its bad effects.</p>
--	----	--	--

(3rd period)

Learning Activities	Duration (Min.)	Teaching/ Learning Materials	Points to be noticed
<p><Teacher> Asks students what kind of harmful effects smoking has.</p> <p><Students> Answer each.</p>	5		<p>Review the last classes.</p>
<p><Teacher> Tells students that smoking has bad effects on the health and expenditure. Then asks them why they think smokers do not stop smoking in spite of the physical and economical problems.</p> <p><Students> Discuss in groups and each group presents.</p> <p><Teacher> Explains the following information.</p> <div style="border: 1px solid black; padding: 10px; margin: 10px 0;"> <p>Smoking is one of addictive habits. If we start to smoke once, we cannot give up smoking. It is very hard to give up smoking. This is why smokers do not stop smoking though it gives bad effects on them.</p> </div> <p><Students> Listen to the teacher's explanation.</p>	25		

<p><Teacher> Asks students why children should not smoke.</p> <p><Students> Answer each.</p> <p><Teacher> Explains the following information.</p> <div style="border: 1px solid black; padding: 5px; margin: 10px 0;"> <p>Smoking is harmful to the health for all people, males, females, elders and the youth. However, the younger smokes, the more harmful effects he/she will get. The youth therefore should not smoke.</p> </div> <p><Students> Listen to the teacher's explanation.</p>			
<p><Teacher> Concludes that it is hard to give up smoking once tried it and it gives more harmful effects on younger people so that students must not smoke.</p>	5		

4th and 5th Periods

Specific Objective

Children will be able to acquire the skill of overcoming the pressure of smoking.

Teaching / Learning Procedure

Learning Activities	Duration (Min.)	Teaching/ Learning Materials	Points to be noticed
<p><Teacher> Asks students how they can refuse when some of friends or adults offer them to smoke like the following.</p> <p>“Just one cigarette. That’s no matter.” “Everyone smokes it.” “Smoking is cool, isn’t it?”</p>	35		

<p><Students> Discuss in groups and each group presents.</p> <p><Teacher> Writes down the presentations on the blackboard and reads aloud them.</p>			
<p><Teacher> Lets one student come to the front of the classroom. Then offers him/her to smoke and lets him/her refuse the offer as role-playing. Repeat this role-playing with all students.</p> <p><Students> Play the role of refusing to smoke.</p>	30		
<p><Teacher> Concludes that when some friends or elders offer to smoke, it is necessary to refuse it as practicing in the class and overcome the pressure of smoking.</p>	5		

Assessment

Assessment should be made under the criterion whether children achieved each specific objective or not. Achievement of the specific objective can be assessed whether children achieved each learning step mentioned in the lesson planner or not. The key issues of this lesson are therefore indicated as the children's learning steps. The examples of question to assess the achievement of each step are as follows.

- (1) What kind of bad effects does smoking have?
- (2) Why do smokers not stop smoking in spite of its bad effects?
- (3) Why should the youth not smoke?

Furthermore, the performance in role-playing can be assessed.

*Information for teachers***Statistical Facts of Smoking**

- Over 90% of lung cancer cases are among smokers and 90% of patients with lung cancer die within a period of 5 years.
- Passive smoking in a crowded is 6 times higher than the level of smoke inhaled in a street packed by motor vehicles.
- It equals a cup to the quantity of toxic tar from smoking a pack of cigarettes a day for one year.
- The probability of developing lung cancer is 25 times higher among smokers compared to non-smokers.
- The probability of developing lung cancer is 3.5 times higher among the wives of smokers compared to the wives of non-smokers.
- Smoking among minors under the age of 18 years is considered illegal in many countries.

Substances in Tobacco

Tobacco contains numerous toxic substances. Over 1,200 toxic substances may enter a smoker's blood stream. The most dangerous ones are the following.

Nicotine

Nicotine is a highly toxic substance. The quantity of nicotine in one cigarette can kill an adult human if administered intravenously. Nicotine also affects the nervous system and the functioning of the endocrine glands. It increases the heartbeat and raises blood pressure, as well as affecting blood vessels and diuresis and causing arteriosclerosis.

Tar

Inhaling cigarette smoke fills the respiratory tract and lungs with a compound or substance known as tar. While smoking, tar builds in the end of the cigarette. Therefore, the longer a person smokes, the more tar is inhaled. Tar compounds are responsible for the development of cancers of the mouth, larynx and lungs among smokers.

Carbon monoxide

Carbon monoxide (CO) is a toxic gas. It bonds with the haemoglobin in the blood and prevents it from transporting oxygen from the lungs to all parts of the body. It is noteworthy that the ability of CO to bond with haemoglobin is 210 times higher than that of oxygen.

Lesson 27: HIV/AIDS

General Objective

Children get the basic knowledge of HIV/AIDS.

Specific Objectives

Children will be able:

- (1) Not to be scared by AIDS too much.
- (2) Not to discriminate AIDS patients but to treat them with compassion and kindness.

Lesson Planner

Each class is given to achieve the above specific objectives. The steps to achieve each specific objective are shown below as the children's learning steps.

The first specific objective

1st and 2nd periods:

Know that AIDS is a terrible disease but can be prevented

↓

Not be scared by AIDS too much

The second specific objective

3rd period:

Recall the experience of being sick

↓

Understand how AIDS patients feel

↓

Not discriminate AIDS patients but treat them with compassion and kindness

Lesson 27: Examples of Lesson Plan

1st and 2nd Periods

Specific Objective

Children will be able not to be scared by AIDS too much.

Teaching / Learning Procedure

Learning Activities	Duration (Min.)	Teaching/ Learning Materials	Points to be noticed
<p><Teacher> Asks students what kind of sickness they know and writes down them on the blackboard.</p> <p><Students> Answer each.</p> <p><Teacher> Asks students whether each sickness written on the blackboard is a kind of disease that infects from one person to another, and corrects the answer if students gave wrong ones.</p> <p><Students> Answer each.</p>	15		<p>If students did not give enough answer, just supplement the following sickness.</p> <p>Fever Cough Headache Stomach ache Diarrhoea Eye diseases Skin diseases Dengue fever Malaria etc.</p>
<p><Teacher> Asks students whether they have ever heard of HIV/AIDS before and if so, what they know about it.</p> <p><Students> Answer each.</p> <p><Teacher> Asks students whether they have ever seen the posters, brochure or booklet on HIV/AIDS before and if so, where they saw it and what they thought about it.</p> <p><Students> Answer each.</p>	50		

<p><Teacher> Explains the following information to students.</p> <div style="border: 1px solid black; padding: 10px; margin: 10px 0;"> <ul style="list-style-type: none"> - A large number of diseases cause illness and death, for example, dengue fever, malaria, tuberculosis (TB), cancer, hepatitis, etc. - Some of the diseases are found all over the world and one of them is AIDS. Of all the diseases breaking out around the world, AIDS is a very malicious since there is no medicine to cure AIDS at present. - HIV/AIDS reached Myanmar around 1990 and has spread throughout the country. - Regardless of age, sex, race or religion, everyone will get AIDS if he/she is infected with a virus called HIV. - AIDS can be prevented. </div> <p><Students> Listen to the teacher's explanation.</p>			
<p><Teacher> Concludes that AIDS is a terrible disease but can be prevented so that we will never get AIDS if we prevent it properly. And tells students that they will study on how to prevent it in G4.</p>	5		<p>Let students understand that AIDS is a terrible disease. However, take care not to give too much fear to them by telling that AIDS can be prevented.</p>

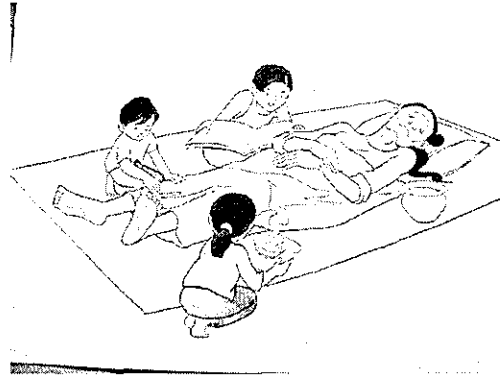
3rd Period

Specific Objective

Children will be able not to discriminate AIDS patients but to treat them with compassion and kindness.

Teaching / Learning Materials

Picture of a patient and children who take care of the patient



Teaching / Learning Procedure

Learning Activities	Duration (Min.)	Teaching/ Learning Materials	Points to be noticed
<p><Teacher> Asks students how they felt when they were sick.</p> <p><Students> Answer each.</p> <p><Teacher> Asks students what their family or friends did for them when they were sick.</p> <p><Students> Answer each.</p> <p><Teacher> Tells students that it is natural that they want someone to do something for you when they are sick (e.g. they want their mother to be near them and to cook what they want to eat, and friends to come to see them). Then asks students how they think the AIDS patients feel and what they want.</p>	<p>10</p>		

<p><Students> Answer each.</p>			
<p><Teacher> Shows the picture of a patient and children who take care of the patient and tells students the following.</p> <div style="border: 1px solid black; padding: 10px; margin: 10px 0;"> <p>Every patient is discouraged and depressed. They need kindness, care and encouragement from others. Family members and friends of AIDS patients therefore need to look after and treat them with compassion and kindness.</p> </div> <p><Students> Listen to the teacher's telling with looking at the picture.</p> <p><Teacher> Asks students what they think they could do to help and take care of AIDS patients if they were around you.</p> <p><Students> Discuss in groups and each group presents.</p>	<p>20</p>	<p>Picture of a patient and children who take care of the patient</p>	
<p><Teacher> Concludes that when students see AIDS patients, they should not fear, ill-treat or discriminate them but console them.</p>	<p>5</p>		

Assessment

Assessment should be made under the criterion whether children achieved each specific objective or not. Achievement of the specific objective can be assessed whether children achieved each learning step mentioned in the lesson planner or not. The key issues of this lesson are therefore indicated as the children's learning steps. The examples of question to assess the achievement of each step are as follows.

- (1) What is AIDS? Why is AIDS terrible? Can AIDS be prevented?
- (2) What should you do for the AIDS patient if they were around you?

CHAPTER 10: HAPPY LIFE

Key Concept

Children acquire the skills necessary to live in the society.

Learning Objectives

General Objectives

- (1) Children make the right decision.
- (2) Children are on good terms with their family, friends and others.
- (3) Children have good discipline.

Structure and Specific Objectives

Lesson 28: Making the Right Decision

Children will be able to:

- (1) Make the right decision of attending class and not playing truant.
- (2) Make the decision after considering the consequences.

Lesson 29: Being on Good Terms with Others

Children will be able to:

- (1) Live with their family in harmony.
- (2) Get along well with their classmates.
- (3) Control their selfish behaviours.
- (4) Communicate with others verbally and nonverbally.
- (5) Objectify themselves.

Lesson 30: Obeying Discipline

Children will be able to:

- (1) Keep the school rules/regulations.
- (2) Keep the home rules/regulations.

Key Point

● **Learning the skills necessary to live in the society**

In this chapter it is aimed that children learn several social skills necessary for living in the society, used in the social scenes and interpersonal relationships. The first skill is the decision-making skill. This skill is to choose the best of some choices in recognizing and solving a problem. The second is to get along well with others including their family and friends. The third is to obey the social discipline. The basic social discipline regarding school and home with which children are familiar is introduced.

Lesson 28: Making the Right Decision

General Objective

Children make the right decision.

Specific Objectives

Children will be able to:

- (1) Make the right decision of attending class and not playing truant.
- (2) Make the decision after considering the consequences.

Lesson Planner

Each class is given to achieve the above specific objectives. The steps to achieve each specific objective are shown below as the children's learning steps.

The first specific objective

1st period:

Give the benefits of attending class regularly and the consequences of playing truant

↓

Recognize the advantages of attending class regularly and disadvantages of playing truant

↓

2nd period:

Practice persuading a friend who is going to play truant through role-playing

↓

3rd period:

Discuss the points of role-playing

↓

4th period:

Recite the poem that encourages them to attend class

↓

Make the right decision of attending class and not playing truant

The second specific objective

5th period:

Know that it is important to make the decision after considering the consequences of the decision well

↓

6th period:

Write an essay on decision-making and the process of it

↓

Make the decision after considering the consequences

Lesson 28: Examples of Lesson Plan

1st to 4th Periods

Specific Objective

Children will be able to attend class regularly and not play truant.

Teaching / Learning Procedure

(1st period)

Learning Activities	Duration (Min.)	Teaching/ Learning Materials	Points to be noticed
<p><Teacher> Asks students whether they have ever thought they want to play truant.</p> <p><Students> Answer each.</p> <p><Teacher> Asks students why they do not play truant.</p> <p><Students> Answer each.</p>	10		
<p><Teacher> Asks students why they have to attend class regularly and writes down the answers on the blackboard.</p> <p><Students> Discuss in groups and each group presents.</p> <p><Teacher> Asks students what will happen if they play truant and writes down the answers on the blackboard.</p> <p><Students> Discuss in groups and each group presents.</p>	20		Encourage students to give the answers as much as possible.
<p><Teacher> Reads aloud the answers written on the blackboard and concludes that it is important to attend class regularly.</p>	5		

(2nd and 3rd periods)

Learning Activities	Duration (Min.)	Teaching/ Learning Materials	Points to be noticed
<p><Teacher> Lets three students come to the front of the classroom and play the roles of three friends, Kyaw Kyaw, Zaw Zaw and Maw Maw as follows (repeat this role-playing a few times by changing the students).</p> <div style="border: 1px solid black; padding: 10px; margin: 10px 0;"> <ul style="list-style-type: none"> - Kyaw Kyaw tries to persuade Zaw Zaw and Maw Maw to play truant and go to the movies. - Zaw Zaw explains to Kyaw Kyaw the benefits of attending class regularly. - Maw Maw tells Kyaw Kyaw the consequences of staying away from the class and suggests to go the movies on a holiday. - Kyaw Kyaw goes away alone, failed in persuading both of them. <p>NB: In the regions where there is no movie theatre, substitute the playing activity to fishing, searching tiny crabs or swimming, etc.</p> </div> <p><Students> Play their roles and others watch their playing.</p>	35		
<p><Teacher> Writes down the following questions on the blackboard and asks students them.</p> <ul style="list-style-type: none"> - Where did Kyaw Kyaw want to go? - Where did Zaw Zaw and Maw Maw want to stay? - What did Zaw Zaw tell Kyaw Kyaw? - What did Maw Maw explain to Kyaw Kyaw? - What decision did Kyaw Kyaw make? - What decision did Zaw Zaw and Maw Maw make? - Who made the right decision? <p><Students> Discuss in groups and each group presents.</p>	30		

<p><Teacher> Concludes that when some friends ask to play truant, it is necessary to refuse it and decide to attend class.</p>	5		
--	---	--	--

(4th period)

Learning Activities	Duration (Min.)	Teaching/ Learning Materials	Points to be noticed
<p><Teacher> Sings and performs the following poem "The Right Decision."</p> <div style="border: 1px solid black; padding: 10px; margin: 10px auto; width: 80%;"> <p style="text-align: center;">The Right Decision</p> <p style="text-align: center;">Let's not stay away from class During school hours Play, performance, Music and films Let's watch them during the holidays For the students' benefit Without affecting school lessons Make the right decision</p> </div>	10		
<p><Teacher> Lets students sing along the poem individually and in groups.</p> <p><Students> Sing along the poem individually and in groups.</p>	20		
<p><Teacher> Tells students that they should remember the poem so that it encourages them to attend class regularly.</p>	5		

5th and 6th Periods

Specific Objective

Children will be able to make the decision after considering the consequences.

Teaching / Learning Procedure

(5th period)

Learning Activities	Duration (Min.)	Teaching/ Learning Materials	Points to be noticed
<p><Teacher> Reads aloud the following story.</p> <div style="border: 1px solid black; padding: 10px; margin: 10px 0;"> <p>Maung Ba is a third grade student. One morning when he was about to go out from home to school, his mother told him to go straight home and look after his younger sister since she had to go out home in the afternoon. At school, his friends told Maung Ba to go fishing after the school. Maung Ba wanted to play fishing so much. However, this morning he was told by his mother to look after his sister.</p> </div> <p><Students> Listen to the story.</p>	10		
<p><Teacher> Asks students what they think Maung Ba can do.</p> <p><Students> Discuss in groups and each group presents.</p> <p><Teacher> Asks students what they would do if they were in Maung Ba's place and why.</p> <p><Students> Discuss in groups and each group presents.</p>	20		

<p><Teacher> Explains that Maung Ba has two things to do, one is to look after his sister and the other is to go fishing and that if he cannot choose either of them, he may be able to do two things, go fishing carrying his sister on his back.</p> <p><Students> Listen to the teacher's explanation.</p>			
<p><Teacher> Concludes that if we have two things to do at the same time, we have to choose one of them so that it is important to make the right decision by considering the consequences of both choices well.</p>	5		

(6th period)

Learning Activities	Duration (Min.)	Teaching/ Learning Materials	Points to be noticed
<p>(Before the class assigns students to write a short essay on the following theme.)</p> <p>“At first give two or three things to do. Then describe which one you choose and why.”</p> <p>Students present their essay one by one.</p>	35		<p>Give the comments to the student's presentation as necessary.</p> <p>Pay attention to let students listen to the other students' presentation.</p>

Assessment

Assessment should be made under the criterion whether children achieved each specific objective or not. Achievement of the specific objective can be assessed whether children achieved each learning step mentioned in the lesson planner or not. The key issues of this lesson are therefore indicated as the children's learning steps.

For the assessment to the performance of children, use “Checklist of Children's Performance” and “Checklist of Group Performance.” Furthermore, the essay students wrote can be also assessed.

Lesson 29: Being on Good Terms with Others

General Objective

Children are on good terms with their family, friends and others.

Specific Objectives

Children will be able to:

- (1) Live with their family in harmony.
- (2) Get along well with their classmates.
- (3) Control their selfish behaviours.
- (4) Communicate with others verbally and nonverbally.
- (5) Objectify themselves.

Lesson Planner

Each class is given to achieve the above specific objectives. The steps to achieve each specific objective are shown below as the children's learning steps.

The first specific objective

1st period:

See the example of one family in which members are not on good terms

↓

Know how they should behave to get along well with other family members

↓

Live with their family in harmony

The second specific objective

2nd period:

Ask and answer to the free question among classmates

↓

Deepen their understanding to their classmates

↓

Get along well with their classmates

The third specific objective

3rd period:

Know the bad points of behaving selfishly

↓

Recognize the importance of controlling their selfish behaviours

↓

Control their selfish behaviours

The fourth specific objective

4th period:

Recall the experience of being sick



Know the importance of expressing in speech



5th period:

Know that there are two types of communication, verbal communication and nonverbal communication



Communicate with others verbally and nonverbally

The fifth specific objective

6th period:

Think of oneself as another person



Write an essay on the objectified oneself



7th period:

Listen to other classmates' presentation on the essay



Objectify themselves

Lesson 29: Examples of Lesson Plan

1st Period


Specific Objective

Children will be able to live with their family in harmony.

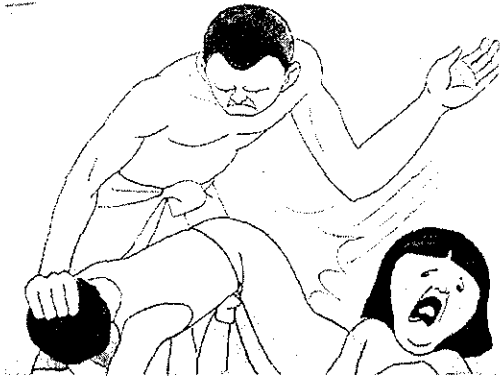
Teaching / Learning Materials

Pictures of one family

Teaching / Learning Procedure

Learning Activities	Duration (Min.)	Teaching/ Learning Materials	Points to be noticed
<p><Teacher> Shows the pictures of one family one by one and asks students what the persons in each picture are doing.</p> <p><Students> Look at the pictures and answer each.</p> <p><Teacher> Explains the content of each picture as follows.</p> <p>1. There is one family, father, mother and three children. In this family, father and mother are often quarrelling.</p> 	<p>15</p>	<p>Pictures of one family</p>	

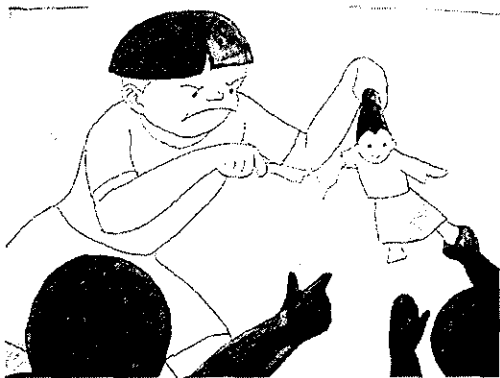
2. Children do not follow their parents. When children do not follow, parents beat them.

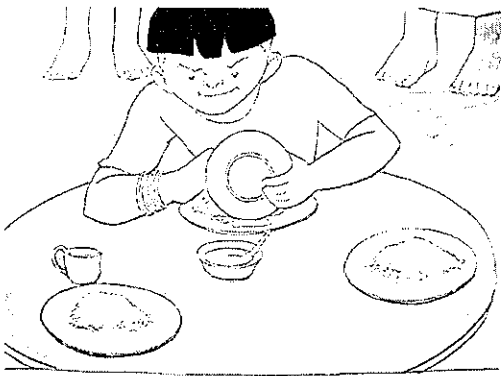


3. Children are often fighting.



4. The older brothers/sisters bully the younger ones.



<p>5. The older brothers/sisters do not leave any curry for the younger ones when they eat.</p>  <p><Students> Listen to the teacher's explanation.</p>			
<p><Teacher> Asks students whether they want to be like that family.</p> <p><Students> Answer each.</p> <p><Teacher> Asks students how the family members should behave in order to be on good terms with them together.</p> <p><Students> Discuss in groups and each group presents.</p>	<p>15</p>		
<p><Teacher> Gives the following conclusion.</p> <div style="border: 1px solid black; padding: 10px; margin-top: 10px;"> <p>There will be a good relationship among family members if the younger ones respect the older ones and the older ones avoid bullying the younger ones. It is important for younger members to show their respect to older members. They should show their respect in speech as well as in action. Older members should treat younger members with sympathy, compassion and consideration. If family members keep it, a good relationship among them will be maintained and everyone can live peacefully.</p> </div>	<p>5</p>		

2nd Period

Specific Objective

Children will be able to get along well with their classmates.

Teaching / Learning Materials

Blank sheets of paper (one per student)

Teaching / Learning Procedure

Learning Activities	Duration (Min.)	Teaching/ Learning Materials	Points to be noticed
<p><Teacher> Lets students think whatever questions they want to ask their classmates. Then lets them write down the questions on a blank sheet of paper (if it is too difficult for students to think the questions by themselves, gives the following examples).</p> <div style="border: 1px solid black; padding: 5px; margin: 10px 0;"> <ul style="list-style-type: none"> - What is your hobby? - What are your likes and dislikes? - What is your good point? - What is your bad point? </div> <p><Students> Write down the questions on a blank sheet of paper.</p> <p><Teacher> Lets students stand up and ask the questions to other classmates freely and answer to the questions as well.</p> <p><Students> Ask and answer to their classmate's questions freely.</p>	20	Blank sheets of paper (one per student)	
<p><Teacher> Lets students go back where they were sitting and asks them what they have realized/discovered by asking and answering to the questions.</p> <p><Students> Answer each.</p>	10		

<p><Teacher> Concludes that when we want to make a friend or have a good relationship with someone, it is important to know the person well.</p>	5		
--	---	--	--

3rd Period

Specific Objective

Children will be able to control their selfish behaviours.

Teaching / Learning Materials

Copy of the story (if available)

Teaching / Learning Procedure

Learning Activities	Duration (Min.)	Teaching/ Learning Materials	Points to be noticed
<p><Teacher> Distributes the copy of the following story to students (if available) and reads aloud it.</p> <div style="border: 1px solid black; padding: 10px; margin-top: 10px;"> <p>Aung Aung was crying in the classroom. His teacher asked him why he was crying. He said, “Zaw Zaw took too much space for sitting on the bench, so I fell down and hit my head against the edge of the desk.” Thiha also said, “Yes. I also find Zaw Zaw always sits down like that. He takes a half of the space on the bench for four students, so the rest three have to sit on the narrow space. It’s very uncomfortable, so we don’t want to share a bench with him.” Nilar followed, “That’s right. On the other day, I saw Zaw Zaw riding his bicycle on my way to the market. He rode the bicycle on the middle of the narrow street and didn’t get out when we passed each other, so I fell down and got injured. I really don’t like him.” Wunna also added, “Our group usually play football on every Sunday, and last Sunday Zaw Zaw joined us. During the play, he monopolized the ball and didn’t pass it to us. We do never want to play with him again.”</p> </div>	15	Copy of the story (if available)	

<p>Teacher called Zaw Zaw and told him that his classmates were annoyed by him, but he did not reply anything and turned away. Teacher told him to bring his parents to school. Next day, his mother came to the school. When the teacher told about the Zaw Zaw's behaviours to his mother, she replied, "That's right. Zaw Zaw behaves like that at home too. His younger brother and sister are always crying due to him. He usually eats all snacks up and doesn't leave anything for the young. So they don't like him. Please admonish him."</p>			
<p><Students> Listen to the story.</p>	15		
<p><Teacher> Asks students what kind of child Zaw Zaw is and why his classmates do not like him.</p> <p><Students> Answer each.</p> <p><Teacher> Asks students what they think would be like if all students were like Zaw Zaw.</p> <p><Students> Discuss in groups and each group presents.</p>	5		
<p><Teacher> Gives the following conclusion.</p> <p>We all have selfish behaviours more or less, so selfishness is a common problem. However, if all people behaved selfishly and did all what they want, it would be a very bad society. It is therefore important to control our selfishness in the daily life in order to be on good terms with others and have a happy and peaceful life.</p>			

4th and 5th Periods**Specific Objective**

Children will be able to communicate with others verbally and nonverbally.

Teaching / Learning Procedure

(4th period)

Learning Activities	Duration (Min.)	Teaching/ Learning Materials	Points to be noticed
<p><Teacher> Asks students how they feel when they are sick, for example, have a fever, have sore eyes, have a stomach ache, fall down and get hurt, etc.</p> <p><Students> Answer each.</p> <p><Teacher> Asks students what they want to be done by their parents or friends when they are sick.</p> <p><Students> Answer each.</p>	10		
<p><Teacher> Reads aloud the following short story.</p> <div data-bbox="151 1361 794 1928" style="border: 1px solid black; padding: 10px;"> <p>One day Maung Aye played football with his friends in the rain. He caught a cold the next day. He refused to take a bitter medicine prepared by his mother, so he did not get well and had to be in bed for some days. He lost his appetite and could not eat at all. In his bed, he thought about the school and his friends. He felt bad in being in bed while his friends were playing. He worried about being late in his study at class. He regretted having played football in the rain and longed for words of encouragement and kind cares from his family and friends.</p> </div>	20		

<p><Students> Listen to the story.</p> <p><Teacher> Asks students how Maung Aye was feeling.</p> <p><Students> Answer each.</p> <p><Teacher> Asks students what Maung Aye should do to feel better.</p> <p><Students> Discuss in groups and each group presents.</p>			
<p><Teacher> Concludes that it is important to say what they want and listen to what others say and that we have an equal right to talk about and listen to our needs each other.</p>	5		

(5th period)

Learning Activities	Duration (Min.)	Teaching/ Learning Materials	Points to be noticed
<p><Teacher> Plays five or six gestures and lets students guess what the gesture implies.</p> <p><Students> Guess the implication of the gesture.</p>	10		
<p><Teacher> Divides students into two groups and lets one student of each group come to the front of the classroom and play gestures. Then lets other students guess the implication of the gestures.</p> <p><Students> Play the gesture game.</p>	20		

<p><Teacher> Gives the following conclusion.</p> <div style="border: 1px solid black; padding: 10px; margin: 10px 0;"> <p>In addition to speech, facial expressions, gestures and movements of arms and legs can be used to convey our feelings or messages to others. This kind of way of communication is called nonverbal communication, compared with verbal communication. It is important to be polite in both types of communication.</p> </div>	5		
---	---	--	--

6th and 7th Periods

Specific Objective

Children will be able to objectify themselves.

Teaching / Learning Materials

Mirror (let students bring each if possible. If not possible, let them share a few mirrors)

Teaching / Learning Procedure

Learning Activities	Duration (Min.)	Teaching/ Learning Materials	Points to be noticed
<p><Teacher> Tell students to see their face in a mirror and try to think that the person in the mirror is another person.</p> <p><Students> See oneself in the mirror and try to think of oneself as another person.</p> <p><Teacher> Tells students to explain what the person in the mirror is like and write a short essay that starts with the sentence “(Student’s name) is...”</p>	35	Mirror	<p>Tell students that they do not have to write a good essay, and encourage them to write freely.</p> <p>Watch students’ writing carefully and give some advices as necessary.</p>

<p><Students> Write an essay on oneself as another person.</p>			
<p><Students> Present their essay one by one.</p>	30		<p>Comment to the student's essay as necessary.</p> <p>Pay attention to let students listen to the other students' presentation.</p>
<p><Teacher> Concludes that thinking of oneself as another person is a good way to objectify oneself and that this is a good opportunity to think about the relationship with others.</p>	5		

Assessment

Assessment should be made under the criterion whether children achieved each specific objective or not. Achievement of the specific objective can be assessed whether children achieved each learning step mentioned in the lesson planner or not. The key issues of this lesson are therefore indicated as the children's learning steps.

For the assessment to the performance of children, use "Checklist of Children's Performance" and "Checklist of Group Performance." Furthermore, the essay students wrote can be also assessed.

Lesson 30: Obeying Discipline

General Objective

Children have good discipline.

Specific Objectives

Children will be able to:

- (1) Keep the school rules/regulations.
- (2) Keep the home rules/regulations.

Lesson Planner

Each class is given to achieve the above specific objectives. The steps to achieve each specific objective are shown below as the children's learning steps.

The first specific objective

1st period:

Observe the conditions of the classroom and the school compound

↓

Know that the school facility and the environment should be kept with care

↓

2nd period:

Give the school rules/regulations and think whether they keep them or not

↓

Think the consequences of breaking the school rules/regulations

↓

3rd period:

Recognize that breaking the school rules/regulations causes someone in trouble

↓

Keep the school rules/regulations

The second specific objective

4th period:

Compare between a tidy room and an untidy room and think why they are different

↓

Know that it is necessary to arrange household goods neatly and keep the house environment clean

↓

5th period:

Give the home rules/regulations and think whether they keep them or not

↓

Think the consequences of breaking the home rules/regulations

↓

6th period:

Recognize that breaking the home rules/regulations causes someone in trouble

↓

Keep the home rules/regulations

Lesson 30: Examples of Lesson Plan

1st, 2nd and 3rd Periods

Specific Objective

Children will be able to keep the school rules/regulations.

Teaching / Learning Procedure

(1st period)

Learning Activities	Duration (Min.)	Teaching/ Learning Materials	Points to be noticed
<p><Teacher> Lets students observe the environment in the classroom at the following points.</p> <ul style="list-style-type: none"> - The desks, shelf and floor are dusty or not - There is any trash on the floor or not - The desks and chairs are arranged neatly or not - The condition of classroom furniture is well maintained or not <p><Students> Observe the classroom and discuss the above points in groups and each group presents.</p>	10		
<p><Teacher> Lets students go around in the school compound and observe the environment at the following point.</p> <ul style="list-style-type: none"> - The school facility is used cleanly and neatly or not <p><Students> Observe the school facility and discuss the above point in groups and each group presents.</p>	20		
<p><Teacher> Gives the comments to the group presentations and tells students to use the classroom furniture with careful handling, take care not to break the school equipment and keep the school environment clean.</p>	5		

(2nd period)

Learning Activities	Duration (Min.)	Teaching/ Learning Materials	Points to be noticed
<p><Teacher> Lets students give the school rules/regulations and writes down them on the blackboard.</p> <p><Students> Answer each.</p>	10		Encourage every student to give at least one rule.
<p><Teacher> Asks students whether they keep each rule written on the blackboard and lets them answer by raising their hand.</p> <p><Students> Raise their hand to the rule they keep.</p> <p><Teacher> Lets students give the two kinds of reasons why they keep and do not keep the school rules.</p> <p><Students> Discuss in groups and each group presents.</p> <p><Teacher> Chooses one school rule written on the blackboard and asks students what will happen if they do not keep the rule and who has the responsibility to keep the rule.</p> <p><Students> Discuss in groups and each group presents.</p>	20		
<p><Teacher> Reads aloud the presentations on the consequences of breaking the school rule and concludes that it is important to keep the school rules to avoid the consequences.</p>	5		

(3rd period)

Learning Activities	Duration (Min.)	Teaching/ Learning Materials	Points to be noticed
<p><Teacher> Lets students recall the school rules they gave in the last class. Then lets them write down one experience that they broke a rule before.</p> <p><Students> Write down their experience on the notebook.</p>	10		
<p><Teacher> Writes down the following examples of breaking the school rules on the blackboard.</p> <ul style="list-style-type: none"> - Be late for school - Skip the cleaning duties - Not go straight home - Not do assignment - Have homework done by parents <p><Students> Read the above.</p> <p><Teacher> Asks students whether each example will cause someone in trouble.</p> <p><Students> Answer each.</p> <p><Teacher> Asks students whether they think they troubled someone when they broke the rule written on the notebook.</p> <p><Students> Rethink about their experience.</p>	20		Give additional examples of breaking the school rules as necessary.
<p><Teacher> Concludes that breaking the school rules causes someone in trouble so that it is necessary to keep them.</p>	5		

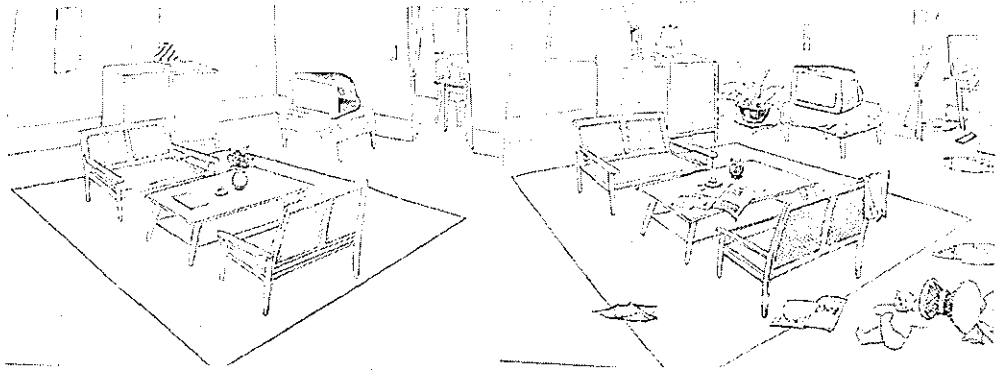
4th, 5th and 6th Periods

Specific Objective

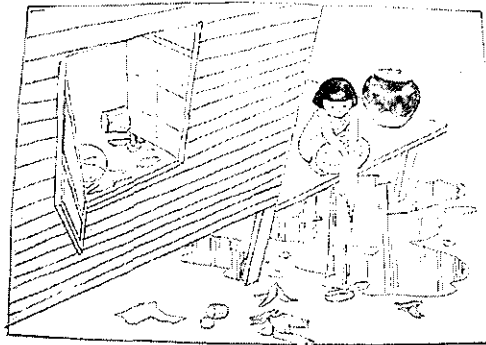
Children will be able to keep the home rules/regulations.

Teaching / Learning Materials

Picture of a tidy room and picture of an untidy room



Picture of a dirty house



Teaching / Learning Procedure

(4th period)

Learning Activities	Duration (Min.)	Teaching/ Learning Materials	Points to be noticed
<p><Teacher> Shows the pictures of a tidy room and an untidy room and asks students what the differences of two rooms are.</p> <p><Students> Look at the pictures and answer each.</p>	15	Picture of a tidy room, picture of an untidy room	

<p><Teacher> Shows the picture of a dirty house and asks students what they think of the conditions of this house.</p> <p><Students> Answer each.</p>		Picture of a dirty house	
<p><Teacher> Asks students why they think the untidy room and the dirty house are not tidy and clean.</p> <p><Students> Discuss in groups and each group present.</p> <p><Teacher> Asks students where they keep their school bag, shoes and umbrella when they go back home from school.</p> <p><Students> Answer each.</p> <p><Teacher> Explains the following to students.</p> <div data-bbox="191 1124 834 1451" style="border: 1px solid black; padding: 5px; margin: 10px 0;"> <p>It is necessary to have a habit of keeping footwear in a systematic arrangement in getting back home. Books should be covered and kept tidily. A school bag should be hung neatly. Household utensils and personal belongings like toothbrush, water cup and soap box should be kept in their allotted places.</p> </div> <p><Students> Listen to the teacher's explanation.</p>	15		
<p><Teacher> Concludes that it is important to keep the household goods arrange neatly as well as the house environment clean.</p>	5		

(5th period)

Learning Activities	Duration (Min.)	Teaching/ Learning Materials	Points to be noticed
<p><Teacher> Lets students give the home rules and writes down them on the blackboard.</p> <p><Students> Answer each.</p>	10		
<p><Teacher> Asks students whether they keep each rule written on the blackboard and lets them answer by raising their hand.</p> <p><Students> Raise their hand to the rule they keep.</p> <p><Teacher> Lets students give the two kinds of reasons why they keep and do not keep the home rules.</p> <p><Students> Discuss in groups and each group presents.</p> <p><Teacher> Chooses one home rule written on the blackboard and asks students what will happen if they do not keep the rule and who has the responsibility to keep the rule.</p> <p><Students> Discuss in groups and each group presents.</p>	20		
<p><Teacher> Reads aloud the presentations on the consequences of breaking the home rule and concludes that it is important to keep the home rules to avoid the consequences.</p>	5		

(6th period)

Learning Activities	Duration (Min.)	Teaching/ Learning Materials	Points to be noticed
<p><Teacher> Lets students recall the home rules they gave in the last class. Then lets them write down one experience that they broke a rule before.</p> <p><Students> Write down their experience on the notebook.</p>	10		
<p><Teacher> Writes down the following examples of breaking the home rules on the blackboard.</p> <ul style="list-style-type: none"> - Be absent from the duties - <i>Do not look after their younger brother/sister</i> - Wake up late <p><Students> Read the above.</p> <p><Teacher> Asks students whether each example will cause someone in trouble.</p> <p><Students> Answer each.</p> <p><Teacher> Asks students whether they think they troubled someone when they broke the rule written on the notebook.</p> <p><Students> Rethink about their experience.</p>	20		Give additional examples of breaking the home rules as necessary.
<p><Teacher> Concludes that same as breaking the school rules, breaking the home rules causes someone in trouble so that it is necessary to keep them.</p>	5		

Assessment

Assessment should be made under the criterion whether children achieved each specific objective or not. Achievement of the specific objective can be assessed whether children achieved each learning step mentioned in the lesson planner or not. The key issues of this lesson are therefore indicated as the children's learning steps.

For the assessment to the performance of children, use "Checklist of Children's Performance" and "Checklist of Group Performance." Furthermore, let students write an essay on what they learned in this lesson and how they can make use of the lesson learned for the daily life. This essay can be used for the assessment.

Epilogue

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

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

Social Studies Working Group Members

Daw Htay Htay Han	Deputy Staff Officer/Staff of MBESS, DEPT
Daw Khin Win Myint	Staff Officer, DEPT
Daw Tin Mar Wei	Deputy Staff Officer, DEPT
Daw Thein Thein Yee	Deputy Staff Officer, DEPT
Daw Khin Cho Cho	Junior Teacher, DEPT
Daw Thin Thin Soe	Primary Teacher, DEPT
Daw Cho Cho Oo	Project Manager of SCCA, DEPT
Daw Nu Nu Yee	Assistant Lecturer, Yankin Education College (YEC)
Daw Aye Aye Cho	Assistant Lecturer, Yankin Education College (YEC)
Daw Mu Mu	Assistant Lecturer, Thingangyun Education College (TEC)
Daw Kyu Kyu Aye	Assistant Lecturer, Thingangyun Education College (TEC)
Daw Win Win Myint	Deputy Staff Officer, DBE1
Daw Ni Ni San	Assistant Research Officer, MERB
Daw Than Than Aye	Junior Teacher, YEC Practicing School
Daw Cho Cho Win	Junior Teacher, YEC Practicing School

JICA Experts

Yoshitaka Tanaka	Social Studies Expert (Supervised Geography, History and Moral & Civics)
Sawa Hosokawa	Social Studies Expert (Supervised Lifeskills)

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

March 2004

