

The Government of the Republic of the Union of Myanmar

Ministry of Education



Year 1 Semester 1

EDU1110
Curriculum and Pedagogy Studies:
Life Skills

Student Teacher Textbook

PREFACE

The Myanmar Ministry of Education developed the four-year Education College curriculum, in line with the pre-service teacher education reform as specified in the National Education Strategic Plan (NESP) 2016-2021.

The Myanmar Education College curriculum consists of several components: the curriculum framework, syllabi, Student Teacher Textbooks, and Teacher Educator Guides. This curriculum for the four-year Education College was designed and structured to align with the Basic Education Curriculum and to equip student teachers with the competencies needed to teach effectively in Myanmar's primary and middle school classrooms. It is based on a Teacher Competency Standards Framework (TCSF) which articulates the expectations for what a teacher should know and be able to do in the classroom.

The curriculum follows a spiral curriculum approach, which means that throughout the four years student teachers return to familiar concepts, each time deepening their knowledge and understanding. To achieve this, the four-year Education College programme is divided into two cycles. The first cycle (Years 1 and 2) is repeated at a deeper level in the second cycle (Years 3 and 4) to enable student teachers to return to ideas, experiment with them, and share with their peers a wider range of practices in the classroom, with the option to follow up on specific aspects of their teaching at a deeper level.

The curriculum structure provides an integrated approach, where teaching of subject knowledge and understanding educational theories are learnt through a supportive learning process of relevant preparation and practical application and experience. The focus is, therefore, not just on subject content, but also on the skills and attitudes needed to effectively apply their knowledge, skills, and attitudes in teaching and learning situations, with specific age groups. As the focus is on all components of a 'competency' – knowledge, skills, attitudes and their effective application – it is referred to as a competency-based curriculum.

Accordingly, a competency-based curriculum is learner-centred and adaptive to the changing needs of students, teachers, and society. Where new concepts are learnt, they are then applied and reflected on:

1. Learn (plan what and how to teach);
2. Apply (practice teaching and learning behaviours); and
3. Reflect (evaluate teaching practice).

Beyond the Education College coursework, it is intended that student teacher graduates will be able to take and apply this cycle of ‘learn, apply, and reflect’ to their own teaching to effectively facilitate the learning and development of Myanmar’s next generation.

The Myanmar Education College curriculum was developed by a curriculum core team, which is a Ministry of Education-appointed team of Myanmar Education College teacher educators supported by the Ministry of Education, resource persons from the Universities of Education, University for the Development of National Races of the Union and a team of national and international experts. Overall guidance of the work was provided by the Department of Higher Education, Ministry of Education.

The curriculum development was also supported by the Strengthening Pre-Service Teacher Education in Myanmar project, with technical assistance from the United Nations Educational, Scientific and Cultural Organization (UNESCO) and financial contributions from Australia, Finland, and UK Governments. Substantial input to the drafting process was also provided by Japan International Cooperation Agency and the primary education curriculum development team through the Project for Curriculum Reform at Primary Level of Basic Education (CREATE) team.

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HOW TO USE THIS TEXTBOOK

Who will use this Life Skills textbook?

This textbook has been designed to guide you, as a student teacher, through Year 1 of the Life Skills subject. In this textbook, you will find foundational information about Life Skills. The textbook also includes learning activities and additional resources to help you develop the knowledge, skills and attitudes you need to be an effective teacher in Myanmar. You will use the textbook as a key resource in class; you can also use the textbook for independent self-study.

While the content in the textbook is addressed to you, a student teacher, it is also a resource for your teacher educators, who will serve as your facilitators and mentors as you develop key Life Skills competencies. Throughout this module, you and your teacher educator will work together, using this textbook as a tool for learning.

When and where does Life Skills take place?

Life Skills has been allocated twenty-four periods of teaching for each year of your four-year Education College programme. Classes will be held on your Education College campus.

What is included in the Year 1 Life Skills textbook?

The textbook organisation and content align with the syllabus of the four-year Education College curriculum on Life Skills.

This textbook contains the following topics for Year 1 Life Skills:

- Introduction to Life Skills;
- Organizational structure of primary Life Skills;
- Personal well-being;
- Psychosocial Skills;
- Living in Harmony with Nature; and
- Assessment.

For each unit, you will be working through learning activities, both individually and with your peers as well as teacher educator, to deepen your knowledge, skills and attitudes related to the topic. The Content map below highlights the expected learning outcomes and time allocations for each unit in this textbook.

Table A. Year 1 Semester 1 Life Skills content map

Units	Sub-units	Lessons	Learning outcomes	TCSF	Periods
1. Introduction to Life Skills	1.1. The Nature and Objectives of Teaching Life Skills	1.1.1. What Life Skills is	<ul style="list-style-type: none"> Explain what Life Skills is, why it is taught in primary school and why the nine core competencies are considered important attributes for Myanmar citizens Give examples of the nine basic Life Skills competencies 	A4.1 A5.1 B1.1	1
	1.2 Knowing the Basic Education Curriculum	1.2.1. Life Skills in the primary education curriculum	<ul style="list-style-type: none"> Describe how the objectives of the primary Life Skills curriculum are linked with the aims and principles of the Basic Education Curriculum Explain how new primary Life Skills can contribute to the aims and principles of the Basic Education Curriculum Explain linkages between Life Skills and other subjects in the primary curriculum 	A4.1 A5.1 B1.1	2
	1.3. Course Overview	1.3.1. Education College Year 1 Life Skills course	<ul style="list-style-type: none"> Reflect on how the Education College curriculum will prepare student teachers for teaching Life Skills in primary school 	A4.1 A5.1 B1.1	1
2. Organisational Structure of Primary Life Skills	2.1. Grade-wise Objectives of Teaching Primary Life Skills	2.1.1. Objectives and strands of the primary Life Skills	<ul style="list-style-type: none"> Explain how grade-wise objectives of primary Life Skills are related to each other Explain the three learning strands (Personal Well-being, Psychosocial Skills and Living in Harmony with Nature) of primary Life Skills 	A4.1 A5.1 B1.1	1
	2.2. Features of Primary Life Skills	2.2.1. Personal well-being	<ul style="list-style-type: none"> Describe how the contents of the Personal Well-being strand contributes to the achievement of the grade-wise objectives 	A4.1 A5.1 B1.1	1
		2.2.2. Psychosocial Skills	<ul style="list-style-type: none"> Describe how the contents of the Psychosocial Skills strand contributes to the achievement of the grade-wise objectives 	A4.1 A5.1 B1.1	1

Units	Sub-units	Lessons	Learning outcomes	TCSF	Periods
		2.2.3. Living in harmony with nature	<ul style="list-style-type: none"> Describe how the contents of the Living in Harmony with Nature strand contributes to the achievement of the grade-wise objectives 	A4.1 A5.1 B1.1	1
3. Personal Well-being	3.1. Learning Personal Well-being	3.1.1. Child development and personal well-being lessons	<ul style="list-style-type: none"> Give examples of how child development theory should be considered in teaching Personal Well-being at the primary school level 	A1.1 A4.1 A5.1 B1.1	1
		3.1.2. Personal well-being and drug abuse	<ul style="list-style-type: none"> Explain how drug use can affect their personal well-being 	A4.1 A5.1 B1.1	1
	3.2. Personal Well-being: apply and reflect	3.2.1. Four stages of the learning process	<ul style="list-style-type: none"> Explain how the four stages of learning activities contribute to the achievement of the objectives of a personal well-being lesson at the primary school level Identify the structure of a lesson plan for teaching Personal Well-being Demonstrate teaching a lesson in Personal Well-being 	A4.1 A5.1 B1.1 B1.2 B1.3 B3.1 B3.2 D1.1 D2.1	2
Total Number of periods					12

The overall objective of Life Skills is to prepare you to equip primary school students with life skills for use in their daily life. Life skills are the knowledge, skills and attitudes necessary for human beings in our society to be able to solve daily life problems and lead happy and healthy lives. You will explore the nine basic competencies of the Life Skills subject identified as necessary for the 21st century in the Myanmar Basic Education Curriculum: problem-solving, creative thinking, critical thinking, decision-making, self-awareness, communication, interpersonal relationships, empathy, and coping with stress and emotions. The course will cover both academic (what we teach) and methodology (how we teach) contents. Upon graduation, you will know how to create your own teaching aids, how to approach and create activities that will help primary students learn, and be familiar with different assessment techniques in the Life Skills subject. With reference to the Educational College Curriculum Framework, in Years 1 and 2, you are expected to develop fundamental knowledge of Life Skills and develop basic pedagogical content knowledge for teaching Life Skills. In Years 3 and 4, you will develop deeper understanding of the Life Skills subject knowledge and gain a more systematic grasp of the primary Life Skills curriculum, instruction and assessment.

The content of this textbook is based on the Myanmar TCSF, which articulates the expectations for what you should know and be able to do in the classroom. The teacher competencies in focus for the Life Skills subject include:

Table B. Life Skills Teacher Competencies in Focus

Competency standard	Minimum requirement	Indicators
A1: Know how students learn	A1.1 Demonstrate understanding of how students learn relevant to their age and developmental stage	A1.1.1 Give examples of how students' cognitive, physical, social, emotional and moral development may affect their learning A1.1.2 Prepare learning activities to align with students' level of cognitive, linguistic, social, emotional and physical development
	A1.2 Demonstrate understanding of how different teaching methods can meet students' individual learning needs	A1.2.2 Identify focused and sequenced learning activities to assist students to link new concepts with their prior knowledge and experiences
A2: Know available educational technologies	A2.1 Demonstrate understanding of appropriate use of a variety of teaching and learning strategies and resources	A2.1.1 Plan learning experiences that provide opportunities for student interaction, inquiry, problem-solving and creativity A2.1.2 Use teaching methods, strategies and materials as specified in the textbooks and additional low cost materials to support student learning
	A2.2 Demonstrate understanding of appropriate use of Information Communication Technology (ICT) in teaching and learning	A2.2.1 Describe the function and purpose of online and offline educational tools and materials to support the teaching and learning process
A3: Know how to communicate well with students and their families	A3.1 Demonstrate understanding of the role and expected duties of teachers in Myanmar	A3.1.1 Describe the role and five duties of Myanmar teachers as socially accepted norms
	A3.2 Demonstrate respect for the social, linguistic and cultural diversity of students and their communities	A3.2.2 Be aware of social and cultural background of parents, community elders and leaders when interacting with them
A4: Know the curriculum	A4.1 Demonstrate understanding of the structure, content and expected learning outcomes of the Basic Education Curriculum	A4.1.2 Prepare lesson plans reflecting the requirements of the curriculum and include relevant teaching and learning activities and materials A4.1.3 Describe the assessment principles underpinning the primary Curriculum

Competency standard	Minimum requirement	Indicators
A5: Know the subject content	A5.1 Demonstrate understanding of the subject matter to teach the subject/s for the specified grade level/s	A5.1.1 Describe the key concepts, skills, techniques and applications for the subjects covered in the grade levels taught
	A5.2 Demonstrate understanding of how to vary delivery of subject content to meet students' learning needs and the learning context	A5.2.1 Describe ways to contextualise learning activities for the age, language, ability and culture of students to develop understanding of subject-related principles, ideas and concepts A5.2.2 Explain how lessons are contextualised to include localised information and examples related to the subject content, concepts and themes
B1: Teach curriculum content using various teaching strategies	B1.1 Demonstrate capacity to teach subject-related concepts and content clearly and engagingly	B1.1.1 Clearly explain the curriculum content and intended learning outcomes
	B1.2 Demonstrate capacity to apply educational technologies and different strategies for teaching and learning	B1.2.1 Use teaching methods and learning strategies appropriate for the class culture, size and type B1.2.2 Use the knowledge of literacy and numeracy instructional strategies to support students' learning in different subject areas B1.2.3 Create opportunities for students to investigate subject-related content and concepts through practical activities
		B1.3. Demonstrate good lesson planning and preparation in line with students' learning ability and experience
B2: Assess, monitor and report on students' learning	B2.1 Demonstrate capacity to monitor and assess student learning	B2.1.2 Use assessment information to plan lessons

Competency standard	Minimum requirement	Indicators
B3: Create a supportive and safe learning environment for students	B3.1 Demonstrate capacity to create a safe and effective learning environment for all students	B3.1.1 Use space and classroom materials and resources to ensure involvement of all students in learning activities B3.1.2 Encourage students to interact with each other and to work both independently and in teams B3.1.3 Model and promote good health and safety practices to ensure students' well-being and safety within the classroom and school
	B3.2 Demonstrate strategies for managing student behaviour	B3.2.2 Encourage students to interact with each other with mutual respect and safety
B4: Work together with other teachers, parents and the community	B4.1 Demonstrate strategies for working together with other teachers, parents and the local community to improve the learning environment for students	B4.1.3 Seek colleagues' perspectives in attempting to respond to learning issues and accept feedback positively
C1: Service to profession	C1.1 Demonstrate values and attitudes consistent with Myanmar's tradition of perceiving teachers as role models	C1.1.1 Comply with professional codes of conduct, rules and regulations in line with the five traditional responsibilities of the Myanmar teacher
C2: Service to community leadership	C2.1 Demonstrate commitment to serving the school and community as a professional member of the teaching profession	C2.1.1 Contribute actively to a range of school and community activities
C3: Promote quality and equity in education for all students	C3.1 Demonstrate a high regard for each student's right to education and treat all students equitably	C3.1.1 Show awareness of the right to education of every child and a commitment to nurturing the potential in each student
	C3.3 Demonstrate capacity to build students' understanding of different cultures and global citizenship	C3.3.1 Integrate concepts of sustainability, equality, justice, and the rights and responsibilities of students into class and school activities
D1: Reflect on own teaching practice	D1.1 Regularly reflect on own teaching practice and its impact on student learning	D1.1.2 Use information from a variety of sources to improve teaching practice and students' learning
D2: Engage with colleagues in improving teaching practice	D2.1 Improve own teaching practice through learning from other teachers and professional development opportunities	D2.1.1 Discuss teaching practices with supervisors and willingly seek constructive feedback
		D2.1.3 Establish goals for own professional development as a teacher D2.1.4 Participate in professional activities conducted by school clusters and recognised professional associations
D3: Participate in professional learning to improve teaching practice	D3.1 Demonstrate understanding of the importance of inquiry and research-based learning to improve teaching practice	D3.1.1 Identify relevant professional learning materials to improve own practice

Source: Myanmar Teacher Competency Standards Framework, Beginning Teachers, Draft Version 3.2. (2019, pp. 30-36)

How do I use this textbook?

You can use this textbook both for your own self-study and as an in-class resource for learning activities facilitated by your teacher educator. Each unit in the textbook includes:



Expected learning outcomes: These are listed at the beginning of each unit and at the beginning of each lesson. The expected learning outcomes indicate what you should know and be able to do by the end of the lesson or unit.

Learning content: The learning content of each unit is broken down into sub-units and lessons that cover subject content knowledge that is important for you to know.



Learning activities: The learning activities included in the textbook are individual activities that you can do to reinforce and deepen your knowledge and understanding of a topic. Your teacher educator will also facilitate learning activities during class. These may be individual, partner, small-group or whole-class activities designed to help you achieve the learning outcomes of each lesson.



Unit summary: At the end of the unit, there is a brief summary of the main points of the unit to help you review and remember the most important information.



Review questions: You can use the unit review questions to test your own understanding of the unit content or to help you study for an exam.



Further reading: Each unit lists suggestions of additional resources on the topic. You can look these up in the library, on the internet or in your Education Degree College's e-library to learn more about the topic.



Unit reflection: Taking the time to deliberately think about, or reflect, on what you have learnt will help you remember and apply that learning, and make connections with other subject areas and real life. Each unit ends with some suggestions on how you can reflect and follow-up on what you have learnt in the unit.

At the end of this textbook, you will find a **Glossary** with the definitions of words found throughout the textbook that might be new to you. These words are listed in alphabetical order. You will also find a list of all the **Bibliography**, which are the original sources of information used throughout the textbook.

Remember, your teacher educator is there to help facilitate your learning in this module. If there is material you do not understand in the textbook, be sure to ask your teacher educator, or your classmates, for help. As a student teacher, you are a part of a community of collaborative learning within your Education College as you work – together with your peers and guided by your teacher educators – to earn your teaching qualification.

Unit 1

Introduction to Life Skills

‘Life skills’ is a very broad term that refers to the knowledge, skills and attitudes that we need to both survive and enjoy physical and emotional well-being within our society. Life skills are essential in order to meet the challenges of everyday life and also important to be able to work together with other people who live in our communities.

Underpinning the subject of Life Skills is the idea that if we understand ourselves, we can also understand other people, allowing us to live in harmonious coexistence with them. When we work collaboratively, we can achieve more and our lives will be more pleasant.

Expected learning outcomes

By the end of this unit, you will be able to:

- Explain what Life Skills is, why it is taught in primary school and why the nine core competencies are considered important attributes for the Myanmar citizens;
- Give examples of the nine basic Life Skills competencies;
- Describe how the objectives of the primary Life Skills curriculum are linked with the aims and principles of the Basic Education Curriculum;
- Explain how the new primary Life Skills curriculum can contribute to the aims and principles of the Basic Education Curriculum;
- Explain linkages between Life Skills and other subjects in the primary curriculum; and
- Reflect on how the Education College curriculum will prepare student teachers for teaching Life Skills in primary school.

1.1. The Nature and Objectives of Teaching Life Skills

Life skills are abilities for adaptive and positive behaviour that enable humans to deal effectively with the demands and challenges of life. Everyone uses life skills for solving everyday problems. The problems we encounter can vary, and thus we use different skills for different problems. For their immediate needs, primary students may require fewer or less developed life skills than adults. The objectives of teaching Life Skills at the primary level are concerned with the students' well-being, so that they will grow up healthily and happily, and have a positive attitude towards their family, friends, community and the environment. Teaching Life Skills also intends to nurture psychosocial skills: primary students will improve thinking skills and social skills, which will enhance soft skills important for their studies in other subjects.

1.1.1. What Life Skills is

Expected learning outcomes

By the end of the lesson, you will be able to:

- Explain what the Life Skills is, why it is taught in primary school and why the nine core Life Skills competencies are considered important attributes for Myanmar citizens; and
- Give examples of the nine basic Life Skills competencies.

The primary Life Skills subject

In primary school, the Life Skills subject aims to provide knowledge, skills and attitudes, and practising and applying them in real-life settings. In learning the lessons on personal well-being, hand-washing habits, good hygiene habits, understanding healthy and unhealthy food, and recognising how cleanliness can prevent spreading diseases are concrete physical life skills that children need to be able to remain healthy and enjoy a healthy life.

Psychosocial skills that involve internal emotional and thought processes, feelings and reactions, and relationships between family and community networks, social values and cultural practices are also considered life skills. Social skills, such as how to be polite to other people and how to communicate effectively, are important aspects of psychosocial skills. Psychosocial skills can also be called ‘people skills’ or ‘soft skills’. These are the skills that make us able to live happily and treat others positively.

The third aspect of the primary Life Skills curriculum is about understanding what to do to reduce the effects of environmental disasters, and learning to be proactive and to conserve the environment.

Overall, the primary Life Skills subject will help students to be healthy physically and mentally and to be aware of the environment.



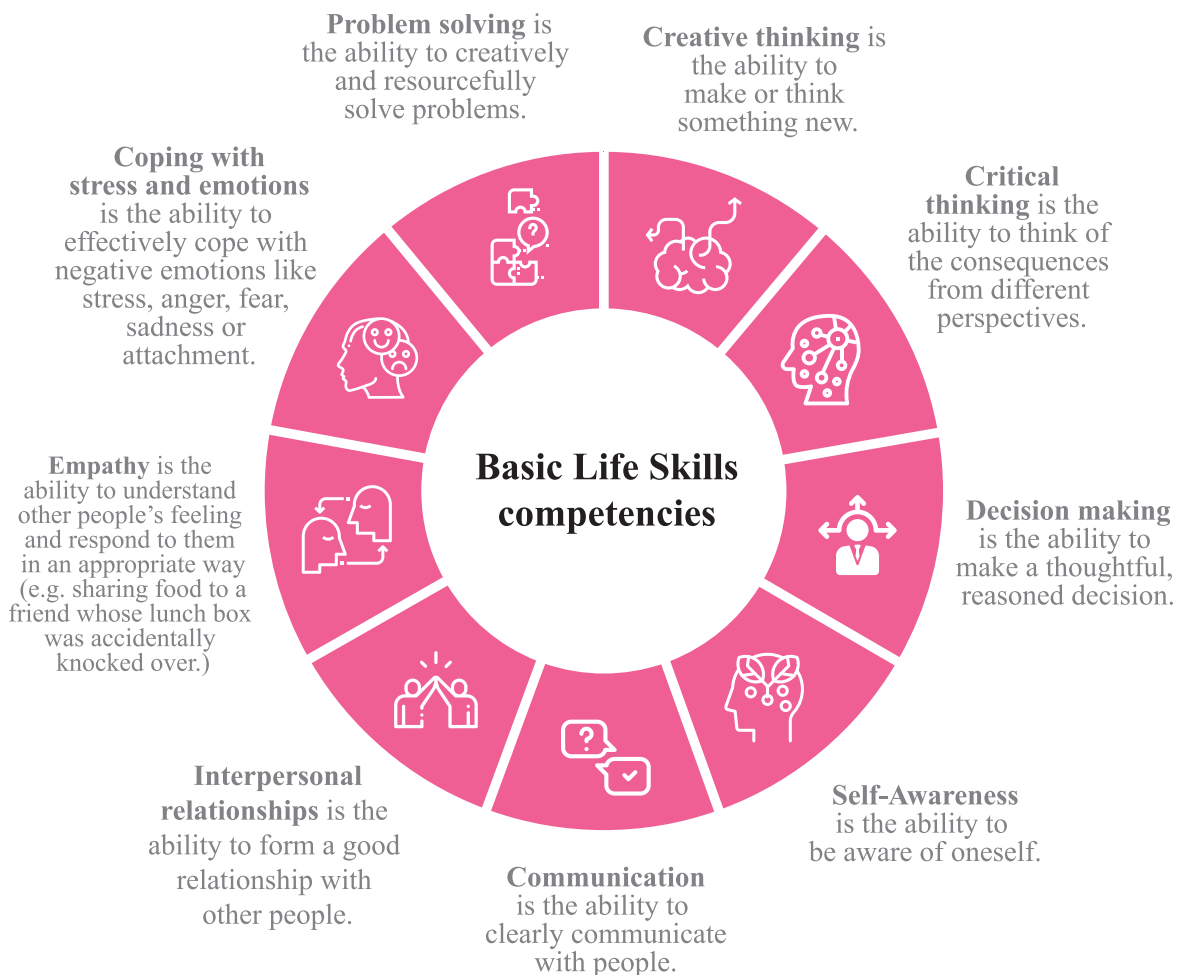
Learning activity 1

What does teaching Life Skills in primary school aim to achieve?

Basic Life Skills competencies

Competencies are knowledge, skills and attitudes. There are a number of essential competencies, or abilities, which are needed to solve daily problems and to lead a happy and healthy life. These abilities, which together are often referred to as ‘soft skills’, are the foundation of Life Skills.

Figure 1.1. The nine basic Life Skills competencies





Learning activity 2

Do you use any of the above Life Skills competencies in your life? If you do, please provide examples.

What are the skills that you wish you have had obtained during your school? Why?

Using these nine basic Life Skills competencies can help us understand how we see ourselves and the people around us. They are very important for the holistic development and productive education of young people.

In the following short story, a little bird exhibits a number of the basic Life Skills competencies. As you read the story, can you identify the Life Skills competencies?

Figure 1.2. A short story illustrating the nine Life Skills competencies

Little Bird

Once upon a time, there were animals living happily in a pleasant forest.

One day, while a little bird was flying around and singing, it saw an outbreak of a forest fire. It immediately became shocked and scared and its body began to shake – it did not know what it should do! Its first impulse was to fly away from the forest to escape the fire.

But then the bird took a deep breath, controlled its emotions and thought, “I cannot run away! If I run away, only I will escape, while the whole forest may be destroyed by the fire. The eggs, the babies and elderly animals, and the slow animals who cannot run away will die. Even if some animals will be able to run away, after the fire, they will have no place to live and nowhere to get food”. The little bird realised that running away would be selfish.

“So, what should I do?” the little bird thought, considering its options. “I see, I will bring water and drop it to stop the fire from burning... hmmm, but that is impossible, as my beak is very small. I would only be able to bring one or two drops of water at a time, not enough to stop the fire”.

The little bird thought some more: “I could make an announcement to get help from the others, but no, my voice is very soft and no one would hear me”. Then suddenly, the little bird knew what it had to do. The little bird flew quickly to the elephants, who were taking a bath in the stream. It requested that they bring water in their trunks to help stop the fire. The little bird then went to the foxes and requested that they spread the word about the fire and ask others to work together to stop it from spreading. When the monkeys and other animals heard the foxes’ announcement, they moved dried branches away so as not to spread the fire. Finally, by working cooperatively, the animals stopped the fire and lived in the forest happily and peacefully.

Read the story of ‘Little Bird’ and tick the relevant Life Skill in the checklist box.

Table 1.1. Checklist for the Life Skills competencies of the little bird

No.	Competency	Make a tick (✓) if the little bird has this Life Skills competency.
1	Problem-solving	
2	Creative thinking	
3	Critical thinking	
4	Decision-making	
5	Self-Awareness	
6	Communication	
7	Interpersonal relationship	
8	Empathy	
9	Coping with stress and emotions	



Learning activity 3

Please fill in this form with the behaviour that shows the competency of the little bird.

Table 1.2. Form for the behaviour of the little bird showing the Life Skills competencies

No.	Competency	Behaviour that shows the competency
1	Problem-solving	
2	Creative thinking	
3	Critical thinking	
4	Decision-making	
5	Self-Awareness	
6	Communication	
7	Interpersonal relationship	
8	Empathy	
9	Coping with stress and emotions	



Review questions

1. What are life skills?
2. What are the aims of teaching Life Skills to primary children?
3. Which Life Skills competency do you think you need to improve? Why?

1.2. Knowing the Basic Education Curriculum

Curriculum typically refers to the knowledge and skills students are expected to learn. It includes learning areas or strands, objectives of learning or standards expected to be met, curriculum content, specific teaching and learning methods, and assessments. Units and lessons to be taught; assignments and projects to be given to students; reference books, materials, videos, presentations and readings to be used in a course; and tests and assessments to evaluate student learning are all laid out in a curriculum. Curriculum developers have to follow curriculum guidelines in the curriculum framework. Myanmar Basic Education Curriculum was developed based on the aims of Myanmar Basic Education and the guidelines in the curriculum framework.

1.2.1. Life Skills in the primary Education Curriculum

Expected learning outcomes

By the end of the lesson, you will be able to:

- Describe how the objectives of primary Life Skills curriculum are linked with the aims and principles of the Basic Education Curriculum;
- Explain how new primary Life Skills can contribute to the aims and principles of the Basic Education Curriculum; and
- Explain linkages between Life Skills and other subjects in the primary curriculum.



Basic Education guiding principles

There are 13 guiding principles that have been used to design and develop the Myanmar Basic Education Curriculum. These principles underpin all Basic Education subjects, including Life Skills, and include the following:

1. **All-round, balanced development:** Students must be nurtured with focus on all-round, balanced development, especially in terms of intellectual, physical, social, moral, emotional and aesthetic dimensions.
2. **Good citizenship:** Students must be nurtured to become good citizens both at the national level and at the global level.
3. **Twenty-first century skills:** 21st century skills must be developed in order to pave the way for the development of the Myanmar society both at the national level and at the global level. These skills encompass knowledge-based literacies, skills and values for intellectual strengths, physical strength, moral and ethical strength, social strength and economic strength.
4. **Notion of completion in itself:** Students must be well-developed in terms of necessary knowledge, skills and attitudes as an evidence of completion in itself at the end of each of the three levels of the Basic Education (the primary, middle and high school levels).
5. **Preparation for higher learning:** Students must have necessary foundational knowledge, skills and attitudes for higher learning that can be pursued either in the form of academic learning or vocational learning.
6. **Preparation for one's life in the Myanmar society and modern economy:** Students must have necessary learning experiences as a preparation for their lives in the Myanmar society and for getting on well with the modern economy.
7. **Balance in academic literacy:** A balance in academic literacy is to be achieved through the promotion of academic development in both science and art areas of learning.

8. **Appreciation of all cultures, customs and traditions:** Students must be nurtured to develop an appreciation of all cultures, customs and traditions of all national groups at the national level and all other nations at the global level.
9. **Medium of instruction:** Either of the Myanmar and English languages or both can be used as the medium of instruction. If necessary at the Basic Education level, an ethnic language can be used as the medium of instruction together with the Myanmar language (National Education Law, Section 43).
10. **Languages of national groups:** Textbooks for teaching ethnic languages must be prepared by responsible personnel in respective states/regions.
11. **Service to family, school, community and the society:** Students must have necessary opportunities to develop the notion of service to family, school, community and the society.
12. **Peaceful co-existence and living in harmony:** The notions of peaceful coexistence and living in harmony, and conflict resolution skills must be developed in students at all levels of the society – community, national and global.
13. **Promoting equality:** The curriculum, textbooks and other teaching and learning materials must be conducive to promoting equality in students' learning. Thence, despite differences in gender, race, language, economic status and whatever other differences there are, equality will flourish.



Learning activity 1

- Think about the objectives of teaching Life Skills in primary school which were covered in 1.1.1. The Life Skills subject addresses many of the guiding principles for Myanmar's Basic Education Curriculum development.
- Which of the guiding principles are most closely related to the objectives of the Life Skills subject?

Aims of the primary education in the Myanmar National Curriculum Framework

Life skills are important for life outside of school studies; the basic Life Skills competencies can also help students succeed in other subject areas. Consider the aims of the primary education, as expressed in the Myanmar National Curriculum Framework:

- a. To demonstrate the achievement of age-appropriate, balanced, all-round development, that is, intellectually, physically, socially, morally and economically;
- b. To demonstrate basic mastery of four skills of the Myanmar language (listening, speaking, reading and writing skills) and to apply them in daily life according to the age level;
- c. To demonstrate basic mastery of four skills (listening, speaking, reading and writing skills) of an ethnic language designated in each state and region and to apply them in their daily life;
- d. To develop the foundation of four skills of the English language (listening, speaking, reading and writing skills) according to the age level;
- e. To skillfully perform basic mathematical calculations in daily-life application;
- f. To make scientific explorations about natural phenomena in one's environment and apply the acquired basic science knowledge and skills in daily life;
- g. To understand geographical facts, situations and historical events of Myanmar and develop desirable dispositions, such as love of and loyalty to the Republic of the Union of Myanmar;
- h. To develop basic knowledge, skills, attitudes, aesthetic appreciation and behaviour which are assumed to be the basic characteristics of a good citizen; and
- i. To develop a sound mind and a sound body as a result of participation in physical activities and application of health-related knowledge and attitudes in daily-life situations.

The overall objectives of teaching Life Skills at the primary level

1. To improve physical health by having healthy habits in personal hygiene, nutrition and disease prevention;
2. To improve psychosocial skills by appropriately dealing with others in the society with a positive attitude;
3. To reduce the risk of environmental destruction, and natural and man-made disasters through knowing appropriate and responsible actions towards the environment;
4. To acquire learning skills such as problem-solving, critical thinking, decision-making, creative thinking, communication, interpersonal relationships, self-awareness, empathy, coping with stress and emotions through learning Life Skills.



Review questions

1. Which aims of primary education in the Myanmar National Curriculum Framework are most closely related to the overall objectives of the Life Skills subject?
2. Which of the guiding principles are closely related to the Life Skills objectives?
3. How can developing the basic Life Skills competencies help students to achieve the aims of primary education in the Myanmar National Curriculum Framework?

1.3. Course Overview

The Year 1 primary Life Skills course will equip you with knowledge of, skills in, and attitudes towards Life Skills as well as basic pedagogical skills and assessment techniques needed in order to meet the key teacher competency standards. The course will cover both academic and methodology content. With reference to the Educational College Curriculum Framework, in Years 1 and 2, you are expected to develop fundamental knowledge of Life Skills and basic pedagogical content knowledge for teaching Life Skills. In Years 3 and 4, you will develop a deeper understanding of Life Skills subject knowledge and gain a more systematic grasp of the primary Life Skills curriculum, instruction and assessment.

1.3.1. Education College Year 1 Life Skills course

Expected learning outcomes

By the end of the lesson, you will be able to:

- Reflect on how the Education College Curriculum will prepare student teachers for teaching Life Skills in primary school.

In Year 1, you can expect to develop fundamental knowledge of Life Skills and the basic pedagogical content knowledge for teaching Life Skills. You will build on this in the following years of your Education College degree to develop a deeper understanding of the Life Skills subject knowledge and to gain a more systematic grasp of the primary Life Skills curriculum, instruction and assessment.

In your Education College Life Skills course, you can expect to practise your own Life Skills competencies, as you participate in activities that will allow you to learn through enquiry-based, problem-solving and collaborative methods. Assignments and practical activities in the Life Skills course will include observation, creating lesson plans, practicing the delivery of lessons through micro-teaching, video discussions, and self-assessment and peer-assessment.

This subject is included in the pre-service teacher education curriculum for Education Colleges to ensure that teachers are prepared to teach the Life Skills curriculum as defined for the Basic Education in Myanmar. Primary school teachers will learn to fulfil the academic standards equivalent of the primary and middle school levels in order to ensure a strong subject proficiency foundation for being effective teachers for primary school students (United Nations Educational, Scientific and Cultural Organisation, n.d.).

In order to develop teachers who can foster students' 21st century skills, learning activities in this course will provide modelling of and opportunities to learn through enquiry-based, problem-solving and collaborative methods. Assignments will include self-learning and applying your growing knowledge and understanding of Life skills that you have learnt in a new setting, and self-assessment and peer-assessment. Textbooks, work sheets, internet websites, charts and a variety of tools will be used as teaching and learning materials.



Review questions

1. What are you going to learn in the Year 1 Life Skills textbook?
2. Looking through the textbook and observe the whole course, how are you expected to use this textbook?
3. What are the most important abilities you need to have to be an effective teacher for teaching Life Skills?

Unit Summary



Key messages

- Life skills are the knowledge, skills and attitudes necessary for human beings in our society to be able to solve daily-life problems and lead happy and healthy lives.
- There are nine basic Life Skills competencies, which are sometimes called ‘soft skills’ and form the basis for Life Skills. These include: problem-solving, creative thinking, critical thinking, decision-making, self-awareness, communication, interpersonal relationships, empathy and coping with stress and emotions.
- Life Skills and these nine competencies cut across subject areas and underpin many of the guiding principles and aims of the Basic Education Curriculum.
- There is a relationship between Life Skills and other subjects, as Life Skills cut across many subject areas of the primary curriculum.
- The Year 1 primary Life Skills course will equip you with fundamental knowledge of, skills in, and attitudes towards Life Skills as well as basic pedagogical skills and assessment techniques needed in order to meet the key teacher competencies.



Unit reflection

This unit introduces what the Life Skills subject is in general. It deals with nine Life Skills competencies. What are the overall objectives of teaching primary Life Skills? How is the primary Life Skills curriculum organised? How is your textbook organised?

As a primary teacher, it is crucial for you to understand the subject itself. Why is it important to teach this subject to primary students? How is the Life Skills subject related to other subjects? How will you use your textbook to take full advantage of it?

Do you think the nine Life Skills competencies are important for everyone? How? Can you demonstrate that you have those competencies? Give examples of how you use some of those competencies when you choose something to buy.

How can you make use of this unit in your future when you teach Life Skills to primary students? How does it help you? Do you think this unit includes cross-cutting concepts linked with other subjects? Which concepts are they? By studying this unit, which TCSF competencies do you think you have improved?



Further reading

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United Nations Educational, Scientific and Cultural Organisation. (2015). *Global citizenship education: Topics and learning objectives*. Paris, France: United Nations Educational, Scientific and Cultural Organisation.

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United Nations Educational, Scientific and Cultural Organisation. (n.d.). *Myanmar (STEM) project: Education College curriculum framework for 4- year degree draft (2018)*. Unpublished manuscript.

Unit 2

Organisational Structure of Primary Life Skills

The primary Life Skills curriculum is composed of three main strands and the nine Life Skills competencies cut across the lessons of these strands. It is a spiral curriculum, in which grade-wise objectives and the progression of Life Skills content from Grade 1 to Grade 5 can be seen as an ever-widening circle, starting with issues at school and at home, then moving to the community, the country, the region and the world. Students will see the same topic or content which increases in complexity and reinforces previous learning. This is in line with how young children experience the world as they grow. First, they begin to understand their immediate surroundings, including themselves, their family and their school community. As children develop, their understanding of how communities fit together into bigger groups of people, such as neighbourhoods, villages, towns or countries, grows as well. The primary Life Skills curriculum reflects this important aspect of child development.

Expected learning outcomes

By the end of this unit, you will be able to:

- Explain how grade-wise objectives of primary Life Skills are related to each other;
- Explain the three learning strands (Personal Well-being, Psychosocial Skills and Living in Harmony with Nature) of primary Life Skills; and
- Describe how the contents of the Personal Well-being, Psychosocial Skills, and Living in Harmony with Nature strands contribute to the achievement of the grade-wise objectives.



2.1. Grade-wise Objectives of Teaching Primary Life Skills

There are three strands in the primary Life Skills curriculum. You will come to notice that the grade-wise objectives in the three strands of Life Skills are closely related to each other, but the content of these strands is ordered from familiar to unfamiliar, easy to difficult, simple to complex, and known to unknown as the grades move upwards, expanding on and reinforcing the content of previous grades.

2.1.1. Objectives and strands of the primary Life Skills

Expected learning outcomes

By the end of the lesson, you will be able to:



- Explain how the grade-wise objectives of primary Life Skills are related to each other; and
- Explain the three learning strands (Personal Well-being, Psychosocial Skills, and Living in Harmony with Nature) of primary Life Skills.



A closer look at the primary Life Skills curriculum: Three strands of the Life Skills content

There are three strands in the primary Life Skills subject: Personal Well-being, Psychosocial Skills and Living in Harmony with Nature. The topics in each strand will gradually be expanded according to the age and level of students, for example, from school to home to the community and regional level in Living in Harmony with Nature strand. The content of each strand are as follows:

Figure 2.1. Three strands of the Life Skills content

<p>Strand 1: Personal Well-being</p> <p>This strand is to improve physical health by having healthy habits in personal hygiene, eating safe and healthy food, prevention of diseases. It also talks about drug abuse, and teenage physical and emotional development. There are three sub-strands:</p> <ul style="list-style-type: none"> • Healthy living; • Diseases; and • The teen years. <p>An example of the content is washing hands to prevent diseases.</p>	
<p>Strand 2: Psychosocial Skills</p> <p>This strand is to improve psychosocial skills by learning how to appropriately deal with others in the society with a positive attitude. There are no sub-strands under the Psychosocial Skills strand.</p> <p>An example of content is being friendly towards others who have a different personality.</p>	


<p>Strand 3: Living in Harmony with Nature</p> <p>The aim of the strand is to reduce the risk of environmental destruction, and natural and man-made disasters through knowing appropriate and responsible actions towards the environment.</p> <p>There are two sub-strands under the living in harmony with nature skills. They are:</p> <ol style="list-style-type: none"> 1. Conservation of the natural environment 2. Disaster risk reduction. <p>An example of the content is how to act during an earthquake or flood.</p>	
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Table 2.1. Grade-wise objectives of the three strands of primary Life Skills

Strands/ Grades	Personal Well-being	Psychosocial Skills	Living in Harmony with Nature
Grade 1	<ul style="list-style-type: none"> To improve physical health by having healthy habits of cleaning parts of the body, eating a variety of food and living protectively, so that germs cannot enter the body 	<ul style="list-style-type: none"> To improve psychosocial skills by being able to accept individual differences, helping and encouraging each other, being able to refuse offers and avoid behaviour that can lead to dangerous situations 	<ul style="list-style-type: none"> To conserve the environment by caring for the plants and reducing the dangers of fire, earthquakes and rain at school
Grade 2	<ul style="list-style-type: none"> To improve physical health by having healthy habits of cleaning parts of the body, eating a variety of food, living protectively from the infection by diarrhoea and worm infestations, and taking medicines correctly 	<ul style="list-style-type: none"> To improve psychosocial skills by having harmonious relations with friends, being able to refuse offers and avoiding behaviour that can lead to dangerous situations 	<ul style="list-style-type: none"> To conserve the environment by caring for the plants and reducing the dangers of fire, earthquakes and rain at home

Strands/ Grades	Personal Well-being	Psychosocial Skills	Living in Harmony with Nature
Grade 3	<ul style="list-style-type: none"> To improve physical health by having healthy habits of cleaning parts of our growing body, eating a variety of food (three group of food) and living protectively from the infection by dengue fever 	<ul style="list-style-type: none"> To improve psychosocial skills by helping each other with empathy, spending money only for necessary things, being able to refuse offers and avoiding behaviour that can lead to dangerous situations 	<ul style="list-style-type: none"> To conserve the environment by living in harmony with nature and reducing the dangers during disasters (e.g. landslides, floods, tornadoes) in the community
Grade 4	<ul style="list-style-type: none"> To improve physical health by having healthy habits of eating clean and safe food, and living protectively from the infection by contagious diseases, avoiding drug abuse, keeping healthy by knowing about the physical changes of teenagers, and knowing how to care for your injuries 	<ul style="list-style-type: none"> To improve psychosocial skills by cooperating with each other with empathy, managing money properly without wasting it and by understanding road signs to avoid dangerous situations 	<ul style="list-style-type: none"> To conserve the environment by reducing air, water and land pollution activities, caring for plants and reducing the dangers before and during natural disasters that usually take place in your region
Grade 5	<ul style="list-style-type: none"> To improve physical health by having healthy habits of eating a variety of food and living protectively from the infection by contagious diseases, avoiding drugs, keeping healthy by knowing about the physical changes in teenagers and knowing how to care for your injuries 	<ul style="list-style-type: none"> To improve psychosocial skills by improving empowerment 	<ul style="list-style-type: none"> To conserve the environment by reducing global warming activities and reducing the consequences of natural disasters in the region



Review questions

1. What are the three strands of the primary Life Skills curriculum?
2. How are the grade-wise objectives of the primary Life Skills structured?
3. How are the grade-wise objectives and the three strands related?

2.2. Features of Primary Life Skills

This sub-unit intends to explain each feature of the primary Life Skills curriculum, namely Personal Well-being, Psychosocial Skills and Living in Harmony with Nature. When you look at the three features, you will notice that they expand from self to community to environment. First, children will learn life skills they need to live healthily. Then, they will learn psychosocial skills to help them live in harmony with others, and finally they will learn skills to be able to care for the natural environment for the survival of all human beings.

2.2.1. Personal well-being

Expected learning outcomes

By the end of the lesson, you will be able to:

- Describe how the contents of the Personal Well-being strand contributes to the achievement of the grade-wise objectives.

Grade-wise objectives of Personal Well-being

The Personal Well-being strand of primary Life Skills includes the sub-strands of healthy living, diseases and the teen years. Content such as personal hygiene, eating clean and safe food from three food groups, nutrition and drugs are under healthy living. The content concerned with how to live protectively from diseases will be under the prevention of diseases sub-strand. For upper primary students, one sub-strand named ‘The teen years’ is added under the Personal Well-being strand. This sub-strand includes the content about teenage physical and emotional development.

Table 2.2. Grade-wise content of Personal Well-being

Strand	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
Healthy Living	Let's clean our body	Free from disease by regular cleaning	Let's take care of our body	Let's live healthily	Lifestyle disease/s
	Let's wash our hands				
		Take care of your teeth			
	Let's eat various kinds of food to have enough strength	Boosting health with local food	Eating three groups of foods	Clean and safe food	Enjoy eating delicious food together
	Should you do these things?	Let's live together with affection			
			Tobacco smoke	No smoking	Alcohol, drugs and betel nuts
				First Aids 1	First Aids 2
Disease	Invisible things	Rehydration			
	What causes diarrhoea?	Parasite worms			
			What's dengue fever?	Don't get bitten (by mosquito)	
		Taking care of using medicines			I can't breathe well (pneumonia)
				Outspoken words from heart (HIV)	Helpful and kind-hearted hands (for HIV patients)
Teenage			Growing body (Physical changes of teens)	Growing body (Physical changes of teens)	Changes in adolescence



Learning activity 1

- What sub-strands are involved in the Personal Well-being strand?
- How do the lesson content and learning activities promote the grade-wise objectives?



Learning activity 2

Find out how the lesson content and learning activities promote the grade-wise objectives and fill in the grid.

Grade – wise objective	Topic	Lesson activity
Group :		Grade :

2.2.2. Psychosocial Skills

Expected learning outcomes

By the end of the lesson, you will be able to:

- Describe how the contents of the Psychosocial Skills strand contribute to the achievement the grade-wise objectives



Grade-wise objectives of the Psychosocial Skills strand

Psychosocial strand is a combination of thinking skills, social skills and skills for coping with emotions. Through learning the content of this strand, students promote skills such as critical thinking, creative thinking, problem-solving and decision-making. Intrapersonal and interpersonal awareness skills and coping with emotions skills will help students develop skills for interacting with self, others and the environment, and lead them to a peaceful and happy life.

Table 2.3. Grade-wise content of the Psychosocial Skills strand

Grades/ Strands	Sub- strands	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	
Psychoso- cial Skills	Communi- cation Safety in everyday life	Everyone has good points		Enjoyable class- room (4)	Let's live in harmony		
		I am not alone			Cooperate with others		
		The danger of the stranger	Let's avoid stranger danger	The need to say NO			
			Refuse	If you don't know, ask		Speak frankly when you need help	
		Should you do these things?	Let's live together with affection				
				Pocket money	Spend wisely		
		Preventing accidents	Be careful not to get hurt by scampering	Road and traffic safety	Let's commute safely		
			Let's avoid danger				
	Mental health	Let's encourage each other				Good to have responsibility!	Don't bully
					Pleased to each other	Don't hurt others	
							Let's think from Different Point of view
							Let's try to fulfil our goal (future dream)
							Let's express our feelings



Learning activity 1

Find out how the lesson content and learning activities promote the grade-wise objectives and fill in the grid.

Grade – wise objective	Topic	Lesson activity
Group :		Grade :

2.2.3. Living in harmony with nature

Expected learning outcomes

By the end of the lesson, you will be able to:

- Describe how the contents of the Living in Harmony with Nature strand contributes to the achievement of the grade-wise objectives.



Grade-wise objectives of the Living in Harmony with Nature strand

Living in Harmony with Nature strand has two sub-strands, namely conservation of the natural environment and disaster risk reduction. In the sub-strand of conservation, students will learn how to conserve the natural environment by having good practices and behaviour to keep their surroundings clean and green. In Grade 5, they will learn how to save the environment in the topic of ‘global warming’ in a wider sense.

Table 2.4. Grade-wise content of the Living in Harmony with Nature strand

Grades/ Strands	Sub- strand	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
Living in Harmony with Nature	Conser- vation of the natural environ- ment				Let's change behaviour and attitudes	Let's take action!
		Appreciating the beauty of plants	Helping trees and plants grow well	Living together in nature	Living things in the natural environment are connected	What we can do for the future
	Disaster risk reduc- tion	What to do during an earthquake	What to do during an earthquake	What to do during a landslide	What to do to prevent and reduce the dangers of disasters	Plan ahead for disasters in your area
		What we should do at the time of Rain	What we should do at the time of Rain	What we should do at the time of Flood		
		What to do in case of a fire	What to do when thunder strikes	What to do during a tornado	(How to survive altogether)	
			Wind and storms			
			What to do in case of a fire			
		(at school)	(at home and its surroundings)	(in the community)		

**Learning activity 1**

How do the lesson content and learning activities promote grade-wise objectives?



Learning activity 2

Find out how the lesson content and learning activities promote the grade-wise objectives and fill in the grid.

Grade – wise objective	Topic	Lesson activity
Group :		Grade :



Review questions

1. Why do you think primary teachers need to connect the grade-wise objectives and learning activities of the primary Life Skills lessons?
2. How are the personal well-being lessons from Grade 1 to 5 structured?
3. Do you think personal well-being lessons contribute to the grade-wise objectives of the Personal Well-being strand? How?
4. What are psychosocial skills?
5. By learning this strand, which psychosocial skills will Grade 2 students improve?
6. How does the psychosocial skills lesson content contribute to the grade-wise objectives of the Psychosocial Skills strand? Give an example to support your answer.
7. What is the grade-wise objective of the Living in Harmony with Nature strand for Grade 1?
8. Which lesson in Grade 1 promotes students' skills and attitudes concerned with conservation of the natural environment?
9. How does living in harmony with nature lesson content contribute to the achievement of the grade-wise objectives of the respective strand? Give an example to support your answer.

Unit Summary



Key messages

- In the primary Life Skills curriculum, there are three strands or learning areas:
 - **Personal well-being**, including topics pertaining to healthy living choices and the prevention of diseases;
 - **Psychosocial skills**, including skills that help us live, learn and work together; and
 - **Living in harmony with nature**, including disaster reduction, living with nature and conservation.
- The progression of Life Skills topics from Grade 1 to Grade 5 can be seen as an ever-widening circle, starting with issues at school and at home, then moving to the community, the country, the region and the world. This reflects how young children experience the world as they grow.
- Objectives and content of the Personal Well-being strand are structured like a spiral; similar content will be repeated, but the content will be gradually adapted to higher levels of learning. The content on reproductive health will only appear in Grade 3 and upper primary.
- Objectives and content of the Psychosocial Skills strand are structured like a spiral; similar content will be repeated, but the content will be gradually adapted to higher levels of learning.
- Objectives and content of the Living in Harmony with Nature strand start from caring for the environment and disaster risk reduction at home and expand to the regional level in higher grades of primary level education.
- The primary Life Skills content and learning activities contribute to the achievement of the grade-wise objectives, and thus contribute to the objectives of teaching Life Skills at the primary level.



Unit reflection

This unit explains how the three strands of primary Life Skills contribute to the achievement of the grade-wise objectives. Could you name the three strands of primary Life Skills?

As a future primary teacher, it is important for you to understand the organisational structure of the primary Life Skills. The content units are considered based on the overall objectives. For each unit of the respective grades, respective grade-wise objectives are set. Do you think you need to know the organisational structure of the primary Life Skills? Why do you think so?

Lesson content and learning activities must contribute to promoting the achievement of the grade-wise objectives. Do you see the linkages of the grade-wise objectives and the content learning activities in the strand? Why is it important for you to know these linkages?

How can you make use of this unit in your future teaching of the Life Skills subject to primary students? How much does it help you? Do you think this unit includes cross-cutting concepts linked with other subjects? Which concepts are they? By studying this unit, which TCSF competencies do you think you have gained?



Further reading

2.1.

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Unit 3

Personal Well-being

Personal well-being is a central concern for everybody. To enjoy good health, we must have healthy living habits, starting from personal hygiene to living healthily by avoiding eating unhealthy foods, preventing diseases or participating in drug abuse. Nowadays, young adults are facing pressure by peers who persuade them to use drugs. Drug abuse is a form of **substance abuse**, which can ruin their social life and their dreams for the future.

Expected learning outcomes

By the end of this unit, you will be able to:

- Give examples of how child development theory should be considered in teaching Personal Well-being at the primary school level;
- Explain how drug use can affect your personal well-being;
- Explain how the four stages of learning activities contribute to the achievement of the objectives of a personal well-being lesson at the primary school level;
- Identify the structure of a lesson plan for teaching Personal Well-being; and
- Demonstrate teaching a lesson in Personal Well-being.



3.1. Learning Personal

Well-Being

3.1.1.

Child development and personal well-being

Expected learning outcomes

By the end of the lesson, you will be able to:

- Give examples of how child development theory should be considered in teaching Personal Well-being at the primary school level.



Summary of child developmental theory – chunking

Chunking refers to breaking information down into manageable pieces for students. Human brains are much better suited to receiving smaller chunks of information rather than a large amount of information at once (Year 1 Semester 1 Educational Studies Student Teacher Textbook, 4.7.1 Sequencing and chunking).

A chunking activity involves breaking down a difficult text into more manageable pieces or classifying the information into categories, and having students rewrite these “chunks” in their own words. We can use this strategy with challenging texts of any length. Chunking helps students identify key words and ideas, it develops their ability to paraphrase, and makes it easier for them to organise and synthesise information.

The chunking technique is used in the primary Life Skills learning activities to match the developmental stage of children. In Grade 1, children are asked to put all the kinds of food they know into categories. This process is chunking. Children have to choose which individual food goes into which section.

As children develop, they are able to chunk more information; for example, in Grade 3, they are asked which food is healthy. That means that children have to understand the three categories of food and know how to put food into two new categories – healthy and not healthy. So, they are chunking twice; the first time is by understanding the three categories, and now they are making a second chunk by placing food into the healthy and unhealthy categories. They are doing two mental processes at the same time. By Grade 5, they are chunking a lot of information; the three categories of food, what is healthy and not healthy, how much of each food is in a healthy balance and finally putting all that information together to develop, with their imagination, a meal for a family.

Grade 1 builds the foundation and Grade 2 adds to that foundation, as do Grade 3 and 4, until Grade 5 brings all the information to real life, where children can use all the information they have learnt and chunk for a practical skill like designing a meal.

Child cognitive development – age five to seven

At this age, children start to enjoy activities with rules; they can easily understand the do's and don'ts from a teacher. When given clear and simple instructions, they can use their logic and reasoning to perform a task. They find categorising and choosing the correct object for a category interesting, because it makes them think and is a challenge. For example, having a challenge like choosing which food they like and do not like, and putting them into categories. However, at this age, they can only grasp logical concepts like categorising in simple ways. Given time, they will enjoy searching independently for the correct type of food for the correct category.

Child cognitive development – age seven to twelve

At this age, children can organise their logical thoughts to perform increasingly more complex categorisations. Activities can start to be chunked and they can perform **multistep** problem-solving activities. At the age of seven, they start to realise that there are different ways of looking at the same thing. For example, with food, they start to chunk information about the three categories, what is locally available, and what is healthy and not healthy. In this phase of cognitive development, children can sort objects into many different categories or logical groups. They can also start to imagine abstract outcomes in the future, like

planning a meal. As they grow, in this phase, they can perform increasingly complex tasks and even strategise what might work and not work, because their ability to be mentally flexible has increased, as their memory of what they have learnt expands.

Personal well-being and food

Grade 1

Eat varieties of food to have strength

Objective: To be healthy and strong, we need to eat various kinds of food that are nutritious like vegetables, fruit, meat, fish and eggs.

If children only eat what they want, they might not be getting the nutrition they need to grow strong mentally and physically. Developmentally, Grade 1 students are introduced to three main groups of food; carbohydrates, proteins and vegetables/fruits. In the textbook, they explore what kinds of food they like and what kinds of food they do not like. This allows students to start thinking about healthy food choices and to classify food into categories, which will help them realise that eating food from all three categories is the best.

Grade 2

Find out about local food varieties

Objective: To be able to understand the different food groups which come from their region and the importance of eating a variety of food.

All of the nutrition that a child needs does not come from just one type of food. Different food has different nutritional value, and so eating a variety of food is important for growing strong both physically and mentally. Developmentally, Grade 2 students review the three main food groups that they learnt in Grade 1, and now have a deeper understanding of why eating a variety of food is important. Using their growing knowledge of the world around them, they can start to explore, through critical thinking, what food comes from their region. What do they see growing on the trees and in the fields in their region? Do they have the

ocean, lakes or rivers near them? And what food comes from these bodies of water? What animal meat do they eat and have they seen this animal in their region? At this stage of development, students can also think about what food they have locally and to which food group it belongs.

Grade 3

The different food groups and the food that makes us healthy

Objective: To be able to know which food belongs to which group and what food is nutritious.

Students review the three main Myanmar food groups, consisting of rice, flour, corn, roots, oil, meat, fish and seafood, pulses, beans, eggs, and fruits and vegetables. Developmentally, in Grade 3, students are asked to make decisions and use their critical-thinking skills to choose which food in the three groups is healthy. This takes a higher level of understanding, as the students have to know the food groups, be able to come up with a lot of examples in each group and then compare which food is healthier than the other. This is making a judgment based on their growing understanding of food and comparing different food to each other.

Grade 4

Food for physical and mental health

Objective: To be able to identify locally available food and explain why eating a variety in a balanced **diet** is important.

Developmentally, in Grade 4, students review the food groups, know which food is local to their region and now, with their understanding of healthy and unhealthy food, decide what the right balance in a healthy diet is. Like in Grade 3, students are now using their critical-thinking skills on a deeper level, deciding which food is healthier and then putting the healthy food together to form a balanced diet.

Grade 5

Food that our body needs

Objective: What is a balanced diet from the three food groups? To be able to draw a balanced food sheet of a family morning and evening meal.

Developmentally, in Grade 5, students understand the food groups, what local food is and what a balanced diet is. Based on this knowledge, they use their creativity, critical-thinking skills and decision-making skills to draw up meals that are balanced.

Table 3.1. Grade-wise child development theories and examples

Grade	Child development theory	Examples from lessons
Grade 1	• Enjoy activities with rules, so they can easily understand the do's and don'ts from a teacher	•
	• Can use their logic and reasoning to perform a task	•
	• Grasp logical concepts like categorising in simple ways	•
Grade 2	• Can use their logic and reasoning to perform a task	•
	• Have deeper understanding of why eating a variety of foods is important	•
Grade 3	• Can organise their logical thoughts to perform increasingly more complex categorisations	•
	• Can perform multistep problem-solving activities	•
	• Their ability to be mentally flexible has increased	•
Grade 4	• Realise different ways of looking at the same thing	•
	• Can perform multistep problem-solving activities	•
	• Use their critical-thinking skills on a deeper level and decide which food is healthier	•
Grade 5	• Use their creativity, critical-thinking skills and decision-making skills	•
	• Can start to imagine abstract outcomes in the future	•
	• Their ability to be mentally flexible has increased, as their memory of what they have learnt expands	•

3.1.2.

Personal well-being and drug abuse

Expected learning outcomes

By the end of the lesson, you will be able to:

- Explain how drug use can affect your personal well-being.



What are drugs?

What exactly is a drug? A drug is a substance that changes the way your body or mind works. Examples are alcohol, medication that you take for a headache, antibiotics or nicotine. There are three types of drugs:

- Prescription;
- Over-the-counter; and
- Illegal or street.

Prescription drugs are those prescribed by a doctor; for example, antibiotics. You purchase them through a pharmacist. Over-the-counter drugs are those that you can buy without a doctor's written order. Cough and cold remedies and vitamin pills are examples of over-the counter drugs. Illegal, or street, drugs are prohibited by law. Examples include marijuana, heroin and amphetamines.

Drugs are generally used to promote good health. Some people, however, use substances for the wrong reasons. This is known as substance abuse. Substance abuse may involve any of the three types of drugs or substances, such as alcohol or nicotine.

Table 3.2. Short- and long-term effects of nicotine, betel nut and alcohol

Stimulants	Short-term effects	Long-term effects
Nicotine (tobacco cigarettes)	Some short-term effects are: a feeling of alertness just after using tobacco and then relaxation afterwards; increase in heart rate and a temporary rise in blood pressure. Dizziness, nausea and reduced appetite also occur.	Long-term nicotine use can cause heart and lung diseases, blockage of arteries (peripheral vascular disease), hypertension, bronchitis, lung cancer and mouth cancer (with pipe smoking and tobacco chewing).
Betel nut	Some short-term effects are: a feeling of alertness followed by a mild euphoria. Believed to reduce cavities, but increases mouth ulcers and gum deterioration leading to a total loss of teeth.	Long-term betel nut use can lead to abnormally low blood pressure, increased heartbeat, sores in the mouth, mouth cancer, liver, throat, stomach and lung cancers, worsened asthma and an increased risk of diabetes.
Alcohol	Short-term effects include: doing things that normally one would stop oneself from doing, a possible loss of physical coordination, unclear vision, slurred speech, making poor decisions and memory impairment. Excessive drinking over a short period of time can cause headache, nausea, vomiting, deep unconsciousness and death.	Drinking large amounts of alcohol regularly over a lengthy period of time can cause loss of appetite, vitamin deficiency, skin problems, depression, loss of sexual drive and memory, and liver and brain damage. Tolerance and dependence also develop.

Drug abuse, which is a form of substance abuse, is the incorrect use of a drug. (Sometimes these two terms are used interchangeably.) This can include using too much of a drug, taking a drug for a too long period, taking a drug for a reason other than its intended purpose or in a wrong combination. Abuse can occur when people think that drugs will help them escape their problems. Drug abuse, however, does not solve problems. It creates them. Drug abuse can ruin your relationships, your dreams, and your future.

People can become physically or psychologically dependent on drugs. Dependency exists when a person's use of a drug results in continued negative consequences. **Physical dependence** occurs when the body depends on a drug for functioning. Without the drug, the body experiences withdrawal symptoms that can be painful.

Psychological dependence occurs when a person continually feels the need to take a drug and experience its effects. It can have negative effects on feelings and emotions. Psychological dependence is brought about by the habitual use of drugs to avoid withdrawal symptoms once physical dependence had developed.

When there is physical and/or psychological dependence on a drug from habitual use, one is said to be addicted to the drug. Treatment for the **addiction** may include complete or gradual withdrawal. Once withdrawal is complete, the recovered addict must totally **abstain** from its use. The best way to avoid addiction is to not start using drugs or substances.

Betel nut, tobacco and alcohol true or false quiz

Tobacco cigarettes (or the substance within them called nicotine) and betel nut are stimulants. Stimulants are substances that make us feel aroused or excited.

You probably see and hear a lot about betel nut, tobacco and alcohol from TV, movies, music and your friends. But what are the real facts about them?

Please read the statements carefully and tick in the true or false column.

Table 3.3. Betel nut quiz

No.	Statement	True	False
1.	Betel nut causes the teeth and gums to be stained red.		
2.	Chewing betel nut will help prevent cavities in your teeth.		
3.	Betel nut use can increase the risk of diabetes.		
4.	Chewing betel nut can increase the risk of different cancers.		
5.	Betel nut becomes more addictive when mixed with other substances.		

Table 3.4. Tobacco quiz

No.	Statement	True	False
1.	Nicotine is not an addictive substance. Once you start smoking, you will easily be able to stop.		
2.	Tobacco is the biggest cause of lung cancer.		
3.	There are no adverse health consequences to breathing environmental tobacco smoke (second-hand smoke).		
4.	Tobacco stains teeth and causes bad breath.		
5.	Tobacco companies target children and teenagers to replace tobacco users who quit or die from cigarette use.		
6.	The use of company logos and names on promotional billboards and flyers associate smoking with glamorous lifestyles and exciting activities.		
7.	Tobacco will soon become the leading cause of death worldwide.		

Table 3.5. Alcohol quiz

No.	Statement	True	False
1.	Alcohol isn't more harmful than other drugs.		
2.	Drinking is a good way to loosen up at parties.		
3.	Drinking alcohol will make me cool.		
4.	I can sober up quickly by taking a cold shower or drinking coffee.		
5.	Everybody reacts the same way to alcohol.		
6.	Beer and wine are safer than liquor.		
7.	The worst thing that can happen is a raging hangover.		
8.	I can drink alcohol and not have any problems.		
9.	It is none of my business if a friend is drinking too much.		
10.	People who drink only hurt themselves.		



Learning activity 1

To reflect on the pros and cons of using these substances:

- Think of your personal values related to health and well-being;
- Think of the impact of substance use on personal goals;
- Think of the costs of substance use on health and expenses;
- Think of healthy alternatives to substance use;
- Reflect on how much knowledge about betel, tobacco and alcohol you have; and
- Why should young adults avoid using drugs? Give examples of how it can impact their lives.

What is alcohol?

Alcohol that is consumed at bars or parties (ethyl alcohol or ethanol) is created by fermentation, a process in which the yeast fungus feeds on the sugars and/or starches in certain plants, such as barley or grapes, and excretes alcohol along with carbon dioxide (CO₂).

From the cheapest beer to the most expensive wine or after-dinner liqueur, all alcohol is made by the same fermentation process. The different colours, tastes, potencies and flavours come from the different fruits or vegetables used as well as the additives, by-products and diluting substances of the fermentation process.

How does it affect the body?

Each time someone has a drink, whether it is beer, wine or liquor, he or she is consuming alcohol. Alcohol is a drug that is absorbed into the bloodstream from the stomach and small intestine. It is broken down by the liver and then eliminated from the body. There are limits to how fast the liver can break down alcohol and this process cannot be speeded up. Until the liver has time to break down all of the alcohol, the alcohol continues to circulate in the bloodstream, affecting all of the body's organs, including the brain. In general, the liver can break down the equivalent of about one drink per hour and nothing can speed this up – including black coffee!

As alcohol reaches the brain, the person begins to ‘feel’ drunk. The exact nature of this feeling can vary considerably from individual to individual, and even within the same individual from situation to situation. What is common to all individuals and all situations is that alcohol depresses the brain and slows down its ability to control the body and the mind. This is one reason why alcohol is so dangerous. Alcohol acts like a sedative and slows down muscle coordination, reflexes, movement and speech. If an individual drinks too much alcohol, his or her breathing or heart rate can reach dangerously low levels or even stop.

The short-term and long-term effects of alcohol

Short-term effects of alcohol

Short-term effects of alcohol include doing things that normally one would stop oneself from doing, possible loss of physical coordination, unclear vision, slurred speech, making poor decisions and memory impairment. Excessive drinking over a short period of time can cause headache, nausea, vomiting, deep unconsciousness and death.

Long-term effects of alcohol

Drinking large amounts of alcohol regularly over a lengthy period of time can cause loss of appetite, vitamin deficiency, skin problems, depression, loss of sexual drive and memory, and liver and brain damage. Alcohol consumption during pregnancy can lead to Fetal Alcohol Syndrome. Tolerance and dependence also develop.

What are the risks?

- Vomiting;
- Blacking out and not remembering what you did while you were drunk;
- Passing out in an unfamiliar place or a place where your safety could be at risk;
- Decreased inhibitions resulting in inappropriate, embarrassing and dangerous behaviour;
- A hangover which includes: nausea, fatigue, upset stomach, headache, sore muscles, ‘cotton mouth’ and lack of motivation;

- Alcohol-related injuries resulting from the loss of inhibitions and coordination; and
- Death by nervous system failure, injury and choking (on own vomit).

Alcoholism

Alcoholism, also known as ‘alcohol dependence’, is a disease that includes alcohol craving and continued drinking despite repeated alcohol-related problems, such as getting suspended or expelled from school, or getting into trouble with the law. It includes four symptoms:

1. **Craving:** A strong need to drink.
2. **Impaired control:** The inability to limit or control your drinking on a particular occasion.
3. **Physical dependence:** Withdrawal symptoms, such as nausea, sweating, shakiness and anxiety, when alcohol use is stopped after a period of heavy drinking.
4. **Tolerance:** The need for increasing amounts of alcohol in order to feel its effects.

What are psychoactive drugs and substances?

A psychoactive drug is any substance that when taken by a person modifies perception, mood, thinking (**cognition**), behaviour or motor functions. This definition is broad; it includes both licit (legal) and illicit (illegal) substances, those that can lead to dependence (of the individual).

What substances do young people commonly use?

Taken orally (drink/eat)	Taken by inhaling	By injecting into the veins
Sleeping pills Alcohol Marijuana (in food) Amphetamines (pills, in food or in drink)	Tobacco (smoking) Marijuana (smoking) Heroin (smoking) Amphetamines (smoking) Glue/thinners (sniffing)	Heroin Amphetamines

What are the different methods of use?

Substances can be taken into the body by many different means. The methods by which substances are taken influence how quickly the substance can produce its effects and also the different health consequences that the individual may experience. It is important to note that the same type of substance may produce the effect faster or more slowly depending on where, specifically, the substance is introduced. For example, injecting the substance into the muscle will not produce the effect as quickly as injecting it into the vein. Absorption through the mucous membrane of the nose is faster than absorption through other mucous membranes. Below are common ways that people take substances:

- Injected with a needle under the skin, into a vein or muscle;
- Smoked or inhaled through the mouth or nose;
- Placed on a mucous membrane (the nose or under the eyelid);
- Chewed, swallowed or dissolved in the mouth; and
- Rubbed into the skin.

Effects of substance use

Here it is important to stress the fact that while there are many desired effects associated with substance use, these effects are out-weighted by the negative consequences of use. The effects of substances can be short-term or long-term. Short-term effects occur shortly after the substance is taken into the body, and these are influenced by the dose, the method of administration and whether or not the substance is used in combination (with other substances). The long-term effects are usually due to the damage to the body organs. Other important factors that influence the effects are the individual, the substance and the setting in which the substance is used. For the individual, this includes the person's physical condition and state of mental health, their expectations about the substance and their past experiences with the substance. Substance-related factors that influence the effect include the dose and the method of administration. Lastly, factors involved in the setting can include expectations of others and the nature of materials used to take the substance into the body. Consider the examples of a group of young people at a party or an environment where the sharing of needles takes place.

The impact of substance use on well-being

Mental injuries	Physical injuries
<ul style="list-style-type: none"> • Decreases learning and performance in school or on the job • Intensifies moods and feelings • Interferes with decision-making • Intensifies stress • Is linked to the most violent crimes • Is linked to suicides and suicide attempts • Causes forgetfulness. 	<ul style="list-style-type: none"> • Causes cirrhosis of the liver • Causes heart disease • Increases risk of cancer when combined with cigarette smoking • Increases risk of kidney failure • Increased risk of general communicable diseases due to a depressed immune system • Depresses the brain and respiration centre • Is linked to the HIV infection • When drugs and alcohol are combined, they may cause coma and/or death • Destroys brain cells • Decreases athletic performance • Interferes with coordination • Decreases/increases body temperature • Dulls the body senses • Increases the heartbeat rate and resting blood pressure • Interferes with healthy appetite • Interferes with vitamin absorption.
Social injuries	
<ul style="list-style-type: none"> • Causes dizziness and disorientation (increases the risk of accidents (being injured), drowning or falling) • Interferes with effective communication • Intensifies arguments • Increases likelihood of violence • Creates co-dependence (causes physical and psychological dependency) • Is linked to many missed days of work (or school) • Is costly to the individual due to increased health-care costs. • Is costly to the community due to the increased need for treatment centres and law enforcement (police) 	



Review questions

1. What is chunking?
2. What kind of critical thinking activity is given to Grade 2 students regarding the food lessons?
3. At which grade should primary students be able to prepare a balanced meal for the family?
4. Do you think drinking beer is not as dangerous as drinking whisky? Why or why not?
5. If someone offers you a betel nut to chew, how will you respond to that person? Why?

3.2. Personal Well-Being:

Apply and Reflect

Teaching Life Skills at the primary level focuses not only on knowledge, skills and attitudes of the students, but also their behaviour changes in dealing with their daily life, peers, friends and family, and environment as a result of learning Life Skills. Therefore, as student teachers, you also need to apply what you have learnt about personal well-being in your daily life and reflect on whether your learning and your behaviour promote your personal well-being.

3.2.1.

Four stages of the learning process

Expected learning outcomes

By the end of the lesson, you will be able to:

- Explain how the four stages of the learning activities contribute to the achievement of the objectives of a Personal Well-being lesson at the primary school level;
- Identify the structure of a lesson plan for teaching Personal Well-being; and
- Demonstrate teaching a lesson in Personal Well-being.



Four stages of the learning process of primary Life Skills lessons

The learning areas will expand with the age and level of students; for example, they will expand from home to school to the community. Following this concept, to achieve the lesson objectives, the focus of the teaching and learning process will also be expanded together with the cognitive level of children. There are four steps through which to extend the cognitive level of children.

Awareness

First, students are trained to be aware of the situation or issue in the lesson. By being aware of what is happening, students' curiosity is aroused to get to know the situation. The teacher can attract students' awareness by showing pictures and asking questions, or by asking about students' experience.

Example

By asking the following questions, children become aware of what accidents can happen at school:

- Have you ever gotten an injury at school?
- Why did you get that injury?

Normally, students do not notice that there are some dangerous places at the school. By asking these questions, students become aware that there are some dangerous places at the school. This can make students aware of their own behaviour that can cause them injuries.

Thinking

Second, let students think about the situation or the issue they are aware of. Thinking about what is happening contributes to students' critical thinking skills. At this stage, students critically think about the consequences of the issue, or the cause and effect of the situation.

Example

By asking the following question, children think where and what are dangerous:

- Where are the dangerous places at school?
- What kinds of accidents can happen at your selected place?

Understanding

Third, students participate in the learning activity to understand the lesson content and the intended concept of the lesson. They discuss (in pairs or groups) what they have thought or what they think is happening and why, or what they can do to avoid this kind of situation. By sharing their thoughts and experiences, students can understand the lesson deeply.

Example

By asking the following questions, children get to understand how to avoid accidents:

- How can we prevent ourselves from getting injured at these dangerous places at school?
- How can we avoid the possible dangers in the pictures?

Application

Finally, students have to connect what they have understood about the lesson with their daily life or apply the concept they have understood in daily life. This stage makes students take actions based on their ideas, facts of the lesson or solutions of the problem they have worked on, for improving their daily life.

Example

By doing the following activity, children apply what they have learnt:

- Create notice posters where accidents can happen at the school and around the school, so that students can avoid dangerous accidents and they also can notify others about the danger.



Learning activity 1

- Which different ways do you think you can use to get your students' awareness of the issue of the lesson?
- Which different ways do you think you can use to make your students think of the issue of the lesson?
- Which different ways do you think you can use to make your students apply what they have learnt in daily-life situations?

Personal Well-being sub-strands

What is Personal Well-being?

This strand is classified into three sub-areas. They are:

- Healthy living;
- Diseases; and
- The teen years.

Healthy living

At the primary level, it is important not only to gain the knowledge on personal hygiene but also to practice it. After getting to know the body parts in order to carry out personal hygiene, it is intended for children to become accustomed to the practices of cleaning the body parts, such as teeth, oral cavity, eyes, legs and hands daily and weekly.

Figure 3.1. Nutrition and health

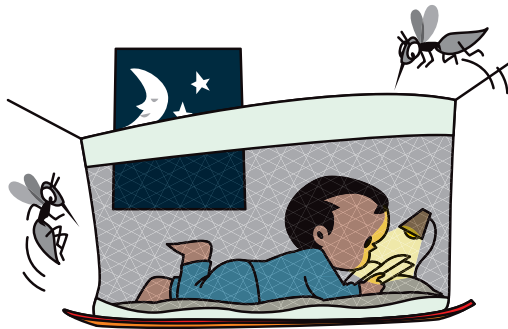


This strand also gives primary children some knowledge about food in the three nutrition groups. It is intended for children to become accustomed to eating a sufficient variety of food every day.

Diseases

Also included is some knowledge about diarrhoea and worm infestations, dengue fever, malaria, pneumonia, contagious diseases, the growth of mosquitoes, the HIV infection, giving first aid in case of accidents and diseases, the dangers of cigar smoke and alcohol, and why children should avoid them.

Figure 3.2. Protection from diseases



The teen years

This sub-strand is taught only from Grade 3 and in the higher grades at the primary level. It includes lessons on how to take care of the private parts of the body, on body structure changes of men and women in teenage years, and physical and emotional changes in teenagers.

Figure 3.3. Becoming a teenager



Why is Personal Well-being taught?

By learning about personal well-being, children will be physically healthy in their daily life. By learning about healthy living, children can know what and how to eat, how to take care of their body and improve their personal hygiene, which can prevent some diseases.

By learning about diseases, children can live protectively from the infection by diseases such as diarrhoea and worm infestation, dengue fever, malaria, pneumonia, contagious diseases, and the HIV infection. Children will also learn how to prevent the growth of mosquitoes, how to give first aid in case of accidents and diseases, and how to avoid the dangers of cigar smoke and alcohol.

Starting from Grade 3, children will learn about reproductive health, so that they will value and take care of the private parts of the body by keeping their growing body parts clean or taking care that the sensitive parts of the body are not touched by others.

How to teach Personal Well-being

When teachers teach lessons of the Personal Well-being strand, the process and methodologies to be used are generally the same as in the other strands. Reflect on the teaching and learning process of the Life Skills lessons. What do you think teachers will do first? Yes, teachers make students aware of the issue or problem or the situation.

Teachers can make children aware of their healthy living habits concerned with eating food, illnesses and diseases, and physical development. When they are aware of the personal well-being issue, they will think critically. Making children think is the second stage of the process.

Thinking critically, sharing their thoughts and discussing in groups, pairs or in class, they get to understand the causes and consequences. This is the third stage.

When children understand the causes and consequences, they try to find ways to solve the problem or make a decision to practise healthy habits by applying the knowledge and skills they have acquired from learning the lesson. This is the fourth stage of the learning process.

One important point for teaching the Personal Well-being strand is that the content of this strand is closely related to the life-styles of children in daily life. For example, teachers can ask children how often they wash their hands, when and why.

Figure 3.4. Healthy habits



Children's eating styles, habits and personal hygiene habits can be discussed with children, as these topics are very familiar to them. Therefore, the content can be easily connected to their experiences and prior knowledge from their life experiences. Teachers should try to connect their students' experiences and their life to the content of the learning.

Use the following table to record the findings of the micro-teaching lesson.

Peer observation checklist for micro-teaching

Table 3.6. Peer observation checklist for micro-teaching

No.	Observation points	Observation Record
Grade:		Lesson
Lesson objective:		
1	The healthy habits that children learnt from this lesson	
2	The stages of the learning process that were used in this lesson	
3	The Life Skills competencies that children acquired in this lesson	
4	Good points of the lesson	
5	Points to be improved	



Review questions

1. What are the four stages of the learning process of primary Life Skills?
2. What is the purpose of teaching reproductive health to primary students starting from Grade 3?
3. How should personal well-being lessons be taught?

Unit Summary



Key messages

- Teaching primary students to develop the knowledge, skills and attitudes in the Personal Well-being strand should be done in accordance with their physical and intellectual development, so that the objectives of the lessons can be achieved.
- To enjoy personal well-being, young adults must avoid using drugs, as they are dangerous and addictive. There can be negative impacts of drug use on our education, healthy living, mental health and social lives.
- The four learning stages of the learning process – awareness, thinking, understanding and application – support primary students in gaining Life Skills competencies and good practices that will lead to good habits and behaviour.



Unit reflection

This unit explains the effects of drugs such as alcohol, tobacco and betel nut. What do you understand about drugs and drug abuse? Could you explain these three drugs and their consequences to your primary students? Do you think you have enough knowledge concerned with the myths and facts of drinking alcohol?

Teaching personal well-being lessons is quite related to primary students' life-styles. Could you give examples of personal well-being issues that your primary school students should be aware of in their daily life? There are four teaching stages in the learning process of the primary Life Skills lessons. Could you name them? During the teaching and learning of the four stages, what do you think primary students acquire through the personal well-being lessons?

When you prepared your lesson plans, how did you prepare to make primary students aware of the given situation? Could you help primary students think and understand? Do you think it is important for your students to be able to apply what they learn about personal well-being in their daily life? Which of the four stages do you think is the most important? Why?

When you observed the micro-teaching, which points did you focus on? Could you give positive feedback to the demonstrator? Why do you think positive feedback is important for the demonstrator?

How can you make use of this unit in your future, when you teach Life Skills to primary students? How much does it help you? Do you think this unit includes cross-cutting concepts linked with other subjects? Which concepts are they? By studying this unit, which TCSF competencies do you think you have gained?



Further Reading

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Glossary

Terms	Elaborations
Abstain	To practise total non-use
Addiction	Being physically or psychologically dependent on a substance such as alcohol, tobacco, or other drug
Balanced	Having different things in the correct amount
Chunking	The process where the mind takes individual pieces of information and makes it into a meaningful whole
Cognition	The study of the mind and how it works
Communication	The ability to clearly communicate with people
Coping with stress and emotions	The ability to effectively cope with negative emotions like stress
Creative thinking	The ability to make or think something new
Decision-making	The ability to make a thoughtful, reasoned decision
Diet	What we eat and drink
Drugs	Any substance that is taken to change how the mind or body works.
Drug abuse	The incorrect use of a drug
Emotional intelligence	Term used to describe the combination of interpersonal intelligence and intrapersonal intelligence
Empathy	The ability to feel for other people, not only by feeling sympathy but also by responding appropriately to the situation
Interpersonal relationships	The ability to form a good relationship with other people. Interpersonal intelligence and self-awareness (or intrapersonal intelligence) together is often called a person's emotional intelligence

Terms	Elaborations
Life skills	The knowledge, skills and attitudes necessary for human beings in our society to be able to solve daily life problems and lead happy and healthy lives
Living in harmony with nature	Living safely by conserving the environment and responding appropriately to the challenges of the global warming, environment, and sustainable development
Multi-step	A process where someone can think on different levels at the same time
Nutrition	How the body takes in food that grows builds and repairs the body
Personal well-being	Enjoying good health by being free from diseases, doing personal hygiene activities and having a balanced diet
Physical dependence	The condition that exists when a body needs or depends on a drug to function
Psychosocial skills	Combination of the nine basic Life Skills competencies; critical-thinking skills, problem-solving skills, decision-making skills, communication skills, coping with stress and emotions skills, self- awareness skills, interpersonal relationship skills, empathy skills and creative skills
Problem solving	The ability to creatively and resourcefully solve problems
Psychological dependence	The condition that exists when there is a felt need for a drug and its effects
Self-awareness	The ability to be aware of oneself; also referred to as intrapersonal intelligence
Soft skills	Term used to describe the nine basic life skills competencies
Substance abuse	The use of a substance in a way that is harmful and/or illegal

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The Government of the Republic of the Union of Myanmar
Ministry of Education