

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



Teacher's Guide

Social Studies (Grade 4)



March 2004

International Development Center of Japan (IDCJ)

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How to use this Teacher's Guide

Targets

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

Contents

This Teacher's Guide includes the following contents:

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

Each chapter of Social Studies consists of the following contents:

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

Keys for effective use of this Teacher's Guide

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

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

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

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

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

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

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

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

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

What is CCA?

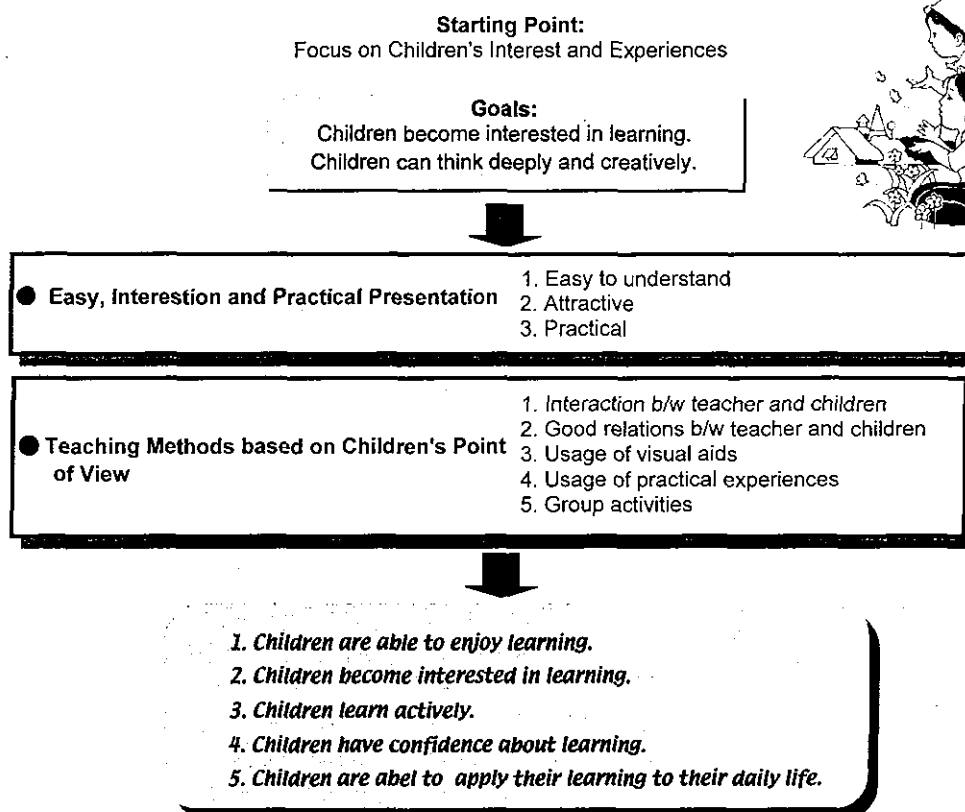
Basic Concept of CCA

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

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

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

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



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

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

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

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



Q2: Is CCA effective for children's education?

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

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

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

Comparison Between CCA and Conventional Approach

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

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

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

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

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

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

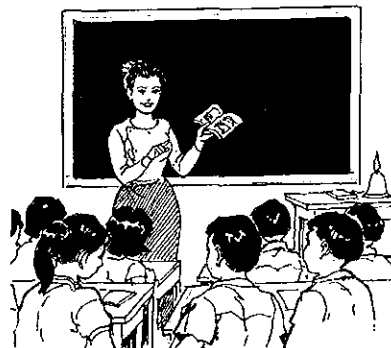
Another problem is that there are too few teachers in a school and there is no partition between classrooms. The teachers must take care of children of different ages at the same time. In this situation, you can practice the multi-grade teaching method. Multi-grade teaching is an effective teaching method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

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

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

Yes, it is. However, it is difficult to implement CCA lessons under this condition. Generally speaking, a class with a small number of children is better because the teacher can easily check each child's performance and level of understanding. On the other hand, a CCA lesson frequently fails in a class with many children because during some activities the number of children will be large.

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



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

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

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

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

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

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

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

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

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

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

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

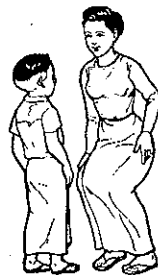
The second qualification is that you be concerned about children. What do they think about? What are they interested in? What do they want to know? If you try to understand children better, you are standing on the first step of the ladder. The third qualification is for you to be able to analyze how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

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

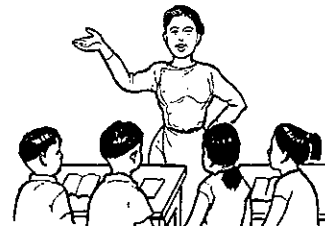
Teacher's Various Attitude



Kindly talking to children



Carefully listening to children



Humorously explaining to children

Q10: How do we let parents know about CCA?

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

Designing CCA Lessons

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

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

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

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

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

STEP 3: Let's select important issues to teach

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

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

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

STEP 5: Let's create lesson structure

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

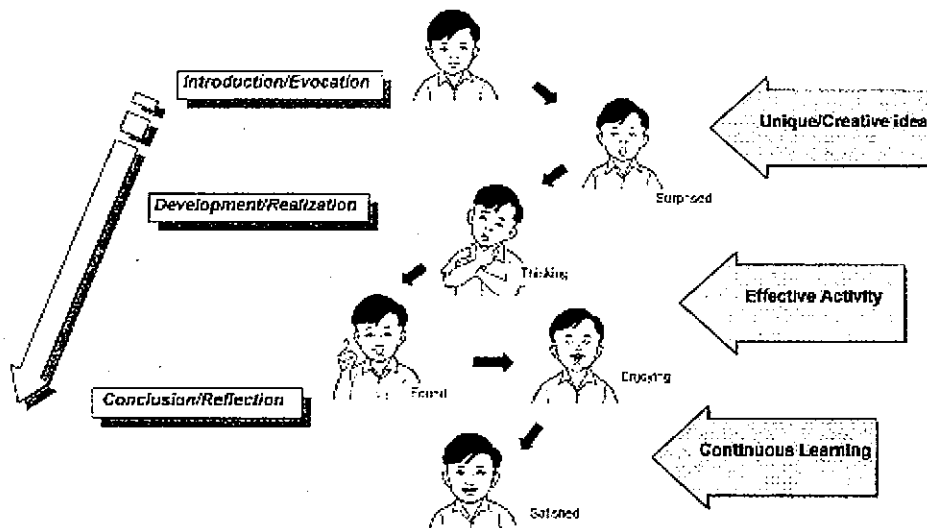
You can usually divide one lesson into three part, *introduction*, *body (or development)*, and *conclusion*. The first part, *introduction*, plays an important role to motivate children to study

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

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

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

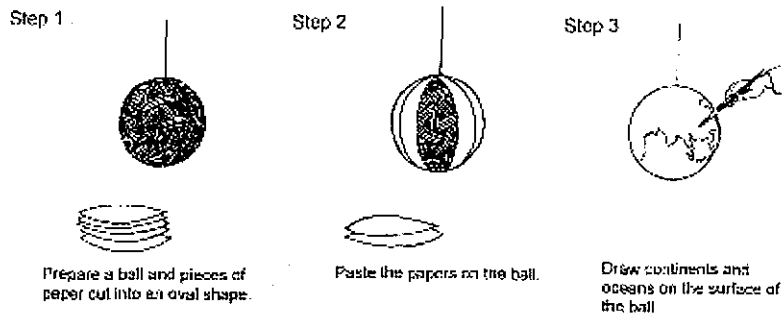
In ideal CCA lesson, children's facial expression will change within one lesson. At the beginning, children are still nervous. However, children's apprehension will be broken by your surprising introduction. Children are then relaxed and can concentrate. Activities can help keep children's motivation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



STEP 6: Let's prepare teaching / learning materials

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

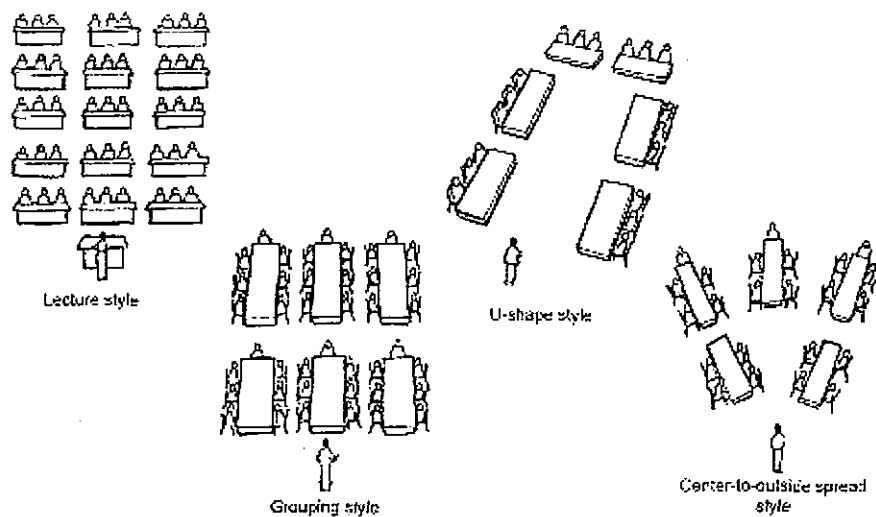
For example, when you need a globe, you do not necessarily have to spend a large amount of money. You can make it cheaply and easily by yourself. Please look at the illustration. Prepare a ball and several pieces of paper cut into an oval shape. Then paste the papers on the surface of the ball. After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



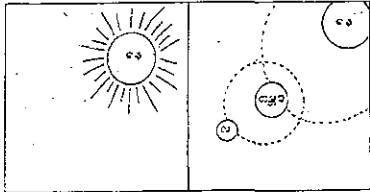
STEP 7: Let's think about effective classroom arrangement

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

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



Comparison between Conventional and CCA lessons

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

Assessment for CCA

What do we expect children through CCA?

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

Case 1:

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

Case 2:

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

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

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

How do we assess children?

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

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

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

What kinds of assessment can teachers use?

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

● **Observation**

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

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

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

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

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

● **Interview method**

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

Social Studies – Note for Teachers

Objectives of Social Studies

The objectives of Social Studies are as follows:

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

Grade-wise Objectives

Grade-wise objectives are newly set up as follows:

Grade 3:

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

Grade 4:

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

Strands in Social Studies

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

THIS TEACHER'S GUIDE**TEXTBOOK****GEOGRAPHY AND HISTORY****CHAPTER 1: OUR COUNTRY**

Lesson 1: Our Land We Are Living Chapter 1: Our Country Myanmar
 Lesson 2: Large Cities and Small Cities N/A

Chapter 2: Myanmar Nationals
 Chapter 3: Mandalay Division
 Chapter 5: Kachin State
 Chapter 7: Kayah State
 Chapter 9: Kayin State
 Chapter 11: Chin State
 Chapter 13: Mon State
 Chapter 15: Rakkhine State
 Chapter 17: Sagaing Division
 Chapter 19: Tanintharyi Division
 Chapter 21: Bago Division
 Chapter 23: Magway Division
 Chapter 25: Ayeyarwaddy Division
 Chapter 27: Shan State
 Chapter 29: Yangon Division

Lesson 3: National Races in Our Country Chapter 15: Rakkhine State
 Chapter 17: Sagaing Division
 Chapter 19: Tanintharyi Division
 Chapter 21: Bago Division
 Chapter 23: Magway Division
 Chapter 25: Ayeyarwaddy Division
 Chapter 27: Shan State
 Chapter 29: Yangon Division
 Supplementary Study: The Study of Weather Condition Chapter 32: Studying the Weather Conditions

CHAPTER 2: VARIOUS REGIONS

Lesson 4: Three Areas and People's Lifestyle N/A
 Lesson 5: (Case Study I): People's Living in Central Plain Area N/A
 Lesson 6: (Case Study II): People's Living in Mountainous Area N/A

CHAPTER 3: OUR COUNTRY AND THE WORLD

Lesson 7: Our Country as a member of ASEAN Chapter 1: Our Country Myanmar
 Supplementary Study: The Study of the Eight Direction and Location Chapter 31: Studying the Direction and Location

CHAPTER 4: MYANMAR-BRITISH WAR AND COLONIALISM

Lesson 8: British Occupation Chapter 4: Myanmar and British Colonists
 Chapter 6: Anti-Colonists of Kachin State
 Chapter 8: Saw La Hpaw, Patriotic Leader
 Lesson 9: Regional Resistances Chapter 12: Kywambi, Chin Revolution Leader
 Chapter 18: U Aung Myat, Great Wuntho Sawbwa

CHAPTER 5: EMERGENCE OF NATIONALISM

Lesson 10: Rising the Nationalism Chapter 14: U Chit Hlaing, The Wun-Thar-Nu National Leader
 Lesson 11: Farmers' Revolution Chapter 22: Farmers' Revolution
 Lesson 12: Resistance Against the Japanese Fascism Chapter 20: Colonel Ba Htoo
 Supplementary Study: U Shwe Zan Aung Chapter 16: U Shwe Zan Aung

CHAPTER 6: INDEPENDENCE

Lesson 13: General Aung San and Independence Chapter 24: General Aung San, The national Leader
 Chapter 28: The Union Day
 Chapter 30: The Independence Day Celebration
 Lesson 14: Other Heros for Independence Chapter 10: Mahn Ba Khine, Kayin National Leader
 Chapter 26: Deedoke (Brown Fish-Owl) U Ba Cho

MORAL & CIVICS**CHAPTER 7: BE A GOOD PERSON**

Lesson 15: A Good Moral and Strong Will Chapter 33: Mingalar Poems (Mingalar poems 9 and 10),
 Lesson 16: Importance of Education and Admonishment Chapter 39: Stories (Unpunctual rooster)
 Lesson 17: Be Grateful and Avoid Ill Temper Chapter 39: Stories (Sainly bear)

CHAPTER 8: ACT AS A GOOD PERSON

Lesson 18: Politeness Chapter 36: Culture (Politeness in social interaction)
 Lesson 19: Etiquette and Good Manners Chapter 38: Good cultural habits
 Lesson 20: Five Precepts and Bad Behavior Chapter 35: Self discipline
 Lesson 22: Duties and Responsibilities Chapter 37: Duties

"Chapter 34: National Pride and Patriotism" was moved to the "National Spirit."

LIFESKILLS**CHAPTER 9: BEING HEALTHY**

Lesson 22: Personal Hygiene Chapter 40: Parts of the Body to be Cleaned
 Chapter 41: Cleaning the Nose
 Chapter 42: Personal Hygiene
 Lesson 23: Clean Water Chapter 53: Dress for Health and Economy
 Chapter 43: Clean Water
 Lesson 24: Using a Toilet Chapter 44: Happy Healthy Body
 Lesson 25: Nutrition Chapter 44: Happy Healthy Body
 Lesson 26: Malaria Chapter 44: Malaria
 Lesson 27: Narcotic Drugs Chapter 45: Bad Consequences of Narcotic Drugs
 Chapter 45: The Scourage of Narcotic Drugs
 Lesson 28: HIV/AIDS Chapter 48: HIV Causes AIDS Diseases
 Chapter 50: Emotions
 Lesson 29: Mental Health Chapter 51: Consolation
 Chapter 52: Exercise Mental Fitness

CHAPTER 10: SOCIAL LIFE

Lesson 30: Prioritization Chapter 47: Selecting in Priority
 Chapter 48: Helping One Another
 Lesson 31: Help and Cooperation Chapter 48: Helping One Another in Health Matters
 Chapter 49: Unity Brings Success
 Chapter 49: Cleanliness of Classroom
 Lesson 32: Obeying Discipline Chapter 54: To be Peaceful in Mind by Obeying Discipline
 Chapter 43: Clean Water
 Lesson 33: Observing the Traffic Rules Chapter 54: Observe of Traffic Rules
 Lesson 34: Dangers in Surroundings Chapter 55: Dangers of the Environment

GRADE 4
GEOGRAPHY AND HISTORY

CHAPTER 1: OUR COUNTRY

Key Concept

Children understand various geographical features of the country. They understand that people's lives are significantly affected by the natural environment.

Learning Objectives General Objectives

- (1) Children become interested in our country and understand the characteristics of the country through looking at regional features, population distribution, and administrative divisions.
- (2) Children develop a scientific point of view through collecting and analyzing various data such as annual temperature, rainfall, and population. Children realize that the country is meteorologically divided into three areas, the Central Plain Area, the Coastal Plain Area and the Mountainous Area and that the plain areas are highly populated compared to the mountainous area.
- (3) Children understand the locations, topographical features, meteorological conditions, major industries, transportation and communication of each administrative division (seven States and seven Divisions) and understand the general characteristics of the areas.
- (4) Children develop a respectful attitude toward national races through studying their characteristics such as traditional costumes and customs.

Structure of This Chapter & Specific Objectives

<Lesson>

<Specific Objectives>

Lesson 1: Our Land We Are Living

- (1) Children develop a great interest in the country and are able to express the names and locations of the major topographical features of the country such as rivers, mountains, lakes, islands and seas.
- (2) Children are able to find three meteorological regions of the country, the Central Plain Area, the Coastal Plain Area and the Mountainous Area, by analyzing annual climate and rainfall of various different places.
- (3) Children are able to describe that there are three main geographical regions based on meteorological information.

Lesson 2: Large Cities and Small Cities

- (1) Children have a great interest in people of the country and find patterns in population distribution by making a population map.
- (2) Children find the main factors for the population distribution patterns by carefully observing the population map.

Lesson 3: National Races in Our Country

- (1) Children are able to explain the outline of administrative division (seven States and seven Divisions) by knowing areas and population, as

compared to the division where they are living.

(2) Children are able to find the areas where different national races live on a map and find their traditional costumes and customs.

(3) Children develop a respectful attitude toward national races.

Key Points

● Fostering a wider view of children

In this first chapter at grade 4, a teacher lets children have a wider view and lets them understand nature and people from country's point of view. This approach is different from the previous approach used at grade 3, which focused mainly on individual's point of view, like "Who are there around me? – Family." "Who are there in school? – Principal, teachers and students like us." etc.

Here the teacher deals with various different nature and people. What is important to deal with these issues is that these issues are directly related each other. Nature influences people's living significantly. People's life styles and traditions are also developed to suit the nature surrounding them. The teacher should prepare lessons carefully to let children understand this relation between nature and people.

● Finding an important facts by children

In this chapter, there are two main parts which are significantly important to foster children's geographic way of thinking and strengthen skills for analyzing data and information. The first part is to find the main three areas by children themselves with analyzing several data of temperature and rainfall: the "Coastal Plain Area," the "Central Plain Area" and the "Mountainous Area." Another part is to find where people tend to live and what are important for people to be settled themselves in a place. A teacher should prepare lesson plans of these two parts carefully to achieve a goal of these.

Flow of Teaching and Learning

(1 period)

Introduction:

We are living in Myanmar. What country is Myanmar? Looking at a topographical map of Myanmar, children try to find any things about Myanmar.

**Lesson 1: Our Land We Are Living
(9 periods)**

(1st, 2nd, 3rd, and 4th periods)

Children draw various topographical items on a map of Myanmar, such as rivers, plains, lakes and mountains.



Children create a topographical map of Myanmar.

Children learn various topographical items of Myanmar.

(5th, 6th, 7th, 8th and 9th periods)

Children analyze the information of temperature and rainfall in various places of Myanmar.



Children check the locations of various places and their annual temperature and rainfall.



Children find that Myanmar can divide three areas geographically: Coastal Plain Area, Central Plain Area and Mountain Area.

**Lesson 2: Large Cities and Small Cities
(7 periods)**

(1st, 2nd, 3rd and 4th periods)

Children check the main cities and the population of them.



Children create a population map of Myanmar.

(5th, 6th and 7th periods)

Children think where many people live, based on the population map of Myanmar.



Children find that most population lives in the plain areas and the place facing rivers or oceans.



Children find that a water supply and a convenience to move are important for people to live.

Children should find it out by themselves through observation of the population map.



Lesson 3: National Races in Our Country
(12 periods)

(1st and 2nd periods)

Children have a question why some places like Taunggyi, Kengtung, Lashio and Myitkyina have a large population though these cities are located in the mountain area.

↓

Children think about the other factors besides geographical conditions.

↓

Children find that political factor also affects the distribution of population.

↓

Children know Myanmar's administrative division: seven States and seven Divisions.

(3rd, 4th, 5th, 6th, 7th, 8th and 9th periods)

Children compare the region they are living with the other regions in size of land and population.

↓

Children discuss the characteristics of the regions compared to the region they are living.

- Location
- Landscape
- Climate
- Production
- Transport and communication

Children should understand the characteristics of the regions by comparing their region.

Realization:
Children understand the general characteristics of the regions, relatively to the region they are living. Therefore, with the prior study, children gain the general information about our country by this lesson.

(10th, 11th, and 12th periods)

Children think about ethnic minorities of Myanmar with their locations.

↓

Children think about their cultures: costume and customs.

Realization:
Children realize that there is diverse nature in the country and people lives in these different areas though some areas show high population density and the others show low density of population. In addition, there are a variety of ethnic groups living in the country.

Introduction of Chapter 1

How to Start Teaching This Chapter

A teacher prepares a paper cutout of Myanmar and provides these for students. The students observe this paper cutout of Myanmar and imagine this shape of the country as something, such as fish, bird, etc. The students can draw, for example, feathers, beaks, eyes, etc on the paper cutout.



Original paper cutout



Bird



Lion



Marathon runner

After the fun time, the teacher shows the students a topographical map of the country. The students carefully observe it and express any findings of them.

The teacher tries to let the students find the following items from the map.

<Mountain>

- There are mountain ranges along the borders.
- The mountain range is like opposite "U" shape.

<Plain Area>

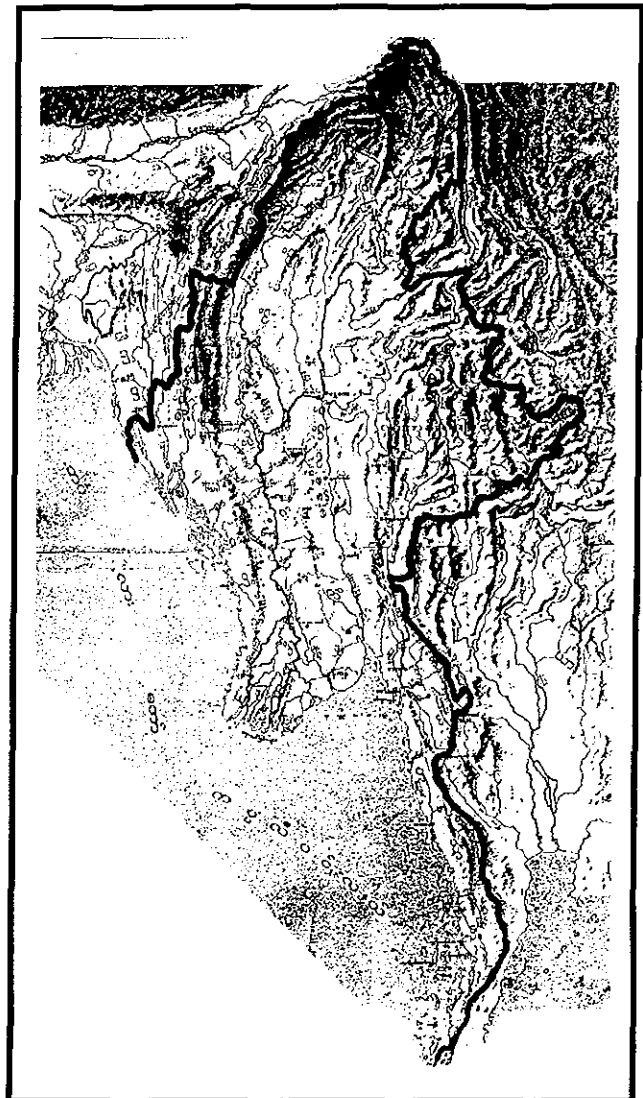
- There is a huge plain area on the middle of the country.

<River>

- There are many rivers flowing from the North to the South.
- The rivers start from mountain area and flow to the ocean.
- The rivers have many branch flows in the area close to the ocean.

<Island>

- There are many islands in the west coast of the country and in the southern part of the country.



Lesson 1: Our Land We Are Living

General Objectives

- (1) Children become interested in our country and understand the characteristics of the country through looking at regional features, population distribution, and administrative divisions.
- (2) Children develop a scientific point of view through collecting and analyzing various data such as annual temperature, rainfall, and population. Children realize that the country is meteorologically divided into three areas, the Central Plain Area, the Coastal Plain Area and the Mountainous Area and that the plain areas are highly populated compared to the mountainous area.

Specific Objectives

- (1) Children develop a great interest in the country and are able to express the names and locations of the major topographical features of the country such as rivers, mountains, lakes, islands and seas.
- (2) Children are able to find three meteorological regions of the country, the Central Plain Area, the Coastal Plain Area and the Mountainous Area, by analyzing annual climate and rainfall of various different places.
- (3) Children are able to describe that there are three main geographical regions based on the meteorological information.

Lesson Planner

1st, 2nd, 3rd and 4th periods (*See examples of lesson plan)

The major topographical items of Myanmar such as rivers, lakes and mountains, are the main topic. Children learn these various topographical items of Myanmar. When a teacher deals with these topographical items, it is important to consider that memorizing a lot of topographical items tends to be too simple and children may get bored easily. Therefore, the teacher should conduct such lessons with various unique activities. For example, an individual child competes to memorize these items, or groups make a topographical map. Here a way of making a topographical map by group is chosen.

The important topographical items to deal with in these periods of the lesson are as follows: (*Level 1* indicates the items to be taught, *Level 2* indicates the items that are better to be taught, and *Level 3* indicates the items that can be taught when time allows.)

① River

Level 1:

- Ayeyarwady
- Chindwin
- Thanlwin
- Yangon
- Mu
- Nat
- MayuNumpon
- Kaladan
- Sittaung
- Bago

Level 2:

- Mali Kha
- May Kha
- Htu creek
- Balu creek
- Thaung Yin
- Hlaing Bwe
- Haung-tha-yaw
- Laymyo
- Lenya
- Tanintharyi large
- Tanintharyi small
- Dawei
- Parchan
- Mindone creek
- Ngamoyeik creek
- Twante canal

Level 3:

- Myitnge
- Panlaung
- Samon
- Zami
- Yuan Sa Lin
- Win Yaw
- Jaing
- Bilin
- Ye
- Atran
- Uru
- Myitmakha
- Salin creek
- Mone creek
- Man creek
- Hlaing

② Mountain Range

| | | |
|--|--|---|
| <p>Level 1:</p> <ul style="list-style-type: none"> ● Naga ● Pakkwine ● Pontaung ● Bago ● Rakhine | <p>Level 2:</p> <ul style="list-style-type: none"> ● Zeephyu | <p>Level 3:</p> <ul style="list-style-type: none"> ● Daw-na ● Moattama ● Taungnyo |
|--|--|---|

③ Mountain / Volcano

| | | |
|---|--|---|
| <p>Level 1:</p> <ul style="list-style-type: none"> ● Hkakaborazi ● Galanyazi ● Popa ● Victoria | <p>Level 2:</p> <ul style="list-style-type: none"> ● Hsoon ● Myintmoletkhat | <p>Level 3:</p> <ul style="list-style-type: none"> ● Saramayti ● Ponnyar |
|---|--|---|

④ Lake / Reservoir

| | | |
|--|---|------------------------|
| <p>Level 1:</p> <ul style="list-style-type: none"> ● Inlay ● Indawgyi | <p>Level 2:</p> <ul style="list-style-type: none"> ● Gyobyu reservoir ● Hlawga reservoir | <p>Level 3:</p> |
|--|---|------------------------|

⑤ Island

| | | |
|--|---|------------------------|
| <p>Level 1:</p> <ul style="list-style-type: none"> ● Ramree ● Munaung ● Nipa-palm ● Sinmaphyu | <p>Level 2:</p> <ul style="list-style-type: none"> ● Kadan ● Zardadkyi ● Balu | <p>Level 3:</p> |
|--|---|------------------------|

⑥ Sea / Bay / Gulf

| | | |
|---|------------------------|------------------------|
| <p>Level 1:</p> <ul style="list-style-type: none"> ● Andaman Sea ● Bay of Bengal ● Gulf of Martaban | <p>Level 2:</p> | <p>Level 3:</p> |
|---|------------------------|------------------------|

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

In these periods of the lesson, children understand meteorological characteristics of Myanmar. The teacher gives the information on temperature and rainfall in various places and lets the children understand that each place shows different annual temperature and rainfall. The children check the locations of these places given on the map prepared during the previous lessons.

Here the temperature and rainfall of the following cities and towns are used:

| | | |
|--|---|--|
| <p>Coastal Plain Area</p> <ul style="list-style-type: none"> ● Sittway ● Yangon ● Patheingyi ● Mawlamyaing ● Bago ● Dawei | <p>Central Plain Area</p> <ul style="list-style-type: none"> ● Mandalay ● Sagaing ● Magway ● Taungtha ● Pakokku ● Pyaw | <p>Mountain Area</p> <ul style="list-style-type: none"> ● Taungtha ● Myittha ● Loikaw ● Hakka ● Lashio ● Kengtung |
|--|---|--|

7th, 8th and 9th periods (**See examples of lesson plans*)

Using the information found during the 5th and 6th periods of the lesson, children try to find by themselves that there are three different areas of Myanmar: “Hot and Rainy Area (Coastal Plain),” “Hot and Dry Area (Central Plain Area),” and “Cool and Rainy Area (Mountain Area).”

Then, children try to find the relation between the location of these three areas and the topographical characteristics of Myanmar.

| |
|-------------------------------|
| Example of Lesson Plan |
|-------------------------------|

1st to 4th Periods:**Specific Objectives**

(1) Children develop a great interest in the country and are able to express the names and locations of the major topographical features of the country such as rivers, mountains, lakes, islands and seas.

Teaching / Learning Materials

A topographical map of Myanmar
A large size of paper with drawings of the outline of the country
Color pencils

Teaching / Learning Procedure(1st to 4th Periods)

| Learning Activities | Duration (Min.) | Teaching/Learning Materials | Points to be noticed |
|---|-----------------|---|---|
| <p>A teacher divides students into some groups and distributes a large size of paper drawing only the outline of the country.</p> <p>The teacher explains an instruction of the activity and gives the students a list of the topographical items which should be drawn on the paper.</p> <p>Example of the items:</p> <p>River: (1) Ayeyarwady, (2) Chindwin, (3) Thanlwin, (4) Yangon, (5) Mu, (6) Nat, (7) Mayu Numpon, (8) Kaladan, (9) Sittaung and (10) Bago</p> <p>Mountain range: (1) Naga, (2) Pakkwine, (3) Pontaung, (4) Bago, and (5) Rakhine</p> <p>Mountains and volcano: (1) Hkakaborazi (19,315 ft., the highest mountain in Myanmar), (2) Galanyazi (19,142 ft.), (3) Popa (volcano), and (4) Victoria (10,150 ft.)</p> <p>Lake: (1) Inle, and (2) Indawgyi</p> <p>Island: (1) Ramree, (2) Munaung, (3) Nipa-palm, and (4) Sinmaphyu</p> <p>Sea: (1) Andaman Sea, (2) Bay of Bengal, and (3) Gulf of Martaban</p> | 10 | <p>Topographical map of Myanmar</p> <p>Large size of paper with drawings of the outline of the country</p> <p>Color pencils</p> | It is better to distribute a map to each group. |
| The students draw the items on the blank map by group. | 100 | Color pencils | The color of each place can be decided by group discussion. |

| | | | |
|---|----|--|--|
| The maps are exhibited and the students compare those maps each other. If some mistakes are found on the maps, these should be corrected. | 30 | | |
|---|----|--|--|

(Optional activity)

If there is enough time, it is very interesting to make a topographical map of Myanmar by using sand.

The procedure is as follows:

- (1) Prior to the activity, a teacher draws the outline of the country on the playground.
- (2) The teacher lets students go outside and divides them into several groups.
- (3) The teacher lets each group make mountains, hills, rivers and islands by using sand.

5th to 9th Periods:

| | |
|--------------------------------------|---|
| Specific Objectives | <p>(2) Children are able to find three meteorological regions of the country, the Central Plain Area, the Coastal Plain Area and the Mountainous Area, by analyzing annual climate and rainfall of various different places.</p> <p>(3) Children are able to describe that there are three main geographical regions based on meteorological information.</p> |
| Teaching / Learning Materials | <p>A map of Myanmar</p> <p>Topographical maps created by students</p> <p>A list of information on annual temperature and rainfall in different places</p> <p><i>*It is recommended the following places are included in the list: Sittwe, Yangon, Patheingyi, Mawlamyaing, Bago, Dawei, Mandalay, Sagaing, Magway, Taungtha, Pakokku, Paya, Taunggyi, Myittha, Loikaw, Hakka, Lashio, and Kengtung.</i></p> <p>Small stickers (for identifying places)</p> <p>Symbol stickers</p> |
| Teaching / Learning Procedure | |

(5th and 6th Periods)

| Learning Activities | Duration (Min.) | Teaching/Learning Materials | Points to be noticed |
|--|-----------------|---|--|
| The teacher reviews Myanmar's geographical characteristics with using the map created by groups. | 10 | Topographical map created during the previous lessons | The teacher reviews only the outline of Myanmar's topographical characteristics: Location of mountain area and plain area. |
| The teacher distributes a Myanmar map and a list of places with annual temperature and rainfall to each group. | | Myanmar map List of places | The teacher prepares some stickers and lets the students put them on the locations of the |

given cities.

မြန်မာနိုင်ငံရှိမြို့နယ်များ (၁၉၉၁-၂၀၀၀) တက္ကသိုလ်ပညာရေးနှင့် မိုးရေချိန်ပြဇယား

| စဉ် | မြို့နယ် | ပျမ်းမျှအပူချိန် (စင်တီဂရိတ်) | မိုးရေချိန်စုစုပေါင်း (မီလီမီတာ) |
|-----|------------|----------------------------------|-------------------------------------|
| ၁ | ပြင်ဦးလွင် | ၂၄ | ၂၅၂၇ |
| ၂ | မန္တလေး | ၂၄ | ၁၉၉၂ |
| ၃ | ရေတွင်း | ၂၃ | ၈၀၅ |
| ၄ | မုံရွာ | ၂၃ | ၁၅၉၀ |
| ၅ | ဟင်္သာတ | ၁၆ | ၁၈၆၀ |
| ၆ | မန္တလေး | ၂၄ | ၁၂၄ |
| ၇ | ရေတွင်း | ၂၃ | ၅၉၀ |
| ၈ | ပုသိမ် | ၂၄ | ၁၁၉၅ |
| ၉ | လှိုင် | ၂၂ | ၁၂၅၆ |
| ၁၀ | ကျွန်းဘော် | ၁၉ | ၁၉၆၅ |
| ၁၁ | စကားပြေ | ၂၀ | ၁၄၁၆ |
| ၁၂ | မန္တလေး | ၂၄ | ၁၅၉၅ |
| ၁၃ | ပုသိမ် | ၂၄ | ၁၆၀၀ |
| ၁၄ | မန္တလေး | ၂၄ | ၈၁၆ |
| ၁၅ | ပြည် | ၂၄ | ၁၁၈၅ |
| ၁၆ | ပုသိမ် | ၂၄ | ၁၂၅၅ |
| ၁၇ | ပုသိမ် | ၂၄ | ၂၅၅၆ |
| ၁၈ | ပုသိမ် | ၂၄ | ၁၁၀၀ |
| ၁၉ | ပုသိမ် | ၂၄ | ၂၅၅၆ |
| ၂၀ | မန္တလေး | ၂၄ | ၈၅၉၀ |
| ၂၁ | ပြည် | ၂၄ | ၁၅၉၅ |





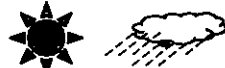






သတိပြုစရာများ

- ပျမ်းမျှအပူချိန်
 - ၂၄ ဒီဂရီစင်တီဂရိတ် အထက်
 - ၂၄ ဒီဂရီစင်တီဂရိတ်အောက်
- မိုးရေချိန်စုစုပေါင်း
 - ၅၀၀ မီလီမီတာ အထက်
 - ၅၀၀ မီလီမီတာ အောက်

| | | |
|---|----|--|
| <p>The students find the locations of the given places and put a sticker on the location.</p> | 30 | Stickers |
| <p>The students write the average temperature and the annual rainfall of each place.</p> | 20 | |
| <p>Based on the answers above, the students find the meteorological condition of each place.</p> | 5 | <p>The teacher lets students have an image that there may be some meteorological and geographical rules.</p> |

(7th to 9th Periods)

| Learning Activities | Duration (Min.) | Teaching/Learning Materials | Points to be noticed |
|---|-----------------|---------------------------------------|---|
| <p>The teacher confirms that all groups completed the locations of the places with the information on average temperature and annual rainfall.</p> | 10 | Topographical map created by students | |
| <p>The teacher asks the following questions: (1) People feel that it is very hot when temperature is more than 25 centigrade. ● Which places show the average</p> | 5 | Topographical map created by students | This activity can develop the data analysis capability of students and make |

| | | |
|--|---|--|
| <p>temperature more than 25 centigrade? Please check such places and put a symbol as follows.</p> <ul style="list-style-type: none"> Which places show the average temperature less than 25 centigrade? Please check such places and put a symbol as follows. <p>Places whose temperature is more than 25: </p> <p>Places whose temperature is less than 25: </p> <p>(2) People feel that it is wet when annual rainfall is more than 2,500 millimeters.</p> <ul style="list-style-type: none"> Which places show the annual rainfall more than 2,500 millimeters annually? Please check such places and put a symbol as follows. Which places show the annual rainfall less than 2,500 millimeters? Please check such places and put a symbol as follows. <p>Places whose rainfall is more than 2,500: </p> <p>Places whose rainfall is less than 2,500: </p> <p>The students put symbols on the places meeting the above conditions. 50</p> <p>Three combinations will be observed on the map.</p> <ul style="list-style-type: none"> Hot and a lot of rain:  Hot and little rain:  Cool and little rain:  <p>The students observe the map and find that there may be three different areas. 15</p> <p>The students draw borderlines among the different areas. 10</p> <p>The students observe both topographical feature and meteorological feature, and think what kind of relations there are between the two features. 10</p> <p><Example></p> | <p>Symbol stickers:</p>     | <p>them find three classification of Myanmar by themselves. The teacher should prepare the materials well and give the students a clear direction for the activity.</p> <p>The teacher supervises the students to choose correct symbols.</p> <p>The teacher lets the students find by themselves that there are three different combinations.</p> |
|--|---|--|

| | | | |
|---|---|--|--|
| <ul style="list-style-type: none"> ● <i>Hot and a lot of rain -> Coastal area</i> ● <i>Hot and little rain -> Plain area</i> ● <i>Cool and little rain -> Mountain area</i> | | | |
| <p>The teacher names these areas:</p> <ul style="list-style-type: none"> ● Coastal Plain Area ● Central Plain Area ● Mountain Area | 5 | | |

Assessment

What are the key issues in this lesson?

- Various topographical items: rivers, mountain ranges, mountains, lakes, islands, etc.
- Three geographical divisions: Coastal Plain Area, Central Plain Area, and Mountain Area.

How do you assess the performance of children?

- **Small game**

In this lesson, there are many topographical items. These items are the basis of the study of Myanmar geography. Children have to memorize these items in order to deepen their level of understanding about Myanmar geography in the proceeding lessons.

The small game proposed here does not aim directly to assess children’s performance, but help them memorize these items. This game is totally different from the traditional style of test. The instruction of this game (called “*Bingo game*”) is explained as follows:

Instruction of the “Bingo Game”

Step 1: A teacher decides the topic prior to the game, such as “River,” “Mountain,” etc. If there are not 16 items in this topic, the combination of more than two topics is fine, such as “Island and Sea,” etc.

Step 2: The teacher chooses 20 topographical items in the same topic and makes a list of the 20 items. The number of the topographical items should be 20.

Step 3: All children prepare a 4 by 4 matrix. It is not good that the matrix is no more than 4 by 4 and no less than 4 by 4.

Step 4: The teacher provides children with the list of topographical items.

Step 5: Children choose freely 16 items from the list and write their names in the blank of the matrix at random.

Topic: “River”

| | | | |
|----------------------|---------------------|---------------------|-----------------|
| Ayeyawady | Sittaung | Kaladan | Dawei |
| Nat | Chindwin | Parchan | Htu creek |
| MayuNumpon | Laymyo | Thanlwin | Twante |
| Balu creek | Bago | Mindone | M... |

Step 7: Children try to find the name of the river pointed out and check the names written on their matrixes. If they find the same name on the matrixes, they put a mark on it. (In the case that many children cannot find the name, the teacher asks a child to answer it to realize all children the name.)

Step 8: This process is continued several times. Then, when someone checked four boxes straightly lengthwise, widthwise or diagonally, they call loudly, "Bingo." At this moment, the game is finished.

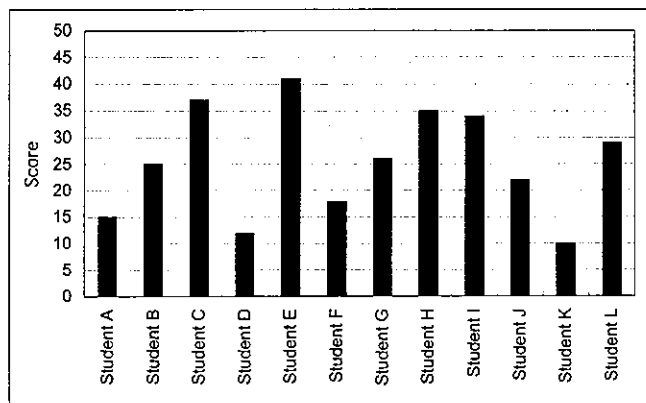
** This is interesting for children and the items can be easily memorized through this activity. It takes about 15 minutes. So, teachers can conduct it again and again until all children memorize all the items.*

● **Small quiz**

Instead of the game above, teachers can use the traditional style of test. If the teachers use it effectively, it can motivate children to study. Here an effective way of using the traditional test is explained.

A teacher first prepares a list of the topographical items consisting of 7~10 items. The teacher distributes the list to children one day before the test. In the following day, the teacher chooses only 5 items prior to the test. In class, the teacher points out 5 items one by one on a map. Children answer their names. After finishing, children exchange their answers with classmates next to them and check their answers. The classmates calculate the scores and give them back. One item gives one point.

It is effective that the teacher prepares a graph sheet recording children's score in the classroom and children write their scores each time. Every child look at this graph and knows their scores. This makes children compete each other in a good way.



Lesson 2: Large Cities and Small Cities

General Objectives

- (1) Children become interested in our country and understand the characteristics of the country through looking at regional features, population distribution, and administrative divisions.
- (2) Children develop a scientific point of view through collecting and analyzing various data such as annual temperature, rainfall, and population. Children realize that the country is meteorologically divided into three areas, the Central Plain Area, the Coastal Plain Area and the Mountainous Area and that the plain areas are highly populated compared to the mountainous area.

Specific Objectives

- (1) Children have a great interest in people of the country and find patterns in population distribution by making a population map.
- (2) Children find the main factors for the population distribution patterns by carefully observing the population map.

Lesson Planner

1st, 2nd, 3rd and 4th periods (*See examples of lesson plan*)

Checking the major cities and their population is the main topic. A teacher prepares a list of the major cities including their population size. Because of a variety of population size, the teacher divides the cities into five as follows:

- Level A (Population: more than 1,000,000)
- Level B (Population: between 500,000 and 999,999)
- Level C (Population: between 100,000 and 499,999)
- Level D (Population: between 50,000 and 99,999)
- Level E (Population: less than 50,000)

Children check the location of these cities on a map and classify the cities according to population size. Children use various size of stickers and put these on the map according to population size of the city. Finally, a population map will be created.

The major cities to be dealt with are follows:

(*Level 1* indicates the items to be taught and *Level 2* indicates the items that are better to be taught. The alphabets of (A) to (E) indicate population size of each city.)

Level 1:

- Yangon (A)
- Thanlyin (D)
- Hlegu (E)
- Patheingyi (C)
- Myaungmya (D)
- Hinthada (C)
- Pyaw (C)
- Bago (C)
- Toungoo (C)
- Pyaw (C)
- Pakokku (C)
- Cauk (D)
- Loikaw (E)
- Hpa-an (D)
- Kawkaik (E)
- Mawlamyine (C)
- Kyaikto (D)
- Thaton (D)
- Dawei (C)
- Meik (C)
- Sittwe (C)
- Kyaukpadaung (E)
- Thandwe (E)
- Mandalay (B)
- Pyin Oo Lwin (D)
- Nuang U (E)
- Meiktila (C)
- Falang (E)
- Ha-Kha (E)
- Sagaing (D)
- Monywa (C)
- Hkamti (E)
- Myittha (D)
- Bhamo (E)
- Putao (E)
- Taunggyi (C)
- Lashio (C)
- Kengtung (D)

Level 2:

- Taikkyi (E)
- Kyaunktan (E)
- Danubyu (E)
- Myanaung (E)
- Magway (E)
- Aungmye (E)
- Papun (E)
- Ye (E)
- Kawthaung (E)
- Buthidaung (E)
- Kyaukse (E)
- Tidim (E)
- Tachileik (E)
- Kyaukse (D)

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

Children observe the population map created by themselves and find characteristics of population distribution. This activity will be better to be conducted by group. After group discussion, each group has a presentation of their ideas.

During the discussion, it is fine that children find the fact that most of the cities are located near rivers such as Ayeyarwaddy River, Thanlwin River and Chindwin River, or in the coastal area. Then the teacher lets children think why people tend to live near rivers. It is good that children find the answer that the places near rivers make water supply convenient and make transportation easily developed.

5th to 7th Periods:

Specific Objectives

(2) Children find the main factors for the population distribution patterns by carefully observing the population map.

Teaching / Learning Materials

Population map (created by students in the previous lessons)
A list of the major cities including their population

Teaching / Learning Procedure

| Learning Activities | Duration (Min.) | Teaching/Learning Materials | Points to be noticed |
|--|-----------------|-----------------------------|--|
| A teacher confirms whether or not all groups complete the population maps. | 10 | Population map | |
| <p>The teacher lets students observe the maps carefully and discuss where the major cities are located.</p> <p>The students observe the population map and discuss the characteristics of distribution of population. <i><Example> It is fine that students find the following characteristics:</i></p> <ul style="list-style-type: none"> ● <i>The major cities are located near rivers</i> ● <i>Some major cities are located in the coastal area.</i> ● <i>There are some major cities in the mountain areas, but the population size is not large.</i> <p>The teacher asks the students, “Why do people tend to live near rivers and why do people not live in mountain areas?”</p> <p>The students discuss these issues. <i><Ans.> It is fine that students find the following reasons:</i></p> <ul style="list-style-type: none"> ● <i>The areas near rivers can supply enough water.</i> ● <i>The areas near rivers make people’s transfer convenient.</i> | 35 | Population map | This discussion is conducted by group. |
| Each group has a presentation of their findings. | 30 | | |

Assessment

What are the key issues in this lesson?

- The locations and names of various cities
- Population of the various cities

How do you assess the performance of children?

- Observing children's performance

In this lesson, most of the time is spent for group activities and presentations. A teacher observes children carefully during activities and assess their attitude and behavior from two points of view: individual child's attitude and group attitude.

The observation points are shown below. The teacher can refer to these checklists to assess children's performance.

Checklist of Children's Performance

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

Checklist of Group Performance

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

● **Small game or quiz**

As same as the previous lesson, this lesson also requires children memorize many cities. These cities are the basis of the study of Myanmar geography. Therefore, a teacher can use the methods introduced in Lesson 1 to help children memorize various items with pleasure.

Lesson 3: National Races in Our Country

General Objectives

- (3) Children understand the locations, topographical features, meteorological conditions, major industries, transportation and communication of each administrative division (seven States and seven Divisions) and understand the general characteristics of the areas.
- (4) Children develop a respectful attitude toward national races through studying their characteristics such as traditional costumes and customs.

Specific Objectives

- (1) Children are able to explain the outline of administrative division (seven States and seven Divisions) by knowing areas and population, as compared to the division where they are living.
- (2) Children are able to find the areas where different national races live on a map and find their traditional costumes and customs.
- (3) Children develop a respectful attitude toward national races.

Lesson Planner

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

The administrative divisions of Myanmar: seven States and seven Divisions, are the main topic. A teacher lets children observe the population map carefully and find some exceptional cities, which are not located near the rivers but have large population. Taunggyi, Lashio and Kengtung are such cities. The teacher lets children have a question, "Why do such cities have large population though they are not located near rivers?"

Then, the teacher explains that this cannot be explained by geographical factors: water supply and convenient transfer of people and commodity. This is directly related to an administrative factor. Myanmar government divided the country into 14 regions in the administrative reason. Each region has the center which are usually developed in infrastructure and attract people to live.

The teacher introduces the name of 14 regions and children draw the regional borderlines on the map. In addition, the teacher explains that this administrative division, especially States, is based on the settling area of ethnic minorities.

3rd, 4th, 5th, 6th, 7th, 8th and 9th periods (*See examples of lesson plans)

The characteristic of each region is the main issue. First the teacher compares States and Divisions with the region we are living. For example, the size of region and population are good items to compare one with the other.

Then, the characteristics of each region should be discussed with recalling the prior knowledge: location, landscape, climate, production, transport and communication.

10th, 11th and 12th periods (*See examples of lesson plans)

Eight national races of Myanmar are the main topic: Kachin, Kayah, Kayin, Chin, Mon, Rakhine, Shan and Bamar. Children figure out their settling areas and their traditional costume. The teacher lets children realize the differences of the costume of the national races through observing pictures. In addition, children

discuss by group the reasons why these national races have different costume. This difference of their costume will be considered from their traditional cultures, the conditions of living areas and the meaning of colors in their beliefs.

Example of Lesson Plan

1st to 9th Periods:

Specific Objectives

(1) Children are able to explain the outline of administrative division (seven States and seven Divisions) by knowing areas and population, as compared to the division where they are living.

Teaching / Learning Materials

A population map (created by students in the previous lessons)
 A map of Myanmar (indicating administrative divisions)
 A graph showing the size of area of 14 regions
 A graph showing population of 14 regions
 Regional maps

Teaching / Learning Procedure

(1st and 2nd Periods)

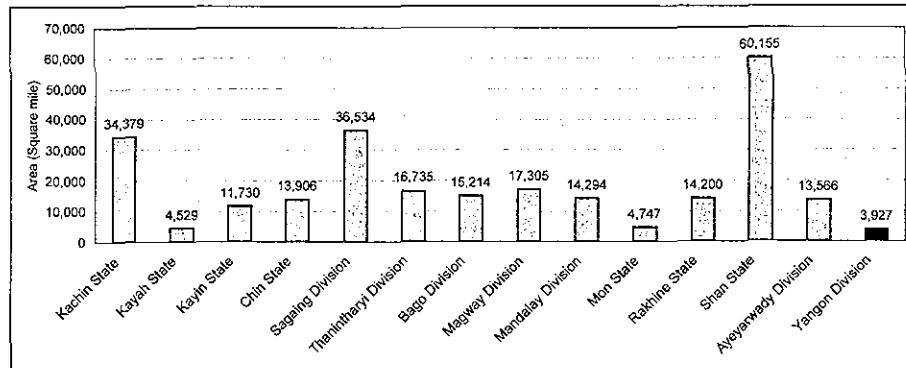
| Learning Activities | Duration (Min.) | Teaching/Learning Materials | Points to be noticed |
|---|-----------------|-----------------------------|--|
| A teacher reviews the location of the major cities. | 5 | Population map | |
| The teacher asks students, "There are some exceptional cities which are not located near rivers but have large population. What are such cities?" | | Population map | |
| The students pick such cities from the population map. <i><Example> Taunggyi, Lashio and Kengtung</i> | 10 | | It is also fine that students pick up "Hakkha" and "Loikaw." |
| The teacher explains the reason why these cities have large population though they are located in the mountain area. <i><Example> These three cities are located in the mountainous area but have large population. This is related to administrative factors. Myanmar government divided 14 regions and designated the center of each area. These regional centers have been developed with constructing various infrastructure. So, even though they are located in the mountainous area, transportation and communication are relatively convenient. This convenience attracted people to live there.</i> | 15 | | |
| The teacher explains 14 administrative regions: | 7 | Myanmar map | |

| | | | |
|--|----|----------------|---|
| States and 7 Divisions. | | | |
| The students draw the regional borderlines on the map and check the central city of each region. | 20 | Population map | |
| The teacher explains that the administrative division is based on the settling areas of ethnic minorities. | 10 | | This part is directly related to the following lessons. Here the teacher explains it briefly. |

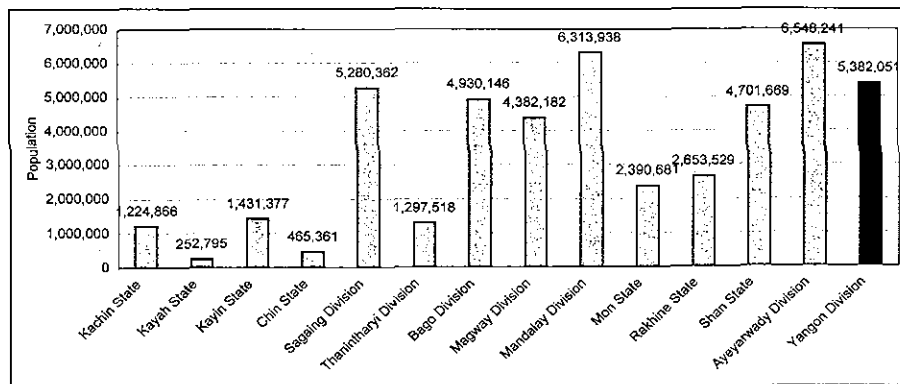
(3rd to 9th Periods)

| Learning Activities | Duration (Min.) | Teaching/Learning Materials | Points to be noticed |
|---|-----------------|---|---|
| The teacher shows the graph for areas of 14 regions and another graph for population of 14 regions. | 10 | Graph showing size of areas Graph showing population | It is important to discuss the issues with comparing the other regions with the region they are living. |

Area by State and Division



Population by State and Division



Students discuss size of areas and population of regions, compared to the region they are living.

| | | | |
|--|------------|--|---|
| <p>The teacher discusses the characteristics of each region.</p> <p>Example:</p> <p>(1) Yangon Division (where they are living)</p> <ul style="list-style-type: none"> ● Location ● Landscape ● Climate ● Production ● Transport and Communication <p>(2) Ayeyarwady Division</p> <p>(3) Mon State</p> <p>(4) Kayin State</p> <p>(5) Thanintharyi Division</p> <p>(6) Rakhine State</p> <p>(7) Mandalay Division</p> <p>(8) Bago Division</p> <p>(9) Magway Division</p> <p>(10) Sagaing Division</p> <p>(11) Kachin State</p> <p>(12) Chin State</p> <p>(13) Shan State</p> <p>(14) Kayah State</p> <p><i>(Each region is allowed half period to teach.)</i></p> <p>The students know the general characteristics of each region.</p> | <p>225</p> | <p>Regional maps by State and Division</p> | <p>Following the previous knowledge, it is better to discuss the regions based on geographical divisions: Coastal Plain Area, Central Plain Area and Mountainous Area.</p> <p>The teacher do not necessarily have to teach each region in detail. Some characteristics of each region should be focused on.</p> |
| <p>The teacher explains the characteristics of each region briefly and give the students an instruction to make a chart with describing the characteristic of each region.</p> <p>(Assignment: The students make a chart describing the characteristics of each region.)</p> <p>Example:</p> | <p>10</p> | | <p>This activity will be an assignment for students. In the lesson, the teacher gives an instruction to them to make a chart.</p> |

| Item \ Region | Yangon | Ayeyarwady | Mon | Kayin | Thanintharyi | Rakhine | Mandalay |
|---------------|------------------------|------------------|----------------------------------|----------------------------------|----------------------------------|--------------|-----------------------------|
| Location | South | South | Southeast | Southeast | South | East | Center |
| Landscape | Plain | Plain | Plain | Plain | Plain | Plain | Plain |
| Climate | Fair weather | Fair weather | Fair weather | Fair weather | Fair weather | Fair weather | Hot and dry |
| People | Bamar and others | Bamar and others | Mon | Kayin | Bamar | Rakhine | Bamar |
| Production | Many products imported | Rice, Fish | Rice, fruit and various products | Rice, fruit and various products | Rice, fruit and various products | Sea products | Rice, chilly, onion, sesame |
| Transport | Very good | Weak | Good | Good | Weak | Weak | Very good |
| Communication | Very good | Weak | Fair | Fair | Weak | Weak | Very good |

| Item \ Region | Bago | Magway | Sagaing | Kachin | Chin | Shan | Kayah |
|---------------|--------------|-------------|------------------------------------|-------------|-------------|-------------|-------------------|
| Location | South | South | North | North | North | East | East |
| Landscape | Plain | Plain | Plain (South), Mountainous (North) | Mountainous | Mountainous | Mountainous | Mountainous |
| Climate | Fair weather | Hot and dry | Hot and dry (South), Cool (North) | Cool | Cool | Cool | Cool |
| People | Bama | Bamar | Bamar, Chin, Rakhine | Kachin | Chin | Shan | Kayah |
| Production | Rice | Rice | Rice, chilly, onion | Teak, rice | Teak, apple | Tea, rice | Teak, electricity |
| Transport | Very good | Good | Fair (South), Weak (North) | Weak | Weak | Weak | Weak |
| Communication | Good | Fair | Weak | Weak | Weak | Weak | Weak |

10th to 12th Periods:

Specific Objectives

- (2) Children are able to find the areas where different national races live on a map and find their traditional costumes and customs.
- (3) Children develop a respectful attitude toward national races.

Teaching / Learning Materials

A population map (created by students in the previous lessons)
 Pictures of the national races

Teaching / Learning Procedure

(10th, 11th and 12th Periods)

| Learning Activities | Duration (Min.) | Teaching/Learning Materials | Points to be noticed |
|--|-----------------|--------------------------------|---|
| The teacher reviews the names of seven States: Kachin, Kayah, Kayin, Chin, Mon, Rakhine and Shan, and explains that ethnic minorities settle in these States and Bamar, the majority, settle in the Divisions. | 10 | Population map | |
| The teacher shows students pictures of the national races and lets students discuss their characteristics, especially of costume. The students discuss the characteristics of the national races and think about the reasons why they have such characteristics. | 75 | Pictures of the national races | The teacher first focuses on the costume of the national races. Then the other customs can be discussed if time allows. |
| The students have presentations of their ideas. | 20 | | |

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

- Administrative divisions: seven States and seven Divisions
- National races: Kachin, Kayah, Kayin, Chin, Mon, Rakhine, Shan and Bamar
- The locations they settle and cultures

How do you assess the performance of children?

- **Observing children's performance**

A teacher assesses children through observation during classes. The observation points can be referred to the "**Checklist of Children's Performance**" and the "**Checklist of Group Performance.**"

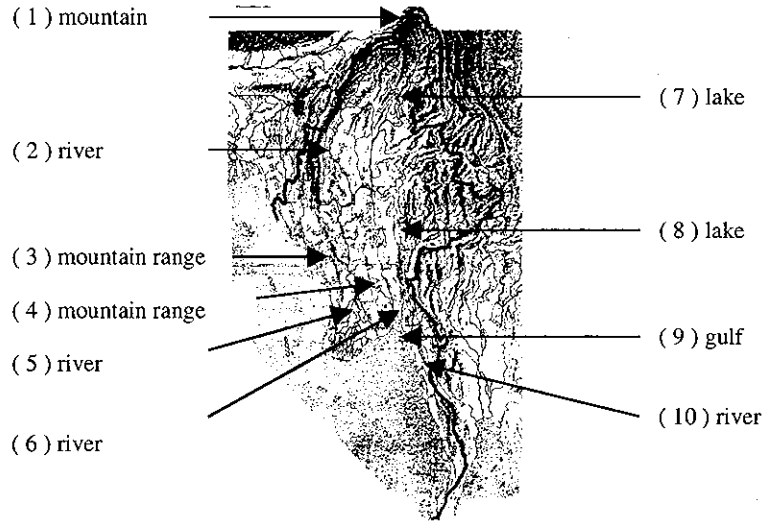
- **Small quiz**

After completing this lesson, a teacher can conduct a small quiz to check children's level of understanding. The quiz aims to have the formative evaluation (which checks children's strong and weak points in terms of their understanding and is used in future direction of the study). Therefore, the quiz asks only the issues dealt with in classes.

This quiz should cover all lessons (Lessons 1 to 3). The teacher can assess how much children understood during the lessons. A sample quiz is shown below.

Sample Quiz

Q1: Look at the following map and answer the topographical items (1) to (10).

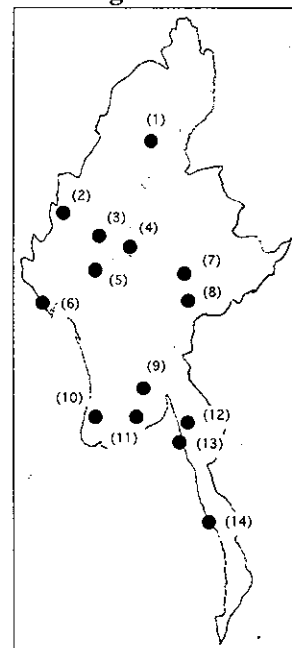


Q2: The following map shows three regions. Mention the geographical characteristics of each region.



Q3: The following items (1) to (14) indicate the regional capitals. Write their names and the State or Division which each capital belongs to.

Q4: In Myanmar, there are mainly eight national races. Choose one national race and mention their costume and the other cultural characteristics.



Model answers:

Q1: (1) Hkakaborazi, (2) Chindwin, (3) Rakhine, (4) Bago, (5) Ayeyarwady, (6) Sittaung, (7) Indawgyi, (8) Inlay, (9) Martaban, (10) Thanlwin

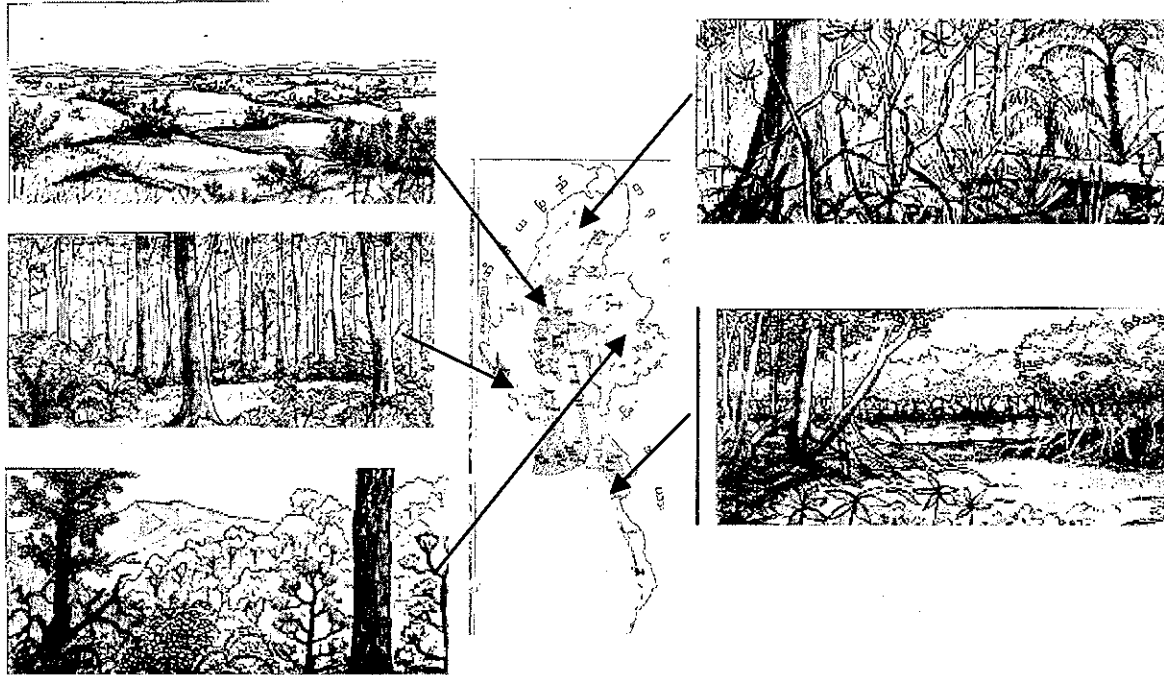
Q2: (a) There are many mountains and hills. This region is cool during a year and has moderate rainfall annually. (b) It is a flat land. It is little rain and dry during a year. It is also very hot. (c) It is a flat land. It has a large amount of rainfall and hot during a year.

Q3: (1) Myitkyina, (2) Hakka, (3) Monywa, (4) Mandalay, (5) Pakkoku, (6) Sittwy, (7) Taunggyi, (8) Laikow, (9) Bago, (10) Patheingyi, (11) Yangon, (12) Hpa-an, (13) Mawlamyaing, (14) Dawei

Q4: Omit

Let's Get More Ideas

Forests in Myanmar:



Agriculture in Myanmar:

Agriculture is the mainstay of Myanmar's economy, accounting for 50 percent of the GDP and employing about 70 percent of the working population. Rice is the staple crop and the second largest export commodity, after teak. Other important crops are sugarcane, groundnuts, sesame, wheat, maize, millet, jute, cotton, beans, pulses and oilseeds, vegetables, rubber, toddy palm, tobacco, spices and other edible produce. Forestry products (teak and hardwood), rice and a few other agricultural products have traditionally been the principal export commodities. The fishing sector is also important. It includes the production of prawns, fresh water fish, carps, aquacultural and marine fishery products.

Main Agricultural Products by year:

| | | 1997-98 | 1998-99 | 1999-2000 | 2000-2001 |
|------------------|---------------------|---------|---------|------------|-----------|
| Rice | (Mil. Baskets) | 798 | 856 | 965 | 995 |
| Sugarcane | (Ton) | 19.8 | 17.58 | 17.31 | 18.54 |
| Cotton | (Viss) | 1,002 | 698 | 1,075 | 1,107 |
| Pulses | (00,000 Metric Ton) | 15.97 | 16.78 | 18.28 | 20.24 |
| Oil Crop | | - | - | 80,878,389 | - |
| Groundnut | (Ton) | - | - | 55,891,486 | - |
| Sesame | (Ton) | - | - | 12,064,662 | - |
| Sunflower | (Ton) | - | - | 11,013,772 | - |
| Mustard | (Ton) | - | - | 815,907 | - |
| Flower Sesame | (Ton) | - | - | 1,092,562 | - |
| Jute | (000 Viss) | 241.02 | 222.43 | 226.03 | 211.20 |
| Corn | (Metric Ton) | 193,000 | 286,000 | 303,000 | 349,000 |

Note: 1 Basket = 2091 kg

Source: Ministry of Information, Myanmar Facts and Figures 2002

Amount of Livestock and Production of Meat and Fishery by year:

| | | 1996-97 | 1997-98 | 1998-1999 | 1999-2000 |
|-------------------------|-----------------|---------|---------|-----------|-----------|
| Draught Cattle | (Thousand no.) | 6,922 | 6,986 | 7,104 | 7,356 |
| Beef | (Thousand viss) | 31,389 | 32,027 | 32,421 | 33,094 |
| Mutton | (Thousand viss) | 4,871 | 5,204 | 5,254 | 5,384 |
| Pork | (Thousand viss) | 44,508 | 46,662 | 50,109 | 53,628 |
| Poultry | (Thousand viss) | 83,683 | 97,377 | 102,169 | 83,007 |
| Fresh Water Fish | (Thousand viss) | 141,959 | 141,613 | 146,121 | 154,775 |
| Marine Fish | (Thousand viss) | 386,560 | 416,942 | 440,513 | 475,613 |

Source: Ministry of Information, Myanmar Facts and Figures 2002

Production of Forestry by year:

| | | 1996-97 | 1997-98 | 1998-99 | 1999-2000 |
|----------------------|----------------------|---------|---------|---------|-----------|
| Teak Logs | (Thousand cu-meters) | 203 | 244 | 233 | 230 |
| Hardwood Logs | (Thousand cu-meters) | 1,360 | 1,510 | 1,451 | 1,439 |

Source: Ministry of Information, Myanmar Facts and Figures 2002

Mining in Myanmar:

Mining activities include the exploration and extraction of crude oil, natural gas, and other minerals. The important minerals that are commercially exploited include tin, zinc, copper, tungsten, coal, lead, silver, jade and gems.

Amount of Producing Minerals and Non-Metallic Minerals by year

| | | 1997-98 | 1998-99 | 1999-2000 | 2000-2001 |
|---|------------------|---------|---------|-----------|-----------|
| Tin Concentrates 65% | (Metric ton) | 154 | 114 | 131 | 238 |
| Tungsten Concentrates 65% | (Metric ton) | 19 | 7 | 7 | - |
| Tin, Tungsten and Scheelite Mixed Concentrates 65% | (Metric ton) | 791 | 298 | 237 | 196 |
| Refined Lead | (Metric ton) | 1,858 | 1,855 | 1,716 | 1,200 |
| Zinc Concentrates | (Metric ton) | 1,303 | 1,236 | 507 | 1,960 |
| Jade | (Thousand kilo) | 2,154 | 1,256 | 5,242 | 4,730 |
| Sapphire | (Thousand kilo) | 6,026 | 2,400 | 4,526 | 6,058 |
| Coal | | 29,379 | 30,536 | 42,099 | 3,600 |
| Rubies | (Thousand carot) | 7,382 | 5,589 | 3,163 | 1,967 |

Source: Ministry of Information, Myanmar Facts and Figures 2002

Energy and Electric Power:

Up to now, over 302 million barrels of oil have been produced from Myanmar's oilfields. Yenangyaung, Chuak and Mann oilfields are inclusive in the list of the world's largest natural oilfields. Mann natural oilfield was discovered in 1970 only after nationalization. The use of natural gas started in 1969. It was based on the production of natural gas from Chauk and Yenangyaung Ayardaw. During that period, some neighboring countries could not transport natural gas from inland to offshore areas. At present, about 302 million cubic feet of natural gas is produced daily.

Amount of Oil Products and the others by year:

| | | 1997-98 | 1998-99 | 1999-2000 | 2000-01 |
|--------------------------------|-------------------|------------|------------|------------|------------|
| Petrol | (million barrels) | 77.74 | 81.80 | 62.01 | 62.02 |
| Octane | (million barrels) | 15.73 | 14.06 | 16.06 | 13.01 |
| Diesel Oil | (million barrels) | 123.00 | 119.15 | 116.13 | 82.33 |
| Fuel Oil | (million barrels) | 25.74 | 25.15 | 16.97 | 92.60 |
| Liquefied Petroleum Gas | (Metric ton) | 10,583.60 | 11,362.00 | 13,782.90 | 10,946.30 |
| Urea | (Metric ton) | 123,148.39 | 130,646.90 | 138,614.69 | 125,481.00 |
| Carbon dioxide | (Metric ton) | 69.20 | 1,320.20 | 886.09 | 587.48 |

Manufacturing in Myanmar:

The manufacturing and processing sectors account for 10 percent of the GDP. The principal industrial activities are mainly related to agriculture including food processing and the manufacture of tobacco

products. The other important industries include wood-based industries, beverages, clothing and apparel, jewelry, metal, pharmaceuticals, household goods, paper, chemicals, cement, animal feed, iron and steel products, plywood, veneer, cut timber, machinery, and equipment. Textile and jute production are now expanding. New ventures include the manufacture of rubber tires and methanol.

Number of Industries by ownership

| | No. of Factories |
|--------------------------|------------------|
| State-owned industries | 1,600 |
| Co-operative industries | 637 |
| Private-owned industries | 5,110 |
| Heavy industries | 424 |
| Medium industries | 565 |
| Cottage industries | 3,170 |

Note: Total of separated industries of private-owned industries is 4,159, because this number represents only registered ones.
 Source: Ministry of Information, Myanmar Facts and Figures 2002

Transportation (Air Transport):

There are domestic flights with destinations to 19 townships from Yangon and to 6 townships from Mandalay. Myanma Airways, in cooperation with Yangon Airways, Air Mandalay and Myanmar Airways International, conducts domestic flights. In cooperation with Canadian Helicopter International, Myanma Airways provides charter helicopter services for offshore oil exploration. Before 1988, there were only 43 airports in Myanmar. Today the number has increased to 66. Yangon International Airport was opened in the beginning of 1957. There are 26 international air routes passing through the air territory of Myanmar (Source: Ministry of Information). Approximately 580,000 persons per year use Yangon International Airport (Mingaladon Airport).

Transportation (Waterways):

Myanmar Five Star Line serves Thandwe, Kyaukphyu, Sittwe, Mawlamyine, Dawei, Myeik and Kawthauh with coastal connections. Transportation of cargo is done recently with 3 vessels between Yagon and Singapore. Myanmar Five Star Line has 26 ships and provides effective transport services. The current number of vessels and their carrying capacity are 72 vessels and 1,330,000 tons.

Transportation (Rail Transport):

Myanmar rail transportation services began with the opening of the Yangon-Pyay railroad on May 1, 1877. Myanmar railroads currently cover 2850.08 miles.

Length of Railroad in States and Divisions

| State/Division | Length of Rail-road (miles) |
|---------------------|-----------------------------|
| Kachin State | 117.83 |
| Kayah State | 10.40 |
| Chin State | - |
| Shan State | 417.69 |
| Rakhine State | - |
| Kayin State | 8.89 |
| Mon State | 202.51 |
| Yangon Division | 165.43 |
| Bago Division | 362.75 |
| Manadalay Division | 669.68 |
| Sagaing Division | 283.76 |
| Magway Division | 360.68 |
| Ayeyawady Division | 147.00 |
| Taninthayi Division | 98.70 |

Note: Ministry of Information, Myanmar Facts and Figures 2002

Transportation (Road Transport):

Before 1988, the total distance covered by roads in Myanmar was only 14,753 mile. Currently there are 18,242 miles of roads. There are also 17,000 miles of motorways up from 13,000 miles before 1988. Six thousand miles of motorways are being built at present.

Supplementary Study: The Study of Weather Condition

| | |
|---|---|
| Key Concept | Children understand the mechanism of weather and deepen their knowledge of local climatic conditions in the country. |
| Learning Objectives General Objectives | <ol style="list-style-type: none">(1) Children understand various mechanisms of weather such as the blowing of winds, the development of clouds, and rain by using charts.(2) Children become interested in weather and research and record daily weather conditions.(3) Children deepen their knowledge of various local climatic conditions of the country. |
| Specific Objectives | <ol style="list-style-type: none">(1) Children are able to describe the mechanism of wind and rain.(2) Children are able to describe why the "Coastal Plain Area" and "Mountainous Area" have a lot of rain and why the "Central Plain Area" has little rain.(3) Children are able to describe the weather condition of their area. |
| Key Point | <p>● To teach weather condition from Social Study point of view</p> <p>The topic of "weather" is dealt with in General Studies, Basic Science and Social Studies. Teachers have to consider what to teach in this topic because it is not a good way to teach the same content with using the same teaching method in the three subjects. Teachers should review carefully the contents and teaching methods of "Weather" in General Studies and Basic Science again. In this lesson, the teacher should teach weather condition from Social Study point of view. Specifically, the teacher should teach this topic in line with the relation with Chapter 1.</p> |
| Lesson Planner | <p>1st and 2nd periods (*See examples of lesson plan)</p> <p>To understand the mechanism of weather is the main topic. How does wind blow? How are clouds produced? How does rain fall? These questions will be answered through this lesson.</p> <p>After teaching the mechanism of weather, a teacher should prepare practical activities about weather. For example, recording weather condition of their living area for a certain period or recording weather of States/Divisions of the country for a week based on the weather forecast on TV and in newspaper is an interesting activity.</p> <p>3rd and 4th periods (*See examples of lesson Plan)</p> <p>In these periods of lesson, children's knowledge about different amount of rainfall in the "Coastal Plain Area," the "Central Plain Area," and the "Mountainous Area" can be deepened. The main issue here is to find out the reason why the "Coastal Plain Area" and the "Mountainous Area" have a lot of rain and the "Central Plain Area" has little rain. The teacher should discuss with children the relation between topographical features of the three areas and the mechanism of weather.</p> <p>Long-term research</p> <p>Besides four periods of lesson above, it is highly recommended to record weather condition of your local area. By this activity, children realize that weather condition is slightly different everyday. Especially, the change of weather</p> |

Supplementary Study: The Study of Weather Condition

condition by season is interesting for them. Therefore, the teacher assigns children to record weather condition everyday during a year. Highest and lowest temperatures, wind (including direction and speed) and weather should be recorded.

Several ways can be considered to conduct this long-term research. For example, individual research, group research, class research, etc. In addition, it is possible that an individual child records the condition of weather everyday. It is also possible that a few children make a group and each of them records on assigned days. Or it is also possible, one child is responsible for recording it on a particular day.

It is better that a big paper is put on the wall and children write the record on it everyday. In this way, all children and the teacher can check the change of weather condition day by day. Moreover, this way can motivate children to record.

After completing the record of weather condition for a year, children can discuss each other the weather in their living area.

Examples of Lesson Plan

1st and 2nd Periods:

Specific Objectives



(1) Children are able to describe the mechanism of wind and rain.

Teaching / Learning Materials

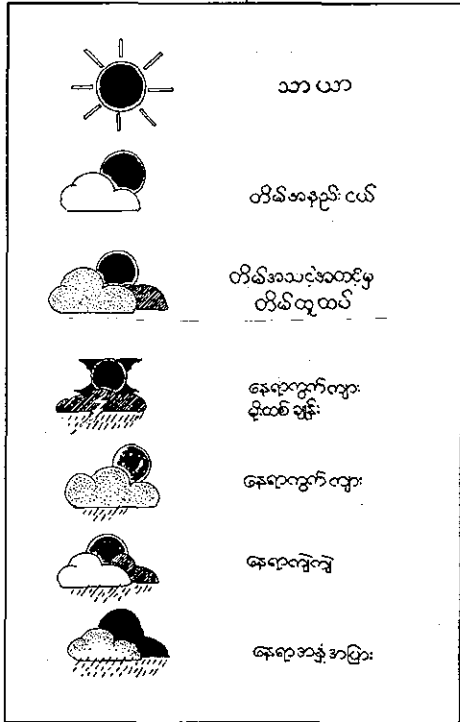
A chart showing water cycle
 A chart explaining the classification of wind according to the speed
 A chart explaining symbols of various types of weather
 A recording sheet for daily weather condition

Teaching / Learning Procedure

(1st and 2nd Periods)

| Learning Activities | Duration (Min.) | Teaching/Learning Materials | Points to be noticed |
|---|-----------------|--|---|
| A teacher asks students, "Why does rain fall?" The students express their ideas freely. | 5 | | This question does not require the correct answer, but make students motivate to think about weather. |
| The teacher explains the mechanism of rain. The students understand why rain falls. | 15 | Chart for water cycle  | |
| The teacher explains the mechanism of wind. The students understand why wind blows. | 15 | | |
| The teacher explains the classification of wind according to the speed. | 10 | Chart showing the classification of wind  | |

Supplementary Study: The Study of Weather Condition

| | | | |
|--|--------------------|--|---|
| <p>The teacher asks, "What kinds of weather do you know?"</p> <p>The students express various types of weather. <i><Example></i> <i>Sunny, Cloudy, Rainy, etc.</i></p> <p>The teacher introduces various types of weather and the symbols used in the weather forecast.</p> | <p>5</p> <p>10</p> | <p>Chart showing the symbols of various types of weather</p> |  |
| <p>The teacher gives students a recording sheet for daily weather conditions and assigns them to record for a week.</p> | <p>10</p> | <p>Recording sheet for weather condition by States/Divisions</p> | <p>The teacher should explain how to record weather condition on the sheet.</p> |

3rd and 4th Periods:

Specific Objectives

- (2) Children are able to describe why the why the "Coastal Plain Area" and "Mountainous Area" have a lot of rain and why the "Central Plain Area" has little rain.
- (3) Children are able to describe the weather condition of their area.

Teaching / Learning Materials

- Week long records of weather condition by States/Divisions
- A topographical map of Myanmar
- Information sheet

Teaching / Learning Procedure

(3rd and 4th Periods)

| Learning Activities | Duration (Min.) | Teaching/Learning Materials | Points to be noticed |
|---|-----------------|--|---|
| The students present their records of a week long weather condition by States/Divisions. | 15 | Week long records of weather condition by States/Division | The students realize the characteristics of weather condition in each State/Division. |
| <p>The teacher asks two questions: (1) "Why do the Coastal Plain Area and the Mountainous Area record a lot of rainy days?" (2) "Why does the Central Plain Area record only sunny day?"</p> <p>The students discuss these questions by group and try to find out the reasons.</p> <p>Each group has a presentation of its ideas.</p> | 30 15 | <p>Topographical map of Myanmar (Information sheet)</p> | The teacher can give some tips to students to find the answer easier. It is also fine to prepare an information sheet to give these tips. |
| The teacher explains the correct answers of the two questions. | 10 | | |

(Long-term research)

The teacher assigns students to record weather condition everyday during a year. Highest and lowest temperatures, wind and weather should be recorded.

