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**Curriculum and Pedagogy Studies:  
Local Curriculum**

Teacher Educator Guide



# 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 (practise 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 GUIDE

## **Who will use this Local Curriculum Teacher Educator Guide?**

This Teacher Educator Guide has been designed to help you facilitate student teachers' learning of Year 1 Local Curriculum. It is addressed to you, as the teacher educator, and should be used in tandem with the Student Teacher Textbook as you teach Local Curriculum. This Teacher Educator Guide contains step-by-step instructions to help you guide the student teachers in your class towards achieving the learning outcomes for each lesson and unit in the Student Teacher Textbook.

## **When and where does Local Curriculum take place?**

The Local Curriculum has been allotted 24 periods for each year of the four-year Education College programme. Classes will be held on the Education College campus.

## **What is included in the Year 1 Local Curriculum Teacher Educator Guide?**

The organisation and content of both the Student Teacher Textbook and this Teacher Educator Guide align with the syllabus of the four-year Education College curriculum on Local Curriculum.

The Student Teacher Textbook, and accompanying Teacher Educator Guide, for this programme contains the following topics for Year 1 Local Curriculum:

- Introduction to Local Curriculum
- Ethnic Language and Culture
- Agriculture
- Greenness Garden School
- Career Skills

- Home Management Skills
- Assessment

The Teacher Educator Guide follows the same structure as the Student Teacher Textbook. For each unit and lesson, there are **expected learning outcomes** that indicate what student teachers should know and be able to do by the end of the unit.

For each lesson, the teacher educator guide includes:



**Competencies gained:** This list of competencies highlights the teacher competencies from the Teacher Competency Standards Framework that are focused on in that lesson.



**Time:** This is the total teaching minutes and number of 50-minute class periods allocated for the lesson as per the syllabus.



**Learning strategies:** This is an overview of all the learning methods used during the suggested lesson learning activities.



**Preparation needed:** This can include: guidance on what you need to know about the topic and references to subject knowledge resources; technology preparation; links to other subjects; room organisation; time management; reference to expected answers.



**Resources needed:** This can include: printed media; flipchart paper; coloured paper; marker pens; URLs; video clips; low/no cost resources; practical equipment.



**Learning activities:** Each lesson includes a variety of suggested learning activities designed to help student teachers achieve the expected learning outcomes within the allotted time. Each lesson should begin by activating student teacher prior knowledge or fostering interest in the subject. Learning activities are varied and in line with competency-based approaches to teaching and learning.





**Stop and think:** Instruction boxes are included as an occasional ‘safety net’ at key points during the lesson, reminding you to quickly check that the lesson is flowing in the direction as planned, and to check if there are any points to emphasise to ensure that student teachers are learning effectively before moving forward.



**Assessment:** This comes at the end of each activity, an explanation or recap as to how each activity can be assessed formatively in order to assess success and inform future teaching. Instructions for facilitating various types of assessment are included in the Toolbox for assessment approaches.



**Possible student teachers’ responses:** The responses that you may get from the student teachers from each learning activity’s assessment are recorded here.



**Check student teachers’ understanding:** This is the lesson plenary. At the end of the lesson, revisit the learning objectives and TCSF competencies, summarise the LOs and briefly assess the extent to which they have been achieved. Summarise the competencies and how they were addressed by the lesson content. Explicitly remind student teachers what they have studied and how they did so.



**Extension and differentiation activities:** Each lesson in this guide includes ideas on ways to adapt the learning activities to either provide additional stimulus for stronger student teachers (extension), or extra support for student teachers who are struggling or who have different learning needs (differentiation).

For each sub-unit, the teacher educator guide includes:



**Review questions: Possible student teachers’ responses:** A box at the end of each unit gives you the answers to the Review questions in the Student Teacher Textbook. This section exists to support your knowledge as a teacher educator, and enables you to support your student teachers by confirming the answers to the questions in their Student Teacher Textbook. It is NOT part of the lesson.

For each unit, the teacher educator guide includes:



**Unit summary:** This is a summary of the unit, including a reminder of the key points that student teachers should take from the unit.



**Unit reflection:** This section is part of the student teachers' self-study material and is included in the Student Teacher Textbook. It is duplicated here to inform you of its content. Your only task here is to remind the student teachers to read it. **It does not form part of any lesson.** It provides the student teachers with reflection points or questions relating to the learning in the unit.



**Further reading:** Suggestions for additional resources are listed according to the relevant unit. You can use these to learn more about the topic yourself, or encourage student teachers to look these up in the library, on the internet, or in your Education Degree College's e-library.

Please note that the learning activities in the Student Teacher Textbook are designed for individual self-study. At times, these individual learning activities may be incorporated into the learning activities outlined in this guide. You may also wish to assign the learning activities in the Student Teacher Textbook for homework, or encourage student teachers to do them at their own pace.

While this Teacher Educator Guide contains detailed learning activities to help you plan and deliver lessons, the instructions in this Guide are only suggestions. The student teachers in your classroom will have different characteristics and learning needs. As their teacher educator, you are encouraged to come up with your own learning activities which suit these needs, interests and ability levels. You should feel free to change and adapt the lessons as much, or as little, as needed.

### **What is a competency-based curriculum?**

The Student Teacher Textbooks and Teacher Educator Guides for all Education College programmes follow a competency-based approach. This is outlined in the Education College Curriculum Framework for the four-year degree and is based on the Myanmar Teacher

Competency Standards Framework (TCSF). A competency-based approach means that the teacher education curriculum does not just focus on subject content. Rather, it emphasises the development of knowledge, skills and attitudes and their application in real-life contexts. Competency-based curriculums are learner-centred and adaptive to the evolving needs of learners, teachers and society.<sup>1</sup>

The following elements are integrated throughout this Teacher Educator Guide, in line with a competency-based approach to teacher education:

- **Contextualisation:** The learning content and learning activities are based on the Myanmar context to ensure that student teachers can relate what they learn to daily life.
- **Flipped classroom:** This pedagogical concept and method replaces the standard lecture-in-class format with opportunities for student teachers to review, discuss and investigate course content with the teacher educators in class. Student teachers are typically expected to read the learning materials before class at their own pace. Classroom time is then used to deepen understanding through discussion with peers and problem-solving activities facilitated by you, as teacher educator.
- **Collaborative learning:** This educational approach involves groups of student teachers working together to solve a problem or complete a task. Learning occurs through active engagement among peers, either face-to-face or online. The main characteristics of collaborative learning are: a common task or activity, small group learning, co-operative behaviour; interdependence, and individual responsibility and accountability.<sup>2</sup>
- **Problem-solving:** This involves the act of defining a problem; determining the cause of the problem; identifying, prioritising and selecting alternatives for a solution; and implementing a solution. The learning content and activities included in this Teacher Educator Guide provide opportunities for student teachers to apply their problem-solving skills, as appropriate.

<sup>1</sup> Adapted from the Glossary of Curriculum Terminology (2013), International Bureau of Education (IBE), UNESCO

<sup>2</sup> Lejeune's Collaborative Learning for Educational Achievement (1999)

## **Course rationale and description**

The purpose of this course is for student teachers to be familiar with the concept of Local Curriculum in the new Basic Education Curriculum and how this curriculum is developed by and responds to local needs. They will acquire knowledge and skills in the range of topics identified for Local Curriculum, in particular agriculture. At the end of the course, student teachers will have developed a deep understanding of the purpose and importance of Local Curriculum for the relevance of education in Myanmar local contexts and its contribution to inter-cultural respect and peace building.

## **Basic Education Curriculum Objectives**

The National Education Law (NEL) (2014, amended 2015) provides a chance to state governments to develop local curriculum for states/ regions in line with the Basic Education Curriculum Framework. Arrangements are made to include the local curriculum either by integrating some of the contents with the related subjects of the (main) curriculum or by teaching some of the contents as separate subjects. The main content dealt within the Local Curriculum are learning ethnic languages, their own histories and traditional cultures, local business situation, agriculture businesses and basic computer knowledge. Local curriculum development, especially ethnic language learning provides an opportunity to contextualise the content of teaching and learning by mother tongue, to uplift self-esteem of ethnic children through their learning achievement and to promote inter-cultural respect and understanding.

## Teacher Competencies in Focus

**Table A . Local Curriculum Teacher Competencies in Focus**

Competency standard	Minimum requirement	Indicators
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
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 explains the curriculum content and intended learning outcomes
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

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

## Teaching young adult learners

The student teachers in your classroom are young adult learners. As such, evidence suggests that they will learn best when:

- The module/course content is related to their prior knowledge and experiences;
- There are opportunities for them to be active in their learning, both in and outside the classroom; and
- They are asked to develop their critical thinking and social skills and to take ownership of their own learning.

The different types of content delivery and learning strategies proposed in this Teacher Educator Guide are based on the following ‘good practice’ principles of teaching adult learners:

1. **Keep it relevant.** Adults tend to be goal-oriented and practical. They want to understand how what they are learning will be **important** in their daily lives. This means that it is important to have clearly defined goals and objectives for what student teachers will accomplish in a lesson, and why. Student teachers need to see the relevance of what they are learning for their future jobs as teachers. You can tell them explicitly what they are learning or how individual learning activities will be useful to them as teachers.
2. **Recognise your student teachers’ backgrounds.** Your student teachers are coming to you with at least 18 years of life experience. The content of your course should reflect the level of education that they have completed and the realities of their daily lives. Adult learners need to be shown respect by valuing the experience and knowledge that they bring to the class. In your lessons, you can look for places where student teachers can draw on their real-life experiences and prior knowledge to help them understand and connect to a topic.

3. **Encourage exploration.** As adult learners, your student teachers are capable of learning on their own and being self-directed. Activities that require problem-solving and collaboration can help your student teachers to connect deeply and meaningfully with the lesson content. To do this, look for ways to actively involve your student teachers through discussion groups, real-life practice and opportunities to teach others. It may help to think of yourself as a *facilitator* of learning, rather than a teacher. You can encourage the student teachers in your classes to take ownership of their learning by finding out what is interesting to them and encouraging them to pursue these things.

### Gender equality and inclusivity in the classroom

Actively promoting **gender equality** in the classroom is an essential element of your teaching. Facilitating a safe and positive environment and atmosphere where all student teachers feel that their contributions are equally valued, and have equal access to learning, requires you to be mindful of the teaching and learning strategies and resources you use.

As a teacher educator, it is your responsibility not only to ensure your student teachers have equal access to learning, but also to ensure that they understand and value the importance of gender equality and take that knowledge with them into their own teaching practice. The skills, knowledge, values and attitudes developed in the classroom with regards to gender, either implicitly or explicitly, can have a long-lasting impact on the future behaviour of your student teachers.

Be aware of your own gender biases. Reflect on your actions and the teaching strategies you use. Consider these ways in which you can ensure gender inclusivity in your classroom:

- Ensure that there is equal frequency in the representation of male and female names and characters. When identifying characters whose gender is unknown, use alternating pronouns (he, she).
- When using quotes, ensure that both female and male voices are heard.
- Ensure that females and males are represented equally in illustrations and that any existing gender stereotypes are not reinforced.

- Use equitable and gender-inclusive language in the classroom and ensure that your student teachers do likewise.
- Help and encourage your student teachers to be gender-aware, highlight any perceived gender-biased attitudes and encourage your student teachers to reflect on their own actions.
- Ensure that you interact equally with male and female student teachers, addressing and engaging them both to the same degree in your teaching, across different subjects, for example, when asking questions, asking for volunteers, selecting activity leaders, giving complements, giving eye contacts, or even remembering the names of student teachers.
- Encourage and support the participation of quieter student teachers, regardless of gender.
- Use teaching and learning strategies and assessment approaches that support equal participation from both genders, for example, group work, role plays and group discussions. Manage the activities in a flexible manner addressing different needs and learning styles of all student teachers to ensure that both female and male student teachers have the opportunity to participate actively and that individuals do not dominate activities.
- Ensure to set an equal expectation for both female and male student teachers on their performance across different subjects.
- Arrange the classroom setting in a gender-sensitive and equal manner, in terms of classroom decorations, seating arrangement or group formation/division.

Gender stereotypes are often inadvertently reinforced in the classroom through the use of language, pedagogical approaches and resources that support the preconceived culturally expected norms, roles, and responsibilities of women and men. By promoting a gender-inclusive environment in the classroom, you can support both male and female student teachers in building a healthy understanding of gender equality and further mainstreaming of this gender-sensitive and inclusive practice into basic education classrooms.



## **Toolbox for teaching and learning strategies**

This Teacher Educator Guide includes suggested learning activities for each lesson in the Student Teacher Textbook. These learning activities are intended to help support you as you plan your lessons but they do not dictate what you must do to help student teachers develop the desired knowledge, skills and attitudes for each lesson. On the contrary, you are encouraged to come up with the lesson activities that will best help the student teachers in your classroom to learn, given their unique backgrounds and needs.

Many of the learning activities listed below are used in this Teacher Educator Guide. You can also use this list to help you plan, or further adapt, your lessons. This is not an exhaustive list of teaching and learning strategies. You may wish to brainstorm additional teaching strategies by visiting <http://www.theteachertoolkit.com/index.php/tool/all-tools> or other similar websites.

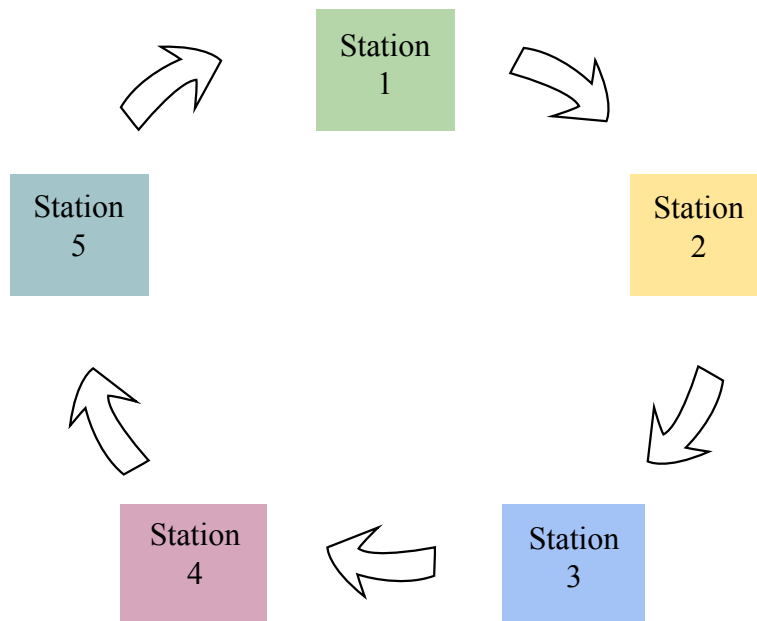
**Assignments:** The assignments that you give to student teachers might include formal written essays, portfolios and reflection journals. They also might be smaller, developmental tasks – for example, a short homework assignment answering questions about a reading. Assignments can help student teachers to review previously taught materials. They can also help student teachers prepare for future learning – for example, you might assign student teachers to read the Student Teacher Textbook content in advance of the next lesson.

**Case studies:** Working through case studies can help student teachers to develop their problem-solving and critical thinking skills as they must apply what they are learning to a scenario or story (the ‘case’). To complete a case study, student teachers first read the scenario and then discuss and answer one or more open-ended questions about the scenario. Case studies often require student teachers to propose solutions to the problem presented in the scenario.

**Directed activities:** These are activities set by you, as the teacher educator, but carried out by the student teacher independently. For example, a directed activity might be for a student teacher to interview a basic education teacher during their Practicum school placement, or to independently research a specific teaching method. Directed activities are typically followed up in tutorials, seminars or workshops which provide an opportunity for student teachers to share about what they have learnt and to learn from their peers.

**Gallery walk:** In a gallery walk, student teachers work in groups to answer questions or complete a task on poster paper at various stations. They then rotate stations and add comments, questions, or further content to the poster at that station.

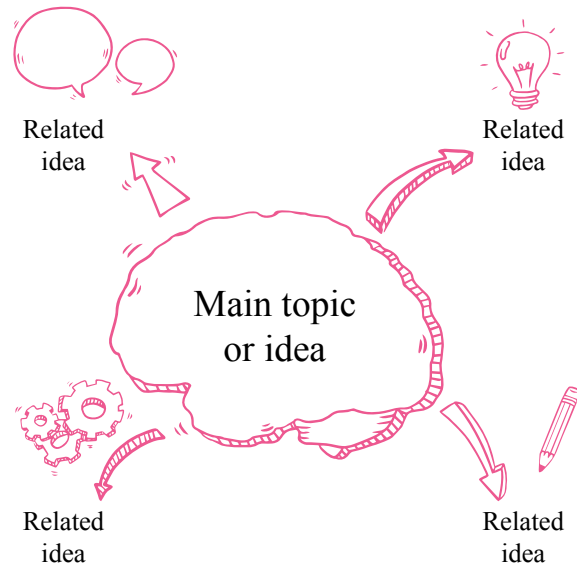
You can also use a version of the gallery walk to display student teachers' work. In this type of gallery walk, posters created during individual or group work are displayed around the room. Student teachers then circulate at their own pace to either simply view the posters, or to add their questions or comments to the poster.



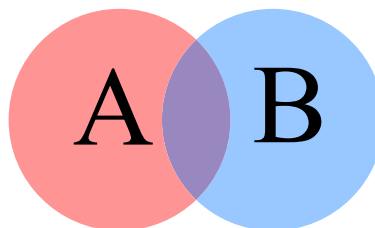
**Graphic organisers:** Graphic organisers are a simple and effective tool to help student teachers brainstorm and organise their thoughts and ideas in a way that makes it easier for them to understand. Graphic organisers can be used in any lesson for brainstorming, planning, problem-solving or decision-making.

Some of the most popular graphic organisers that you will see in your Teacher Educator Guides include:

- **Concept map (also called a mind map):** Concept maps, or mind maps, can be used to visually show the relationships between concepts or ideas. They are useful for brainstorming and also organising information. Concept maps can be organised in different ways and with different levels of complexity but most start with broad topics first, connected to sub-topics (or more specific concepts) to form a web of connecting ideas. The diagram below shows a very simple concept map.



- **Venn diagram:** Venn diagrams can be used to compare and contrast at least two different things or ideas (A and B). In the Venn diagram below, the overlapped area represents the characteristics belonging to both A and B and the two areas without overlap are for listing the characteristics that belong only to A and those that belong only to B.



- KWL chart:** KWL charts can help student teachers organise information before, during and after a unit or a lesson. They can be used to engage students in a new topic, activate prior knowledge, share unit objectives and monitor student teachers' learning. KWL charts can be completed as a small group, whole class or by an individual. Before the lesson or unit, student teachers should fill in the first two columns about what they already know and what they want to know. After the lesson or unit, they can fill in the column about what they have learnt.

K What I <b><u>K</u></b> now	W What I <b><u>W</u></b> ant to know	L What I <b><u>L</u></b> earnt

- T-chart:** T-charts can help student teachers examine two facets of a topic; for example, the advantages and disadvantages, or facts versus opinions.

Heading 1	Heading 2

**Group work:** Group work refers to any time you ask student teachers to cooperatively work together in groups on a task (for example, see the Jigsaw activity below). Group work can help motivate student teachers and encourage active learning. It requires student teachers to practise key critical thinking, communication and decision-making skills. Student teachers can work in groups to answer questions, create a presentation, write a lesson plan, analyse a case study, conduct a role-play and many more learning activities. You may wish to assign roles to group members – for example, recorder, presenter and team leader – to make sure that everyone is involved in the task.

**Jigsaw:** In a jigsaw activity, small groups of student teachers become experts on one component of a topic and then ‘teach’ that component to their peers. This gives student teachers the opportunity to work with others and to see different points of view. The jigsaw technique is especially effective because each student teacher is responsible for another’s learning, and student teachers come to realise that each group member has something important to contribute to the group. In a jigsaw, student teachers must practise using many important skills, including communication, problem-solving and critical thinking.

**Lecture:** Lectures are largely one-way communication between you, as a teacher educator, and a group of student teachers. They can be useful for delivering straightforward new content. Even when giving a lecture, you can involve student teachers more actively by pausing to ask and respond to questions, or by asking a student teacher to reflect or comment on the topic.

**Micro-teaching:** During a micro-teaching experience, a student teacher, or a small group of student teachers, teaches their peers all or part of a lesson. They then receive feedback on the mini-lesson and reflect on the experience in order to develop practical skills and apply their learning. Micro-teaching is an important opportunity to prepare for the Practicum Lesson Study and school placements. It can also provide a chance to focus on specific core teacher practices; for example, asking open-ended questions or giving students positive feedback.

**Modelling:** Modelling is an instructional strategy in which the teacher demonstrates a new concept or approach, and students learn by observing.<sup>3</sup> As a teacher educator, you may choose to demonstrate a learning activity or teaching strategy, rather than simply telling the student teachers about it – this is modelling.

Modelling may also be followed by a discussion about how you presented the activity or strategy and what impact that had on the student teachers as learners. This can highlight the role of modelling in teaching and encourage student teachers to reflect on how they might use modelling in their own teaching in the future.

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<sup>3</sup> Eggen and Kauchak, *Strategies and Models for Teachers: Teaching Content and Thinking Skills*, (2001)

**Observation:** Student teachers can observe a peer or expert teacher teaching, then participate in structured, reflective discussion to make sense of what was observed. You may also observe a student teacher teaching all or part of a lesson and then follow this with a discussion to explore and develop the student teachers' thinking and practice. This strategy is an excellent opportunity to make links between theory and practice, and to support student teachers in making accurate assessments of their progress.

**Practicals:** Practical activities can include demonstrations by you as teacher educator (for example, showing how to conduct a science experiment) and those led by, or involving, student teachers (for example, having student teachers complete a mathematical investigation and associated worksheet). This strategy can help student teachers to understand how different activities can help students learn. Practical activities can also encourage student teachers to connect theory to their developing practice as teachers.

**Reading groups:** A reading group is a small group session focused on the analysis and interpretation of a text, most commonly an academic paper. The paper is usually issued in advance and student teachers are expected to be familiar with its contents before attending the reading group. One student teacher may be asked to present the paper to the group, followed by a discussion to which all student teachers contribute. This strategy helps to familiarise students with academic writing as well as with the ideas within papers. Discussions may focus on the content, presentation or the methodology of the papers presented.

**Role-playing:** Role-play is a technique that allows student teachers to explore realistic situations as they interact with people and scenarios in a simulated way to try different strategies. This can allow student teachers to work through common challenges, or specific aspects of teaching, in a safe and supported environment.

**Self-study:** In a self-study, student teachers must take responsibility for their own learning, with you as a guide. This strategy can supplement face-to-face and Education College-based learning and is important to help frame, supplement, and consolidate new learning. Self-study can take a number of forms, such as reading around topic areas and action planning. Self-study includes time to think about specific areas of education.

**Seminars:** Seminars are small group sessions where questions can be explored, and views

can be debated and analysed. Students usually complete preparatory work or reading before the seminar. While you would lead the seminar as a teacher educator, all student teachers are expected to contribute to discussions. Seminars can be good for developing student teachers' deeper thinking about content with which they are already familiar.

**Think-pair-share:** Think-pair-share is a simple and collaborative strategy where learners work together to solve a problem or answer a question. To use think-pair-share in your class, you can follow these three steps:

1. **Think:** Begin by asking a specific question about the text. Ask student teachers to 'think' about what they know or have learnt about the topic.
2. **Pair:** Each student teacher should pair up with a classmate, or with a small group.
3. **Share:** With their partner or small group, student teachers should share and discuss their thinking about the question. You can then expand this time of sharing into a whole class discussion about the topic.

**Tutorials:** Tutorials are one-on-one or small group sessions between you and a student teacher. Tutorials allow for personalised, detailed discussion and exploration of ideas. They may have a pastoral or academic focus and may be used to support student teachers who are struggling with specific academic content, or who have missed out on an in-class learning experience.

**Virtual Learning Environment (VLE):** This widely-used tool is a teaching strategy to supplement and support learning and self-study. In VLE, activities, study skills and website links are shared with student teachers, and different tools are used to explore understanding, such as wikis, forums and blogs. An e-library is available for student teachers to access teaching and learning resources.

**Workshops:** Workshops are group sessions in which student teachers engage with new content and skills in order to develop their understanding and practice. This strategy often incorporates a great deal of collaboration and discussion as well as more lecture 'teaching' by you, as teacher educator. Workshops allow for detailed discussions about a topic and for student teachers to practise applying what they are learning.

## **Toolbox for assessment approaches**

There are many different ways you can monitor student teachers' learning before, during, and after a lesson. This Teacher Educator Guide includes many of these assessment approaches. Remember that providing feedback, either written or verbally, is an important part of **formative assessment**. Your feedback is what will help student teachers to learn and improve on future tasks. You can think of formative assessment as a chance for student teachers to practise before the summative assessment, where they will be asked to show what they have learnt through a larger test, exam or project.

Some of the most popular assessment methods you will see in this Teacher Educator Guide include:

**Demonstration:** In a demonstration, you may ask a student teacher to show you – or demonstrate – a skill that they have been learning. For example, you may ask a student teacher to demonstrate a dance technique, a step in a science experiment, or a movement in physical education. By observing the demonstration, you can monitor student teacher progress and provide suggestions for improvement. As with all formative assessment approaches, the feedback you provide on the student teacher's demonstration is what will help him or her to improve.

**Homework assignments:** Checking student teachers' homework assignments, which may include tasks such as reading and answering questions or looking up additional information, is a good way to monitor if they are on the right track. Depending on the homework assignment, you may wish to discuss answers as a class, check for completion, or collect and provide written feedback.

**Journal log/ reflection papers:** These are a detailed log of student teachers' thoughts and feelings about their professional development and growth. The journal log and reflection papers are intended to help student teachers think deeply about their own learning by reflecting on their progress towards becoming a teacher. The process of consciously reflecting on their learning will help student teachers make connections between the content they learnt in a subject and other subjects, solve problems that come up, and learn from their experiences. Teacher educators may provide advice to student teachers on the areas to focus on when preparing the journal logs and reflection papers.



**Observation:** Informal observation – by circulating the room, listening to groups discuss, and making eye contact – is a good way to get a general sense of whether student teachers understand the material. More formal observation would involve using a checklist or criteria that you are looking for in a student teacher’s answers or presentation. You can then provide feedback on the basis of what you have observed.

**Peer-assessment:** If you ask student teachers to evaluate or judge, the work of their peers, this is called peer-assessment. You will need to have the appropriate peer-assessment tools – either a rubric or a checklist – so that student teachers can provide feedback to their classmates based on established criteria. When student teachers observe each other during micro-teaching and complete an observation sheet, this is a form of peer-assessment.

**Presentation:** A presentation may be similar to a demonstration but often involves more preparation on the part of the student teachers. Asking groups or individuals to present their work – perhaps at the end of the lesson – is an excellent opportunity to check for understanding, correct any misconceptions and provide feedback.

**Projects:** Projects are completed by each student teacher, either individually or collaboratively in a group. This is to demonstrate their understanding in the subject content knowledge and their competencies gained through designing, planning and developing projects. Student teachers work on a project over a certain period of time to investigate a topic or a real-life issue. Teacher educators are requested to provide instructions on completing the projects, including the rubrics of the assessment.

**Question and answer:** Asking student teachers both closed-ended and open-ended questions is a good way to monitor whether student teachers understand the material. During question and answer sessions, be sure to call on a variety of student teachers for their responses. While you may want to use some closed-ended questions (with one correct answer) to check understanding, you will be able to foster better and deeper discussions through open-ended questions, which have more than one right answer and generally require more thinking on the part of the student teachers.

**Quiz:** You may wish to use a short quiz to test the knowledge of your student teachers. Quizzes can be graded in class as a whole class activity, or you may wish to collect and check the quizzes outside of class. Quizzes can also be seen as a way to ‘practise’ for a summative test or exam.

**Self-assessment:** In a self-assessment, student teachers evaluate their own strengths and weaknesses. This process can help them to understand their own gaps in skills or knowledge and to create a plan to address these gaps. Self-assessments are good ways to encourage student teachers take ownership of their own learning and development. As in peer-assessment, student teachers will need some coaching to understand the assessment criteria and how to apply them to their own work or skill sets.

**Written examinations:** Written examinations are conducted usually at the end of each semester to test the basic subject content specific knowledge and reflection of related pedagogy discussed during the course.

### **General tips for facilitating a lesson**

Some of the teaching and learning strategies suggested here and throughout this Teacher Educator Guide may be new to you. If so, it is recommended that you spend some time carefully planning out how you will use them in your lessons so that student teachers can achieve the desired learning outcomes.

The following are some additional general tips that you can implement to help your student teachers learn.

Before teaching a class, you may wish to do the following:

- Choose a small amount of content to deliver. Keep in mind that in a given 50-minute class period, you generally do not want more than one-third of the class period should be focused on content delivery. This will enable there to be enough time for student teachers to practise their skills and deepen their understanding of the topic.

- Note down the key points you think are most important for your student teachers to learn from the lesson content. You can refer to these as you deliver the content to the class to make sure you discuss these key points.
- Make sure you are clear on how you will carry out the content delivery and the learning activities. Refer to the suggestions in this guide and discuss with other teacher educators, if needed. Always feel free to change the suggested steps so that the lesson activities work well for your specific classroom situation.
- For each learning activity, prepare clear written instructions for your student teachers describing, step-by-step, how to do the activity. The instructions could be displayed on a presentation slide, printed on a handout or written on the board. Make sure the instructions are large enough to be read by all student teachers.
- You may want to practise explaining the instructions verbally, going slowly and step-by-step. This will help you be ready to explain the instructions to your student teachers before the activity, so they will understand what to do. You can practise the explanation with a friend or colleague ahead of time and then ask them what needs to be explained more clearly.
- If time allows, prepare to model of what student teachers are expected to do during the activity. This might involve one or two teacher educators doing a short role-play, pretending they are the student teachers doing the activity. This will enable student teachers to *see* exactly what they should be doing.
- If student teachers are expected to produce something at the end of an activity, you may wish to prepare an example, or ‘end product,’ to show student teachers what they should be aiming to create during the activity.

During class, just before the content delivery or any learning activity, if applicable, it may be helpful to:

- Distribute any materials or learning supplies that student teachers will need to carry out tasks you will ask them to do. Make good use of the e-library to request student teachers to access necessary teaching and learning materials online as appropriate.

- Provide clear verbal and written instructions to student teachers about any task you would like them to do as you deliver the content.
- Model what the student teachers should do using a short role-play.
- Show the example end product to student teachers that you prepared before class.
- Ask one or more student teachers to repeat back to the class how to do the activity, using their own words, to make sure they understand the instructions.
- Tell student teachers how long they have to complete the activity.

Throughout the class, it may be helpful to:

- Look for any signs that suggest whether the student teachers understand the content you are delivering or the task they are working on. If you suspect certain points may be difficult for student teachers to understand, consider explaining the information in a different way or breaking down the information into smaller, more manageable pieces.
- Walk around to all parts of the classroom to:
  - Ensure all student teachers are on task;
  - Answer questions student teachers have;
  - Ensure student teachers have all the materials needed to do the activity; and
  - Assess student teachers' understanding by observing whether they are carrying out the activity as instructed.
- Encourage student teachers to ask questions.
- If you detect a misunderstanding, either talk directly to the student teacher to clarify, or if the whole class may benefit from the clarification, call the attention of all student teachers and explain to everyone.

- Check for Stop and think instruction boxes for points to emphasise and to ensure that student teachers are learning effectively before moving forward.

At the end of class, it may be helpful to:

- Consider following the suggested ways to “Check student teachers’ understanding” at the end of each lesson. This is an opportunity to summarise the lesson and to briefly assess the student teachers’ achievement of the learning outcomes and understanding of how the lesson addressed the Teacher Competency Standards Framework (TCSF).
- Assess student teachers’ understanding by asking them to share a point from the content you delivered that they thought was particularly interesting, or that surprised them.
- Encourage student teachers to ask questions and provide comments on what you have just taught them.
- Ask one or two student teachers to share what they produced during the activity. If the activity was not designed to produce an end product, ask one or two student teachers to describe what they learnt from the activity.
- After student teachers share their work or their thoughts, choose one or two aspects of what they shared to emphasise to the class. The point you choose to emphasise should be key points that you would like all student teachers to learn and remember from the activity.

As a teacher educator, you have an important role to play in creating a classroom where all student teachers feel free to ask questions, share their reflections, and practise teaching in a safe supportive environment. It is your feedback and support that will help them grow into teachers who can foster the holistic development and learning of Myanmar’s children and youth.

## Content Map

**Table B. Year 1, Semester 2, Local Curriculum Content Map**

Units	Units	Lessons	Learning Outcomes	TCSF	Periods
4. Greenness Garden School	4.1. Planning and Designing a School Garden	4.1.1. School garden project planning	<ul style="list-style-type: none"> <li>Explain how to create a green and beautiful school campus</li> <li>Create a green school campus that can support the local community towards sustainable development</li> </ul>	A 4.1 B 1.1	1
		4.1.2. School garden as a business	<ul style="list-style-type: none"> <li>Explore local products that can be used for business initiatives for sustainable development and lifestyles of the local community</li> </ul>	A 4.1 B 1.1	1
5. Career Skills	5.1. Learning Career Skills	5.1.1. Different career opportunities (part 1)	<ul style="list-style-type: none"> <li>Explain some of the issues faced by children in Myanmar with regards employment and the effect that may have on their education</li> </ul>	A 4.1 B 1.1	1
		5.1.2. Different career opportunities (part 2)	<ul style="list-style-type: none"> <li>Explain topics of career skills to be taught for relevant region/state for primary school students such as handicrafts, production of commercial goods, and small and medium-sized enterprise</li> </ul>	A 5.1 B 1.1	1
	5.2. Teaching Career Skills	5.2.1. Employability and life skills (part 1)	<ul style="list-style-type: none"> <li>Demonstrate basic career skills to be taught in primary school</li> </ul>	A 5.1 B 1.1	1
		5.2.2. Employability and life skills (part 2)	<ul style="list-style-type: none"> <li>Discuss difficulties primary school students may have in learning career skills and how the teacher can help them</li> </ul>	A 5.1 B 1.1	1

Units	Units	Lessons	Learning Outcomes	TCSF	Periods
6. Home Management Skills	6.1. Cooking and Nutrition	6.1.1. Teaching cooking skills (part 1)	<ul style="list-style-type: none"> <li>Explain topics of cooking skills to be taught for relevant region/state for primary school students</li> <li>Demonstrate basic cooking skills to be taught in primary school</li> </ul>	A 5.1 B 1.1	1
		6.1.2. Teaching cooking skills (part 2)	<ul style="list-style-type: none"> <li>Explain the importance of nutrition and the need for a healthy balanced diet</li> <li>Discuss difficulties primary school students may have in learning cooking skills and how to support them</li> </ul>	A 5.1 B 5.1	1
	6.2. Sewing and Knitting	6.2.1. Teaching sewing and knitting skills	<ul style="list-style-type: none"> <li>Explain topics of sewing and knitting skills to be taught for relevant region/state for primary school students</li> <li>Demonstrate sewing and knitting skills to be taught in primary school</li> <li>Discuss difficulties primary school students may have in learning sewing and knitting skills and how to support them</li> </ul>	A 5.1 B 5.1	1
	6.3. Event Decoration	6.3.1. An introduction to events and festivals decoration	<ul style="list-style-type: none"> <li>Explain topics of event decoration skills to be taught for relevant region/state for primary school students</li> <li>Demonstrate event decoration skills to be taught in primary school</li> <li>Discuss difficulties primary school students may have in learning event decoration skills and how to support them</li> </ul>	A 5.1 B 1.1	1
	6.4. Time Management	6.4.1. Introducing time management to students	<ul style="list-style-type: none"> <li>Explain topics of time management skills to be taught for relevant region/state for primary school students</li> <li>Demonstrate time management skills to be taught in primary school</li> <li>Discuss difficulties primary school students may have in learning time management skills and how to support them</li> </ul>	A 5.1 B 1.1	1

Units	Units	Lessons	Learning Outcomes	TCSF	Periods
7. Assessment	7.1. Assessment of Local Curriculum	7.1.1. Assessment methods used in Local Curriculum	<ul style="list-style-type: none"> <li>Explain assessment methods to be used in Local Curriculum at primary school level</li> </ul>	A 5.1 B 1.1 B 2.1	1
Total Number of Periods					12



# Unit 4

## Greenness Garden School

This first unit in semester 2 introduces the student teachers to the concept of a ‘green school’ campus and encourages them to explore the different plants that can be grown in a school campus, and the different benefits they will bring to the environment. School gardening projects have been successfully established at schools all over the world and are a fun and inclusive way of introducing young students to the processes involved in growing and caring for plants. Decorating their future schools with local products such as ornamental plants supports the local community and helps develop cohesions between the school and the local community, and encourages the student teachers and students to be more aware of local customs, traditions, and locally sourced produce.

### Expected learning outcomes

**By the end of this unit, student teachers will be able to:**

- Explain how to create a green and beautiful school campus;
- Create a green school campus that can support the local community towards sustainable development; and
- Explore local products that can be used for business initiatives for sustainable development and lifestyles of the local community.



# 4.1. Planning and Designing a School Garden

This sub-unit will introduce student teachers to the benefits of creating a green and beautiful school campus, and covers the process involved in planning and preparing the garden. This unit will consider the different types of plants and their uses.

## 4.1.1. School garden project planning

### Expected learning outcomes

**By the end of the lesson, student teachers will be able to:**

- Explain how to create a green and beautiful school campus; and
- Create a green school campus that can support the local community towards sustainable development.



### Competencies gained

A4.1 Demonstrate understanding of the structure, content and expected learning outcomes of the basic education curriculum

B1.1 Demonstrate capacity to teach the subject-related concepts and content clearly and engagingly



**Time:** One period of 50 minutes



**Learning strategies:** Lecture; group work; gallery walk; group discussion



**Preparation needed:** Read the relevant section of the Student Teacher Textbook to familiarise yourself with the topic of instruction. Carry out a quick survey of the school campus to acquaint yourself with the layout and the existing presence of plants and trees.



**Resources needed:** Poster paper; pens; Handout 1; Handout 2; Handout 3; Handout 4

### Learning activities



#### Learning activity 1: Introduction (10 minutes)

1. Introduce the student teachers to the topic of this lesson by giving a brief lecture about why it is important to develop and design a green and beautiful school campus.
2. List the different types of plants and trees that can be used in the school campus:
  - Windbreak trees
  - Shade trees
  - Background trees
  - Framing trees
  - Pillar plants
  - Foundation plants
  - Hedge plants
  - Border plants;
  - Lawn
  - Vegetable plot
  - Other food-producing plants
3. Ask the student teachers to take turns to explain what properties each type of tree or plant has, where they should be situated, and why they should be used in the transformation of a school campus into a beautiful and green space.
4. Ask the student teachers to work in pairs to mark the different types of trees and plants on the example plan of a school campus in Handout 1, adding any missing trees or plants in the correct location.



### **Assessment**

Assessment can be carried out informally and formatively during this learning activity. The contributions of the student teachers in explaining the properties of the different plants and trees will demonstrate their understanding. Their understanding will also be assessed through the successful completion of the school campus plan. Time does not allow for a rigorous assessment of this Learning activity; however, you can check understanding by observing the activity and passing around the classroom.



### **Possible student teachers' responses**

Responses from the student teachers to the initial part of this learning activity should include: being able to correctly explain the properties, uses and best locations for the different trees and plants. For example, shade trees should be grown to provide shade and should be located in a place where students can benefit from their shade.



### **Learning activity 2: Group work (10 minutes)**

1. Separate the student teachers into groups of four or five students and ask the groups to work through the questions and information provided in Handout 3. They should make notes on the areas where they need to consider this information in the Education College.
2. Give the groups opportunity to discuss their findings and ensure that all groups understand the information contained in the handout.



### **Assessment**

The groups can be assessed through informal questioning about the content of the handout.



### **Possible student teachers' responses**

Responses from the student teachers might include questions about some of the elements

in the handout. However, when questioned, student teachers should be able to explain what is meant by some of the areas of consideration. For example: ‘What does visibility mean?’ This means that plants and flowers should be visible to students within the classrooms.



### **Learning activity 3: Group work (15 minutes)**

1. Explain to the students that they will have to draw a sketch plan of the school campus. The groups will have to delegate one person to draw the plan. Each group will work independently of the others outside to develop the plan. When the groups have completed their plans they must return to the classroom.



### **Stop and think**

Releasing the student teachers from the classroom to carry out this mapping exercise must be well managed. Ten minutes is adequate time to carry out the mapping, but make sure the student teachers are not distracted during their work. Remind them how much time they have used, and inform them when the time is up and they must return to the classroom.

2. When the students have returned to the classroom, give them further 10 minutes to work on their plans to incorporate the different plants and trees that they wish to grow in the school campus. Make sure that the groups label their plans accurately with the types of plants and trees to be grown.
3. Ask the groups to display their plans on the wall of the classroom and encourage the student teachers to look at the different plans and compare their ideas with that of their peers.



## Assessment

The assessment of this activity takes place by observing the completed plans. Each group will have produced a plan with different ideas and they may have decided to locate plants and trees in different places. The differences between the plans does not necessarily indicate that some groups have made mistakes, but it is useful to assess the plans to make sure that the plants and trees have been positioned in roughly the right places. For example, a plan that had shade trees far away from the school buildings or playground would be incorrect.



## Possible student teachers' responses

The responses the student teachers should give during this activity are presented in the plan that they complete as a group. When reviewing the plans, it may be necessary and useful to ask groups about particular components of their plan. 'Why did you locate the hedge there?' The hedge is located there to provide some shelter from the main road.



## Learning activity 4: Group discussion (10 minutes)

1. Ask student teachers to discuss the process that they have just undertaken during this lesson as a whole class, and ask them to consider specifically how they would approach teaching this subject to young students at primary school.
2. It might be useful to direct the discussion by writing some discussion questions on the board, for example:
  - What difficulties might you face when teaching this to young students?
  - Who could you ask to support you in delivery of this subject?
  - What research or preparation might you need to carry out prior to the lesson?
3. Encourage student teachers to try to find solutions and answers to these challenges.



## Assessment

Student teachers should be able to answer these questions based on their experience of the lesson; assessment can be made informally and formatively on how they approach the problems that they might challenge them while teaching young students.



## Possible student teachers' responses

The range of answers student teachers will give depends greatly on the direction the group discussion takes; however, you should expect them to be able to provide solutions to some of the challenges posed. For example:

- What difficulties might you face when teaching this to young students?

There are a lot of different plants to understand and remember; perhaps it might be better to start with only a few different types.

- Who could you ask to support you in the delivery of this subject?

There might be a local farmer, or someone who works with plants in the local community who could help advise you. Perhaps one of the parents can lend their assistance.

- What research or preparation might you need to carry out prior to the lesson?

Before starting the lesson, it would be useful to find out what kind of plants and trees are available in the local community and which are suitable for growing at the school. It would also be useful to know what has already been planted and what is missing.



### **Check student teachers' understanding (5 minutes)**

1. Remind student teachers that the lesson covered the following expected learning outcomes:
  - Explain how to create a green and beautiful school campus; and
  - Create a green school campus that can support the local community towards sustainable development.

Select one or two student teachers to give examples of some of the benefits of establishing a green school campus, e.g. **food security**, valuing local produce, sustainable development. If this information is not clear, then it might be useful to remind the student teachers to re-read the information in the student teacher textbook on this area especially Handouts 3 and 4.

2. Remind the student teachers that the lesson covered the following teacher competency standards:
  - *A4.1 Demonstrate understanding of the structure, content and expected learning outcomes of the basic education curriculum*
  - *B1.1 Demonstrate capacity to teach the subject-related concepts and content clearly and engagingly*

Explain how the competencies were covered during the lesson

3. Explain to student teachers that it is a challenge to learn something so practical, in a non-practical way, but encourage the student teachers to use the further reading texts, which explain how this process has been successfully carried out in schools all over the world.
4. Ask student teachers to investigate local markets prior to the next lesson to find out what plants, fruits and vegetables are grown locally.





## Extension and differentiation activities

**Learning activity 1:** Support less confident student teachers by encouraging them to review the information on these different plants and trees in their Student Teacher Textbooks and to review the images that demonstrate the uses of different plants and trees.

**Learning activity 2:** Challenge student teachers to expand further on the information they will use when planning their green school campus by using the questions provided in Handout 4 to be better prepared for the site survey.

**Learning activity 3:** Challenge student teachers to consider what the importance of the compass on the blank plan of the school campus. Why is it important to know what direction is north when planning the location of plants?

**Learning activity 4:** Support less confident student teachers by encouraging them to consider the activity from their own point of view and experience of the lesson instead of the students that they will teach in the future. For example:

- What difficulties did you face when learning about this subject?
- Who could have supported you in the learning about this subject?
- What research or preparation would you like to have been made available prior to the lesson?

## 4.1.2. School garden as a business

### Expected learning outcome

**By the end of the lesson, student teachers will be able to:**

- Explore local products that can be used for business initiatives for sustainable development and lifestyles of the local community.



### Competencies gained

A4.1 Demonstrate understanding of the structure, content and expected learning outcomes of the basic education curriculum

B1.1 Demonstrate capacity to teach the subject-related concepts and content clearly and engagingly



**Time:** One period of 50 minutes



**Learning strategies:** Flipped classroom; group discussion



**Preparation needed:** Read the relevant section of the student teacher textbook to familiarise yourself with the topic of instruction. Do some research on the local products that are grown successfully in the local community. Reacquaint yourself with the contents of Unit 3 (Agriculture unit) in Local Curriculum semester 1. It is worth looking at this website prior to your discussion with the student teachers in activity 2:

<http://www.fao.org/docrep/009/a0218e/A0218E14.htm> - app1



**Resources needed:** Handout 6

## Learning activities



### Learning activity 1: Flipped classroom (15 minutes)

1. Prior to this lesson, the student teachers should have made some investigations into the local community to find out what plants, fruits and vegetables are grown locally. The student teachers should have a list of products that can successfully be grown within the Education College campus.
2. Facilitate a discussion between the student teachers, and encourage them to make recommendations and back up their recommendations with evidence that they have acquired to justify the plant, tree, fruit or vegetable that they are proposing.
3. Record all recommendations on the board, without judgement.
4. If some student teachers have not carried out the investigation into the local community, ask them to think about the different plants that they have seen growing in and around the Education College.
5. Encourage all the students to contribute to the discussion, and ensure that the answers are recorded on the board.
6. At the end of the discussion ensure that all students have had a chance to contribute and that there is a number of recommendations on the board, if there any obvious omissions then contribute some answers of your own.



### Assessment

Primarily, the assessment that can be made here is if the student teachers actually collected the information required for the class. Student teachers who fail to collect the information should be able to contribute based on their learning on the subject so far and from their interactions with the local community.



### Possible student teachers' responses

The student teachers should be able to present a number of plants, trees, fruits, and vegetables that are suitable for growing in the school campus. They should also be able to categorise those plants. For example, bamboo may have been suggested, and should have been accurately described and categorised as a hedge plant.



### Learning activity 2: Group discussion (20 minutes)

1. Ask the student teachers to work in small groups for 10 minutes to discuss the different plants and trees that have been listed on the board and ask them to consider the different plants from three perspectives:
  - Can it be realistically grown in the school campus?
  - If so, can it be used to generate an income?
  - If so, what challenges or opportunities would that plant pose?
2. Ask the student teachers to share their findings with the rest of the class and record their answers in a table drawn on the board similar to this one.

Name of plant or tree	How can it be used to generate income?	Challenges / Opportunities

3. Support the student teachers and encourage them to provide the information by asking them follow up questions: Why? How?
4. Try to ensure that all groups have the opportunity to contribute but do not record the same plant more than once. If there are gaps in the table, try to encourage the student teachers to think of the information that could be added there.



## Assessment

The assessment of the student teachers can be carried out informally and formatively. Challenge the student teachers to justify their answers and encourage them to provide additional information through open-ended questioning.



## Possible student teachers' responses

Responses from the student teachers should include a number of plants that can be successfully grown in the school campus, and the different ways that they could be used to generate income and finally what challenges and opportunities those plants may pose. For example:

Name of plant or tree	How can it be used to generate income?	Challenges / Opportunities
Avocado	Sell fruit in market	Challenge: Takes 10-15 years to grow from seed
Bamboo	Sell cuttings from plants	Opportunity: Cheap and easy to source; grows quickly even in poor soil



## Learning activity 3: Group discussion (10 minutes)

1. Write the following question on the board: '*How can a green school campus benefit the local community?*'
2. Facilitate a classroom discussion, encouraging all students to contribute in order to develop a series of statements that answer this question. Where possible, encourage student teachers to elaborate on their answers and give examples to justify their comments.



## Assessment

Informal, formative assessment should consider the ability of the student teachers to apply their learning in the classroom and from the Student Teacher Textbook. The process of providing the answers should give sufficient evidence to adequately assess knowledge and understanding.



## Possible student teachers' responses

Responses from the student teachers will vary depending on their viewpoint, they may be as simple as pointing out that an attractive green school campus is nicer for the local community to look at. More in-depth answers may consider the cohesions that can be developed between the local farmers, market workers, agricultural experts, chemical shops etc. Student teachers may suggest that by involving the local community in the process of developing the school campus, they will take more of an interest in teaching and learning of the students.



## Check student teachers' understanding (5 minutes)

1. Remind the student teachers that the lesson covered the following expected learning outcome:
  - Explore local products that can be used for business initiatives for sustainable development and lifestyles of the local community.

Take some time at the end of the lesson to review these learning outcomes with the student teachers and review the extent to how they were achieved.

2. Remind the student teachers that the lesson covered the following teacher competency standards:
  - *A4.1 Demonstrate understanding of the structure, content and expected learning outcomes of the basic education curriculum*

- *B1.1 Demonstrate capacity to teach the subject-related concepts and content clearly and engagingly*

Explain how the competencies were covered during the lesson.

3. Give the students teachers a quick quiz, shout out the name of a plant or tree and ask the student teachers to shout out what they know about it? Shade giving? Fast growing? Economic opportunity?
4. Ask the student teachers to re-read Handout 5 which looks at growing a greater respect for the food we eat through understanding its production better.



### **Extension and differentiation activities**

**Learning activity 1:** Challenge student teachers to expand further on their answers and encourage them to categorise their answers by the type of plant or tree they are. For example, if a student teacher recommended hibiscus, ask them how it could be categorised. Could it be labelled as border plant or food producing plant, or both?

**Learning activity 2:** Challenge student teachers to expand further on their answers and encourage them to think back to their learning in the Agriculture unit in Semester 1 and the methods of propagating plants. Ask them to explain how the plant or tree could be propagated to provide an income generating opportunity.

**Learning activity 3:** Support student teachers in considering the way that the local community could benefit from the green school campus project by thinking about the interactions; the primary school they attended as a child had with the local community, and how that might have been good or bad or improved.



### Review questions: Possible student teachers' responses

Question 1: What are some of the benefits to students of developing a green school campus?

*Answer: A green school campus is a fun and inclusive way of introducing young students to the processes involved in growing and caring for plants. A school garden supports knowledge and understanding of the students in their responsibilities towards the environment. A good relationship and interaction with plants will have benefits that reach further than the school campus and can pave the way for a better local environment, and the introduction of plants to the school campus will improve the environment, providing both protection and beauty, and promoting a calming atmosphere.*

Question 2: How can the development of a green school campus contribute towards sustainable development?

*Answer: Establishing and looking after a vegetable patch in a green school campus is a very useful way to introduce students to the concept of food production and the need to be mindful of where the food on our plates comes from. Planting a vegetable patch is a fun and inclusive exercise that all students can be involved in – from planning and design to harvesting. Students who take part in the development of a vegetable patch will gain a vital understanding of the efforts required to grow food, and this will contribute towards a life-long approach to reducing food waste and also make them more aware of the need to address food insecurity in the world.*

Question 3: How can the development of a green school campus benefit the local community?

*Answer: A green school campus is a great opportunity to involve members of the community. Local experts, farmers and interested members of the students' families can all contribute to the development of a green and beautiful school campus.*



# Unit Summary



## Key messages

- School garden projects have been successfully established at schools all over the world and are a fun and inclusive way of introducing young students to the processes involved in growing useful trees, plants, and even food.
- There are a number of different plants and trees that can be introduced to the school campus and each has their own use, including giving shade, creating a ‘green-wall’, providing protection from the wind and also to introduce beauty into the school campus.
- The plants and trees that can be grown depend greatly on where in Myanmar the school is located, but are also influenced by the available space and existing infrastructure in place.
- A school garden project can support both yourself and your students in being more mindful about food waste and encourage you to take the necessary steps to help combat food insecurity.
- A school garden project can develop and support linkages between the school and the local community, and promote the use of local products.
- Teaching students at an early age to understand and respect how their food is produced and where it comes from is an important element of learning how to fight the inequalities of food insecurity.
- Establishing a school garden is not an easy task, but can be a fun and energising activity for all students and there are lots of online resources available to support the process of developing a school garden, this is a common activity for many schools all over the world.

- A school garden is an inclusive project and all students regardless of educational needs or disabilities can take some responsibility during the process.
- In some cases, a school garden project can even be used to generate additional income for the school.



### **Unit reflection**

This unit has introduced you to the basic concepts around establishing a school garden, and the different types of plants that can be grown at a school campus, and the different benefits for growing each type of plant or tree.

You have had the opportunity to develop a plan for your Education College campus, and you have considered where different plants and trees can be planted.

You have also had the opportunity to explore a local market or plant nursery and have been able to consider how the development of a school garden can be supported by the local community, and what possible positive influences that might have.

What learning did you acquire in Semester 1, Unit 3 that will support your learning in this unit?

You have also had the opportunity to learn and understand about the wider ramifications of a school garden project and how this can support students in becoming more responsible in their consumption of food and more aware of food insecurity and sustainable development goals (SDG).

Have a think about your own consumption and knowledge of food and think about how your approach to food may change based on your learning in this unit.

The Agriculture unit in Semester 1 introduced you to a lot of information that is relevant to the subject of establishing a school garden, from seed germination up to the propagation of fully-grown plants, you also learnt about what is needed to be considered to keep a plant healthy, and what problems a plant has to contend with. It is worthwhile reviewing your learning from Unit 3.

Now that you have had the opportunity to be introduced to the concept of creating a beautiful, green school garden, you can see that this process is about much more than growing plants. The potential learning opportunities of students involved in the green garden project reach much further than the school campus. This includes building a relationship between the school and the community and promoting local products. The process of developing the garden also encourages you and the students to be more mindful about the environment, the food that is consumed, and in some cases wasted, where that food came from and how it was produced.



## Further reading

### 4.1

The UN website: <https://www.un.org/zerohunger/> has more information on the SDGs and the Zero Hunger Challenge.

Zero Hunger Challenge. (2019). Retrieved from UN website: <https://www.un.org/zerohunger/>

This very informative FAO webpage has more information about malnutrition and **hunger**:

<http://www.fao.org/docrep/009/a0218e/A0218E15.htm#app2.1>

FAO. (2005). Nutrition Factsheets. Retrieved from FAO website: <http://www.fao.org/3/a0218e/A0218E15.htm#app2.1>

The FAO website: <http://www.fao.org/docrep/009/a0218e/A0218E02.htm> has lots more interesting information on some of the considerations that need to be made before establishing a school garden.

FAO. (2005). Setting up a School Garden. Retrieved from FAO website: <http://www.fao.org/docrep/009/a0218e/A0218E00.htm#TOC>

<https://www.schoolgardenproject.org> is an excellent online resource for learning more about school gardens, with manuals and guides and instructions and has lots of articles to read.

School Garden Project Website. (2019). Retrieved from School garden project of Lane County website: <https://www.schoolgardenproject.org>

To learn more about how a school garden can be an inclusive project for children with special educational needs, or children with disabilities look at this downloadable book:

<https://www.schoolgardenproject.org/download/increasing-inclusion>

Guerrero, A. (2016). Increasing Inclusion in the School Garden: A resource packet for garden educators. Retrieved from School garden project of Lane County website: <https://www.schoolgardenproject.org/download/increasing-inclusion>

For more detailed ideas about how to set up a school garden look at this downloadable book:

<https://www.schoolgardenproject.org>

School Garden Project Website. (2019). Retrieved from School garden project of Lane County website: <https://www.schoolgardenproject.org>

The FAO has put together an interesting list of ideas to consider when developing a school garden, it can be accessed here: <http://www.fao.org/docrep/009/a0218e/A0218E00.htm#TOC>

FAO. (2005). Setting up a School Garden. Retrieved from FAO website: <http://www.fao.org/docrep/009/a0218e/A0218E00.htm#TOC>

The FAO website has some interesting information on how to sell the products you grow in a school garden: <http://www.fao.org/docrep/009/a0218e/A0218E08.htm#ch7>

FAO. (2005). PART 7: WHAT SHALL WE GROW TO SELL? Retrieved from FAO website: <http://www.fao.org/3/a0218e/A0218E08.htm#ch7>

# Unit 5

## Career Skills

This unit introduces student teachers to the concept of career skills. This subject area will cover a range of life skills that are necessary to establish in students at an early age, and provides some basic information about the different career opportunities that may be available in different regions in Myanmar.

### Expected learning outcomes

**By the end of this unit, student teachers will be able to:**

- Explain some of the issues faced by children in Myanmar with regards employment and the effect that may have on their education;
- Explain topics of career skills to be taught for relevant region/state for primary school students such as handicrafts, production of commercial goods, and small and medium-sized enterprise;
- Demonstrate basic career skills to be taught in primary school; and
- Discuss difficulties primary school students may have in learning career skills and how the teacher can help them.



# 5.1. Learning Career Skills

This first sub-unit introduces student teachers to some of the considerations they must make about teaching career skills at Primary School and the legal implications of children seeking employment. Local industries that offer employment opportunities are introduced, and other income generating activities and employment sectors are also covered.

## 5.1.1. Different career opportunities (part 1)

### Expected learning outcome



**By the end of the lesson, student teachers will be able to:**

- Explain some of the issues faced by children in Myanmar with regards employment and the effect that may have on their education.



### Competencies gained

A4.1 Demonstrate understanding of the structure, content and expected learning outcomes of the basic education curriculum

B1.1 Demonstrate capacity to teach the subject-related concepts and content clearly and engagingly



**Time:** One period of 50 minutes



**Learning strategies:** Group discussion; watching video; group work



**Preparation needed:** Read the relevant section of the Student Teacher Textbook to familiarise yourself with the topic



**Resources needed:** YouTube video:

[https://www.youtube.com/watch?v=p\\_bg0DZeJbg&feature=youtu.be](https://www.youtube.com/watch?v=p_bg0DZeJbg&feature=youtu.be)

## Learning activities



### Learning activity 1: Group discussion (15 minutes)

1. Lead the student teachers in a group discussion about their experiences of witnessing children working. It may be that many of the students have worked in their childhood or they know children that are working.
2. Encourage the students to develop a list of jobs that children often take, and try to gain some form of understanding on whether they think that children working is a good or bad thing. This could be carried out by asking the student teachers to raise their hands to vote, record the findings on the board: X student teachers say it is good, Y student teachers say it is bad.



### Assessment

The assessment of this activity is to gain an understanding of what the student teachers know and think about children in work. The assessment is informal and the activity serves to prepare the student teachers for the subsequent activities.



### Possible student teachers' responses

Responses from the student teachers might be that children in employment is not a bad thing. Many of the student teachers may well have worked themselves as children to support their families. Child employment is not uncommon, so this discussion may focus on the positive elements of children contributing to the income of their families. Jobs that are listed may



include working in a family business, agricultural work or working in a teashop. The student teachers may not be able to agree upon a consensus opinion of whether working children is good or bad, but you will have established a starting point for the next discussion.



### **Learning activity 2: Video presentation and discussion (15 minutes)**

1. Show the students three-minute video ‘I wanna go to school’: (3 minutes)
2. Lead the students in a discussion on their thoughts on the video, did the video change their thoughts from the initial discussion?
3. Encourage the student teachers to discuss some of the issues that the video raised. This is a sensitive subject so be mindful of the feelings of the students, and do not allow the discussion to become heated, encourage them to think about the circumstances of both children and how their lives could have been different if they had attended school.
4. Ask the student teachers to vote again on their opinions on whether children working is good or bad, and ask the student teachers to explain and justify their votes.



### **Assessment**

The assessment of this learning activity can be made in the way that the student teachers react to the video presentation. It is anticipated that many of the student teachers will have strong opinions on the content of the video, but also the video will encourage them to view the subject of children in work from a different perspective.



### **Possible student teachers’ responses**

Responses from the student teachers could include a more in depth discussion surrounding some of the more serious and sensitive issues that surround children working in Myanmar. It is quite likely that some of the students will vote differently in the second round of voting.



### **Learning activity 3: Group work (15 minutes)**

1. For the final round of discussion in class separate, the student teachers into groups and ask them to discuss the reasons why children in Myanmar may have to take employment, and talk about the effects that may have on their schooling and attendance at school.
2. Encourage the student teachers to consider and discuss the advantages that children who have had the opportunity to attend school may have above their peers who did not attend school.
3. Ask each group to develop a strategy that could be used to encourage parents to ensure that their children attend school instead of being sent out to work. What possible solutions could be found that ensures that children can have access to education but that do not disadvantage the families that rely on their income?
4. Encourage each group to provide some of the answers that they have developed among themselves.
5. Take a final vote on whether children working is good or bad.



### **Assessment**

The assessment of this activity is how well the student teachers have developed their ideas and thoughts throughout the lesson. This lesson is unusual in that there is absolutely no teacher led instruction. The only learning that has taken place is through the watching of a video and the student teachers discussing their thoughts among themselves, facilitated by you. What you should find is that in this final activity the student teachers have developed a depth of understanding of the subject and many may have changed their minds from their initial opinions.



### Possible student teachers' responses

Responses from the student teachers should include different reasons that children have to take up work, which primarily revolves around the financial needs of the family. But the student teachers will now also be considering the negative effects that this has on the children and how this influences their opportunity to access education. Strategies to counteract this could include introducing parents to the importance of education for their children, and also accessing work that does not negatively affect the children's attendance at school.



### Check student teachers' understanding (5 minutes)

1. Remind the student teachers that the lesson covered the following expected learning outcome:
  - Explain some of the issues faced by children in Myanmar with regards to employment and the effect that may have on their education.

Take some time at the end of the lesson to review this learning outcome with the student teachers and review to what extent it was achieved and how it was achieved.

2. Remind the student teachers that the lesson covered the following teacher competency standards
  - *A4.1 Demonstrate understanding of the structure, content and expected learning outcomes of the basic education curriculum*
  - *B1.1 Demonstrate capacity to teach the curriculum related subject concepts and content clearly and engagingly*

Explain how the competencies were covered during the lesson.

3. Select one or two student teachers to recap the learning that they have achieved in this lesson.

4. Explain to the student teachers the process that this lesson has covered was very much student-centred learning.
5. Summarise that the greatest career skill they can give the students under their care at primary school is to instil in them and their parents an understanding of the importance of completing their education to the highest level possible.



### **Extension and differentiation activities**

**Learning activity 1:** Support less confident student teachers by giving examples of common industries that children are often employed in.

**Learning activity 2:** Challenge student teachers to expand further on the learning of the video and explore more serious connotations of child labour. This may include dangerous work, modern slavery, human trafficking and prostitution.

**Learning activity 3:** Support student teachers in considering the opportunities that they have been afforded by completing their education up to this level. Ask them to consider how different their lives would be had they not been able to attend school.

## 5.1.2. Different career opportunities (part 2)

### Expected learning outcome



**By the end of the lesson, student teachers will be able to:**

- Explain topics of career skills to be taught for relevant region/state for primary school students such as handicrafts, production of commercial goods, and small and medium-sized enterprise.



### Competencies gained

A5.1 Demonstrate understanding of the subject matter to teach the subject/s for the specified grade level/s

B1.1 Demonstrate capacity to teach the subject-related concepts and content clearly and engagingly



**Time:** One period of 50 minutes



**Learning strategies:** Group work; ranking; brainstorm; gallery walk



**Preparation needed:** Read the relevant section of the Student Teacher Textbook to familiarise yourself with the topic



**Resources needed:** Flipchart paper; pens

## Learning activities



### Learning activity 1: Group discussion (10 minutes)

1. Separate the student teachers into groups and ask them to read through the information on handicrafts in the Student Teacher Textbook.
2. Ask the student teachers to discuss various employment opportunities available to their students with regards to the handicrafts industry.
3. Do the student teachers think that there will be sufficient work available in this industry in the future? What do the student teachers think will be important handicrafts in 10 or 15 years' time? Why do they think those particular handicrafts will be relevant or significant?



### Assessment

The assessment of this learning activity is the ability of the students to take on board information and then use that information to make observations and speculate about the future. Obviously, it is impossible to predict the future, but the depth of answer and justifications given will be a good measure of the students understanding.



### Possible student teachers' responses

Handicrafts are an important part of Myanmar's history and culture and so it is highly unlikely that they will disappear completely. Students may be reticent to suggest that their importance as employment opportunities may lessen in the future. Students might discuss modern technology and cheap imports having an effect on the handicrafts industry, however students might also discuss the influence of tourism on the demand for handicraft items.



### Learning activity 2: Ranking (15 minutes)

1. Ask the student teachers to collectively develop a list of the local industries in Myanmar and record their answers on the board.
2. Once a number of industries have been listed, ask the student teachers to try to establish the different types of careers opportunities available in each industry.

3. Finally ask the student teachers to work together to rank the industries on the best opportunities that will be available to their students when they enter the labour force.
4. Try to gain some consensus on the ranking and establish the reasoning behind the reason why certain industries have been ranked higher than others.



### Assessment

This activity assesses the ability of the student teachers to provide information given in the student teacher textbook. It also assesses the student teacher's ability to make judgements and informed decisions on different opportunities available in those industries now and in the future.



### Possible student teachers' responses

Responses from the student teachers should include: Traditional Myanmar industries such as agriculture, fishing, manufacturing and construction, handicrafts, as well as industries such as hospitality and tourism, technology, education, and healthcare. Student teachers will have varying opinions on the ranking of these industries, however if they have studied their textbooks and considered the global future it is likely that they will include some industries that have been highlighted as potentially high growth; such as construction, energy, telecommunications, financial services, manufacturing, and tourism and hospitality.



### Learning activity 3: Brainstorming (20 minutes)

1. Separate the student teachers into groups of four or five and ask them to brainstorm the future of industry in Myanmar.
2. Remind the groups that the process of brainstorming is to record all answers and make judgement after they have all been recorded on paper.
3. It might be helpful to write some guiding questions on the board for example:
  - What will Myanmar look like in 10, 15 or 20 years' time?
  - What will people's lives be like?

- What kind of world will your students face when they leave school?
  - What skills will they require to enter the labour market?
4. When the groups have exhausted their brainstorming, ask them to draw a mind map (concept map) that supplies some ideas to address the above questions about the future.
  5. Have the groups display their mind maps on the wall and encourage the student teachers to take a gallery walk to view the work of their peers.



### **Assessment**

This activity can be assessed by observing the process that the groups undertake in carrying out their brainstorm and developing their mind map. The student teachers should provide a number of answers. Justify those answers and agree to make changes where necessary. The mind map can be assessed by how well it answers the questions posed.



### **Possible student teachers' responses**

The student teachers may ask questions about the process involved in developing a mind map, so be aware to support the groups as they undertake this activity. The answers the student teachers will give are very subjective, there are really no right or wrong answers, as nobody can predict the future, but the answers they give should be supported by some logical evidence.



### **Check student teachers' understanding (5 minutes)**

1. Remind the student teachers that the lesson covered the following expected learning outcome:
  - Explain topics of career skills to be taught for relevant region/state for primary school students such as handicrafts, production of commercial goods, and small and medium-sized enterprise.



Review these learning outcomes with the student teachers, the extent to which they were achieved and how they were achieved.

2. Remind the student teachers that the lesson covered the following teacher competency standards:

- *A5.1 Demonstrate understanding of the subject matter to teach the subject/s for the specified grade level/s*
- *B1.1 Demonstrate capacity to teach the subject-related concepts and content clearly and engagingly*

Explain how the competencies were covered during the lesson.

3. Select one or two student teachers to give examples of some of the wildest ideas that their group have had with regards the future. Myanmar industries have changed so quickly over the recent years that no one knows what the future holds.



### **Extension and differentiation activities**

**Learning activity 1:** Challenge student teachers to expand further on the topics of handicrafts. Can they think of any modern handicrafts that may become important in the future?

**Learning activity 2:** Support less confident student teachers by providing a summary of different industries in Myanmar.

**Learning activity 3:** Support student teachers by selecting groups of student teachers that can work well together, try to separate overbearing student teachers from quieter student teachers for the brainstorming activity to try to ensure that all student teachers can contribute in their groups.



### Review questions: Possible student teachers' responses

Question 1: How does education have an impact on reducing poverty and inequality?

*Answer: Increasing household incomes, improving individual and family health, strengthening our communities, fostering lasting peace, expanding economic development and building national unity. Education begins from the time of our birth and continues throughout our lives. It is a major contributor to the development of our social and economic capital. It inspires creativity and fosters innovation, it provides our youth with the necessary skills to enable them to compete in the modern labour market and it is a key driver of economic growth.*

Question 2: Why is child labour considered wrong?

*Answer: According to the International Labour Organisation (ILO): 'Child labour deprives children and adolescents from a normal childhood, exposing them to moral, health and social risks. It prevents them from education, studying normally and also from developing skills and abilities to their highest potentials. Child labour is a serious violation of human rights and fundamental rights and principles at work, thus representing a barrier to decent work.'*<sup>4</sup>

Question 3: What is a vulnerable economy?

*Answer: A vulnerable economy is classified as one in which there is instability and uncertainty in the income generating activities. A vulnerable economy is heavily influenced by factors such as climate change, natural disasters and fluctuation of exports.*

<sup>4</sup> <https://www.ilo.org/yangon/areas/childlabour/lang--en/index.htm>

## 5.2. Teaching Career Skills

This unit introduces the concept of teaching career skills to young students, although many of the skills that adults require to enter the labour force are specific to the particular work they are to be engaged in, there are a number of ‘soft-skills’ that will be useful for all income generating activities. This unit will introduce student teachers to some of the most relevant life skills that they can teach to young students that will support them throughout the rest of their time at school and help them when they are old enough to be working.

### 5.2.1. Employability and life skills (part 1)

#### Expected learning outcome

**By the end of the lesson, student teachers will be able to:**

- Demonstrate basic career skills to be taught in primary school.



#### Competencies gained

A5.1 Demonstrate understanding of the subject matter to teach the subject/s for the specified grade level/s

B1.1 Demonstrate capacity to teach the subject-related concepts and content clearly and engagingly



**Time:** One period of 50 minutes



**Learning strategies:** Self-analysis (self-reflection); video presentation; think-pair-share



**Preparation needed:** Familiarise yourself with the information contained in the student textbook, and the case studies to be used in this lesson. Do some preparatory reading into the process of carrying out a SWOT analysis. This website has some useful information about carrying out a SWOT analysis: <https://medium.com/thrive-global/how-to-complete-a-personal-swot-analysis-2f8769aebd5e>



**Resources needed:** Handout 7

### Learning activities



#### Learning activity 1: Self-analysis (20 minutes)

1. Ask the student teachers to read the information in the guidebook about soft skills and life skills and then individually carry out a SWOT analysis of themselves.
2. Explain to the student teachers that a SWOT analysis is a review of Strengths, Weaknesses, Opportunities and Threats. It might be useful to draw this on the board and give some examples
3. Remind the student teachers that although they are carrying out self-analysis, they should concentrate on soft skills. Encourage the student teachers to be open and honest with themselves and that the information they enter into the SWOT analysis will not be shared with anyone else.



#### Assessment

The assessment of this learning activity will be self-assessment. Once the student teachers have completed their SWOT analysis it is important for them to review their findings. Encourage the student teachers to consider how they could address their weaknesses, build upon their strengths, take advantage of their opportunities and eradicate or overcome their threats. There are no right or wrong answers here, and this is not something that you can assess the student teachers on, but it is a very useful exercise that will support them going forward.



### Possible student teachers' responses

Each student teacher will have completed their own SWOT analysis, the responses they provide to the different sections of the matrix will be private to them and they do not have to discuss this in class or with their peers. Expect the student teachers to ask for support in completing the exercise though. Some student teachers may struggle to complete all the sections fully, especially the opportunities and threats sections, but this is not a problem. The process of completing the SWOT analysis is more to do with the internal thought process than putting words down on paper



### Learning activity 2: Video presentation (5 minutes)

1. Show your student teachers the following short video that briefly discusses soft skills: <https://www.erasustrainingcourses.com/soft-skills-for-education-staff.html>



### Assessment

Assessment of this activity will be carried out during the next activity.



### Possible student teachers' responses

Because the video is presented in American English, some student teachers may not grasp and understand all of the points. If it appears that the student teachers have questions, then take some time to answer their queries and explain the content of the video in words that they will better understand.



### Learning activity 3: Think-pair-share (20 minutes)

1. Once the student teachers have viewed the video ask them to discuss the information given in the video and the 'marshmallow'<sup>5</sup> experiment in pairs for a few minutes.
2. Ask the student teachers to share their thoughts with the rest of the class. You could introduce some key talking points to assist the student teachers in their discussion. For example:

<sup>5</sup>A marshmallow is a fluffy sweet made from sugar, water and gelatine.

- Why is the development of soft skills as important as the development of **hard skills**?
  - What does the ‘marshmallow experiment’ demonstrate with regards to soft skills?
3. It should be noted that the marshmallow experiment has been repeated many times since it was first attempted in the 1960s and the correlation demonstrated by Walter Mischel has been disputed to some degree. That, however, does not distract from the importance of developing soft skills in young students, and the example given in the video is still relevant.



### **Assessment**

Assessment will be informal, but should consider the student teachers’ ability to consider the long-time positive effects of learning soft skills at an early age.



### **Possible student teachers’ responses**

The student teachers may struggle at first to grasp the concept of soft skills introduced in the video, and may question the relevance. Encourage the student teachers to ask questions and support their understanding by giving more examples of soft skills that are relevant for life.



### **Check student teachers’ understanding (5 minutes)**

1. Remind the student teachers that the lesson covered the following expected learning outcome:
  - Demonstrate basic career skills to be taught in primary school.

Take some time at the end of the lesson to review these learning outcomes with the student teachers and review the extent to how they were achieved.

2. Remind the student teachers that the lesson covered the following teacher competency standards:

- *A5.1 Demonstrate understanding of the subject matter to teach the subject/s for the specified grade level/s*
- *B1.1 Demonstrate capacity to teach the subject-related concepts and content clearly and engagingly*

Explain how the competencies were covered during the lesson.

3. Select one or two student teachers to give examples of some of the soft skills that they are aware of and how they can have a positive effect in the labour force, or even in the Education College.



### **Extension and differentiation activities**

**Learning activity 1:** Challenge student teachers to expand further on the answers that they have provided for each category of SWOT. Most student teachers will easily find answers for Strengths and Weaknesses, but will struggle to answer the Opportunities and Threats. Likewise support less confident student teachers to complete all the sections by giving them examples and asking them questions to support their thinking.

**Learning activity 2:** Support less confident student teachers by explaining the video to them. It may be necessary to stop the video occasionally to provide information.

**Learning activity 3:** Support student teachers in considering the soft skills that are relevant by listing them out on the board, or by walking around the room and supporting particular pairs that are in need.

## 5.2.2.

# Employability and life skills (part 2)

### Expected learning outcome



**By the end of the lesson, student teachers will be able to:**

- Discuss difficulties primary school students may have in learning career skills and how the teacher can help them.



### Competencies gained

A5.1 Demonstrate understanding of the subject matter to teach the subject/s for the specified grade level/s

B1.1 Demonstrate capacity to teach the subject-related concepts and content clearly and engagingly



**Time:** One period of 50 minutes



**Learning strategies:** Jigsaw; group work; reflection



**Preparation needed:** Familiarise yourself with the information contained in the Student Teacher Textbook, and the case studies to be used in this lesson. Read the section on Jigsaw learning in the ‘Toolbox for teaching and learning strategies’ section of the ‘HOW TO USE THIS GUIDE’ to familiarise yourself with this teaching and learning strategy.



**Resources needed:** Student Teacher Textbook, Lesson 5.2.1.



## Learning activities



### Learning activity 1: Jigsaw (40 minutes)

1. Remind the student teachers that the way they behave influences their students, and that modelling positive behaviour (as referred to in the RPES textbook) is important in the development of soft skills in young students.
2. Separate the student teachers into groups, giving each group responsibility for a different soft skill taken from the list in the Student Teacher Textbook, Lesson 5.2.1. Ask the groups to discuss and develop a strategy or activity that they could use to introduce their allocated soft skill to their students and develop those skills. This could be a classroom based activity, or a modelling approach.
3. Depending on the number of groups you could include more or less of the soft skills, but be mindful of the time this takes. If you select five groups, then below soft skills should be included.
  - An understanding of equality
  - Higher-order thinking skills
  - Self-control and manners
  - Self-esteem and confidence
  - Communication skills



### Stop and think

If one group asks a question that is relevant to all the groups, ask the class to pay attention to your response. “I’ve just been asked a very interesting question by this group that I think will be useful for you all...”

4. Allocate 10 minutes for this initial task. Once the groups have completed their task, ask for a representative from each group to move to a different group. They will be the expert of the soft skill that they studied in their group.
5. Instruct each ‘expert’ that they will now be responsible for teaching the group that they have joined about the soft skill that they studied. The expert should be allocated five minutes to explain about the soft skill they studied.
6. This is a time-consuming activity and needs to be properly facilitated to ensure that each group has the opportunity not only to share their knowledge, but also gain knowledge from the other groups.



### **Assessment**

Formative assessment will look for demonstrations of understanding by the groups and the experts, as the ‘experts’ ‘teach’ their soft skill to their peers. You will be able to observe the use of many important skills such as communication, problem-solving, and critical thinking.



### **Possible student teachers’ responses**

Depending on the soft skill that has been initially allocated to the student teacher groups you may be required to answer questions on the meaning of that soft skill, or the student teachers may have difficulty developing an idea on how to approach that soft skill in the classroom. Good facilitation of this activity is required and as you pass around the groups checking on their progress, be prepared to stop the class to explain a concept or idea that might be relevant for all.



### **Learning activity 2: Reflection (5 minutes)**

1. Once all the soft skill topics have been discussed in the different groups, ask the ‘experts’ to return to their original group.
2. Ask the original groups to review the strategies they developed for teaching the soft skill to young students and consider whether, based on their experience in learning activity 1, they can revise those strategies to make them more relevant.

3. Encourage the student teachers to focus on the difficulties young students may have in developing, learning and even understanding the concept of soft skills. So it is quite possible that the group will have to revise or simplify their strategy.
4. Explain to the student teachers that there are no concrete right or wrong answers in the strategies that they have developed, and the process of developing strategies and thinking about how to model positive behaviour to promote the development of soft skills is the most important part of the exercise.
5. Ask the student teachers to reflect on their experience and learning during the activity and ask questions about areas they need clarification on.



### Assessment

The assessment of this activity could be considered self-assessment and peer-assessment, as each group will reflect upon their own work and aim to improve or develop the strategies they created at the beginning of the lesson. This self-assessment and peer-assessment is a useful way for student teachers to take responsibility for their own learning and critically appraise their work.



### Possible student teachers' responses

The student teachers may have lots of questions pertaining to their own particular soft skill area, so it would be useful for you to have a good level of understanding about the subject. The student teachers might also be unsure about the process of self-assessment and peer-assessment, so you may need to answer and explain about the positive elements of reviewing and improving your own work.



### Check student teachers' understanding (5 minutes)

1. Remind the student teachers that the lesson covered the following expected learning outcome:
  - Discuss difficulties primary school students may have learning career skills and how the teacher can help them.

Review these learning outcomes with the student teachers, the extent to which they were achieved and how they were achieved.

2. Remind the student teachers that the lesson covered the following teacher competency standards:

- *A5.1 Demonstrate understanding of the subject matter to teach the subject/s for the specified grade level/s*
- *B1.1 Demonstrate capacity to teach the subject-related concepts and content clearly and engagingly*

Explain how the competencies were covered during the lesson.

3. Remind the student teachers that the concept of soft skills is often difficult for young students to quickly grasp, which is why modelling positive examples of soft skills in their own teaching practice is very important.
4. Select one or two student teachers to give examples or demonstrate how they could model positive examples of soft skills in the classroom. For example, they may suggest being polite when speaking and courteous when listening.



### **Extension and differentiation activities**

**Learning activity 1:** Challenge student teachers to expand further on the work that they have completed in the first group task by developing a fact sheet or diagram that they could use in their teaching as ‘experts’.

**Learning activity 2:** Support less confident student teachers by demonstrating some examples of how a teacher can model the positive use of soft skills in the classroom. For example when communicating with a group, explain to them how you are using open body language and using positive words of encouragement while demonstrating active listening.



### Review questions: Possible student teachers' responses

Question 1: What are soft skills? How are they different to hard skills?

*Answer: Soft skills are defined by the ADB as communication and interpersonal skills. This includes demonstrating a high level of maturity in the workplace, the ability to present information, public speaking skills, and the ability to handle stressful situations in a professional manner. Soft skills are less tangible skills, unlike hard skills such as maths, science, reading, and writing.*

Question 2: Why are equality and equal opportunities important?

*Answer: Gender stereotypes are often inadvertently reinforced in the classroom through language, pedagogical approaches and resources that support the preconceived culturally expected norms, roles, and responsibilities of girls and boys. By promoting a gender-inclusive environment in the classroom, you can support both male and female students in building a healthy understanding of gender equality and further mainstreaming of this gender-sensitive and inclusive practice into their lives outside of the classroom.*

*Instilling this approach to equality in education at an early age is an important step towards developing adults that are more aware of the inequalities of the world and more prepared to act in a positive and inclusive way to remove the barriers of inequality. Gender inequality is a big area in which teachers can ensure that their students are introduced to equal opportunities and regardless of their gender will contribute towards the development of positive life skills that will support them for the rest of their lives.*

Question 3: What is the best method for teaching soft skills in the classroom?

*Answer: One of the easiest ways to encourage students to learn and understand the concepts of soft skills is to mindfully practise them in the classroom. If you want your students to be better communicators, make sure you are communicating well. If you want your students to learn about time management, make sure you are giving them a good example. If you want to instil in your students the importance of good body language in communication, make sure you maintain a positive and open posture yourself and remember to smile! If you want to encourage your students to be inclusive and non-discriminatory to others regardless of ability, gender, ethnicity or religion then you yourself must demonstrate equality and equal opportunity in your classroom, for example by avoiding the use of gender specific terminologies and discriminatory activities.*

# Unit Summary



## Key messages

- Many of young students may already have experience in income generating activities.
- The 2016 Child Law states that ‘no one under 14 years old may be employed’.
- The introduction of career skills at such an early age is difficult, although it is an important concept to introduce to students as it will have a huge impact on their lives.
- The greatest help the student teachers can give to the students under their care at primary school is to instil in them, from an early age, an understanding of the importance of completing their education to the highest level as possible.
- The handicrafts industry in Myanmar contributes massively to local economies, employing more than 2.4 million workers.
- Agriculture, forestry and fishing are the largest contributors to the economy of Myanmar and account for over 50% of the country’s GDP.
- The garment manufacturing industry accounts for a small percentage of the workforce but it is Myanmar’s second largest export sector.
- 85% of the economic growth potential in Myanmar is likely to come from agriculture, manufacturing, tourism and hospitality, infrastructure and energy.
- Manufacturing and tourism are both labour intensive sectors and the forecast is that these two industries could create a total of 9.9 million jobs by 2030.
- Construction is forecasted to create over two million new jobs by 2030.

- In Myanmar, the ratio of trained healthcare workers to population is 1 for every 1,700 people.
- There are many recognised **employability skills** that a potential employee should be able to demonstrate.
- The key skills required to meet the growing skills needs of industry and investment include:
  - Flexible knowledge
  - Analytical skills
  - Critical thinking
  - Soft skills
- Soft skills are less tangible than hard skills such as Maths, Science and English, and include:
  - Communication skills
  - Self-esteem and confidence
  - Higher-order thinking skills
  - Self-control and manners
- One of the easiest ways to encourage students to learn and understand the concepts of soft skills is for student teachers to mindfully practice them in the classroom.
- Carrying out a personal SWOT analysis is an excellent way of assessing your own soft skills and considering weaknesses that you need to work on or improve.
- Equality and access to equal opportunities (especially for girls) is vitally important in the classroom: the experience students have in this area, and their understanding of the concept of equality, will influence them for the rest of their lives.





## Unit reflection

This unit has introduced you to the basic concepts around career skills and introduced you to some of the legalities that influence the income generating opportunities of children.

You have had the opportunity to explore different industries, both local and national, that play a large role in the Myanmar economy and seen some of the predictions made by business analysts on how influential those industries will be in the future.

You were introduced to some of the key qualities and skills that are considered important in the workplace, which included soft skills and communications skills and you had the opportunity of carrying out a self-assessment to consider your strengths and areas for improvement.

Finally, you were introduced to the concept of equality. It is useful to remember that the income generating opportunities that will be available to your students when they graduate from school in many years' time may be very different to the opportunities available to you when you graduated from school. It is difficult to predict the future, but regardless of your students' employment prospects it is important that they are exposed at an early age to skills that will enrich their lives and contribute towards their working opportunities. An understanding of equality, and especially gender equality, is a vitally important component of these skills.



## Further reading

### 5.1

An interesting survey was carried out by the Central Statistical Organization Ministry of Planning and Finance in 2017 that investigated the micro, small and medium enterprises (MSME) in Myanmar. This can be found here:

Ministry of Planning and Finance. (2017). *Myanmar Micro, Small and Medium Enterprise Survey 2017*. Retrieved from <https://www.wider.unu.edu/sites/default/files/Publications/Report/PDF/Myanmar-MSME-survey-2017.pdf>

Ministry of Labour, Immigration and Population Child Labour and School-to-Work Transition Survey (2015): <https://www.mol.gov.mm/en/child-survey-2015/>  
Ministry of Labor. (2015). *Immigration and Population Child Labour and School-to-Work Transition Survey*. Retrieved from <https://www.mol.gov.mm/en/child-survey-2015/>

ILO Guide to Myanmar Labour Law: [https://www.ilo.org/wcmsp5/groups/public/---asia/--ro-bangkok/---ilo-yangon/documents/publication/wcms\\_577563.pdf](https://www.ilo.org/wcmsp5/groups/public/---asia/--ro-bangkok/---ilo-yangon/documents/publication/wcms_577563.pdf)

ILO. (2017). *ILO Guide to Myanmar Labour Law*. Retrieved from [https://www.ilo.org/wcmsp5/groups/public/---asia/---ro-bangkok/---ilo-yangon/documents/publication/wcms\\_577563.pdf](https://www.ilo.org/wcmsp5/groups/public/---asia/---ro-bangkok/---ilo-yangon/documents/publication/wcms_577563.pdf)

YouTube video prepared by ILO, called “I wanna go to school”:

ILO. (2016). *I wanna go to school*. Retrieved from YouTube website: [https://www.youtube.com/watch?v=p\\_bg0DZeJbg&feature=youtu.be](https://www.youtube.com/watch?v=p_bg0DZeJbg&feature=youtu.be)

Myanmar Ministry of Immigration and Population. (2016). *The 2014 Myanmar Population and Housing Census, The Union Report: Occupation and Industry Census Report Volume 2-B*. Nay Pyi Taw.

Myanmar Ministry of Hotels and Tourism (MOHT). (2017). “Research Strand 4b: A Review of MSMEs in the Handicraft and Souvenir sector.” In *Myanmar Tourism Human Resource Development Strategy & Action Plan 2017-2020*. Nay Pyi Taw.

Myanmar Ministry of Education. (n.d.). *Ancient Myanmar, Part I. Third Year Art Course (English version)*.

## 5.2

Worth Project Website. (n.d.). Retrieved from Worth Project website: <http://worthproject.org>

Asian Development Bank Economics and Research Department. (2014). *Myanmar: Unlocking the Potential, Country Diagnostic Study*. Mandaluyong City, Philippines: Asian Development Bank.

Myanmar Ministry of Hotels and Tourism (MOHT). (2017). *Myanmar Tourism Human Resource Development Strategy & Action Plan 2017-2020*. Nay Pyi Taw.

UNICEF Eastern and Southern Africa. (n.d.). Reduce Stunting. Retrieved from UNICEF website: <https://www.unicef.org/esa/what-we-do/reduce-stunting>

This paper by the British Council interviews a teacher called Ahmed Attia who has experience teaching soft skills to young people in the Middle East and North Africa. There are some useful hints and tips available here:

Attia, A. (2017). A few techniques to teach soft skills in the classroom. Retrieved from British Council website: <https://www.britishcouncil.org/voices-magazine/few-techniques-teach-soft-skills-classroom>

This short video on gender equality in schools is an interesting introduction to UNICEF's girls' empowerment initiative.

UNICEF. (2018). *Girl Tech UNICEF*. Retrieved from YouTube website: [https://www.youtube.com/watch?v=cYJ\\_z04MHFc&feature=youtu.be](https://www.youtube.com/watch?v=cYJ_z04MHFc&feature=youtu.be)

UNICEF has lots of online material that cover the issues regarding gender inequality at school. This webpage is a useful starting place to learn more:

UNICEF. (n.d.). Gender Equality. Retrieved from UNICEF website: <https://www.unicef.org/gender-equality>

This website has some interesting information about carrying out a personal SWOT analysis:

PESTLE analysis Contributor. (2015). Why SWOT Analysis is essential in personal development. Retrieved from PESTLE Analysis website: <https://pestleanalysis.com/swot-analysis-in-personal-development/>

# Unit 6

## Home Management Skills

This unit gives a brief introduction to many subjects that are collectively taught under the title 'Home Management Skills'. These include cooking, which introduces student teachers to the process of teaching students to cook and includes information about **health and hygiene** and nutrition.

### Expected learning outcomes



**By the end of this unit, student teachers will be able to:**

- Explain topics of cooking skills to be taught for relevant region/state for primary school students;
- Demonstrate basic cooking skills to be taught in primary school;
- Explain the importance of nutrition and the need for a healthy balanced diet;
- Discuss difficulties primary students may have in learning cooking skills and how to support them;
- Explain topics of sewing and knitting skills to be taught for relevant region/ state for primary school students;
- Demonstrate sewing and knitting skills to be taught in primary school;
- Discuss difficulties primary school students may have in learning sewing and knitting skills and how to support them;
- Explain topics of event decoration skills to be taught for relevant region/ state for primary school students;
- Demonstrate event decoration skills to be taught in primary school;

- Discuss difficulties primary school students may have in learning event decoration skills and how to support them;
- Explain topics of time management skills to be taught for relevant region/state for primary school students;
- Demonstrate time management skills to be taught in primary school; and
- Discuss difficulties primary school students may have in learning time management skills and how to support them.

# 6.1. Cooking and Nutrition

This sub-unit, made up of a two-part lesson, introduces student teachers to the process of teaching students to cook and includes information about health and hygiene and nutrition. The student teachers will understand that teaching young students about cooking is not just about the process of preparing food but includes many valuable life skills.

## 6.1.1. Teaching cooking skills (part 1)

### Expected learning outcomes

**By the end of the lesson, student teachers will be able to:**

- Explain topics of cooking skills to be taught for relevant region/state for primary school students; and
- Demonstrate basic cooking skills to be taught in primary school.



### Competencies gained

A5.1 Demonstrate understanding of the subject matter to teach the subject/s for the specified grade level/s

B1.1 Demonstrate capacity to teach the subject-related concepts and content clearly and engagingly



**Time:** One period of 50 minutes



**Learning strategies:** Group work; gallery walk; reflection



**Preparation needed:** Read the relevant section of the Student Teacher Textbook to familiarise yourself with the topic of instruction.



**Resources needed:** Student Teacher Textbook, Lesson 6.1.1; flipchart paper; pens

### Learning activities



#### Learning activity 1: Group work (30 minutes)

1. Remind the student teachers that the unit on teaching students to cook is more than basic cooking skills and preparing food – it is a subject that introduces students to valuable knowledge and life skills such as nutrition, health and hygiene and the soft skills involved in cooking. These areas will be covered in this two period lesson.
2. Separate the class into four groups and assign a topic to each group. The group will discuss the topic and develop a poster that incorporates the knowledge and ideas of that topic in an attractive and easy to understand way. This will include pictures and key points. The four topics are:
  - Health and hygiene
  - Health and growth
  - Food preparation
  - Soft skills
3. The information the groups will need to use to create their posters is available in the Student Teacher Textbook, and they can also undertake some internet research if necessary.



### **Stop and think**

Make sure that the groups fully understand the instructions on the creation of the poster. Remind the students, if necessary, that the aim of the poster is not to include as much information as possible, but instead, to present complex information in a simple to understand way. This can be translated into: fewer words, more pictures!



### **Assessment**

Student teachers can be informally assessed on their ability to record the correct information concisely and accurately on their selected subject into a form that can easily be shared with their peers.



### **Possible student teachers' responses**

Depending on the topic to be considered, the student teachers may have a number of questions that you can support them with. However, ensure the students understand that the poster they create should be easy to understand.



### **Learning activity 2: Gallery walk (10 minutes)**

1. Once the groups have prepared their posters, attach them to the wall and encourage the student teachers to view the posters and try to develop an understanding of the topic included within the posters.



### **Assessment**

You can use the gallery walk as a way of asking student teachers questions about the posters to assess their understanding of the topics included. You can also engage a member of each group who is responsible to explain some details included in the poster where they may be not immediately obvious.





### Possible student teachers' responses

Student teachers should be able to indicate some of the key messages from the posters. For example, the poster explaining about nutrition may have an image of a plate divided into segments that the student teacher can explain. Or the poster of hygiene may include a diagram of someone washing their hands with soap.



### Learning activity 3: Reflection (5 minutes)

1. Engage the class in a reflective discussion that covers the contents of the posters and their findings from the exercise.
2. Encourage the student teachers to remember that cooking skills, like other skills learnt in Local Curriculum subject, are far wider reaching than the title of the unit implies and cooking skills introduce students to valuable knowledge and life skills such as nutrition, health and hygiene and the soft skills involved in cooking



### Assessment

When facilitating the discussion, you can use direct open-ended questions to gauge the level of understanding of individual student teacher, in instances where a student teacher is unable to answer a question, you can open the question up to the rest of the class.



### Possible student teachers' responses

The student teachers should now enable to confidently explain the different topics that are included in the topic 'cooking skills'. Student teachers should discuss the different elements of cooking skills such as hygiene, maths, nutrition, comprehension and so on.



### **Check student teachers' understanding (5 minutes)**

1. Remind the student teachers that the lesson covered the following expected learning outcomes:
  - Explain topics of cooking skills to be taught for relevant region/state for primary school students;
  - Demonstrate basic cooking skills to be taught in primary school; and
  - Discuss difficulties primary school students may have learning cooking skills and how to support them.

Review these learning outcomes with the student teachers, the extent to which they were achieved and how they were achieved. It is likely that this lesson will not have fully addressed all of these learning outcomes. However, they will be fully addressed in Lesson 6.1.2. Ask the student teachers to consider what topics might be included in the next lesson.

2. Remind the student teachers that the lesson covered the following teacher competency standards
  - *A5.1 Demonstrate understanding of the subject matter to teach the subject/s for the specified grade level/s*
  - *B1.1 Demonstrate capacity to teach the subject-related concepts and content clearly and engagingly*

Explain how the competencies were covered during the lesson.

3. Select one or two student teachers to give examples of some of the soft skills that can be demonstrated in the teaching of cooking skills, for example confidence, self-esteem, communication and comprehension.



### **Extension and differentiation activities**

**Learning activity 1:** Challenge student teachers to expand further on learning by creating the posters with no words. Ask the student teachers to imagine the poster they are developing is for someone who cannot read. This means that the images used must be self-explanatory.

**Learning activity 2:** Support less confident student teachers by encouraging them to explain their poster to others, focussing their attention on something that they are confident in doing.

**Learning activity 3:** Challenge the student teachers to consider some of the difficulties they may face when teaching cooking skills, and all that entails, to young students and ask them to suggest ways to overcome these difficulties.

## 6.1.2. Teaching cooking skills (part 2)

### Expected learning outcomes



**By the end of the lesson, student teachers will be able to:**

- Explain the importance of nutrition and the need for a healthy balanced diet; and
- Discuss difficulties primary school students may have learning cooking skills and how to support them.



### Competencies gained

A5.1 Demonstrate understanding of the subject matter to teach the subject/s for the specified grade level/s

B1.1 Demonstrate capacity to teach the subject-related concepts and content clearly and engagingly



**Time:** One period of 50 minutes



**Learning strategies:** Individual work; class discussion; think-pair-share



**Preparation needed:** Read the relevant section of the Student Teacher Textbook to familiarise yourself with the topic, and take a look at the information in Handout 9



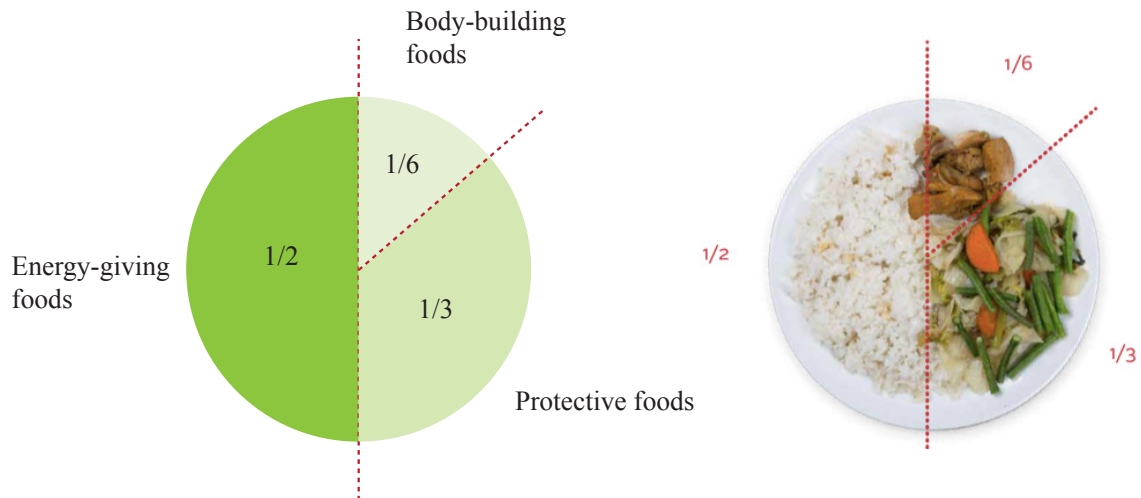
**Resources needed:** Student Teacher Textbook, Lessons 6.1.1, 6.1.2; Handout 9

## Learning activities



### Learning activity 1: Individual work (15 minutes)

1. Give a brief introduction to the topic of nutrition to student teachers, explaining the importance of nutrition, especially for the children who require a healthy and nutritious diet to help them grow.
2. Draw the diagram (below left) on the board and label the three sections of the ‘plate’ correctly, explaining different types of food and their proportions that make up a health balanced diet.



**Figure 6.2. Example of healthy balanced meal**

3. Ask student teachers to work independently and design their own healthy and balanced menu. Instruct the student teachers to draw four plates on a piece of paper (in other words - four big circles) and then divide the plates into three sections in the same proportions as is indicated in on the board (this image is also available in the Student Teacher Textbook).
4. Ask the student teachers to create four different meals on their ‘plates’ using the foods that are introduced in Handout 9.

5. Explain to the students that foods introduced in the handout are ‘raw materials’ of the meal. When they are recording them on their plate, they must explain how they will be prepared. For example, they should not just say ‘tomatoes’ but should indicate ‘tomato salad’ or ‘roasted tomato’ and so on.
6. Ask student teachers to prepare two healthy and balanced meals and to prepare two unhealthy and unbalanced meals.



### **Assessment**

Ask questions and enquire about the details of the plate while student teachers are working. The student teachers should be able to explain the contents of their plates.



### **Possible student teachers' responses**

Depending on the confidence and knowledge of the student teachers, you may find a variety of responses. Some teachers may confidently prepare meals that indicate how they were prepared, for example, fried fish with rice and watercress salad. Other student teachers may be less descriptive with their menus, for example, mohinga, which includes all three components of a healthy plate (fish, noodles, banana stems).



### **Learning activity 2: Class discussion (15 minutes)**

1. Once student teachers have prepared their menu, ask them to take turns to introduce their meals to their peers. The other student teachers should announce whether the meal is a healthy balanced meal or not. This should be a fun and light-hearted exercise and do not worry too much if the students get their meals wrong sometimes.
2. Encourage everyone to participate and make sure that arguments do not occur!



### **Assessment**

The assessment of this learning activity can be carried out from two perspectives. Firstly, you can assess the extent to which the student teachers have developed healthy nutritious

meals but also assess the extent to which they can evaluate the nutritional value of meal and decide whether it is a healthy or unhealthy plate.



### Possible student teachers' responses

The student teachers will have a variety of responses and may argue about the nutritional value of the different plates. If there is disagreement, then support the student teachers in coming to a consensus about the nutritional value of the plate, and where errors occur, then ask the student teachers to make recommendations on how the meal could be made healthier.



### Learning activity 3: Think-pair-share (15 minutes)

1. Explain to the student teachers that due to resource limitations and time constraints, it is not possible to actually carry out a cooking activity at the Education College. Ask the student teachers to refer to the example of a simple cooking activity that is included in Lesson 6.1.2. in the Student Teacher Textbook.
2. Ask the student teachers to initially work independently to consider the answer to the following question that you can write on the board: *'What difficulties might primary school students have when learning cooking skills?'*
3. Ask the student teachers to develop a short list of problems and difficulties that they can imagine primary students might have when learning cooking skills.
4. When the student teachers have developed their list, ask them to share their thoughts with a partner and compare the lists of issues they have thought of, combining the two lists to develop one shared list.
5. When the pairs have developed their shared list, ask them to try to work out strategies to overcome some of the difficulties they have highlighted.
6. When the pairs have completed this task, encourage them to share their findings with the rest of the class. Time will not allow a full discussion, so it be useful to select one or two pairs (more if time allows) to share their work.



## Assessment

The assessment here cannot include all of the student teachers and all of their findings, however, it will be possible to assess a sample of the class to gain a measure of the learning on the whole.



## Possible student teachers' responses

Responses from the student teachers will cover a variety of areas, but may include examples of difficulties such as lack of access to equipment and ingredients. Perhaps the student teachers mention that the expected male and female roles around cooking food, and the difficulties they face in encouraging male students to participate. These are all valid points, and you should expect the student teachers to develop strategies to overcome them. For example, when it comes to a lack of resources, perhaps the primary students could have the opportunity to visit a restaurant in the local community to observe a cooking demonstration. In the example of societally and culturally imposed roles, the solution may be for the primary school teacher to introduce concepts of equality into the lesson, explaining that some of the best chefs in the world and in Myanmar are male, and that cooking is not a solely female task.



## Check student teachers' understanding (5 minutes)

1. Remind the student teachers that the lesson covered the following expected learning outcomes:
  - Explain topics of cooking skills to be taught for relevant region/state for primary school students;
  - Demonstrate basic cooking skills to be taught in primary school; and
  - Discuss difficulties primary school students may have learning cooking skills and how to support them.



Review these learning outcomes with the student teachers, the extent to which they were achieved and how they were achieved. Remind them of the learning that occurred in the first lesson of this unit also covered these learning outcomes to a greater or lesser degree.

2. Remind the student teachers that the lesson covered the following teacher competency standards:

- *A5.1 Demonstrate understanding of the subject matter to teach the subject/s for the specified grade level/s*
- *B1.1 Demonstrate capacity to teach the subject-related concepts and content clearly and engagingly*

Explain how the competencies were covered during the lesson.

3. Select one or two student teachers to give examples of some of the challenges and solutions, and encourage the class to remember that they will be presented with many difficulties across all subjects when teaching at primary schools and that no problem is insurmountable, it just requires some thought into alternative strategies.



### **Extension and differentiation activities**

**Learning activity 1:** Challenge student teachers to expand further on menu that they are preparing, explain to the student teachers that not all the food available in Myanmar are presented in Handout 9, and if the favourite food of the student teachers is not included in that list then they can use that food, as long as they can accurately categorise it under one of the three headings.

**Learning activity 2:** Challenge student teachers to expand further on the learning activity by asking them to change their unhealthy plates into healthy plates.

**Learning activity 3:** Support student teachers in considering ways to overcome difficulties by considering the problem from a positive perspective. For example, a problem may be that students are too young to use sharp knives. Ask the student teachers to consider why the students need to use knives. So, the solution could be that the teacher uses a sharp knife to prepare the raw ingredients and uses this as an opportunity to teach the students about safe use of knives and the correct cutting method.



### Review questions: Possible student teachers' responses

Question 1: What other skills do students develop when learning how to cook?

*Answer: By teaching young students to cook, you will be able to support their understanding of health, nutrition, and the importance of diet. Students will also gain a vital understanding of hygiene and food safety. The benefits of teaching young students how to cook include the development of soft and hard skills. Such as simple mathematics, attention to detail, manual dexterity, reading and writing, communication and experimenting.*

Question 2: What causes **malnutrition**, and what are the effects of malnutrition?

*Answer: Malnutrition is caused by the body not receiving the right kinds of nutrients and can ultimately lead to death. Malnutrition is also responsible for a number of problems, including poor health, increased infections, increased risk of death and disability, increased risks of illness, birth defects and delivery problems for mother and baby. Malnutrition reduces learning ability and school performance, and contributes towards reduced growth in children, reduced working capacity and a reduction in learning potential.*

Question 3: What does a 'balanced meal' consist of?

*Answer: Ideally, a balanced meal will be made up of a mix of all three food groups, with about half of the meal represented by energy-giving foods, one third of the meal represented by protective foods, and the remaining one sixth of the meal reserved for body-building foods.*

## 6.2. Sewing and Knitting

This sub-unit introduces you to the process of teaching students to knit and sew and includes information and ideas about the types of activities you could use. Teaching young students about sewing and knitting is not just about the process of making things but includes many valuable life skills.

### 6.2.1.

### Teaching sewing and knitting skills

#### Expected learning outcomes

By the end of the lesson, student teachers will be able to:

- Explain topics of sewing and knitting skills to be taught for relevant region/state for primary school students;
- Demonstrate sewing and knitting skills to be taught in primary school; and
- Discuss difficulties primary school students may have in learning sewing and knitting skills and how to support them.



#### Competencies gained

A5.1 Demonstrate understanding of the subject matter to teach the subject/s for the specified grade level/s

B1.1 Demonstrate capacity to teach the subject-related concepts and content clearly and engagingly



**Time:** One period of 50 minutes



**Learning strategies:** Think-pair-share; practical; video; class discussion



**Preparation needed:** Familiarise yourself with the information contained in the Student Teacher Textbook, and the case studies to be used in this lesson. Review the instructional video listed below and familiarise yourself with the finger knitting process explained in it.



**Resources needed:** Wool; Handouts 10; YouTube video:  
<https://www.youtube.com/watch?v=NulgNzKp1LY>

### Learning activities



#### Learning activity 1: Think-pair-share (15 minutes)

1. Remind the student teachers that teaching students to sew and knit has more skills than sewing and knitting skills. In a similar way to teach cooking skills, the subject about sewing and knitting skills also introduces students to valuable knowledge and life skills.
2. Initially, ask the student teachers to work independently in brainstorming what additional benefits they think students may receive whilst being taught sewing and knitting skills.
3. Ask the student teachers to develop a list independently, and then share and discuss it with a partner. Then, the two student teachers should create another list that incorporates both their ideas.
4. When the pairs have completed this task, encourage them to share their findings with the rest of the class. A full discussion might not be available because of time limitation, so it would be useful to select one or two pairs (more if time allows) to share their work, you can record their answers on the board.
5. It is helpful to support the student teachers' understanding by briefly going through the list that has been developed to reiterate the diversity of skills and knowledge that simply teaching children to sew and knit can bring.



## Assessment

Formatively assess the student teachers' ability to provide information that demonstrates their understanding to teach young students a particular skill which can contribute to their learning in a manner of connected yet completely different ways.



## Possible student teachers' responses

The student teachers should have listed skills such as planning, preparation, maths, and remembering instructions, the development of self-confidence and the opportunity to practise patience. You can supplement the list to support their understanding.



## Learning activity 2: Practical (20 minutes)

1. Begin the practical learning activity by showing the YouTube video on simple finger knitting. The student teachers may already have watched this video prior to the lesson but it is useful to refresh their memories.
2. Distribute lengths of wool to all the students and explain the process involved in finger knitting, demonstrating as you go through the motions of creating the first row. Take time to properly explain the process and ensure that the student teachers are following your instructions.
3. Encourage the student teachers to continue their knitting, adding rows onto the initial row. It is important for you to keep circulating around the classroom checking on the progress of the student teachers and correcting any mistakes or errors you see.
4. Allow the student teachers about 10 minutes to complete this exercise (or as much time as you have available) and then ask the student teachers to stop knitting and hold up the pieces they have been working on. Make sure that the student teacher that has completed the longest piece of knitting is duly congratulated by all.
5. Ask the student teachers to put their knitting away, but encourage them to continue working on their pieces after the lesson.



### Assessment

Formatively assess the student teachers' ability to follow your instructions and then work on their own, following the process that has been explained. Self-assessment or peer-assessment of the production of a piece of knitting made up of multiple rows will be the final assessment.



### Possible student teachers' responses

It is highly possible that some student teachers will struggle with the exercise while others might find it simple. Make sure that you encourage the student teachers to ask for help if they need it and support them by demonstrating and explaining on a needs basis.



### Learning activity 3: Class discussion (10 minutes)

1. Ask student teachers to discuss the answer to this question which you will write on the board: What difficulties might primary school teachers face when teaching sewing and knitting skills to primary school students?
2. Ask student teachers to develop a short list of problems and difficulties that they can imagine primary students might have in when learning sewing and knitting skills and record this list on the board.
3. When you have collected a list of several items, ask student teachers to shout out solutions or recommendations that can overcome some of the difficulties.
4. Having carried out a similar exercise in Lesson 6.1.2, student teachers should have little difficulty in suggesting ideas.
5. As the student teachers shout out their ideas, cross through the list of problems and repeat the process until all the problems have been 'solved'.
6. Congratulate the student teachers on being able to quickly solve problems that they encounter and remind them that teachers are often faced with problems that can affect their teaching and being able to think of solutions quickly is an important skill for a teacher.



## Assessment

The assessment of this activity is through the student teacher's ability to think of solutions to the problems that may occur in their teaching. This skill is an important skill to have as a teacher, and thus the assessment of this learning activity is not only an assessment of the student teachers to be able to understand some of the issues they and their students may face, but also their ability to think on their feet when faced with adversity.



## Possible student teachers' responses

The student teachers may suggest a number of issues that they may come across when teaching primary students, for example: lack of resources, crowded classroom, insufficient light in the classroom, issues brought about by societal and cultural gender stereotypes.



## Check student teachers' understanding (5 minutes)

1. Remind the student teachers that the lesson covered the following expected learning outcomes:
  - Explain topics of sewing and knitting skills to be taught for relevant region/state for primary school students;
  - Demonstrate sewing and knitting skills to be taught in primary school; and
  - Discuss difficulties primary school students may have learning sewing and knitting skills.

Review these learning outcomes with the student teachers, the extent to which they were achieved and how they were achieved. Suggest to the student teachers that they follow the instructions provided in Lesson 6.2.1. in the Student Teacher Textbook, which is an example of a simple sewing lesson that student teachers can use in the classroom with young students (see Handouts 11 and 12).

2. Remind the student teachers that the lesson covered the following teacher competency standards:



- *A5.1 Demonstrate understanding of the subject matter to teach the subject/s for the specified grade level/s*
- *B1.1 Demonstrate capacity to teach the subject-related concepts and content clearly and engagingly*

Explain how the competencies were covered during the lesson.

3. Remind student teachers that teaching sewing and knitting at primary school is fun, interactive and inclusive and is something that all class members can take part in regardless of educational needs or disabilities.
4. Select one or two student teachers to give some examples of why the knowledge and skills of sewing and knitting will be useful for students,<sup>6</sup> and give some examples of careers and jobs that could benefit from knowing how to sew or knit.



### **Extension and differentiation activities**

**Learning activity 1:** Support less confident teachers to participate in the activity by reminding them of the learning that took place in a similar exercise when the student teachers considered the benefits of teaching students cooking skills.

**Learning activity 2:** Support less confident student teachers by directing them to follow the written instructions and photographs that are included in Handout 12.

**Learning activity 3:** Challenge student teachers to expand this activity by encouraging them to think of ways that the local community could be better involved in the process of teaching students how to sew or knit, and why that would benefit the students and local community.

<sup>6</sup> The basic skills of sewing and knitting can be easily taught, and require very few resources. Sewing and knitting also develops hand-eye coordination, finger dexterity and fine motor skills. Through the process of sewing and knitting, students will be exposed to planning, preparation, maths, and remembering instructions. Sewing and knitting can contribute towards the development of self-confidence and will provide students with the opportunity to practise patience.



### Review questions: Possible student teachers' responses

Question 1: What benefits can young students have in learning how to sew or knit at an early age?

*Answer: Teaching young students, both boys and girls, to sew and knit at an early age is useful because they can use these skills throughout their life. Sewing and knitting can be useful in income generating activities, but also can be useful simply in repairing and altering clothes instead of replacing them. Teaching students how to sew and knit also demonstrates the efforts that are required to make clothes, and helps them develop a respectful attitude to the items that they own that have been handmade, such as clothes, bags and bed linen.*

Question 2: What other skills can students learn whilst knitting or sewing?

*Answer: Sewing and knitting also develops **hand-eye coordination**, finger dexterity and fine motor skills. Through the process of sewing and knitting, students will be exposed to planning, preparation, maths, and remembering instructions. Sewing and knitting can contribute towards the development of self-confidence and will provide students with the opportunity to practise patience.*

Question 3: Why is knitting and sewing good for teaching about inclusivity?

*Answer: Teaching sewing and knitting at primary school is fun, interactive and inclusive and is something that all class members can take part in regardless of educational needs or disabilities. The subject is also one that family members and members of the local community can get involved in to support the students both in the classroom and at home. Sewing and knitting is not just the responsibility of women and girls. Some of the finest tailors in the world and Myanmar are men: male sailors must know how to sew to repair their sails, and fishermen must know how to sew to make and fix their nets.*

## 6.3. Event Decoration

This sub-unit introduces student teachers to the process of teaching students about event decoration and includes information about the different festivals and celebrations in Myanmar. Teaching young students about event decoration is not just about the process of decorating but involves an understanding of the cultural and traditional reasons why decorations are used in Myanmar to celebrate different festivals of all religions.

### 6.3.1. An introduction to events and festivals decoration

#### Expected learning outcomes



**By the end of the lesson, student teachers will be able to:**

- Explain topics of event decoration skills to be taught for relevant region/state for primary school students;
- Demonstrate event decoration skills to be taught in primary school; and
- Discuss difficulties primary school students may have in learning event decoration skills and how to support them.



#### Competencies gained

A5.1 Demonstrate understanding of the subject matter to teach the subject/s for the specified grade level/s

B1.1 Demonstrate capacity to teach the subject-related concepts and content clearly and engagingly



**Time:** One period of 50 minutes



**Learning strategies:** Pair work; video; group work



**Preparation needed:** Familiarise yourself with the information contained in the Student Teacher Textbook



**Resources needed:** YouTube video:

[https://www.youtube.com/watch?v=8IPXUx4\\_vSY](https://www.youtube.com/watch?v=8IPXUx4_vSY)

## Learning activities



**Learning activity 1: Pair work (10 minutes)**

1. Ask the student teachers to look at Figures 6.11 and 6.12 in their Student Teacher Textbook. These pictures show four examples of non-Buddhist religious festivals and four examples of ethnic and regional Myanmar celebrations. Ask the student teachers to work in pairs to discuss the pictures and try to decide which non-Buddhist festivals and ethnic groups or regions are represented in the pictures.
2. Ask them to continue working in their pairs to discuss why it might be important or useful to introduce their students to a variety of festivals and ethnic celebrations from around Myanmar and from different religions within Myanmar.



## Assessment

Formatively assess the student teachers' ability to not only recognise different festivals presented in the Student Teacher Textbook but also provide information that explains why it is important and useful to encourage students to understand and be aware of different ethnic, cultural and religious festivals that take place across Myanmar.



### Possible student teachers' responses

Figure 6.11 shows the following non-Buddhist festival celebrations:

Christmas (Christian festival)	Chinese New Year
Eid al Fitr (Islamic festival)	Diwali (Hindu festival)

Figure 6.12 shows the following ethnic festival celebrations:

Phaung Daw Oo Festival (Shan)	Kyaukse Elephant Dance Festival (Mandalay)
Manao Festival (Kachin)	Taungbyone Nat Festival (Mandalay)



### **Learning activity 2: Video presentation (15 minutes)**

1. Show the student teachers a short YouTube video of an interview with a traditional lantern maker called Htun Shein who explains the reasons behind the decline of the Myanmar traditional lantern: [https://www.youtube.com/watch?v=8IPXUx4\\_vSY](https://www.youtube.com/watch?v=8IPXUx4_vSY)
2. When you have watched the video, ask the student teachers to discuss in pairs how they feel about the video. What are their thoughts about the decline of the paper lantern industry? Do they think that it is good that traditional decorations are being replaced by cheaper and foreign alternatives? Do they agree with lantern seller Myint Myint Khin that Chinese lanterns are better, or do they agree with Htun Shein that traditional lanterns are the best?
3. Encourage the student teachers to share their thoughts with each other about how they feel about the decline of the paper lantern industry. But also encourage them to consider what problems this might raise in the teaching of young students about event decorating.
4. You can encourage the student teachers to come up with solutions and suggestions how the decline of the industry can be prevented, or talk about ways that they can present this subject to their students in a positive way.



### **Assessment**

Formatively assess the student teachers' ability to demonstrate not only an understanding of the reasons behind the decline of the paper lantern making industry but also the greater issues that this poses for traditional and cultural events decorations, and the problems this may pose when introducing the subject to students.



### **Possible student teachers' responses**

The student teachers may be divided in their opinions, and some student teachers might feel that the changes to event decoration are part and parcel with progress and are a natural result of improved technologies and access to international trade. Other students may lament the loss of the cultural traditions. Regardless of their viewpoint, the student teachers should be

able to explain the problems that these changes may have in the teaching of event decorating to students and they should be able to make recommendations how to successfully teach the subject to students. Recommendations may include inviting local decorations makers to attend the school to give demonstrations.



### **Learning activity 3: Group work (20 minutes)**

1. Separate the student teachers into groups and ask them to spend some time considering what traditional and cultural festivals they are aware of being celebrated in Myanmar. Encourage the students to think of more regional and ethnic festivals as well as national festivals such as Thingyan or Thadingyut.
2. When each group has completed their lists, ask them to discuss the different ways that those festivals are celebrated and consider the specific decorations that are used during the celebrations.
3. Encourage them to develop a list of event decorating type and styles that they could introduce to students at primary school.
4. Ask each group to share their findings with the rest of the class and encourage them to compare notes and discuss the different festivals and decorations that they have developed.
5. Remind them that teaching young students about event decoration is not just about the process of decorating, but involves an understanding of the cultural and traditional reasons why decorations are used in Myanmar to celebrate different festivals of all religions.



### **Assessment**

The assessment of this activity is not only through the student teachers' ability to provide information on the different festivals celebrated in Myanmar but also focuses on the student teachers' ability to demonstrate an understanding of why it is important to teach young students about event decoration in order to encourage the students to better understand different ethnic and cultural festivals that are celebrated in all regions of Myanmar.



### Possible student teachers' responses

The possible answers that the student teachers may give are wide ranging and depend greatly on their knowledge and understanding of the different festivals across the country. Students from different regions may provide different answers. A list of some of the festivals that are celebrated across Myanmar is provided in Lesson 6.3.1. in the Student Teacher Textbook.



### Check student teachers' understanding (5 minutes)

1. Remind the student teachers that the lesson covered the following expected learning outcomes:
  - Explain topics of event decoration skills to be taught for relevant region/state for primary school students;
  - Demonstrate event decoration skills to be taught in primary school; and
  - Discuss difficulties primary school students may have learning event decoration skills and how to support them.

Review these learning outcomes with the student teachers, the extent to which they were achieved and how they were achieved. Remind student teachers that although the actual process of developing events decorations has not been covered in this lesson, this is something that can be incorporated into a lesson in a primary school by encouraging members of the local community to visit the school and share their experience and knowledge. The types of event decorations that will be taught at primary school greatly depends on where the school is located.

2. Remind them that the lesson covered the following teacher competency standards
  - *A5.1 Demonstrate understanding of the subject matter to teach the subject/s for the specified grade level/s*
  - *B1.1 Demonstrate capacity to teach the subject-related subject concepts and content clearly and engagingly*



Explain how the competencies were covered during the lesson.

3. Select one or two student teachers to give examples of some of the types of event decoration that they have learnt of for the first time in this class, or ask some students to explain some new learning about ethnic group festivals that they have acquired during this lesson.



### **Extension and differentiation activities**

**Learning activity 1:** Challenge student teachers to think about the event decorations used in the non-Buddhist celebrations given as examples in the learning activity. How do Christians decorate to celebrate Christmas? What event decorations are used by Chinese people to celebrate their new year?

**Learning activity 2:** Challenge student teachers to investigate this subject further online, in the further reading section for Unit 6.3 at the end of Unit 6 in the Student Teacher Textbook, a list of additional resources such as newspaper articles and YouTube videos are presented. Encourage more confident student teachers to expand their knowledge further through these resources.

**Learning activity 3:** Support less confident student teachers by allowing them to access the list of festivals that is included in Lesson 6.4.1 in the Student Teacher Textbook. If the student teachers are struggling with this activity then ask them to consider festival celebrations that they have been part of in their own local community.



### Review questions: Possible student teachers' responses

Question 1: Why is an understanding of event decoration important in Myanmar?

*Answer: It encourages students to consider the importance and relevance of the festivals of Myanmar. By being actively involved in the preparations for that festival, they can understand and appreciate the role that celebration has in the culture and history and traditions of Myanmar, especially in local cultures and traditions in each state or region. When teaching students about event decoration, it is important to ensure that they understand the different festivals, and understand the background traditions and relevance of the festivals, and why the decorations are symbolically important.*

Question 2: Why has the demand for traditional event decoration declined in recent years?

*Answer: The popularity of coloured electric lights and the prevalence of cheap plastic lanterns imported from China have reduced the demand for the traditional bamboo and paper lanterns that were once ubiquitous. Similar reasons can be found for many of the traditional events decorations.*

Question 3: Why is it important to learn about the traditional methods of preparing event decorations?

*Answer: It is still important to encourage students to appreciate the traditions. You may discover that students struggle to understand some of the old ways, as perhaps they have never been exposed to them. Members of the local community around your school, especially elderly members of the community, could be invited into the school to give the students a talk on some of the traditions surrounding the local and national festivals. This connection with the community and with the past is important and should be encouraged.*

## 6.4. Time Management

This sub-unit introduces student teachers to the process of teaching students about time management and includes information and ideas about the types of activities they could use. Teaching young students about time management is not just about the process of managing time but involves an understanding of their own responsibilities towards time.

### 6.4.1. Introducing time management to students

#### Expected learning outcomes



**By the end of the lesson, student teachers will be able to:**

- Explain topics of time management skills to be taught for relevant region/state for primary school students;
- Demonstrate time management skills to be taught in primary school; and
- Discuss difficulties primary school students may have in learning time management skills and how to support them.



#### Competencies gained

A5.1 Demonstrate understanding of the subject matter to teach the subject/s for the specified grade level/s

B1.1 Demonstrate capacity to teach the subject-related concepts and content clearly and engagingly



**Time:** One period of 50 minutes



**Learning strategies:** Independent work; group work; gallery walk



**Preparation needed:** Familiarise yourself with the information contained in the Student Teacher Textbook, and the case studies to be used in this lesson. Be prepared to complete an example of the Eisenhower matrix on the board.



**Resources needed:** Handout 13; flipchart paper; pens

## Learning activities



### Learning activity 1: Independent work (20 minutes)

1. Start the lesson by reintroducing the Eisenhower time management matrix to the student teachers, explain briefly how it works and make sure the student teachers can understand the concept. This was introduced in the Student Teacher Textbook, so it is possible that the student teachers will understand and you can lead a discussion rather than lecture to them.
2. It would be useful to complete a simple example on the board so that the student teachers can see a good example of how the matrix works. The matrix can be copied from the blank template included in Handout 13.
3. The student teachers should already have completed the Eisenhower time management matrix (Handout 13). If the majority of students have not already completed the matrix (which is possible), then allocate 10 minutes to allow them to do so. Those who have already completed the task can spend the time reviewing, fine-tuning and improving their entries and trying to add extra activities that they may have forgotten about.
4. Remind the student teachers that as they complete or refine the matrix, it is important to be honest with their answers. Also remind the student teachers that if they wish the information they record in the matrix to be confidential, then they will not be asked to share their matrix with their peers.
5. Ask the student teachers to share their experience of completing the matrix, encourage them to discuss any problems they encountered, and how they feel about assigning measures of importance and urgency to their daily activities.

6. Explain to the student teachers that they do not have to share their entries into the matrix with anyone – it was a personal exercise. But ask them if they are comfortable to do so, to share some of the entries they included in box 4 ‘unimportant and not urgent’ and how they plan to discard or reduce these activities.



### Assessment

Formatively assess the student teachers’ ability to follow instructions and complete the matrix. However, the main learning point that can be assessed by the student teachers is the demonstration of understanding on the concept of urgent and important, and not urgent and unimportant. It is possible that this will be the first time that some student teachers have been asked to consider this, or articulate the concept. You can carry out informal and formative assessment on the success the student teachers have in accurately articulating this potentially new concept.



### Possible student teachers’ responses

As this is more than likely the first time that many of the student teachers have completed this activity, it is to be expected that some of the student teachers will struggle to assign all their tasks into the correct boxes. The possible responses from the students may include questioning the correct box to allocate tasks, or questions clarifying the difference between the meanings of the labels of each box.



### Learning activity 2: Group work (15 minutes)

1. Remind the student teachers that using resources to introduce their students to the concept of time will help them be able to visualise time better, and tangible measurements of time should become a key component their teaching.
2. Explain to the student teachers that in primary schools all over the world, the first activity of the day often involves a class calendar, where the teacher discusses the day and the activities of the day with the students in front of a calendar. A class calendar is a simple tool that can easily be incorporated into a classroom and will provide students with an excellent reference point through which to observe and prepare for the passing of time.

3. Arrange the student teachers into groups and task them with designing a class calendar.
4. Ask the groups to first discuss why a calendar might be useful in the classroom, and then get the groups to consider and agree upon the component parts of the calendar that they will design.
5. Figure 6.13 in the Student Teacher Textbook shows some examples of class calendars from around the world to give the student teachers some ideas, but they could also carry out some quick internet research.
6. Remind the student teachers that a class calendar is more than just a series of months and dates. A class calendar can be anything they want it to be, it can cover a huge array of time-related information. Some examples are given in the Student Teacher Textbook.
7. Also explain to the student teachers that a class calendar can be as big as they like, it could take a whole classroom wall, or be as small as a flipchart. There are no boundaries, other than what is the best way of introducing students to time.
8. Groups of student teachers will develop their calendar and present their ideas on a flip chart paper. Encourage the groups to be as adventurous as their imagination allows, as long as they remember the reasons why they are developing a class calendar. When the calendars are complete, attach them to the wall so that all the student teachers can view them.



### **Assessment**

This activity can be peer-assessed in the following activity. During the development of the class calendar, you can pass around the classroom observing the groups at work and assess the degree to which they understand the task and how adventurous they are with their creations.



### **Possible student teachers' responses**

The responses that the groups will provide will vary from group to group, however you may find groups including national holidays, festivals, the phases of the moon, harvest times, sporting events, birthdays and many more.



### **Learning activity 3: Gallery walk and class discussion (10 minutes)**

1. Allow the student teachers time to view and evaluate the different ideas for calendars that have been created by their peers.
2. Engage the class in a discussion about their favourite ideas, and how they plan to incorporate these ideas into their own classroom calendars in future.



### **Assessment**

Peer-assessment can be carried out here, perhaps you could encourage the student teachers to provide feedback to each group calendar. Or if you have the time and the resources, you could instigate a voting system that would ask student teachers to vote on their favourite calendar by attaching sticky notes to their favourite with comments included on the notes.



### **Possible student teachers' responses**

This gallery walk should be a fun and interesting exercise that will see the student teachers communicating with other about the different component parts of the calendars. The student teachers may ask each other questions about the calendars or make judgement through peer-assessment.



### Check student teachers' understanding (5 minutes)

1. Remind the student teachers that the lesson covered the following expected learning outcomes:
  - Explain topics of time management skills to be taught for relevant region/state for primary school students;
  - Demonstrate time management skills to be taught in primary school; and
  - Discuss difficulties primary school students may have learning time management skills and how to support them.

Review these learning outcomes with the student teachers, the extent to which they were achieved and how they were achieved.

2. Remind the student teachers that the lesson covered the following teacher competency standards
  - *A5.1 Demonstrate understanding of the subject matter to teach the subject/s for the specified grade level/s*
  - *B1.1 Demonstrate capacity to teach the subject-related concepts and content clearly and engagingly*

Explain how the competencies were covered during the lesson.

3. Recap that young students understand time through familiarity, sequence and routines.
4. Select one or two student teachers to give examples of ways that they plan to incorporate time management into their teaching at primary school.





### **Extension and differentiation activities**

**Learning activity 1:** Challenge student teachers to expand further on the Eisenhower matrix by establishing a strategy on how they plan to improve their time management using this tool.

**Learning activity 2:** Support less confident student teachers by providing examples of some of the component parts that could be included in the calendar, but also encourage the students to try to think outside of the box and develop some fun ideas themselves.

**Learning activity 3:** Support less confident student teachers by asking more confident student teachers to give them positive and constructive peer-assessment on the calendar they have created.



### Review questions: Possible student teachers' responses

Question 1: What are the basic skills of time management?

*Answer: At its simplest roots, time management is about planning, preparation and prioritisation.*

Question 2: Why can teaching time management to young students be a challenge and how can this be overcome?

*Answer: Young students do not have the capacity to consider or contemplate the complexities of the concept of time, but they can relate to the time that is relevant to them and their lives. Using resources to introduce students to time will enable them to visualise time better, for example referring to a calendar or clock in the lesson to introduce tangible measurements of time, students will be able to 'visualise' the passing of time between two fixed points of the schedule.*

Question 3: What do the terms important and urgent refer to when considering time management, and can you give examples?

*Answer: Important refers to something of great significance (for example, homework); urgent refers to something requiring immediate attention (for example, house fire).*

# Unit Summary



## Key messages

- Teaching young students about cooking is not just about the process of preparing food, but includes many valuable life skills including:
  - Developing comprehension skills
  - Developing skills of inquisition and experimentation
  - Developing Maths skills
  - Confidence of self-esteem
  - Inclusivity
  - Communication
  - Health and hygiene
  - Health and growth
  - Nutrition
  - Preparation and preservation of food to avoid disease
- Sewing and knitting provides young students with other skills development, such as:
  - Hand-eye coordination
  - Finger dexterity and fine motor skills
  - Planning and preparation

- Maths
  - Remembering instructions
  - Self-confidence
  - Patience
- Teaching young students about event decoration is not just about the process of decorating, but involves an understanding of the cultural and traditional reasons why decorations are used in Myanmar to celebrate different festivals of all religions.
  - Teaching young students about time management is not just about the process of managing time, but involves an understanding of their own responsibilities towards time.
  - Time management is about planning, preparation and prioritisation.
  - Time management can be taught using visual aids such as:
    - Clock
    - Calendar
    - Hourglass
  - Young students tend to live in the here and now; things that will happen in the future will happen when they happen, and things that have happened in the past are easily forgotten.
  - The time keeping responsibilities of students (especially young students) is often very much dictated by their family, or teachers, and thus their control and ability to influence their own time keeping is often limited.
  - A good way to start teaching young students about time management is by teaching yourself.

- The Eisenhower matrix is a tool that can be used to make decisions on the priority of tasks. There are four distinct boxes to be completed and they are labelled:
  - Important / Urgent (need completing first)
  - Important / Not Urgent (need to be scheduled to be completed)
  - Unimportant / Urgent (tasks that can be passed onto others)
  - Unimportant / Not Urgent (tasks that can be discarded or reduced)



### **Unit reflection**

This unit has introduced student teachers to a number of subject areas: cooking, sewing and knitting, events decoration and time management. Considered as separate entities, it might first seem that this is a strange collection of subjects to include in one unit, but collectively, they all contribute towards the development of essential life skills in students, and promote an awareness of their environment, their surroundings and of themselves and their relationship with others.

This unit contains learning far deeper than the simple titles of the units and as a future teacher there is much here for the student teachers to consider and learn from to improve themselves and to develop themselves as a role model for their students.



## Further reading

### 6.1

This BBC website has some interesting and useful information on teaching children of different ages to cook, and includes a number of activities that they can get involved in:

BBC Good Food. (2019). A guide to cookery skills by age. Retrieved from Immediate Media Company Limited website: <https://www.bbcgoodfood.com/howto/guide/guide-cookery-skills-age>

This BBC video introduces the important subject of knife skills, which includes how to safely use a sharp knife in cooking. If you are going to be introducing children to cutting with a sharp knife then this video is very important:

Desmazery, B. (2019). *How to sharpen a knife and chop vegetables*. Retrieved from Immediate Media Company Limited website: <https://www.bbcgoodfood.com/videos/techniques/knife-skills>

This WHO website introduces 10 important facts on food security in a simple way:

WHO. (2016). 10 Facts on Food Safety. Retrieved from WHO website: [https://www.who.int/features/factfiles/food\\_safety/en/](https://www.who.int/features/factfiles/food_safety/en/)

### 6.2

This blog has been written with the aim of introducing children to knitting. It has some useful tips and some fun and interesting projects:

Pass it on! Teaching children to knit. (2018). Retrieved from Love Knitting website: <https://blog.loveknitting.com/pass-it-on-teaching-children-to-knit/>

This website has some interesting videos on how to teach children to knit, and also some interesting projects:

White, S. E. (2018). Teaching Children to Knit. Retrieved from Spruce Crafts website: <https://www.thesprucecrafts.com/teaching-children-to-knit-2116018>

This is the video from YouTube that introduces the UNHCR sewing training programme in IDP camps in Kachin:

UNHCR. (2014). *Myanmar Stitching Ties*. Retrieved from YouTube website: <https://www.youtube.com/watch?v=3aLHa8i7SJA>

This is a video on YouTube that has been created with children in mind, and gives very simple instructions how to begin knitting without equipment. If you didn't get chance to watch it before you can watch it when you have the chance to refresh your memory.

GoodKnitKisses. (2011). *How to Finger Knit for Kids*. Retrieved from YouTube website: <https://www.youtube.com/watch?v=NulgNzKp1LY>

### 6.3

This article in the *Myanmar Times* from 2015 introduces a traditional lantern maker from Yangon called U Htein Win who had been making paper lanterns for nearly 60 years. The article highlights his concerns for the future of the tradition:

Pwint, Z. P. (2015). The future of traditional lanterns. *Myanmar Times*. Retrieved from <https://www.mmtimes.com/lifestyle/17933-the-future-of-traditional-lanterns.html>

This short YouTube video interviews a traditional lantern maker called Htun Shein who explains the reasons behind the decline of the Myanmar traditional lantern:

DVBTvEnglish. (2013). *Burma's Traditional Lanterns Lose Out to Chinese Versions*. Retrieved from [https://www.youtube.com/watch?v=8IPXUx4\\_vSY](https://www.youtube.com/watch?v=8IPXUx4_vSY)

This short YouTube video explains some of the story behind the Thadingyut festival and explains the importance of the decorations used during the three-day festival.

CNA Insider. (2015). *Myanmar Festival of Lights Thadingyut*. Retrieved from YouTube website: <https://www.youtube.com/watch?v=JdA7W8LvT1Y>

This tourism website lists all the festivals held throughout the different regions of Myanmar. Although the dates refer to 2018, the festival information remains the same. This is an interesting website to see just how many festivals are held in Myanmar in each region, every year, and discover how they are celebrated. Have a look at the website and see how many of the festivals you are aware of, and consider how decorations play a large part in each festival.

Golden Clover Travel and Tours Co., L. (2019). TRADITIONAL FESTIVALS IN MYANMAR IN 2020. Retrieved from <https://www.travel-myanmar.net/en/traditional-festivals-myanmar-2020>

#### 6.4

This 10-minute video gives an interesting explanation of what the experts think time is: Aperture. (2018). *What is Time?* Retrieved from YouTube website: <https://www.youtube.com/watch?v=7P3Ous2IjiQ>



# Unit 7

## Assessment

Assessment is an integral part of the teaching and learning process, and assessment is used by both teachers and students before, during or after a period of learning to measure the extent to which the learning outcomes of a lesson, or series of lessons, have been achieved. Assessment can be carried out by a teacher in a variety of ways that support the documentation and measurement of the level of knowledge, understanding, skills and competencies of their students.

### Expected learning outcome

**By the end of this unit, student teachers will be able to:**

- Explain assessment methods to be used in Local Curriculum at primary school level.



# 7.1. Assessment of Local Curriculum

Due to the unique nature of Local Curriculum, it is likely that the assessment methodologies used in assessing students in the attainment of learning outcomes on this subject will differ from the methods used in other subjects. This unit reintroduces some of the concepts of assessment that you will have studied in Semester 1, Unit 5 of Educational Studies.

## 7.1.1. Assessment methods used in Local Curriculum

### Expected learning outcome

**By the end of the lesson, student teachers will be able to:**

- Explain assessment methods to be used in Local Curriculum at primary school level.



### Competencies gained

A5.1 Demonstrate understanding of the subject matter to teach the subject/s for the specified grade

B1.1 Demonstrate capacity to teach the subject-related concepts and content clearly and engagingly

B2.1 Demonstrate capacity to monitor and assess student learning



**Time:** One period of 50 minutes



**Learning strategies:** Group work; presentation; jigsaw



**Preparation needed:** Read the relevant section of the Student Teacher Textbook to familiarise yourself with the topic of instruction. It may be useful to review the information contained in Unit 5 of Educational Studies as well.



**Resources needed:** Flipchart paper; pens

## Learning activities



### Learning activity 1: Group work and presentations (25 minutes)

1. The student teachers should already have started to think about the methods that can be used in the assessment of Local Curriculum, as this is included as a learning activity in the Student Teacher Textbook. However, it is important to review assessment information in class.
2. Split the class into three groups and assign each group an assessment viewpoint to consider (if the class is large then split the class into six groups and have two groups work on each assessment viewpoint). Each group (or pair of groups) will look at one of the following viewpoints:
  - Assessment for Learning (AfL)
  - Assessment of Learning (AoL)
  - Assessment as Learning (AaL)
3. Ask the groups to look at the information given on these three assessment types and if they have access to other assessment information (for example, Unit 5 of Educational Studies) they can use this as well.
4. Each group must agree on a definition of their assessment type and come up with examples of how this assessment can be carried out with young students. The groups should be prepared to present this information back to the class through the use of a flip chart of information and a verbal presentation.

5. Each group will have a maximum of five minutes to ‘teach’ the class about their particular assessment type, encourage the class to engage with the presentation and ask questions where necessary.
6. Attach all the presentations to the wall so that all the students can see them.



### Assessment

The assessment of this assessment activity can be made on the ability of the student teachers to accurately define the different assessment viewpoints and provide examples of how those assessment viewpoints can be practically used.



### Possible student teachers’ responses

The student teachers should be able to define and explain the three different viewpoints as:

1. **Assessment for Learning (AfL)** is a measure of learning that is carried out during the learning process and is used to inform the teacher, what the students have learnt so far. Effective use of AfL enables teachers to be more reactive to the learning needs of their students and is an integral component of student-centred teaching.

2. **Assessment of Learning (AoL)** is the assessment that is carried out at the end of a period of learning, and usually refers to summative assessment. An example of a formal assessment is an end of year exam. In this instance, summative assessment is considered to be evaluative, in that the exam is used to assign a grade, score or value to the student being assessed. An example of an informal summative assessment is a quick quiz at the end of a lesson to gauge understanding and learning. In this example, the assessment is not considered evaluative.

3. **Assessment as Learning (AaL)** is the assessment that is used throughout and in conjunction with the learning process. This usually refers to formative assessments, and can be both informal and formal. Formative assessment happens all the time, often unconsciously. An experienced teacher is continually, informally, and formatively assessing the students in their class.



### Learning activity 2: Jigsaw (20 minutes)

1. Explain to the student teachers that throughout the teaching of Local Curriculum, it is important to ensure that assessment is **balanced**. This means that **multiple methods of assessment** must be used and balanced throughout the learning and teaching process to ensure that the learning needs of students are met. By assessing students in different ways, you give the students a better opportunity to demonstrate their knowledge and understanding in a number of ways, and you can support their motivation. The variety of subjects and numerous teaching methodologies included in Local Curriculum require many different approaches to assessment.
2. Split the class into six new groups; ensure that there is at least one representative ‘expert’ in each group from the three different assessment viewpoints exercise.
3. Assign each group a subject to consider from the subjects of Local Curriculum Semester 2:
  - Greenness garden
  - Career skills
  - Cooking
  - Sewing and knitting
  - Event decoration
  - Time management
4. Ask the groups to develop a balanced approach to assessment using one example from each of the three assessment strategies for their assigned subject.
5. Remind the groups that they are assessing young students, and that their assessment methodologies must be inclusive, in that it must follow these rules:

- Assessment **must** discriminate **between** students based on their ability or disability and their potential to demonstrate the attainment of learning outcomes.
  - Assessment **must not** discriminate **against** students based on their ability or disability and their potential to demonstrate the attainment of learning outcomes.
6. Explain to the groups that they do not have long for this exercise, so should be brief in their discussions and give a general overview of how they propose to assess their students in three ways.
  7. Depending on how much time is available, call on each group to give a brief explanation of the assessment methodologies that they have discussed.



### Assessment

The assessment of this activity will be made formatively in the way that the student teachers are able to bring together learning from the whole of the Semester 2 and integrate that with learning that they have received on assessment in this lesson and in the learning from Unit 5 of Educational Studies.



### Possible student teachers' responses

The groups should be able to provide brief but concrete examples of each type of assessment for each subject in this semester. For example, in Unit 4: Greenness Garden, AoL might be carried out as an **authentic assessment** at the end of the year, when the teacher can review the success of the green school compound development. Another example may be the AaL assessment of sewing and knitting when the teacher could assess the ability of the students to successfully carry out sewing and knitting activities in the class and demonstrate improvements to their skills throughout the course of the lesson based on the feedback and guidance of the teacher.



### Check student teachers' understanding (5 minutes)

1. Remind the student teachers that the lesson covered the following expected learning outcome:

- Explain assessment methods to be used in Local Curriculum at primary school level.

Take some time at the end of the lesson to review this learning outcome with the student teachers, and review to what extent it was achieved and how it was achieved. Remind the student teachers that assessment methods used in local curriculum must be **inclusive**. **Inclusivity** in education does not necessarily refer to students with disabilities, but takes a broader approach to consider diversity.

2. Remind the student teachers that the lesson covered the following teacher competency standards:

*B3.1 Demonstrate capacity to create a safe and effective learning environment for all students*

Explain how the competencies were covered during the lesson.

3. Recap the main points of learning during the lesson to the student teachers and make sure to remind them that this unit briefly covers the information that was extensively covered in Unit 5 of Educational Studies in Semester 1, and they should refer to that learning to gain a better understanding of assessment as a whole.
4. Select one or two student teachers to give examples of some assessment methods that may not have been specifically mentioned in this lesson, for example, self-assessment and peer-assessment.



### **Extension and differentiation activities**

**Learning activity 1:** Support less confident student teachers by allowing them to use the information in the Student Teacher Textbook to assist them in this activity.

**Learning activity 2:** Challenge student teachers by asking them to provide evidence that the assessment activities they have discussed are inclusive.



### Review questions: Possible student teachers' responses

Question 1: Why is self-assessment useful for assessing students studying Local Curriculum?

*Answer: Self-assessment supports:*

- *Increased self-awareness*
- *Knowledge attainment*
- *Knowledge gap analysis*
- *Greater engagement in the learning process*

Question 2: Why might assessment methodologies differ for this subject across the country?

*Answer: The main objectives of Local Curriculum are to:*

- *Create learning experiences that are engaging for children from all backgrounds.*
- *Increase children's understanding of and attachment to the place where they live.*
- *Connect schools more deeply within their communities and localities.*

*Therefore, this unique concentration of teaching, and subject areas that are dependent on the location of the school, also requires the assessment methodologies to be different in each region, depending on the subject being taught, and the way that the subject is taught. Also due to the variety of subjects introduced in Local Curriculum across the country, a mixed assessment approach must be used to ensure that students are accurately assessed for each subject they are studying, and in a manner that suits their learning style.*



# Unit Summary



## Key messages

- Local Curriculum has been developed by senior officials, experienced educators and local community members in each state or region to be specific to the region or state where the subject will be taught.
- Assessment remains a vital element of the teaching and learning process, and the students at primary schools across the country will be assessed on their learning.
- Due to the variety of subjects introduced in Local Curriculum a mixed assessment approach must be used to ensure that students are accurately assessed for each subject they are studying.
- Assessment for Learning (AfL) is a measure of learning that is carried out during the learning process.
- Assessment of Learning (AoL) is the assessment that is carried out at the end of a period of learning.
- Assessment as Learning (AaL) is the assessment that is used throughout and in conjunction with the learning process.
- Authentic assessment is more than likely the best method of assessment. This is a type of formative AaL assessment that requires students to demonstrate the skills and competencies in a real-life environment.
- Balanced. This means that multiple methods of assessment must be used and balanced throughout the learning and teaching process to ensure that the learning needs of students are met.

- Assessment methods used in Local Curriculum must be inclusive.
- Assessment must discriminate between students based on their ability or disability and their potential to demonstrate the attainment of learning outcomes.
- Assessment must not discriminate against students based on their ability or disability and their potential to demonstrate the attainment of learning outcomes.
- Self-assessment of learning by the students is a formative assessment that allows students to assess their own work.
- Peer-assessment of learning is given between students, and enables them to see the situation ‘through the eyes of their teacher’.



### **Unit reflection**

It is important to be able to effectively use the right method of assessment at the right time and in the right way depending on the subject being taught and the circumstances in which it is being taught. Although the assessment methods used in Local Curriculum may vary from region to region, the process of selecting the correct method of assessment is an important element of teaching and one that you will be supported in doing by those responsible for the development of the Local Curriculum.



## Further reading

### 7.1

Unit 5. Assessment. (n.d.). In *Educational Studies Student Teacher Textbook*.

*Assessment for Learning Effective Classroom*. (2013). Retrieved from <https://www.theguardian.com/teacher-network/teacher-blog/2013/aug/29/assessment-for-learning-effective-classroom>

This website from the University of New South Wales in Australia contains some interesting videos on peer review and assessment:

Student Peer Assessment. (2019). Retrieved from University of New South Wales Sydney website: <https://teaching.unsw.edu.au/peer-assessment>

This page from the same university has some interesting information on self-assessment:

Student self-assessment. (2018). Retrieved from University of New South Wales Sydney website: <https://teaching.unsw.edu.au/self-assessment>

This website from the University of Reading in the UK has a huge number of resources about carrying out assessment:

Engage in Assessment. (n.d.). Retrieved from University of Reading website: <https://www.reading.ac.uk/engageinassessment/>

# Glossary

<b>Authentic assessment</b>	A type of formative assessment that requires students to demonstrate the skills and competencies that have been learnt in a real-life environment.
<b>Employability skills</b>	Important abilities and attributes that a potential employee should be able to demonstrate.
<b>Equality</b>	A state of being equal, in regards to status, rights, or opportunities available to all, regardless of age, ability, gender, ethnicity or religion.
<b>Food insecurity</b>	‘A situation that exists when people lack secure access to sufficient amounts of safe and nutritious food for normal growth and development and an active and healthy life.’ <sup>7</sup>
<b>Formative assessment</b>	Assessment that is used throughout and in conjunction with the learning process.
<b>Gender inequality</b>	The idea that men and women are not equal. Thus, behaviour towards either gender is different/certain gender is afforded different opportunities based on their gender.
<b>Hand-eye coordination</b>	The ability to do something that involves using the hands and eyes in combination.
<b>Hard skills</b>	Teachable and measurable abilities, such as writing, reading, math or ability to use computer programs.
<b>Health and hygiene</b>	This includes such areas as washing hands, food preservation, nutrition and avoidance of disease.
<b>Hunger</b>	Something that a person feels when they do not have access to enough food on a daily basis.

<sup>7</sup> <http://www.fao.org/fileadmin/templates/ERP/uni/FIMI.pdf>

<b>Important</b>	Something of great significance.
<b>Landscaping</b>	Modifying an area of land, usually a garden, to improve the visible features of the space.
<b>Malnutrition</b>	A condition affects a person who has a lack of food, or access to a poor diet. Malnutrition is an affliction that often impacts infants and young children.
<b>Peer-assessment</b>	Feedback and assessment given between students.
<b>Self-assessment</b>	Students assess their own work.
<b>Soft skills</b>	Personal attributes that enable someone to interact effectively and harmoniously with other people. These skills include communication, interpersonal skills, confidence, self-control, higher-order thinking skills, and an understanding of equality.
<b>Summative assessment</b>	An assessment that is carried out at the end of a period of learning.
<b>Sustainable development goals (SDGs)</b>	Otherwise known as the global goals, this is part of a universal call to action to end poverty, protect the planet and ensure that all people enjoy peace and prosperity. <sup>8</sup>
<b>Undernourished</b>	Refers to children (and adults) who do not get enough food, or the right mix of foods. This leads to poor immune systems, stunted growth and tiredness.
<b>Urgent</b>	Requiring immediate attention.

<sup>8</sup> <http://www.undp.org/content/undp/en/home/sustainable-development-goals.html>

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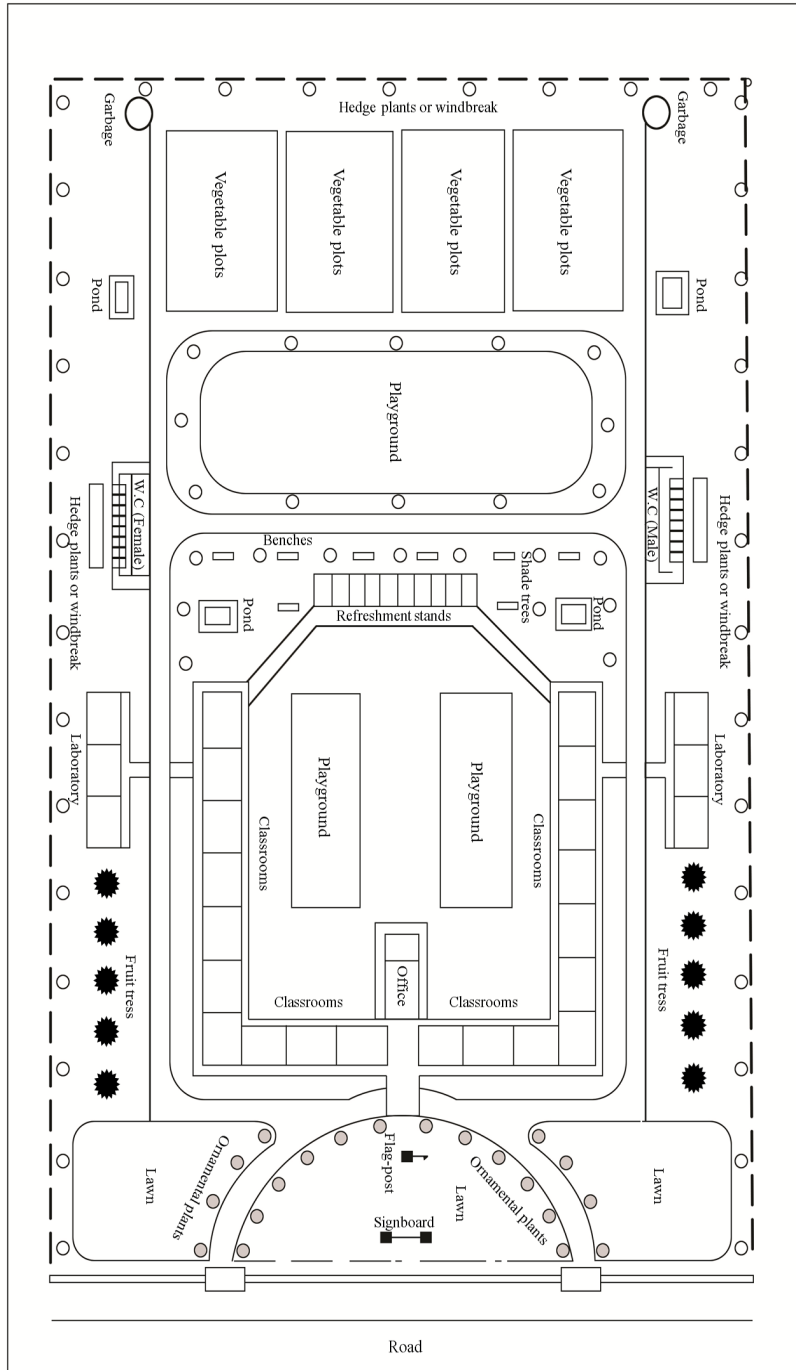
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# Annexes

# Handout 1:

## School Campus Plan (Lesson 4.1.1)



**Example plan of school campus**

## Handout 2: Designing a Green School Campus <sup>9</sup> (Lesson 4.1.1)

Where is North?



Following the example given in Handout 1, draw a rough plan of the EC campus below. Indicate on the plan where buildings and paths etc. are, where water can be accessed, where there are existing trees and plants. Highlight the areas where you think the different plants would be best situated. Try to locate North and indicate where it is on this page.



### **Blank plan of school campus**

<sup>9</sup> Handout based on School Garden Project of Lane County 2016T



## **Handout 3:**

### **Site Considerations <sup>10</sup> (Lesson 4.1.1)**

Consider the following points, and answer the following questions when selecting the best site for the trees and plants you are proposing to grow on the school campus.

#### **Sunshine**

Most plants require a lot of sun, between six to eight hours per day if possible. As Myanmar is located in the northern hemisphere a south-facing plot will receive the most sunlight, as the sun travels across the sky from east to west. Look at the buildings and trees that potentially could block the sun out from the garden at certain times of day.

#### **Shade**

Some plants require a certain amount of shade. Depending on what you are going to be growing in the school campus, you may need to locate some suitable shade such as trees and buildings.

#### **Water**

All plants require a huge amount of water to grow and survive. Access to water is a key consideration to make when deciding to plant trees and plants in the school campus.

#### **Ground**

You will need to consider the ground that you will plant your trees and plants into. Is it flat or on a slope? Is there a risk of flooding? Is there good drainage? Is the ground rocky or sandy? Make sure that there are no wires or pipes below the ground that could be damaged by digging.

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<sup>10</sup> Handout based on School Garden Project of Lane County 2016

### **Access**

Will you easily be able to access the plants and trees? For example, will you be able to access them when the school is closed? Is the location you have selected suitable for maintaining them without negatively affecting others? Will you be able to bring tools and equipment easily to the location?

### **Visibility**

Will the plants and trees be visible from the classroom, or for the rest of the school? Beautiful plants, flowers and trees can brighten up the school campus and everyone can enjoy looking at it.

### **Security**

Is the school campus secure? Animals or people from outside of the school should not be able to access the plants and trees that you are growing. Do you need to erect a fence around the campus?

### **Soil**

Is the soil at the location suitable for growing plants? Will you need to bring in new soil?

### **Location**

Depending on the type of plants you will be planting, the reason for planting them influences the location that you plant them. For example shade giving trees should be planted in a location where the shade is beneficial to the students and users of the school campus.

## **Handout 4:**

# **Planning for the Green School Campus Project<sup>11</sup> (Lesson 4.1.1)**

As the main beneficiaries of the green school campus will be primary students it is important to remember that they must be involved in the design, development, management and maintenance of the green school campus. However, as you are designing a hypothetical green school campus at your education degree college you can make the decisions, as ultimately you would be the main beneficiaries, if it were ever to be developed.

### **What resources will be required to develop the green school campus?**

Although it is wise to start small when developing a green school campus project, regardless of the size of the campus there will have to be some initial expenditure, and a number of resources will be needed, although it may be possible to obtain some or all of the items from the local community, it will be necessary to access a pool of funds to support the initial phase of the development. What resources do you think you will need to set up the green school campus? For example, will you need tools, seeds? fencing?

### **Who will be responsible for the maintenance?**

There needs to be someone who is ultimately responsible for the maintenance of the plants and trees, a workforce will need to attend to the watering and cutting etc., experts who are able to give advice and guidance may also need to be sought out. Who would you recommend to take responsibility and support the green school campus? What other roles do you think are important? It is anticipated that much of the work will be done by the students, but remember that the green school campus should not impinge on their studies or life outside of school. Perhaps parents could be involved as well?

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<sup>11</sup> Handout based on <http://www.fao.org/docrep/009/a0218e/A0218E02.htm>

### **What training do you need?**

There are a lot of skills and knowledge to acquire prior to commencing a green school campus project, and it would be wise to engage the services of a professional to support the process at the beginning. Who might that be? A member of the local community? An international NGO? A local farmer? What skills might they need to share with you and the students?

### **What support will you need?**

Who can support the development of the green school campus? There will be a wealth of knowledge and experience to access in the local area. From farmers, local business owners, market sellers and parents. But in addition to this, who else in the school can support the green school campus?

### **How will you decide what to grow?**

This depends on a number of variables about what the needs of the school campus are. For example it may be that there are already plants and trees located in the school campus. Will you be developing a vegetable patch as a business venture or will you just be growing flowers to make the school more beautiful? Will you be growing shade trees to provide relief from the sun in the playground? Will you be creating a hedge to provide a ‘green-wall’ between the school and the main road? Whatever the reasons for the garden and the plants you are intending to plant, you will need to make informed decisions on the types of plants to grow, and where to grow them to ensure that the garden flourishes under the conditions of the school.

### **How can the garden be a positive project?**

Ultimately the development and maintenance of a green school campus is a time consuming and labour-intensive process, so it is important to consider how the project will be viewed by all stakeholders and students as a positive contribution to their learning and a positive contribution to the school and wider community. How will you encourage that positive attitude? What benefits can you highlight

**How can the green school campus be an inclusive project?**

How can you ensure that all students will be able to participate in the project in an equal manner? What issues can you anticipate for equal access and inclusivity to the project for all students, regardless of their gender, background, physical or learning disability?

Complete the table below based on your answers to the points raised above.

<p>What resources will be required to develop the green school campus?</p>
<p>Who will be responsible for the green school campus?</p>
<p>What training do you need?</p>
<p>What support will you need?</p>

How will you decide what to grow?

How can the green school campus be a positive project?

How can the green school campus be an inclusive project?

What other important considerations should you make?

## Handout 5:

# Food Is Much More Than What Is on Our Plates<sup>12</sup> (Lesson 4.1.1)

In a vast world of 7 billion people where all you hear about are our differences, there are some important things that connect us, and one of these is food. Food connects us all. We all need it, depend on it, survive because of it and derive happiness from it.

In fact, food is part of who we are. It's part of our habits and cultures. Hundreds of TV shows, movies and podcasts revolve around the topic of food, and cookbooks always sit among the bestsellers. Food is even part of how we interact with others. Foodies promptly and amply share recipes and dining experiences. And who has not posted a photo of their favourite dish on their social media channels? The talk of food is all around us.

So if we love food so much, why do we let so much of it go rotten in our fridges, get left behind at our parties, get thrown out in our stores or dumped off of our plates? One third of all food produced globally is lost or wasted. We love food, but we do not take care of it. We do not respect it. We all want the respect that Aretha Franklin sang about and to get it we should give it.

Here are six ways to help us love our food better and grow respect for the world behind what we eat:

**1. Reduce your food waste** - Buy only the food you need, learn to love ugly fruits and vegetables, keep your portions realistic, be mindful of expiration dates, store food wisely, donate excess and turn leftover food into the next day's meals. When we waste food, all the resources used for growing, processing, transporting and marketing that food are wasted too. Food is so much more than what is on our plates. Find more tips on stopping food waste.

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<sup>12</sup> This article is from the FAO website: <http://www.fao.org/fao-stories/article/en/c/1157986/>

**2. Support your local food producers:** Chefs get awards, stars and recognition for their creations. But what about our farmers? Without them, we would not have the fresh food we need on a daily basis and the food to make any of our cherished dishes. Are not farmers the real heroes? Shop at your local markets and get to know your farmers. Giving them your business is giving them your recognition and respect.

**3. Appreciate the workmanship in producing it:** Agriculture is not just work, it is art. There is so much that goes into making our food. It takes seeds and soil, water and work, protection and patience. Did you know that it takes 50 litres of water to produce one orange? Our food choices affect the health of our planet and our future of food. When you eat, you are taking in natural resources and the hard work of the farmers, bees, harvesters and others who got the food to your plate. Appreciate food like you would do to a piece of art.

**4. Adopt a healthier, more sustainable diet:** Our bodies run off calories and nutrients. We get our energy and maintain our health from good food. We normally do not pay attention to the power that food and nutrition have over our bodies. We need to respect that food is fuel. Too much of it, or too much of only one kind of it, can lead to obesity, deficiencies or diet-related diseases.





**The story of food begins with a farmer. Why do we give our chefs stars and awards, but we forget about the part our food producers play?**

**5. Learn where food comes from:** Do kiwis come from trees or bushes? Are tomatoes a fruit or vegetable? By learning more about our food, where it comes from, when it is in season and what it takes to produce it, we grow in our knowledge of and respect for what we are eating. Follow the FAO Instagram account (<https://www.instagram.com/fao/>) to test your knowledge on different fruits and vegetables grown around the world!



**Do you know where your foods come from? And do not say the market! Growing in our knowledge of food means growing in our respect for it. Learn for yourself and then teach future generations.**

**6. Have a conversation** - By treating each meal with pride, we respect the farmers who produce it, the resources that go into it and the people who go without. Respect can be passed on. Talk to the people around you and to the next generation about making informed, healthy and sustainable food choices.

For many people on the planet, food is a given. But for many, food is scarce or elusive. For the staggering 821 million people who are hungry, food is not a guarantee. It is a daily challenge.

Respecting food means appreciating the back-story of food. When we know the full picture, it is easier to see what our food really stands for and how precious it really is.

Find out more about how your actions can shape our future of food here:

<http://www.fao.org/3/CA0964EN/ca0964en.pdf>

## Handout 6: Mapping Local Products (Lesson 4.1.2)

Product available in market / nursery	Where was it grown?	Is this suitable for a school garden project at the EC? If not, why not?


# Handout 7: Personal SWOT Analysis Template (Lesson 5.2.2)

Strengths	Weaknesses
Opportunities	Threats

# Handout 8: Hand Washing Technique (Lesson 6.1.1)

## Hand washing technique with soap and water

- 1 Wet hands with water
- 2 Apply enough soap to cover all hand surfaces
- 3 Rub hands palm to palm
- 4 Rub back of each hand with palm of other hand with fingers interlaced
- 5 Rub palm to palm with fingers interlaced
- 6 Rub with back of fingers to opposing palms with fingers interlocked
- 7 Rub each thumb clasped in opposite hand using a rotational movement
- 8 Rub tips of fingers in opposite palm in a circular motion
- 9 Rub each wrist with opposite hand
- 10 Rinse hands with water
- 11 Use elbow to turn off tap (if no elbow tap available use paper towel to turn off tap)
- 12 Dry thoroughly with a single-use towel
- 13 Hand washing should take 40-60 seconds

Issued by [www.debgroup.com](http://www.debgroup.com)  
 Adapted from World Health Organization Guidelines on Hand Hygiene in Health Care 2009  
 UKLIT0477/0216

### Hand Washing technique

# Handout 9: Health and Nutrition - Food Groups (Lesson 6.1.2)

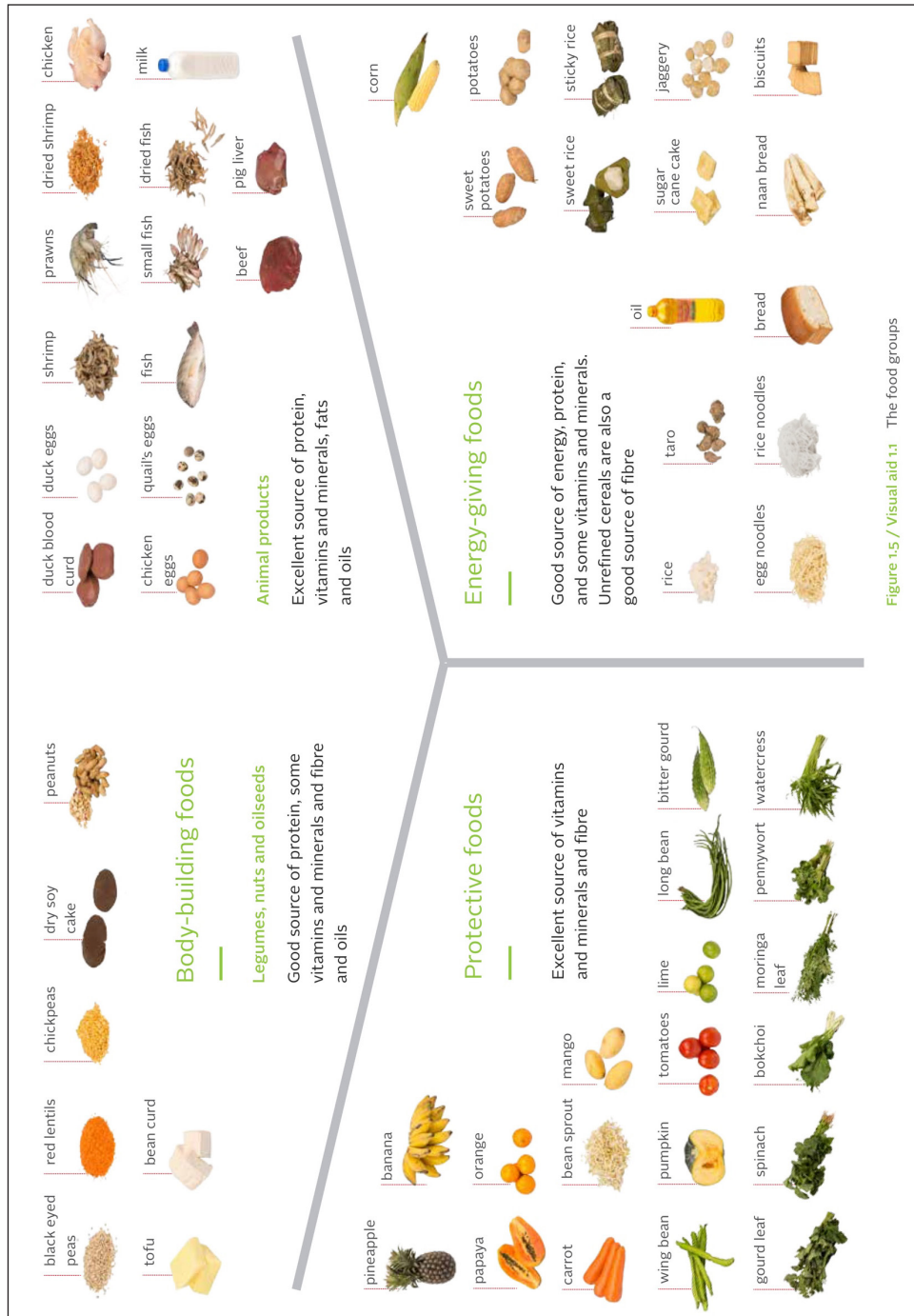
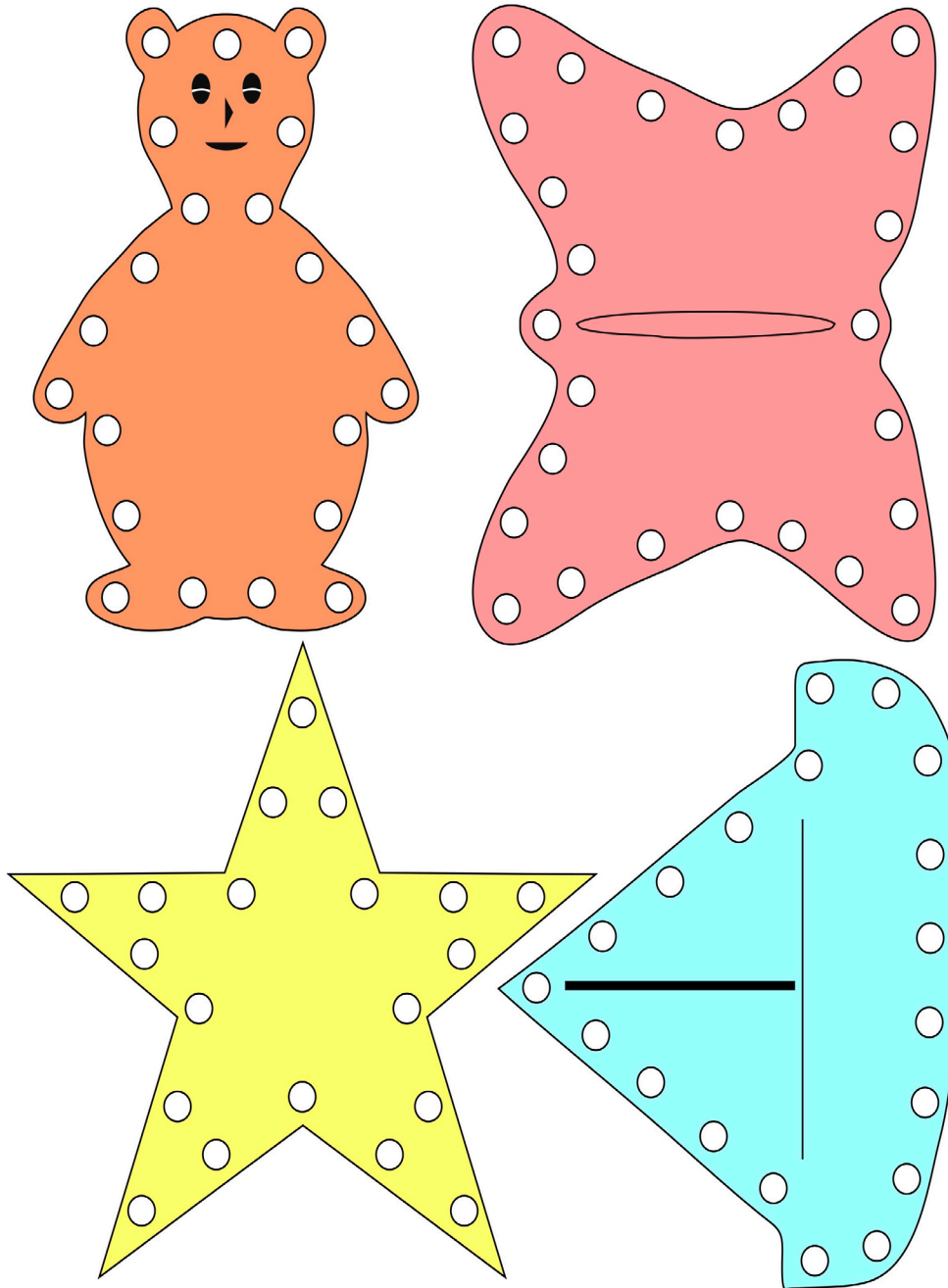


Figure 1.5 / Visual aid 1.1 The food groups

## Health and nutrition: Food groups



## Handout 10: Sewing Templates<sup>13</sup> (Lesson 6.2.1)



### Sewing Templates

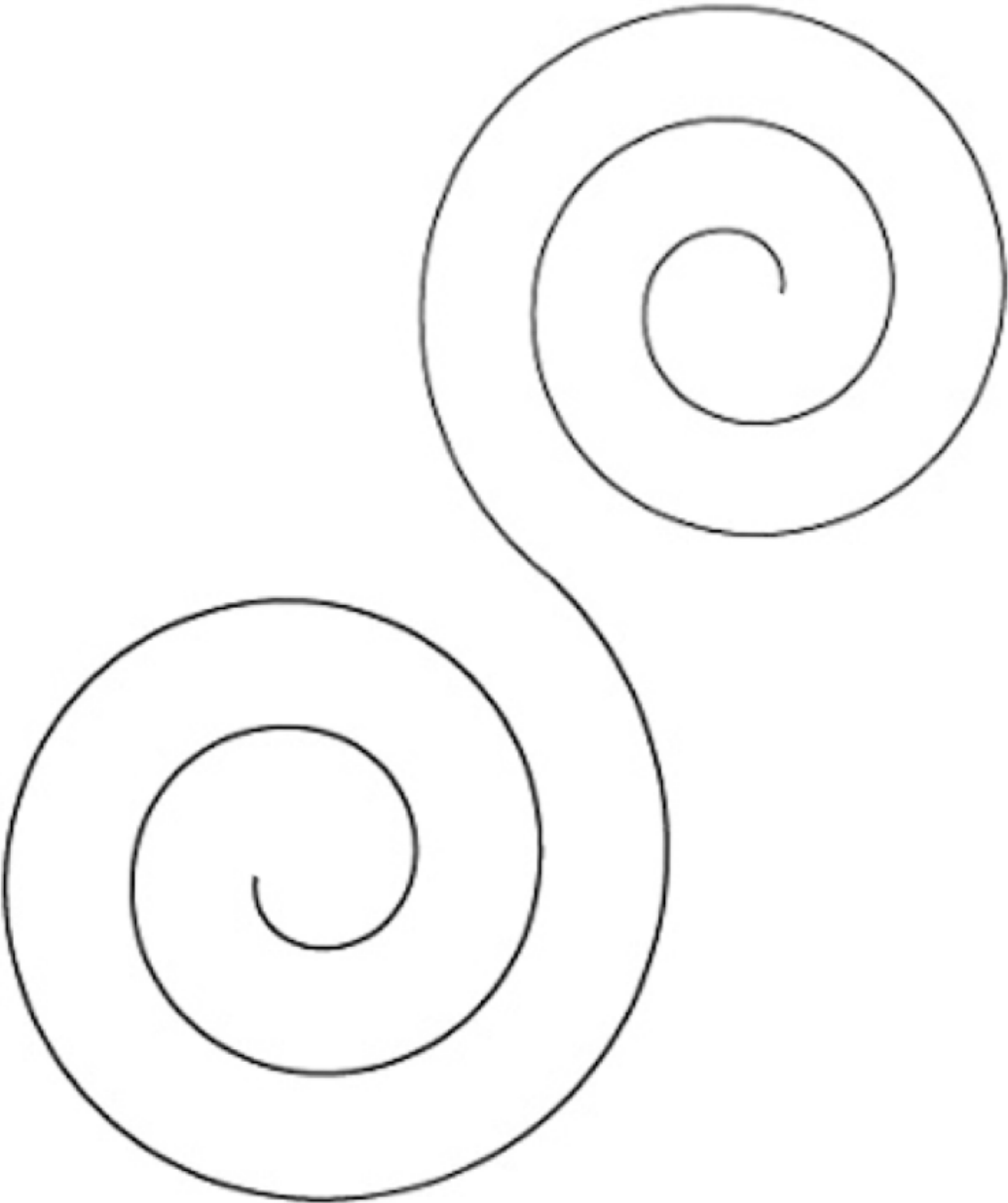
<sup>13</sup> Handout taken from:  
<http://www.auntannie.com/Textiles/SewingCards/SewingCardsSetof4Clr.pdf>

## Handout 11: Sewing Patterns<sup>14</sup> (Lesson 6.2.1)



### Sewing patterns

<sup>14</sup> Handout taken from: <http://www.u-createcrafts.com/sewing-sheets-for-kids>



**Sewing patterns**

# Handout 12: Finger Knitting <sup>15</sup>

## (Lesson 6.2.1)

### Cast on and get started

Practise with a plain chunky yarn, then move onto more fancy threads.



**1** Start with a regular slip knot, but keep the loop big enough to slip a thumb through. If you're unsure of how to do this turn to page 84.



**2** Place the slip knot over your thumb with the tail end of the yarn lying to the left and the working yarn to the right.



**3** Loosely weave the yarn between your forefinger and middle finger, in front of the ring finger and then behind the little finger.



**4** Now complete the line of foundation stitches, by bringing the yarn to the front of your hand to sit in front of your little finger, behind the ring finger, in front of the middle finger and behind the forefinger.



**5** Next, bring the yarn back around to the front of the hand, placing it loosely across the front of all four fingers from left to right, ready to start your first row.



**6** Now hold the bottom loop of yarn on your forefinger between finger and thumb of right hand, and pull it up and over the yarn that's lying across the fingers. Continue in this way across all four fingers.



**7** Now bring the yarn back to the front of your hand and place across your fingers from right to left, ready to start your next row.



**8** Starting with your little finger, bring the bottom loop over the top of the working yarn to create a stitch. Continue this all the way to your forefinger.

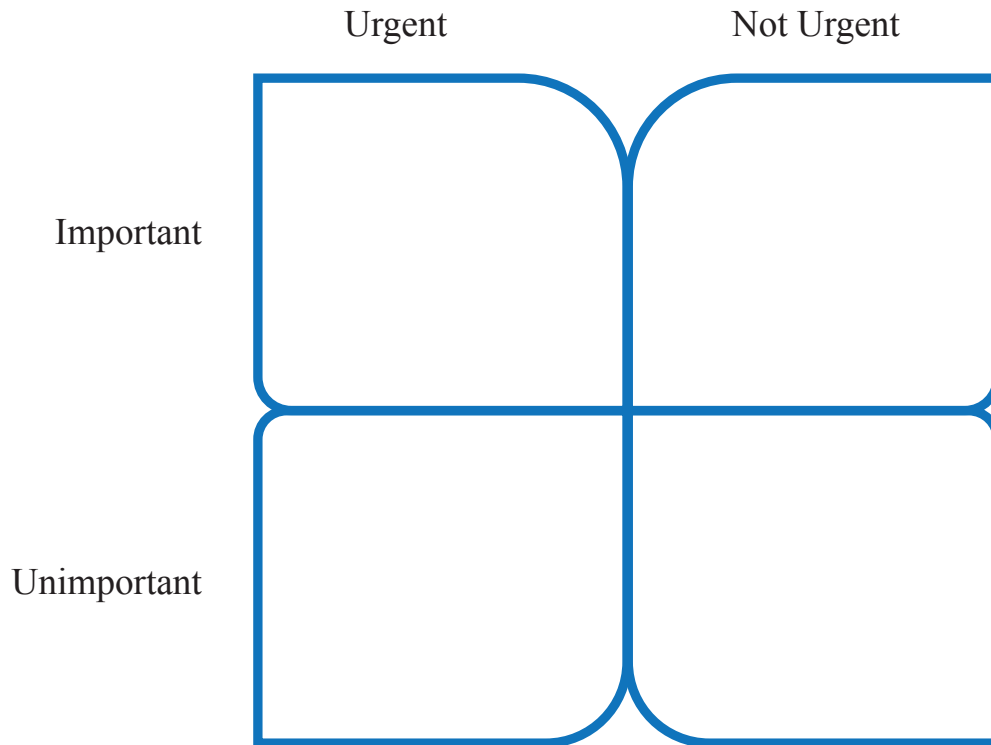


**9** Repeat steps 5 to 8 until you have the length you require, then follow the cast off instructions below. The piece of finger knitting will look like a piece of stocking stitch that will curl in on itself.

### Finger knitting

<sup>15</sup> Handout taken from: <http://stitchlinks.com/pdfsNewSite/Beginners%20Guides/finger%20knitting.pdf>

# Handout 13: Eisenhower Time Management Matrix Template (Lesson 6.4.1)



**Eisenhower Time Management Matrix**

# Notes

A series of horizontal dotted lines for writing notes.

# Notes

A series of 20 horizontal dotted lines for writing notes.



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