

CHAPTER 6: INDEPENDENCE

Key Concept

Children understand the progress of the achievement of Myanmar's independence through Aung San's great efforts, including Aung San's role and the meaning of ethnic unity and independence.

Learning Objectives

General Objectives

- (1) Through knowing Aung San's biographical episode, children understand that Aung San joined the *Dawbama-Asi-Ayoung*, once cooperated with the Japanese fascists, later took a position of being against fascism and fought against it. He then constantly opposed British colonialism again, and ended up achieving independence from Britain.
- (2) Children understand the military and government structures led by the British colonial government after Japanese fascism left Myanmar and think how Aung San dealt with these unfavorable situations, how the society was changed by Aung San's actions, and what solutions the British government offered to Aung San to overcome the social chaos.
- (3) Children think about the feeling of Aung San before he left for Britain to meet the prime minister Attlee to discuss the future situation of Myanmar, and understand the meaning of the agreement signed by Aung San and Attlee on January 27, 1947.
- (4) Children understand the reasons why Aung San rushed to hold a conference with minorities: Kachin, Chin and Shan, after coming back from Britain, and think what the impact of this conference had for Myanmar's future.
- (5) Children discuss the meaning of "unity of ethnics" and "independence," based on prior knowledge.

Structure of This Chapter & Specific Objectives

<Lessons>

<Specific Objectives>

Lesson 13:

General Aung San and Independence

- (1) Children are able to describe what kind of person Aung San was, by studying his early history and the process by which he gradually developed a strong desire for the independence of Myanmar.
- (2) Children are able to explain that dissatisfaction with British colonialism became bigger and bigger among the *Pasa Para* because the Myanmar military established by Aung San was demolished and many positions of the new colonial government were occupied by the British.
- (3) Children are able to explain the process that the attitude of the Britain weakened toward Myanmar and ended up having the meeting with Myanmar delegates led by Aung San for discuss the future position of Myanmar.
- (4) Children are able to discuss the feeling of Aung San before the conference with the British prime minister, Attlee.
- (5) With understanding of the great importance of the

Aung San-Attlee conference, children are able to reenact the conversation and conduct of Aung San and Attlee using a role playing game based on the script made by the children themselves.

(6) With understanding of the great importance of the Panlon conference, children are able to reenact a conversation between Aung San and minority leaders and conduct a role playing game based on the script made by children themselves.

(7) Children are able to explain the meanings of “unity of ethnics” and “independence,” by thinking about our annual celebrations on Union Day (February 12) and Independence Day (January 4).

Lesson 14:

Other Heroes for Independence

(1) Children are able to describe the social activities of Mahn Ba Khine and his contribution to the independent of Myanmar.

(2) Children are able to describe the social activities of U Ba Cho and his contribution to the independence of Myanmar.

Key Points

● Letting children understand the process to achieve independence

The period from the British reoccupation of Myanmar to Myanmar’s independence was only 3 years. However, there were many events during this period. In the history of Myanmar, this period is significantly important and seems to be equivalent to more than ten or twenty years both in terms of quantity and quality of the events. All of these events were led by the leadership of Aung San. A teacher discusses these events step by step through Aung San’s feelings and ways of thinking at that time.

● Letting children the importance of the Panlon Conference

Following the Aung San-Attlee treaty in January 1947, the Panlon conference was held in Panlon, Shan, in February. What did this conference mean? This is the most important issue in Myanmar’s history. Without this event, it is impossible to think the existence of the current Myanmar. A teacher should take enough time to discuss this issue.

Flow of Teaching and Learning

Lesson 13: General Aung San and Independence (13 periods)

(1st and 2nd periods)

What kind of person Aung San is?
 Aung San's biographical story

- Aung San was born in Natmauk, Magway on February 13, 1915.
- Although he was educated at home until his age of eight, Aung San went to monastery school since then.
- Aung San moved to Yenangyaung and went to ethnic school.
- Aung San entered the University of Yangon and acted as the leader of the student association.
- Aung San joined the *Dawbama-Asi-Ayoung* and had a position against the British colonialism.
- Aung San organized the Anti-Fascist People's Liberation Union (AFPFL) and was against the Japanese Fascism.
- Aung San was the leader of AFPFL and became popular among people in Myanmar.

Children understand the characteristics and personality of Aung San through knowing his biography.

(3rd, 4th and 5th periods)

The situation under the British occupation:
 The British established the colonial government of Myanmar.

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AFPFL led by Aung San strictly opposed this colonial government. AFPFL went on a large-scaled strike.

↓

The British had to soften his attitude toward Myanmar.

Children understand the process that the British colonial government softened his attitude toward AFPFL.

(6th, 7th and 8th periods)

The Aung San-Attlee Treaty:
 Aung San was invited to London, Britain and had meetings with the Prime Minister, Attlee.

↓

The Aung San-Attlee Treaty was signed in January 27, 1947.

- The new Myanmar government will be established in April, 1947.
- Whether or not Myanmar joins the Commonwealth depends upon the decision of Myanmar.
- Whether or not the surrounding minority areas will be united with Myanmar depends upon their agreements.

Children understand Aung San's feeling before the conference with Attlee.

Children understand the contents of the treaty.

(9th, 10th and 11th periods)

The Panlon Conference:
 Aung San held a conference in Panlon, Shan in February 12, 1947 with inviting Kachin, Shan and Chin.

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Aung San achieved the agreement that the surrounding mountainous minority areas (Kachin, Shan and Chin areas) will join the Myanmar and become independent together from the British rule.

↓

Myanmar became an independent country in January 4, 1948.

Children understand the meaning of the Panlon Conference.

(12th and 13th periods)

<p>The meaning of “Unity of Ethnicity” and “Independence”:</p> <ul style="list-style-type: none"> ● We celebrate the day of February 12 every year. <p style="text-align: center;">↓</p> <ul style="list-style-type: none"> ● We celebrate the day of January 4 every year. 	<div style="border: 1px dashed black; padding: 5px; margin-bottom: 10px;"> Children think about the meaning of unity of ethnicity. </div> <div style="border: 1px dashed black; padding: 5px;"> Children think about the value of independence. </div>
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Lesson 14: Other Heroes for Independence (4 periods)

(1st and 2nd periods)

<p>Mahn Ba Khin: Biographical story Activities</p> <ul style="list-style-type: none"> ● Founding the Kayin Youth Organization ● Opposing the Japanese fascism ● Contributing to Myanmar’s independence ● Serving as Industrial and Labor Minister during Aung San’s interim government 	<div style="border: 1px dashed black; padding: 5px;"> Children understand his social activities and contributions to the independence. </div>
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(3rd and 4th periods)

<p>U Ba Cho: Biographical story Activities</p> <ul style="list-style-type: none"> ● Serving as a Myanmar language teacher ● Published the Myanmar Review Journal ● Serving as the leader of the writers’ association ● Serving as Information Minister during Aung San’s interim government 	<div style="border: 1px dashed black; padding: 5px;"> Children understand his social activities and contributions to the independence. </div>
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Lesson 13: General Aung San and Independence

General Objectives

- (1) Through knowing Aung San' biographical episode, children understand that Aung San joined the *Dawbama-Asi-Ayoung*, once cooperated with the Japanese fascists, later took a position of being against fascism and fought against. He then constantly opposed British colonialism again, and ended up achieving independence from Britain.
- (2) Children understand the military and government structures led by the British colonial government after Japanese fascism left Myanmar and think how Aung San dealt with these unfavorable situations, how the society was changed by Aung San's actions, and what solutions the British government offered to Aung San to overcome the social chaos.
- (3) Children think about the feeling of Aung San before he left for Britain to meet the prime minister Attlee to discuss the future situation of Myanmar, and understand the meaning of the agreement signed by Aung San and Attlee on January 27, 1947.
- (4) Children understand the reasons why Aung San rushed to hold a conference with minorities: Kachin, Chin and Shan, after coming back from Britain, and think what the impact of this conference had for Myanmar's future.
- (5) Children discuss the meaning of "unity of ethnics" and "independence," based on prior knowledge.

Specific Objectives

- (1) Children are able to describe what kind of person Aung San was, by studying his early history and the process by which he gradually developed a strong desire for the independence of Myanmar.
- (2) Children are able to explain that dissatisfaction with British colonialism became bigger and bigger among the *Pasa Para* because the Myanmar military established by Aung San was demolished and many positions of the new colonial government were occupied by the British.
- (3) Children are able to explain the process that the attitude of the Britain weakened toward Myanmar and ended up having the meeting with Myanmar delegates led by Aung San for discuss the future position of Myanmar.
- (4) Children are able to discuss the feeling of Aung San before the conference with the British prime minister, Attlee.
- (5) With understanding of the great importance of the Aung San-Attlee conference, children are able to reenact the conversation and conduct of Aung San and Attlee using a role playing game based on the script made by the children themselves.
- (6) With understanding of the great importance of the Panlon conference, children are able to reenact a conversation between Aung San and minority leaders and conduct a role playing game based on the script made by children themselves.
- (7) Children are able to explain the meanings of "unity of ethnics" and "independence," by thinking about our annual celebrations on Union Day (February 12) and Independence Day (January 4).

Lesson Planner

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

Aung San's biography is the main topic to discuss in these periods of lesson. In the previous chapter, "Appearance of Nationalism," we touched briefly upon Aung San. However, we will discuss Aung San in detail here because the period that he played an important role in the Myanmar history is mainly the period after

the Japanese fascism left Myanmar.

Aung San was born in Natmauk, Magway on February 13, 1915 when YMBA was established and started to oppose the British rule. He had two brothers and three sisters. His father, U Hpar, was a lawyer but did not succeed his career. Therefore, Aung San's family was not wealthy. His mother, Daw Su, took care of six children. Aung San was introverted and quiet. He was carefully taken care of by parents and did not want to go to school until eight years old. He was taught by parents until that time. Later he was persuaded by his parents to go to a monastery school in his village. This school did not teach English. This is a big disadvantage of this school because English was necessary to receive secondary and higher education during the British colonial era. Therefore, Aung San entered a national school located in Yenangyaung where his brother was teaching. However, the ethnic schools focused more on Myanmar language and culture though they teach English in a certain amount. In this era, most public schools taught all subjects in Myanmar and English.

Aung San entered the University of Rangoon, but his English level was significantly low compared with his classmates. He made his best efforts to improve his English skill. He studied hard and got good scores in all subjects. However, he was called "oddball" by friends because he did not concern fashion, always wearing the same shirt with a wrinkled green jacket and a shirt skirt. When his student life in the university, he joined the students association and acted a lot, besides his study. Then he was elected as the president of the students association. Since then, he became a significant political figure in Myanmar history. Aung San started to criticize the British colonialism and pursue independence of Myanmar.

A teacher should explain his childhood, characteristics and natures and let children understand his devoted attitude toward the independence of Myanmar from the British colonialism.

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

The situation under the British occupation is the main topic. After the Japanese fascism left, the British again ruled Myanmar. However, unlike before, strong nationalism was matured enough in Myanmar at that time. The Anti-Fascist People's Liberal Union (AFPFL) led by Aung San became a significant power of Myanmar politics. The British colonial government had an only way that it softened its attitude toward Myanmar in front of this new strong power. Finally, the British colonial government compromised with the condition of Myanmar and held a conference between Aung San and Attlee, the then-prime minister of Britain.

The teacher discusses this series of the events with the children step by step. It is important for the teacher to let the children realize that the process to achieve the conference between Aung San and Attlee had many difficulties and obstacles but Aung San overcame these hardships with his patient efforts.

6th, 7th and 8th periods (*See examples of lesson plan)

In this period of the lesson, the conference between Aung San and Attlee will be dealt with. This conference was held in London inviting the members of the AFPFL led by Aung San. It was intensively conducted for nine times between January 13 and 27, 1947. Before leaving for London, Aung San left a message, "I hope to reach the best result in the conference. At the same time, I am ready for the worst result." What feeling did he have at that time? A teacher discusses this conference and its result with telling Aung San's feelings and behaviors.

In the conference between Aung san and Attlee, some important things were decided: (1) The new Myanmar government will be established in January 27, 1947, (2) Whether or not Myanmar joins the Commonwealth depends upon the decision of Myanmar, and (3) Whether or not the surrounding minority areas will be united with Myanmar depends upon their agreements.

The teacher should discuss with children each decision of the conference. Especially the third issue above is related to the Panlon Conference in the following periods of lesson. Children should understand the meaning of this decision well.

9th, 10th, and 11th periods (*See examples of lesson plan)

The Panlon conference is the main topic in these periods of lesson. This conference had an important meaning for Myanmar's independence, "ethnic unity." Without this conference, the current Myanmar cannot exist.

The teacher discusses with children how this conference was important in Myanmar's history through recalling the situation of the surrounding minority areas under the British occupation.

12th and 13th periods (*See examples of lesson plan)

In this period of the lesson, children think about the meaning and value of ethnic unity and independence. The children find out the importance of ethnic unity and independence through considering the following questions:

"If the Panlon conference had failed, what situation would we have had?"

"If Myanmar did not gain independence now, what situation do we have?"

Examples of Lesson Plan

1st to 8th Periods:**Specific Objectives**

- (1) Children are able to describe what kind of person Aung San was, by studying his early history and the process by which he gradually developed a strong desire for the independence of Myanmar.
- (2) Children are able to explain that dissatisfaction with British colonialism became bigger and bigger among the *Pasa Para* because the Myanmar military established by Aung San was demolished and many positions of the new colonial government were occupied by the British.
- (3) Children are able to explain the process that the attitude of the Britain weakened toward Myanmar and ended up having the meeting with Myanmar delegates led by Aung San for discuss the future position of Myanmar.
- (4) Children are able to discuss the feeling of Aung San before the conference with the British prime minister, Attlee.
- (5) With understanding of the great importance of the Aung San-Attlee conference, children are able to reenact the conversation and conduct of Aung San and Attlee using a role playing game based on the script made by the children themselves.

Teaching / Learning Materials

Portraits of Aung San (including his youths period, politician period, etc.)
 Pictures showing Aung San's history
 A biography of Aung San
 A cartoon showing conversation between Aung San and Attlee

Teaching / Learning Procedure(1st and 2nd Periods)

Learning Activities	Duration (Min.)	Teaching/ Learning Materials	Points to be noticed
<p>A teacher shows students a portrait of Aung San and asks, "What impression do you have about him?"</p> <p>The students express their opinions.</p>	20	Portraits of Aung San	To motivate students, the teacher should let them express their opinions freely.
<p>The teacher tells a brief biography of Aung San. <i><Example> Aung San was born in Natmauk, Magway on February 13, 1915 when YMBA was established and started to oppose the British rule. He had two brothers and three sisters. His father, U Hpar, was a lawyer but did not succeed his career. Therefore, Aung San's family was not wealthy. His mother, Daw Su, took care of six children. Aung San was introverted and quiet. He was carefully taken care of</i></p>	30	Pictures showing Aung San's history	

by parents and did not want to go to school until eight years old. He was taught by parents until that time. Later he was persuaded by his parents to go to a monastery school in his village. This school did not teach English. This is a big disadvantage of this school because English was necessary to receive secondary and higher education during the British colonial era. Therefore, Aung San entered a national school located in Yenangyaung where his brother was teaching. However, the ethnic schools focused more on Myanmar language and culture though they teach English in a certain amount. In this era, most public schools taught all subjects in Myanmar and English. Aung San entered the University of Rangoon, but his English level was significantly low compared with his classmates. He made his best efforts to improve his English skill. He studied hard and got good scores in all subjects. However, he was called "oddball" by friends because he did not concern fashion, always wearing the same shirt with a wrinkled green jacket and a shirt skirt. When his student life in the university, he joined the students association and acted a lot, besides his study. Then he was elected as the president of the students association. Since then, he became a significant political figure in Myanmar history. Aung San started to criticize the British colonialism and pursue independence of Myanmar.



Editorial committee of the Oway magazine, Rangoon University, 1935-36.



In Japan, 1941, while training for leadership of the Burma Independence Army



Aung San and his new wife, Daw Khin Kyi

The students listen to the story.

The teacher asks again, "What kind of person was he?"

The students express their opinions again.

10

The students can check whether or not their first impression of Aung San was correct.

The teacher concludes the characteristics and personality of Aung San briefly.

10

(Optional Activity)

Either before or after this first lesson, a teacher assigns students collecting illustrations and pictures of Aung San. The students bring these illustrations and pictures of Aung San to the classrooms and discuss what

<p><i>was Aung San's individual army. Aung San dispatched these soldiers and set up a large scaled strike to oppose the British colonial government.</i></p> <p>The teacher explains that the society was in chaos by this large-scaled strike led by the AFPFL (or Aung San). The teacher asks the students, "What do you think the British colonial government did?"</p> <p>The students think about this issue by group. <i><Ans.> The British colonial government could not settle this strike and end up softening its attitude. The British colonial government accepted the opinion of the AFPFL and reorganized the governmental system: six members of the government out of nine were the members of the AFPFL. This government was completely controlled by the AFPFL. In addition, the British should have considered to give up the colonial position of Myanmar.</i></p>	5		
	20		
<p>The teacher touches upon the fact that Aung San and the members of the AFPFL were invited by the British to talk about the future position of Myanmar.</p>	5		

(6th, 7th and 8th Periods)

Learning Activities	Duration (Min.)	Teaching/ Learning Materials	Points to be noticed
<p>The teacher tells the students, "The Britain invited Aung San with five members to London in order to talk about the future position of Myanmar in December, 1947. It is the first time to visit Britain for Aung San."</p> <p>The teacher asks the students, "What do you think Aung San felt at that time?"</p> <p>The students express their opinions.</p>	10		
<p>The teacher tells the students, "Before leaving for London, Aung San told, "I hope to reach the best result in the conference. At the same time, I am ready for the worst result.""</p> <p>The teacher asks the students, "What do you think Aung San felt before his leaving for London?" and "What is the best result and what is the worst result?"</p>	10		

<p>The students discuss these issues by group.</p>	<p>20</p>		
<p>Each group has a presentation of their ideas.</p>	<p>20</p>		
<p>The teacher explains the students that the meeting between Aung San and Attlee was held nine times for 15 days between January 13 and 27, 1947.</p>			
<p>The teacher asks, "What did they discuss during the meetings? You can write down sentences in blanks of Aung San and Attlee."</p>		<p>Cartoon showing conversation between Aung San and Attlee</p>	<p>This is an interesting activity for students. The students freely make their conversations.</p>
<p>The students make their conversations and then some students have presentations.</p>	<p>20</p>		
<p>The teacher explains the result of the conference between Aung San and Attlee: <i><Example> As a result, the following issues were decided:</i></p> <ul style="list-style-type: none"> ● <i>The new Myanmar government will be established in April, 1947,</i> ● <i>Whether or not Myanmar joins the Commonwealth depends upon the decision of Myanmar, and</i> ● <i>Whether or not the surrounding minority areas will be united with Myanmar depends upon their agreements.</i> 	<p>20</p>	<p>Illustrations showing the results of the Aung San-Attlee treaty</p>	<p>It is also better that the teacher prepares an illustration to explain the new government system in an easily understandable way.</p>
<p>The teacher asks the students, "What do you think this conference was succeeded?"</p>			
<p>The students judges whether or not this conference was succeeded.</p>	<p>5</p>		



9th to 11th Periods:

Specific Objectives

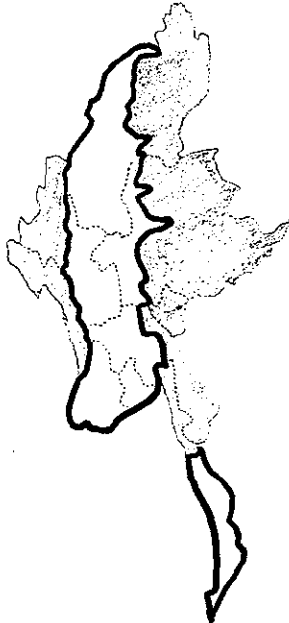
(6) With understanding of the great importance of the Panlon conference, children are able to reenact a conversation between Aung San and minority leaders and conduct a role playing game based on the script made by children themselves.


Teaching / Learning Materials

An illustration showing the area of the Burmese and the areas of the minorities
A cartoon showing conversation between Aung San and the minority groups

Teaching / Learning Procedure

(9th, 10th and 11th Periods)

Learning Activities	Duration (Min.)	Teaching/ Learning Materials	Points to be noticed
<p>The teacher asks the students, "In the issues decided in the Aung San-Attlee treaty, Aung San worried about one issue which will decide the future of Myanmar when the independence. What issue did Aung San worry about? What was the reason of it?"</p> <p>The students think about these questions. <Ans.> <i>The issue whether or not the surrounding minority areas will be united with Myanmar depends upon their agreements worried Aung San, because Myanmar will lose the minority areas if the minority group are not willing to join Myanmar.</i></p>	20		
<p>The teacher explains the Panlon conference. <Example> <i>Aung San held the conference with minority groups at Panlon, Shan, in February 12, 1947. Lords of the Shan, Kachin and Chin were participated this conference.</i></p> <p>The teacher asks the students, "During the conference, Aung San expressed "I will establish the government that you can get one kyat, if the Burmese gets one kyat." What did that statement mean?"</p> <p>The students think about this question. <Ans.> <i>It meant that the minorities will be treated equally as same as the Burmese.</i></p> <p>The teacher asks, "What did they discuss during the conference? You can write down their conversations on the blanks."</p>	15 20 35	<p>An illustration showing the area of the Burmese and the areas of the minorities</p> <p>A cartoon showing conversation</p>	

<p>The students think about conversations between Aung San and the minority groups and then have presentations.</p>		<p>between Aung San and the minority groups</p>	
<p>The teacher explains the result of the conference. <i><Example> In this conference, Aung San got an agreement that Shan, Kachin and Chin would join Myanmar.</i></p> <p>The teacher asks the students, “What do you think if the conference was succeeded?”</p> <p>The students judge whether or not it was succeeded.</p>	<p>5</p> <p>10</p>		

12th and 13th Periods:

Specific Objectives

(7) Children are able to explain the meanings of “unity of ethnics” and “independence,” by thinking about our annual celebrations on Union Day (February 12) and Independence Day (January 4).

Teaching / Learning Materials

An illustration of the Independence Day
 Illustrations of the Independence Day celebration
 Song or poem for the independence

Teaching / Learning Procedure

(12th and 13th Periods)

Learning Activities	Duration (Min.)	Teaching/ Learning Materials	Points to be noticed
The teacher asks the students, “What benefits did we			

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

- Aung San as the national hero
- The Aung San-Attlee Treaty
- The Panlon Conference
- Union Day
- Independence Day

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

This lesson is one of the most important lessons among the lessons of Social Studies at Grade 4. In addition, this may also be the most interesting part for children because of the period of turbulent in the modern history of Myanmar. In this lesson, many group discussions are prepared. A teacher can assess children's performance through observation.

The observation can be conducted from two points of view: individual child's performance and group performance. The observation points are shown in the "**Checklist of Children's Performance**" and "**Checklist of Group Performance.**" The teacher can refer to these checklists.

● Small Quiz

This lesson includes several important issues which should be memorized by children. To check how much children understand such issues, a quiz is effective. A sample quiz is shown below. A teacher can refer to this sample.

Sample Quiz

Q1: Because of Aung San's great efforts, the British colonial government softened its attitude toward Myanmar. Then, Aung San was invited by the British government to talk about Myanmar's future. Aung San met Attlee, the prime minister of Britain. During this meeting, what issues were decided? Read the following statements and choose correct statements decided in the meeting.

- (a) The new government will be established.
- (b) The British colonial government will occupy continuously.
- (c) Myanmar can receive a part of the British colony as a gift from the British.
- (d) Myanmar has to pay money to Britain because of the guarantee of its independence.
- (e) Whether Myanmar joins the Commonwealth depends upon the decision of Myanmar.
- (f) Whether Myanmar joins ASEAN depends upon the decision of Myanmar.
- (g) The surrounding minority areas will be independent separately from Myanmar.
- (h) Whether the surrounding minority areas will be united with Myanmar depends upon their agreements.

Q2: After coming back from Britain, Aung San rushed to have a conference with minority people. (1) Why did he rush to do? (2) What was discussed in the conference?

(1)

(2)

Q3: Write your opinion about Aung San. What do you think about Aung San?

Model answers:

Q1: (a) (e) and (h)

Q2: (1) During the meeting between Aung San and Attlee, it was decided whether the minority areas will be independent together with the central plain area is dependent upon their agreements. The minority areas are originally a part of Myanmar. Therefore, Aung San wanted to get their agreements to avoid a loss of these areas. (2) In the Panlong Conference, Aung San succeeded to get the agreement of the minorities: the minority areas will be independent as a part of Myanmar.

Q3: To omit

- **Essay Assignment**

Besides observation and a small quiz, it is recommended to conduct an essay assignment. Because observation and a small test cannot measure how deep children understood the contents. To check their level of understanding, writing an essay is effective. Sample essay questions and their criteria are shown below.

Sample Essay Questions and Their Criteria

Topic 1: Myanmar finally gained independence in January 27, 1947. This day is the memorial day for Myanmar people and designated as the national holiday today. What does the “Independence” mean? Explain your idea about “independence.”

<Criteria> (1) Whether children explain independence compared with the colonial situation? (2) Whether children realize that independence is not given naturally, but it is gained with people’s continuous efforts and strong wills?

Topic 2: The Panlon Conference was successfully conducted. However, if this conference had failed and Aung San could not have gained any cooperation from the minorities, what would have been now?

<Criteria> (1) Whether children realize that Myanmar would not have the current shape of the country if the conference had failed? (2) Whether children realize that Myanmar would not have various ethnic cultures if the conference had failed?

Lesson 14: Other Heroes For Independence

Specific Objectives

- (1) Children are able to describe the social activities of Mahn Ba Khine and his contribution to the independence of Myanmar.
- (2) Children are able to describe the social activities of U Ba Cho and his contribution to the independence of Myanmar.

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

The activities conducted by Mahn Ba Khine are the main topic. He devoted his life to the development of his native village, state and country. Founding a school for children in his native village, setting up the Kayin Youth Organization, and serving the Aung San's interim government as Minister of Industry and Labor are his main activities in his life. During these activities, he courageously opposed the Japanese Fascism and made his best efforts to gain independent of Myanmar. In addition, he worked hard to unite Kayins with Bamars.

A teacher should discuss with children these activities conducted by Mahn Ba Khine and let children understand his devotion to his country Myanmar.

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

The activities conducted by U Ba Cho are the main topic. He was a multi-talented person, such as literature, arts and music. He served as Myanmar language teacher for a while. Then he became a writer and published the Myanmar Review Journal. Under the British rule, he made his efforts to unite Chins with Bamars. In Aung San's interim government, he worked as Information Minister.

A teacher should discuss with children these careers and activities by U Ba Cho and let children understand his devotion to his country Myanmar.

Examples of Lesson Plan

1st to 4th Periods:

Specific Objectives


- (1) Children are able to describe the social activities of Mahn Ba Khine and his contribution to the independence of Myanmar.
- (2) Children are able to describe the social activities of U Ba Cho and his contribution to the independence of Myanmar.

Teaching / Learning Materials

A picture of Mahn Ba Khine
A picture of U Ba Cho

Teaching / Learning Procedure

(1st and 2nd Periods)

Learning Activities	Duration (Min.)	Teaching/ Learning Materials	Points to be noticed
<p>A teacher shows students a picture of Mahn Ba Khine and asks, "What impression do you have on him?"</p> <p>The students express their impression on Mahn Ba Khine.</p>	10	<p>Picture of Mahn Ba Khine</p> 	
<p>The teacher explains various activities of Mahn Ba Khine.</p> <p>After telling story of Mahn Ba Khine, the teacher asks following questions to discuss:</p> <ul style="list-style-type: none"> ● Why did Mahn Ba Khine found a school? (What did he expect when founding a school?) ● Why do you think Mahn Ba Khine who was a businessman enter the political field? ● Why did Mahn Ba Khine make his efforts to unite Kayins with Bamars? <p>The students discuss these issues by group.</p>	15 25		<p>The teacher talks about his activities like telling a story.</p>
<p>The students have presentations of their ideas.</p>	15		
<p>The teacher gives comments to each presentation.</p>	5		

(Optional activity)

Mahn Ba Khine devoted himself to unite Kayins with Bamars. He contributed the national unity of Myanmar. The national unity is important in this country. Therefore, it is a good activity for students to make a scrapbook by gathering the abstracts from newspapers and magazines as regard as the activities of the government in giving special consideration on national unity and solidarity.

(3rd and 4th periods)

Learning Activities	Duration (Min.)	Teaching/Learning Materials	Points to be noticed
<p>A teacher shows students a picture of U Ba Cho and asks, "What impression do you have on him?"</p> <p>The students express their impression on U Ba Cho.</p>	10	Picture of U Ba Cho	
<p>The teacher explains various activities of U Ba Cho.</p> <p>After telling story of U Ba Cho, the teacher asks following questions to discuss:</p> <ul style="list-style-type: none"> ● Why did U Ba Cho become a patron of the association of vocalists, dancers and musicians? (What did he expect when he became a patron of the association?" ● What was U Ba Cho thinking of when working in unity between Chin and Bamar? <p>The students discuss these issues by group.</p>	15 25		The teacher talks about his activities like telling a story.
<p>The students have presentations of their ideas.</p> <p>The teacher gives comments to each presentation.</p>	15 5		



Let's Get More Ideas

General Aung San's Time Line:

13th February 1915	Born at Natmauk, a township in Magwe district, central Burma.
1932	Matriculated in the "A" category with distinctions in Burmese and Pali.
1935-36	Elected to the executive committee of the Rangoon University Students' Union and became the editor of the Students' Union Magazine.
February 1936	Expelled from the university for publication of the article "Hell Hound at Large" in the union magazine. Expulsion of Ko Aung San and Ko Nu from the university led to the university strike. Later, the government conceded strikers' demands and retracted the expulsion orders.
1938	Elected as president of the Rangoon University Students' Union and the All Burma Student's Union. Appointed as a student representative in "Rangoon University Act Amendment Committee" by the government.
October 1938	Joined <i>Dohbama Asi-ayone</i> ("We-Burmese" Organization) and became <i>Thakin</i> Aung San.
1938 to August 1940	Acted as the Head Office General Secretary of <i>Dohbama Asi-ayone</i> .
1938-39	Countrywide strikes known as the Revolution of the Year of 1300 (Burmese calendar year).
1939 to 1940	Helped found <i>Bama-htwet-yat Ghine</i> (Freedom Bloc) and became the general secretary.
March 1940	Attended Indian National Congress Assembly in Rangar, India.
1940	Went underground due to arrest warrant issued by the British government.
August 1940	Left for Burma and reached Amoy, China and later Tokyo, Japan.
February 1941	Came back to Burma with offer of arms and money support from the Japanese for uprising.
1941	Arrived in Japan for military training together with the first batch of Thirty Comrades.
December 1941	Founded Burmese Independence Army (BIA) in Bangkok, Thailand with the help of the Japanese and became chief-of-staff Major-General Aung San (a.k.a. Bo Teza).
March 1942	Rangoon, capital of Burma, fell to the Japanese Army. The Japanese military administration took over Burma.
July 1942	Reorganized BIA and became the Burma Defence Army (BDA). Appointed as Commander-in-Chief Colonel Aung San.
6th September 1942	Married Daw Khin Kyi.
March 1943	Promoted to Major-General Aung San of BDA.
1943	Invited to Japan and decorated by the Emperor with "Order of the Rising Sun".
1st August 1943	Burma was declared an independent nation and Major-General Aung San became the War Minister.
1943	BDA was renamed as Burma National Army (BNA).
November 1943	The British troops hiding in hills of Burma received Aung San's plan to turn his forces against the Japanese.
1st August 1944	Declared Burma's independence status as a fake in independence day anniversary speech.
August 1944	Founded Anti-Fascist Organization (AFO) and became the military leader of the organization.
27th March 1945	Burmese troops throughout the country rose up against the Japanese.
15th May 1945	Met with William Slim of the Fourteenth Army.
15th June 1945	Victory parade was held in Rangoon. The Burmese forces participated alongside the British and Allied forces.
August 1945	The Japanese forces surrendered.
August 1945	AFO was expanded and renamed as the Anti-Fascist People's Freedom League (AFPFL).
1945	BNA was renamed as Patriotic Burmese Forces (PBF).
September 1945	Signed an agreement to merge PBF with Burma Army under British command during a meeting in Kandy, Ceylon.
October 1945	Civil government was restored with Dorman-Smith as the governor of Burma.
January 1946	Elected as president of the AFPFL.
September 1946	Appointed as Deputy Chairman of the Executive Council of Burma with portfolios for defence and external affairs.
2nd January 1947	Met with Prime Minister Jawaharlal Nehru of India in New Delhi, India during his way to

	London.
27th January 1947	Signed "Aung San-Attlee Agreement" in London guaranteeing Burma's independence within a year.
12th February 1947	Signed "Panglong Agreement" with leaders from national groups expressing solidarity and support for united Burma in Panglong, Shan State, Burma.
April 1947	AFPFL won 196 of 202 seats in the election for a constituent assembly.
June 1947	Convened series of conferences at the Sorrenta Villa in Rangoon for rehabilitation of the country.
13th July 1947	Gave last public speech urging Burmese people to mend their ways and urged them to show more discipline.
4th January 1948	Burma regained its independence.

Song for General Aung San:

In Japan, to form an army for Myanmar's independence
 Conspired by giving their lives, through troubles and poverty
 That's the hero Bo Aung San and martyrs
 In our Myanmar, every parent must bring up children like Bo Aung San
In our Myanmar, every parents must bring up their children to be real martyrs
 Oh! Having King Ba Yint Naung and Razar Dirit
 Like Min Ye Kyaw Swa and King Alaung Phayar
 Reliable for every Myanmar national
 Hence, Myanmar people pluck the flower of victory, relentlessly without fear and dread
Chorus: (There must be historical biography and it is worth to inscribe the records in the chronicles, that's noble Bo Aung San)
 The martyrs who sacrifice for the interest of the country
 Save us from the abyss of slaves, to be free and escape
It happened to appear to dominate their country themselves, through the longing of all
 Planning to prevent the extinction of Myanmar race, to establish the Asian country
 The Myanmar who is the dynastic Cakya clan, and her martial prowess to become famous all over the world,
 Having strong will, and never loose their pride and spirit,
 The heroes took prestige for our nationals to be powerful,
 Actually, the ability and might of Tha Toe Ma Ha Bandoola is historically significant,
 They may be called the heroic sons of Myanmar,
 All our Myanmar Heroes!
 Let them become a tradition, handing down from generation to generation
Chorus: (There must be historical biography, and it is worth to inscribe the records in chronicle, that's noble Bo Aung San)

A Dance Revue of Kinfolks:

What a graceful Kachin girl, dancing Manaw
 The wonder is the Pharsi dance of Kayahs
Mr. Kayin is doing the Don choral dance that is lively, concerted and gay
 The group dance stepping between moving bamboo poles
 The dance created by Chins, is adorable
 Mr. Bamar is dancing Shwe Yoe with a pleasant of Dhobartdrum
 The charming Mon maiden, dancing like a little Braminy duck
 Dancing Keinnara are the lovely Shan girls
 Traditional dance of Rakhine, the Shindain, when once seen is not contented
 Our country Myanmar where every flower grows, has a variety of dances
 Unity among the blood relatives, Pinlon manifests it.

Photos Gallery of General Aung San:



Editorial Committee of Oway Magazine. Ko Aung San, the Editor, is seated second from left. (1936)



Ko Aung San, President of the All Burma Students Union. (1937)



Thakhin Hla Myaing and Thakhin Aung San in Japan. (1941)



Bo Letya, Bo Setkya and Bo Teza (Bogyoke Aung San) in Japan. (1941)



Bogyoke Aung San as a member of the Burma National Army. (April 1942)



Wedding Photograph of Bogyoke Aung San and Daw Khin Kyi. (September 1942)



The first delegation to Japan, before their audience with the Emperor. Bogyoke Aung San far right. (March 1943)



Bogyoke Aung San with a group of Kachin Bogyoke Aung San in women. (December 1946)



London. (January 1947)



Bogyoke Aung San in London, January 1947, between Thakin Mya and Lord Pethwick-Lawrence



Bogyoke Aung San with Sir Hubert Rance. (January 1947)



Bogyoke Aung San with Clement Attlee, 10 Downing Street, January 1947.

Delegates who attended Panlong Conference:

Bogyoke Aung San and Ministers Bo Khin Maung Gale, U Tin Htut and U Aung Zan Wai, Pha-Hsa-Pa-La delegates Thakin Wa Tin and U Pe Kin, Bo Hmu Aung, Bo Tun Hla and Bo Min Lwin of Pyithu Yebaw delegates, socialist party delegates correspondents club and delegates from daily newspapers attended the conference. Also present were Taungpaing Sawbwa Sao Khun Pan Sein, Nyaungshwe Sawbwa Sao Shwe Thaik, Hsenwi Sawbwa Sao Hon Hpa of Northern Shan State, Mongpon Sawbwa Sao San Htun, Thamongkham Sawbwa Sao Tun Aye and people's delegates from Shan State U Khun Phone, U Tin E, U Tun Myint, U Kya Pu, U Khin Saw, U Khun Hti and Sao Yek Hpa. Kachin delegates who attended the conference were Sama Duwa Hsinwanaung, U Ding Ra Tang, Duwa Zaw Yit, Duwa Zaw La, Duwa Zaw Lun, U La Bang Garong, La Maw Zaw Taung, Marang Khun Sai, Maung Le Kan and Tin Maung Chin delegates were U Pon Za Mang, U Taung Chit Tang, U Ko Mang, U Sein Lian, U Hlwa Hmune, U Man Lin, U Taung Za Khok and U Van Ko Hau. Phado Wa Yi Kyaw, Thaton U Hla Pe, Saw San Kay and U Chit Tee from KNU attended it as observers. Dominion Secretary Bottomley of delegates from the British government and British officials on hill regions were present as observers.

GRADE 4
MORAL & CIVICS

CHAPTER 7: BE A GOOD PERSON

Key Concept

Children understand that it is important to keep frugal living style with strong will, to have good education and admonishment, and to thank people who treat us well.

Learning Objectives

General Objectives

Children understand what are important for being a good person, such as keeping frugal living style with strong will, having good education and admonishment, and thanking people who treat us well.

Structure of This Chapter & Specific Objectives

<Lesson>

<Specific Objectives>

Lesson 15: A Good Moral and Strong Will

(1) Children are able to be aware that living frugally in daily life is the cause of wealth as well as one of the auspiciousness, and they are able to follow this style of life.
(2) Children are able to aware that keeping strong will is one of the auspiciousness and they are able to do it.

Lesson 16: Importance of Education and Admonishment

(1) Children make aware of the fact that people have to have good education from good teachers.
(2) Children realize that the admonishment of elders and parents should be heeded.

Lesson 17: Be Grateful and Avoid Ill Temper

(1) Children are able to be grateful to people who treat them in good manner and good spirit.
(2) Children are able to be aware of the fact that ill temper will lead to trouble.

Key Points

● **By understanding the main message of the stories, children get clear ideas what kind of people a good person is**

In this chapter, many interesting stories are prepared like the lessons at G3. These stories are, however, more complicated than the stories at G3. Children should read them carefully several times to get the main message of the stories. Based on the main ideas of the stories, children discuss what kind of people is a good person.

● **Through presentation and writing essays, children can create their opinions and ideas**

There are many chances to have presentation and to write essay about some issues in this chapter. Children do not currently have strong ability to creating and expressing their own opinions and ideas, because the traditional learning practices such as rote-learning and memorization have prevented them from improving such ability.

In this chapter, the teacher gives children many opportunities to discuss, form , and present their unique ideas during lessons.

Lesson 15: A Good Moral and Strong Will
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General Objective

Children understand what are important for being a good person, such as keeping frugal living style with strong will, having good education and admonishment, and thanking people who treat us well.

Specific Objectives

(1) Children are able to be aware that living frugally in daily life is the cause of wealth as well as one of the auspiciousness, and they are able to follow this style of life.

(2) Children are able to aware that keeping strong will is one of the auspiciousness and they are able to do it.

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

The main issue of this period of lesson is to understand that frugality is important in our daily life. This is clearly mentioned in the "Mingalar Poem (9)" like "*Be frugal and abstain from worldly pleasures.*"

Children understand it through the story of "King Tharlonmintayargyi." In this story, it is important for children to find out what King told a poor lady and why he told her about it. Then, children generalized the ideas in the story, such as in what things frugality should be practiced? and what benefits can be resulted from practicing frugality?

3rd period (*See examples of lesson plan)

At the end of the previous lesson, the teacher gave children an assignment to write an essay on how you will live through practicing frugality in future. In this period of lesson, the children present their essays in front of class.

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

The main issue of these periods of lesson is to understand that strong will is important whenever we are. This is also the main message of "Mingalar Poem (10)." Children learn it through reading the story of "Strange prince."

In addition, children understand the *lokkadhama*: including gain, loss, having many attendants, lack of attendants, praise, blame, well-being, and suffering.

6th periods (*See examples of lesson plan)

This is the conclusion part of this lesson. Based on the previous lessons, children discuss the following two issues:

- (1) How should we respond when facing with the bad *lokkadhamma*?
- (2) How should we respond when facing with the good *lokkadhamma*?

Children can be expected to apply the knowledge which was gained in the lesson, in their daily lives.

Examples of Lesson Plan

1st to 3rd Periods:

Specific Objectives


(1) Children are able to be aware that living frugally in daily life is the cause of wealth as well as one of the auspiciousness, and they are able to follow this style of life.

Teaching / Learning Materials

Mingalar poem (9)
A picture chart illustrating that King Tharlonmintayargyi is giving admonishment by pointing his finger to the poor lady who is draining off rice juice onto the road
A picture story of the King Tharlonmintayargyi

Teaching / Learning Procedure

(1st Periods)

Learning Activities	Duration (Min.)	Teaching/Learning Materials	Points to be noticed
<p>A teacher reads "Mingalar poem (9)."</p> <p>Students recite it following the teacher.</p> <div style="border: 1px solid black; padding: 10px; margin: 10px 0;"> <p>"Mingalar Poem (9)"</p> <p>Be frugal and abstain from worldly pleasures Keep loving-kindness in hand and be noble Try to find the four noble truths May you obtain enlightenment and get to heaven (Nivana) And escape from sufferings That is the "Buddhist Ideology," the Mingalar of the world</p> <p style="text-align: right;">By Dagon U Htun Myint</p> </div>	5	Mingalar poem (9)	
<p>The teacher shows a picture chart illustrating that King Tharlonmintayargyi is giving admonishment by pointing his finger to the poor lady who is draining off rice juice onto the road and asks a question, "What kind of word do you think the King is giving to her?"</p> <p>The students think about answers of the question.</p>	5	<p>Picture chart</p> 	

The teacher tells about the story of King Tharlonmintayargyi.	10	Picture story of the King Tharlonmintayargyi	
<p>“The King Tharlonmintayargyi”</p> <p>King Tharlon strictly prohibited the wasting things without discipline by his people. Moreover, he made an order for every home to save a handful of rice whenever cooking rice as a practice of frugality. After one month later, all collected rice was contributed to the poor by the people collectively in a pavilion. In addition, the king let his people carry out the practice of allocating their daily incomes for religion, for social occasion of joy or grief, for social affair, and for the family and spending only the rest.</p> <p>Once, King Tharlon went a trip to Saggaing by riding on an elephant. In a village, a poor woman drained off the rice juice and the rice juice flowed onto the road. When the king saw this, he called on the woman and gave admonishment "<u>Rice juice can give strength. It can be fed with salt to sons and daughters in order to appease hunger, or you can feed it to dog and pigs reared at home. You are lack of thought. You are wasting the rice juice.</u>"</p> <p>Further more, the performance of King Tharlon should be emulated in ordering his people to carry out the practice of frugality through giving admonishment and giving punishment to the persons such as one of the high official of the Royal court who threw away the leftover rice causing to waste and his daughter in fine dress, who leant against the palace wall etc.</p> <p>Since the practice of frugality was carried out in the reign of King Tharlonmintayargyi, the country became rich and flourish.</p>			
Students think about the issue, “Why did the King want the lady to be frugal?”	10		
The teacher explains the answer of “Why the King wanted the lady to be frugal?”	5		

(2nd Period)

Learning Activities	Duration (Min.)	Teaching/Learning Materials	Points to be noticed
The teacher reviews the story of King Tharlonmintayargyi with students	10	A picture story of King Tharlonmintayargyi	
<p>Referring to the story, students discuss the following issues:</p> <p>(1) In what things should frugality be practiced? Why?</p> <p>Ex. <i>Frugality should be practiced in having meals, wearing clothes spending money because food, garments and money should not be wasted.</i></p> <p>(2) What benefits can be resulted from practicing frugality?</p>	10		This discussion is better to be conducted by group.

<i>Ex.</i> <i>Wealth, enhancement and peace can be obtained as a result of practicing frugality.</i>			
Each group has a presentation of their ideas. (The teacher gives students an assignment- Writing an essay on how you will live through practicing frugality in future)	15		The teacher announces students that they have presentations of their essay in the following lesson and exchange their opinions.

(3rd Period)

Learning Activities	Duration (Min.)	Teaching/Learning Materials	Points to be noticed
Students have presentation of their essays. After one essay is presented, students give the presenter a brief comment.	30		It is impossible that all essays are presented in this limited time. So, the teacher selects some unique essays before this lesson.
Students again recite Mingalar poem (9) together.	5	Mingalar Poem (9)	

4th to 6th Periods:

Specific Objectives

(2) Children are able to aware that keeping strong will is one of the auspiciousness and they are able to do it.

Teaching / Learning Materials

Mingalar poem (10)
A story of "An extraordinary princess"
Pictures of "An extraordinary princess"

Teaching / Learning Procedure

(4th Period)

Learning Activities	Duration (Min.)	Teaching/Learning Materials	Points to be noticed
The teacher reads "Mingalar poem (10)	5	Mingalar poem (10)	

“Mingalar poem (10)”

It is natural that everyone faces riches and poverty
 The good and the bad comes together
 Don't be afraid, have a strong will,
 Control anxieties, desires and live peacefully
 That is the “Buddhist Ideology,” the Mingalar of the world

By Dagon U Htun Myint

Students recite it following the teacher.

5

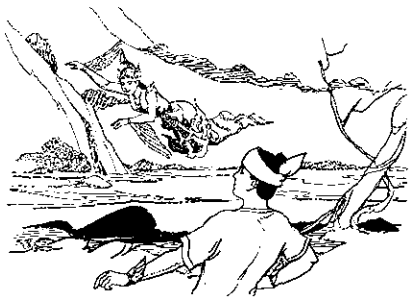
The teacher distributes some pictures of “An extraordinary princess” story to all groups.

Pictures of “An extraordinary princess”

The purpose of this activity is to let students make their image about the main message of the story, “An extraordinary princess.” Therefore, the teacher encourages students express their ideas as much as possible.

Students discuss what the pictures tell them.

5



(1) He was infatuated with her so that he trailed the Kinnari in order to confiscate and cohabit. The Princess Anthitabu was left behind.



(2) She went to the hermit living at a distance and learnt how to practice meditation. She tried to meditate intensively so that she gained supernatural powers through Jhana.



(3) She flew up to the sky with the supernatural powers obtained by practicing Jhana.



(4) She went flying to the other place peacefully and the stupid prince was left behind repenting his actions.

After students finished to guess what the picture tell, the teacher tells students a story of “An extraordinary princess.”

10

Story of “An extraordinary Princess”

“An extraordinary princess”

Long ago, King Baranathi who was reigning Baranathi had a prince, named Byamadat. The prince Byamadat had many attendants so that the king’s suspicion fell on the prince. The king became worried about his throne to be succeeded by the prince. Therefore, the prince was exiled from his country. The prince had a plan to dwell in the Himalayas. The prince had a spouse named Princess Ahthitabu. Ahthitabu not only was very pretty but also had good nature. She can be strong minded when facing with eight vicissitudes of life such as gain, loss, having attendant, lack of attendant, praise, blame, well-being and suffering. Therefore, she did not feel sad and grumble about the exile and followed the prince loyally.

This couple lived in a hut with leaf-roof at a proper place in the Himalayas. There was an old hermit practicing meditation intensively at some distance from them. The couple of prince and princess were living on the fruits, meat and fishes found in the forest.

One day, the prince found a Kinnari (Mythical bird with human head and torso) at a place in the forest and he was infatuated with her so that he trailed the Kinnari in order to confiscate and cohabit. The Princess Ahthitabu was left behind.

As the princess was a person who realized the vicissitudes of life, she felt neither sad nor worried about it. She went to the hermit living at a distance and learned how to practice meditation. She tried to meditate intensively so that she gained supernatural powers through Jhana. At that time, she did obeisance to the hermit and came back to her hut and lived there.

The Prince Byamadat failed in trailing Kinnari. The Kinnari was free when she was about to be caught by the prince. The Prince lost sight of the Kinnari so that he came back to the princess. When the princess had seen the prince, she flew up to the sky with the supernatural powers obtained by practicing Jhana.

“Oh my lord, I am capable of practicing meditation and have obtained the supernatural powers through Jhana because of you. Now, I don’t want you.” said the princess. She went flying to the other place peacefully and the stupid prince was left behind repenting his actions.

The teacher asks students the same question again, “What did the pictures tell us?” <i>Ex.</i> <i>If people always have strong will like the princess, people can overcome any difficulties.</i>	5		
The teacher concludes what the pictures told.	5		

(5th Period)

Learning Activities	Duration (Min.)	Teaching/Learning Materials	Points to be noticed
Students review the story of “An extraordinary princess.”	10	Pictures of “An extraordinary princess”	It is better that the teacher lets one or two students explain the outline of the story briefly.
Students discuss the following issues based on the story: (1) What qualification does the princess have?	15		This discussion is better to be conducted by group.

<p><i>Ex.</i> <i>The princess had good nature and was capable of being strong mind without shaking when facing with vicissitudes of life (Lokkadhamma) as well as she practiced meditation.</i></p> <p>(2) What are eight lokadhamma? <i>Ex.</i> 1. <i>Gain (of wealth)</i> 2. <i>Loss (of wealth)</i> 3. <i>Having many attendants</i> 4. <i>Lack of attendants</i> 5. <i>Praise</i> 6. <i>Blame</i> 7. <i>Well-being</i> 8. <i>Suffering</i></p> <p>(3) What are the good lokadhamma? <i>Ex.</i> <i>Above 1, 3, 5 and 7</i></p> <p>(4) What are the bad lokadhamma? <i>Ex.</i> <i>Above 2, 4, 6 and 8</i></p>			<p>The teacher should let students think about a specific example of the eight lokadhamma. It is not enough to mention the names of the eight lokadhamma.</p>
<p>Some students have presentations of their ideas.</p>	10		

(6th Period)

Learning Activities	Duration (Min.)	Teaching/Learning Materials	Points to be noticed
<p>Students review the previous lesson briefly, especially eight lokadhamma, good lokadhamma, and bad lokadhamma.</p>	5		
<p>Students discuss the following issues: (1) How should we respond when facing with the bad lokadhamma? <i>Ex.</i> <i>Don't feel depressed. It has to remain steadfast without feeling disheartened.</i></p> <p>(2) How should we respond when facing with the good lokadhamma? <i>Ex.</i> <i>Don't get conceited. Don't be overjoyed. It has to be strong of mind.</i></p>	15		<p>This discussion is better to be conducted by group.</p>
<p>Some students have presentations of their ideas.</p> <p>All students recite again Mingalar poem (10) together.</p>	10 5		

Assessment

What are the key issues in this lesson?

- Keep frugality in our daily lives
(This is the cause of richness and one of the auspiciousness.)
- Keeping strong will
(Then we can overcome any difficulties.)

How do you assess the performance of children?

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

The teacher can check the following two performances of children:

- (1) Essay, “How will you live through practicing frugality in future?”
(The 3rd period)
- (2) Presentation, “How should we respond when facing with the good and bad lokadhammas?” (The 6th period)

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

The teacher assess children’s performance during lessons by using the following ckecklist.

Checklist of Children’s Performance during Lessons

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

Lesson 16: Importance of Education and Admonishment	
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General Objective

Children understand what are important for being a good person, such as keeping frugal living style with strong will, having good education and admonishment, and thanking people who treat us well.

Specific Objectives

- (1) Children make aware of the fact that people have to have good education from good teachers.
- (2) Children realize that the admonishment of elders and parents should be heeded.

Lesson Planner**1st and 2nd periods**

There are three important messages of these periods of lesson. One is that it is important to do any things punctually. The second message is that to do so, we need education. The third message is that it is important to avoid bad behavior like killing the rooster and always to listen to the elders. By using a story of "Unpunctual rooster," and through discussion of it, teachers let children understand these important messages.

To conduct effective discussion, discussing topics are crucial. In this lesson, for example, the questions like "Why is there a big difference between the original rooster and the new rooster?" and "After students killed the rooster, what did the teacher tell them about? And what does that mean?" can promote children's active discussion with deep thought of the messages in the story.

3rd period

In this period, the teachers let children recall their own experiences as similar as the messages of the story – "when they did not listen to parents or the elders, and as a result they faced difficulties." By recalling their own experiences and having discussion of these, children can understand more deeply the important message of the story and develop their attitude and behavior in a good manner.

Examples of Lesson Plan

1st to 3rd Periods:

Specific Objectives

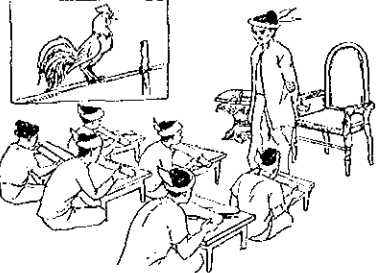
- (1) Children make aware of the fact that people have to have good education from good teachers.
- (2) Children realize that the admonishment of elders and parents should be heeded.


Teaching / Learning Materials

A story of "The unpunctual rooster"

Teaching / Learning Procedure

(1st and 2nd Periods)

Learning Activities	Duration (Min.)	Teaching/Learning Materials	Points to be noticed
A teacher tells students about a story of "The unpunctual rooster."	10	Story of "The unpunctual rooster"	
<p>"The unpunctual rooster"</p> <p>In the olden day, students who studied at the teacher of ancient Texila renowned in the four corners of the world, had to keep to take the crow of the rooster as a clock for studying, playing, bathing, going to bed, and attending to the teacher.</p> <p>One day, the punctual rooster had died so that they went into the forest and caught a rooster to replace it. Being a wild rooster it didn't crow punctually. Sometimes it crowed as it pleased and sometimes it didn't. Therefore, as the students got unpunctual and were angry about it, they killed it later.</p> <p>The teacher, who had not heard the rooster crowing, asked his students. They explained that they had already killed it for being unpunctual. The teacher, then edified, "My disciples, those who would not heed parents' admonitions while depending on parents and went on to disregard those of the teacher when they had grown up, were like that rooster in the ignorance of the right time."</p>			
<p>Students discuss the following issues by group.</p> <p>(1) What did the original rooster perform everyday? <i>Ex. He crowed punctually everyday like a clock.</i></p> <p>(2) What did the new rooster perform everyday? <i>Ex. He crowed when he liked.</i></p> <p>(3) Why is there a big difference between the original rooster and the new rooster? <i>Ex. The original rooster may have long been trained by someone. On the other hand, the new rooster was wild without any training.</i></p>	10	<p>Illustrations</p> 	<p>In the first discussion, the teacher lets students understand that doing any thing punctually is important and training (or education) is necessary to do so.</p>

<p>Each group has a presentation of their ideas.</p> <p>The teacher encourages students keep discussion forward and asks students, “What happened when the new rooster did not crow punctually?”</p> <p>Students discuss the following issue by group: (1) What happened when the new rooster did not crow punctually? <i>Ex. Students killed the rooster.</i></p> <p>(2) After students killed the rooster, what did the teacher tell them about? <i>Ex. My disciples, those who would not heed parents’ admonitions while depending on parents and went on to disregard those of the teacher when they had grown up, were like that rooster in the ignorance of the right time</i></p> <p>(3) What are the messages of this story? <i>Ex. There are three important messages in this story.</i> <i>1) It is important to do any things punctually.</i> <i>2) To do so, we need education.</i> <i>3) It is important to avoid bad behavior like killing the rooster and always to listen to the elders.</i></p>	<p>10</p> <p>20</p>		<p>This discussion is conducted by group. Especially the discussion topic (3) is very important. Therefore, the teacher lets students write down their ideas clearly.</p> <p>The discussion (3) is the most important. The teacher lead all the students to get the main message of the story.</p>
<p>Each group has a presentation of their ideas, especially the discussion topic (3).</p> <p>(At the end of the lesson, the teacher gives students an assignment. -Writing a short essay about their experience when they did not listen to parents or the elders, and as a result they faced difficulties.)</p>	<p>20</p>		

(3rd Period)

Learning Activities	Duration (Min.)	Teaching/Learning Materials	Points to be noticed
<p>The teacher reviews the main messages of the story “The unpunctual rooster” with students.</p> <p>Students review the three important messages of the story. <i>Ex.</i> <i>1) It is important to do any things punctually.</i> <i>2) To do so, we need education.</i> <i>3) It is important to avoid bad behavior like killing the rooster and always to listen to the elders.</i></p>	<p>5</p>	<p>Story of “The unpunctual rooster”</p>	

<p>The teacher lets some students present their experiences when they did not listen to parents or the elders, and as a result they faced difficulties.</p> <p>Some students express their own experiences.</p> <p>After each presentation, students discuss the following three points:</p> <p>(1) Why did he or she listen to parents or the elders?</p> <p>(2) What results did he or she have?</p> <p>(3) To avoid these (bad) results, what should he or she have done?</p>	<p>25</p>		<p>These presentations and discussions are important for students to understand the messages of the story by recalling their real experiences. The teacher should listen to each presentation carefully and encourage them to discuss actively.</p>
<p>The teacher confirms again the central messages of this lesson.</p> <p><i>Ex.</i></p> <p>1) <i>It is important to do any things punctually.</i></p> <p>2) <i>To do so, we need education.</i></p> <p>3) <i>It is important to avoid bad behavior like killing the rooster and always to listen to the elders.</i></p>	<p>5</p>		

Assessment

What are the key issues in this lesson?

- Doing any things punctually
- Needing good education to do things correctly
- Avoiding bad behavior

How do you assess the performance of children?

● **Checking children's essay**

In this lesson, all children was assigned in the 2nd period to write an essay about their experience when they did not listen to parents or the elders, and as a result they faced difficulties. The teacher can check these essays whether these are included what they learnt during lessons such as the three important points above.

● **Observing children's performance during lessons**

The teacher assesses children's performance during lessons and check them by using the checklist presented in the assessment section of lesson 11.

Lesson 17: Be Grateful and Avoid Ill Temper
--

General Objective

Children understand what are important for being a good person, such as keeping frugal living style with strong will, having good education and admonishment, and thanking people who treat us well.

Specific Objectives

- (1) Children are able to be grateful to people who treat them in good manner and good spirit.
- (2) Children are able to be aware of the fact that ill temper will lead to trouble.

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

The main issue of these periods is that children understand that it is important to be grateful to those whom gratitude is due and treat in good spirit, and ill temper will lead to trouble. These two strong messages should be taught through the story of "The saintly bear."

In this lesson, children think about thought of the hunter and feelings of the bear at the different scenes. Especially, the thought and feeling of the bear towards the hunter are being changed step by step. This gradual change should be taught clearly with its reasons.

3rd period (*See examples of lesson plan)

In this lesson, teachers and children share their real experiences as similar as the story. The teacher should spend a lot of time to share their experiences with other classmates. To exchanging their experiences, children can understand the message of the story deeply.

Finally, the central message of this lesson will be recited by all of the students to make sure what they learnt.

Examples of Lesson Plan

1st to 3rd Periods:

Specific Objectives

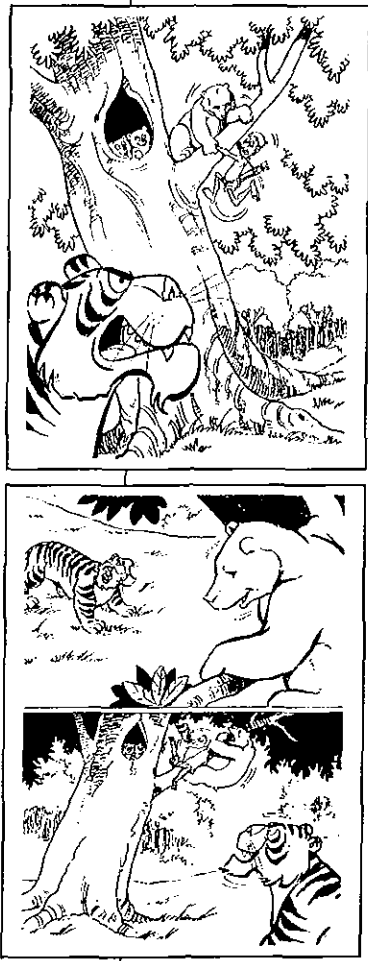
- (1) Children are able to be grateful to people who treat them in good manner and good spirit.
- (2) Children are able to be aware of the fact that ill temper will lead to trouble.

Teaching / Learning Materials

A story of "The saintly bear"
Illustrations

Teaching / Learning Procedure

(1st and 2nd Periods)

Learning Activities	Duration (Min.)	Teaching/Learning Materials	Points to be noticed
A teacher tells students about the story of "The saintly bear."	10	Story of "The saintly bear"	
<p>"The Saintly Bear"</p> <p>Once upon a time, there was a hunter who went into the forest to hunt, he didn't get the prey instead of he lost his way. When the night fell, he still could not find the way but came across with a tiger. So he had to run up a tree near by. There was a bear making a nest with his children on that tree. He warmly welcomed the hunter who was in danger of a tiger. The tiger called the bear on that tree and insisted upon the bear not to accept the human but to put him down the tree, as humans are ungrateful beings. Since the bear didn't push down the hunter, the tiger went away from under the tree. Soon the tiger came back and called out the hunter and suggested to push down the bear inadvertently if he didn't want to die and that he would in no time become the meal of bear. The hunter thought as if it were true and all of a sudden he pushed down the bear. But the bear that was on alert, caught hold of the branch and climbed up again so that the tiger did not bite it. The hunter was extremely terrified.</p> <p>However, the bear raised its spirits to give assistance till the end to a guest who had come to it. In the morning, the bear asked the hunter to look after its cubs and prepared to go in search for food. The hunter who could not stand the hunger any longer killed the cubs and ate them.</p> <p>When the bear came back, thought it was much grieved to see the bones and skins of its children than being pushed down from the tree. Since it was reluctant to retaliate the wickedness with the wickedness, it fed the hunter properly with the fruit it had brought and directed the way to go back. All at once the hunter killed the saintly bear, which was his benefactor, with his arrow, took it away and returned home.</p> <p>Within a few days after he got home, rashes and nodules appeared on his whole body and he became a leper and he had to live in poverty outside the village.</p>			

The teacher lets students recall the outline of the story.

Some students explain the outline of the story in turn.

Students discuss the following issues:

(1) Why did the bear warmly welcome the hunter in his nest on the tree?

Ex. Because the bear was warm hearted and she wanted to help the hunter who was targeted by a tiger.

(2) Once the tiger gave up to bite the hunter. But the tiger came back and said to the hunter, "Push down the bear." Instead of keeping saying to the bear, "Push down the hunter," why did the tiger said to the hunter?

Ex. The tiger knew that the bear had strong mind and would not push down the hunter. Therefore, the tiger had a different strategy to try to get his food.

(3) Why did the hunter push down the bear from the tree?

Ex. The hunter did not have grateful attitude and was very selfish. He was scared at the tiger and escaped from him. So, the hunter pushed down the bear.

(4) After the hunter pushed down the bear, what did the bear think about the hunter?

Ex. The bear may have been extremely disappointed and have not believed the hunter pushing her down.

(5) Why did the bear still serve kindly and offer fruits to the hunter after being pushed down by the hunter?

Ex. Although the bear felt that the hunter was not good, the bear still wanted to believe that the hunter was not so bad and he pushed her down because he was so scared at the tiger.

(6) Seeing the bones and skins of the children, what did the bear think?

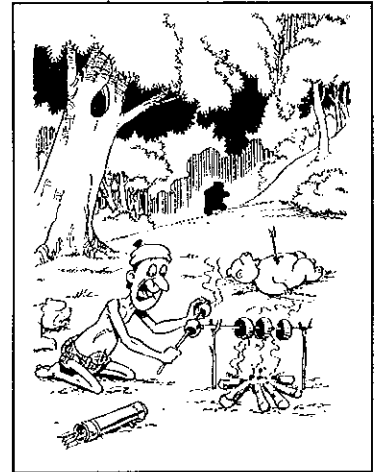
Ex. The bear really realized that the hunter was not a good person and would betray her trust easily. Therefore, the bear did not want to have any relations with him.

(7) Why did the hunter killed the bear at the end?

Ex. The hunter just pursued immediate profits, which kill the bear and bring it back for his

10

30



The story is a little long. Therefore, the teacher lets students recall it again before discussion.

This discussion is very important for children to understand the messages of the story and to create their own ideas based on the story. In discussion of some questions, students can have various opinions and ideas. Actually these is no fixed answer for all the questions. The teacher has to understand this point and admit various types of answers.

<i>food. He did not concern about the bear's goodwill to him.</i>			
Each student writes his (or her) own ideas of question (1) to (7) on paper.	20		The teacher can know student's ideas to check their writings.

(3rd Period)

Learning Activities	Duration (Min.)	Teaching/Learning Materials	Points to be noticed
The teacher introduces her (or his) experiences that she (or he) was betrayed by someone though she (or he) dealt with him kindly and friendly.	10		The teacher should explain her (or his) experiences with her feelings at that time.
The teacher asks students, "Do you have such kinds of experience? If you have, please share your experiences with your classmates." Students tell their own experiences.	20		After students explain, the teacher should ask what they felt when they had such experiences.
The teacher concludes this lesson with two important messages. (1) Be grateful to those whom gratitude is due and treat them in good spirit. (2) Be aware of the fact that ill temper will lead to trouble. Students recite the above two messages together.	5		

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

- Be grateful to people who treat us in good manner and good spirit
- Ill temper will lead to trouble, so avoid such temper

How do you assess the performance of children?

- **Short essay question**

The teacher gives children a short essay question to confirm their level of understanding. The short essay question should be made based on the concept of this lesson (ex. Be grateful to people who treat us in good manner and good spirit, and avoid ill temper.) A sample essay question is shown below.

Sample Essay Question

Please read the following sentences and write your opinion if you are under these situations.

(1) You have a good friend in your class, named “Maung Maung.” Maung Maung always helps you when you have troubles. For example, one day when you forgot bringing textbooks, he shared his books during lessons. Another day when you were injured during a lesson of physical education, he accompanied with your teacher to take me to a hospital.

One late afternoon, when you walking to home, you saw that Maung Maung was bullied by some bad boys. Those bad boys are notorious in your neighbors because they like to fight with any persons. What do you do?

(2) You are very generous and kind to everyone so that all your classmates like you very much. However, you have sometimes been betrayed by some classmates because you trust easily everyone. One day, your classmate approached you with serious face. You asked him, “What happened to you?” He slowly explained the situation. “I lost my money, which my mom gave me in this morning to pay my teacher for an exercise book. If I confess it to my mom, she will scold at me.” After listening to him, you lent him money because you fortunately had extra money in your pocket. He was so happy and said, “Tomorrow, I will give it to you back. Thank you.”

The next day, you met him. But he did not say anything about money. So, you asked him, “Hello, how are you? By the way, please give me back the money.” But surprisingly he said, “What? I did not rent money.”

It already passed several weeks from the incident. He completely ignored his rent of money. What do you feel and what do you do?

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

The teacher assesses children’s performance during lessons and checks them by using the checklist presented in the assessment section of lesson 11.

CHAPTER 8: ACT AS A GOOD PERSON

Key Concept

Children understand that it is important to act politely and in good manners, to follow the five precepts, and to take responsible for doing something.

Learning Objectives

General Objectives

Children understand how they should act as a good persons, such as acting politely and in well-manners, following the five precepts, and taking responsible for doing something.

Structure of This Chapter & Specific Objectives

<Lesson>

<Specific Objectives>

**Lesson 18:
Politeness**

- (1) Children are able to behave correctly in front of elders and teachers.
- (2) Children are able to realize that the cultural traditions are valuable and they are able to respect these which should be abided by all.

**Lesson 19:
Etiquette and Good Manners**

- (1) Children are able to tell the travel etiquette.
- (2) Children are able to follow the travel etiquette in practice.
- (3) Children make aware of the polite manners that should have in dealing with parents and teachers.
- (4) Children know that everyone should adhere to etiquette.

**Lesson 20:
Five Precepts and Bad Behaviors**

- (1) Children know the meaning of the five precepts.
- (2) Children are able to become people who follow the five precepts.
- (3) Children are able to explain that the despicable deeds that people do not like should be abstained.

**Lesson 21:
Duties and Responsibilities**

- (1) Children are able to form the aptitude having sympathy for people with difficulties and are able to be willing to help them through leaning and understanding of the Red Cross Society.
- (2) Children are able to be polite in words and manners and become the citizens who could devotedly discharge the duties of the state.
- (3) Children are able to have the motivation to try hard for the development of one's country.

Key Points

● **Children think about issues freely and develop their own ideas and opinions**

In this chapter, there are many interesting stories like the previous chapters. Based on these stories, children can learn what is the important for being a good person. Unlike the previous chapters, however, this chapter gives children more chances to think about the issues freely. Children can sometimes develop their ideas beyond the concept of the stories. Even when children do so, the teacher can respect their thinking and then guide them the direction of the lesson.

Lesson 18: Politeness

General Objective	Children understand how they should act as a good persons, such as acting politely and in well-manners, following the five precepts, and taking responsible for doing something
Specific Objectives	(1) Children are able to behave correctly in front of elders and teachers (2) Children are able to realize that the cultural traditions are valuable and they are able to respect these which should be abided by all
Lesson Planner	<p>1st and 2nd periods (*See examples of lesson plan)</p> <p>In these periods of lesson, the main issue is that students realize that following attitude and behavior are not appropriate in front of elders, parents and teachers.</p> <ul style="list-style-type: none"> ● Wearing longyi short ● Running in front of them ● Running in the hallway of school ● Passing through them with body straight and chest out ● Leaning on the wall in front of them ● Standing with one foot in front of them ● Scratching head in front of them ● Rubbing face in front of them <p>This idea is based on the tradition of the country Students understand the tradition and act correctly</p> <p>Teachers show students some picture stories in which there are inappropriate attitude and behavior above and lets them find what are wrong in the pictures</p> <p>3rd and 4th periods (*See examples of lesson plan)</p> <p>In these periods of lesson, the poem of “Politeness of social interaction” will be recited by all students. Then, students discuss politeness of social interaction more deeply and find out important attitude and behavior besides the attitude and behavior in the poem.</p> <p>After students finding out various attitude and behavior which should be taken by them everyday, it is better to write these attitude and behavior on paper and to put it in the classroom In this respect, all the students easily recall what attitude and behavior they should take</p>

Examples of Lesson Plan

1st to 4th Periods:

Specific Objectives

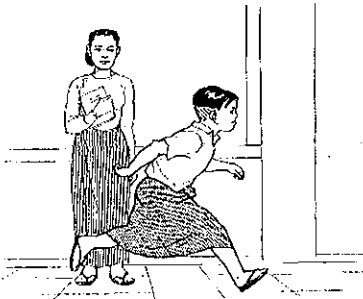
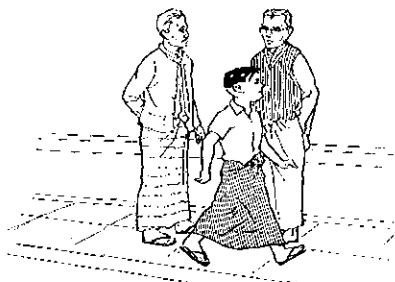
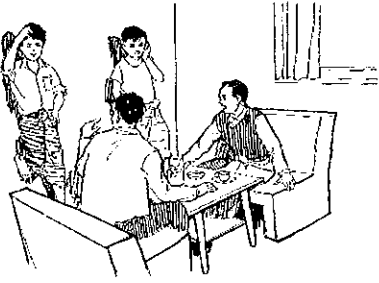
- (1) Children are able to behave correctly in front of elders and teachers.
- (2) Children are able to realize that the cultural traditions are valuable and they are able to respect these which should be abided by all.

Teaching / Learning Materials

A picture story of "Politeness in social interaction"
A story of "Politeness in social interaction"

Teaching / Learning Procedure

(1st and 2nd Periods)

Learning Activities	Duration (Min.)	Teaching/Learning Materials	Points to be noticed
<p>A teacher tells a story with pictures.</p> <div style="display: flex; justify-content: space-around; align-items: flex-start;"> <div style="text-align: center;">  <p>A student who wears longyi short run in front of a teacher on a school hallway</p> </div> <div style="text-align: center;">  <p>A student pass through with body straight and chest out in front of elders on a narrow street</p> </div> <div style="text-align: center;">  <p>A student who is leaning on the wall with one foot is scratching his head. Another student who is also leaning on the wall is rubbing his face in front of the elders</p> </div> </div>	<p>10</p>	<p>Picture story of "Politeness in Social Interaction"</p>	
<p>Students discuss what attitude and behavior the students in the picture story are taking are wrong. <i>Ex.</i> Picture (1):</p> <ul style="list-style-type: none"> ● <i>Wearing longyi short</i> ● <i>Running in front of a teacher</i> ● <i>Running in the hallway of school</i> <p>Picture (2):</p> <ul style="list-style-type: none"> ● <i>Passing through the elders with body straight and chest out</i> <p>Picture (3):</p> <ul style="list-style-type: none"> ● <i>Leaning on the wall in front of the elders</i> ● <i>Standing with one foot in front of the elders</i> ● <i>Scratching head in front of the elders</i> ● <i>Rubbing face in front of the elders</i> 	<p>15</p>	<p>Picture story of "Politeness in social interaction"</p>	<p>This discussion is better to be conducted by group.</p>

<p>Each group has a presentation of their ideas.</p> <p>Students discuss what they should act if you were the students in the picture story.</p> <p><i>Ex.</i></p> <p><i>Picture (1):</i></p> <ul style="list-style-type: none"> ● We should wear longyi appropriately. ● We should slow down and bend forward a little before crossing teachers ● We should not run hallways of school. <p><i>Picture (2):</i></p> <ul style="list-style-type: none"> ● We should go a few yards to face them, stop with arms at the sides, feet together and bend the body imperceptibly. ● We should bow the head a little to show respect. <p><i>Picture (3):</i></p> <ul style="list-style-type: none"> ● We should stand with both feet. ● We should stand still. ● We should not scratch the head. ● We should not rub the face. 	<p>10</p> <p>15</p>		
<p>Each group act correctly in front of the classroom.</p>	<p>20</p>		<p>This is a role-playing. Each group decides the role of each person and act smoothly.</p>

(3rd and 4th Periods)

Learning Activities	Duration (Min.)	Teaching/Learning Materials	Points to be noticed
<p>The teacher reads a poem of “Politeness in Social Interaction.”</p>	<p>10</p>	<p>A poem of “Politeness in social interaction”</p>	
<p>“Politeness in Social Interaction”</p> <p>One should not run, stamp feet or wear longyis short in crossing in front of elders. If one has been running in the direction of elders, slow down and bend forward a little before crossing. One should not pass through with the body straight and chest out. To present yourself, go a few yards to face them, stop with arms at the sides, feet together and bend the body imperceptibly and bow the head a little to show respect. Standing on one foot, scratching head and rubbing face are not to be done but to stand still.</p> <p style="text-align: right;">By Tun Myaing</p>			
<p>Students recite the poem together.</p>	<p>10</p>		
<p>The teacher asks students, “Besides these attitude and behavior above, what attitude and behavior</p>			

are not good in front of elders and teachers.”			
Students discuss it by group and write some attitude and behavior on paper.	25		When students write inappropriate attitude and behavior on paper, the teacher should let them think that what attitude and behavior should be taken instead of these inappropriate ones.
Each group has a presentation of their ideas.	15		
The teacher writes down their ideas on blackboard like the following and lets students recite them together. Ex.	10		
<div style="border: 1px solid black; padding: 5px;"> <p><i>Inappropriate attitude and behavior in front of elders</i></p> <ul style="list-style-type: none"> ● <i>We should not talk with them with eating something.</i> ● <i>We should not talk with them without polite words.</i> ● <i>We should not coax them to buying us something, etc</i> </div>			

(Additional activity)

The appropriate and inappropriate attitude and behavior can be wrote on a bigger paper and put it in the classroom. In this respect, the attitude and behavior can be a good instruction for students and all students can recall and follow it easily in their everyday lives.

Assessment

What are the key issues in this lesson?

- Behaving correctly in front of elders and teachers
- Respecting valuable cultural traditions

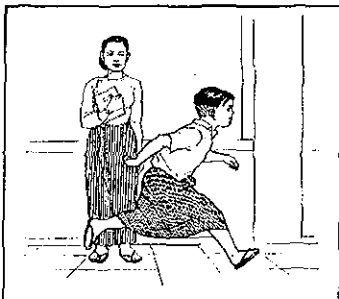
How do you assess the performance of children?

● **Short essay question**

The teacher gives children a short essay question to confirm their level of understanding. The short essay question should be made based on the concept of this lesson. A sample essay question is shown below.

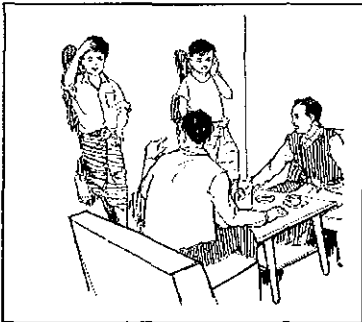
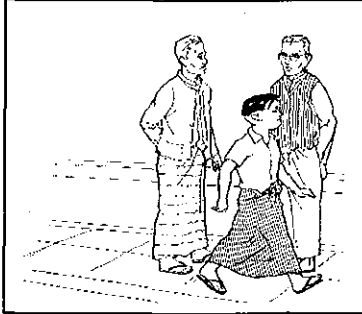
Sample Essay Question

Please look at the following three illustrations carefully and find what are the problems and what you should do if you were the person in the illustrations.



(Continue to the next page)

(Continued from the previous page)



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

The teacher assesses children’s performance during lessons and check them by using the checklist presented in the assessment section of lesson 11.

In addition, the teacher also observes children’s daily attitude and behavior towards other people through schooling time. The teacher can refer the following sheet and write short memos about individual children. This record can be referred to the final evaluation of CPR.

Sample description sheet for Children’s Attitude and Behavior

Acting politely to teachers and classmates

(Does he/she act politely towards teachers and classmates?)

Acting in good manners and etiquette

(Does he/she act in good manner and etiquette?)

Following the five precepts

(Does he/she follow the five precepts?)

Taking responsible

(Does he/she take responsible for doing something?)

Lesson 19: Etiquette and Good Manners
--

General Objective

Children understand how they should act as a good persons, such as acting politely and in well-manners, following the five precepts, and taking responsible for doing something.

Specific Objectives

- (1) Children are able to tell the travel etiquette.
- (2) Children are able to follow the travel etiquette in practice.
- (3) Children make aware of the polite manners that should have in dealing with parents and teachers.
- (4) Children know that everyone should adhere to etiquette.

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

In these periods of lesson, children think freely what they should do in the given condition in terms of etiquette and good manners. Teachers prepare various cards with words which are categorized into three, (1) "People," (2) "Condition," and (3) "Place" and "Occasion." Children make their own situations by combining three cards.

This is like a game with fun Children can learn the issues of etiquette and good manner through this game.

4th and 5th periods

In these periods of lesson, the teachers use the poem of "General Etiquette." In this poem, however, some important words (describing attitude and behavior) are covered by paper. Children think about these words. This is also a game like the previous lessons. Through this game, children think about appropriate attitude and behavior.

Examples of Lesson Plan

1st to 3rd Periods:

Specific Objectives

- (1) Children are able to tell the travel etiquette.
- (2) Children are able to follow the travel etiquette in practical.

Teaching / Learning Materials

Cards on which one word is written

For example,

A: Cards related to "People"

An old man A woman with an injured leg A blind man
A pregnant young woman Foreigner A young man Boys Girls

B: Cards related to "Condition"

Carrying heavy bags Looking for a place Lost his (or her) way
Looking very tired Lost his (or her) wallet Throwing away litter Spitting
Speaking very loudly Coughing heavily Sneezing constantly
Breaking into the line Jostling

C: Cards related to "Place" and "Occasion"

On the street On the train On the bus On the cross-section
In front my house At the ticket office In the crowd

Teaching / Learning Procedure

(1st, 2nd and 3rd Periods)

Learning Activities	Duration (Min.)	Teaching/Learning Materials	Points to be noticed
<p>A teacher tells students like the followings: <i>Ex.</i> "Long time ago, when I was traveling to Mandalay from Yangon by train, I had a bad experience. When I was enjoyed seeing the scenery from the window, I suddenly felt something put on my arm. What do you think happened? My arm became wet with something like liquid. I just looked around in our compartment of the train, I found that a man sitting in another seat threw away juice from the window. The juice was put on my arm. I was very angry at him and thought that he did not know any etiquette."</p>	10		<p>A teacher introduces her (or his) experiences, which can be an introduction of this lesson.</p>
<p>The teacher prepares various cards on which one word is written like follows:</p> <p>A: Cards related to "People"</p> <p><u>An old man</u> <u>A woman with an injured leg</u> <u>A blind man</u> <u>A pregnant young woman</u> <u>Foreigner</u> <u>A young man</u> <u>Boys</u> <u>Girls</u></p>		<p>Cards on which one word is written</p>	

<p>B: Cards related to “Condition” <u>Carrying heavy bags</u> <u>Looking for a place</u> <u>Lost his (or her) way</u> <u>Looking very tired</u> <u>Lost his (or her) wallet</u> <u>Throwing away litter</u> <u>Spitting</u> <u>Speaking very loudly</u> <u>Coughing heavily</u> <u>Sneezing constantly</u> <u>Breaking into the line</u> <u>Jostling</u></p> <p>C: Cards related to “Place” and “Occasion” <u>On the street</u> <u>On the train</u> <u>On the bus</u> <u>On the cross-section</u> <u>In front my house</u> <u>At the ticket office</u> <u>In the crowd</u></p> <p>Students choose each card from A, B and C, and make a story which describes the situation. And then they answer that if they face such a situation, what they should do? <i>Ex. A students chose the following three cards:</i> A: <u>An old man</u> B: <u>Carrying heavy bags</u> C: <u>On the bus</u> <i>In this case, the students can make such a story:</i> <i>“An old man got on the bus with his heavy bags.”</i> <i>Then, he should answer like this:</i> <i>“If I saw this situation, I give my seat to the man and carry his bags.</i></p> <p>Students write down their stories on their notebook after making stories.</p>	60		<p>Students can make various different stories by combining different cards. The teacher give them enough time to lets them make many different stories.</p>
<p>Students have presentations of their stories.</p>	35		

4th to 5th Periods:

Specific Objectives

- (3) Children make aware of the polite manners that should have in dealing with parents and teachers.
- (4) Children are able to know that everyone should adhere to etiquette.

Teaching / Learning Materials

A story of “General Etiquette” with covering some words

Teaching / Learning Procedure

(4th and 5th Periods)

Learning Activities	Duration (Min.)	Teaching/Learning Materials	Points to be noticed
The teacher reviews the previous lesson.	10		It is better that the teacher writes down the important manners during traveling on blackboard.
The teacher shows students a written poem of "General Etiquette" with erasing some important words.		A story of "General Etiquette" with covering some words	
<p>"General Etiquette"</p> <p>(1) In talking with teachers, parents and elders, <u>keep the eye contact</u> and <u>talk politely</u>.</p> <p>(2) In greeting elders and teachers, greet with either <u>a bow</u> or say <u>"Mingalabar."</u></p> <p>(3) <u>Do not interrupt</u> when others are talking.</p> <p>(4) Do not use <u>unpleasant words or unfulfilling</u> words.</p> <p>(5) Refrain from using <u>vulgar</u> language.</p> <p>(6) Do not bite <u>finger or fingernails</u>.</p> <p>(7) It is to accomplish one's duties and responsibilities without <u>complaint</u>.</p> <p>(8) Keep a smile during interaction.</p> <p>(9) Do not disturb other's <u>happiness</u>. Be <u>sincere</u> and keep <u>a good will</u> in interaction.</p> <p><u> </u> will be covered words</p>			
<p>Students think about appropriate words in the above blanks by group.</p> <p>Each group has a presentation of their ideas.</p>	<p>30</p> <p>20</p>		<p>These can be various different answers. The teacher should admit if student's answers are suitable.</p>
<p>After presentations, the teacher tells the correct word of each blank.</p>	5		
<p>Students read the poem together.</p>	10		

Assessment

What are the key issues in this lesson?

- Etiquette during traveling
- Etiquette when interacting with people

How do you assess the performance of children?

- **Short essay question**

The teacher gives children a short essay question to confirm their level of understanding and their ideas about etiquette. A sample essay question is shown below.

Sample Essay Question

Please observe your neighbors and community and find some situations in which people do not act in good manner. Write your findings and what you should do if you are responsible to improve the situation.

*(Ex. There are many plastic bags in my neighborhood. People always throw it without any environmental consideration. Recently these plastic bags are piled up and make our neighbors dirty. If I am responsible for improving the neighbor, I will do *****)*

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

The teacher assesses children's performance during lessons and checks them by using the checklist presented in the assessment section of lesson 11.

Lesson 20: Five Precepts and Bad Behaviors

General Objective

Children understand how they should act as a good persons, such as acting politely and in well-manners, following the five precepts, and taking responsible for doing something.

Specific Objectives

- (1) Children know the meaning of the five precepts.
- (2) Children are able to become people who follow the five precepts.
- (3) Children are able to explain that the despicable deeds that people do not like should be abstained

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

The main issue of this period of lesson is to know the “five precepts.” Teachers tell children the “five precepts” written in the original language, Pali. Children have a certain image of the five precepts.

In this period of lesson, it is not necessarily for children to understand the meaning of the five precepts. It is enough for children to have an image of it.

2nd period (**See examples of lesson plan*)

One of the five precepts, “To abstain from killing,” is the main issue. Through the story of “Kind-hearted person,” children understand this precept.

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

One of the five precepts, “To abstain from stealing,” is the main issue. First students think what they should do if you find something by chance by using specific examples. Then, children think about this issue more deeply through the story of “Right decision.” Children should think about people’s feeling.

5th period (**See examples of lesson plan*)

One of the five precepts, “To abstain from telling lies,” is the main issue. Through the past experience of lying, children think about people’s feeling who was lied and their own feeling after lying

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

In these periods of lesson, polite behaviors are the main issue. Children think how we should behave to be polite by taking specific examples. In addition, the teachers introduce the poem of “Despicable person” and children discuss this poem.

Examples of Lesson Plan

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

- (1) Children are able to know the meaning of five precepts.
 (2) Children are able to become people who follow the five precepts.

Teaching / Learning Materials

The five precepts in Pali
 A story of "Kind-hearted person"
 A story of "Right decision"

Teaching / Learning Procedure(1st Period)

Learning Activities	Duration (Min.)	Teaching/Learning Materials	Points to be noticed
A teacher asks students if they pray to god daily and if they have ever heard about the five precepts.	5		
The teacher explains the five precepts in Pali together with Myanmar meaning.	20	The five precepts in Pali	The teacher should explain the meaning of the each precepts clearly.
<div style="border: 1px solid black; padding: 5px;"> <p>Five precepts (Pali)</p> <ol style="list-style-type: none"> 1. Panatipata Wairamanitheikharpadan Thamardiyami - (will always refrain from killing other's lives) 2. Ahdainadana Wairamanitheikharpadan Thmardiyami - (will always refrain from stealing others property) 3. Karmaythumeısasara Wairamanitheikharpadan Thamardiyami. - (will always refrain from living in sin) 4. Mutharwada Wairamanitheikharpadan Thamardiyami - (will always refrain from telling lies) 5. Thurameıraya Myızzapamadahtanar Wairamanitheikharpadan Thamardiyami - (will always refrain from drinking alcohol and using drugs) </div>			
The students recite them together.	10		

(2nd Period)

Learning Activities	Duration (Min.)	Teaching/Learning Materials	Points to be noticed
The students review the five precepts.	5		
The teacher tells a story of "Kind-hearted	10	Story of "Kind-	

person.”		hearted person”	
<p>“Kind-hearted person”</p> <p>Once upon a time, there are three brothers living in a village, named “big brother,” “middle brother” and “younger brother.” The big brother is very atrocious. The middle brother is a disorganized person though he is kind. The younger brother is very soft-hearted and loves animals. He is always neat and precise in whatever he does.</p> <p>The big brother usually went into forest and killed animals. Sometimes he killed rabbits and brought them back home. The middle brother, as always careless, stumbled, fell down and killed a snail that is on the lane. He was disheartened after seeing it.</p> <p>The younger brother always took care not to have any animals died because of him. That is why the whole village called him kind-hearted person.</p>			
<p>The students discuss the following issues:</p> <p>(1) What characteristics do the three brothers have?</p> <p>(2) Who are guilty and who are innocent?</p>	15		
<p>The teacher supplements and explains more about the main message of the story of “Kind-hearted person.”</p>	5		<p>This supplement and explanation are depending upon how much students understand the main message of the story.</p>

(3rd Period)

Learning Activities	Duration (Min.)	Teaching/Learning Materials	Points to be noticed
<p>The teacher reviews the five precepts.</p>	5		
<p>The teacher asks students the following two questions:</p> <p>(1) One day you found money (for example, 500 kyat) in the school compound. What will you do?</p> <p>(2) One day you found a gold necklace on the street. What will you do?</p> <p>Each student expresses his/her ideas of these two questions.</p>	10		
<p>The students discuss how you feel and how the owner of that property feel in the following cases:</p> <p>(1) The case that you took the money and the</p>	15		<p>In this discussion, the teacher does not necessarily give answers because they</p>

gold necklace. (2) The case that you brought them to a teacher or a community leader.			can find out answers in the next period of lesson.
Some groups present their ideas about the above issues. The teacher concludes the issue.	5		

(4th Period)

Learning Activities	Duration (Min.)	Teaching/Learning Materials	Points to be noticed
The teacher asks some students to share their experiences that they have ever picked up someone's property accidentally. Some students explain their experiences.	10		
The teacher tells the story of "Right decision."	5	Story of "Right decision"	
<div style="border: 1px solid black; padding: 10px;"> <p>"Right Decision"</p> <p>Once upon a time, there were two persons in a small village, who were friends named Thae Thae and Win Win. They loved each other so much. But Thae Thae always sympathized others and Win Win did not have sympathy.</p> <p>One day when they met at school, Win Win told Thae Thae happily that she had found a wallet yesterday on her way back home. After listening, Thae Thae told Win Win that the owner of the wallet would be very upset by now and to look for the owner and return it. Win Win said, "I am not stealing onther people's property. I got this because I deserve it." She was very happy looking at the wallet she had found.</p> <p>About one month later, Thae Thae went to visit Win Win's house and as soon as she arrived she saw Win Win crying sadly. Thae Thae soothed her friend and asked why she was crying. Win Win said that she was crying because lost her compass today at school. Thae Thae went back after appeasing her by saying it could be found back tomorrow after informing the teacher.</p> <p>The next day, in class, they told their friends that Win Win's compass was lost. Then one of their friends said that the compass was mistakenly with her and returned back. Win Win was very glad after that. Thae Thae reminded her that the owner of the wallet would be very sad. Later, Win Win decided to look for the owner and return the wallet.</p> </div>			
The students discuss the following issues: (1) How does the person who lost the property feel? (2) If you lose your property, how will you feel? (3) If you pick up something by chance, what should you do?	15		It can be discussed by group.

Some groups present their ideas.	5		
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(5th Period)

Learning Activities	Duration (Min.)	Teaching/Learning Materials	Points to be noticed
<p>The teacher asks students, "Have you ever told a lie to someone?"</p> <p>If someone have told a lie, share their experiences. If nobody wants to share his/her experience, the teacher shares his/her own experiences.</p> <p><i>Ex.</i> A teacher gave me an assignment which should have been completed by the next day. However, I completely forgot it and did not finish it. In the next morning, I told my teacher that I had to look after my mother because she became sick suddenly.</p>	10		
<p>Based on the above experiences, the students discuss the following issues:</p> <p>(1) Why did he/she tell a lie to the teacher? (2) After telling a lie, what kind of feeling did he/she have?</p> <p>The students discuss that if someone tells a lie to you, how you regard that person in your mind.</p>	10 10		The discussion can be conducted by group.
Some students present their ideas.	5		

6th to 7th Period:**Specific Objectives**

(3) Children are able to explain that the despicable deeds that people do not like should be abstained.

Teaching / Learning Materials

A story of "Despicable Person"

Teaching / Learning Procedure(6th Period)

Learning Activities	Duration (Min.)	Teaching/Learning Materials	Points to be noticed
The teacher asks students to think about how to behave to be polite, by showing some examples of polite behavior.	5		

The students discuss how to behave to be polite.	10		
The students discuss what advantages could have by taking the above behaviors.	15		
The teacher supplements and explains more if necessary.	5		

(7th Period)

Learning Activities	Duration (Min.)	Teaching/Learning Materials	Points to be noticed
<p>The teacher tells students the story of “Despicable person” with some blanks.</p> <div style="border: 1px solid black; padding: 10px; margin: 10px 0;"> <p>“Despicable Person”</p> <p>He who <u>disobeys parents</u>, is a despicable person. He who <u>disobeys teachers</u>, is a despicable person. He who <u>tells a lie</u>, is a despicable person. He who <u>swears and rude</u>, is a despicable person. He who devoid of compassion and consideration, is a despicable person. And remember brothers and sisters. Correct the kids since offspring for not becoming a despicable being.</p> <p><input type="text"/> is blanks.</p> <p style="text-align: right;">By Myaylatt Maung Myint Thu</p> </div>	5	Story of “Despicable Person”	It is better that teacher shows the poem written on the bigger paper.
<p>The students discuss the poem and think about some appropriate words to filling in the blanks.</p> <p>Each group presents their own ideas.</p>	10 10		<p>This discussion is conducted by group.</p> <p>The teacher should accept any words if these make sense.</p>
<p>The teacher tells students the original poem.</p> <p>All students recite the poem together.</p>	5 5		

Assessment

What are the key issues in this lesson?

- Five precepts: (1) Abstaining from killing, (2) Abstaining from stealing, (3) Abstaining from sexual misconduct, (4) Abstaining from telling lies, and (5) Abstaining from liquor and narcotics

How do you assess the performance of children?

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

The teacher assesses children's performance during lessons and check them by using the checklist presented in the assessment section of lesson 11.

Lesson 21: Duties and Responsibilities

General Objective

Children understand how they should act as a good persons, such as acting politely and in well-manners, following the five precepts, and taking responsible for doing something.

Specific Objectives

- (1) Children are able to form the aptitude having sympathy for people with difficulties and are able to be willing to help them through leaning and understanding of the Red Cross Society.
- (2) Children are able to be polite in words and manners and become the citizens who could devotedly discharge the duties of the state.
- (3) Children are able to have the motivation to try hard for the development of one's country.

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

The main topic is to know what the Red Cross Society is and what activities it has. First, based on the experiences of children, this issue is discussed in the lesson. During the discussion, a teacher encourages children to recall their experiences related to the Red Cross and to list up its activities as much as possible.

After the first period, the teacher give children an assignment to ask parents and community leaders about the Red Cross to get more information. This information will become the base for the following lessons.

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

The main issues in these periods of lesson are to complete a list of activity of the Red Cross by group and to find the reasons why the Red Cross does such activities. By using the story of "Boys and Girls of the Red Cross," the teacher promotes children's discussion.

At the last part of the lesson, children think about what kinds of moral fiber are required to be a member of the Red Cross.

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

According to the previous lessons, the children learnt that it is important to have sympathy for people with difficulties and are able be willing to help them and it is necessary to have strong will to do so.

In these periods of lesson, children think about their responsibilities and duties: "What should we do?" In addition, children also consider the reasons why they should take such responsibilities and do such duties. The teacher uses the story of "The Duty of Boys and Girls" to help children's understanding.

Examples of Lesson Plan

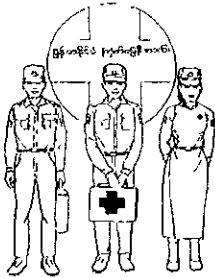
1st to 4th Periods:**Specific Objectives**

(1) Children are able to form the attitude having sympathy for people with difficulties and are able to be willing to help them through learning and understanding of the Red Cross Society.

Teaching / Learning Materials

A picture of the Red Cross Society
A story of "Boys and Girls of the Red Cross"

Teaching / Learning Procedure(1st period)

Learning Activities	Duration (Min.)	Teaching/Learning Materials	Points to be noticed
<p>A teacher shows students a picture of the Red Cross Society and asks them, "What is it?" and "What do you know about it?"</p> <p>Students individually express some ideas about the Red Cross Society.</p>	5 5	<p>Picture of the Red Cross Society</p> 	
<p>The students discuss its activities in detail by group and make a list of the activities.</p>	20		<p>The teacher lets students write the activities of the Red Cross Society as much as possible.</p>
<p>The teacher gives the students an assignment to ask their parents and community leaders about the activities of the Red Cross Society.</p>	5		<p>This assignment is for completing the list of the activity of the Red Cross Society. The teacher encourages individual students to correct information as much as possible.</p>

(2nd, 3rd and 4th Periods)

Learning Activities	Duration (Min.)	Teaching/Learning Materials	Points to be noticed
<p>The teacher reviews the previous lesson and asks some students about the activity of the Red Cross Society.</p> <p>Some students express activities of the Red Cross Society according to the work in the previous lesson.</p>	10		

<p>Each group completes the list of activity of the Red Cross Society by gathering new information each student got from parents and community leaders.</p>	<p>20</p>		
<p>Each group presents their lists of activity.</p>	<p>15</p>		
<p>The students discuss by group why the Red Cross is doing such activities and presents their ideas.</p>	<p>20</p>		<p>This discussion is to find out the purpose of the Red Cross Society.</p>
<p>The teacher tells about the story of “Boys and Girls of the Red Cross.”</p>	<p>10</p>	<p>Story of “Boys and Girls of the Red Cross”</p>	
<div style="border: 1px solid black; padding: 10px;"> <p>“Boys and Girls of the Red Cross”</p> <p>Red Cross is based on sympathy Loving-kindness is the fundamental Help the troubled Feel considerate, have sympathy Help all races and religions to promote health Let’s we, boys and girls of the Red Cross Participate in prevention of disease out breaks A nursing brigade that always welcomes youth</p> <p style="text-align: right;">By Maung Kyay Zu</p> </div>			
<p>Each group discusses by group again what purposes the Red Cross has to do its activity.</p>	<p>15</p>		<p>In this discussion, students refer to the story of “Boys and Girls of the Red Cross.”</p>
<p>Students discuss by group what kinds of moral fiber are required to be a member of the Red Cross Society.</p>	<p>10</p>		
<p>Each group has a presentation of their ideas.</p>	<p>5</p>		

(Optional Activity)

The teacher invites a member of the Red Cross Society and gives students a chance to understand the real situations of the Red Cross. This may be a great opportunity to ask some questions which students could not solve during the lessons. Beforehand, the teacher should let students prepare clearly what they want to listen to the Red Cross member.

5th to 6th Periods:

Specific Objectives

- (2) Children are able to be polite in words and manners and become the citizens who could devotedly discharge the duties of the state.
- (3) Children are able to have the motivation to try hard for the development of one's country.

Teaching / Learning Materials

A story of "The Duty of Boys and Girls"

Teaching / Learning Procedure

(5th and 6th Periods)

Learning Activities	Duration (Min.)	Teaching/Learning Materials	Points to be noticed
<p>A teacher asks students, "What duties do you have everyday life?"</p> <p>Students express their duties as much as possible.</p>	10		
<p>The teacher picks up some duties which students expressed and asks them why they must do these.</p> <p>The students discuss the reasons why they have such duties.</p>	20		<p>Example: Duties: Studying hard Reasons: (1) Becoming an educated person, (2) Acting and behaving correctly, and (3) Serving the country well, etc.</p>
<p>The students again think about what they should do (=duties) and list them up.</p>	15		This can be conducted by group.
<p>Each group presents their own ideas about what they should do (=duties)?</p>	10		
<p>The teacher tells about the story of "The Duty of Boys and Girls."</p>	5	Story of "The Duty of Boys and Girls"	
<div style="border: 1px solid black; padding: 10px;"> <p>"The Duty of Boys and Girls"</p> <p>Young people should keep in mind that It can be called as cultured people only when you are polite in words and manners Don't fight against peers Respect teachers, parents and elders Should have diligence and be hard working to get education while young One must develop the spirit of loving his country and the people Myanmar nation will be beautiful and developed only when boys and girls are dutiful Try hard, Try hard</p> <p style="text-align: right;">By Maung Tin Soe (Thit Yar Kauk)</p> </div>			

<p>The students pick up important duties in the story which boys and girls should do and think again about why they should do such duties.</p> <p>Each group presents their ideas.</p>	<p>15</p>		<p>This can be conducted by group.</p>
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Assessment

What are the key issues in this lesson?

- Forming the aptitude having sympathy for people with difficulties
- Forming the aptitude willingly helping people with difficulties
- Binge polite in words and manners and become the citizens who could devotedly discharge the duties of the state
- Having the motivation to try hard for the development of one's country.

How do you assess the performance of children?

● **Short essay question**

The teacher gives children a short essay question to confirm their level of understanding and their ideas about etiquette. A sample essay question is shown below.

Sample Essay Question

To develop your school, community, and country, what will you do and what do you think are your responsibility?

● **Observing children's performance during lessons**

The teacher assesses children's performance during lessons and checks them by using the checklist presented in the assessment section of lesson 11.

