

GRADE 4
LIFE SKILLS

CHAPTER 9: BEING HEALTHY

Key Concept

Children acquire the skills necessary to live in healthy.

Learning Objectives General Objectives

- (1) Children make the habit of personal hygiene.
- (2) Children use and drink clean water.
- (3) Children use a toilet properly.
- (4) Children take a nutritious diet.
- (5) Children reduce the risk of suffering from Malaria.
- (6) Children do not take narcotic drugs.
- (7) Children get the knowledge of preventing AIDS.
- (8) Children have good mental health.

Structure & Specific Objectives

Lesson 22: Personal Hygiene

Children will be able to:

- (1) Keep their face and body clean.
- (2) Keep their nose clean.
- (3) Make a habit of brushing their teeth.
- (4) Carry out the daily, weekly and monthly cleaning tasks.
- (5) Wear clothes suitable for the weather and climate conditions.
- (6) Keep the environment clean.

Lesson 23: Clean Water

Children will be able to:

- (1) Tell clean water from unclean water.
- (2) Drink and use clean water.
- (3) Make water clean.

Lesson 24: Using a Toilet

Children will be able to:

- (1) Use a toilet actively.
- (2) Encourage their family or community to use a fly-proof toilet.

Lesson 25: Nutrition

Children will be able to take a nutritious diet.

Lesson 26: Malaria

Children will be able to prevent from getting malaria.

Lesson 27: Narcotic Drugs

Children will be able to:

- (1) Keep from narcotic drugs.
- (2) Acquire the skill of overcoming the pressure of using narcotic drugs.
- (3) Acquire the skill of persuading the drug addict friend to give up it.

Lesson 28: HIV/AIDS

Children will be able to prevent from getting infected with HIV

Lesson 29: Mental Health

Children will be able to:

- (1) Express their feelings/emotions.
- (2) Console others who are in trouble.
- (3) Be mentally healthy.

Key Point

● Learning the skills necessary to live in healthy

In this chapter, children are supposed to understand what “being healthy” is through getting the basic knowledge on personal hygiene, nutrition, drugs and a few infectious diseases. The lessons on personal hygiene and nutrition are given same as G3. In G4, the lesson of “Malaria” is given as one of the infectious diseases through mosquitoes. Regarding drugs, the harm of some narcotic drugs in addition to smoking should be learned. The lesson of “HIV/AIDS” is also given following to G3. In G4, the lesson of “Mental Health” is newly introduced. School children between 10 and 13 years of age are in their transition from childhood to adolescence. At this age they often have emotional changes such as being easily angered by trivial matters, being overtaken by sadness, worrying about their figure and appearance, wanting to do what is prohibited by adults, etc. These kinds of mental changes occur naturally. Children need to learn how to restrain themselves in order to avoid extremes. Maintenance of their mental health like controlling their emotions will be acquired through the relationship with others.

Lesson 22: Personal Hygiene

General Objective

Children make the habit of personal hygiene.

Specific Objectives

Children will be able to:

- (1) Keep their face and body clean.
- (2) Keep their nose clean.
- (3) Make a habit of brushing their teeth.
- (4) Carry out the daily, weekly and monthly cleaning tasks.
- (5) Wear clothes suitable for the weather and climate conditions
- (6) Keep the environment clean.

Lesson Planner

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

The first specific objective

1st and 2nd periods:

Recollect the bad effects of not cleaning the face and body and the reason of keeping them clean they studied in G3

↓

Recognize the importance of keeping their face and body clean

↓

Keep their face and body clean

The second specific objective

3rd period:

Know the bad effects of poking a nose and not keeping it clean

↓

Keep their nose clean

The third specific objective

4th period.

Know the cause of a toothache

↓

Know that brushing the teeth is only way to avoid a toothache

↓

Make a habit of brushing their teeth

The fourth specific objective

5th period.

Recall the cleaning tasks schedule they studied in G3

↓

Check whether they are carrying out the cleaning tasks

↓

Carry out the daily, weekly and monthly cleaning tasks

The fifth specific objective

6th period.

Know the advantages of wearing clothes suitable for the weather and climate conditions

↓

Wear clothes suitable for the weather and climate conditions

The sixth specific objective

7th and 8th periods:

Know the meaning of personal hygiene and environmental sanitation and that they are related each other

↓

Recognize the importance of cleaning the environment to keep the health

↓

Keep the environment clean

Lesson 22: Examples of Lesson Plan

1st and 2nd Periods

Specific Objective

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

Teaching / Learning Procedure

Learning Activities	Duration (Min.)	Teaching/ Learning Materials	Points to be noticed
<p><Teacher> Asks students what will happen if they do not wash their body regularly</p> <p><Students> Discuss in groups and each group presents.</p> <p><Teacher> Asks students what will happen if they do not brush their teeth every day.</p> <p><Students> Discuss in groups and each group presents.</p> <p><Teacher> Asks students what will happen if they do not wash their hands after going to a toilet.</p> <p><Students> Discuss in groups and each group presents.</p> <p><Teacher> Asks students why we should keep our face and body clean.</p> <p><Students> Discuss in groups and each group presents.</p>	35		Let students recall what they studied in the lesson on personal hygiene in G3 as an introduction of G4 lesson
<p><Teacher> Writes down the following three boxes on the blackboard and explains to students the right answers on the consequences of unclean activities.</p>	30		

If we do not wash the body regularly
 ↓
 We will develop dirty skins
 ↓
 We will have an itch and some skin diseases

If we do not brush teeth every day
 ↓
 We will have bad or decayed teeth
 ↓
 We will have a toothache and
 bad smell in the mouth

If we do not wash hands after going to a toilet
 ↓
 We will eat foods by dirty hands with germs
 ↓
 We will have diarrhoea or other infectious diseases
 like typhoid, cholera and dysentery

<Students>

Listen to the teacher's explanation.

<Teacher>

Gives more detailed information on the bad effects of unclean activities as follows.

If we do not wash our face, we will get pimples and boils. We need to wash the face with soap and plenty of water to avoid them. If we do not keep the hair clean, scalp diseases like dandruff and seborrhoea will occur. We should apply oil to the hair and comb neatly. If we do not clean finger and toe nails, we will get the infectious diseases like epidermophytosis.

<p><Students> Listen to the teacher's explanation.</p>			
<p><Teacher> Concludes that it is important to keep the face and body clean to avoid getting diseases and live healthy.</p>	5		

3rd Period

Specific Objective

Children will be able to keep their nose clean.

Teaching / Learning Procedure

Learning Activities	Duration (Min.)	Teaching/ Learning Materials	Points to be noticed
<p><Teacher> Asks students whether they poke a finger or a pencil into nostrils.</p> <p><Students> Answer each.</p> <p><Teacher> Asks students whether they practice something to keep a nose clean and if so, what they do.</p> <p><Students> Answer each.</p> <p><Teacher> Asks students how they clean a nose when they have a stuffed-up nose.</p> <p><Students> Answer each.</p>	15		Care should be taken for students not to poke a finger into nostrils.

<p><Teacher> Explains the following information.</p> <div style="border: 1px solid black; padding: 10px; margin: 10px 0;"> <p>A nose is an important organ for breathing. Nostrils should be kept clean and a care should be taken not to injure it. Children tend to poke their finger or something hard into nostrils, but this act should be avoided. Cleaning a nose with dirty handkerchief should also be avoided. The entered foreign body carrying along with the inhaled air into the lungs cause bronchial obstruction, so it is likely to lead to breathing difficulty, suffocation and nose bleeding. Being a dusty place, catching cold and squeezing nasal discharge out cause dirty nostrils.</p> </div> <p><Students> Listen to the teacher’s explanation.</p>	15		
<p><Teacher> Concludes that it is necessary to keep a nose clean and that it should be cleaned in washing a face.</p>	5		

4th Period

Specific Objective

Children will be able to make a habit of brushing their teeth.

Teaching / Learning Procedure

Learning Activities	Duration (Min.)	Teaching/ Learning Materials	Points to be noticed
<p><Teacher> Asks students whether they have ever suffered from a toothache.</p> <p><Students> Answer each.</p>	20		

<p><Teacher> Asks students what they think the cause of a toothache is.</p> <p><Students> Answer each.</p> <p><Teacher> Explains the following information.</p> <div style="border: 1px solid black; padding: 10px; margin: 10px auto; width: 80%;"> <p style="text-align: center;">Decayed Tooth</p> <p>In some communities it is said that toothache is caused by biting some tooth worms, but it is totally wrong. Toothache occurs since the painful tooth is the decayed tooth or dental caries. A decayed tooth is made by the acid development due to the combination of food dregs between the teeth and bacteria that are visible only under a microscope. The outermost layer of tooth becomes black first and a pore is developed due to the acid. If the pore is not treated in time, bacteria enter deeply into the root of the tooth and then toothache occurs.</p> </div> <p><Students> Listen to the teacher's explanation.</p>			
<p><Teacher> Tells students that toothache occurs due to the decayed tooth. Then asks them how they think they can prevent from getting the decayed tooth.</p> <p><Students> Answer each.</p>	10		

<p><Teacher> Explains the following information.</p> <div style="border: 1px solid black; padding: 10px; margin: 10px auto; width: 80%;"> <p style="text-align: center;">Prevention of Decayed Tooth</p> <p>Brushing teeth is the only way to prevent from getting the decayed tooth. It is better to brush teeth every after eating, but if it is difficult, at least before sleeping we should do it since bacteria is in active during sleeping. In brushing teeth, it is necessary to brush carefully not to leave any food particles between the teeth. In case a toothbrush is not available, it is necessary to gurgle every after eating. It is better not to bite hard seeds, buds or objects for keeping the good teeth.</p> </div> <p><Students> Listen to the teacher's explanation.</p>			
<p><Teacher> Concludes that toothache is caused by the decayed tooth and that it is necessary to brush teeth in order to avoid getting the decayed tooth.</p>	5		

5th Period

Specific Objective

Children will be able to carry out the daily, weekly and monthly cleaning tasks.

Teaching / Learning Materials

Copy of worksheet of "Cleaning Tasks Schedule" (if available)

Teaching / Learning Procedure

Learning Activities	Duration (Min.)	Teaching/ Learning Materials	Points to be noticed																
<p><Teacher> Asks students which part of the body should be cleaned at the following time.</p> <ul style="list-style-type: none"> - After getting up - Before eating - After eating - After going to a toilet - Before sleeping at night - Daily, weekly and monthly <p><Students> Discuss in groups and each group presents.</p> <p><Teacher> Gives the correct answers as follows.</p> <table border="1" data-bbox="183 970 835 1424"> <tbody> <tr> <td>After getting up</td> <td>Wash a face Comb hair</td> </tr> <tr> <td>Before eating</td> <td>Wash hands</td> </tr> <tr> <td>After eating</td> <td>Wash mouth and hands</td> </tr> <tr> <td>After going to a toilet</td> <td>Wash hands</td> </tr> <tr> <td>Before sleeping at night</td> <td>Brush teeth</td> </tr> <tr> <td>Daily</td> <td>Wash a face and body (hands and legs)</td> </tr> <tr> <td>Weekly</td> <td>Wash hair Clip finger and toe nails</td> </tr> <tr> <td>Monthly</td> <td>Have the hair cut</td> </tr> </tbody> </table> <p><Students> Correct their answers.</p>	After getting up	Wash a face Comb hair	Before eating	Wash hands	After eating	Wash mouth and hands	After going to a toilet	Wash hands	Before sleeping at night	Brush teeth	Daily	Wash a face and body (hands and legs)	Weekly	Wash hair Clip finger and toe nails	Monthly	Have the hair cut	20		Let students recall the lesson on personal hygiene in G3.
After getting up	Wash a face Comb hair																		
Before eating	Wash hands																		
After eating	Wash mouth and hands																		
After going to a toilet	Wash hands																		
Before sleeping at night	Brush teeth																		
Daily	Wash a face and body (hands and legs)																		
Weekly	Wash hair Clip finger and toe nails																		
Monthly	Have the hair cut																		
<p><Teacher> Lets students mark ○ in the blank where applicable on the worksheet and paint the circle like ● if they carry out each cleaning task.</p> <p><Students> Mark to the tasks they carry out on the worksheet.</p>	10	Copy of worksheet of "Cleaning Tasks Schedule" (if available)	Unless the worksheet is available, let students write down the table of "Cleaning Tasks Schedule" on the notebook.																
<p><Teacher> Concludes that children should keep on carrying out the cleaning tasks.</p>	5																		

6th Period

Specific Objective

Children will be able to wear clothes suitable for the weather and climate conditions.

Teaching / Learning Procedure

Learning Activities	Duration (Min.)	Teaching/ Learning Materials	Points to be noticed
<p><Teacher> Asks students why we need to wear clean clothes and put on footwear.</p> <p><Students> Discuss in groups and each group presents.</p> <p><Teacher> Tells that we need to wear clean clothes and put on footwear in order to protect our body against various diseases.</p>	10		Let students recall the lesson on personal hygiene in G3.
<p><Teacher> Explains the following information.</p> <div style="border: 1px solid black; padding: 10px; margin-top: 10px;"> <p>In Myanmar there are different kinds of climate according to the different geographical regions. Therefore we need to wear clothes suitable for the climate in the region in order to protect our body from the climate and weather conditions. For example, in the humid climate regions, clothes such as cotton-made, with long sleeves or sweaters should be worn to protect from the rain. In the inland areas, people need to wear light clothes and a cap in the hot season. In the dusty places under the glaring heat of the sun, we should wear a hat and carry an umbrella in order to prevent trachoma, which is common in these places. In the mountainous and forested area, mosquitoes hatch heavily, so people should wear clothes with long sleeves and trousers to reduce the risk of mosquito's biting.</p> </div>	20		

<p><Students> Listen to the teacher's explanation.</p>			
<p><Teacher> Concludes that it is necessary to wear clothes suitable for the weather and climate conditions to live healthy.</p>	5		

7th and 8th Periods

Specific Objective

Children will be able to keep the environment clean.

Teaching / Learning Procedure

Learning Activities	Duration (Min.)	Teaching/ Learning Materials	Points to be noticed
<p><i>Field trip</i></p> <p>Teacher takes students to the unsanitary places such as a garbage or dirty toilet. After coming back to the classroom, let them make the following observation record.</p> <div data-bbox="180 1251 824 1619" style="border: 1px solid black; padding: 10px; margin: 10px 0;"> <p style="text-align: center;">Observation Record</p> <p>Observer:</p> <p>Date:</p> <p>Place:</p> <p>Findings:</p> </div>	35		Care should be taken for students not to touch the dirty objects during observing.
<p><Teacher> Lets all students present their findings in the observation card.</p> <p><Students> Present their findings each.</p>	30		

<p><Teacher> Asks students what bad effects would occur at the place they observed.</p> <p><Students> Discuss in groups and each group presents.</p> <p><Teacher> Explains the following information.</p> <div style="border: 1px solid black; padding: 10px; margin: 10px 0;"> <p>Personal hygiene (keeping oneself clean) and environmental sanitation (keeping one's environment clean) are closely related. For example, suppose there is a big pile of garbage beside a house. A lot of flies may come to the garbage and some of them may rest on the uncovered foods in the house. If someone eats that foods, he/she may suffer from diarrhoea. In this way, the dirty environment spoils our health. It is therefore important to keep our environment clean as well as to keep us clean.</p> </div> <p><Students> Listen to the teacher's explanation.</p>			
<p><Teacher> Concludes that personal hygiene and environmental sanitation are related each other so that it is important to keep the environment clean as well as take care of our personal hygiene.</p>	5		

Assessment

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

- (1) Why do we need to keep our face and body clean?
- (2) What should you keep from poking a finger or a pencil into nostrils?
- (3) Why a toothache occurs and what is the preventive way of it?
- (4) Why do we need to wear clothes suitable for the weather/climate conditions?
- (5) Why do we need to keep the environment clean?
- (6) Choose the cleaning tasks you should do at the following time (Write tasks numbers).

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

Lesson 23: Clean Water

General Objective

Children use and drink clean water.

Specific Objectives

Children will be able to:

- (1) Tell clean water from unclean water.
- (2) Drink and use clean water.
- (3) Make water clean.

Lesson Planner

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

The first specific objective

1st period:

Observe clean water and unclean water

↓

Know the characteristic of clean water

↓

Tell clean water from unclean water

The second specific objective

2nd period:

Know the bad effects of drinking and using unclean water

↓

Recognize the importance of drinking and using clean water

↓

Drink and use clean water

The third specific objective

3rd period:

Give the resource of water and know whether each resource is drinkable or not

↓

Know the three ways of making water clean

↓

Make water clean

Lesson 23: Examples of Lesson Plan

1st Period

Specific Objective

Children will be able to tell clean water from unclean water.

Teaching / Learning Materials

Three glasses of water, clear water sterilized by boiling, clear water not sterilized, and unclear water

Teaching / Learning Procedure

Learning Activities	Duration (Min.)	Teaching/ Learning Materials	Points to be noticed
<p><Teacher> Shows two glasses of water, one is clear water that is sterilized by boiling and the other is unclear water. Then asks students which is clean water.</p> <p><Students> Answer each.</p> <p><Teacher> Shows two glasses of clear water, one is sterilized by boiling and the other is not, and asks students which is "clean" water.</p> <p><Students> Answer each.</p> <p><Teacher> Tells students that one glass of clear water is sterilized by boiling and the other is not. Then asks again which is "clean" water.</p> <p><Students> Answer each.</p>	15	<p>Two glasses of water, clear water sterilized by boiling and unclear water</p> <p>Two glasses of clear water, sterilized by boiling and not sterilized</p>	<p>In showing two glasses of clear water, do not tell that one is sterilized and the other is not.</p>
<p><Teacher> Asks students what kind of water is clean water.</p>	15		

<p><Students> Discuss in groups and each group presents.</p> <p><Teacher> Explains that clean water should have no color, no sediment, no smell, no taste, no dangerous substance dissolved, no germ.</p> <p><Students> Listen to the teacher's explanation.</p>			
<p><Teacher> Concludes that every clear water is not clean water because clear water that is not sterilized contains many germs and bacteria so that clean water should be free from them.</p>	5		

2nd Period

Specific Objective

Children will be able to drink and use clean water.

Teaching / Learning Procedure

Learning Activities	Duration (Min.)	Teaching/ Learning Materials	Points to be noticed
<p><Teacher> Asks students what kind of water is clean water.</p> <p><Students> Answer each.</p> <p><Teacher> Asks students what they think would happen if we did not drink or use clean water.</p> <p><Students> Discuss in groups and each group presents.</p>	15		Review the last class.
<p><Teacher> Explains the following information.</p>	15		

<p>Water without sterilization contains many germs, bacteria and viruses that are harmful to our body. If we did drink such kind of water, we would get the diseases such as diarrhoea, dysentery, cholera, typhoid, hepatitis, etc. Also, if we used this kind of water in washing eyes and face, we would get skin diseases and trachoma.</p>			
<p><Students> Listen to the teacher's explanation.</p> <p><Teacher> Asks students whether they have ever suffered from the above diseases or seen the person who were suffering from them and if so, what they were like.</p> <p><Students> Those who have suffered from or seen the diseases tell what they were like.</p>			
<p><Teacher> Concludes that we have to drink and use clean water in order to avoid getting the diseases.</p>	5		

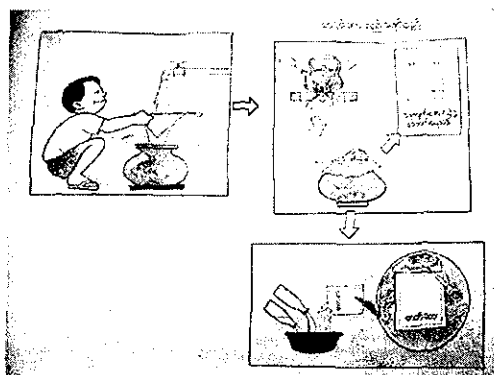
3rd Period

Specific Objective

Children will be able to make water clean.

Teaching / Learning Materials

Picture of the ways to make water clean (using a filter, boiling, mixing alum)



Teaching / Learning Procedure

Learning Activities	Duration (Min.)	Teaching/ Learning Materials	Points to be noticed
<p><Teacher> Asks students where they can get water and writes down the answers on the blackboard.</p> <p><Students> Answer each.</p> <p><Teacher> Asks students whether each water resource written on the blackboard is drinkable or not.</p> <p><Students> Answer each.</p>	10		<p>If students did not give enough answers, add the following.</p> <p>Tap Well Rain River Lake Spring Underground etc.</p>
<p><Teacher> Asks students what they are doing to make water clean at home.</p> <p><Students> Answer each.</p> <p><Teacher> Shows the picture of the ways to make water clean and explains each way to students.</p> <p><Students> Listen to the teacher’s explanation with looking at the picture.</p> <p><Teacher> Tells students that it is the best to carry out all the three ways to make water clean, but if not possible, at least using a filter and boiling should be done.</p>	20	Picture of the ways to make water clean	
<p><Teacher> Concludes that it is essential to make water clean by using the ways introduced in the class.</p>	5		

Assessment

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

- (1) What kind of water is clean?
- (2) What kind of diseases will you get if you drink or use unclean water?
- (3) Give three ways to make water clean.

Lesson 24: Using a Toilet

General Objective

Children use a toilet properly.

Specific Objectives

Children will be able to:

- (1) Use a toilet actively.
- (2) Encourage their family or community to use a fly-proof toilet.

Lesson Planner

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

The first specific objective

1st period:

Know the bad effects of not using a toilet

↓

Recognize the importance of using a toilet

↓

Use a toilet actively

The second specific objective

2nd period:

Know the characteristics of three kinds of toilet to be used

↓

Know the bad effects of not using the three kinds of toilet

↓

Recognize the merit of using a fly-proof toilet

↓

3rd period:

Observe the toilets in the school and outside

↓

Encourage their family or community to use a fly-proof toilet

Lesson 24: Examples of Lesson Plan

1st Period

Specific Objective

Children will be able to use a toilet actively.

Teaching / Learning Procedure

Learning Activities	Duration (Min.)	Teaching/ Learning Materials	Points to be noticed
<p><Teacher> Asks students where they excrete when they want to at home, school and the outside.</p> <p><Students> Answer each.</p> <p><Teacher> Asks students with what they clean after excreting.</p> <p><Students> Answer each.</p>	10		Explain this according to circumstances of the region.
<p><Teacher> Tells students that they should go to a toilet, not a bush, field or river when they want to excrete and clean with water or paper, not a hand or stick. Then asks students why they think they should do so.</p> <p><Students> Discuss in groups and each group presents.</p> <p><Teacher> Explains that students should go to a toilet since excreting in bush or river is unsanitary and may cause the spread of infectious diseases and that they should clean with water or paper since using their hand or stick is also unsanitary and may lead to some diseases.</p> <p><Students> Listen to the teacher's explanation.</p>	20		

<p><Teacher> Tells students that when they want to excrete, they should go to a toilet and use it properly.</p>	5		
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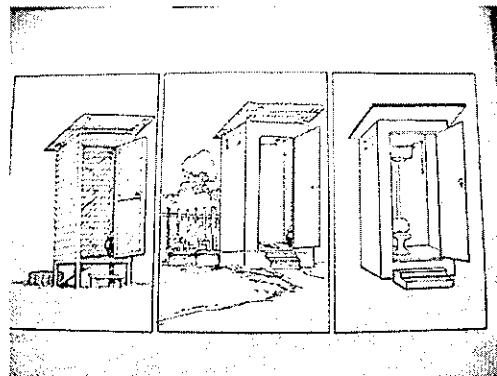
2nd and 3rd Periods

Specific Objective

Children will be able to encourage their family or community to use a fly-proof toilet.

Teaching / Learning Materials

Picture of three kinds of toilet (fly-proof toilet, toilet with septic tank and flush toilet)



Teaching / Learning Procedure

(2nd period)

Learning Activities	Duration (Min.)	Teaching/ Learning Materials	Points to be noticed
<p><Teacher> Asks students whether they have ever seen or used a fly-proof toilet, toilet with septic tank or flush toilet and if so, where they have seen or used.</p> <p><Students> Answer each.</p>	10		
<p><Teacher> Shows the picture of three kinds of toilet and explains the characteristic of each toilet.</p>	20	Picture of three kinds of toilet	

<p><Students> Listen to the teacher's explanation with looking at the picture.</p> <p><Teacher> Tells students that we should use these types of toilet if available. Then asks them why they are good.</p> <p><Students> Discuss in groups and each group presents.</p> <p><Teacher> Explains the following information.</p> <div style="border: 1px solid black; padding: 10px; margin: 10px 0;"> <p>A toilet without any fly-proof device should be avoided. This kind of toilet is unsanitary and full of worms, so using it causes contagious diseases like diarrhoea. Installing the fly-proof toilet should be therefore encouraged in all towns and villages in Myanmar. It should be situated in the place at least 50 feet far from a well.</p> </div> <p><Students> Listen to the teacher's explanation.</p>			
<p><Teacher> Concludes that students should use a fly-proof toilet if available.</p>	5		

(3rd period)

Learning Activities	Duration (Min.)	Teaching/ Learning Materials	Points to be noticed
<p><i>Field trip</i></p> <p>Teacher takes students to the toilet in the school and the outside. Let them do the following tasks.</p> <ol style="list-style-type: none"> 1. Identify which kind of toilet that is 2. Check whether the toilet is used clean. 3. Observe the environment around the toilet. 	35		Care should be taken for students not to fool around the toilet.

Assessment

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

- (1) Where should you go when you want to excrete?
- (2) What is the merit of using a fly-proof toilet?

Lesson 25: Nutrition**General Objective**

Children take a nutritious diet.

Specific Objective

Children will be able to take a nutritious diet.

Lesson Planner

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

1st period:

Recall the three food groups and their characteristics and examples of food materials

↓

2nd period:

Know what a nutritious diet is

↓

3rd period

Know what malnutrition is and the bad consequences of it

↓

Recognize the importance of taking a nutritious diet

↓

Take a nutritious diet

Lesson 25: Examples of Lesson Plan

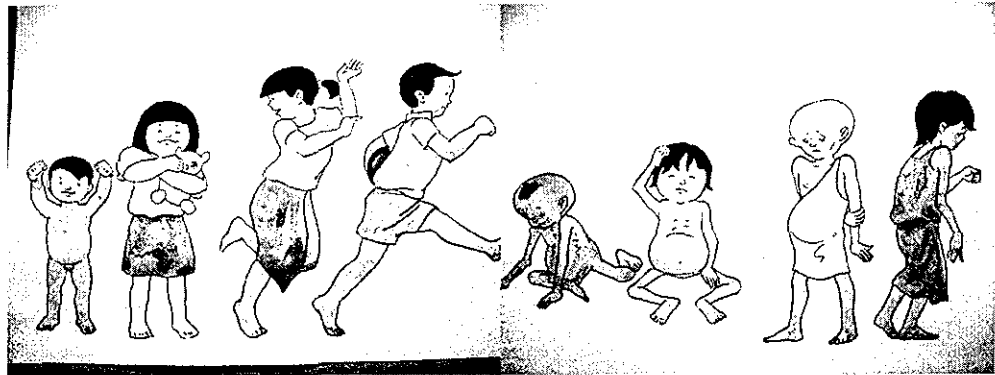
1st, 2nd and 3rd Periods

Specific Objective

Children will be able to take a nutritious diet.

Teaching / Learning Materials

Pictures of healthy children and unhealthy children



Teaching / Learning Procedure

(1st and 2nd periods)

Learning Activities	Duration (Min.)	Teaching/ Learning Materials	Points to be noticed
<p><Teacher> Asks students how many groups the foods we eat can be divided into.</p> <p><Students> Answer each.</p> <p><Teacher> Lets students give the characteristic of each food group and writes down them on the blackboard.</p> <p><Students> Discuss in groups and each group presents.</p>	35		<p>Review the lesson “A Sound Body” in G3.</p> <p>The characteristic and examples of each food group are as follows.</p> <p>Group 1: Foods containing carbohydrates and fats, which supply energy to the body (e.g. rice, wheat, corn, cereals, potatoes, different kinds of edible oil, sugar, coconut, etc.)</p>

<p><Teacher> Lets students give the examples of food materials that belong to each food group and writes down them on the blackboard.</p> <p><Students> Answer each.</p>			<p>Group 2: Foods containing proteins, which help the growth of the body (e.g. meat, fish, egg, milk, beans, nuts, etc.)</p> <p>Group 3: Foods containing vitamins and minerals, which protect the body against diseases (e.g. vegetables, fruits, seaweeds, etc.)</p>
<p><Teacher> Asks students what kind of diet is a good diet.</p> <p><Students> Discuss in groups and each group presents.</p> <p><Teacher> Explains the following information.</p> <div data-bbox="175 1249 820 1492" style="border: 1px solid black; padding: 5px; margin: 10px 0;"> <p>A good, ideal diet is a nutritious diet. A nutritious diet means a well-balanced diet that consists of the balanced number of food materials of the three food groups.</p> </div> <p><Students> Listen to the teacher's explanation.</p>	30		<p>Let students recall the ideal meal menu they studied in G3.</p>
<p><Teacher> Concludes that a nutritious diet is a well-balanced diet that includes food materials of the three food groups so that it is necessary to have a nutritiously balanced diet to be healthy.</p>	5		

(3rd period)

Learning Activities	Duration (Min.)	Teaching/ Learning Materials	Points to be noticed
<p><Teacher> Asks students what kind of diet is nutritious.</p> <p><Students> Answer each.</p>	5		Review the last class.
<p><Teacher> Shows two pictures of healthy children and unhealthy children and asks students what is the difference between them.</p> <p><Students> Discuss in groups and each group presents.</p> <p><Teacher> Explains the following information.</p> <div data-bbox="181 1009 831 1499" style="border: 1px solid black; padding: 5px;"> <p>If we take neither enough foods nor nutritious diet, we will become the condition of “malnutrition.” Any age of person could become malnutrition, but if children in a growth period became it, they would have very serious damages. Malnutrition would not only retard the growth but also affect the brain. Furthermore, it is difficult to compensate for the damages of malnutrition at this age of children. The disease of “iodine deficiency” studied in G3 is one of the consequences of malnutrition.</p> </div> <p><Students> Listen to the teacher’s explanation.</p>	25	Pictures of healthy children and unhealthy children	Avoid showing students who look healthy and unhealthy instead of showing the picture.
<p><Teacher> Concludes that it is very important for children in a growth period to take a nutritious diet.</p>	5		

Assessment

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

- (1) Give the characteristics and three examples of food materials of the three food groups.
- (2) What kind of diet is nutritious?
- (3) What are malnutrition and the effects of it?

For teacher's information

Nutrition is the process by which organisms obtain energy (in the form of food) for growth, maintenance, and repair.

Any substance that is required for the nourishment of an organism, providing a source of energy or structural components. In animals nutrients form part of the diet and include the major nutrients, i.e. carbohydrates, proteins, and lipids, as well as vitamins and certain minerals.

Source: Oxford University Press "A Dictionary of Science," Fourth edition, 1999

Five Major Nutrients

Carbohydrate
Protein
Lipid (fat)
Vitamin
Mineral

Lesson 26: Malaria

General Objective

Children reduce the risk of suffering from Malaria.

Specific Objective

Children will be able to prevent from getting malaria.

Lesson Planner

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

1st period:

Know what malaria is and the cause and symptoms of it

↓

2nd period:

Recall the ways not to be bitten by mosquitoes

↓

Tell the sleeping way at home

↓

Know the best way of keeping mosquitoes away in sleeping

↓

3rd period:

Recite the poem and do role-playing for keeping mosquitoes away

↓

Prevent from getting malaria

Lesson 26: Examples of Lesson Plan

1st, 2nd and 3rd Periods

Specific Objective

Children will be able to prevent from getting malaria.

Teaching / Learning Materials

Copy of a poem "Let's Keep Mosquitoes Away" (if available)

Teaching / Learning Procedure

(1st period)

Learning Activities	Duration (Min.)	Teaching/ Learning Materials	Points to be noticed
<p><Teacher> Asks students whether they have ever heard of "malaria."</p> <p><Students> Answer each.</p> <p><Teacher> Tells students that malaria is a disease name and gives the following information.</p> <div style="border: 1px solid black; padding: 10px; margin: 10px 0;"> <p>The symptoms of malaria include high fever, headache, chill, shiver, and in some cases, even a death. In case there is any symptom mentioned above, should see a doctor for treatment. A malaria patient should be given something cold to bring down the fever and in the recuperation period, the patient should be fed with a lot of foods and drinks.</p> </div> <p><Students> Listen to the teacher's explanation.</p>	15		<p>If students ask whether there is any cure for malaria, tell them that there are some anti-malaria drugs, but these drugs have side effects like headache or nausea.</p>
<p><Teacher> Asks students whether they remember how we get the disease of dengue fever.</p>	15		<p>Let students recall the lesson on dengue fever in G3.</p>

<p><Students> Answer each.</p> <p><Teacher> Gives the following information.</p> <div style="border: 1px solid black; padding: 10px; margin: 10px 0;"> <p>Malaria, same as dengue fever, is transmitted through mosquito's biting. In some regions in Myanmar, it is said that drinking water from stream, bathing in stream and river, and eating banana and papaya cause malaria, but these are totally wrong.</p> </div> <p><Students> Listen to the teacher's explanation.</p>			
<p><Teacher> Concludes that malaria is a similar disease with dengue fever in that it is transmitted by mosquito's biting so that it is necessary to take care not to be bitten by mosquitoes in order to prevent malaria.</p>	5		

(2nd period)

Learning Activities	Duration (Min.)	Teaching/ Learning Materials	Points to be noticed
<p><Teacher> Lets students give all the ways not to be bitten by mosquitoes, which they studied in the lesson on dengue fever in G3.</p> <p><Students> Discuss in groups and each group presents.</p>	10		<p>The ways are as follows.</p> <ul style="list-style-type: none"> - Wearing clothes (hopefully white-colour) that cover the body (especially the legs) - Using a mosquito coil - Spraying a repellent to the body - Using a mosquito net in sleeping - Using a mosquito net to which a repellent is sprayed in sleeping

<p><Teacher> Writes the following ways of sleeping on the blackboard and lets students raise their hands to the way in which they sleep at home.</p> <div style="border: 1px solid black; padding: 5px; margin: 10px 0;"> <ul style="list-style-type: none"> - Sleeping with wrapped up in the blanket - Sleeping with a mosquito coil burnt - Sleeping with a use of a mosquito net - Sleeping with a use of a mosquito mesh - Others </div> <p><Students> Raise their hands to the way in which they sleep.</p> <p><Teacher> Writes the number of students in each way and lets students observe how many, in which way they sleep. Then gives the following information.</p> <div style="border: 1px solid black; padding: 5px; margin: 10px 0;"> <p>The mosquitoes that have malaria are in active between the evening and night, so it is necessary to take care not to be bitten by mosquitoes during the night, especially in sleeping. The best way not to be bitten by mosquitoes in sleeping is to use a mosquito net to which a repellent is sprayed.</p> </div> <p><Students> Listen to the teacher's explanation.</p>	20		
<p><Teacher> Tells students that they should ask their parents to let them sleep with a use of a mosquito net, hopefully to which a repellent is sprayed.</p>	5		

(3rd period)

Learning Activities	Duration (Min.)	Teaching/ Learning Materials	Points to be noticed
<p><Teacher> (If the copy of a poem "Let's Keep Mosquitoes Away" is available, distributes it to students. If not available, writes down the poem on the blackboard in advance.)</p>	35		

<p>Recites a poem “Let’s Keep Mosquitoes Away” first. Then plays a role of “mosquito” and lets students stand up and play “others.” Next lets one student come to the front of the classroom and play the mosquito while letting the rest of students play others. Repeat a few times by changing the student who plays the mosquito.</p> <p><Students> Play one’s role each.</p>	<p>Copy of a poem “Let’s Keep Mosquitoes Away”</p>	
<div style="border: 1px solid black; padding: 10px;"> <p style="text-align: center;">Let’s Keep Mosquitoes Away</p> <p>Others: Big mosquito, big mosquito Why are you flying?</p> <p>Mosquito: Because I want to bite</p> <p>Others: We are not afraid, we are not afraid We will drive you away by fanning (Play fanning)</p> <p>Others: Big mosquito, big mosquito Why are you flying?</p> <p>Mosquito: Because I want to bite</p> <p>Others: We are not afraid, we are not afraid We will spray a mosquito repellent (Play spraying)</p> <p>Others: Big mosquito, big mosquito Why are you flying?</p> <p>Mosquito: Because I want to bite</p> <p>Others. We are not afraid, we are not afraid We will set up a mosquito net and sleep (Play sleeping with net)</p> <p>Others: Big mosquito, big mosquito Why are you flying?</p> <p>Mosquito: Because I want to bite</p> <p>Others: You fly without reason You fly without reason We burn turmeric roots We burn orange peels (Play burning) Don’t come near us Go! Go! Go! (Play driving the mosquito away) (The mosquito goes away)</p> </div>		

Assessment

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

- (1) What are the symptoms of malaria?
- (2) How do we get malaria?
- (3) How can we prevent malaria?
- (4) Give the ways not to be bitten by mosquitoes.
- (5) What is the best way not to be bitten by mosquitoes in sleeping?

Lesson 27: Narcotic Drugs

General Objective

Children do not take narcotic drugs.

Specific Objectives

Children will be able to:

- (1) Keep from narcotic drugs.
- (2) Acquire the skill of overcoming the pressure of using narcotic drugs.
- (3) Acquire the skill of persuading the drug addict friend to give up it.

Lesson Planner

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

The first specific objective

1st period:

Know the meaning of addiction and the examples of addictive activity

↓

Know that it is difficult to give up using the narcotic drugs like once addicted to them

↓

2nd period:

Know the harmful effects of narcotic drugs

↓

Recognize the disadvantages of using narcotic drugs

↓

Keep from narcotic drugs

The second specific objective

3rd period:

Discuss the ways of refusing the offer of using narcotic drugs

↓

4th period:

Practice the ways of refusing the offer of using narcotic drugs through role-playing

↓

Acquire the skill of overcoming the pressure of using narcotic drugs

The third specific objective

5th period:

Discuss the ways to persuade the drug addict friend to give up it

↓

Acquire the skill of persuading the drug addict friend to give up it

Lesson 27: Examples of Lesson Plan

1st and 2nd Periods



Specific Objective	Children will be able to keep from narcotic drugs.
Teaching / Learning Materials	Picture-story of "Danger of Drugs"
Teaching / Learning Procedure	

(1st period)

Learning Activities	Duration (Min.)	Teaching/ Learning Materials	Points to be noticed
<p><Teacher> Asks students whether they know the meaning of "addiction."</p> <p><Students> Answer each.</p> <p><Teacher> Explains that addiction is to have a habit with strong inclination indulges in something. Then lets students give the examples of addiction.</p> <p><Students> Give the examples of addiction each.</p>	10		

<p><Teacher> Writes down the following examples of addictive activity on the blackboard and explains each.</p> <div style="border: 1px solid black; padding: 10px; margin: 10px 0;"> <p style="text-align: center;">Examples of Addictive Activity</p> <ul style="list-style-type: none"> - Drinking alcohol - Smoking - Using narcotic drugs - Watching TV, video and movies - Gambling </div> <p><Students> Listen to the teacher's explanation.</p> <p><Teacher> Explains the following types of narcotic drugs and writes down the examples of major drugs on the blackboard.</p> <div style="border: 1px solid black; padding: 10px; margin: 10px 0;"> <p>There are several types such as powder, tablet and liquid in narcotic drugs. The powder type is used by smoking, the tablet type is used by swallowing and liquid type is used by drinking and injecting into the veins with syringe.</p> <p style="text-align: center;">Examples of Major Drugs</p> <p style="text-align: center;">Marijuana Heroin Betel nut Opium Thinner</p> </div> <p><Students> Listen to the teacher's explanation.</p>	20		
<p><Teacher> Concludes that it is very difficult to give up using the narcotic drugs like smoking once addicted to them.</p>	5		

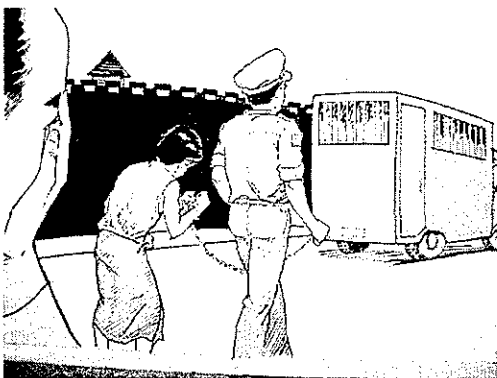
(2nd period)

Learning Activities	Duration (Min.)	Teaching/ Learning Materials	Points to be noticed
<p data-bbox="178 322 308 351"><Teacher></p> <p data-bbox="178 358 649 396">Reads aloud the following picture-story.</p> <div data-bbox="178 442 820 2018" style="border: 1px solid black; padding: 10px;"> <p data-bbox="397 480 609 517" style="text-align: center;">Danger of Drugs</p> <p data-bbox="186 601 812 680">1. Maung Cho, a young boy, fell into bad company and became addicted to narcotic drugs.</p>  <p data-bbox="186 1213 812 1406">2. Although he used to be good at his studies, he could no longer pay attention to his studies because of the adverse effects of drug addiction. He often failed in the exams and finally had to drop out of school.</p>  </div>	<p data-bbox="852 322 893 351">15</p>	<p data-bbox="998 322 1153 430">Picture-story of "Danger of Drugs"</p>	

3. However, he could not stop using narcotic drugs. To buy the expensive drugs, he asked for the money to his family. When he could not get it by asking, he stole money or things in the house and sold them outside.



4. One day, when he could not find anything to steal at home, he stole things from a neighbour's house and sold them out. He got arrested as a result and imprisoned.



5. He was taken ill in jail and underwent a medical check-up. The prison doctor told him that he was suffering from AIDS.



6. Maung Cho realized that he had got the disease from the dirty needles he used to inject drugs into his veins in the past. Finally he died of AIDS.



<Students>

Listen to the story with watching the pictures.

<Teacher>

Tells students that Maung Cho gave the effects on himself, family and neighbourhood by his becoming addicted to the narcotic drugs. Then asks students what kind of effects he gave on each.

<Students>

Discuss in groups and each group presents.

15

<p><Teacher> Concludes that using the narcotic drugs not only gives the terrible effects on the user but also gives a lot of troubles to many people including family, friends and neighbours so that we have to avoid them definitely.</p>	5		
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3rd and 4th Periods

Specific Objective

Children will be able to acquire the skill of overcoming the pressure of using narcotic drugs.

Teaching / Learning Procedure

Learning Activities	Duration (Min.)	Teaching/ Learning Materials	Points to be noticed
<p><Teacher> Asks students how they can refuse when some friends or adults offers them to use a narcotic drug.</p> <p><Students> Discuss in groups and each group presents.</p> <p><Teacher> Writes down their presentations on the blackboard and reads aloud them.</p>	20		
<p><Teacher> Lets two students come to the front of the classroom and play the roles, one is to offer a drug and the other is to refuse the offer. Then lets the two students play again with changing their roles (lets all students play the two roles in order).</p> <p><Students> Play the two roles.</p>	50		Let students use the ways of refusing based on the presentation.
<p><Teacher> Concludes that when some friends or elders offer to use a narcotic drug, it is necessary to refuse the offer as practicing in the class.</p>	5		

5th Period**Specific Objective**

Children will be able to acquire the skill of persuading the drug addict friend to give up it.

Teaching / Learning Procedure

Learning Activities	Duration (Min.)	Teaching/ Learning Materials	Points to be noticed
<p><Teacher> Asks students what they should do if they were offered to use some kind of narcotic drugs.</p> <p><Students> Answer each.</p>	10		Review the last class.
<p><Teacher> Asks students what they would do if they had a friend who was addicted to some drugs.</p> <p><Students> Answer each.</p> <p><Teacher> Asks students how they can persuade the drug-user friend to give up it.</p> <p><Students> Discuss in groups and each group presents.</p>	20		
<p><Teacher> Concludes that besides keeping the anti-drugs position firmly, it is also necessary to persuade the drug-addicted friend to give up it and let him/her get on the right path.</p>	5		

Assessment

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

- (1) What is addiction and give the example of addictive activity.
- (2) What kind of bad effects do narcotic drugs have?

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

Lesson 28: HIV/AIDS

General Objective

Children get the knowledge of preventing AIDS.

Specific Objective

Children will be able to prevent from getting infected with HIV.

Lesson Planner

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

1st period:

Know the mechanism of getting AIDS

↓

2nd and 3rd periods:

Deepen the understanding of the mechanism of getting AIDS through role-playing

↓

4th period

Know the ways in which HIV is transmitted

↓

5th period

Know that HIV is not transmitted through ordinary contacts

↓

Know the importance of preventing from getting infected with HIV to avoid AIDS

↓

Prevent from getting infected with HIV

Lesson 28: Examples of Lesson Plan

1st to 5th Periods

Specific Objective

Children will be able to prevent from getting infected with HIV.

Teaching / Learning Materials

Copy of information on HIV/AIDS (any kinds available)
 Picture of contacts in which HIV is not transmitted



Teaching / Learning Procedure

(1st period)

Learning Activities	Duration (Min.)	Teaching/ Learning Materials	Points to be noticed
<p><Teacher> Asks students what they remember about the disease of AIDS they studied in G3.</p> <p><Students> Answer each.</p>	10		It is recommended to review the lesson on HIV/AIDS in other grades before the class.

<p><Teacher> Explains the following information to students with showing the picture of body, HIV and germs (distributes any copy of information on HIV/AIDS to students if available).</p> <div style="border: 1px solid black; padding: 10px; margin: 10px 0;"> <p>AIDS is a kind of disease caused by a virus called HIV. HIV is a very tiny virus and not visible by the naked eye. If HIV enters into the human body, it will damage the immune system of the body. The immune system normally works for protecting the body against the germs and bacteria. If the body's immune system is damaged, the body itself cannot defend against the germs and bacteria. Then the body will suffer from many diseases caused by the germs and the patient became very ill and finally leads to a death. AIDS means that the patient has many diseases. In this way AIDS will be developed as a result that the body's immune system is damaged by HIV.</p> </div> <p><Students> Listen to the teacher's explanation.</p>	20	Copy of information on HIV/AIDS available	Prepare well and try to teach the information simply.
<p><Teacher> Concludes that the disease of AIDS is caused by HIV, which damages the body's immune system and reduces the body's resistance to germs.</p>	5		

(2nd and 3rd periods)

Learning Activities	Duration (Min.)	Teaching/ Learning Materials	Points to be noticed
<p><Teacher> Lets nine students come to the front of the classroom and divides them into three groups, body immunity, disease germs and HIV, three students per group. Then lets each group play the roles as follows.</p>	35		

At first the body immunity group play as follows.

Body Immunity Group

- Member 1: We are body immunity.
- Member 2: We can fight with the disease germs when they entered into the body.
- Member 3: We are ready. Now the disease germs are coming. Let them die.
- Member 1: (With raising a hand) solidarity!
- All: (With raising a hand) solidarity!

Then the disease germs group play.

Disease Germs Group

- Member 1: We are disease germs.
- Member 2: We consist of assorted germs, TB, pneumonia, diarrhoea and flu.
- Member 3: We are now going to enter into the human body. Let's go.
- Member 1: (With raising a hand) solidarity!
- All: (With raising a hand) solidarity!

The germs group go to the immunity group and they fight. The germs group are beaten and go away. The immunity group celebrate their victory. And then finally, the HIV group play.

HIV Group

- Member 1: We are HIV.
- Member 2: We can destroy body immunity.
- Member 3: They cannot stand if we entered into the body. Let's go.
- Member 1: (With raising a hand) solidarity!
- All: (With raising a hand) solidarity!

The HIV group go to the immunity group. The immunity group go away and the germs group take the place of the immunity group. The HIV group and the germs group get together and they shout, "We won! We won!"

<p><Students> Those who are the members of each group play their roles and others watch the play.</p>			
<p><Teacher> Asks students the following questions.</p> <ul style="list-style-type: none"> - What is the body function to protect the body? - What does the body function do for the body? - If virus enters into the body, what will happen? - If HIV enters into the body, what will happen? <p><Students> Discuss in groups and each group presents.</p> <p><Teacher> Recites the following poem and then lets students recite it.</p> <div style="border: 1px solid black; padding: 10px; margin: 10px 0;"> <p style="text-align: center;">HIV Causes AIDS</p> <p>What is in the body? Immune forces, the body is full of them All kinds of germs come To attach the immune forces But are routed and they fled And the immune forces are all smiles HIV enters And faces the smiling immune forces The immune forces lose And they fall HIV is the winner Hosting all the germs Causing AIDS The big disease</p> </div> <p><Students> Recite the above poem.</p>	30		
<p><Teacher> Concludes that it is very important to know the mechanism of getting AIDS to know how to prevent it.</p>	5		

(4th period)

Learning Activities	Duration (Min.)	Teaching/ Learning Materials	Points to be noticed
<p><Teacher> Briefly reviews the last class on the mechanism of getting AIDS through asking some questions to students.</p> <p><Students> Listen to the teacher's review and answer to the questions.</p>	10		
<p><Teacher> Explains the following information to students.</p> <div data-bbox="172 797 810 1122" style="border: 1px solid black; padding: 5px;"> <p>HIV is present in the blood of infected people. It can only be passed on to another person if the blood gets into that person's body. Although HIV is present in other body fluids such as tears, saliva and sweat, the level of virus in these fluids is too low to be infective.</p> </div> <p>Then writes down the following ways of transmission of HIV on the blackboard and explains each.</p> <div data-bbox="172 1283 810 1809" style="border: 1px solid black; padding: 5px;"> <p style="text-align: center;">Transmission of HIV</p> <ul style="list-style-type: none"> - Heterosexual contact - Homosexual contact - Blood transfusion - Sharing a unclean needle and injection syringe among drug users - Sharing unclean razor - From mother to unborn child - Breast-feeding - Tattooing </div> <p><Students> Listen to the teacher's explanation.</p>	20		Information on the transmission ways of HIV is sensitive for G4 students, so it is necessary to explain it carefully.

<p><Teacher> Concludes that there is no cure for AIDS so that it is important to avoid the above acts that lead to the infection of HIV in order to prevent AIDS.</p>	5		
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(5th period)

Learning Activities	Duration (Min.)	Teaching/ Learning Materials	Points to be noticed
<p><Teacher> Asks students in which ways HIV is transmitted.</p> <p><Students> Answer each.</p>	5		<p>Review the last class.</p> <p>If students do not give an answer “sexual contact,” just supplement it.</p>
<p><Teacher> Tells students that we do not get infected with HIV through the ordinary contacts. Then shows the picture of some contacts in which HIV is not transmitted and explains each.</p> <div data-bbox="175 1090 824 1657" style="border: 1px solid black; padding: 10px; margin: 10px 0;"> <p style="text-align: center;">Contacts in Which HIV is NOT Transmitted</p> <ul style="list-style-type: none"> - Living in the same house - Touching - Shaking hands - Hugging - Kissing - Coming into contact with tears, spit and sweat - Sharing toilet, towel, handkerchief, water for bathing and washing, swimming pool, cutlery, clothes, bed sheets and other tools - Being bitten by mosquito and other animals </div> <p><Students> Listen to the teacher’s explanation with looking at the picture.</p>	25	Picture of contacts in which HIV is not transmitted	
<p><Teacher> Concludes that it is not necessary to be too much afraid of HIV/AIDS since we do not get infected with HIV through the ordinary contacts mentioned above.</p>	5		<p>Special cares should be taken not to give students too much fear to HIV/AIDS.</p>

Assessment

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

(1) Which virus causes AIDS and what does the virus do to the body?

(2) Do the following activities lead to the transmission of HIV?

- Heterosexual contact
- Living in the same house
- Coming into contact with tears, spit and sweat
- Homosexual contact
- Shaking hands
- Blood transfusion
- Sharing a unclean needle and injection syringe among drug users
- Sharing toilet, towel, handkerchief, water for bathing and washing, swimming pool, cutlery, clothes, bed sheets and other tools
- Sharing unclean razor
- From mother to unborn child
- Kissing
- Breast-feeding
- Tattooing
- Touching
- Hugging
- Being bitten by mosquito and other animals

Lesson 29: Mental Health

General Objective

Children have good mental health.

Specific Objectives

Children will be able to
 (1) Express their feelings/emotions.
 (2) Console others who are in trouble.
 (3) Be mentally healthy.

Lesson Planner

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

The first specific objective

1st period:

Know that there are some kinds of feelings/emotions like anger, sadness, fear, anxiety and joy

↓

2nd period:

Relate the specified feelings/emotions with the real experiences

↓

Know that everyone has some kinds of feelings/emotions

↓

3rd period:

Know that it is good to express the feelings/emotions especially in having some trouble

↓

Express their feelings/emotions

The second specific objective

4th period:

Know the proper responses when told by someone in trouble

↓

5th period:

Know that it is good to console other persons who have some trouble

↓

Console others who are in trouble

The third specific objective

6th period:

Know the ways to keep mental health

↓

Be mentally healthy

Lesson 29: Examples of Lesson Plan

1st, 2nd and 3rd Periods

Specific Objective

Children will be able to express their feelings/emotions.

Teaching / Learning Procedure

(1st period)

Learning Activities	Duration (Min.)	Teaching/ Learning Materials	Points to be noticed
<p><Teacher> Reads aloud the following story "A Tiger and a Lion."</p> <div style="border: 1px solid black; padding: 10px; margin: 10px 0;"> <p style="text-align: center;">A Tiger and a Lion</p> <p>Once upon a time, there was a tame tiger in a zoo. This tiger could turn a somersault, so she was very popular at the zoo and many people visited the zoo to watch her. Owing to the tiger, the owner of the zoo could earn much money. The zoo owner, however, gave very little foods for her and spent all the money for himself. The tiger became emaciated gradually and finally came to a death. The owner worried that his earning would decrease so that he employed a man to assume the form of tiger by covering the man's body in hide of the dead tiger. He paid the man only two hundred kyats a day. People still came to watch the tiger and everyone thought it was a real tiger.</p> <p>(continues to the next page)</p> </div>	15		Read slowly and clearly (with gestures if possible) to let students concentrate on the story.

<p>One day, when this fake tiger was turning a somersault in front of the audience as usual, he accidentally turned too much and happened to enter the cage of a lion to the next. The man was so frightened. He did not know what to do, so lay down and pretended to be dead. The lion walked to him gradually and stopped at him. The lion looked at him carefully and kissed his legs. Then the lion moved forward and kissed on his body again. The lion reached near his head gradually and kissed all over his face. Therefore, he did not dare even to breathe so that he kept hold on breathing. However, he was trembling with fright. He closed his eyes, wishing the lion to move away as quickly as possible. At that time, the lion said to him, “are you feeling frightened? Don’t be afraid of me. I’m also the one who is working for two hundred kyats like you.” while kissing close to his ear.</p>			
<p><Teacher> Asks students what they felt at the following 4 parts of the story.</p> <ol style="list-style-type: none"> 1. The zoo owner fed the tiger only little and spent all money for himself. 2. The tiger died. 3. The man in the disguise of a tiger happened to enter the cage of a lion and the lion approached to him. 4. It was found that the lion was also a fake one. <p><Students> Discuss each feeling they had at the above part in groups and each group presents.</p> <p><Teacher> Specifies the kind of feelings/emotions at the four parts as follows.</p> <ol style="list-style-type: none"> 1. Anger 2. Sadness 3. Fear and anxiety 4. Joy 	<p>15</p>		

<p><Teacher> Concludes that there are some kinds of feelings/emotions like anger, sadness, fear, anxiety and joy.</p>	5		
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(2nd period)

Learning Activities	Duration (Min.)	Teaching/ Learning Materials	Points to be noticed
<p><Teacher> Lets students give the five kinds of feeling/emotions they specified at the last class.</p> <p><Students> Give the five kinds of feeling/emotions.</p>	5		
<p><Teacher> Ask students when and under what circumstances they got angry or short-tempered before.</p> <p><Students> Answer each.</p> <p><Teacher> Ask students when and under what circumstances they felt sad before.</p> <p><Students> Answer each.</p> <p><Teacher> Ask students when and under what circumstances they were feared before.</p> <p><Students> Answer each.</p> <p><Teacher> Ask students when and under what circumstances they got anxious or worried before.</p> <p><Students> Answer each.</p>	25		Encourage students to connect the feelings/emotions with their real experiences.

<p><Teacher> Ask students when and under what circumstances they felt happy before.</p> <p><Students> Answer each.</p>			
<p><Teacher> Concludes that every person has the feelings/emotions and that having these feelings/emotions is the nature of human beings.</p>	5		

(3rd period)

Learning Activities	Duration (Min.)	Teaching/ Learning Materials	Points to be noticed
<p><Teacher> Lets students recall their experiences that they had some big trouble, anxiety or difficulty (give them some time for thinking). Then asks them whether they talked to another person about the problem and their feeling, and if so, to whom they did.</p> <p><Students> Answer each.</p> <p><Teacher> Asks students why they told their problem and feeling to that person.</p> <p><Students> Answer each.</p>	10		
<p><Teacher> Asks students which is better, being patient or talking to another person when they have some trouble or difficulty, and lets them raise their hand to either choice.</p> <p><Students> Raise their hand to either choice.</p> <p><Teacher> Asks students why they chose.</p>	20		

<p><Students> Answer each.</p> <p><Teacher> Explains the following information.</p> <div style="border: 1px solid black; padding: 10px; margin: 10px 0;"> <p>It is necessary for us to express our feelings to some reliable or intimate person(s) like parents, brothers/sisters, friends, etc. especially when we have some trouble, difficulty or anxiety. It is not good for our mental health to be patient by alone and talk to nobody about the problem and the feelings. If we talk to someone about the problem and the feelings, it makes us feel better and even may lead to the problem-solving by getting a good idea from the person.</p> </div> <p><Students> Listen to the teacher's explanation.</p>			
<p><Teacher> Concludes that it is important to express our feelings/emotions and talk to someone about the feelings especially in being in trouble.</p>	5		

4th and 5th Periods

Specific Objective

Children will be able to console others who are in trouble.

Teaching / Learning Materials

Copy of the conversation between two girls (if available)

Teaching / Learning Procedure

(4th period)

Learning Activities	Duration (Min.)	Teaching/ Learning Materials	Points to be noticed
<p><Teacher> Lets two students come to the front of the classroom and play the following roles.</p> <div data-bbox="188 485 824 811" style="border: 1px solid black; padding: 5px;"> <p>Student 1: Tells the other that he/she has a trouble that he/she was counted out from his/her friends.</p> <p>Student 2: Listens to his/her telling half-heartedly and replies, "Oh really, I have something to do" and goes away.</p> </div> <p><Students> Two students play the roles and others watch their playing.</p>	15		
<p><Teacher> Asks students what they think the one who told his/her trouble felt like after getting a response from the other.</p> <p><Students> Answer each.</p> <p><Teacher> Asks students if they were in the Student 1's place, how they would want the Student 2 to respond.</p> <p><Students> Answer each.</p> <p><Teacher> Explains to students that if one of their friends or brothers/sisters had some problem or anxiety and told them about that, it is necessary to give the following responses:</p> <div data-bbox="175 1816 813 2020" style="border: 1px solid black; padding: 5px;"> <ul style="list-style-type: none"> - Listening to what he/she said well - Consoling him/her - Giving some advices </div>	15		

<Students> Listen to the teacher's explanation.			
<Teacher> Concludes that it is important to listen to his/her talk, console him/her and give some advices if possible.	5		

(5th period)

Learning Activities	Duration (Min.)	Teaching/ Learning Materials	Points to be noticed
<p data-bbox="159 638 826 840"><Teacher> Distributes to every student the copy of the conversation between two girls (if the copy is not available, let two girl students read it aloud).</p> <div data-bbox="159 840 826 2045" style="border: 1px solid black; padding: 10px;"> <p data-bbox="183 884 654 918">Ni Ni: Sitting with a sulky face.</p> <p data-bbox="183 922 782 996">Them Them: Hi, Ni Ni. What's the matter with you? You had a fight with someone?</p> <p data-bbox="183 1001 790 1153">Ni Ni. Who else? My elder sister! I asked my Mom to buy a new dress, but she told I already had many dresses so that I should not buy a new one.</p> <p data-bbox="183 1158 734 1232">Them Them: Well, I think it's true. You really have many dresses.</p> <p data-bbox="183 1236 782 1388">Ni Ni: (Crying) No, Them Them. My sister is always bullying me like that. Last time Mom bought a new longyi, she took it.</p> <p data-bbox="183 1393 782 1467">Them Them: Come on. She is your elder sister, so maybe she needed a new longyi.</p> <p data-bbox="183 1471 790 1601">Ni Ni: (Sobbing) Dad and Mom always give her priority. They don't care about me. They say I'm still too young.</p> <p data-bbox="183 1606 782 1803">Them Them: (Holding Ni Ni's hand) Ni Ni, as far as I know, your parents and elder sister love you so much and do everything to let you happy. I've never seen them scolding you.</p> <p data-bbox="183 1807 766 1881">Ni Ni: That's true, maybe. But I want that dress very much.</p> <p data-bbox="183 1926 510 1960">(continues to the next page)</p> </div>	15	Copy of the conversation between two girls (if available)	

<p>Thein Thein: Don't cry just because you didn't get a dress. There will be a new fashion soon enough. Then your Mom will buy a dress for you. I'll help you to persuade her to do so.</p> <p>Ni Ni: OK, OK. Thank you. I won't cry anymore.</p> <p><Students> Read the conversation.</p>			
<p><Teacher> Asks students the following questions about the conversation.</p> <ul style="list-style-type: none"> - What problem did Ni Ni have? How was she feeling? - To whom did Ni Ni tell her problem? Why? - How did Ni Ni tell what she was feeling? - How did Thein Thein respond when Ni Ni told her how she was feeling? - Finally how did Ni Ni feel? <p><Students> Discuss in groups and each group present.</p>	15		
<p><Teacher> Concludes that it is good to express our feelings when we have some troubles and also console other persons.</p>	5		

6th Period

Specific Objective

Children will be able to be mentally healthy

Teaching / Learning Materials

Blank sheets of paper

Teaching / Learning Procedure

Learning Activities	Duration (Min.)	Teaching/ Learning Materials	Points to be noticed
<p><Teacher> Lets students write down two headings, “pros” and “cons” on a sheet of paper and fold the sheet not to see the inside.</p> <p><Students> Write down on and fold the sheet.</p> <p><Teacher> Lets students go to five other classmates and write down some activities based on their pros and cons on the sheet.</p> <p><Students> Ask to five students.</p>	20	Blank sheets of paper	
<p><Teacher> After all students finished, tells them to read out the activities of the pros and cons written on the sheet. Then lets them examine each activity whether it is like the one which a mentally healthy person does or not based on the following points.</p> <div data-bbox="172 1200 810 1563" style="border: 1px solid black; padding: 5px;"> <ul style="list-style-type: none"> - Taking part in the school activities actively - Being associate with friends - Playing sports and games regularly - Eating and sleeping well - Telling one’s feelings or problems to the reliable person - Refraining from smoking, alcohol and some drugs </div> <p><Students> Examine each activity.</p>	10		
<p><Teacher> Concludes that a mentally healthy person is active, cheerful and contended and that students should be like that person.</p>	5		

Assessment

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

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

CHAPTER 10: SOCIAL LIFE

Key Concept

Children acquire the skills necessary to live in the society.

Learning Objectives

General Objectives

- (1) Children get their priorities.
- (2) Children help and cooperate with others.
- (3) Children obey the social rules.
- (4) Children observe the traffic rules.
- (5) Children keep away from the dangers around their surroundings.

Structure & Specific Objectives

Lesson 30: Prioritisation

Children will be able to acquire the skill of prioritisation.

Lesson 31: Help and Cooperation

Children will be able to:

- (1) Help others.
- (2) Cooperate with others.

Lesson 32: Obeying Discipline

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

Lesson 33: Observing the Traffic Rules

Children will be able to:

- (1) Keep the traffic rules.
- (2) Avoid the traffic accident.
- (3) Make use of what they observed at the field trip.

Lesson 34: Dangers in Surroundings

Children will be able to avoid the dangerous factors in their surroundings.

Key Point

● Learning the skills necessary to live in the society

In this chapter, children are expected to recognize that they are living in the relationship with their family, friends and others in the society. In order to keep a good social life with them, they need to have good, friendly and cordial relations with their friends and associates as well as with their families. They need to learn the importance of making the right decision, helping one another and keeping discipline. While children learned the importance of decision-making in the lesson of "Making the Right Decision" in G3, they will learn more detailed procedure on how to make a decision in "Prioritisation" in G4. In the same way, while children learned to get along with others in "Being on Good Terms with Others" in G3, they

will learn the skill of helping and cooperating with others in “Help and Cooperation” in G4. The lesson on the discipline is also given following to G3. While children learned the discipline related to school and home in G3, they will learn the discipline related to a broader level, society in G4. Besides these lessons, the lessons on the traffic rules and the dangers in surroundings are newly introduced in G4. In these lessons it is aimed that children will learn the importance of protecting themselves against the dangers in their surroundings including the traffic accidents.

Lesson 30: Prioritisation**General Objective**

Children get their priorities.

Specific Objective

Children will be able to acquire the skill of prioritisation.

Lesson Planner

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

1st period:

Imagine the situation of having two things to do at the same time

↓

2nd period:

Know the steps of prioritisation

↓

Relate the situation above to the steps of prioritisation

↓

3rd period:

Imagine their own experiences of having more than two things to do at the same time

↓

Acquire the skill of prioritisation

Lesson 30: Examples of Lesson Plan

1st, 2nd and 3rd Periods

Specific Objective

Children will be able to acquire the skill of prioritisation.

Teaching / Learning Procedure

(1st and 2nd periods)

Learning Activities	Duration (Min.)	Teaching/ Learning Materials	Points to be noticed
<p><Teacher> Reads aloud the following story.</p> <div style="border: 1px solid black; padding: 10px; margin: 10px 0;"> <p>Maung Ni's family is only his mother. His mother is working so hard everyday to make a living for her and Maung Ni. One day his school football team had the championship match. Maung Ni is a good football player and was supposed to play at the match as a forward striker. When the football match was about to start, one of his neighbours run up to him and told that his mother suddenly broke down at home. He was at a loss and could not know what to do. The football match is the final and very important match, however, his mother may be in a serious state.</p> </div> <p><Students> Listen to the story.</p> <p><Teacher> Asks students what is Maung Ni's problem.</p> <p><Students> Discuss in groups and each group presents.</p>	35		

<p><Teacher> Tells students that Maung Ni has two things to do, one is to play the football match and the other is to go to his mother who broke down. Then asks students if they were in Maung Ni's position, which one they would choose and why.</p> <p><Students> Answer each.</p> <p><Teacher> Tells students the following last part of the story. Then asks students whether Maung Ni's decision is right or not and why.</p> <div style="border: 1px solid black; padding: 5px; margin: 10px 0;"> <p>Maung Ni decided to tell the team manager that he could not play the match and went to his mother.</p> </div> <p><Students> Discuss in group and each group presents.</p>			
<p><Teacher> Writes down the following flowchart on the blackboard and lets students write down it.</p> <div style="border: 1px solid black; padding: 10px; margin: 10px 0; text-align: center;"> <p>Steps of Prioritisation</p> <p>Understand the need or problem ↓ Know "can do" and "cannot do" ↓ Think the consequences of the choice ↓ Have compassion and sympathy ↓ Make a decision</p> </div> <p><Students> Write down the above flowchart on the notebook.</p>	30		

<p><Teacher> Tells students that when they need to prioritise several things to do, they should take the above steps. Then explains each step by using the example of Maung Ni's decision-making as follows.</p> <div style="border: 1px solid black; padding: 10px; margin: 10px 0;"> <p>First, Maung Ni should understand his need and problem. The need is to join and win the important football match and the problem is that his mother broke down.</p> <p>Second, Maung Ni should know what he can do and cannot do. He can join the football match and play well. He can also go to his mother and take care of her. However, he cannot do both at the same time.</p> <p>Third, Maung Ni should think of the consequences of his choice. If he decided to play the match, his team might win, but he would regret so much that he could not take care of his mother. If he decided to go to his mother, he could take care of her, but his team might lose the match.</p> <p>Fourth, Maung Ni should have compassion and sympathy. His mother is only his family and he loves and appreciates her so much. He should think how she feels and what she wants him to do.</p> <p>Finally, Maung Ni should make a decision after all the consideration above.</p> <p>Then Maung Ni could make a right decision in giving priority to going to his mother over joining the football match.</p> </div> <p><Students> Listen to the teacher's explanation.</p>			
<p><Teacher> Concludes that it is necessary to take the above steps of prioritising when there are several things to do at the same time.</p>	5		

(3rd period)

Learning Activities	Duration (Min.)	Teaching/ Learning Materials	Points to be noticed
<p><Teacher> Lets students give the steps of prioritisation.</p> <p><Students> Give the steps of prioritisation.</p>	10		Review the last class.
<p><Teacher> Asks students whether they have ever experienced having more than one thing to do at the same time.</p> <p><Students> Recall their past experiences and answer each.</p> <p><Teacher> Asks students who answered yes to the above question what kind of things they had and which one they chose to do.</p> <p><Students> Answer each.</p> <p><Teacher> Recites the following poem at first and lets all students recite it.</p> <div data-bbox="175 1333 820 1741" style="border: 1px solid black; padding: 10px; margin: 10px 0;"> <p style="text-align: center;">Set Your Priorities</p> <p style="text-align: center;">There is more than one Thing to do at a time You cannot do it Prioritise which one should do Pupils, youth, boys and girls To be right in decision</p> </div> <p><Students> Recite the poem together.</p>	20		

<p><Teacher> Concludes that it is necessary for students to acquire the way of prioritisation as one of life skills to be used in the future.</p>	<p>5</p>		
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Assessment

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

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

Lesson 31: Help and Cooperation

General Objective

Children help and cooperate with others.

Specific Objectives

Children will be able to:

- (1) Help others.
- (2) Cooperate with others.

Lesson Planner

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

The first specific objective

1st period:

Recall the experiences of being helped by someone

↓

2nd period:

Know that helping each other is good

↓

Recognize the importance of

↓

Help others

The second specific objective

3rd period:

Know that a cooperative work with others leads to a success

↓

4th period:

Know that cooperative work lead to success

↓

5th period:

Carry out a task with classmates cooperatively

↓

Cooperate with others

Lesson 31: Examples of Lesson Plan

1st and 2nd Periods

Specific Objective

Children will be able to help others.

Teaching / Learning Procedure

(1st period)

Learning Activities	Duration (Min.)	Teaching/ Learning Materials	Points to be noticed
<p><Teacher> Reads aloud the following story.</p> <div style="border: 1px solid black; padding: 10px; margin: 10px 0;"> <p>Wah Wah and Su Su are classmates and good friends. Today there is an athletic competition at the school. Wah Wah and Su Su both were good runners and aiming for getting the first prize. At the 200-metre race, they were taking the lead. However, just before Su Su was reaching the finish line faster than Wah Wah, she fell down. To everyone’s surprise, Wah Wah stopped running and came around to help Su Su to get up. The rest of runners overtook them and reached the finish line. Wah Wah and Su Su reached last. Teachers and students asked Wah Wah why she stopped running and helped Su Su. She said, “yesterday Su Su saw my mother fall down on the road in the rain. And She helped my mother and sent her to my home. She got wet and caught a cold So she was unwell today. That’s why I helped her today. The school principal awarded a special prize to them.</p> </div> <p><Students> Listen to the story.</p>	15		

<p><Teacher> Asks students the following questions.</p> <ul style="list-style-type: none"> - Who won in the race, Wah Wah or Su Su? Why? - Why did Wah Wah help Su Su? - If they were Wah Wah, what they would do. <p><Students> Discuss in groups and each group presents.</p> <p><Teacher> Asks students how they can help a classmate who is absent from school due to the sickness or forgot to bring an umbrella.</p> <p><Students> Discuss in groups and each group presents.</p>	15		
<p><Teacher> Concludes that it is necessary and important to help someone who is in trouble.</p>	5		

(2nd period)

Learning Activities	Duration (Min.)	Teaching/ Learning Materials	Points to be noticed
<p><Teacher> Lets all students say one by one about the experience they helped someone before and how they felt at that time.</p> <p><Students> Tell about their experiences.</p> <p><Teacher> Lets all students say one by one about the experience they were helped by someone before and how they felt at that time.</p> <p><Students> Tell about their experiences.</p>	25		

<p><Teacher> Tells students the following.</p> <div style="border: 1px solid black; padding: 10px; margin: 10px 0;"> <p>Helping another person is good not only for the person but also for oneself. If you help someone, you will get a good feeling. Furthermore, if you help someone, someone will help you later. More help you give, more help you get. This is the “give and take” spirit.</p> </div>	5		
<p><Teacher> Concludes that it is good to help someone for oneself as well as the person helped.</p>	5		

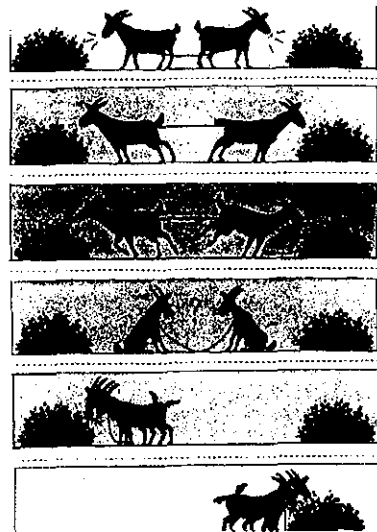
3rd, 4th and 5th Periods

Specific Objective

Children will be able to cooperate with others.

Teaching / Learning Materials

Picture of two goats



Teaching / Learning Procedure

(3rd period)

Learning Activities	Duration (Min.)	Teaching/ Learning Materials	Points to be noticed
<p><Teacher> Reads aloud the following short story.</p> <div style="border: 1px solid black; padding: 10px; margin: 10px 0;"> <p>In some village, there used to be a broken humble bridge at the edge of the river. Villagers have to pass over the bridge everyday with great inconvenience. One day an old man stuck his foot into a plank and broke his leg. With the purpose of avoiding such instances in the future, the villagers collectively repaired the bridge. Though it was a tough and hard work actually, everyone got filled with joy.</p> </div> <p><Students> Listen to the story.</p>	10		
<p><Teacher> Asks students what was the problem of the village.</p> <p><Students> Answer each.</p> <p><Teacher> Asks students how the villagers solved the problem.</p> <p><Students> Answer each.</p> <p><Teacher> Asks students why the villagers were all happy.</p> <p><Students> Answer each.</p> <p><Teacher> Asks students what are the advantages of doing a work with others cooperatively.</p> <p><Students> Discuss in groups and each group presents.</p>	20		

<p><Teacher> Tells students that sometimes success can be achieved if it is done through a collective work in collaboration of people.</p>			
<p><Teacher> Concludes that there is a case that doing something together with others gets more success than doing it alone.</p>	5		

(4th period)

Learning Activities	Duration (Min.)	Teaching/ Learning Materials	Points to be noticed
<p><Teacher> Shows the picture of two goats.</p> <p><Students> Look at the picture.</p>	10	Picture of two goats	Do not explain the contents of the picture in showing it.
<p><Teacher> Asks students what problem the two goats are facing at the beginning.</p> <p><Students> Discuss in groups and each group presents.</p> <p><Teacher> Asks students how the two goats solved the problem.</p> <p><Students> Discuss in groups and each group presents.</p> <p><Teacher> Asks students if teacher asks them to carry a pile of books, how they would do.</p> <p><Students> Answer each.</p> <p><Teacher> Asks students when two persons come from both sides of a long bridge that can accommodate only one person and they want to pass the bridge, what they think the two persons should do to pass it.</p>	20		

<p><Students> Answer each.</p>			
<p><Teacher> Concludes that it is often the case that we can get a success when we cooperate with others.</p>	5		

(5th period)

Learning Activities	Duration (Min.)	Teaching/ Learning Materials	Points to be noticed
<p>Teacher and students play a game of Maharaja. How to play the game is as follows.</p> <div style="border: 1px solid black; padding: 10px; margin: 10px 0;"> <p>Students are divided into some groups One person plays a role of Maharaja and others play the followers of Maharaja. The followers have to do one task Maharaja told in groups. All groups have to finish the task within five minutes. First of all, Teacher plays the role of Maharaja and then two or three students play it. A few examples of tasks are as follows:</p> <ul style="list-style-type: none"> - Fill the water pots with water - Wash the water cups - Arrange the benches in order - Cleanse the windows in the classroom </div> <p>Every after the game, Teacher praises the group that finished the task first as a winner. Then after all games finished, Teacher asks students what they thought in playing this game.</p>	35		Create and change the tasks as necessary.

Assessment

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

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

Lesson 32: Obeying Discipline

General Objective

Children obey the social rules.

Specific Objective

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

Lesson Planner

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

1st period:

Compare the two wells, one is kept discipline is and the other is not

↓

Know that it is necessary to keep the things everyone uses as well as our environment clean

↓

2nd period:

Know the meaning of "public" and that there are many public rules/regulations in the society

↓

Know that it is necessary to keep the public rules/regulations as a member of the society

↓

3rd period:

Know that those who practice the cleaning activities willingly are likely to be good citizens in the society

↓

4th period:

Know that breaking the rules gives the bad effects on oneself or another person or many people

↓

Keep the public rules/regulations

Lesson 32: Examples of Lesson Plan

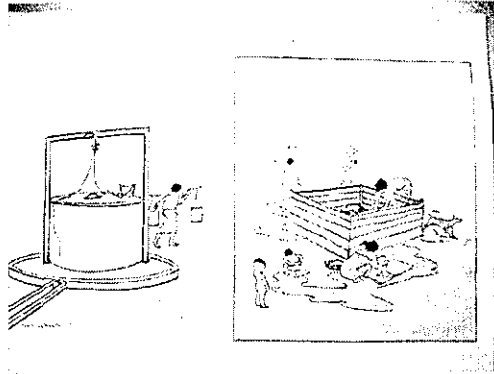
1st to 4th Periods

Specific Objective

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

Teaching / Learning Materials

Picture of a clean well and a dirty well



Pictures of cleaning activities



Teaching / Learning Procedure

(1st period)

Learning Activities	Duration (Min.)	Teaching/ Learning Materials	Points to be noticed
<p><Teacher> Shows the picture of a clean well and a dirty well and asks students what is the difference between the two wells and why they are different.</p> <p><Students> Look at the picture and answer each.</p>	10	Picture of a clean well and a dirty well	
<p><Teacher> Asks students what bad effects will happen at the dirty well.</p> <p><Students> Discuss in groups and each group presents.</p> <p><Teacher> Asks students what we should take care to keep the well clean.</p> <p><Students> Discuss in groups and each group presents.</p> <p><Teacher> Tells students that it is important to keep the things that everyone uses clean. Then shows the pictures of cleaning activities and tells them that it is necessary to keep our environment clean by carrying out these activities.</p> <p><Students> Look at the pictures.</p>	20	Pictures of cleaning activities	
<p><Teacher> Concludes that it is necessary to keep the things everyone uses as well as our environment clean in order that everyone will be able to live comfortably.</p>	5		

(2nd period)

Learning Activities	Duration (Min.)	Teaching/ Learning Materials	Points to be noticed
<p><Teacher> Asks students whether they know “public things.”</p> <p><Students> Answer each.</p> <p><Teacher> Tells students that public things are for everyone’s use. Then lets them give the public places or properties and writes down them on the blackboard.</p> <p><Students> Gives the public places and properties.</p>	10		
<p><Teacher> Asks students whether there is any rule/regulation in the public places or in using the public properties and if so, what kind of rule/regulation.</p> <p><Students> Discuss in groups and each group presents.</p> <p><Teacher> Explains the following.</p> <div data-bbox="165 1319 809 1644" style="border: 1px solid black; padding: 5px; margin: 10px 0;"> <p>There are many rules/regulations in the public society For example, traffic rules, not throwing away garbage, not smoking in a crowded place, not spitting betel in the public place, not picking up public flowers, etc. It is necessary to keep these rules/regulations to live in the society.</p> </div> <p><Students> Listen to the teacher’s explanation.</p>	20		Give additional examples of the public rules/regulations as necessary.
<p><Teacher> Concludes that we individually should keep the public rules/regulations as a member of the society.</p>	5		

(3rd period)

Learning Activities	Duration (Min.)	Teaching/ Learning Materials	Points to be noticed
<p data-bbox="181 331 310 358"><Teacher> Reads aloud the following story.</p> <div data-bbox="181 449 820 1295" style="border: 1px solid black; padding: 10px;"> <p data-bbox="191 494 813 1249">Maung Phyu got thirsty after playing football with his friends at the school ground, so went to the water dispenser near the ground to drink water. However, the water cup was very dirty, so he did not want to use the cup and left there without drinking water. Next day, when he passed by the water tap in the school, Cho Cho was washing many water cups. Maung Phyu asked her, "Did you make these water cups dirty?" She said, "No, it's not me who made them dirty." He asked again, "So you were told by a teacher to clean them, right?" She said no again. He wondered and asked, "Why are you washing the water cups though it's not you who made them dirty?" She replied, "I saw one dirty water cup at the water dispenser near the ground and found other water cups dirty as well. I thought these cups were so dirty that nobody wanted to drink water with these cups. That's why I'm just washing them" and smiled to Maung Phyu.</p> </div> <p data-bbox="181 1344 310 1372"><Students> Listen to the story.</p>	10		
<p data-bbox="181 1469 310 1496"><Teacher> Asks students how they think about the following points in the story.</p> <ul data-bbox="181 1628 820 1782" style="list-style-type: none"> - A water cup at the water dispenser was dirty. - Maung Phyu did not want to use the dirty cup and left the cup as it was. - Cho Cho washed the water cups voluntarily <p data-bbox="181 1832 310 1859"><Students> Discuss in groups and each group presents.</p>	20		

<p><Teacher> Asks students why they think Cho Cho washed the water cups.</p> <p><Students> Discuss in groups and each group presents.</p>			
<p><Teacher> Concludes that those who are keen to practice the cleaning activities willingly are good students and likely to be good citizens in the society.</p>	5		

(4th period)

Learning Activities	Duration (Min.)	Teaching/ Learning Materials	Points to be noticed
<p><Teacher> Lets students give any kind of rules/regulations and writes down them on the blackboard.</p> <p><Students> Give the rules/regulations.</p>	10		
<p><Teacher> Explains the following to students.</p> <div data-bbox="167 1243 810 1572" style="border: 1px solid black; padding: 5px;"> <p>There are three kinds of bad effects in rule breaking.</p> <ul style="list-style-type: none"> - The person who broke the rule suffers a loss or disadvantage. - Another person is troubled. - Many people are troubled. </div> <p><Students> Listen to the teacher's explanation.</p> <p><Teacher> Asks students which kind of bad effect will occur among the three kinds of bad effects if each rule written on the blackboard is broken.</p> <p><Students> Answer each.</p>	20		

<p><Teacher> Concludes that it is necessary to prevent oneself from breaking the rules by thinking that it gives bad effects on oneself or another person or many people.</p>	<p>5</p>		
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Assessment

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

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

Lesson 33: Observing the Traffic Rules

General Objective

Children observe the traffic rules.

Specific Objectives

Children will be able to:

- (1) Keep the traffic rules.
- (2) Avoid the traffic accident.
- (3) Make use of what they observed at the field trip.

Lesson Planner

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

The first specific objective

1st period:

Know the basic traffic rules

↓

Look at the picture of dangerous cases on the road

↓

Keep the traffic rules

The second specific objective

2nd period:

Know the terrible effects of the traffic accident

↓

Realize the importance of keeping the traffic rules

↓

Avoid the traffic accident

The third specific objective

3rd period:

Observe the situation on the road

↓

4th period:

Discuss what they observed and should take care

↓

Make use of what they observed at the field trip

Lesson 33: Examples of Lesson Plan

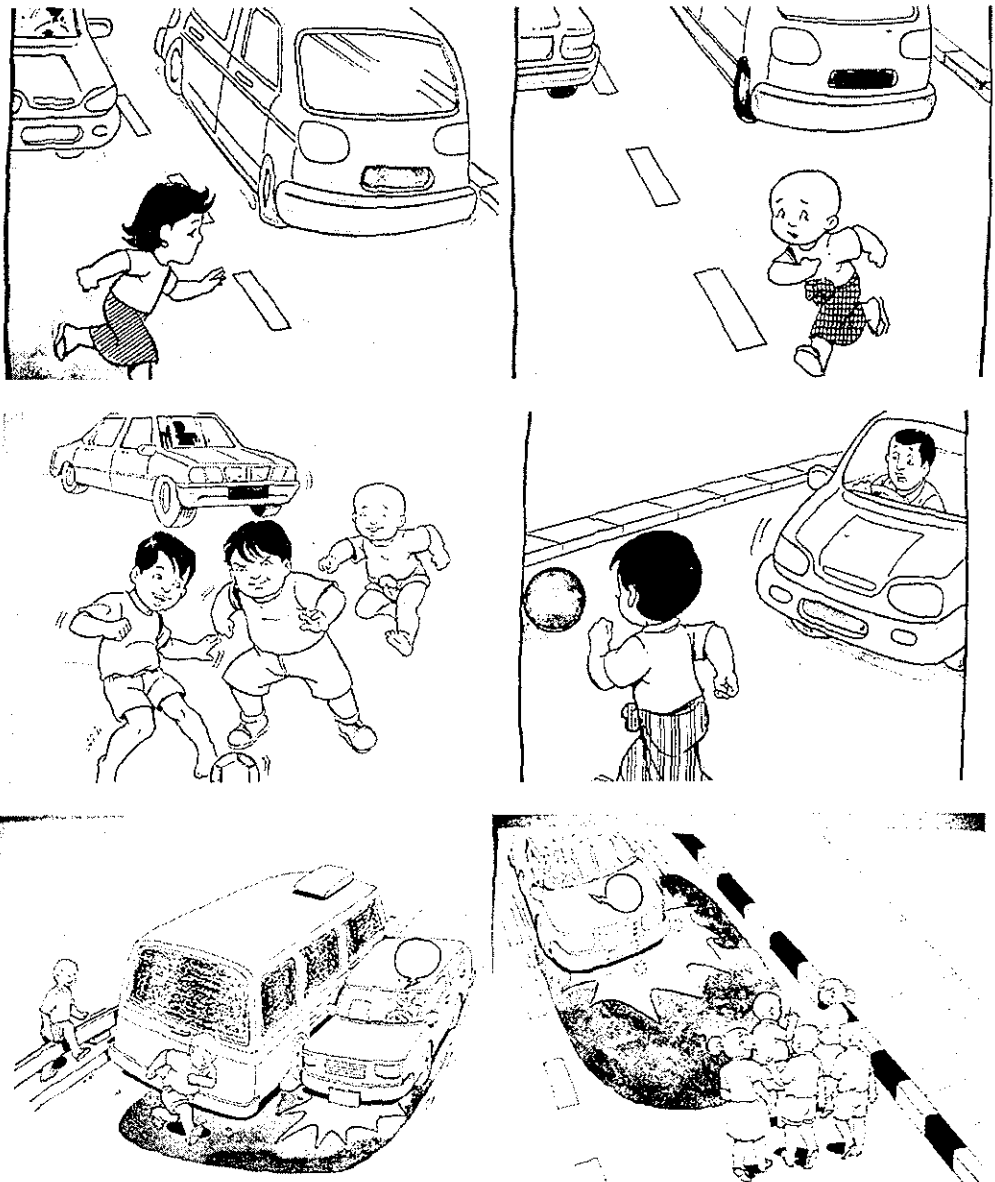
1st Period

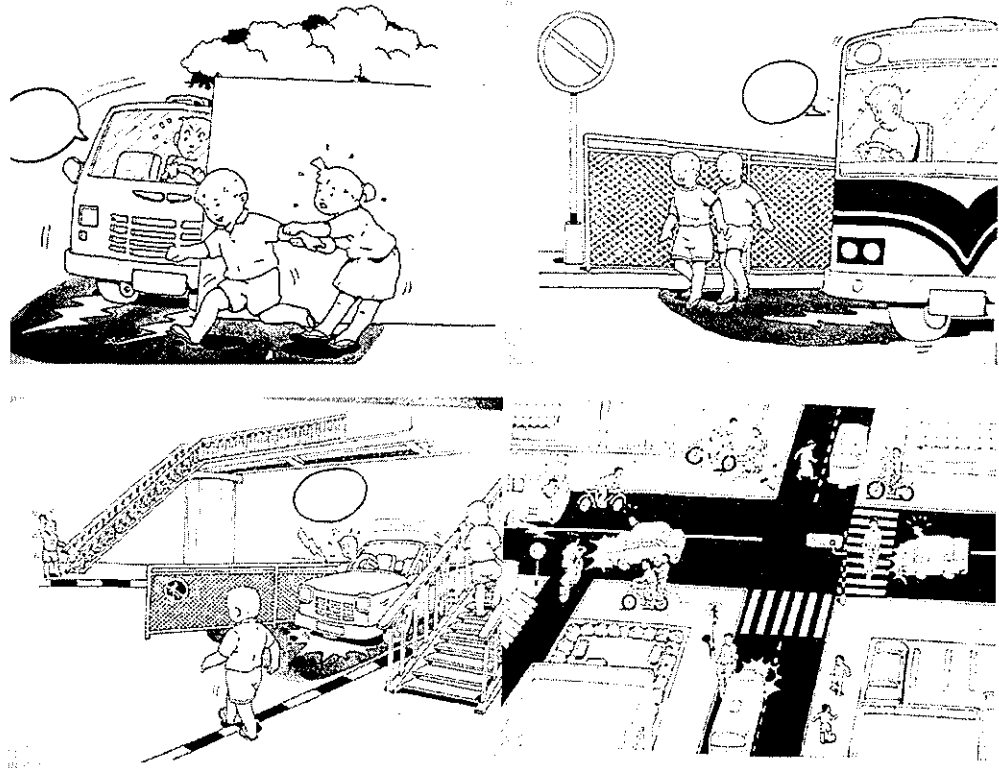
Specific Objective

Children will be able to keep the traffic rules.

Teaching / Learning Materials

Pictures of dangerous cases on the road





Teaching / Learning Procedure

(1st period)

Learning Activities	Duration (Min.)	Teaching/ Learning Materials	Points to be noticed
<p><Teacher> Asks students what they should take care when they cross the road.</p> <p><Students> Discuss in groups and each group presents.</p>	<p>10</p>		

<p><Teacher> Writes down the following traffic rules that pedestrians should observe on the blackboard and lets students write down them.</p> <div style="border: 1px solid black; padding: 10px; margin: 10px 0;"> <p style="text-align: center;">Traffic Rules</p> <ul style="list-style-type: none"> - Walk only on a sidewalk if any - Watch vehicles carefully in crossing the road - Do not stand or stay on the middle of the road - Do not play on the road - Cross the road through a crosswalks or pedestrian bridge if any - Do not turn your back on vehicles - Do not cross the road in front of the stopping car </div> <p><Students> Write down the above rules on their notebook.</p> <p><Teacher> Shows the pictures of dangerous cases on the road and explains what the dangerous point is in each situation.</p> <p><Students> Listen to the teacher's explanation with looking at the pictures.</p> <p><Teacher> Tells students that in addition to the above rules there are other traffic rules that drivers have to observe. Then gives the following driver's rules as information.</p> <div style="border: 1px solid black; padding: 10px; margin: 10px 0;"> <p style="text-align: center;">Driver's Rules</p> <ul style="list-style-type: none"> - Observe traffic light signals (green: go, red: stop, yellow: slow down) - Do not exceed the speed prescribed - Do not drive after drinking alcohol - Follow the supervision of traffic police - Give priority to emergency vehicles (ambulance, fire engines, police car and others of importance) </div>	<p>20</p>	<p>Pictures of dangerous cases on the road</p>	
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<p><Teacher> Concludes that the traffic rules mentioned above are very important so that it is necessary to observe them.</p>	5		
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2nd Period

Specific Objective

Children will be able to avoid the traffic accident.

Teaching / Learning Procedure

Learning Activities	Duration (Min.)	Teaching/ Learning Materials	Points to be noticed
<p><Teacher> Lets students give the traffic rules.</p> <p><Students> Answer each.</p>	10		Review the last class.
<p><Teacher> Reads aloud the following story.</p> <div data-bbox="172 1205 810 1774" style="border: 1px solid black; padding: 10px; margin: 10px 0;"> <p>Myint Myint has to cross a busy street between her house and school everyday. One day she was late for school and crossed the street without watching carefully. At the moment a car was about to go through the street and hit her. The car driver called an ambulance and she was sent to the hospital. She was injured so terribly that she had an operation immediately. However, her left leg could not be treated at the operation and she could never walk again. Furthermore, her parents had to borrow a large amount of money to pay for the operation and the treatment afterwards.</p> </div> <p><Students> Listen to the story.</p>	15		

<p><Teacher> Asks students what Myint Myint should have done to avoid the traffic accident.</p> <p><Students> Discuss in groups and each group presents.</p>			
<p><Teacher> Gives the following conclusion.</p> <div style="border: 1px solid black; padding: 5px; margin: 10px 0;"> <p>If one met with a traffic accident, he/she would get a fatal result. He/she would have a fatal injury and even die. It gives a great damage to his/her family as well. Nothing can make up for the worst result. It is therefore very important to observe the traffic rules to avoid the terrible traffic accident.</p> </div>	10		

3rd and 4th Periods

Specific Objective

Children will be able to make use of what they observed at the field trip.

Teaching / Learning Procedure

Learning Activities	Duration (Min.)	Teaching/ Learning Materials	Points to be noticed
<p><i>Field trip</i></p> <p>Teacher takes students to the street outside the school and lets them observe the following points.</p> <ul style="list-style-type: none"> - The situations of pedestrians - The situations of cars - The situations of bicycle and trishaw - Traffic signals (if any) 	35		<p>Special care should be taken for children not to run out into the street.</p>
<p>Students discuss in groups what they found at the field trip and each group presents it.</p>	30		<p>Comment students' presentation as necessary.</p>

<Teacher> Concludes that it is necessary to observe the traffic rules.	5		
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Assessment

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

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

Lesson 34: Dangers in Surroundings

General Objective

Children keep away from the dangers around their surroundings

Specific Objective

Children will be able to avoid the dangerous factors in their surroundings.

Lesson Planner

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

1st and 2nd periods:

Recognize various dangerous factors in the surroundings and know how to cope with them

↓

3rd period:

Observe the dangerous factors in the field

↓

4th period:

Make the observation sheet on what they found at the field and should take care

↓

Recognize the dangerous factors in the surroundings and know how to avoid them

↓

Avoid the dangerous factors in their surroundings

Lesson 34: Examples of Lesson Plan

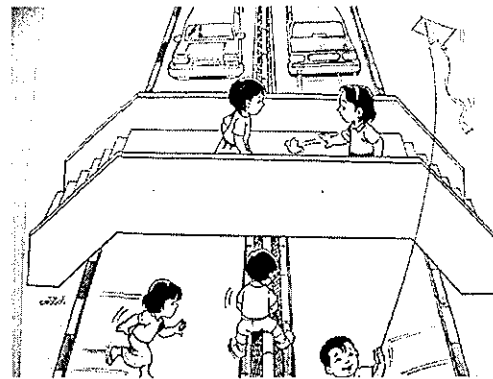
1st to 4th Periods

Specific Objective

Children will be able to avoid the dangerous factors in their surroundings.

Teaching / Learning Materials

Picture of a dangerous act



Big sheets of paper and marker pens

Teaching / Learning Procedure

(1st and 2nd periods)

Learning Activities	Duration (Min.)	Teaching/ Learning Materials	Points to be noticed
<p><Teacher> Writes down the following occasions usually seen in the rainy season on the blackboard and asks students what they should take care at each occasion.</p> <div style="border: 1px solid black; padding: 10px; margin-top: 10px;"> <ul style="list-style-type: none"> - Overflow of water in the river - Bridge covered with water - Roads are muddy and easy to slip - Trees are broken and some fell down - Snakes - Sucked by leech - Drainage is flooded over - Rivulet is full of water </div>	50	Picture of a dangerous act	

<p><Students> Discuss in groups and each group presents.</p> <p><Teacher> Lets students imagine electrical power lines were found cut and dropped and asks them what they should do.</p> <p><Students> Answer each.</p> <p><Teacher> Tells students that they should not touch the electric cut but inform elders. And ask students what will happen when they handle an electric switch with wet hand.</p> <p><Students> Answer each.</p> <p><Teacher> Explain that electric shock would occur if they handle an electric switch with wet hand so that they should avoid it.</p> <p><Students> Listen to the teacher's explanation.</p> <p><Teacher> Ask students whether they swim in the river, pond, lake or sea.</p> <p><Students> Answer each.</p> <p><Teacher> Ask students what they should take care when they swim in the river.</p> <p><Students> Answer each.</p> <p><Teacher> Ask students what kind of danger can occur in playing football on the street or road.</p>			
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<p><Students> Answer each.</p> <p><Teacher> Explains that it will occur car accidents, and disturbances to pedestrians and vehicles if they play on the street so that they should not play football on the street</p> <p><Students> Listen to the teacher’s explanation.</p> <p><Teacher> Writes down the following occasions on the blackboard and show the picture of a dangerous act. Then asks students what they should take care at each occasion.</p> <div style="border: 1px solid black; padding: 5px; margin: 10px 0;"> <ul style="list-style-type: none"> - A flying kite get hooked with an electric wire - Climb up the tree and fall down due to slipping or breaking of the branch of tree - Put the hand into the hollow of tree, so the snake in the hollow bites - Running due to the bull fighting - Snakes come out from the bushes in roadside </div> <p><Students> Discuss in groups and each group presents.</p>			
<p><Teacher> Lets students give other dangerous factors except the above examples in their surroundings.</p> <p><Students> Discuss in groups and each group presents.</p>	15		
<p><Teacher> Concludes that it is necessary to take care to avoid the dangers in the surroundings.</p>	5		

(3rd and 4th periods)

Learning Activities	Duration (Min.)	Teaching/ Learning Materials	Points to be noticed
<p><i>Field trip</i></p> <p>Teacher takes students to somewhere a dangerous factor exists, for example, river, street, etc.</p>	35		Special care should be taken for children not to be caught up with the dangers.
<p>Students make an observation sheet in groups about the following points by drawing and writing, and each group presents it.</p> <p>- The dangerous factor that they found at the field trip - Cares to be taken for the above factor</p>	30	Big sheets of paper and marker pens	Comment students' presentation as necessary.
<p><Teacher></p> <p>Concludes that care should be taken where dangerous factors exist.</p>	5		

Assessment

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

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

Epilogue

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

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

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Daw Mu Mu	Assistant Lecturer, Thingangyun Education College (TEC)
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JICA Experts

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

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

March 2004

