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

Year 2 Semester 2

Teacher Educators Annexes Booklet

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MODULE 1 ANNEXES: REFLECTING ON MYANMAR'S EDUCATION SYSTEM AND CURRICULUM AGENDAS

1.1. EDC Year 2 Semester 2 Science (Biology); Lesson 6.2.2. Conserving natural resources; pp. 69-73 – TG

6.2.2. Conserving natural resources

Expected learning outcomes

By the end of this lesson, student teachers will be able to:
- Describe why forests are in danger and what can be done to conserve them; and
- Describe why some animals are endangered and what can be done to conserve them.

Competencies gained

A2.1.2 Use teaching methods, strategies and materials as specified in the textbooks and additional low cost support materials, to support student learning

A5.1.1 Describe key concepts, skills, techniques and applications for the subjects covered in the grade levels taught

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

Time: One period of 50 minutes

Learning strategies: Flipped learning, Individual and group work, Critical thinking, Discussion, Observation

Assessment approaches: Question and answer, peer-assessment, observation. For all activities, try to elicit responses equally from both male and female student teachers.

Preparation needed: None.

Resources needed: Nil.

Introduction

During this lesson, student teachers will build on the pre-lesson reading they conducted into preserving and protecting natural resources and sustainable development.

Student teachers will work in small groups to plan a lesson with either the rainforest or coral reef as a case study to illustrate the importance of the environment, threats and conservation methods.

Learning activity 1. Critical thinking: Recycling analysis (15 minutes)

1. Provide student teachers with two-three minutes to discuss the notes they made as preparation to this lesson on the ways in which nutrient cycles could be taught.
2. Next, provide student teachers with some further time to analyse these cycles, looking for similarities and differences between them. Encourage student teachers to work with a partner to find as many examples of 'odd ones out' as they can. These are statements that require them to identify situations in which two of the three cycles share a feature that is not found in the third. An example has been provided for the student teachers in the task.
3. Ask student teachers for some examples and when each is provided, ask the remaining members of the class to put their hand up if they also thought of that example.
4. Continue until you find a statement that is unique to one group and congratulate those who thought of it for identifying it.
5. Emphasise that this activity promotes critical thinking and is a useful way to help students use a large amount of information – here, three pictures of the cycles – at the same time.
6. Suggest other topics in Science for which this activity could be used and take suggestions from the class.

Assessment

Have a brief question and answer session to assess student teachers. Ask the following questions:

1. Was any one of these cycles easier to understand than the others? If so, why?
2. What would you need to revise with students before teaching them this topic?
3. After considering these cycles, which of the three teaching methods listed in Learning Activity 1 would be the most effective to help teach this activity?

Possible student teachers' responses

Examples of other statements include:

- The carbon cycle is the odd one out because it involves combustion.

- The carbon cycle is the odd one out because it requires photosynthesis.
- The carbon cycle is the odd one out because it does not involve the use of fertilisers.
- The nitrogen cycle is the odd one out because it requires lightning.
- The phosphorus cycle is the odd one out because it involves rocks and erosion.

Learning activity 2. Observation: Teaching conservation (30 minutes)

1. Ask student teachers to refer to their research conducted for Learning activity 2.
2. Inform student teachers that they should divide their group of six into two groups of three. One group should be the 'rainforest group' and the other should be the 'reef group.'
3. Inform them that each group of three will create a presentation that they will present to their group of three that they could use in the classroom. This should teach students about the importance of preserving and protecting this natural ecosystem. The lesson should take around five minutes to explain.
4. The student teachers should follow the lesson plan template provided and especially consider:
   - What makes a good starter? An example would be the comparison (odd one out) activity that you used at the start of this lesson.
   - What would you ask your students to do, in order to ensure that learning is active?
   - How would you conclude your lesson?
5. Provide regular time reminders and after 20 minutes inform the groups that it is time to present. After each presentation, ensure that student teachers give constructive feedback.
6. Instruct student teachers use the questions below to guide your discussion.
   - Did the teacher give clear instructions and explanations?
   - Did the teacher manage the activity well (time management and overall organisation)?
   - Would students develop a good understanding of the threats, importance and management strategies based on this presentation?
   - How have you ensured your lesson is differentiated to ensure that all students make progress?
   - How can you assess your students?
   - What is one thing that went well? What is one thing that could be improved?
7. Finally, each group should select their 'best idea' and 'biggest potential problem,' which they have recorded in the box provided in their textbook. Provide some time for student teachers to contribute these suggestions to the class board.

Assessment

Use observation to assess the student teachers. Circulate the room and listen to them as they

present their learning activities in their groups and give each other feedback.

Possible student teachers' responses

The ideas that the groups of student teachers include in their lessons will be unpredictable. Remind them that their work must include their research from Learning activity 2.

Check student teachers' understanding (5 minutes)

- Remind the student teachers of the learning outcomes and teacher competencies for this lesson.
- Ask the student teachers to confirm whether they feel that the learning outcomes of this lesson have been addressed.

Common misconceptions

- Student teachers might think that nitrogen fixation, nitrification and denitrification can be used interchangeably by some student teachers.
- Student teachers might think that carbon dioxide is more concentrated in the air than it really is.
- Student teachers can attempt to apply their knowledge of the carbon cycle to the nitrogen cycle, with incorrect outcomes. For example, it is common for students to assume that plants obtain their nitrogen directly from the air.

Extended learning activity 1. Lesson planning (10 minutes)

Ask more confident student teachers to discuss how lesson planning could be made more efficient.

1.2. EDC Year 2 Semester 2 English; Lesson 4.1.1. Techniques for teaching speaking skills (5); pp. 103-108 – TG

4.1.1. Techniques for teaching speaking skills (5)

Expected learning outcome

By the end of this lesson, student teachers will be able to:
- Develop techniques to teach speaking skills through literature.

Competencies gained

A1.1.2 Prepare learning activities to align with students' level of cognitive, linguistic, social, and physical development

A1.2.2 Identify focused and sequenced learning activities to assist students to link new concepts with their prior knowledge and experiences

A2.1.2 Use teaching methods, strategies and materials as specified in the textbooks and additional low cost support materials, to support student learning

A3.2.2 Be aware of social, linguistic and cultural background of parents, community elders and leaders when interacting with them

Time: One period of 50 minutes

Learning strategies: Active learning: 'Just a minute!', Critical thinking: Hot seat, Discussion: *The Owl,* Flipped and active learning: Poster presentation.

Assessment approaches: Observation, peer-assessment, self-assessment, teacher assessment. For all activities, try to elicit responses equally from both male and female student teachers.

Preparation needed: Set up the classroom for learning activity 2. Grade level books for learning activity 4, flipchart paper.

Resources needed: Lesson 4.1.1. Period 5 in the student teacher textbook; whiteboard; projector; flipchart paper.

Learning activity 1. Active learning: 'Just a minute!' (5 minutes)

The aim of this activity is for student teachers to recall different types of speaking activities that they have encountered in this unit.

1. Organise the student teachers into pairs.
2. To add a competitive element, give them only one minute.
3. Have the whole room shout out the answers. Find out who has got the most answers to identify the winners.

Assessment

Use the class discussion and the student teachers' answers to assess their level of understanding and identify any areas that require further input.

Possible student teachers' responses

Responses will vary but also expect responses such as:

Role-plays, presentations, information gap, running dictation, discussions, spot the differences etc.

Learning activity 2. Critical thinking: Hot seat (10 minutes)

The aim of this activity is to link student teachers' learning from previous lessons on speaking and to provide student teachers with a demonstration of an information gap activity in a fun way. In turn, they can use this activity with their own middle school students to explore literature.

1. Firstly, the student teachers will need to familiarise themselves with the story of *The Tin Man*. Give them two minutes to read individually the text which is printed in the student teacher textbook.
2. Next, ask them to name the characters in the story. Brainstorm the adjectives used to describe the characters. For example, woodcutter – lazy.
3. To play 'Hot Seat' (also known as 'Backs to the Board'): divide the student teachers into groups of four or five. Each group is a team. One person in each team should sit with his/her back to the board and have a pen and paper ready.
4. Tell the student teachers that you are going to do a speaking activity using materials from a Grade 6 textbook. In this instance it could be adjectives to describe a character in a story. To link this directly with the middle school curriculum you could use adjectives to describe the characters in the story of *The Tin Man* (Grade 6, Unit 12).
5. You, then, write words or phrases on the board which were used to describe the characters.
6. Ask the other members of the team have to explain them – without using any of the words on the board – to the student teacher in the 'hot seat'.
7. When the person in the 'hot seat' has understood what the word or phrase is, they

should write it on their paper and hold the paper in the air for you to see. The first team to write down the word(s) correctly wins a point. Team members should change places so that everyone has a turn in the 'hot seat'. Don't let the activity go on too long!

8. Ask student teachers: *What types of speaking skills does this activity promote?*
9. Let the whole room shout out to hear student teacher answers.

Assessment

Circulate during hot seating activities and gain a sense of verbal feedback for assessment for learning in class discussions.

Possible student teachers' responses

Student teachers' own responses.

For the question following the hot seating: The activity promotes the skills of taking turns and interacting with each other, there are opportunities for student teachers to reuse and repeat new language, the activity is fun.

Learning activity 3. Discussion: *The Owl* (10 minutes)

The aim of this activity is to link student teachers' learning from previous lessons on speaking and to provide student teachers with a demonstration of how to build discussion skills. In turn, they can use this activity type with their own middle school students to explore literature.

1. Give one minute to read *The Owl*. Note you can choose any other literary grade text.
2. Organise the student teachers into groups and give them questions to discuss. These can be displayed on the board.
3. Ask: *Would you like to be an owl? Why?*
   What message do you learn from this poem? Do you
   agree with the message of this poem? What would
   you do if you were an owl?
   How do you feel after you have read this poem?
4. Remind student teachers to use functional language in the expression of their ideas. For example, expressions to agree and disagree.
5. Ask student teachers: *Does this activity help develop fluency in English? Why? Why not?*
6. Lead a whole room shout out to hear student teacher answers. Expect answers to be in the student teachers' first language. However, student teachers should be encouraged to express themselves in English and reassured that making mistakes in English does not matter. The teacher educator should encourage peer learning so that everyone in the class has an opportunity to share ideas.
7. Remind student teachers that they can use these questions with any of the poems or literary texts middle school students study.

Assessment

Circulate and monitor during this activity. Encourage peer assessment of one another.

Possible student teachers' responses

Student teachers' own responses.

For the question about developing fluency, anticipate these ideas:

Yes, it should. The activity is a good example of a communicative language activity.

Yes, I have the chance to share ideas. Yes, I have

the opportunity to speak.

No, the ideas are too abstract. The middle school students do not have the language. They can't express themselves yet in English.

Learning activity 4. Flipped and active learning: Poster presentation and homework (20 minutes)

The aim of this activity is for student teachers to produce their own ideas.

1. In small groups, ask student teachers to look for literature texts or poems in the middle school English textbooks.
2. Next, ask them to develop a speaking activity to explore and consolidate the language in the text. To remind them of the different speaking activities, refer back to learning activity 1.
3. They can brainstorm their ideas first in their student teacher textbooks. Next ask them to create a poster.
4. Ask them to practice their activity if they have time.
5. Ask student teachers to display their activity on the walls around the room and conduct a gallery walk so that they can read other ideas that have been produced. Encourage student teachers to give feedback to each other.
6. Finally, ask student teachers to review the sample speaking lesson plan in learning activity 2 in period 6 in this unit. This is their homework. Remind them that this is not the perfect lesson plan and is only an example. Ask them to answer these questions as they read the lesson plan:

   Did you like this model lesson? Why? Why not? What would you do differently?
   What would you do the same?

7. Student teachers should also research controlled and freer practice activities to develop speaking skills for their homework.

Assessment

Circulate and monitor during discussion activities and glean a sense of verbal feedback for assessment for learning in class discussions. They will also be able to provide useful feedback to other student teachers based on the gallery walk.

Possible student teachers' responses

These will vary.

Check student teachers' understanding (5 minutes)

You could use the following questions:

What speaking activities did you practice? What skills did you develop?
What problems do you anticipate with your own teaching to middle school students? How will you solve these problems?
How will you need to adapt language?

1.3. EDC Year 2 Semester 2 Physical Education; Lesson 7.3.1. Developing habits for healthy lifestyles; pp. 183-190 – TG

7.3.1. Developing habits for healthy lifestyles

This lesson will urge student teachers to evaluate their lifestyles. As a PE teacher of future generations, they have a responsibility to educate learners to choose healthy lifestyles and avoid destructive habits that brings diseases and injuries. Part of this is to advocate abstinence from consuming psychoactive substances with dependence- producing properties including alcohol, cigarettes and betel nuts.

Expected learning outcomes

By the end of this lesson, student teachers will be able to:
- Create a healthy lifestyle plan that highlights how to avoid destructive behaviours, prevents the abuse of tobacco and chewing betel, and prevents the abuse of alcohol;
- Describe the harmful effects of destructive behaviours, abuse of tobacco and chewing betel nut and abuse of alcoholic beverages to the overall health and wellness of an individual; and
- Outline strategies to avoid destructive behaviours, the abuse of tobacco, chewing betel, and alcohol.

Competencies gained

A5.1.3 Link key concepts, principles and theories to real life applications to build discipline specific foundations and skills for different classes and grade levels taught

B3.1.3 Model and promote good health and safety practices to ensure students' wellbeing and safety within the classroom and school

D2.1.3 Establish goals for own professional development as a teacher

Time: One period of 50 minutes

Learning strategies: Flipped classroom approach, case studies, think- pair-share

Assessment approaches: Observation, peer evaluation

Preparation needed:
• Review how to write SMART goals from Year 2 Semester 1 Student Teacher Textbook.
• Review the learning activities to guide you on how to facilitate reflection and discussion among student teachers.

Resources needed:
• Student Teacher Textbook
• *Worksheet 7: My plan to avoid destructive habits* (see Annex 9)

Learning activity 1. Reflect and discuss (20 minutes)

1. There are four challenging situations presented in the Student Teacher Textbook involving the use of psychoactive substances such as tobacco, betel nuts and alcohol. From a PE teacher perspective, ask the student teachers what they would do or how would they react to each situation? Give the student teachers time to reflect and write their answers. Challenging situations are as follows:

   a. After four years of being away from each other, your best friend, Kyaw Zin, finally came home in your hometown. He invited you and a couple of other friends to go out and have a drink at a local liquor shop. You also noticed that he has a stinking smell of cigarettes. Being a teacher, how will you react to this situation?

   b. Your Grade 9 students invited you to a birthday party where no parents are involved. To your surprise, the students brought bottles of wine, spirits, and packs of cigarettes. Many of them got wasted. As a teacher, what will you do at the party? How will you address this issue in class?

   c. Your uncle from your hometown, U Myint Zaw, is a well-educated man. When he lost his wife not too long ago, he started to drink heavily. On average, he could consume one to two litres of whisky within a week. You are concerned about his well-being. You thought of telling him to control alcohol consumption. How are you planning to do it?

   d. Chewing betel nut seems to run in the family. Your mom and your dad chew betel so do your sisters and brothers. However, you wish to cut the habit and discourage your children in doing the same. How are you going to discourage your children not to chew betel nut?

2. Encourage the student teachers to use facts in presenting the insights of their discussion.

3. For each item, ask for three volunteers to discuss their reaction. The class can ask questions addressed to the speaker. Facilitate the discussion. There will be 12 volunteers who will be speaking to discuss their actions towards the issues.

4. For every challenging situation presented, you can choose one of the student teachers'

action/response or present an alternative action/response. Ask the student teachers whether they are in favour of the action/response or if they are against the action/response. Inform them that they will be invited to debate.

5. Place a line that demarcates which side is for and which side is against. Allow student teachers to move to the side they align with.

6. If everyone chooses one side, you will join the debate and in favour of the opposite opinion. The format of the debate includes an opening statement of both sides. After that, a rebuttal will open the argument to a deep discussion of the topic.

Assessment

Listen to the discussion and observe the interaction among the student teachers. Evaluate how they use critical thinking to be able to expound the given topics presented to them. Rate your satisfaction with the discussion and the content of the student teachers' arguments or insights. Moreover, you can also ask student teachers why it is important for PE teachers to maintain the integrity and to become role models in thought, speech and action. Does this trait improve their teaching practice and image as professionals?

Possible student teachers' responses

The learning activity may be biased to urging student teachers to choose wellness choices over destructive habits. Having this kind of response from student teachers would be boring. For the sake of the learning activity, support the student teachers to choose otherwise for the benefit of the debate, or create another option. Emphasise that this does not mean you are encouraging them to pursue destructive habits though.

Learning activity 2. My plan to avoid destructive habits (20 minutes)

1. Student teachers may need to review how to write SMART goals for healthy lifestyles. They can review the Student Teacher Textbook from Year 2 Semester 1.

2. Student teachers will identify three unhealthy and destructive habits that negatively impact the quality of their life. For each destructive habit, they will identify at least five SMART goals to address the habit.

3. They will monitor their progress within a week by putting a checkmark within a particular day when they have achieved their goal. They can continue if it is a lifestyle that they would like to adopt.

4. Student teachers will use *Worksheet 7: My plan to Avoid Destructive Habits*. The table can also be found in the Student Teacher Textbook.

5. Moreover, in pairs, student teachers will share their SMART goals in avoiding destructive habits. They will take turns in presenting and evaluating each other's work.

Assessment

Present the following situation to the student teachers:

Someone very special to you expressed that he/she needs help to change his/her lifestyle in a Facebook message. He or she could be a family, a brother, a sister, a cousin, or a friend. He/she is now suffering from disease because he/she used to smoke, chew betel nuts and drink alcohol during his/her 20s. He/she is asking for your advice. Compose a letter that outlines your advice to your loved one. Share it with your classmates.

Student teachers will outline plans to avoid three of their destructive habits for that person. They will be allowed to share and discuss their work with their peers. They will also evaluate and comment on each other's work to improve their healthy lifestyle plan.

Possible student teachers' responses

The student teachers are expected to write SMART goals. To see if the goals set are SMART, the student teachers should remember that their goals should be specific, measurable, attainable, realistic and timely.

Facilitator's note

This material encourages teacher educators to become flexible in teaching. The learning activities presented in this manual may be modified in the actual teaching depending on your judgment. You should adjust methods to the level of the student teachers' ability and modality of learning. Thus, you are encouraged to be creative by using other child-centred approaches and methods you deem appropriate and fitting to teach this lesson to be able to maximise learning in the classroom. You are encouraged to pay close attention to meeting individual learning needs, avoiding gender-bias expressions and impressions, and ensuring interactive participation to include every student teacher in the classroom. Assist student teachers who are having difficulty understanding the lesson. Encourage leaders and moderators of each group to assist their members. Create an atmosphere where student teachers can openly share their ideas. Cultivate a classroom environment where everyone will work together for collaboration and not for competition.

✓ Check student teachers' understanding (5 minutes)

This is the last meeting for Year 2 Semester 2. You can set up empty chart papers either on the wall or on the door. Ask the student teachers to express themselves by leaving a comment about the class, learning activities, or their experiences in class within the 10 periods of PE for the second semester.

Facilitator's note

Reflect on how the class went with the following questions as your guide:

What did you find out from the assessment?	
Which student teachers were having difficulty understanding the concepts?	
What barriers to learning did the student teachers experience?	
How will you adjust or modify this lesson to fit/address student teachers' needs for your next class?	
What extended learning activities or differentiated learning activities can you think of to add for the student teachers to learn the concepts better?	

MODULE 2 ANNEXES: EDUCATIONAL PHILOSOPHY AND EDUCATIONAL THEORY

2.1. EDC Year 2 Semester 2 Educational Studies; Sub-unit 7.1. Educational Philosophy and its Implications for Teaching; pp. 83-116 – TB

7.1.Educational Philosophy and its Implications for Teaching

As teachers, you will make many decisions and take many actions. While at time these decisions and actions seem automatic, they are actually based on your ideas and beliefs about how students learn and the roles and responsibilities of teachers.

When you examine educational philosophies and are tasked with putting into words your own educational philosophy, you become aware of just what your philosophy entails.

This sub-unit looks at the importance of educational philosophies to your teaching and the major educational philosophies, and how you apply to classroom practice.

7.1.1. Importance of Educational Philosophy

Expected learning outcomes

> **By the end of this lesson, you will be able to:**
> - Critically reflect on the importance of philosophy in education; and
> - Explain how the three approaches to Educational Philosophy could be demonstrated in the classroom.

Educational Philosophies

An educational philosophy is a personal statement of a teacher's guiding principles about 'big picture' education-related issues, such as how student learning and potential are most effectively maximised, as well as the role of educators in the classroom, school, community, and society.[46]

Whether or not you are aware of it, you come into each classroom setting with unique ideas and beliefs about:

- why and how you want to teach;
- why teaching is important; and
- how best to teach your students.

Educational philosophies put into words what you are thinking and doing as a teacher,

and from those words, you can reflect, make changes, and improve your practice.

As you learnt in Year 1, the word philosophy comes from two Greek words: *philo*, meaning 'love' and *sophy*, meaning 'wisdom.' So philosophy means 'love of wisdom.'

Your own educational philosophy describes your ideas, beliefs, and goals as a teacher. It is part of your professional identity; how you perceive yourself as a professional and in relation to a profession. It is a combination of beliefs and attitudes, values, motives, and experiences through which individuals define themselves, in their current or anticipated professional life.

Figure 7.1. Teaching philosophy map

A teaching philosophy is like a map that gives you direction, purpose, objectives and focus for your practice.

When you plan and implement your curriculum, it is important for you to understand why you have made the decisions you made, and these decisions are based on your educational philosophy.

Reasons to develop an educational philosophy include:

- Teachers have a great impact on students' lives, so they need to be aware of their ideas and beliefs.
- A philosophy helps you understand your values and ensure that they are positive ones that you want to relay to your students.
- Having a philosophy enables you to reflect on and analyse, your decisions and actions.

Learning activity 1. The importance of philosophy in education

The purpose of this activity is to critically reflect on the importance of philosophy in education.

For this learning activity, you will work in groups of four student teachers. Begin by individually reading the article in Box 7.1.[47] As you read it, highlight the key words that tell you why the author thinks a Philosophy of Education is important.

Box 7.1. Papadopoulos on the importance of having a philosophy of education

> I'm becoming increasingly convinced of the need to reflect deeply on the most important high-level questions around learning and education. I also feel strongly that this is something anyone who has a view on education or is involved in the field should also take the time to do. This involves thinking about questions such as:
>
> • What should the aim of education be?
> • Who should be educated?
> • What should be taught, and should this differ with interests and abilities?
> • How should we be educated?
>
> The fact that these questions have been asked for many centuries and are yet to be answered discourages many from examining them in the first place.
>
> After all, why study questions that never go away? Why not just get on with the job instead of philosophising and having abstract discussions? While these objections are understandable, I think they miss the point completely. Organisations, whether they are governments, businesses or schools work the way they work because of the way people think.

> Policies and rules didn't create the problems we have, and they won't solve them either. If you want to improve any system you need to look at the ways people think and interact with each other before changing the rules. And that is what educational philosophy is all about.An unwillingness to look at the big questions in education also fails to recognise its fundamental importance and to treat it with the respect it deserves.
>
> Our educational system prepares the next generation to enter society and imparts ideas, values and beliefs that will shape young people's thinking and behaviour for the rest of their lives.
>
> The magnitude of this task can't be overstated and it's not just the responsibility of teachers and school administrators but also of parents to think deeply about the type of educational system they want for their children. Education is too important to be left up to guesswork. Its recipients are not cogs in a machine but living, breathing human beings who have one life to live.

When you have read and highlighted the article, discuss with your group why Papadopoulos thinks a Philosophy of Education is important. When you reach agreement, write Papadopoulos' reasons in the left column of Table 7.1. The importance of a Philosophy of Education.

Then, discuss these questions with your group:

- Which points do you agree with?
- Which ones do you disagree with?
- Are there any points you would add regarding why you think philosophy in education is important?
- Why do you think a Philosophy of Education is important?

Then, in no more than 100 words, write why you think a Philosophy of Education is important in the right-hand column of Table 7.1. When you have written about why you think a Philosophy of Education is important, your teacher educator will bring the class together to discuss this activity.

Table 7.1. The Importance of a philosophy of education

Reasons why Papadopoulos thinks a philosophy of education is important	Why a philosophy in education is important

Learning activity 2. Consider some philosophical questions

The purpose of this activity is to begin to think about one's personal philosophy. This is a

whole-class activity, designed to get student teachers thinking about their own philosophical ideas about teaching and learning. You will be given a sheet of paper with the following questions:

- What should the aim of education be?

- Who should be educated?
- What should be taught, and should this differ with interests and abilities?
- How should we be educated?

When you receive your sheet of paper, you must solicit five answers to each question from class members. You can only ask a class member one question and you must complete the activity within the given time.

Three approaches to Educational Philosophy

In Year 1, you learnt that there are three types, or approaches to Educational Philosophy:

- **Teacher-centred approaches** – These philosophies say that knowledge is transferred from one generation of teachers to the next.
- **Student-centred approaches** – These philosophies focus on individual students achieving their potential, and how teaching can best support this.
- **Society-centred approaches** – These philosophies go beyond individuals to focusing on educating groups of people.

As you read through their descriptions, think back on your practicum classes and your own classes when you were a student and consider how each philosophy might have been demonstrated in the classroom.

Teacher-centred approaches ensure that ideas about teaching and learning are passed on through the generations and continue to impact on what and how we teach. The teacher is seen as the authority, imparting knowledge, and values so that students can master learning.[48] The teacher sets goals (learning outcomes) and success in teaching is judged by how well students do on tests.

Student-centred approaches are ones that stress the importance of students and their success in school. This happens through the teaching or training and assisting of students within the classroom. Students are considered unique and individual, with individual learning needs. The learning environment is more flexible, to cater to the needs of learners and often teachers and students co-construct the curriculum, including what will be studied and how it will be studied.[49]

Society-centred approaches seek to make sense of how society affects current and future education. They focus beyond individual students and curriculum to whole groups of people, such as minority groups, societies of the whole world. Their goal is to improve society through education.

Learning activity 3. Role-play the three approaches to Educational Philosophy

The purpose of this activity is to explore how the three approaches to Educational Philosophy could be demonstrated in the classroom.

For this activity, you will work in groups of three student teachers. Each of you will role-play the teacher who uses one of the three approaches to educational philosophy (teacher-centred, student-centred, and society-centred). When you are role-playing the teacher, the other two group members will role-play middle school students.

The scenario is:

Two Inthama middle school students, Than Win and Thu Thu Aung, have just moved to your school in Yangon from Inn Paw Khone village on Inle Lake. This is their first day of school. As their teacher:

- What are you going to do when they arrive?
- How will you approach their learning?

Do a two-minute role-play of each approach, and then discuss:

- What happened in the role-play?
- How do you think Than Win and Thu Thu Aung felt?

Your teacher educator will then bring the class together to discuss this activity.

Learning activity 4. Carousel of approaches to Educational Philosophy in the classroom

The purpose of this activity is to consider how the three approaches to Educational Philosophy would look, sound, and feel in the classroom.

This activity will be conducted as a carousel. Carousel is one of the cooperative learning strategies you studied in Unit 5, Educational Psychology. For this activity, you will be divided into nine groups and every student teacher is given a coloured marker.

During the carousel activity, you will be answering questions as you would in a Y-chart activity: What does it look like? What does it sound like? What does it feel like? The difference is that rather than writing your answers on a worksheet in one section of the 'Y', you will be moving around the room, writing your answers on poster paper about how each approach to Educational Philosophy looks, sounds, and feels.

For example, an approach might *look* neat and orderly, with the teacher in control or the class, or might look like students are busily involved in their own projects, etc. An approach might *sound* very quiet and like people are concentrating or it may sound noisy, as people share their ideas, etc. An approach might *feel* welcoming, restrictive, challenging, etc.

There will be nine sheets of poster paper with questions on them, on the walls of the classroom. Your group will be stationed at one of them, and that will be the poster with the question you must answer first.
When your teacher educator instructs you to do so, each group member will write their answers to the question on the poster. Answers should be no more than two or three words.

When you have written your answer, your teacher educator will tell you to 'Stop' and then 'Move". You and your group will move clockwise to the next poster and write your answers to the next question on that poster.

This will continue until every group has written an answer on all nine posters. You will then move one more time, and this time you will be standing in front of the poster where you began.

Your group will take down your original poster, bring it to the class discussion and share what is written on it with the whole class.

7.1.2. Major educational philosophies and educational theories and their application to the classroom

This lesson has four periods.

It looks at educational philosophies within the three approaches to educational philosophy, and at some of the educational theories associated with each of the philosophies:

- Within the teacher-centred approach, we look at the Philosophies of Idealism and Realism, and from them the Educational Theories of Perennialism and Essentialism.
- Within the student-centred approach, we look at the Philosophies of Pragmatism and Existentialism and, from them the Educational Theories of Progressivism and Reconstructionism.
- Within the society-centred approach, the Philosophies of Postmodernism and Existentialism and, from them the Educational Theories of Critical Theory and Globalisation.

This lesson also introduces a fourth approach: Eclecticism. Eclecticism is from the Greek word, *eklektikos* which means 'selective'. It is an approach to educational philosophy that draws upon, or selects, ideas from a number of other philosophies, rather than staying with one set of ideas. Many teachers take an eclectic approach, as they find good ideas in a variety of different philosophies.

Expected learning outcomes

By the end of this lesson, you will be able to:
- Summarise the major philosophies and educational theories and how they apply to classroom practice; and
- Discuss how Eclecticism applies to one's teaching practice.

Philosophies and educational theories associated with the three approaches to Educational Philosophy

In this lesson, we will be looking at a variety of philosophies and educational theories, how they fit into one of the three approaches, and how they can be applied to classroom practice.

Teacher-centred philosophies (also called Authoritarian-focused philosophies) include:

- Idealism
- Realism

Educational theories associated with Idealism and Realism include:

- Perennialism
- Essentialism

Student-centred philosophies (also called Non-Authoritarian philosophies) include:

- Pragmatism
- Existentialism

Educational theories associated with Pragmatism and Existentialism include:

- Progressivism
- Reconstructionism

Society-centred philosophies (also called Non-Authoritarian philosophies) include:

- Postmodernism
- Existentialism

Educational theories associated with Postmodernism and Existentialism include:

- Critical Theory
- Gloabalisation
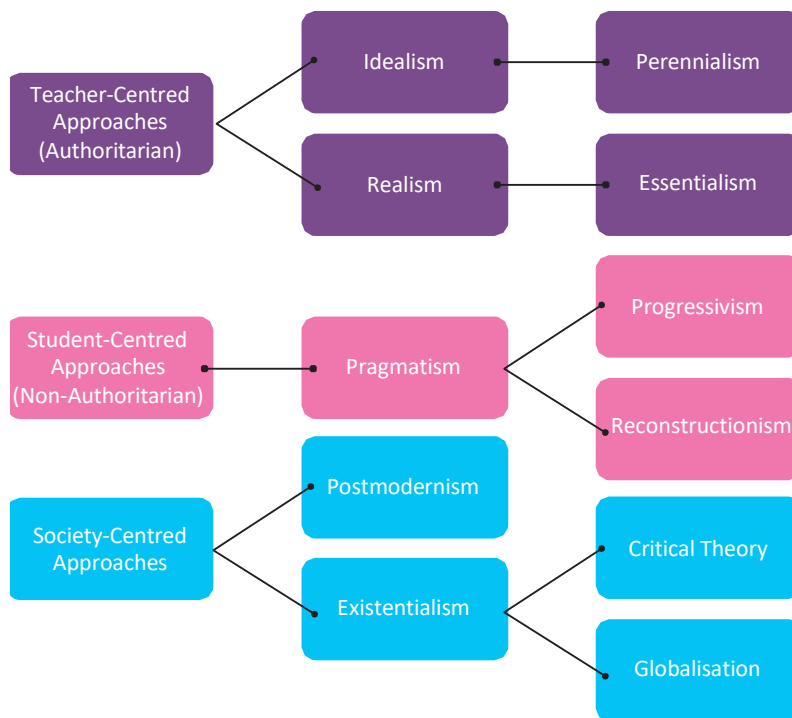
Figure 7.2. Relating approaches to Educational Philosophies and Educational Theories
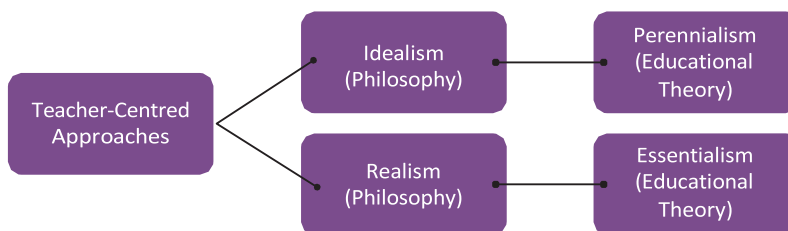
Figure 7.3. Teacher-centred approaches expanded

The two educational philosophies that are teacher-centred, or authoritarian, are **Idealism** and **Realism**.

Idealism

This is one of the oldest philosophies, dating back to Socrates and Plato. It teaches that truth and values are universal and absolute and that ideas are the only reality. In schools, curriculum is the same for all students and is based around ideas. The aim of teaching is to develop intellectual capacity in student as they absorb broad and enduring ideas and values.

Cognitive/ intellectual development is the focus of the curriculum, as students are taught the three "R"s (reading, writing and arithmetic) and habits of mind, such as perseverance and open-mindedness. By secondary school, students are taught the classics of philosophy, mathematics, history, literature, and politics, with the purpose of comprehending their underlying principles.[50]

Realism

Realism is also an older philosophy, dating back to Aristotle and the ancient Greeks. It is a belief that reality can be found in our physical world and that knowledge comes through experience and reasoning. The purpose of schools is to master the laws of the universe through reasoning, observation, and experimentation. Students are seen as apprentices, mastering information and skills in preparation for their roles in the working world.

Curriculum is structured and organised in specific subjects such as mathematics, science and languages. Learning is through demonstration and repetition, given by teachers who are expert in their disciplines. Teachers explain concepts and give examples. Then students complete some activities and get feedback from teachers, and then undertake a test to demonstrate their understanding.[51]

From teacher-centred approaches and the philosophies of Idealism and Realism, come the educational theories of **Essentialism** and **Perennialism**.

Essentialism

Essentialism is an educational theory that views education as a way of teaching children a common core of essential skills, facts, and knowledge of the culture for the purpose of preserving it. Further, it aims to develop good citizens who have sound discipline and respect for authority. Knowledge and skills are taught through the uniform transmission of information from the teacher to the students.

Three basic principles of Essentialism are:

- there is a core of information to be disseminated to the next generation;
- hard work and discipline are vital to education; and
- education is delivered through a teacher-centred approach.[52]

Information transmitted includes the basics, or core concepts, relevant to the culture, such as history, literature, science, reading, writing, speaking, mathematics and technology, and this core curriculum can change over time.[53]

Values conveyed include hard work, respect for authority and discipline. Students, who are being prepared to become valuable contributors to society, practice and demonstrate their understanding through memorising, rote learning and practicing for assessment tasks such as examinations and text.

In practice, Essentialism would see teachers as experts in their fields and models of "intellectual pursuit and moral character."[54] The teacher would stand at the front of a disciplined class lecturing and setting high standards, and students would be taking notes. This is a common model that has been used in universities for some time. Students practice

through worksheets or projects and are assessed through examinations, essays, tests, etc.

Figure 7.4. Essentialism

Perennialism

Perennialism is an educational theory which states that teachers should teach the things that are relevant to all people throughout time, or, "those considered as important and applicable today as they were when they were written."[55] Principles, rather than facts, are the focus of this educational theory.

The aim of teaching is to develop students' intellectual powers and get them to think rationally and critically, as they seek enduring truth. Perennialism assumes that at their most basic or essential levels, nature and humans do not change.

Schools are meant to be training grounds for the 'intellectual elite'; giving students a grounding in the classics and in community traditions, and curricula comes from the classics rather than on current events. Schooling, particularly in the early years, is a means of getting children ready for adulthood.[56]

This progresses to subjects such as art, music, literature, science, and mathematics, which are taught through the classics. All students are taught the same content in the same way. Classroom rules are strict – no noise or chaos, and specific behaviours are required and rewarded (with negative behaviours punished).

A Perennialist teacher is "liberally educated, knowledgeable, and intellectually and morally exemplary."[57]

Teachers must guide or coach students to cultivate their intellect, through mastery of subject content and developing reasoning skills, as well as through a pre-planned sequence of learning, beginning with basic skills in the early years of schooling and advancing to study of literature, history and philosophy from the worlds' greatest thinkers in the later years.

Students learn through rote learning (memorisation), with a general education programme for the intellectually gifted and a vocational programme for the average student.[58]

Figure 7.5. Perennialist teaching style

Learning activity 1.   Reflection and role-play of teacher-centred educational theories

The purpose of this activity is to distinguish between Essentialism and Perennialism. For this activity, you will begin with individual reflection; then work in groups of five student teachers.

Individually, begin by reflecting on the:

- teacher-centred classroom practices you saw in your practicum schools; and
- teacher-centred classroom practices you experienced when you were in school.

Choose two examples from your reflections. Describe these examples in short paragraphs in the boxes in Table 7.2. Then, get together as a group and each student teacher will share their two examples with the group. When they have read their two examples, the group must decide if each example is Essentialism or Perennialism. Write the choice in the box beneath each example in Table 7.2. Teacher-centred educational theories.

When all five group members have shared their examples and decided whether they are Essentialism or Perennialism, the group must choose:

- The best example of Essentialism
- The best example of Perennialism

From these two, the group must choose one example and create and practise a two- minute role-play, either of the Essentialism example or of the Perennialism example.

Your teacher educator will bring the class together and each group will present their role-play. The class must decide whether each role-play is Essentialism or Perennialism.

Table 7.2. Teacher-centred educational theories

Example #1 of teacher-centred practice	Example #2 of teacher-centred practice
Essentialism or Perennialism?	**Essentialism or Perennialism?**

Student-Centred Approaches Expanded
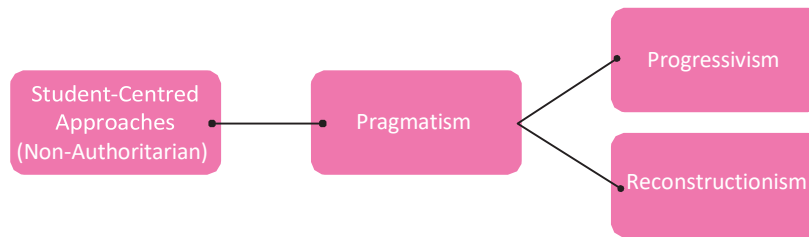
Figure 7.6. Student-centred approaches expanded

The Educational Philosophy that is student-centred, or non-authoritarian, is Pragmatism.

Pragmatism

Another name for Pragmatism is Experimentalism. This philosophy sees reality as "always changing and…dependent on what we observe and experience."[59] Values and knowledge, rather than being permanent and universal, are changeable dependent on individual experiences.

Because of the nature of change, schools should equip students with academics and problem-solving skills, and opportunities to build social relationships.

Through activities, problems, resolutions to the problems, and a network of social relationships, students will grow by learning more effective, meaningful and satisfying ways to deal with a changing reality and to direct the course of their own lives.[60]

In Pragmatism, teachers and students actively participate in learning and trial new ways of doing things. Content and activities are designed around student interests and needs and are often present as projects. Curriculum is integrated rather than segregated.[61]

Pragmatic teachers empower their students with knowledge, skills and dispositions. They are facilitators of learning rather than the source of knowledge, organising the learning environment and guiding students as they apply their knowledge to solving relevant problems.[62]

From Student-centred approaches and the philosophy of Pragmatism come the educational theories of **Progressivism** and **Reconstructionism.**

Progressivism

Progressivism aims to prepare "students for active participation in a liberal democratic system."[63] They hold the belief that there are no universal truths and that knowledge and values depend on human experience. In a break from traditionalist views, Progressivists believed that children learn best when they are pursuing their own interests and they learn by doing. Ideas and questions, which arise from the students themselves, need to be tested through

experimentation.[64]

With the belief that people are basically good, teachers focus on learning experiences as a way of gaining knowledge. Active learning is supported through flexible teachers guiding individuals in their learning and problem-solving.

Two famous Progressivist educators were John Jacques Rousseau (1712–1778) and John Dewey (1859–1952). Rousseau, whose ideas were also known as 'Humanism', promoted education in a natural context, with children's interests guiding the curriculum. Dewey added that learning is more effective in the context of social interactions as students solve problems.

Rather than transmitters of knowledge, Progressivist teachers were seen as facilitators of learning. In the classroom, teachers set up and guide experiences, through questions and suggestions and students explore ideas and issues.

Learning takes place in small groups, learning stations and authentic activities such as field trips, art experiences, guest speakers and projects where students can choose how and what they learn.[65]

Reconstructionism

Reconstructionism (or Social Reconstructionism) is an educational theory that emphasises examining long-term social issues, through education, as a way of achieving goals of social reform; creating a better social order and ultimately a better world. Curricula highlights issues of social reform, with the aim of producing problem-solvers and leaders. It aims to identify and correct social problems, such as racism, pollution and poverty and create a world government where people control institutions and resources.[66]

Schools are seen as going beyond academics to become social agencies, empowering student to solve both personal and social issues. "A reconstructionist programme of education critically examines controversial issues, cultivates a planning attitude in teachers and students, and enlists them in social, educational, political and economic change as means of total cultural renewal."[67]

Curriculum is multidisciplinary and interdisciplinary.

In the classroom, students are engaged in discussions about social or moral dilemmas to understand the implication of one's actions. Students decide on the aims for their learning, designing projects to address the dilemma.

Reconstructionist teachers' goals are to nurture students who want to solve global as well as personal issues to change society for the better.[68] Teachers provide guidance and further information through newspaper or online articles, guest speakers, videos or field trips. They

also assist students to create action plans, which students research and then implement, analyse. Students present their findings in a variety of ways, including reports, slide presentations, posters, presentations, or webpages.[69]

Figure 7.7. Reconstructionism

The two educational theories of the student-centred approach are similar in some ways and different in other ways. This next activity requires you to consider the characteristics and commonalities of each of the student-centred theories of education:

- Progressivism
- Reconstructionism

You will have to conduct further research and discuss issues with others to complete this activity.

Learning activity 2. Compare student-centred educational theories

The purpose of this activity is to research an compare Progressivism and Reconstructionism.

For this learning activity, you will work in groups of six student teachers.

Three group members will research each of the following student-centred philosophies:

- Progressivism
- Reconstructionism

You can get information from your textbook notes, the Education Degree College e-library, or online.

You can also reason logically to determine some of the answers, based on existing information.

1. Research your educational theory's:
   • Key points
   • Purpose of education
   • Role of teacher
   • Role of students
   • Example lesson topics
   • Example teaching strategies
   • How learning would be assessed.

2. When you have found the information, fill it in under your educational theory's column in Table 7.3. Student-centred educational theories.
3. Share your information with the other three group members and fill in their information in the other column of Table 7.3. Student-centred educational theories.
4. Then, as a group of six, compare the two educational theories, considering what they have in common and how they are different.
5. Complete the Venn diagram, Figure 7.8.
6. Compare Table 7.3. Student-centred educational theories, to show the similarities and differences in the two educational theories. Your teacher educator will bring the class together to discuss this activity.

Table 7.3. Student-centred educational theories

	Progressivism	**Reconstructionism**
Philosophical approach	Student-centred	Student-centred
Key points		
Purpose of education		
Role of teacher		

Role of students		
Example lesson topics		
Example teaching strategies		
How learning would be assessed		
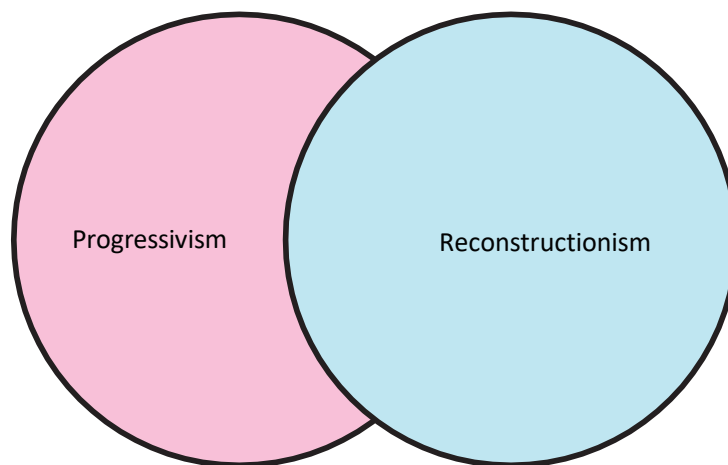
Figure 7.8. Comparing the two Educational Theories

Learning activity 3. Quick quiz

The purpose of this activity is to review learning about Educational Philosophy. For this

activity, you will work in pairs to complete the sentences, based on your understanding of the textbook. Your teacher educator will give each pair a quiz to complete and then tell you when to begin.
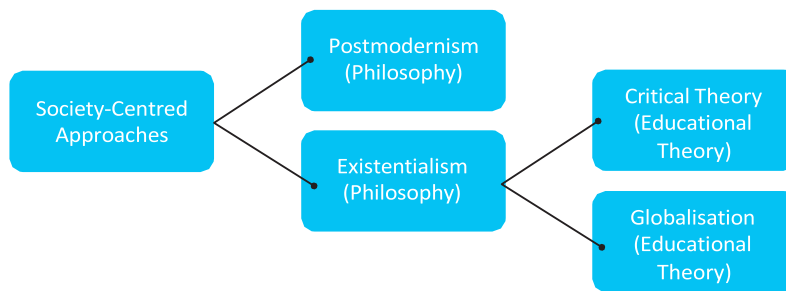
Figure 7.9. Society-centred approaches expanded

Society-centred approaches expanded

The Educational Philosophies that are society-centred are Postmodernism and Existentialism.

Postmodernism

Postmodernists reject the idea of universal truth, claiming that knowledge is constructed by people in power, who use that knowledge to oppress and exploit others. They believe that education in schools should empower and transform students, so that they "reject the dominant or master narratives in favour of a variety of narratives, develop their own identities, and transform society by emancipating the marginalised groups from oppression."[70]

Postmodern curriculum is inter-disciplinary, focusing on social issues and problems. Teachers not only teach but guide students' understanding of how curriculum content serves ideological and political interests. Begin with concrete information about students' personal history, identity and experience, curriculum then moves on to examine more abstract concepts of culture, history and politics.[71] "A variety of narratives should be used for the students to see the plurality of voices from those in power and those who are marginalised."[72] Students learn from multiple perspectives and are able to reflect on and reinterpret their identities and histories.

Existentialism

Existentialism is an educational philosophy that focuses on students choosing their own purpose in life (existence) and educational pathway, based on their character and beliefs. Truth and reality are not universal, but constructed by the individual. Freedom to determine what is true or false, right or wrong, beautiful or ugly rests with individual's free will. Individuality is valued alongside freedom as students are prepared for social adjustment, to create meaning and to see beyond their personal interests and goals.

In an existentialist classroom, helping students to understand themselves as individuals with unique ways of understanding and interacting with the world and to accept their thoughts, feelings and actions is given priority, with subject content relegated to a secondary focus. "Schools should provide a broad education with many options for students to explore, reflect on and articulate their convictions."[73]

Students learn to self-direct their learning rather than following a set curriculum, as they look for meaning in life and determine what is true or false, right or wrong, beautiful or ugly. Humanities and the Arts are encouraged as they allow students to explore issues in their lives and express themselves in creative ways.

The Existential teacher respects student agency and is open-minded and reflective. While they offer information they deem important, but students have a large choice of what and how they learn. Teachers act as facilitators, helping students to find appropriate methods and resources to support their learning.[74]

Teachers and students engage in dialogue about 'real life' moral and philosophical issues and individual responses are encouraged. Assessment is authentic; students set their own criteria and produce creative assignments, often in the form of creative writing, paintings or a portfolio.

Figure 7.10. Existentialism

From society-centred approaches and the philosophies of Postmodernism and Existentialism come the educational theories of Critical Theory and Globalisation.

Critical Theory

Critical Theory is a theory of education that looks at power relationships within institutions, organisations, and instruction, with a view to changing systems to overcome oppression and improving the human condition. A key idea is that wealthy, upper class people control schools and these schools marginalise lower class students.

Critical theorists seek to empower students against oppression by analysing the social and academic structure of schools in terms of power and from that analysis making changes

towards more equitable education.

Critical theorists view curriculum as having both an overt, official form and also a covert, or 'hidden' curriculum, where ideas and beliefs that support dominant class values are promoted, without being spoken. This hidden curriculum further marginalises lower classes. Critical theorists suggest using unbiased textbooks and for teachers to encourage students to express their own beliefs and values, rather than what is popular at the time.[75]

Similar to Reconstructionism, curriculum in Critical Theory deals with social problems, such as poverty, violence, and hunger, and taking action on them. Teaching strategies and techniques include:

- inquiry;
- dialogue;
- taking multiple perspectives; and
- community-based learning.[76]

Figure 7.11. Critical Theory

Globalisation

Globalisation promotes understanding, interacting and developing relationships with people around the world. This happens through the processes of:

- communication;
- economics;
- politics; and
- education.

Information is communicated globally through a variety of media, including books, email, the internet, television, and other technology.

Example of familiarity with technology:

- Teachers in developed countries, with affordable access to technology, are expected to incorporate technology into every aspect of their teaching.
- Teachers in areas of other countries do not have the same expectations placed upon them. Technology, at the moment, is not within the scope of many of them.

Regardless of expectations or where they live, all students will, at some point, come into contact with technology. Because of this, dialogue on a global level is important. Teachers from all countries should encourage their students to be aware of advances in technology.[77]

Figure 7.12. Globalisation

Learning activity 4. Apply Critical Theory and Globalisation to the classroom

The purpose of this activity is to apply Critical theory and Globalisation to classroom practice.

For this learning activity, you will be divided into six groups: three for Critical Theory and three for Globalisation. Within both Critical Theory and Globalisation:

- One group will represent Kindergarten and Grade 1
- One group will represent Grades 2-4
- One group will represent Middle School: Grades 5 to 8.

Each group will read the article "Climate Change Matters to Myanmar" in Box 7.2, and discuss what it is saying. Then they will brainstorm how they could use the article and its message:

- From their educational theory perspective (Critical Theory or Globalisation)
- At the year levels they represent (Kindergarten and Grade 1; Grades 2 to 4; or Middle School) to teach students about climate change.

Groups will then write their ideas on a sheet of poster paper. They can be in the form of an activity, as dot points, illustrations, etc. When posters are complete, groups will hang them on the wall. Your teacher educator will bring the class together to do a gallery walk. Each group will present their ideas.

Box 7.2. Climate change matters to Myanmar

U Ohn Win and Peter Batchelor Myanmar Times

20 September 2019

Retrieved from https://www.mmtimes.com/news/climate-change-matters-myanmar.html

Myanmar faces many development challenges, but climate change presents the greatest of all. While the effects of climate change are felt in many ways, it is the threat to the country's future development that makes it so significant.

Myanmar's location and physical diversity means climate change takes many forms – in the dry zone, temperatures are increasing, and droughts are becoming more prevalent, while the coastal zone remains at constant risk of intensifying cyclones. Extreme flooding in the current wet season has seen over 190,000 people seek emergency shelter, with the damage to homes, schools and farms compounding the impact of last year's floods, and those from the year before.

More intense and frequent climatic events would greatly affect Myanmar, which is already one of the most vulnerable countries to extreme weather events. With memories of 2008's catastrophic Cyclone Nargis still vivid, the development gains that have been made in recent years remain highly susceptible to such risks.

The need to prepare for, respond to, and recover from, these natural disasters costs time and resources that could otherwise be spent on more pressing development priorities. There is no question that Myanmar must work with the international community to slow down and reverse global warming, while also building its resilience.

The government of Myanmar recognises that a clean environment, with healthy and functioning ecosystems, is the foundation upon which the country's social, cultural and economic development must be sustained. It has therefore committed to a national development framework that incorporates the notion of environmental sustainability for future generations by systematically embedding environmental and climate considerations into all future policies and projects.

The Myanmar Sustainable Development Plan (2018-2030) has committed Myanmar to a climate-sensitive development pathway and is complemented by the new National Environmental Policy and Myanmar Climate Change Policy, which were both recently launched by President U Win Myint. Both policies have benefitted from technical support from international partners like the United Nations Development Programme (UNDP) and extensive public consultations across Myanmar.

Together, these new policies set a vision for Myanmar as a climate-resilient, low-carbon society that is sustainable, prosperous and inclusive for the well-being of present and future generations. They are also the basis for Myanmar's implementation of the Paris Agreement to help keep global temperature increases to 1.5 degrees Celsius above pre- industrial levels.

Myanmar's ambitious approach to reducing greenhouse gas emissions includes reversing the decline of the country's forests. For example, the government has committed US$500 million (K766.6 billion) over 10 years for the Myanmar Rehabilitation and Reforestation Programme. Nature-based solutions, such as protecting coastal mangrove forests, can help mitigate climate change by storing huge amounts of carbon dioxide while also building natural barriers to reduce the impact of cyclones and storm surges.

The energy sector contributes two-thirds of greenhouse gas emissions in the Asia-Pacific region. Therefore, energy development in Myanmar must be climate smart and cannot ignore the sector's changing economic outlook. The government is committed to increasing the use of renewable energy while providing electricity to the millions of people who still lack reliable access.

New forms of renewable energy – including solar and biomass – will contribute nine percent of the country's energy mix by 2030. The distribution of fuel-efficient cooking stoves is being rapidly expanded to 5 million households. This will improve people's health while helping avoid deforestation by people gathering firewood.

Myanmar's private sector has a vital role to play in responding to climate change, but this also presents great opportunities as the economy expands. Green technology and innovation will help us accelerate toward a low- carbon economy. The government will continue promoting green businesses and aligning incentives for the private sector to introduce low-carbon technology.

Myanmar will be part of the climate change solution at the UN Climate Action Summit being held in New York on Monday. While the government continues its efforts, it does need the support of partners like the UNDP.

Technological know-how is needed to support actions on the ground, such as in the form of affordable renewable energy.

Finance is needed to support investments in human resources and innovative solutions. Training and technical assistance is needed to strengthen the capacities of all players – government, communities and the private sector.

The UN Climate Action Summit will be a critical forum for global leaders to come together to present strong new actions to reverse climate change. It is also an opportunity to recognise the valuable efforts of developing countries like Myanmar, and to redouble support for countries pursuing sustainable, low-carbon development.

The world is in a desperate race against climate change. Strong and urgent action, both internationally and locally, is critical to protecting Myanmar's current and future development. We must all act together if we are to win this race to ensure a sustainable future for the world.

U Ohn Win is Union minister of Natural Resources and Environmental Conservation, and Peter Batchelor is UNDP's representative in Myanmar.

Eclecticism - A fourth approach to Educational Philosophy

While there are three main approaches to philosophy in education, there is a fourth approach.

It is called eclecticism. It is an approach, used by most teachers, that draws upon parts of a number of approaches, philosophies, and educational theories to help us to understand and implement teaching and learning.

The term, 'eclecticism' comes from the word 'elect', which means to choose and pick up.[78] An Eclectic approach involves choosing the best ideas from a number of different philosophies and combining them into an approach that suits the various needs of individual teachers and students.

It is a bit like filling a shopping bag with a variety of resources that you need to cook healthy and interesting meals for you and your family. An Eclectic teacher might draw on some of these ideas for one situation or student and other ideas for a different situation or different students.
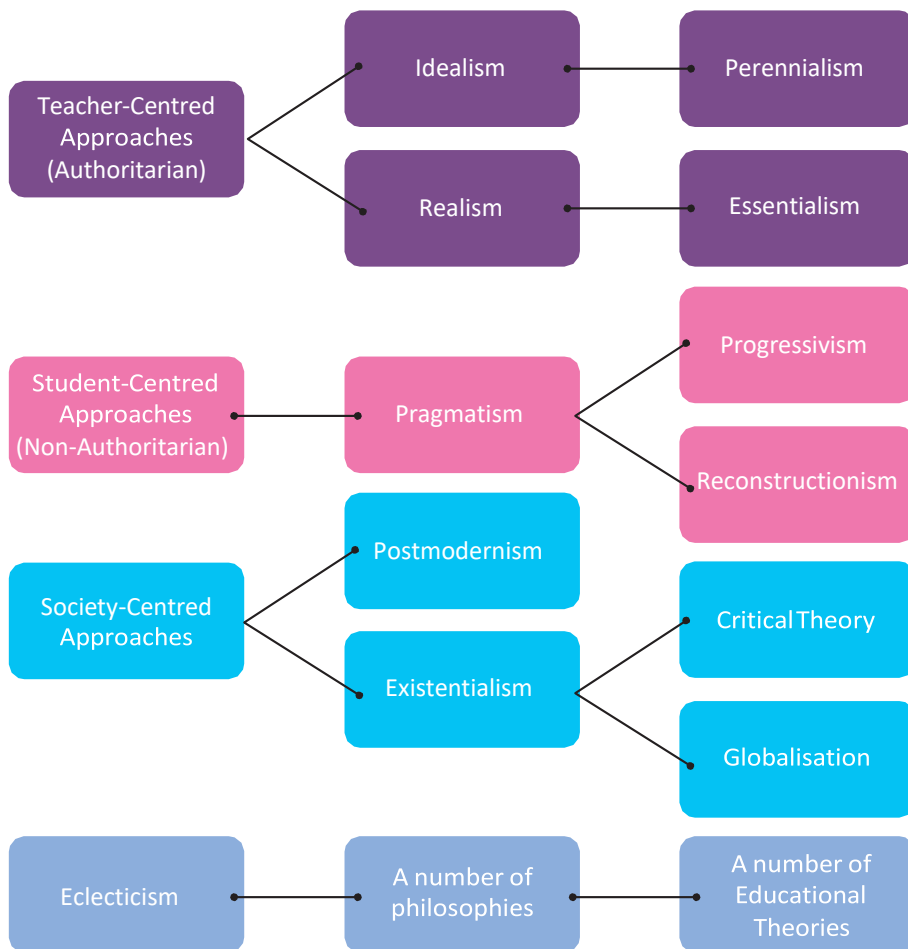
Figure 7.13. Eclecticism – a fourth approach to educational philosophy

Figure 7.14. Shopping bag

Learning activity 5. Fill an eclectic shopping bag

The purpose of this activity is to select ideas from each of the three approaches, the

philosophies and the educational theories that would suit student teachers' individual philosophies.

For this activity, you will work individually and in groups of five student teachers. You will be given a shopping bag, and there will be idea cards available to complete this activity.

Begin by critically reflecting on each of three approaches, five philosophies and six educational theories you have learnt about in this lesson:

- Teacher-centred approach:
  - Philosophies: Idealism and Realism
    - Educational Theories: Perennialism and Essentialism

- Student-centred approach
  - Philosophy: Pragmatism
    - Educational Theories: Progressivism and Reconstructionism

- Society-centred approach
  - Philosophies: Postmodernism and Existentialism
    - Educational Theories: Critical Theory and Globalisation

Consider and choose ideas that you agree with and decide how you could use that idea in your teaching practice. Write each idea and how you could use it on an Idea Card and place the card in your shopping bag.

When you have filled your shopping bag with idea cards, get together in your group of five student teachers to 'unpack' each shopping bag, sharing the ideas that you chose with your group.

Discuss:

- Whether overall, your group preferred teacher-centred, student-centred, or society-centred approaches
- Which of the five philosophies was the most popular? Which was the least popular?
- Which ideas from the five philosophies were chosen more frequently?
- What were the five best ideas for how those ideas could be used in the classroom?

You will then use the drawing materials to decorate the outside of your shopping bag, to demonstrate with images, words and colour your eclectic philosophy. When you finish, each group will display their shopping bags on their table.

Your teacher educator will bring the class together and each group will present their

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shopping bags to the class, along with their responses to each of the above questions.

Review questions

1. What is an Educational Philosophy?
2. What are three approaches to Educational Philosophy?
3. Why is it important for teachers to have a philosophy of education?
4. What is the difference between teacher-centred, student-centred, and society- centred approaches?
5. What is Eclecticism and how does it apply to teaching?

2.2. EDC Year 2 Semester 2 Educational Studies; Sub-unit 7.1. Educational Philosophy and its Implications for Teaching; pp. 131-165 – TG

7.1. Educational Philosophy and its Implications for Teaching

This sub-unit looks at the importance of educational philosophies to teaching, the major educational philosophies, and how they apply to classroom practice.

▎ 7.1.1. Importance of Educational Philosophy

Expected learning outcomes

> **By the end of this lesson, student teachers will be able to:**
>
> - Critically reflect on the importance of philosophy in education; and
> - Explain how the three approaches to Educational Philosophy could be demonstrated in the classroom.

Competencies gained

C1.2.1 Identify theories and concepts that inform approaches to teaching and learning.

C3.1.1 Show awareness of the right to education of every child and a commitment to nurturing the potential in each student.

Time: Two periods of 50 minutes

Learning strategies:

Learning activity 1: The importance of philosophy in education Learning

activity 2: Consider some philosophical questions

Learning activity 3: Role-play the three Approaches to Educational Philosophy

Learning activity 4: Carousel of approaches to Educational Philosophy in the classroom

Assessment approaches: Reviewing student work, group and class discussion

Preparation needed: Read Lesson 7.1.1. Importance of Educational Philosophy.

Resources needed:

Learning activity 1:

Box 7.1. Papadopoulos on the importance of having a philosophy of education (in the textbook)

Highlighters

Whiteboard and markers or two sheets of butchers' paper and markers

Learning activity 2:

One A4 sheet of paper for each student teacher (see below for how to prepare the paper)

Table. Considering some philosophical questions

Considering some philosophical questions	
What should the aim of education be?	Who should be educated?
1.	1.
2.	2.
3.	3.
4.	4.
5.	5.

hat should be taught, and should this differ with interests and abilities?	How should we be educated?
1.	1.
2.	2.
3.	3.
4.	4.
5.	5.

Learning activity 3: No resources required.

Learning activity 4:

9 sheets of poster paper, one with each of the following questions at the top:

- How do teacher-centred philosophies look in the classroom?
- How do teacher-centred philosophies sound in the classroom?
- How do teacher-centred philosophies feel in the classroom?
- How do student-centred philosophies look in the classroom?
- How do student-centred philosophies sound in the classroom?
- How do student-centred philosophies feel in the classroom?
- How do society-centred philosophies look in the classroom?
- How do society-centred philosophies sound in the classroom?
- How do society-centred philosophies feel in the classroom?

Tape
1 coloured marker for each student teacher

Period 1

Explicit teaching points

Time	10 minutes
Class organisation	Whole class

1. Educational philosophies put into words what you are thinking and doing as a teacher, and from those words, you can reflect, make changes, and improve your practice.

2. Teachers come into each classroom setting with unique ideas and beliefs about:
   a. why and how they want to teach;
   b. why teaching is important; and
   c. how best to teach their students.
3. As you learnt in Year 1, the word 'philosophy' is Greek and means 'love of wisdom.'
4. Your own educational philosophy describes:
   a. your ideas;
   b. beliefs; and
   c. goals as a teacher.
5. It is part of your professional identity; how you perceive yourself as a professional and in relation to a profession.
   It is a combination of:
   a. beliefs and attitudes;
   b. values;
   c. motives; and
   d. experiences, through which you define yourself as a teacher.
6. When you plan and implement your curriculum, it is important for you to understand why you have made the decisions you made, and these decisions are based on your educational philosophy.
7. Reasons to develop an educational philosophy include that teachers have a great impact on students' lives.
8. A philosophy helps you understand your values and ensure that they are positive ones that you want to relay to your students.
9. Having a philosophy enables you to more easily reflect on and analyse your decisions and actions.

Learning activity 1. The importance of philosophy in education

Time	25 minutes
Class organisation	Individual, whole class

Purpose: To critically reflect on the importance of philosophy in education.

1. For this activity, divide the class into groups of four student teachers and give students highlighters.
   • Instruct student teachers to individually read the article, "Why you need a philosophy of education" by Nasos Papadopoulis (Box 7.1. Papadopoulos on the importance of having a philosophy of education, in the textbook).
   • Tell them that as they read it, they should highlight the key words that explain why Papadopoulos thinks a philosophy of education is important.
2. When student teachers have read and highlighted the article, instruct them to work in their groups to discuss why Papadopoulos thinks a Philosophy of Education is important. When they reach agreement, they should write Papadopoulos' reasons in the left column of Table 7.1 in the textbook: The importance of a philosophy of

education.

3. Then, instruct groups to discuss the following questions:
   - Which of Papadopoulos's points do you agree with?
   - Which ones do you disagree with?
   - Are there any points you would add regarding why you think Philosophy of Education is important?
   - Why do you think a philosophy of education is important?
4. Then, in no more than 100 words, groups should write why they think a Philosophy of Education is important in the right column of Table 7.1. The importance of a philosophy of education.
5. When groups have written their reasons why they think a philosophy of education is important, bring the class together and ask for volunteers to share their ideas about:
   a. Why Papadopoulos thinks philosophy in education is important
   b. Their group's reasons why philosophy in education is important

As they share their ideas, write them on the whiteboard or butchers' paper (one sheet for Papadopoulos and one sheet for their own ideas). Ask student teachers to identify the similarities and differences between the two sets of reasons, and, if there are differences, why?

Assessment

Reviewing student work

Group and class discussion

Possible student teacher responses

Papadopoulos article reasons:

- To reflect on important, high-level questions around learning and education
- Schools work the way they work because of the way people think
- To improve the system
- To change the rules
- Big questions are fundamentally important to education
- Education prepares the next generation to enter society
- Education imparts ideas and beliefs that shape young people's thinking and behaviour for the rest of their lives.
- Education is too important to be left to guesswork.

Student teachers' reasons will vary but will probably largely reflect Papadopoulos' ideas.

Learning activity 2. Consider some philosophical questions

Time	15 minutes
Class organisation	Whole class

Purpose: To begin to think about one's personal philosophy.

1. This is a whole class activity. Give each class member an A4 sheet entitled "Considering some philosophical questions." Ensure that they have a pen or pencil to write answers on it.

2. Instruct class to circulate and get five answers for each question from classmates. They can only ask a classmate one questions, so they will need to get answers from 20 classmates. Remind them that you will tell them when to Start and when to Stop.

3. Tell them to 'Start!' and time them for approximately five minutes, or until most student teachers have written their 20 answers. Then say 'Stop!"

4. Bring the class together and ask student teachers to report what the majority of respondents answered for each of the questions:

   • What should the aim of education be?
   • Who should be educated?
   • What should be taught, and should this differ with interests and abilities?
   • How should we be educated?

Assessment

Class discussion

Possible student teachers' responses

Student teachers are required to get five answers to each of the four questions. They must then collate their answers, looking for what the majority of respondents said. Responses will vary according to how their questions were answered by classmates.

Period 2

Explicit teaching points

Time	5 minutes
Class organisation	Whole class

1. As you learnt in Year 1, there are three approaches to Educational Philosophy:

- Teacher-centred approaches
- Student-centred approaches
- Society-centred approaches.

2. As we review the three approaches, think back on your practicum classes and your own classes when you were a student and consider how each philosophy might have been demonstrated in the classroom.

3. Teacher-centred approaches:
   - Teacher-centred approaches ensure that ideas about teaching and learning are passed on through the generations.
   - These ideas, passed from generation to generation, continue to impact on what and how we teach.
   - That means that you as a teacher will teach the way you were taught, the way your parents were taught, and the way your grandparents and great grandparents were taught.
   - The teacher is seen as the 'all-knowing' authority who imparts knowledge and values so that students can master their learning (Lynch, 2016a).
   - The teacher sets goals (learning outcomes)
   - Success in teaching is measured by how well students do on tests.

4. Student-centred approaches:
   - Student-centred approaches are ones that stress the importance of students and their success in school.
   - This happens through the teaching or training and assisting of students within the classroom.
   - Students are considered unique and individual, with individual learning needs.
   - In this approach, the learning environment must be more flexible, to cater to the needs of learners
   - Often teachers and students co-construct (build) the curriculum, including what will be studied and how it will be studied (Lynch, 2016b).

5. Society-centred approaches:
   - Society-centred approaches try to make sense of how society affects current and future education.
   - They focus beyond individual students and curriculum to whole groups of people, such as: minority groups, societies of the whole world.
   - Their goal is to improve society through education.

Learning activity 3. Role play the three approaches to Educational Philosophy

Time	15 minutes
Class organisation	Groups of three, whole class

Purpose: To explore how the three approaches to Educational Philosophy could be demonstrated in the classroom.

1. Divide the class into groups of three student teachers. Instruct each group member to take on the role of the teacher, using one of the three approaches to Educational

Philosophy (teacher-centred, student-centred and society- centred). When each person is role playing the teacher, the other two group members will role play Middle School students.

2. Explain the scenario to groups:

   You are a middle school teacher in an urban public school in Yangon. Two Inthama middle school students, Than Win and Thu Thu Aung, have just moved to your school from Inn Paw Khone village on Inle Lake. This is their first day of school.

   Ask student teachers to consider:
   - What they will do when Than Win and Thu Thu Aung arrive?
   - How they will approach Than Win and Thu Thu Aung's learning?

3. Instruct groups to do three, 2-minute role plays: One for each Teacher Approach. Each teacher will greet the two students when they arrive at school.

4. When groups have finished their role play, instruct them to share their thoughts on their Philosophical Approach
   - What happened in the role play?
   - How do they think Than Win and Thu Thu Aung felt?

5. Bring the class together.

   Ask:
   a. What did the teacher-centred approach teacher do when the students arrived?
   b. What did the student-centred approach teacher do when the students arrived?
   c. What did the society-centred approach teacher do when the students arrived?
   d. How effective was each approach?

Assessment

Reviewing student work Group and class discussion Questioning

Possible student teacher responses

Teacher-centred – Teacher will be concerned with passing knowledge on to students, particularly as they will have to catch up being newcomers.

Student-centred – Teacher will take time to get to know students, will be flexible and will try to find out their learning needs.

Society-centred – Teacher will consider their culture and where they came from and how their backgrounds have affected their learning, with the hope of improving their outcomes through education.

Learning activity 4. Carousel of approaches to educational philosophy in the classroom

Time	25 minutes
Class organisation	9 groups, whole class

Purpose: To consider how the three approaches to educational philosophy would look, sound, and feel in the classroom.

1. Before you begin, tape the poster papers with questions on walls around the room. Explain to the class that this activity will be conducted as a Carousel, where students move around the room, adding their responses to various questions that are posted.

2. Explain that during the Carousel activity, they will be answering questions as they would in a Y-chart activity: What does it look like? What does it sound like? What does it feel like? The difference is that rather than writing their answers on a worksheet in one section of the 'Y', they will be moving around the room, writing their answers on poster to paper about how the approach to Educational Philosophy looks, sounds and feels.

3. Divide the class into nine groups. Give every student teacher one coloured marker.

4. Instruct each group to stand in front of one poster on the wall. That is their 'home' question.

5. Explain that when you say 'Start', each group member should write a two or three-word answer on their poster. When you say 'Stop' and then 'Move', groups are to move clockwise to the next poster and write answers on it.

6. Say 'Start' and in a minute 'Stop' and 'Move' until every group has written answers on all 9 posters. Then instruct groups to move one more time: to their 'home' poster where they began. They are to take down their home poster and prepare to share it with the class.

7. Bring the class together and ask each group in turn to state their question and summarise the answers on their poster paper. Provide feedback as appropriate.

Assessment

Reviewing student work Class discussion

Possible student teachers' responses

Teacher-centred: will look neat and orderly, sound quiet except for teacher's voice and feel very formal and serious.

Student-centred: might look messy but interesting, as students are all involved 'hands-on' in their individual learning. It will sound noisy and have a feeling of fun, excitement and

curiosity.

Society-centred: would have posters and activities about human rights and diversity, sound somewhat noisy as students would be encouraged to express their opinions and there could be news podcasts playing and feel serious but engaged and curious.

Check student teachers' understanding

Time	5 minutes
Class organisation	Whole class

1. Review the importance of having a philosophy of education and the three approaches to philosophy of education:

   • Teacher-centred
   • Student-centred
   • Society-centred.

2. Review competencies gained:

   • C1.2.1 Identify theories and concepts that inform approaches to teaching and learning.
   • C3.1.1 Show awareness of the right to education of every child and a commitment to nurturing the potential in each student

3. Review learning outcomes

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

   • Critically reflect on the importance of philosophy in education; and
   • Explain how the three approaches to Educational Philosophy could be demonstrated in the classroom.

7.1.2. Major educational philosophies and educational theories and their application to the classroom

This lesson has four periods.

It looks at educational philosophies within the three approaches to educational philosophy, and at some of the educational theories associated with each of the philosophies:

- Within the teacher-centred approach, we look at the Philosophies of Idealism and Realism, and from them the Educational Theories of Perennialism and Essentialism.
- Within the student-centred approach, we look at the Philosophies of Pragmatism and Existentialism and, from them the Educational Theories of Progressivism and Reconstructionism.
- Within the society-centred approach, we look at the Philosophies of Postmodernism and Existentialism and, from them the Educational Theories of Critical Theory and Globalisation.

This lesson also introduces a fourth approach: Eclecticism. Eclecticism is from the Greek word, *eklektikos* which means 'selective'. It is an approach to educational philosophy that draws upon, or selects, ideas from a number of other philosophies, rather than staying with one set of ideas. Many teachers take an eclectic approach, as they find good ideas in a variety of different philosophies.

Expected learning outcomes

> **By the end of this lesson, student teachers will be able to:**
> - Summarise the major philosophies and educational theories and how they apply to classroom practice; and
> - Discuss how Eclecticism applies to one's teaching practice.

Competencies gained

C1.2.1 Identify theories and concepts that inform approaches to teaching and learning.

C3.1.1 Show awareness of the right to education of every child and a commitment to nurturing the potential in each student

D1.1.2 Use information from a variety of sources to improve teaching practice and student learning

Time: Four periods of 50 minutes

Learning strategies:

Learning activity 1: Reflection and role-play of teacher-centred educational theories

Learning activity 2: Compare student-centred educational theories

Learning activity 3: Quick quiz

Learning activity 4: Apply Critical theory and Globalisation to the classroom

Learning activity 5: Fill an eclectic shopping bag

Assessment approaches:

- reviewing student work
- group and class discussion
- questioning

Preparation needed:

- Read 7.1.2. Major educational philosophies and educational theories and their application to the classroom.

- Prepare a slide, chart or diagram of Figure 7.2. Relating approaches to Educational Philosophies and Educational Theories (in the textbook).

Resources needed:

Learning activity 1:

- Table 7.2. Teacher-centred educational theories in the textbook
- A desk and four chairs at the front of the room
- Two A4 signs: 'Essentialism' and 'Perennialism'

Learning activity 2:

- Table 7.3. Student-centred educational theories in the textbook
- Figure 7.8. Compare the two Educational Theories in the textbook
- Two large, overlapping circles on floor, labelled 'Progressivism', and 'Reconstructionism' use Figure 7.8 as a guide)
- 20 blank sheets of A4 paper, cut in half
- Coloured markers

Learning activity 3:

- One quick quiz sheet for each group of three student teachers, as follows:

Quick Quiz

Fill in the missing parts of each sentence, based on your Textbook readings

1. The goal of Society-centred approaches is to _____.
2. In Realism, the purpose of schools is to master the _____ through _____, _____ and experimentation.
3. Another name for Pragmatism is _____.
4. In the _____ approach, students are considered unique and individual, with individual learning needs.
5. Reconstructionist _____ is multidisciplinary and interdisciplinary.
6. Three basic principles of Essentialism are:
   There is a core of _____ to the next generation
   _____ and _____ are vital to education
   Education is delivered through a _____ approach.
7. Your Educational Philosophy describes your _____, _____ and _____ as a teacher.
8. With the belief that people are basically good, _____ teachers focus on learning experiences as a way of gaining knowledge.
9. In Idealism, the aim of teaching is to_____as they absorb broad and enduring ideas and values.
10. Philosophy means_____.
11. A ___ teacher must guide or coach students to _ their intellect.
12. Three _____ are: teacher – centred, student – centred and society – centred.
13. Educational Philosophies put into words_____-.
14. The teacher-centred approach sees the teacher as the_____, imparting_____and _____ so that students can master learning.
15. A philosophy helps you understand _ and ensure that _____ that you want to relay to your_____.

Learning activity 4:

- Box 7.2. Climate change matters to Myanmar in the textbook
- Six sheets of poster paper
- Coloured markers

- Tape

Learning activity 5:

- One paper shopping bag for each student teacher. If these are not available, you can make them with large paper (e.g., butchers' paper or newspaper. Fold the paper, staple it, and add string for a handle)
- Stapler and string (if needed)
- Drawing materials (coloured pencils, pens, pastels, crayons) to decorate shopping bags.
- Idea Cards (5 to 10 for each student teacher). These can be made by printing the following and cutting each sheet into four cards:

Idea Card	**Idea Card**
Approach:	Approach:
Philosophy:	Philosophy:
Idea:	Idea:
Use in Classroom:	Use in Classroom:

Idea Card	Idea Card
Approach:	Approach:
Philosophy:	Philosophy:
Idea:	Idea:
Use in Classroom:	Use in Classroom:

Period 1

Explicit Teaching Points

Time	10 minutes
Class organisation	Whole class

1. As you deliver these points, show an enlarged diagram of Figure 7.2. Relating approaches to Educational Philosophies and Educational Theories, in the textbook.
2. Each of the three approaches to Educational Philosophy: Teacher-centred; student-centred and society-centred have educational philosophies associated with them. And from the Educational Philosophies, each approach has educational theories associated with it.
3. Teacher-centred philosophies (also called 'authoritarian-focused philosophies) include:
   - Idealism - the philosophy that truth and values are universal and absolute
   - Realism - the belief that reality can be found in our physical world and that knowledge comes through experience and reasoning.
   Educational theories associated with Idealism and Realism include:
   - Perennialism– an educational theory that states that teachers should teach knowledge that is relevant to all people throughout time.
   - Essentialism – an educational theory that sees education as a way of teaching students the essential skills and knowledge of the culture.
4. Student-centred philosophies (also called Non-Authoritarian philosophies) include:

- Pragmatism - a philosophy that argues that reality changes and depends on what is observed and experienced, and how it is interpreted.
- Existentialism - a philosophy that deals with issues of why we exist, rejecting universal truths in favour of individual constructions of reality. Educational theories associated with Pragmatism and Existentialism include:
- Progressivism - an educational theory that stresses that ideas must be tested, and learning could come from what learners want to know.
- Reconstructionism - an educational theory that calls on schools to advocate for social change and democracy.
5. Society-centred philosophies (also called Non-Authoritarian philosophies) include:
   - Postmodernism – a philosophy that claims that all knowledge is constructed by people in power who use that knowledge to oppress and exploit others. They see the role of education as empowerment and transformation of the oppressed.

   Educational theories associated with Postmodernism include:
   - Critical Theory - is a philosophy that that looks at power relationships within institutions, organisations and instruction, with a view to changing systems to overcome oppression and improving the human condition.
   - Globalisation – is a philosophy that promotes understanding, interacting and developing relationships with people around the world.
6. The Educational theory Essentialism:
   - Views education as a way of teaching children the essential skills and knowledge of the culture, for the purpose of preserving the culture.
   - Skills are taught through the uniform transmission of information from the teacher to the students.
   - Information transmitted includes basics, such as:
     - History
     - Science
     - Reading
     - Writing
     - Speaking
     - Mathematics
     - Technology.

   This core curriculum can change over time. Values conveyed include:
     - hard work;
     - respect for authority; and
     - discipline.

   Students practice and demonstrate their understanding through:
     - memorising;
     - repeating; and
     - practicing for assessment tasks.
7. In the classroom, Essentialism would look like:
   - Teachers standing at the front of the class lecturing and students taking notes.
   - Students practice through worksheets or projects and are assessed through examinations, essays, tests, etc.
8. The Educational Theory Perennialism:

- States that teachers should teach the things that are relevant to all people throughout time
- Principles, rather than facts, are the focus of this philosophy
- The aim of teaching is to get students to think rationally and critically, as they seek enduring truth
- Perennialism assumes that nature and humans do not change
- Teachers must guide or coach students to cultivate their intellect
- This is accomplished through:
    - mastery of subject content;
    - developing reasoning skills; and
    - a pre-planned sequence of learning: from basic skills to more advanced study of literature, history and philosophy.
- All students are taught the same content in the same way (Lynch, 2016a).

9. Perennialist teachers are:
- Subject-centred, where the teacher delivers a clear lecture and expects students to understand. Students' interests and feelings are not considered.
- Training students to read and understand what a book is saying. Teaching is based on the book.
- Teaching students to learn from works of the world's best authors and learn through memorising.
- Classroom rules are strict – no noise or chaos and specific behaviours are required and rewarded (with negative behaviours punished).

Learning activity 1. Reflection and role-play of teacher-centred educational theories

Time	40 minutes
Class organisation	Individual, groups of five, whole class

Purpose: To distinguish between Essentialism and Perennialism.

1. Put a desk and four chairs at the front of the room for the role plays. Put the signs, 'Essentialism' and 'Perennialism' on either end of a classroom wall.
2. Explain to the class that this activity begins with individual reflection, then group and whole-class work.
3. Instruct individuals to begin by reflecting on:
- Teacher-centred classroom practices they saw in their practicum schools
- Teacher-centred classroom practices they experienced when they were in school.
- *For example, they may have seen or experienced teachers lecturing students, dictating information that students must copy, or modelling learning that the class then had to follow.
4. Instruct them to choose two examples and describe those examples in short paragraphs in the boxes in Table 7.2. Teacher-centred educational theories, in the textbook.
5. When individuals have written their two examples of teacher-centred

practices, divide the class into groups of five student teachers:

- Instruct groups to give each student teacher the opportunity to share their two examples with the group.
- After individuals have read each example, the group will decide whether the example is Essentialism or Perennialism.
- When the group has reached a consensus, the student teacher will write the choice in the box beneath each example, headed "Essentialism or Perennialism?" in Table 7.2. Teacher-centred educational theories.

6. When all five group members have shared their examples and decided whether they are Essentialism or Perennialism, instruct each group to choose:
   - The best example of Essentialism
   - The best example of Perennialism.

7. Then, instruct groups to choose one of the two examples and create and practise a 2-minute role play, either of the Essentialism example or of the Perennialism example, to be performed for the class at the front of the room (where the desk and four chairs are situated).

8. Bring the class together and call upon each group to present their role play. The class must then guess whether it is Essentialism or Perennialism. If they think it is Essentialism, they go and stand in front of the 'Essentialism' sign on the wall. If they think it is Perennialism, they go and stand in front of the 'Perennialism' sign on the wall. The group will reveal the correct answer.

9. Ask groups to explain why their role play is either Essentialism or Perennialism.

Assessment

Reviewing student work, and questioning

Possible student teachers' responses

Responses will vary, but should include characteristics of Essentialism or Perennialism.

Table. Characteristics of Essentialism or Perennialism

Essentialism	Perennialism

• Education is a way of teaching children the essential skills and knowledge of the culture, for the purpose of preserving the culture.
• Skills are taught through the uniform transmission of information from the teacher to the students.
• Information transmitted includes basics, such as:
 	
  - History
  - Science
  - Reading
  - Writing
  - Speaking
  - Mathematics
  - Technology.
 	
• Values conveyed include:
 	
  - hard work;
  - respect for authority; and
  - discipline.
 	
• Students practice and demonstrate their understanding through:
 	
  - memorising;
  - repeating; and
  - practicing for assessment tasks.
 	
• In the classroom, Essentialism would look like:
 	
  - Teachers standing at the front of the class lecturing
  - Students taking notes
  - Students practice through worksheets or projects and are assessed through examinations, essays, tests, etc.
	• Teachers should teach the things that are relevant to all people throughout time
	• The focus is on principles, rather than facts
	• The aim of teaching is to get students to think rationally and critically, as they seek truth.
	• Assumes that nature and humans do not change.
	• Teachers must guide or coach students to cultivate their intellect
	• This is accomplished through:
	
	  - mastery of subject content;
	  - developing reasoning skills; and
	  - a pre-planned sequence of learning: from basic skills to more advanced study of literature, history and philosophy
	
	• All students are taught the same content in the same way (Lynch, 2016a).
	
	Perennialist teachers are:
	
	• Subject and centred, where the teacher delivers a clear lecture and expects students to understand. Students' interests and feelings are not considered.
	• Training students to read and understand what a book is saying. Teaching is based on the book.
	• Teaching students to learn from works of the world's best authors and learn through memorising.
	• Classroom rules are strict – no noise or chaos and specific behaviours are required and rewarded (with negative behaviours punished).

Period 2

Explicit teaching points

Time	10 minutes
Class organisation	Whole class

1. The main philosophy under the student-centred approaches is Pragmatism (also called Experimentalism). Pragmatism sees values and knowledge as changeable and dependent on individual experiences.

2. Pragmatics believe that schools should equip students with academics and problem-solving skills, and opportunities to build social relationships.

3. In Pragmatic classrooms, teachers and students actively participate in the learning, which is based on student interests and needs.

4. Curriculum is integrated, rather than being taught through specific subjects.

5. Pragmatic teachers empower students with knowledge, skills, and dispositions. They guide students to use that knowledge to solve problems that are relevant to them.

6. Two student-centred educational theories are Progressivism and Reconstructionism.

7. Progressivists believe that there are no universal and that knowledge and values come from human experience. Children learn best when they are pursuing their

own interests and they learn by doing. Learning is gained through experience and teachers of facilitators of those experiences.

8. Reconstructionism is an educational theory that emphasises examining long- term social issues, through education, as a way of achieving goals of social reform; creating a better social order and ultimately a better world. So schools go beyond academics to become social agencies, empowering student to solve both personal and social issues. Reconstructionist teachers' goals are to nurture students who want to solve global as well as personal issues to change society for the better.

Learning activity 2. Compare student-centred educational theories

Time	30 minutes
Class organisation	Group of six, whole class

Purpose: To research and compare Progressivism and Reconstructionism.

1. Divide class into groups of six student teachers. Three group members will research each of the student-centred educational theories:

   • Progressivism
   • Reconstructionism.

2. Instruct groups to research information from their textbook notes, the Education Degree College e-library, or online. Research the educational theory's:

   • Key points
   • Purpose of education
   • Role of teacher
   • Role of students
   • Example lesson topics
   • Example teaching strategies
   • How learning would be assessed.

3. When they have found the information, instruct groups of three to write it under their designated educational theory's column in Table 7.3, which is in the textbook. Then the two groups of three will share their information with each other and finish filling in Table 7.3.

4. When groups have filled in Table 7.3, instruct them to considering what the two Educational Theories have in common and where they differ. They are then to complete the Venn Diagram (Figure 7.8) to show the similarities and differences in the two Educational Theories.

5. While groups are completing their Venn Diagram, put the two large, overlapping circles on floor, labelling one: "Progressivism' and the other 'Reconstructionism'. Have blank papers and coloured markers available.

6. Bring the class together to discuss this activity. Ask the following questions, and when you get a correct answer, invite the student teacher up to write that characteristic on a blank sheet and place the sheet in the appropriate circle:

   a. What are the unique characteristics of Progressivism?
   b. What are the unique characteristics of Reconstructionism?
   c. What do Progressivism and Reconstructionism have in common?

7. When each of the sections of the overlapping circles is filled with characteristics, ask for volunteers to summarise the similarities and differences of each philosophy.
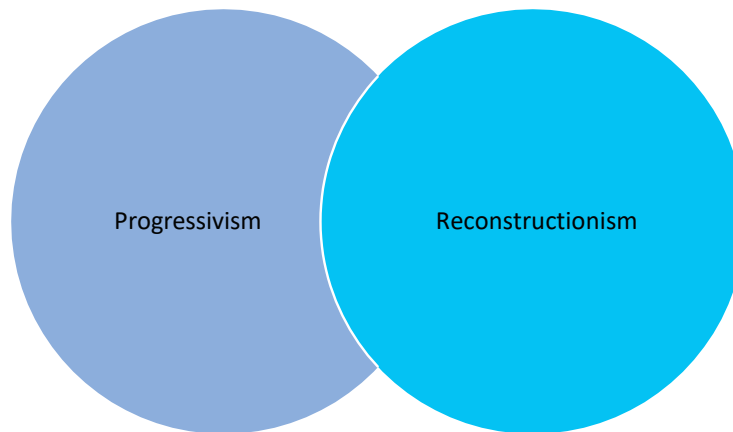
Figure. Comparing student-centred educational theories

Assessment

- Reviewing student work
- Group and class discussion (including overlapping circles activity)

Possible student teachers' responses

Student responses should be based on information about each philosophy, as outlined in the textbook, section 'Student-centred approaches expanded'.

Learning activity 3. Quick quiz

Time	10 minutes
Class organisation	Pairs

Purpose: To review learning about Educational Philosophy.

1. Put in pairs and give each pair a quick quiz sheet. Instruct them that when you say 'Start!' they are to fill in the missing words in each statement, based on their textbook reading. The first pair to finish correctly is the winner.

2. Say 'Start'. When the first pair have finished, call 'Stop' and all pairs must stop. Check that the first pair have all the answers correct. If not, continue with the activity until another pair is finished and has correctly filled in all of the answers.

Assessment

Reviewing student work.

Possible student teachers' responses

1. The goal of society-centred approaches is to improve society through education.
2. In Realism, the purpose of schools is to master the laws of the universe through reasoning, observation, and experimentation.
3. Another name for Pragmatism is Experimentalism.
4. In the student-centred approach, students are considered unique and individual, with individual learning needs.
5. Reconstructionist curriculum is multidisciplinary and interdisciplinary.
6. Three basic principles of Essentialism are:
   • There is a core of information to be disseminated to the next generation
   • Hard work and discipline are vital to education
   • Education is delivered through a teacher-centred approach.
7. Your Educational Philosophy describes your ideas, beliefs, and goals as a teacher
8. With the belief that people are basically good, Progressivist teachers focus on learning experiences as a way of gaining knowledge.
   9. In Idealism, the aim of teaching is to develop intellectual capacity in students as they absorb broad and enduring ideas and values.
10. Philosophy means 'love of wisdom.'
11. A Perennialist teacher must guide or coach students to cultivate their intellect.
12. Three approaches to Educational Philosophy are: Teacher-centred, student- centred and society-centred
13. Educational Philosophies put into words what you are thinking and doing.
14. The teacher-centred approach sees the teacher as the authority, imparting knowledge and values so that students can master learning.
15. A philosophy helps you understand your values and ensure that they are positive ones that you want to relay to your students.

Period 3

Explicit teaching points

Time	10 minutes
Class organisation	Whole class

1. The Educational Philosophies that are society-centred are Postmodernism and Existentialism.

2. Postmodernists believe that education in schools should empower and transform students.

3. Postmodern curriculum is interdisciplinary, focusing on social issues and problems. Teachers not only teach but guide students' understanding of how curriculum content serves ideological and political interests.

4. Existentialism is an educational philosophy that focuses on students choosing their own purpose in life (existence) and educational pathway, based on their character and beliefs.

5. Individuality is valued alongside freedom as students are prepared for social adjustment, to create meaning and to see beyond their personal interests and goals.

6. Students learn to self-direct their learning rather than following a set curriculum, as they look for meaning in life and determine what is true or false, right or wrong, beautiful or ugly.

7. The Existential teacher respects student agency and is open-minded and reflective. Teachers and students engage in dialogue about 'real life' moral and philosophical issues and individual responses are encouraged.

8. From society-centred approaches and the philosophies of Postmodernism and Existentialism come the educational theories of Critical Theory and Globalisation. 9. Critical Theory is a theory of education that looks at power relationships within institutions, organisations and instruction, with a view to changing systems to overcome oppression and improving the human condition.

10. Critical theorists seek to empower students against oppression. Similar to Reconstructionism, curriculum in Critical Theory deals with social problems, such as poverty, violence, and hunger, and taking action on them.

11. Globalisation promotes understanding, interacting, and developing relationships with people around the world through:

   • communication;
   • economics;
   • politics; and
   • education.

Learning activity 4. Apply Critical theory and Globalisation to the classroom

Time	40 minutes
Class organisation	Group of six, whole class

Purpose: To apply Critical theory and Globalisation to classroom practice.

1. Divide the class into six groups: three for Critical Theory and three for globalisation. Within both Critical Theory and globalisation:
   • One group will represent Kindergarten and Grade 1
   • One group will represent Grades 2 – 4
   • One group will represent Middle School: Grades 5 to 8.

2. Instruct each group to read the article, "Climate Change Matters to Myanmar" (Box

7.2. Climate Change Article, in the textbook) and discuss what it is saying. Then they will brainstorm how they could use the article and its message:
- From their educational theory perspective (Critical Theory or Globalisation)
- At the year levels they represent (Kindergarten and Year 1; Years 2 to 4; or Middle School) to teach students about climate change.

3. Give groups a sheet of poster paper and coloured markers. Instruct groups to write their ideas on a sheet of poster paper, in the form of an activity, as dot points, illustrations, etc.
4. When posters are complete, instruct groups to mount them on the wall.
5. Bring the class together to do a gallery walk. When you stop at each poster, ask the group who created it to present their ideas. Provide feedback and encourage student teachers to provide feedback.

Assessment

Reviewing student work, and group and class discussion.

Possible student teachers' responses:

Responses will vary based on:

- Their educational theory perspective (Critical Theory or Globalisation)
- The grade levels they represent
- Their understanding of both of the above.

Period 4

Explicit teaching points

Time	5 minutes
Class organisation	Whole class

1. While there are three main approaches to philosophy in education, there is a fourth approach. It is called Eclecticism.
2. Eclecticism is an approach, used by most teachers, that draws upon parts of a number of approaches, philosophies, and educational theories to help us to understand and implement teaching and learning.
3. The term 'eclecticism' comes from the word 'elect', which means to choose and pick up.
4. An eclectic approach involves:
   - choosing the best ideas from a number of different philosophies; and
   - combining them into an approach that suits the needs of individual teachers and students.

   It is a bit like filling a shopping bag with a variety of resources that you need

to cook healthy and interesting meals for you and your family.
5. An Eclectic teacher might draw on some of these ideas for one situation or student and other ideas for a different situation or different students.

Learning activity 5. Fill an eclectic shopping bag

Time	40 minutes
Class organisation	Groups of five, whole class

Purpose: To select ideas from each of the three approaches, the philosophies and the educational theories that would suit student teachers' individual philosophies

1. Divide the class into groups of five student teachers.
2. Give each student teacher a shopping bag. Make Idea Cards available for them to complete this activity.
3. Instruct groups to begin by critically reflecting on each of the three Approaches, five philosophies and six educational theories they have learnt about in this lesson:
   • Teacher-centred approach:
     - Philosophies: Idealism and Realism
       ▪ Educational Theories: Perennialism and Essentialism
   • Student-centred approach:
     - Philosophy: Pragmatism
       ▪ Educational Theories: Progressivism and Reconstructionism
   • Society-centred approach:
     - Philosophies: Postmodernism and Existentialism
       ▪ Educational Theories: Critical Theory and Globalisation
4. Instruct individual group members to consider and choose ideas that they agree with from any of the Approaches, Philosophies or Educational Theories and decide how they could use that idea in their teaching practice. Instruct them to write each idea on an idea card and place the card in their shopping bag.
5. When individuals have filled their shopping bags with Idea Cards, instruct them to get together in their group of five student teachers to 'unpack' each shopping bag, sharing the ideas that each group member. Groups should discuss:
   • Whether overall, their group preferred teacher-centred, student-centred or society-centred approaches
   • Which of the five philosophies were the most popular? Which was the least popular?
   • Which ideas from the five philosophies were chosen more frequently?
   • What were the five best ideas for classroom use?
6. When groups have discussed these questions, instruct them to use the drawing materials to decorate the outside of their shopping bags, to demonstrate with images, words and colours their Eclectic Approach.
7. Then instruct groups to display their shopping bags on their tables. Bring the class together and ask each group to present their shopping bags to the class, along with their responses to each of the above questions.

Assessment

Reviewing student work Questioning
Group and class discussion.

Possible student teachers' responses

Responses will vary, as this is an opportunity for student teachers to select from any of the approaches, philosophies and educational theories. Ensure that their reasons are appropriate for that idea.

Check student teachers' understanding

Time	5 minutes
Class organisation	Whole class

1. Ask students to reflect on the contents of their eclectic shopping; the decisions they made about what to pack in it and the decisions they made about how to decorate it. Ask them to consider what that means to their developing Philosophy of Education.

2. Review competencies gained:
   • C1.2.1 Identify theories and concepts that inform approaches to teaching and learning.
   • C3.1.1 Show awareness of the right to education of every child and a commitment to nurturing the potential in each student
   • D1.1.2 Use information from a variety of sources to improve teaching practice and student learning

3. Review learning outcomes:
   By the end of this lesson, student teachers will be able to:
   • Summarise the major philosophies and educational theories and how they apply to classroom practice; and
   • Discuss how eclecticism applies to one's teaching practice.

2.3. EDC Year 2 Semester 2 Reflective Practice and Essential Skills; Unit 5. Leadership and Team Building; pp. 36-54 – TG

| Unit 5 | **Leadership and Team Building** |

One of the objectives of the Education Degree Colleges is "to train and produce teachers who can assume leadership possessing a thorough knowledge and understanding of the principles of all-round harmonious development of human personality in education"[4].

Part of your role as a teacher is to lead, inspire and motivate.

Further, as a teacher, and as a student teacher, you are required to work in teams. Through teams, multiple perspectives can be gained and considered, and high-quality work can be achieved.

This unit examines strategies for developing leadership skills for teaching. It looks at team building from Tuckman's stages of team building, and challenges you to develop a team-building game, to be used in a future practicum.

Expected learning outcomes

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

- Recommend strategies to develop leadership skills for teaching practice; and
- Apply Tuckman's stages of team building to a team in which they are a member.

Competencies gained

B4.1 Demonstrate strategies for working together with other teachers, parents, and the local community to improve the learning environment for students

C2.1 Demonstrate commitment to serving the school and community as a professional member of the teaching profession

5.1. Leadership in Education

Every teacher is a leader, and as a leader it is your responsibility to guide others through what you say and what you do. You certainly need to have a thorough knowledge of subject content and pedagogy, but you also need to know how to lead and inspire students, colleagues, parents, and the wider community.

The lessons in this sub-unit examine leadership strategies student teachers could use in their teaching practice.

5.1.1. Leadership strategies

Expected learning outcome

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

- Recommend strategies to develop leadership skills for teaching practice

Competencies gained

B4.1.3 Seek colleagues' perspectives in attempting to respond to learning issues, and accept feedback positively

C2.1.2 Demonstrate model behaviour as a teacher serving and working in school and community responsibly and accountably

Time: One period of 50 minutes

Learning strategies:

Learning activity 1: Rank leadership qualities Learning
activity 2: Planning for leadership

Assessment approaches: Whole class discussion

Preparation needed: Read Sub-unit 5.1. Leadership in Education (in textbook)

Resources needed:

Learning activity 1:

16 sheets of A4 paper, each printed with one of the following:

- courage
- curiosity
- emotional intelligence
- judgment
- passion
- persuasion
- resilience
- vision
- 1
- 2
- 3
- 4
- 5
- 6
- 7
- 8

Learning activity 2: Table 5.1. Planning for leadership (in textbook)

Explicit teaching points

Time	5 minutes
Class organisation	Whole class

1. Think back to when you were in school. Think of a good school leader. What characteristics made them effective? *Ask for volunteers to respond to this question.*
2. Effective school leaders are:
   i.   Informed
   ii. Passionate
   iii. Persuasive
   iv. Courageous[5]
3. As a teacher, your job is to lead, inspire and motivate every day.
4. As a teacher, you should strive to be not only a high-quality teacher, but a teacher who is a leader – who goes out of their way to make learning engaging and successful for every student.
5. The eight most common qualities of successful educational leadership[6] are:
   - vision – the ability to visualise what could and should happen in the future;
   - courage – perseverance to achieve the set goals;
   - passion – great interest and commitment to teaching and to the goals of the school;
   - emotional intelligence – understanding of emotions in self and others and ability to be empathic and bring out the best in students and colleagues;
   - judgement – consults with others and makes good decisions;
   - resilience – ability to remain positive, even during difficult times, and continue toward goals;
   - persuasion – confident communicators and storytellers, great persuaders

and listeners, great motivators; and

- curiosity – outward looking and curious: looking beyond the school to what is going on elsewhere to network and pick up new ideas.

Learning activity 1. Rank leadership qualities

Time	15 minutes
Class organisation	Whole class – activity to take place at the front of the class

Purpose

To discuss and rank teaching leadership qualities.

1. Ask for eight volunteers from the class to come up to the front of the class to represent a quality of an effective leader. Give each volunteer one of the quality cards: either vision, courage, passion, emotional intelligence, judgment, resilience, persuasion, or curiosity. Instruct these eight volunteers that they will introduce themselves as their quality and give an example or explain what it means.
2. After the eight volunteers have introduced themselves, ask for eight more volunteers. Give each of these volunteers a number card from 1 to 8.
3. The task for the class is to rank in order of importance the eight leadership qualities. The volunteer holding #1 card will lead the discussion with the class as to which quality is the most important for a teaching leader and why. When the class has come to some agreement, the volunteer with the #1 card will move the volunteer with the quality to the first position in a line and give that person the #1 card.
   4. Then, the volunteer holding the #2 card will follow, leading a discussion with the class as to which is the second most important quality for a teaching leader and why. When the class have decided, the volunteer with #2 card will move the volunteer with that quality to the second position in the line and give that person the #2 card.
5. This will continue until the volunteer with the #8 card moves the final quality to the eighth position.
6. Then, ask class to examine the ranking and comment on why the decisions were made as they were. If the class feels that a quality is in the wrong position, it can be relocated.
7. Review class choices and reasons for them. Finish the activity by asking class to reflect on which of these qualities they currently possess, and which still require work.

Assessment

Class discussion

Responses will vary. Class must be able to justify their choices.

Learning activity 2. Planning for leadership

Time	25 minutes
Class organisation	Groups of four-five student teachers

Purpose: To devise and recommend strategies to develop leadership skills for teaching practice.

1. Begin this activity by reviewing strategies to develop leaderships skills with student teachers. For example:
   a. Practice discipline – Develop discipline in your professional and personal life, such as: meeting deadlines, keeping appointments, ending meetings on time, waking up early and getting exercise.
   b. Take on more projects – Do more than what is expected and learn anything new.
   c. Learn to follow – Keep an open mind and learn from others who may disagree with you. Then they are more likely to support you.
   d. Develop a situational awareness – Look at the big picture and anticipate problems before they happen. Provide suggestions for avoiding problems.
   e. Inspire others – Remember that you are part of a team and should be able to motivate and inspire them through encouragement, guidance and listening to them.
   f. Keep learning – Always keep learning new things to keep your mind alert and your skills fresh.
   g. Empower your teammates – Delegate tasks and allow others to excel at things.
   h. Resolve conflicts – Talk to people involved privately and be open to making changes if people are unable to resolve a conflict.
   i. Be a good listener – Listen to the suggestions, ideas, and feedback (verbal and non-verbal) of others and use them to improve.[7]
2. Divide class into groups of four student teachers. Instruct each group to brainstorm examples of actions they could take, using each of the strategies, to develop leadership skills for their upcoming practicum. For example, for the 'practice discipline' strategy, an action could be to get up early, dress appropriately and arrive at the college with plenty of time to prepare for class.
3. Examples are to be written into Table 5.1. Planning for leadership, in the textbook.
   4. Bring the class together and ask for volunteers to share their ideas for implementing each of the nine strategies (from Table 5.1) to develop leadership skills.

Assessment

Group and whole class discussion.

Possible student teachers' responses

Responses will vary. Responses must relate to issues that could be experienced in student teachers' upcoming practicum.

Check student teachers' understanding

Time	5 minutes
Class organisation	Whole class

1. Ask student teachers why it is important to develop leadership skills for practicum.

2. Review competencies gained:
   B4.1.3 Seek colleagues' perspectives in attempting to respond to learning issues, and accept feedback positively

   C2.1.2 Demonstrate model behaviour as a teacher serving and working in school and community responsibly and accountably

3. Review learning outcome:
   By the end of this lesson, student teachers will be able to:

   • Recommend strategies to develop leadership skills for teaching practice.

Expected student teachers' responses for the review questions in TB

Question 1: Which qualities of good teaching leadership did you learn in Year 1?
Answer: *Qualities of good teaching leadership from Year 1:*

- *Passionate about teaching*
- *Work well with others*
- *Excellent communicators*
- *Embrace change*

Question 2: Which qualities have been added in Year 2?
Answer: *Qualities added in Year 2:*
- *Being self-aware and confident*
- *Leading by example*

Question 3: How can you develop leadership skills for your teaching practice?
Answer: *You can develop leadership skills for teaching practice by:*
- *Practicing discipline*
- *Taking on more projects*
- *Learning to follow*
- *Developing a situational awareness*
- *Inspiring others*
- *Keeping learning*
- *Empowering your teammates*
- *Resolving conflicts*
- *Being a good listener*

5.2. Team building

Both as teachers and as students, we are required to work in teams. As a team member, it is your responsibility to interact and collaborate with other members of your team. This lesson looks at reasons for teams and strategies for building effective teams.

5.2.1. Forming a team

Expected learning outcome

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

- Apply Tuckman's stages of team building to a team in which they are a member.

Competencies gained

B4.1.3 Seek colleagues' perspectives in attempting to respond to learning issues, and accept feedback positively

C2.1.2 Demonstrate model behaviour as a teacher serving and working in school and community responsibly and accountably

Time: One period of 50 minutes

Learning strategies:

Learning activity 1: Reflecting on team experience
Learning activity 2: Apply Tuckman's stages of team building

Assessment approaches: Reviewing student work

Learning activity 2 is to be copied into the RPES Assessment booklet and used as part of the written assessment mark.

Preparation needed: Read Sub-unit 5.2. Team Building (in textbook)

Resources needed:

Learning activity 1: Figure 5.4. Team tree (in textbook)

Learning activity 2: Figure 5.5. Tuckman's stages of team building (in textbook and RPES Written Responses Booklet)

Explicit teaching points

Time	10 minutes
Class organisation	Whole class

1. Teams in education go beyond team teaching. A team can be made up of any of the key players within the school community such as:

   - teachers
   - students with other students
   - school leaders (principal, vice principal, head teachers)
   - school support staff (guidance officer, caretaker, clerical staff, school nurse)
   - parents
   - community members (business owners, community workers, doctors, librarians)

2. Ways of collaborating with others in teams include:

   - working toward a common goal
   - valuing and utilising individual's skills, talents and experience
   - inviting others' thoughts, ideas and questions
   - supporting others to do their best
   - managing tasks and time effectively
   - respectfully providing and accepting feedback
   - communicating as clearly and effectively as possible
   - listening to others and making them feel that their contributions are understood and respected.

3. In Year 1, you were introduced to four team-building games:

   - build it – teams have a specific amount of time to construct something out of art or scrap material.
   - zoom – group storytelling, based on pictures that each member holds.
   - obstacle course – navigating a course blindfolded, with verbal directions from teammates.

- worst case scenario – working together to solve a problem, such as being stranded on a desert island.

4. This year you are introduced to four team decision-making strategies:

- **Brainstorming** – The situation is described in detail and team members suggest ideas and courses of action to address the situation. Ideally, there will be a stage of evaluating the ideas and coming to a consensus about which course of action to choose.
- **Dialectical Inquiry** – This involves dividing the team into two opposing groups, where one group presents the advantages and the other the disadvantages of a proposed solution. Then, the team decides on the solution.
- **Nominal Group Technique** – Each member of the team individually writes a list of their ideas. Taking turns, each member presents one idea from their list until all ideas have been presented. Then, the team discusses the ideas and ranks them in order of preference.
- **Delphi Technique** – Each team member is asked to provide ideas and/or solutions to the decision, in successive stages. After each stage, other team members ask questions and then rank the solutions. After several rounds, the team comes to a consensus and the decision is made.[8]

5. In Year 1, you were introduced to Tuckman's (1965) stages of team building. They are:

- **Forming** – Teams are set up and roles given to members.
- **Storming** – Members learn to work together to achieve goals.
- **Norming** – Members reach an understanding so they can focus on goals and make progress.
- **Performing** – Members are comfortable in their roles, accepting of others and can accomplish much through collaboration.

Learning activity 1. Reflecting on team experience

Time	10 minutes
Class organisation	Individual, whole class

Purpose: To reflect on teams and team experiences.

1. To begin this activity, student teachers will work individually.
2. Instruct class to reflect on the teams in which they have been a member and choose one of them. Possible teams could be the Year 2 teacher education cohort, a religious group, a social group, a sport or hobby group/team, or a family group.
3. When student teachers have chosen the team, instruct them to write the name of the team on the trunk of the tree in Figure 5.4. Team tree.

4. Then, they should add information about the team to each branch, such as:

- how long they have been a member of the team
- the common goals of the team
- the other members of the team and their roles or contributions
- the student teacher's roles and contributions to the team.

5. Bring the class together and ask for volunteers to share their trees with the class.

Assessment

Reviewing student work

Class discussion

Possible student teachers' responses

Responses will vary.

For example, a student teacher might say that she is part of the second-year cohort. She has been a member for two years. The common goals of the team are to successfully complete their four years of study and becoming a primary or middle school teacher. There are 155 other members of the second-year cohort. Their responsibilities are to complete their readings and preparation for class, attend class and contribute, complete assignments, undertake practicum, etc. The student teacher's roles would be the same as other members of this team.

Learning activity 2. Apply Tuckman's stages of team building

Time	25 minutes
Class organisation	Groups of five student teachers

Purpose: To consolidate understanding of Tuckman's stages of team building by applying them to student teachers' own team experiences.

1. Divide class into groups of three student teachers. Instruct them to begin by reflecting on the team building processes of the team they identified in learning activity 1. Their reflections should be guided by Tuckman's stages of team building.
2. Then, instruct groups to discuss what they will write individually for each stage of the team building process.
3. Other group members should give feedback to each person, considering issues such as:

- Was there a stage, or stages, missing in someone's team? Why?
- What do group members' experiences have in common?
- How are group members' experiences different?
- Do Tuckman's stages of team building apply well to the team in which they are or were a member?

4. Instruct student teachers to write their answers into Figure 5.6. Tuckman's stages of team building (in their textbooks) and then to copy them into the RPES Written Responses Booklet, to be submitted for assessment.

Check student teachers' understanding

Time	5 minutes
Class organisation	Whole class

1. Remind students that learning activity 2: Apply Tuckman's stages of team building, must be copied into the RPES Written Responses Booklet, to be submitted for assessment.

2. Review competencies gained:

   B4.1.3 Seek colleagues' perspectives in attempting to respond to learning issues, and accept feedback positively
   C2.1.2 Demonstrate model behaviour as a teacher serving and working in school and community responsibly and accountably

3. Review learning outcome:
   By the end of this lesson, student teachers will be able to:
   - Apply Tuckman's stages of team building to a team in which they are a member.

Expected student teachers' responses for the review questions in TB

Question 1: List the people who could be members of an educational team.
Answer: *People who could be members of an educational team include:*
- *Teachers*
- *Students*
- *School Leaders*
- *School Support Staff*
- *Parents*
- *Community Members*

Question 2: How can team members demonstrate high quality collaboration?
Answer: *Team members can demonstrate high quality collaboration through:*
- *working toward a common goal*
- *valuing and utilising individual's skills, talents, and experience*
- *inviting others' thoughts, ideas, and questions*
- *supporting others to do their best*
- *managing tasks and time effectively*
- *respectfully providing and accepting feedback*
- *communicating as clearly and effectively as possible*
- *listening to others and making them feel that their contributions are understood and respected.*

Question 3: What are the four stages of Tucker's team building model?
Answer: *Four team decision making strategies.*

Brainstorming *– The situation is described in detail and team members suggest ideas and courses of action to address the situation. Ideally, there will be a stage of evaluating the ideas and coming to a consensus about which course of action to choose.*

Dialectical Inquiry *– This involves dividing the team into two opposing groups, where one group presents the advantages and the other the disadvantages of a proposed solution or decision. Then, the team decides on the solution.*

Nominal Group Technique *– Each member of the team individually writes a list of their ideas. In turns, each member presents one idea from their list until all ideas have been shared. Then, the team discusses the ideas and ranks them in order of preference.*

Delphi Technique *– Each team member is asked to provide ideas and/or solutions to the decision, in successive stages. After each stage, other team members as questions and then rank the solutions. After several rounds, the team comes to a consensus and the decision is made.*

Unit Summary

Key messages

- Leadership goes beyond high quality teaching to creating the best learning experiences and school environments for students.
- Leadership involves going beyond the classroom to involve parents, colleagues and community to provide the best educational experience for students.
- There are a variety of leadership styles and qualities.
- Leadership skills can be developed through using a variety of strategies.
- Teachers teach better when they work in teams.
- Teams can go beyond teaching teams, to teams involving other members of the school community.
- Teams are important because they draw on each member's strengths and expertise to work toward common goals.
- Team decision making can be difficult, but there are a number of strategies to help the process.
- Team building games help develop teams and can be used in practicum with the practicum class.

Unit reflection

- In what ways are teachers 'leaders'?
- Which leadership skills are required for teachers in Myanmar?
- Why is it important to work well in teams?
- What are Tuckman's stages of team building?

Further reading

5.1. Leadership in Education

Bonnie, E. (2016). Which of these leadership styles is right for you? *Wrike.* Retrieved from https://www.wrike.com/blog/leadership-styles-decision-tree

Danielson, C. (2006). *Teacher Leadership that strengthens professional practice.* Alexandria, Va: Association for Supervision and Curriculum Development.

5.2. Team Building

Barnett, T. (n.d.). Group decision making. *Encyclopedia of Management.* Retrieved from https://www.referenceforbusiness.com/management/Gr-Int/Group-Decision-Making.html

2.4. EDC Year 2 Semester 2 Reflective Practice and Essential Skills; Written Responses Booklet; Lesson 5.1.1. Leadership strategies; pp. 25-27

5.1.1. Leadershipstrategies

Reflection 6

Gibbs' reflective practice template
Stage 1: Description   *What happened? When did it happen? Where did it happen? Who was/were involved? What did you do yourself? What did other people do? What was the result of these actions?*
Stage 2: Feelings   *What did you feel leading up to the event? What did you feel during the event? What did you feel after the event? When you look back on the situation, how do you feel? What do you think other people felt during the event? How do you think others feel about the event now?*

Stage 3: Evaluation
What went well during the event or activity? Why was that? What didn't go so well? Why was that? What was your contribution? What contribution did other people make?

Stage 4: Analysis
What have you learned from this event? What does it mean for you and your practice?

Stage 5: Conclusion
To what positive experience did the event, situation or activity lead? To what negative experience did the event, situation or activity lead? What will you do differently if the event, situation or activity were to happen again in the future? Which skills do you need to develop if you are faced with a similar event, situation or activity?

Stage 6: Action plan
How will you act next time? What will be a more effective approach and what changes will lead to actual improvement?

2.5. EDC Year 2 Semester 2 Reflective Practice and Essential Skills; Written Responses Booklet; Lesson 5.2.1. Forming a team; pp. 27-28

5.2.1. Forming a team

Learning activity 2: Apply Tuckman's stages of team building

For this activity, you will reflect further on the team you described in Learning activity 1. Select one of the teams you listed in Learning activity 1. Using the Figure 5.5. Tuckman's stages of team building (below), describe the team processes at each stage of Tuckman's model.

Figure 5.5. Tuckman's stages of team building

2.6. EDC Year 2 Semester 2 ICT; Sub-unit 4.2. Digital Citizenship; pp. 40-56 – TG

4.2. Digital Citizenship

For this sub-unit, student teachers will watch a MOOC (massive open online course) and use social media websites to learn about different information disorders and algorithms. They will fill out tables in their handbooks eliciting their opinions on information disorders and algorithms. Use of the social media companies' websites will inform students teachers how algorithms work in practice to create echo chambers. Student teachers will make use of the whiteboard/chalkboard to compare different student teachers' preferences based on what appears in their social media feeds, so they can get exposure to how algorithms work with different user data sets.

4.2.1. Digital citizens in social media

Expected learning outcomes

By the end of this lesson, student teachers will be able to:
- Identify the difference between the Internet and social media;
- Define the concept of digital identity;
- Practise social media etiquette; and
- Explain how to protect "digital identity" and personal information online.

Competencies gained

A2.2.3 Describe and demonstrate the understanding of basic concepts and principles of media and information literacy

B1.2.1 Use teaching methods and learning strategies appropriate for the class – culture, size and type

B1.2.2 Use knowledge of different literacy teaching strategies to support development of subject matter literacy

C3.3.1 Integrate concepts of sustainability, equality, justice and the rights and responsibilities of students into class and school activities

D3.1.2 Search and analyse online or offline information on current trends and research based practices in lower secondary education and for specific subjects taught to improve one's own content knowledge and teaching practice

Time: One period of 50 minutes

Learning strategies: Think-pair-share, research, pair work, group work, active learning

Assessment approaches: Observation, refl   journal, peer-assessment. For all activities, try to elicit responses equally from both male and female student teachers.

Preparation needed: Use of the computer lab for this lesson, if available, will make digital citizenship and media and information literacy trainings much easier through use of web search and social media platforms. If the computer lab is not available, have student teachers bring their mobile phones into class.

Resources needed: Before the start of the class, select a variety of Myanmar news sources, whether text, audio, images or video, online or print. Each student teacher will preferably get a distinct Myanmar news source (some can be the same Myanmar news source, but will review different articles or content published on different dates). You will distribute these sample news sources to each student teacher in the class.

Facilitator's notes

A general repository of information on media and information literacy can be found below.

URL	QR code
https://en.unesco.org/themes/media-and-information-literacy	
http://www.unesco.org/new/en/communication-and-information/media-development/media-literacy/five-laws-of-mil/	
http://www.unesco.org/new/en/communication-and-information/media-development/media-literacy/mil-curriculum-for-teachers/	
https://techcrunch.com/2019/08/22/who-gets-to-own-your-digital-identity/	
https://www.techopedia.com/definition/23915/digital-identity	

URL	QR code
https://www.youtube.com/watch?v=uNGcKhqGMCw	
https://www.youtube.com/watch?v=f4B0q2oOLbs	

Learning activity 1. Active learning: What is digital identity? (15 minutes)

In this exercise, student teachers will be introduced to a virtual person, Khin Khin to better understand digital identity.

1. Begin the activity by asking student teachers to split up into pairs or groups and discuss what they think digital identity is and what it means for them online. Student teachers should write down their responses before sharing to the larger group.
2. Ask student teachers to review the basic information about Khin Khin.
3. Ask student teachers to discuss how this information would translate into a digital identity in small groups. Each group should be prepared to share their responses.
4. Note that typically, in offline settings people share different personal information with different people and institutions. Information is often orally shared and not recorded and retained indefinitely, unlike sharing data online, which can be indefinitely stored on a cloud database.

The purpose of this exercise is to prompt student teachers to think about possible reasons why most of them are likely willing to freely share personal information online to people they do not know and yet are far more unlikely to do so offline.

Assessment

Student teachers will be asked to work in groups and decide which aspects of their identity they want to share and which aspects they do not want to share online. The main purpose of the activity is to prompt self-reflection on the likely inconsistencies in student teachers' online and offline selves and the data they are willing share.

Possible student teachers' responses

There are no right or wrong answers but the student teachers should be made aware that their students can access their own teacher's digital identity. The information that their students find should not conflict with their classroom identities as an ICT teacher.

Learning activity 2. Active learning: Importance of keeping digital identity safe (15 minutes)

1. Ask the groups whether there are differences between what they feel comfortable with in sharing with their friends, family members, and colleagues or fellow student teachers. What are these differences? Please document these differences using the table below.

Table 4.8. Sharing online information

With friends	With family	With colleagues	With people in Myanmar	With the world

2. When the student teachers have completed the first three columns, elicit sample responses from the class and write them on the board under the same headings. Do the same with the fourth and fifth columns. Are there differences between the fourth and fifth columns? If so, why? Prompt the groups to discuss.

3. After this discussion of sharing online information, ask groups to discuss whether they are comfortable with their data being kept online by other companies for a long time. Ask them to note down the pros and cons of leaving their personal information for others to see and use.

4. After concluding the previous discussion, student teachers should discuss what kinds of information people share online in their profiles, posts and messages. They should write down what various people share.

5. Finally, ask student teachers to discuss how they find out information about people they do not know by using social media profiles as well as other software that uses the internet, such as search engines.

Assessment

Once student teachers have completed the task individually, they should be grouped and discussed the kinds of information people share online in their profiles, posts and messages. Ask the groups if they know who has access to the information: "I don't know" is a perfectly fine answer, although it likely means that people who say "I don't know" have not turned on their privacy settings. You may also discuss how strangers use internet search and social media profiles to find out about people that they do not know.

Ask various student teachers for their answers, ensure that everyone, regardless of background, ability or gender, will feel equally invited to share their answers.

Possible student teachers' responses

For student teachers who say that they have turned on their privacy settings, let them show or explain to the other student teachers how they turn on their privacy settings. This will be useful for other people in the group who want to know more how privacy and limitations are shared online.

Learning activity 3. Active learning: What to be aware of online? (10 minutes)
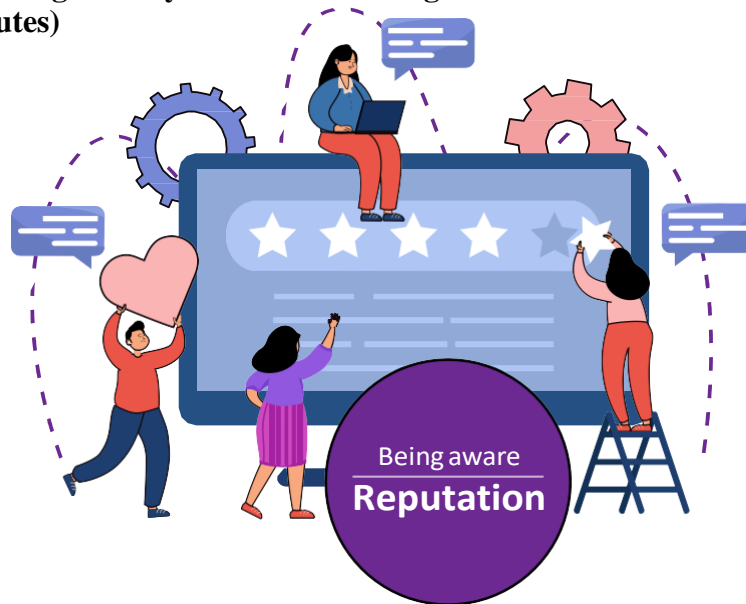
Figure 4.17. Your reputation

1. Have a whole class discussion on how the student teachers would feel if someone was spreading false information about them on social media or posting fake images of them.
   "What risks to their reputation there might be if someone were to post such information online?"

2. Elicit the answers to the two questions in the student textbook (Why would someone want to steal your digital identity? What kind of information do you think is useful for a digital identity thief?). Example responses include:
   - If digital thieves obtain your digital identity, they may be able to use it to pretend to be you, which they might use to steal your money; access your school/employment record etc.
   - The kind of information that is useful includes NRC card, date of birth, full name, father's name, address or phone number. People should consider only disclosing such information to trusted authorities.

3. Ask whether anyone in the group has either been a victim of money theft or knows someone who has been a victim online. If someone has or knows someone who has, let them tell their story and the other members of the group can discuss what they think about the story. If no one in the group has had such experience, you can invent a story 'about a friend' referencing news reports of individuals stealing from ATM machines using fake bank cards or people hacking into bank servers.

4. Ask the groups to discuss if anyone in the group has been a victim of identity theft. Identity theft happens quite often in many countries: personal data is stolen from many companies on a regular basis to resell that data for a profit or use that data to hack into personal accounts.

Elicit responses from the groups after 5 minutes – Ask each group to give you ONE answer only and do not allow any repetition!

Possible student teachers' responses

- Can you please tell me your official licence number?
- Why would I need to pay a government authority in gift cards?
- I will talk to my lawyer and they will contact you.
- If via email, check the URL to verify the authenticity of the link.
- Ask for the person's phone number, name and other identifying information and submit it to the police.

Check student teachers' understanding (10 minutes)

1. Display the diagram from the lesson again on a projector or draw its icons on the whiteboard:

DIGITAL CITIZENSHIP

Figure 4.23. Digital citizenship

2. Prompt the student teachers to think about **rights** they think they have as digital citizens. Ask them to write these rights on the whiteboard.
3. Next, ask the student teachers to think about **obligations** they have as digital citizens. Again, ask a few student teachers to write these obligations on the whiteboard.

Facilitator's notes

The reflection on rights and obligations as digital citizens may seem abstract for most student teachers. As you will have limited time, ask the more confident student teachers for their answers. Add explanations to ensure everyone understands: To enjoy and appreciate the benefit of being online, to be conscious of one's online behaviour, and to treat everyone else with respect.

4.2.2. Digital resilience

Expected learning outcomes

By the end of this lesson, student teachers will be able to:
- Identify and distinguish different information disorders: disinformation, mal-information, misinformation and hate speech; and
- Explain how algorithm works and discuss its impact on information processing, including the creation of echo chambers.

Competencies gained

A2.2.3 Describe and demonstrate the understanding of basic concepts and principles of media and information literacy

B1.2.1 Use teaching methods and learning strategies appropriate for the class – culture, size and type

B1.2.2 Use knowledge of different literacy teaching strategies to support development of subject matter literacy

C3.3.1 Integrate concepts of sustainability, equality, justice and the rights and responsibilities of students into class and school activities

D3.1.2 Search and analyse online or off information on current trends and research based practices in lower secondary education and for specific subjects taught to improve one's own content knowledge and teaching practice

Time: One period of 50 minutes

Learning strategies: Think-pair-share, directed activity, pair work, group work, active learning

Assessment approaches: Observation, reflection journal, peer assessment. For all activities, try to elicit responses equally from both male and female student teachers.

Preparation needed: Use of the computer lab for this lesson, if available, will make digital citizenship and media and information literacy trainings much easier through use of web search and social media platforms. If the computer lab is not available, have student teachers bring their mobile phones into class.

Resources needed: Before the start of the class, select a variety of Myanmar news sources, whether text, audio, images or video, online or print, each student teacher will preferably get a distinct Myanmar news source (some can be the same Myanmar news source, but will review different articles or content published on different dates). You will distribute these sample news sources to each student teacher in the class.

Facilitator's notes

A general repository of information on media and information literacy can be found below.

URL	QR code
https://en.unesco.org/themes/media-and-information-literacy	
http://www.unesco.org/new/en/communication-and-information/media-development/media-literacy/five-laws-of-mil/	
http://www.unesco.org/new/en/communication-and-information/media-development/media-literacy/mil-curriculum-for-teachers/	
https://techcrunch.com/2019/08/22/who-gets-to-own-your-digital-identity/	
https://www.techopedia.com/definition/23915/digital-identity	

URL	QR code
https://www.facebook.com/unicefmyanmar/posts/2944665115600994?__cft__[0]=AZXIVmPUN8l7U51VLkwBJ9q0mVb5UVhcfwKd-l2De9UzYvcnbcDthf-SuQ-ji1eZ65AmkmJUoo9nBKUO_tQ3RQQFwBhQHASBtoD2VXZztVAs_KbSyX6scjWzrmfdTLP4auJ0RRxdQsXKbo2Vw6X3UxoRVzZG460aFNE_0PqVOcB-iQ&__tn__=%2CO%2CP-R	

Learning activity 1. Active learning: Defining information disorders (5 minutes)

1. Ask student teachers to think of examples of disinformation, mal-information, misinformation and hate speech and place these examples in the appropriate column in the table below.

2. Use the whiteboard/chalkboard, to collect each group's proposed example and see whether the whole class agrees with the example given for each category.

The purpose of this activity is to ensure that student teachers have a clear understanding of each type of information disorder. Student teachers may not get a correct match. But exact matches are not the point of the exercise.

Table 4.9. Information disorders

Information disorder	Definition	Example
Disinformation	Information that is false and deliberately created to harm a person, social group, organisation or country.	
Mal-information	Information that is based on reality, used to inflict harm on a person, social group, organisation or country.	
Misinformation	Information that is false but not created with the intention of causing harm.	
Hate speech	Information that is false or true, used with the intention to inflict harm or highly offend or demean on a person or social group.	

Learning activity 2. Directed activity: Learning about algorithms (10 minutes)

1. Share and watch this Khan Academy lesson on algorithms on your mobile phone, laptop or desktop with the class:

https://www.khanacademy.org/computing/computer-science/algorithms/intro-to-algorithms/v/what-are-algorithms

2. Give the student teachers a few minutes to fill out the table below; some examples are provided here for your reference.

3. Ask student teachers what they think algorithms are and have them name common examples of algorithms in daily life.

4. Ask them whether they are comfortable with algorithms using their personal data and the pros and cons of the widespread use of algorithms in information processing.

Assessment

On the whiteboard/chalkboard, write three columns with the following headings: Algorithms, Pros and Cons. Write in each column the answers of the student teachers. By a show of hands, ask the students how many think algorithms have positive effects or negative effects. Draw suggestions from the student teachers on how they could change algorithms for the better. Write their answers on the board.

Possible student teachers' responses

Table 4.11. Understanding algorithms

Question/Prompt	Your answer
What is an algorithm?	An **algorithm** is a finite series of well-defined, computer-implementable instructions to solve a specific set of computable problems.[2] The most effective algorithms are expressed within a finite amount of space and time in a well-defined formal language to perform a calculation.
Name common examples of algorithms in your daily life.	Web search engines Social media news feeds Traffic light signals
Are you comfortable using algorithms that use your personal data?	YES / NO
What are the positives of using algorithms in information processing?	Can provide useful information to humans much faster than through human calculation alone. Can free up humans from doing boring tasks, like changing a traffic light signal manually.
What are the negatives of using algorithms in information processing?	By collecting and processing personal data, social media companies can find out many otherwise private details about people. Algorithms can also be used to push only the content people like and agree with, perhaps preventing learning new points of view.

Learning activity 3. Research: Echo chambers (25 minutes)

Please do this exercise in a computer lab.

1. Ask student teachers to open a social media website on their computers, and using the table below, have them write down, on the whiteboard/chalkboard, the titles of the top ten posts that appeared on their social media feeds.
2. Have the student teachers then vote on what the preferences, politics and interests of each student is based on their news feed.

Assessment

Have student teachers discuss whether what has been written on the board reflects their true preferences, politics and interests. Ask the student teachers if they would like to change what social media companies' algorithms reflected as their interests and if so, how would they change the algorithms.

Possible student teachers' responses

Table 4.12. Understanding echo chambers

Feed content	Your answer
List the titles of the top ten posts that appear in your feed.	1. BTS best band 2. New road being built to Mandalay 3. Lay Phyu is best singer of all time 4. Five Buddhist teachings that are good 5. Meditation very healthy for mind 6. Top 18 restaurants in Kalaw 7. Education Degree College becoming more popular 8. Sai Sai releases new rap album 9. Thinzar Wint Kyaw quits Instagram 10. Myanmar Idol top show on TV
Click the three dots in the upper right-hand corner of each post and select "Why am I seeing this post?" Write the responses for each post next to the corresponding post number.	1. You like posts with Korean music 2. You like posts with construction 3. You like posts with Myanmar music 4. You like posts with Buddhism 5. You like posts with meditation 6. You like posts with food 7. You like posts with education 8. You like posts with Myanmar music 9. You like posts with Myanmar celebrities 10. You like posts with TV shows
Do you feel that the social media companies are accurately reflecting your interests in the posts that appear in your news feed?	YES / NO
If yes, why? If no, why not? Please write your answer here.	Yes, because it is true that I like Myanmar music and food.
Would you change the algorithms of the social media companies?	YES / NO
Why or why not?	Yes, because sometimes I think social media companies collect information that is too sensitive and that I would prefer to keep private.

Learning activity 4. Directed activity: Link analysis (10 minutes)

1. Draw the following diagram on the board.
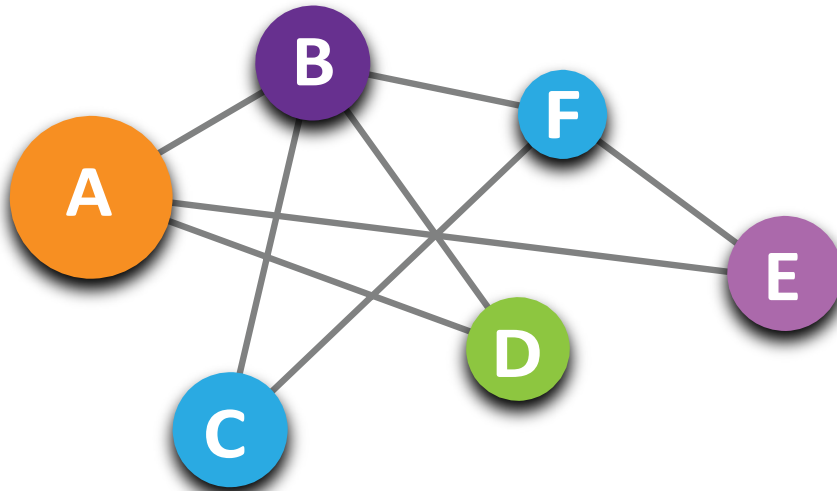
Figure 4.25. Link analysis diagram

2. Ask, *"What do you think this diagram is? It is a diagram of a link analysis, which is a branch of data mining. The above image shows a sample network graph in which each node represents a different profile and an edge (one of the lines) showing a friendship. Considering this scenario, social media companies' algorithms may determine that the number of mutual friends between A and F is 2 and may update your feed and friend suggestions. So, whenever you press a key on your keyboard, make a call, perform a calculation, start an application or press a remote button, algorithms are processed."*

3. Explain to student teachers that this is a simplification of the diagram search engine companies use when showing search results using page ranking technique. It is also what social media companies use when deciding what content to display in your news feed. All these use a modification of link analysis.

Assessment

Have a few student teachers come up and draw link analyses of their own on the board of their five strongest and five weakest connections and the relationships among those connections.

2.7. EDC Year 2 Semester 2 Educational Studies; Sub-unit 7.2. Personal Teaching Philosophy; pp. 117-131 – TB

7.2.Personal Teaching Philosophy

7.2.1. Developing one's teaching philosophy

This lesson comprises four periods.

Expected learning outcome

> **By the end of this lesson, you will be able to:**
> • Write a personal teaching philosophy.

Review of teaching philosophy

In Year 1, you developed a presentation about your teaching philosophy, based on the three main approaches to educational philosophy. The key questions you addressed were:

- What do I believe is worthwhile teaching? (e.g., skills, attitudes, knowledge)
- Whom would I teach?
- How would I teach?

In Year 2, we are taking this further, having examined more specifically a variety of approaches to educational philosophies and educational theories, and adding Eclecticism to the three main approaches.

In this lesson, you will participate in a number of activities to help you formulate your personal philosophy of teaching, which is an assessable activity for Year 2 Educational Studies.

We will begin by looking at metaphors of teaching.

Metaphors of teaching

Metaphor is a common, everyday technique for talking about objects or events in terms appropriate to other objects or events. Rather than confusing the issue, presenting facts of one sort as if they belong to another group can develop richer and deeper understandings of the world and our place in it. Metaphors of teaching have been used for many years as a route for teachers and preservice teachers to explore their philosophies and approaches to pedagogy.[79]

Examples of metaphors[80] in English include:

- My brother was boiling mad. (This means he was very angry)
- The assignment was a breeze. (This means that the assignment was easy).
- It is going to be clear skies from now on. (This means that there will be no obstacles in the future).
- Her voice is music to his ears. (This means that her voice makes him feel happy)
- Laughter is the best medicine. (This means that laughter is the best way to heal problems).
- His words are pearls of wisdom. (This means that what he says is very wise).

Examples of metaphors in Myanmar include:

- Hsin thay ko sate thayay hnint phone (ဆင်သေကို ဆိတ်ရေနှင့်ဖုံး): Hiding the elephant carcass under the goat-skin. (This means that someone is covering up a mistake with an excuse)
- Ko nga chin, ko chin (ကိုယ့် ငါးချဉ် ကိုယ်ချဉ်): Home-made sour fish tastes better. (This means that we should not criticise others while not recognising our own faults).
- Hsin phyu taw hme, kyan sote (ဆင်ဖြူတော်မှီ ကြံစုပ်): He who stays with the elephant will eat the elephant's food. (This means to be cautious not to let people use you).
- Myat hnar thi nga pi ma wal ya (မျက်နှာသိ ငပိမဝယ်ရ): Don't buy fish paste from your friend. (This means keep your friends separate from people with whom you do business.

- A sate pin yay laung (အဆိပ်ပင်ရေလောင်း): Beware of watering a poisonous plant. (This means be careful not to ignore potential danger).

Learning activity 1. Deconstruct a Myanmar metaphor

The purpose of this activity is to deconstruct metaphors and consolidate the meaning of 'metaphor'. For this activity, you will work in groups of four student teachers. Brainstorm metaphors you have heard. From your brainstorm, choose one metaphor and create a poster of the metaphor.

Your poster can include:

- Drawings
- Cut out images
- Words
- Symbols.

Your poster should demonstrate the metaphor and include an explanation of how the meaning applies to a life situation. Groups will display their posters on the classroom walls and the class will do a gallery walk to each poster, which the group who created it will explain.

Teaching metaphors

In a teaching metaphor, the teacher, or the act of teaching, are described in terms of something else, such as tending a garden or baking a cake. This is then elaborated to make the connections with teachers and teaching. Here are some examples of teaching metaphors:

Teaching is like being a chef. Some teachers choose to follow the recipe word for word, other times they might add something new or leave an ingredient out. This comes with experience, reflection, and feedback. Teachers need to remember to get in there and taste what they are cooking!

Teaching is like being a gardener. Sometimes I stand in front of [the garden], holding my thumb up like a regular artist – assessing it as a work of art.

Teaching is like being a coffee addict. People drift in and out (other professionals… parents… colleagues. There are different types of coffee, tea, hot chocolates, milkshakes, iced tea, iced coffee and iced chocolates (blends of different flavours and strengths and cultures – representing curriculum policies, strategies, learning styles, diversity, learning environment). The coffee shop manager is the principal. Staff (teachers) – support the manager.[82]

Learning activity 2. Think as a teacher

The purpose of this activity is to identify what is important to you as a teacher. The Centre for Teaching Excellence[83] adapted this activity as a way of assisting student teachers to begin to develop their teaching philosophies. For this activity, you will work individually in the context of the whole class:

1. On a sheet of paper, draw a picture of yourself working as a teacher. From the list of metaphors (below), what metaphor for teaching does your picture suggest?
2. Ask yourself where do you fit and why? If you don't fit anywhere, come up with your own metaphor and explain it briefly.
3. Then consider why your metaphor does or does not fit with those listed. What do you believe or value instead? This should help emphasise what is important to you as a teacher and reveal why you do what you do.

Metaphors:

- **Lamplighters** - They attempt to illuminate the minds of their learners.
- **Gardeners** - Their goal is to cultivate the mind by nourishing, enhancing the climate, removing the weeds and other impediments, and then standing back and allowing growth to occur.
- **Muscle builders** - They exercise and strengthen flabby minds so learners can face the heavyweight learning tasks of the future.
- **Bucket fillers** - They pour information into empty containers with the assumption that a filled bucket is a good bucket. In other words, a head filled with information makes an educated person.
- **Challengers** - They question learners' assumptions, helping them see subject matter in fresh ways and develop critical thinking skills.
- **Travel guides** - They assist people along the path of learning.
- **Factory supervisors** - They supervise the learning process, making certain that sufficient inputs are present and that the outputs are consistent with the inputs.
- **Artists** - For them teaching has no prescriptions and the ends are not clear at the beginning of the process. The entire activity is an aesthetic experience.
- **Applied scientists** - They apply research findings to teaching problems and see scientific research as the basis for teaching.
- **Craftspeople** - They use various teaching skills and are able to analyse teaching situations, apply scientific findings when applicable, and incorporate an artistic dimension into teaching.

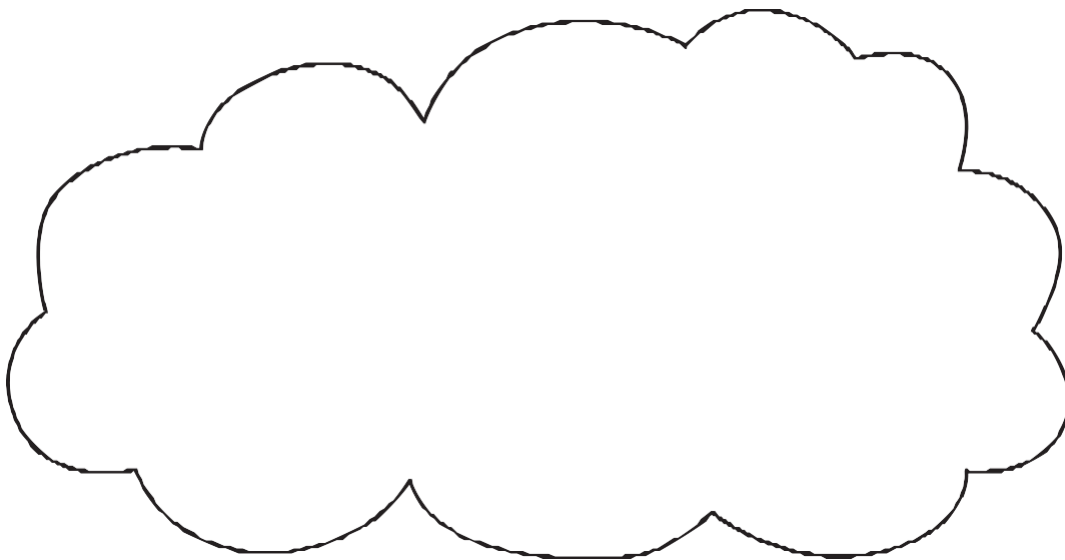**Figure 7.15. Metaphor cloud**

During this period and the next, you will be participating in activities to help you determine your personal philosophy of teaching, as you prepare for your formative task; writing a personal philosophy of teaching.

Learning activity 3. Beliefs about teaching and learning

The purpose of this activity is to help you create your teaching philosophy. The Centre for Teaching Excellence at the University of Waterloo in Canada adapted this activity,[84] and it has been further adapted for Myanmar Year 2 student teachers. In Table 7.4, Beliefs about teaching and learning, you will respond to the following questions in the appropriately numbered boxes, to develop a comprehensive record of your beliefs about teaching and learning. From the information you record, you should gain a better understanding of yourself as a teacher.

Key themes should emerge to help you create your teaching philosophy:

1. Why do you believe your students want to learn? Describe them as learners in any way you can (words, images, colours).
2. What are your aims for teaching? What do you hope to accomplish when you teach? What do your aims say about you as a teacher?
3. Create a list in response to the following prompt: "When I teach, I:" Once you've created the list, reflect on why you do what you do.
4. What do you believe about learning? How would you describe it? What are your sources for your beliefs?

Table 7.4. Beliefs about teaching and learning

1. Students as learners	2. Aims for teaching
3. When I teach, I…	4. Beliefs about learning

When you have finished, your teacher educator will bring the class together to discuss this activity.

Learning activity 4. Self-reflective interview

The purpose of this activity is to further support you to develop your personal teaching philosophy. The Centre for Teaching Excellence at the University of Waterloo in Canada

adapted this activity,[85] and it has been further adapted for Myanmar Year 2 student teachers.

Imagine that you have been teaching for 10 years. A reporter from a teaching journal asks to interview you for a special edition on the qualities of effective teachers. Think about how you would respond to the following questions:

- What is a "personal best" achievement for you as a teacher during the past year?
- Who is the best teacher you have ever known? What personal qualities made this person a great teacher?
- If you could give others a box that contained your best quality as a teacher, what would be in that box?
- What would you like your students to say about you at the end of the school year?
- If you wrote a book about teaching, what would the title be?

Then, work in pairs to interview each other.

Give your partner your textbook so they can write your answers in Table 7.5. Self-reflective interview.

Take turns interviewing each other and writing the answers. Then, return the textbooks to their owners and each person should reflect on the answers they gave to their interview. Discuss with your partner what each interview says about your respective teaching philosophies. Your teacher educator will bring the class together to discuss this activity.

Table 7.5. Self-reflective interview

Question	Self-reflective answer
1. What is a "personal best" achievement for you as a teacher during the past year	
2. Who is the best teacher you have ever known? What personal qualities made this person a great teacher?	
3. If you could give others a box that contained your best quality as a teacher, what would be in that box?	

4. What would you like your students to say about you at the end of the school year?	
5. If you wrote a book about teaching, what would the title be?	

Developing your personal teaching philosophy

"It is important to identify your own philosophy of education in order to understand your own system of values and beliefs so that you are easily able to describe your teaching style to potential employers."[86]

In Year 1, you began developing your personal teaching philosophy by considering:

- Your beliefs about what is worthwhile teaching, regarding skills, attitudes, and knowledge
- Whom you would ideally like to teach
- Methods and strategies you would use in your teaching.

You also considered characteristics of a good and effective teacher. You did further research into one of the three main approaches to educational philosophy, including identifying and describing two philosophers, educators or psychologists who use the chosen approach.

In Year 2, we are taking these ideas forward. This year you are asked to write your personal teaching philosophy. This will be based on:

- Your Year 1 philosophy presentation and critical reflections about it
- Your further understanding of the four approaches to educational philosophy and the philosophies and educational theories classified under each approach.
- Your thoughts and memories of good teachers and teaching.
- Your reflections from the activities you have completed in this unit.

We will now examine examples of personal teaching philosophies to further inform your development of your own personal teaching philosophy. Here are six examples:

Example 1:

- My philosophy of education is that all children are unique and must have a stimulating educational environment where they can grow physically, mentally, emotionally, and socially. It is my desire to create this type of atmosphere where

students can meet their full potential. I will provide a safe environment where students are invited to share their ideas and take risks.

- I believe that there are five essential elements that are conducive to learning:

  1. The teacher's role is to act as a guide.
  2. Students must have access to hands-on activities.
  3. Students should be able to have choices and let their curiosity direct their learning.
  4. Students need the opportunity to practice skills in a safe environment.
  5. Technology must be incorporated into the school day.[87]

Example 2:

- I believe that all children are unique and have something special that they can bring to their own education. I will assist my students to express themselves and accept themselves for who they are, as well embrace the differences of others.
- Every classroom has its own unique community; my role as the teacher will be to assist each child in developing their own potential and learning styles. I will present a curriculum that will incorporate each different learning style, as well as make the content relevant to the students' lives. I will incorporate hands-on learning, cooperative learning, projects, themes, and individual work that engage and activate students learning.[88]

Example 3:

- I believe that a teacher is morally obligated to enter the classroom with only the highest of expectations for each and every one of her students. Thus, the teacher maximises the positive benefits that naturally come along with any self-fulfilling prophecy. With dedication, perseverance, and hard work, her students will rise to the occasion.
- I aim to bring an open mind, a positive attitude, and high expectations to the classroom each day. I believe that I owe it to my students, as well as the community, to bring consistency, diligence, and warmth to my job in the hope that I can ultimately inspire and encourage such traits in the children as well.[89]

Example 4:

- I believe that a classroom should be a safe, caring community where children are free to speak their mind and blossom and grow. I will use strategies to ensure our classroom community will flourish, like the morning meeting, positive vs. negative discipline, classroom jobs, and problem-solving skills.

- Teaching is a process of learning from your students, colleagues, parents, and the community. This is a lifelong process where you learn new strategies, new ideas, and new philosophies. Over time, my educational philosophy may change, and that's

okay. That just means that I have grown and learnt new things.[90]

Remember: Teaching philosophies develop and change over the course of a career. In this Teacher Education course, you will revisit your teaching philosophy every year. You might notice how it has changed as you learn more things and have more experiences in schools and classrooms.

Learning activity 5. Deconstruct a teaching philosophy

The purpose of this activity is to examine examples of personal philosophies of teaching philosophies. For this activity, you will work in four groups. Your teacher educator will assign each group one of the four examples of personal teaching philosophies to deconstruct.

Within each group, divide in half so that two smaller groups are working together to begin this activity. In your smaller group, read and discuss your assigned philosophy, focusing on what it says and what may be missing, in terms of:

- The aim of education
- Who should be educated
- How students learn
- What should be taught
- Differentiation according to students' backgrounds, interests, and abilities
- The role of the teacher
- How the teacher should teach
- Role of the student.

Record what is written for each of the above points in Table 7.6, and then decide whether the information is:

- adequate;
- needing more information; or
- missing.

Write your decision in the column, 'Adequate, Needs More, or Missing' in Table 7.6.

You will then share your ideas with the other half of your group, who have also deconstructed the same philosophy. Come to a consensus about whether the information is adequate, needs more information or is missing altogether.

Then, as a full group, write or rewrite sections of your assigned personal teaching philosophy.

Your teacher educator will bring the class together to discuss these examples. Each

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group will report on their decisions and rewrites.

Table 7.6. Teaching philosophies checklist

Example # Criteria	What is written?	Adequate, Needs More, or Missing?	Rewrite
Aim of education			
Who should be educated?			
How students learn			
What should be taught			
Differentiation			

Example # Criteria	What is written?	Adequate, Needs More, or Missing?	Rewrite
Role of the teacher			
How the teacher should teach?			
Role of the student			

Table 7.7. Planning a personal teaching philosophy

Criteria	My Ideas
Aim of education	
Who should be educated?	
How students learn	
What should be taught	

Criteria	My Ideas
Differentiation	119
Role of the teacher	
How the teacher should teach?	
Role of the student	

Learning activity 6. Write a personal philosophy of teaching

The purpose of this activity is to complete personal teaching philosophy assessment task. During this period, you will work individually to write your personal teaching philosophy. You can refer to:

- Your Year 1 philosophy presentation and critical reflections about it
- Your Year 2 Student Teacher Textbook, which includes:
    - The four approaches to educational philosophy and the philosophies and educational theories classified under each approach.
    - Table 7.7. Planning a personal teaching philosophy.

You can begin by brainstorming and writing your draft in Box 7.3. Your teacher educator will offer paper for your final copies. Your philosophy should be 250-300 words. You will have 40 minutes to complete this assessment task. When you have completed your personal philosophy of teaching, submit it to your teacher educator for assessment.

Box 7.3. Draft philosophy of teaching

Review questions

1. Provide three examples of metaphors not mentioned in the Student Teacher Textbook.
2. Why is developing a teaching philosophy important?

2.8. EDC Year 2 Semester 2 Educational Studies; Lesson 7.2.1. Developing one's teaching philosophy; pp. 166-180 – TG

7.2.Personal Teaching Philosophy

7.2.1. Developing one's teaching philosophy

This lesson comprises four periods.

Expected learning outcome

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

- Write a personal teaching philosophy.

Competencies gained

C1.2.1 Identify theories and concepts that inform approaches to teaching and learning

C1.2.2 Describes own approach to teaching and learning

D1.1.3 Regularly reflect on a wide range of actions and experiences to identify areas for own continuous professional development as a teacher

Time: Four periods of 50 minutes

Learning strategies:

Learning activity 1: Deconstruct a Myanmar metaphor

Learning activity 2: Think as a teacher

Learning activity 3: Beliefs about teaching and learning

Learning activity 4: Self-reflective Interview

Learning activity 5: Deconstruct a teaching philosophy

Learning activity 6: Write a personal philosophy of teaching

Assessment approaches:

Reviewing student work, group and class discussion, subject Assessment: Personal Philosophy of Teaching (learning activity 5)

Preparation needed: Read Lesson 7.2.1. Developing one's teaching philosophy.

Resources needed:

Learning activity 1

- One sheet of poster paper for each group of four student teachers
- Coloured markers
- Drawing materials – coloured pencils, pens, pastels, crayons
- Old magazines and flyers
- Scissors and glue
- Tape

Learning activity 2

- 1 sheet of A3 size drawing paper for each student teacher
- A variety of drawing materials: markers, coloured pencils, pencils

Learning activity 3

- Table 7.4. Beliefs about teaching and learning, in the textbook
- A variety of drawing materials: markers, coloured pencils, pencils

Learning activity 4

- Table 7.5. Self-reflective interview, in the textbook

Learning activity 5

- Examples of Teaching Philosophies, in the textbook
- Table 7.6. Teaching philosophies checklist

Learning activity 6

- A4, A3 and lined paper for students to write their final copies of the Personal Teaching Philosophies

Period 1

Explicit teaching points

Time	5 minutes
Class organisation	Whole class

1. Metaphor is a common, everyday technique for talking about objects or events in terms appropriate to other objects or events.
2. Rather than confusing the issue, presenting facts of one sort as if they belong to another group can develop richer and deeper understandings of the world and our place in it.
    • Metaphors of teaching have been used for many years as a route for teachers and preservice teachers to explore their philosophies and approaches to pedagogy.[12]
3. Examples of metaphors in English include:
    • "My brother was boiling mad. (This means he was very angry)
    • The assignment was a breeze. (This means that the assignment was easy).
    • It is going to be clear skies from now on. (This means that there will be no obstacles in the future).
    • Her voice is music to his ears. (This means that her voice makes him feel happy)
    • Laughter is the best medicine. (This means that laughter is the best way to heal problems).
    • His words are pearls of wisdom. (This means that what he says is very wise).
4. Examples of metaphors in Myanmar include:
    • Hsin thay ko sate yay hnint phone (ဆင်သေကို ဆိတ်ရေနှင့်ဖုံး): Hiding the elephant carcass under the goat-skin. (This means that someone is covering up a mistake with an excuse)v
    • Ko nga chin, ko chin (ကိုယ့် ငါးချဉ် ကိုယ်ချဉ်): Home-made sour fish tastes better. (This means that we should not criticise others while not recognising our own faults).
    • Hsin phyu taw hme, kyan sote (ဆင်ဖြူတော်မှီ ကြံစုပ်): He who stays with the elephant will eat the elephant's food. (This means to be cautious not to let people use you).
    • Myat hnar thi nga pi ma wal ya (မျက်နှာသိ ငပိမဝယ်ရ): Don't buy fish paste from your friend. (This means keep your friends separate from people with whom you do business.
    • A sate pin yay laung (အဆိပ်ပင်ရေလောင်း): Beware of watering a poisonous plant. (This means be careful not to ignore potential danger).[13]

Learning activity 1. Deconstruct a Myanmar metaphor

Time	20 minutes
Class organisation	Groups of four, whole class

Purpose: To deconstruct metaphors and consolidate the meaning of 'metaphor'

1. Divide class into groups of four student teachers. Give each group a sheet of poster paper and make the drawing and collage materials available:
   a. Coloured markers
   b. Drawing materials – coloured pencils, pens, pastels, crayons
   c. Old magazines and flyers
   d. Scissors and glue.
2. Instruct groups to brainstorm metaphors they have heard. From their brainstorm, they are to choose one metaphor and create a poster of the metaphor. Their posters can include:
   • Drawings
   • Cut out images
   • Words
   • Symbols.
3. Tell groups that their posters should demonstrate the metaphor and include an explanation of how the meaning applies to a life situation.
4. When groups have completed their posters, instruct them to display their posters on the classroom walls.
5. Bring the class together and do a gallery walk to each poster. At each poster, the group who created it will explain their metaphor.
6. Finish the activity by asking students:
   a. What is a metaphor?
   b. Why do we use metaphors?
   c. How do you think metaphors can help you as a teacher?

Assessment

Reviewing student work Questioning

Possible student teachers' responses

Responses will vary, depending on the metaphor. It is important, however, that student teachers understand that metaphors are a technique for explaining a situation in terms of another, and that they can help develop richer meanings of the situation.

Learning activity 2. Think as a teacher

Time	20 minutes
Class organisation	Whole class

Purpose: To identify what is important to student teacher as a teacher

1. This is a whole class activity, guided by the Teacher Educator. Begin by distributing the drawing paper and drawing materials to each student teacher. Explain that this activity is recommended by the University of Waterloo in Canada to help student teachers as they develop their teaching philosophy.
2. Instruct student teachers to begin by drawing a picture of themselves as a teacher on the drawing paper. Encourage them to use any of the drawing materials and as much colour as they wish.
3. Allow student teachers at least 10 minutes to complete their drawings.
4. When the drawings are complete, instruct student teachers to examine their drawings and decide into which metaphor their drawing might fit (these metaphors are listed in the Student Teacher Textbooks and below).
5. If they find a category that fits, write the in Figure 7.15. Metaphor cloud (in textbook) and explain why it is fits that category.

Metaphors:

Lamplighters - They attempt to illuminate the minds of their learners.

Gardeners - Their goal is to cultivate the mind by nourishing, enhancing the climate, removing the weeds and other impediments, and then standing back and allowing growth to occur.

Muscle builders - They exercise and strengthen flabby minds so learners can face the heavyweight learning tasks of the future.

Bucket fillers - They pour information into empty containers with the assumption that a filled bucket is a good bucket. In other words, a head filled with information makes an educated person.

Challengers - They question learners' assumptions, helping them see subject matter in fresh ways and develop critical thinking skills.

Travel guides - They assist people along the path of learning.

Factory supervisors - They supervise the learning process, making certain that sufficient inputs are present and that the outputs are consistent with the inputs.

Artists - For them teaching has no prescriptions and the ends are not clear at the beginning of the process. The entire activity is an aesthetic experience.

Applied scientists - They apply research findings to teaching problems and see scientific research as the basis for teaching.

Craftspeople - They use various teaching skills and are able to analyse teaching situations, apply scientific findings when applicable, and incorporate an artistic dimension into teaching.

6. If the drawing does not fit in any of the categories of metaphors (above) ask student teachers to come up with their own metaphor, name it and explain it briefly in Figure 7.15 (in textbook).
7. Ask for volunteers to share their drawings and metaphors.

Assessment

Reviewing student work
Group and class discussion

Possible student teachers' responses

Student teachers might relate to the metaphors in the learning activity as they are explained very clearly as to how they apply to teaching. If not, they have the opportunity to create their own metaphor and explain it.

Period 2

Learning activity 3. Beliefs about teaching and learning

Time	20 minutes
Class organisation	Whole class

Purpose: To help student teachers create their teaching philosophy

1. Student teachers will undertake this activity in their textbooks, in Table 7.4. Beliefs about teaching and learning. Make drawing materials available for them to use.
2. Instruct them to respond to the following questions in the appropriately numbered boxes in Table 7.4 to develop a comprehensive record of your beliefs about teaching and learning:
   - Why do you believe your students want to learn? Describe them as learners in any way you can (words, images, colours).
   - What are your aims for teaching? What do you hope to accomplish when you teach? What do your aims say about you as a teacher?
   - Create a list in response to the following prompt: "When I teach I:" Once

you've created the list, reflect on why you do what you do.
- What do you believe about learning? How would you describe it? What are your sources for your beliefs?
3. When they have completed Table 7.4, instruct them to look for key themes in their answers. Highlight, write or draw those themes.
4. Bring the class together and ask for volunteers to share their work. Ask which themes emerged for student teachers and how these themes could help them create their teaching philosophy.

Assessment

Reviewing student work

Class discussion

Possible student teachers' responses

Answers will vary, depending on student teachers' ideas. Ask student teachers to share their thinking in choosing the answers they did.

Learning activity 4. Self-reflective interview

Time	30 minutes
Class organisation	Pairs, whole class

Purpose: To further support student teachers to develop their personal teaching philosophy

1. Instruct student teachers to imagine that they have been teaching for 10 years. A reporter from a teaching journal asks to interview them about the qualities of effective teachers. Tell them to think about how they would respond to the following questions:
   - What is a "personal best" achievement for you as a teacher during the past year?
   - Who is the best teacher you have ever known? What personal qualities made this person a great teacher?
   - If you could give others a box that contained your best quality as a teacher, what would be in that box?
   - What would you like your students to say about you at the end of the school year?
   - If you wrote a book about teaching, what would the title be?
2. Then put student teachers in pairs and get each pair to exchange textbooks. They are to interview their partner and write their partner's answers in their partner's textbook. Responses should be written in Table 7.5 in the textbook.
3. When both partners have completed their interviews, instruct them to return the

textbook to its owner. Instruct each student teacher to reflect on the answers they gave to the interview and to discuss with their partner what each interview says about their respective teaching philosophies.

4. Bring the class together and ask student teachers what they learnt from their self-reflective interview? Encourage discussion.

Assessment

Reviewing student work
Group and class discussion

Possible student teachers' responses

Responses will vary and may reflect one or more of the educational theories they have studied.

Period 3

Learning activity 5. Deconstruct a teaching philosophy

Time	40 minutes
Class organisation	Four groups, whole class

Purpose: To examine examples of personal philosophies of teaching philosophies

1. Divide the class into four groups. Assign one of the personal teaching philosophy examples (in textbook) to each group. Then, instruct each group to further divide so that there are two smaller groups within each of the four groups.
2. Instruct groups (2 smaller groups within each of the four groups) to read and discuss their assigned personal teaching philosophy example, focusing on what it says and what may be missing, in terms of:
   • The aim of education
   • Who should be educated
   • How students learn
   • What should be taught
   • Differentiation according to students' backgrounds, interests, and abilities
   • The role of the teacher
   • How the teacher should teach
   • Role of the student.
3. They should then record what is written for each of the above points in Table 7.6. Teaching philosophies checklist in the textbook and decide whether the information is:
   • adequate;
   • needing more information; or

- missing.

They should write their decision in the column, 'Adequate, Needs More or Missing' in Table 7.6.

4. When small groups have recorded what is written and whether the information is adequate in Table 7.6, instruct them to get together with the other small group who deconstructed their and, as a group of six, to share their ideas and come to a consensus about whether the information is adequate, needs more information or is missing altogether (They may have to change some decisions in their Table 7.6).

5. Then, as a full group working with that example, instruct them to write or rewrite sections of their assigned personal teaching philosophy example that they had decided needed to be written or rewritten.

6. Bring the class together and go through each example, with each of the six groups reporting on their deconstruction (and possible rewriting) of their example. Ensure that they justify additions or changes.

Assessment

Reviewing student work
Group and class discussion

Possible student teachers' responses

Most of the examples contain elements, but not all of the criteria of a personal teaching philosophy, as outlined in the activity. Student teachers should be able to identify what is missing or inadequate and write something to fill those gaps.

Explicit teaching points

Time	10 minutes
Class organisation	Whole class

1. *Inform student teachers:* In Period 4, you will be writing your personal teaching philosophy.
2. Your personal teaching philosophy should include:
   a. The aim of education
   b. Who should be educated
   c. How students learn
   d. What should be taught
   e. Differentiation according to students' backgrounds, interests, and abilities
   f. The role of the teacher
   g. How the teacher should teach
   h. Role of the student
3. It should also include references to any of the three approaches, philosophies or educational theories that inform your personal teaching philosophy.
4. Table 7.7. Planning a personal teaching philosophy in the textbook is a place where

you can plan and record what you might include in your personal teaching philosophy. You can begin planning now and continue outside class and come prepared to write your personal teaching philosophy in Period 4.

5. Ask for questions and answer any questions student teachers might have.

Period 4

Learning activity 6. Write a personal philosophy of teaching

Time	45 minutes
Class organisation	Individual work

Purpose: To complete personal teaching philosophy assessment task

1. Instruct student teachers:
    During this period, you will work individually to write your personal teaching philosophy. You can refer to:
    *   Your Year 1 philosophy presentation and critical reflections about it
    *   Your Year 2 textbook, which includes:
        -   The four approaches to educational philosophy and the philosophies and educational theories classified under each approach.
        -   Table 7.7. Planning a personal teaching philosophy in the textbook.
2. You can begin by brainstorming and writing your draft in Box 7.3. Draft philosophy of teaching, in the textbook.
3. You can then use A4, A3 or lined paper for your final copies (*make them available to student teachers*). Personal teaching philosophy should be 250- 300 words.
4. Remind student teachers that their philosophy should contain:
    *   The aim of education
    *   Who should be educated
    *   How students learn
    *   What should be taught
    *   Differentiation according to students' backgrounds, interests and abilities
    *   The role of the teacher
    *   How the teacher should teach
    *   Role of the student.
5.   Students have 40 minutes to complete this assessment (after five minutes instruction and preparation.

Assessment

This learning activity is part of Educational Studies' Formative Assessment.

Possible student teachers' responses

This learning activity is a formative assessment task.

Check student teachers' understanding

Time	5 minutes
Class organisation	Whole class

1. Review lesson learning: Approaches, Philosophies and Theories of Education. Refer to the following figure (Figure 7.13 in the textbook):
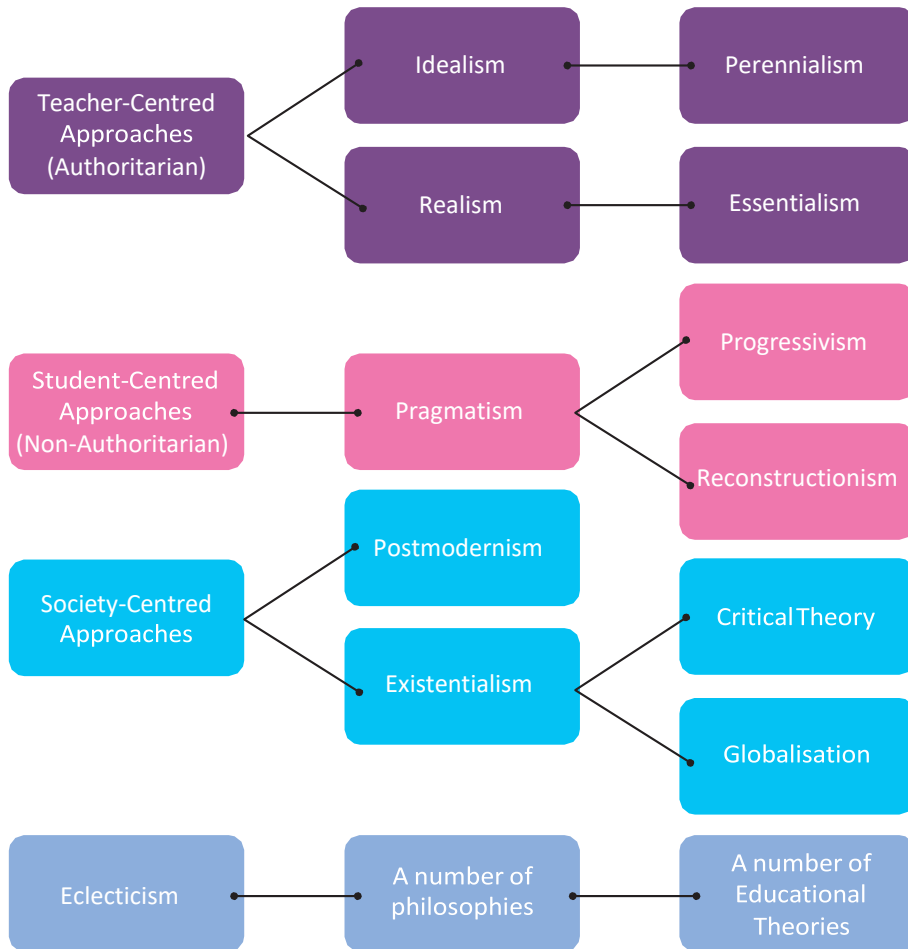
Figure 7.13. Eclecticism – a fourth approach to educational philosophy

2. Ask class why a personal teaching philosophy is important.
3. Review competencies gained:
    *   C1.2.1 Identify theories and concepts that inform approaches to teaching and learning
    *   C1.2.2 Describes own approach to teaching and learning
    *   D1.1.3 Regularly reflect on a wide range of actions and experiences to identify areas for own continuous professional development as a teacher.
4. Review learning outcome:
    By the end of this lesson, student teachers will be able to:
    *   Write a personal teaching philosophy.

MODULE 3 ANNEXES: ASSESSMENT

3.1. EDC Year 2 Semester 2 Art (Visual Arts); Unit 3. Visual Arts; pp. 37-86 – TG

Unit 3

Visual Arts

This unit focuses on art appreciation, traditional folk arts, preservation of arts, printmaking techniques, art installations and three-dimensional handicrafts. Your student teachers will also learn about criteria for assessing artwork as well as assessment approaches for Middle School Visual Arts. There are five lessons under four sub-units. These lessons are: Introduction to Art Appreciation, Art Appreciation and Preservation, Printmaking Techniques, Handicraft: Three-dimensional Artwork Creation and Assessment Approaches for Middle School Visual Arts. Your student teachers will continue to build on the knowledge and skills they have developed in Year 2 Semester 1 in this semester of the Education Degree College Visual Arts course.

3.1. Art Appreciation

This sub-unit will explore the study of art appreciation and how we can preserve it. Your student teachers will study about the differences of various art histories and artworks, and they will reflect on their ideas and creations. In this sub-unit, they will conduct research, discuss and collaborate with their peers, and conduct a presentation of their findings.

Expected learning outcomes

By the end of this sub-unit, student teachers will be able to:
- Describe the importance of art appreciation;
- Discuss the history of selected Western artwork and engage in art appreciation through reflecting on these artworks;
- Discuss the history of *Parabaik* painting and engage in art appreciation through reflecting on *Parabaik* painting;
- Conduct research on traditional artworks across different regions of Myanmar;
- Assess the importance of Myanmar artworks in understanding its diverse culture and tradition and its implication to the appreciation of diversity; and
- Appraise how valuing artwork is essential for the preservation of heritage, tradition and culture.

Competencies gained

A1.2 Demonstrate understanding of how different teaching methods can meet students' individual learning needs

A2.1 Demonstrate understanding of appropriate use of a variety of teaching and learning strategies and resources

A2.2 Demonstrate understanding of appropriate use of Information and Communication Technology (ICT) in teaching and learning

A3.2 Demonstrate respect for the social, linguistic, and cultural diversity of the students and their communities

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

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

A5.2 Demonstrate understanding of how to vary delivery of subject content to meet students' learning needs and learning context

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

B1.2 Demonstrate capacity to apply educational technologies and different strategies for teaching and learning

3.1.1. Introduction to art appreciation

Expected learning outcomes

By the end of this lesson, student teachers will be able to:
- Describe the importance of art appreciation;
- Discuss the history of selected Western artwork and engage in art appreciation through reflecting on these artworks; and
- Discuss the history of *Parabaik* painting and engage in art appreciation through reflecting on *Parabaik* painting.

Competencies gained

A1.2.1 Identify various teaching methods to help students with different backgrounds (gender, ethnicity, culture) and abilities, including special learning needs, learn better

A1.2.2 Identify focused and sequenced learning activities to assist students to link new concepts with their prior knowledge and experiences

A2.2.1 Describe the function and purpose of online and offline educational tools and materials to support the teaching and learning process

A2.2.2 Evaluate and match available online and offline ICT tools and materials to curriculum content and pedagogical strategies, including online and offline

A4.1.1 Describe key concepts, content, learning objectives and outcomes of the lower secondary curriculum for the subjects and grade level/s taught

A4.1.2 Prepare lesson plans reflecting the requirements of the curriculum and include relevant teaching and learning activities and materials

A5.1.2 Include in lessons accurate and relevant information, examples and exercises to support student learning of core subject content, skills and procedures

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

A5.2.3 Describe approaches to model the use of content specific language, technical terms and skills by providing examples of use in real life contexts

B1.1.1 Use different ways to explain the subject matter, related ideas and concepts to meet a range of learning abilities and intended learning outcomes

B1.1.3 Encourage students' awareness of their own thought processes and use of reflection to build new understanding

B1.2.1 Use teaching methods and learning strategies appropriate for the class – culture, size and type

B1.2.3 Create opportunities for students to investigate subject-related content and concepts through practical activities

Time: One period of 50 minutes

Learning strategies: Group work, jigsaw, group discussion, poster creation, practical, gallery walk, VLE, T-chart

Assessment approaches: Observation, Q&A, Project

Preparation needed: The teacher educator needs to study and research early European art history and collect example art work related to this history. Books on Parabaiks should be collected too. It also would be useful to make vinyls of the pictures and Parabaiks paintings. Check if ICT resources are available to research and print materials for poster creation.

Resources needed: Teaching aids such as vinyls of pictures and Parabaiks, flip-chart, marker pens, tapes, glue, pastel, ICT

Learning activity 1. Jigsaw (15 minutes)

1. Introduce the lesson by explaining what 'Art Appreciation' is. You can refer to the introduction, definition and history of art appreciation in Lesson 3.1.1. in the student textbook.
2. Form the student teachers into groups of four or five students (ensure gender equality).

3. Assign half of the groups to be Group A, and the other half Group B.
4. Explain to your students that those in Groups A will read about European art, and those in Groups B will read about Parabaik paintings.
5. Ask the groups to gather relevant information about their topic so that they can teach the topic to another group later on. Make sure student teachers focus on (you can write these on the board):

   • history of the topic
   • materials used
   • techniques involved
   • renowned artists or artworks related to that topic
   • its influence or prevalence today

6. Move around each group and ensure that all student teachers are studying the materials and participating in the group study. Support students according to their needs.
7. After you can see that most groups have finished their study and discussion on their topic (about 10 minutes), arrange the groups so that one group A joins one Group B.
8. Give five minutes for Group A to summarise the main points about European art to Group B. Then, give five minutes for Group B to summarise the main points about Parabaik paintings to Group A. Encourage all students to participate in the group discussion.
9. Provide flip-chart paper and marker pens for students to make notes for their group in the group discussion.
10. After the groups have finished reporting back to their respective groups, write a T-chart on the board with European art and Parabaik paintings as the respective headings.
11. To check students understanding, ask student teachers from Group A to come and write the main points about Parabaik paintings on the board, and student teachers from Group B about European art. You will also learn how effective your student teachers were in teaching their peers about the lesson.

Facilitator's notes

In the group study, guide your student teachers on how to choose the most important points to summarise and teach their partner group. Remind them gather information on the categories you have written on the board.

During the group discussion, you should observe student teachers and facilitate the groups which need help. Encourage all students to participate. You can assign the role of note taker to student teachers who are not actively involved in the discussion.

This is also a great opportunity to highlight to your student teachers about the importance of respecting and valuing different perspectives, cultures and art. If student teachers have different perspectives on their group's topic, help them to negotiate with their peers.

Assessment

In this activity, the student teachers are responsible for their peers' learning. You can check their understanding of European art and Parabaik paintings by circulating the room and actively listening to their group discussions, as well as checking the points they are writing on the board at the end of the activity.

Give brief verbal feedback to the groups during the discussion and at the end of the activity, and highlight whether they have covered all the main points.

Possible student teachers' responses

The main points can about European art and Parabaik paintings can be found in the student teacher textbook in Lesson 3.1.1.

Learning activity 2. Poster creation (20 minutes)

Explain to students that now they will have the opportunity to arrange the information about the historical facts of European art and Parabaik paintings in a visual format of a poster. Let students stay in their original groups of around four or five students.

If ICT resources are available, student teachers can do further research on the history of these two topics. If not, they can use the information from their group discussions as well as the information in Lesson 3.1.1.

You can give student ideas of how to organise their poster. You can show examples of different graphic organisers on the board, such as concept maps. Remind student teachers that they should add colour, pictures and visual designs to be attractive and appealing to the viewer. The presentation of the poster should also be neat and tidy. Students can print or draw pictures according to availability and their desires.

Remind student teachers to finish their presentation in time (25 minutes). Encourage them think of ways to promote collaboration and time efficiency within the group. For example, student teachers can divide and share the tasks, or take on different roles that are needed, such as:

- data collector (historical facts on European art and Parabaik painting)
- analyst of data (write comments on the poster)
- graphics collector
- artwork creator
- poster design organiser/ creator
- expert for later question and answer session

Student teachers should negotiate and decide among themselves about which tasks are appropriate for them.

Assessment

Observe your student teachers' poster creations. Give feedback on how well they are working in groups and give suggestions for how they can divide the tasks if needed. You also can give some more creative support to groups that need ideas for how to organise and present their poster.

Give informal feedback to each group about their poster creations. Base the criteria of your feedback on:

- The content is accurate and relevant to the topic
- The poster is well-organised and clearly laid out
- Colourful and attractive
- Neat and tidy presentation
- Creative and original design

Possible student teachers' responses

The posters should be a visual display of the information they have learnt regarding European art and Parabaik paintings.

Learning activity 3. Gallery walk (10 minutes)

1. Ask each group to stick their poster creation onto the classroom wall.
2. Let the student teachers walk around and observe the different posters.
3. The teacher educator will ask questions about each poster, and the student teacher in the 'expert' role will answer. The 'expert' can ask for help to answer questions from the peers in his group.
4. Student teachers can ask questions or give comments and suggestions on the posters of different groups.

Assessment

Give feedback on student teachers' abilities to answer questions relating to their own posters, as well as their abilities to give comments and suggestions on the posters of different groups.

At the end of the lesson, you can ask student teachers to reflect on their poster creations and think about what went well and what they could do better next time.

Keep the assessed posters in the Visual Arts file of Unit 3, Lesson 3.1.1.

Possible student teachers' responses

Students may ask questions or give comments and suggestions according to the posters that are created. You need to adapt to the situation and encourage student teachers to give feedback to each other.

Extended learning activity 1. T-chart (10 minutes)

You can ask student teachers to write down the main points of European art and Parabaik paintings in the T-chart below:

European art	Parabaik paintings

Assessment

Assess whether student teachers have included the main points of European art paintings and Parabaik paintings.

Possible student teachers' responses

Student teachers' T-charts should be based on the information in their textbook (Lesson 3.1.1.) and their groups discussion in Learning activity 1. Jigsaw.

Check student teachers' understanding (5 minutes)

You can remind students that by studying art history and artwork we can develop our understanding of different cultures. Also, although the style and composition of artwork varies through different periods, both art appreciation and art conservation are always important.

Parabaik paintings can be regarded as an iconic Myanmar style of art. It also has been found to have a relationship with literature. It is rare to find well-preserved white Parabaik paintings in Myanmar now. This should encourage us all to maintain Myanmar traditional artworks.

Ask your student teachers to do some research on local artworks from their region. The chosen artwork should be currently in use or decreasing in use. Your student teachers should make some notes on the information and facts about that artwork. They should also read Lesson 3.1.2. Art appreciation and preservation in advance of the lesson.

Expected student teachers' responses for the review questions in TB

Question 1: What are the benefits of art appreciation?

Answer: *It promotes the understanding of the value of art and the desire to preserve it.*

Question 2: Why do you think that it is rare to find historic pieces of Myanmar's art history?

Answer: *Severe weather; wars; lack of knowledge; and technology required for conservation has made it rare to find historic pieces of Myanmar's art history. Many of Myanmar's ancient buildings and cultural heritage have been devastated by severe weather. The war also destroyed the historic pieces. Myanmar's last royal palace was destroyed by a fire during World War II. During the British invasion, they destroyed Pay, Parabaik and other artworks after finding the valuable treasures. Today, it is often found that works of art had been stolen and destroyed for sale in the antique market. There are difficulties in maintaining the art of Myanmar, due to the required methodology and experiences to solve similar problems.*

Question 3: Reflect on how you feel about the loss of Myanmar's historical artworks. Think about some solutions to preserve Myanmar's art history.

Answer: *The loss of various arts in Myanmar is a tragedy. Losing a national heritage is an irrevocable and long-term disaster for country. It is important that the right knowledge and methodology are used to cure it on a nationwide range. It needs imperative education program that understand the value of the arts around us and how to preserve it. It will need artworks documenting, the maintenance of artworks and long-term management plans.*

3.1.1. Art appreciation and preservation

Expected learning outcomes

By the end of this lesson, student teachers will be able to:
- Conduct research on traditional artworks across different regions of Myanmar;
- Assess the importance of Myanmar artworks in understanding its diverse culture and tradition and its implication to the appreciation of diversity; and
- Appraise how valuing artwork is essential for the preservation of heritage, tradition and culture.

Competencies gained

A2.1.1 Plan learning experiences that provide opportunities for student collaboration, inquiry, problem-solving and creativity

A2.2.1 Describe the function and purpose of online and offline educational tools and materials to support the teaching and learning process

A2.2.2 Evaluate and match available online and offline ICT tools and materials to curriculum content and pedagogical strategies, including online and offline

A3.2.2 Be aware of social, linguistic and cultural background of parents, community elders and leaders when interacting with them

A5.2.2 Explain how lessons are contextualised to include localised information and examples related to the subject content, concepts and themes

B1.1.1 Use different ways to explain the subject matter, related ideas and concepts to meet a range of learning abilities and intended learning outcomes

B1.1.2 Select instructional material to link learning with students' prior knowledge, interests, daily life and local needs

Time: One period of 50 minutes

Learning strategies: Flipped classroom, conducting research, group discussion

Assessment approaches: Observation, presentation

Preparation needed: Do research about one of the local artworks from your region, as an example to share with student teachers. Your chosen artwork should be currently in use or currently decreasing in use.

Resources needed: Printed teaching charts, some traditional artworks examples (for example- clay pot and other readily available items), flip chart, tapes, glue, marker pens

Learning activity 1. Group discussion (30 minutes)

1. You should divide your student teachers into small groups of about six students. (Ensure gender equality)
2. Ask your student teachers to refer to the notes they have made about local artworks from their region. If students need some more time to research about their local artworks, allocate 5-10 minutes.
3. They should discuss about the local artworks of their region with their peers in their group.
4. The group discussion should be led by using the following criteria:

    - geographical region
    - types of item
    - currently in use or not
    - usefulness
    - evolution of the item
    - replacement by modern items
    - own opinion
    - others

5. When one student teacher is giving feedback about their research on local artworks, the other student teachers should listen actively, ask questions and make notes.
6. Remind all students to discuss about the research they have done.
7. If some student teachers are unable to take part in the discussion, they can share their information in a different format, such as a PowerPoint presentation, written notes or a poster.

Assessment

Circulate around the room and observe the groups' discussions. Make sure that the student teachers are discussing according to the set criteria. Support student teachers and answer their questions as required.

Student teachers should share the information that they have researched on rural/ local artworks found in their region according to the set criteria.

Learning activity 2. Group presentation (15 minutes)

1. You should explain to the student teachers that they will have to share the information they have learnt about local artworks to the rest of the class.
2. You should choose one student teacher from each group to feedback to the whole class about the local artworks that their group researched about. Make sure that the student teachers follow the set criteria.
3. Depending on the number of groups, set an allocated time for which each group can present.
4. Encourage students to listen actively when groups are presenting. Ask them to make notes on the local artworks other groups have chosen. After a group has finished presenting, student teachers can ask questions about the local artworks that group has researched.
5. You should also ask each group some questions about their presentation. Any group member can answer, not just the presenter.
6. Ask student teachers to reflect on why it is important to preserve traditional artworks.

Assessment

Listen to the student teachers' presentations about local artworks and check whether they are following the set criteria.

Possible student teachers' responses

Student teacher responses will vary according to the local artworks they have chosen to present about. However, the information should be presented according to the set criteria.

Facilitator's notes

Student teachers might need support conducting research on their chosen rural artwork. You can discuss about the methods they need use to research on the internet. You also can share art Virtual Learning Environment (VLE) materials with them, such as websites, blogs and social media pages that might be useful.

In forming groups, beware the balance of gender ratios. Although the geographical and cultural background may different, student teachers must be able to discuss the concept of equality through artistic value. Student teachers will understand that they are diverse but part of a community and lives peacefully with each other.

Extended learning activity 1. Reflection paper

You can set this assignment as an extended learning activity, or also as a homework assignment.

Write a short paper reflection paper about the importance of preserving artworks. Think about these questions whilst writing your paper:

- What is the importance of preserving traditional artworks?
- How can we preserve the Myanmar's folk artwork? Provide detailed explanations for your suggestions.
- How can we encourage Basic Education students to be interested in preserving Myanmar's traditional artwork?

Assessment

Check that students have written the paper according to the criteria/ questions set. You can have a class discussion about interesting points highlighted in the student teachers' papers.

Possible student teachers' responses

Student teachers responses will vary according to their personal reflection. However, all papers should be well thought out and follow the set criteria.

(Keep the checked papers in the file for Unit 3, Lesson 3.1.2)

✓ Check student teachers' understanding (5 minutes)

Local artworks are interesting and important to study. Traditional tools and object that are used in daily life, such as wheel grippers and drinking water cup handles, can be decorative and considered fascinating works of art.

Installing artworks on our daily used items adds value of art in our daily lives. It is also a way of expressing our culture.

In this lesson, student teachers have explored artwork in their own environments, helping students teachers understand the nature of art and research. Student teachers have conducted basic research practices and have had the opportunity to explore local artworks from their regions.

In preparation for next lesson, ask student teachers to read the lesson of 3.2.1. ahead. You need to inform them to prepare the necessary materials required for their printmaking artwork creation:

- two A4 pieces of paper
- A4 size binding film
- a pencil
- sharpener
- scissors
- water colours
- paintbrush
- cloth
- board
- newspaper

Expected student teachers' responses for the review questions in TB

Question 1: Where can you find folk arts?

Answer: *It is an art that can be easily found in many rural areas.*

Question 2: Why do we call it 'folk artwork'?

Answer: *This is because of the locally used traditional artworks. There have different forms and meanings for related ethnic groups.*

Question 3: What are some examples of folk artwork in Myanmar and/or your regional area?

Answer: *Rural art can be found in our everyday used materials. For example, water pots. Carts, and traditional folk instruments are often referred to as folk artworks.*

Question 4: How can we preserve Myanmar's folk artwork?

Answer: *Recognising the usefulness and value of Myanmar folk art is perhaps the most important act of preservation. To provide more knowledge of folk art in local areas instead of modern appliances will promote preservation.*

Sub-unit Summary

Key messages

- In this sub-unit, student teachers have learnt about the history of European art, Myanmar Parabaik painting and local artworks. They have also conducted their own research about artwork in their regional areas.
- Student teachers have continued to build on their understanding about the value of artwork from different cultures and eras. In their research on local artworks, they have explored ways in which they can preserve those traditions.
- Student teachers have worked individually and in groups to develop their understanding. They have completed:
  - Group study on the artists and artwork creation styles of the Renaissance, Mannerism, Baroque and Rococo periods.
  - Group discussion on Myanmar Parabaik paintings, exploring topics such as page composition, colour usages, themes, and their painting methods.
  - Researched and discussed on the history and usage of folk arts.
- After completing this sub-unit, student teachers have built on their knowledge
  and skills on the following areas:
  - Artists and artwork creation styles of the Renaissance, Mannerism, Baroque and Rococo periods;
  - History, materials and technique of Parabaik paintings;
  - Folk art: its values and how to preserve it;
  - How to gather information and research for poster creation and presentations; and
  - Understand how to ask and answer questions on different artworks.

Sub-unit reflection

In this sub-unit, student teachers have learnt about various aspects of art appreciation. They will also have developed their own personal appreciation for different lifestyles and cultures from diverse regions and eras. They have also discovered and shared different kinds of artwork from different regions and ethnic groups. They have had the opportunity to actively participate in discussions and have reflected on solutions that can be used to preserve different artworks.

- Which form of art were you most interested about from the early European art periods?
- Parabaik painting is a unique form of art in Myanmar. Do you think that other countries in Asia might have a similar style? Why?
- What are some remarkable characteristics of rural art?

- How can we ensure preservation of different artworks or art traditions?
- How can you develop your ability to teach art appreciation lessons to middle school students in your free time?

Further reading

Bachi Hla Tin Tun. (2015). ပန်းချီခရီးသည် [Art traveller]. Yangon, Myanmar: Lin Loon Khin Sarpay.

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Gerlings, C. (2013). *100 great artists: A visual journey from Fra Angelico to Andy Warhol*. London, England: Arcturus.

U Kyaw Thu Rain (Bachi Niipya). (2015). ကမ္ဘာ့ပန်းချီသမိုင်း [History of world art]. Yangon, Myanmar: Thin Sarpay.

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U Min Naing. (1990). ယဉ်ကျေးမှုမိတ်ဆက် [Introduction of culture]. Yangon, Myanmar: Sarpay Beikman.

3.2. Printmaking

In this sub-unit, student teacher will learn about the history of printmaking and its techniques. They will learn about the progress of printing technology and the four printing techniques. They will be able to create their own sketches and learn how to make these sketches into printmaking artwork.

Expected learning outcomes

By the end of this sub-unit, student teachers will be able to:
- Explain the history of printmaking in Art;
- Identify various printmaking techniques; and
- Create an artwork by using some printmaking techniques.

Competencies gained

A2.1 Demonstrate understanding of appropriate use of a variety of teaching and learning strategies and resources

A2.2 Demonstrate understanding of appropriate use of Information and Communication Technology (ICT) in teaching and learning

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

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

A5.2 Demonstrate understanding of how to vary delivery of subject content to meet students' learning needs and learning context

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

3.2.1. Printmaking techniques

Expected learning outcomes

By the end of this lesson, student teachers will be able to:
- Explain the history of printmaking in Art;
- Identify various printmaking techniques; and
- Create an artwork by using some printmaking techniques.

Competencies gained

A2.1.1 Plan learning experiences that provide opportunities for student collaboration, inquiry, problem-solving and creativity

A2.2.1 Describe the function and purpose of online and offline educational tools and materials to support the teaching and learning process

A2.2.2 Evaluate and match available online and offline ICT tools and materials to curriculum content and pedagogical strategies, including online and offline

A4.1.2 Prepare lesson plans reflecting the requirements of the curriculum and include relevant teaching and learning activities and materials

A5.1.2 Include in lessons accurate and relevant information, examples and exercises to support student learning of core subject content, skills and procedures

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

B1.1.1 Use different ways to explain the subject matter, related ideas and concepts to meet a range of learning abilities and intended learning outcomes

B1.1.3 Encourage students' awareness of their own thought processes and use of reflection to build new understanding

Time: One period of 50 minutes

Learning strategies: Flipped classroom, lecture, KWL chart, self-study,

practical, observation

Assessment approaches: Group work, observation, individual project, journal log/ reflection papers

Preparation needed: Student teachers need to have prepared the materials needed for the individual art project (printmaking) in advance. They should have also already read the information in Lesson 3.2.1. in their textbooks.

You should do some further research about printmaking techniques to share with student teachers to allow them build on the knowledge they have learnt during their self-study before the lesson. Prepare your own example of printmaking to demonstrate to the students. It would be useful if some of vinyl pictures of printmaking examples are prepared in advance for the student teachers.

Resources needed: Teaching aids such as vinyls of printmaking examples, flip-chart paper, markers, two A4 papers, A4 size binding film, pencil, sharpener, scissors, water colours, paintbrush, cloth, board and newspapers

Learning activity 1. KWL (5 minutes)

1. Ask student teachers to complete the "K" and "W" columns on a flip chart paper, responding to the question: What do I know about printmaking techniques and what do I want to know about printmaking techniques?
2. The "K" column should be based on their pre-reading of Lesson 3.2.1. in their textbooks.

Table 3.1. KWL chart

K	W	L

Assessment

Check students' "K" and "W" column on the KWL chart in order to get an idea of student teachers' prior understanding of printmaking techniques. You can also assess whether student teachers have completed the pre-reading by observing what they have written in the "K" column.

Possible student teachers' responses

Responses should be based on the pre-reading, but also will vary according to their previous exposure.

Learning activity 2. Pair discussion and KWL (10 minutes)

1. Student teachers should have already read about the four different kinds of printmaking and its history in Lesson 3.2.1. in their textbooks
2. Go into further detail about how to create printmaking artworks, using your own research, knowledge and experience.
3. Ask student teachers to discuss in pairs about the different printmaking techniques. Student teachers should also discuss the history of printmaking.
4. Ask students to complete the "L" column on the KWL chart flipchart paper about some new information they have learnt from the teacher educator and their peers.

Assessment

Check students' "L" column on the KWL chart in order to assess students' understanding of the history and techniques of printmaking.

Possible student teachers' responses

Student teachers should focus on the different printmaking techniques, as well as its

importance in civilised society.

Learning activity 3. Artwork creation (25 minutes)

1. Explain to student teachers that they can create their own printmaking artwork creation in this activity. They need to utilise the planographic printmaking technique.
2. You need to check student teachers have prepared the necessary materials required in printmaking in advance. These are:

- two A4 pieces of paper
- A4 size binding film
- a pencil
- sharpener
- scissors
- water colours
- paintbrush
- cloth
- board
- newspaper

3. Ask student teachers to follow the instructions for creating printmaking artwork as outlined in the student teacher textbook. You can explain the method in more detail as required.

Assessment

Assess whether the student teachers' can effectively create their own prints using the printmaking technique. You can ask them questions about steps involved in the printmaking process, to ensure they understand the overall method.

Possible student teachers' responses

Student teachers will create their own unique printmaking artworks based on their imagination.

Learning activity 4. Reflection log (5 minutes)

Ask your student teachers to write and explain about the artwork they have created.

Make sure they cover the following points:

- What picture did you draw?
- Why did you choose this picture?

- What are the benefits of copying and printing with this method?
- Think about whether there are any difficulties in copying with this method. Explain them.

Assessment

Ask some students to feedback to the class about their answers to the questions in their reflection log. You can assess their understanding of the positives and drawbacks of the printmaking method through this Q&A.

Possible student teachers' responses

Student teachers should describe the experience they had when making printmaking artworks. They should outline the benefits of using this printmaking method, such as it is a relatively simple way to produce original copies of artworks. They should also highlight the potential drawbacks of this method, for example, it can be time consuming to paint the whole design for each and every copy.

Student teachers should understand how to teach the exercises of Middle School Visual Arts.

(Keep assessed artworks in the Visual Arts file of Unit 3, Lesson 3.2.1)

Facilitator's notes

You should prepare your own example of a printmaking artwork with the respective illustrations in order to clearly show student teachers the step by step method of printmaking.

During the lesson, make sure that enough water is mixed in well with the paint, as this will ensure it takes longer to dry, which allows the copying to take place effectively.

Remind students that rather than copying the whole picture, student teachers should paint and copy only small parts of the picture at a time.

In forming groups, beware the balance of gender ratios. Ask the difficulties of printing and provides necessary discussion.

Check student teachers' understanding (5 minutes)

Printmaking is one of the art techniques from the Visual Arts Basic Education Curriculum. In this lesson, the student teachers have learnt about the history and four kinds of printmaking techniques. They have also explored the step by step method of one

printmaking technique and attempted it in their own practical work. Student teachers can reduce potential difficulties of printmaking by studying the lesson from their student teacher textbook carefully.

Ask student teachers to study and prepare for the next lesson:

- Student teachers first need to study the lesson 'Making Shelter' from the Basic Education Grade 4 Art Curriculum.
- Then, student teachers should read ahead about three-dimensional artworks in Lesson 3.3.1.
- You will need to assign groups for each student teacher. These groups need to think and discuss about what content they want to create for the three-dimensional artwork project.
- Homework assignment: Ask student teachers to complete the 'My 3D handicrafts artwork' plan as a group. Student teachers should also collect the materials they will want to use for the group project.

Expected student teachers' responses for the review questions in TB

Question 1: How many techniques are there in printmaking?

Answer: *There have four kinds of printmaking techniques. They are Relief Cameo, Intaglio, Stencil and Planographic.*

Question 2: Describe some of the items that have been made using printmaking techniques.

Answer: *We can easily find the items of printmaking around us. They are banknotes, billboards and various printed books.*

Question 3: How will you encourage middle school students to take part in these printmaking techniques?

Answer*: The middle school Visual Arts subject already provides the lessons of printmaking techniques. Understanding printmaking techniques and demonstrating by ourselves will give us the confidence in the teaching. Middle School lessons can be taught with the necessary preparation, correct instructions and guidance.*

Sub-unit Summary

Key messages

- Printmaking is a method used in the fine arts. In this sub-unit, student teachers have studied about the history of printmaking and four different kinds of printing techniques. They have also created their own printmaking artwork, by first drawing a sketch from their own imagination and then printing this sketch. Remember that:
  - Simple designs should be used when drawing a sketch to print.
  - The paint pigment should be mixed well.
  - It is important for student teachers to practise their painting techniques.
- After completing this sub-unit, student teachers have built on their knowledge
  and skills on the following areas:
  - Understanding of the history and four kinds of printmaking techniques;
  - Creating their own printmaking artwork;
  - Developed their ability to explain the step by step method of printmaking necessary to middle school students; and
  - Able to demonstrate the necessary skills for teaching the middle school Visual Arts subject.

Sub-unit reflection

In this sub-unit, student teachers have learnt about the history and techniques of printmaking as a part of the fine arts. Printmaking is a technique that contributes to the development of human culture and it continues to be innovated in 21st century contemporary art. Student teachers should reflect on the following questions:

- Try and identify printed materials around us. How many examples can you find?
- Compare the different printmaking techniques. Which techniques do you think are the most useful and why?
- Making photo collages on a computer is becoming a new printmaking technique. Practise making your own original artwork using this idea in your free time.

Further reading

Martin, G. M. (2016). *Drawing and painting: The complete artist's handbook.* New York, NY: Sterling.

Mayor, A. (1971). *Prints & people a social history of printed pictures* (2nd ed.). New York, NY: The Metropolitan Museum of Art.

Zaw Winn (Thit Htwin). (2015). သစ်ထွင်းပုံနှိပ်ပန်းချီ [Woodcut painting]. Yangon, Myanmar: Sanpal Sarpay.

3.3. Handicrafts: Three-dimensional Artwork

This sub-unit will focus on creating three-dimensional artwork. Student teachers will study about the nature of installation art, artists, and both local and international artworks. They will also get the opportunity to create a three-dimensional artwork in groups. Student teachers will practise skills such as: presenting ideas; co-operation; solving problems; and collaboration.

Expected learning outcomes

By the end of this sub-unit, student teachers will be able to:
- Make three-dimensional artwork using recyclable materials collaboratively with peers;
- Discuss with peers what messages their artworks convey and prepare for a presentation; and
- Promote recycling and waste management for environmental protection by using recyclable materials to create artwork.

Competencies gained

A1.2 Demonstrate understanding of how different teaching methods can meet students' individual learning needs

A2.1 Demonstrate understanding of appropriate use of a variety of teaching and learning strategies and resources

A2.2 Demonstrate understanding of appropriate use of Information and Communication Technology (ICT) in teaching and learning

A3.2 Demonstrate respect for the social, linguistic, and cultural diversity of the students and their communities

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

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

3.3.1. Handicraft: Three-dimensional artwork creation

Expected learning outcomes

By the end of this lesson, student teachers will be able to:
- Make three-dimensional artwork using recyclable materials collaboratively with peers;
- Discuss with peers what message their artworks convey and prepare for a presentation; and
- Promote recycling and waste management for environmental protection by using recyclable materials to create artwork.

Competencies gained

A1.2.2 Identify focused and sequenced learning activities to assist students to link new concepts with their prior knowledge and experiences

A2.1.1 Plan learning experiences that provide opportunities for student collaboration, inquiry, problem-solving and creativity

A2.2.1 Describe the function and purpose of online and offline educational tools and materials to support the teaching and learning process

A3.2.2 Be aware of social, linguistic and cultural background of parents, community elders and leaders when interacting with them

A5.1.1 Describe key concepts, skills, techniques and applications for the subjects covered in the grade levels taught

B1.1.1 Use different ways to explain the subject matter, related ideas and concepts to meet a range of learning abilities and intended learning outcomes

B1.1.2 Select instructional material to link learning with students' prior knowledge, interests, daily life and local needs

B1.1.3 Encourage students' awareness of their own thought processes and use of reflection to build new understanding

Time: One period of 50 minutes

Learning strategies: Flipped classroom, preparation assignment, self-study, practical

Assessment approaches: Q&A, project, observation, journal log/ reflection paper

Preparation needed: Teachers should prepare a large classroom which is suitable for creating a three-dimensional handicraft. Prepare bags to collect waste. Make sure that students have completed the preparation assignment, including pre-reading, group discussion, individual writing of project plan and collecting of materials (as outlined at the end of the previous lesson).

Resources needed: Basic Education Grade 4 Curriculum, dried branches, pieces of newspaper, watercolor, tape, rope, scissors, various recyclable materials, teaching charts

Learning activity 1. Q&A (5 minutes)

1. Student teachers should have read the information in Lesson 3.3.1. in advance using their student teacher textbooks. They should have also studied the lesson 'Making shelter' from the Basic Education Grade 4 Art Curriculum.

2. Ask some questions to assess their understanding of the pre-reading:

   - What is three-dimensional art?
   - What is the difference between two-dimensional and three-dimensional art?
   - What are some examples of installation arts?
   - Why do you think learning about how to create handicrafts is included in this Education Degree College Visual Arts course?

3. If needs, review the topic of three-dimensional art and the contemporary art form of 'Installation art'.
4. Explain the importance of learning how to teach sensory/ hands-on art projects.

Assessment

Check for student teachers' understanding of three-dimensional artworks and art installations by conducting a quick Q&A. Make sure students are aware of the importance of sensory art projects for primary school students.

Possible student teachers' responses

- Artwork which has form is called three-dimensional art. This artwork can be viewed and felt from different angles and is called three-dimensional because they have height, width and length.
- In comparison, two-dimensional artworks, such as paintings, only have length and width.

- Student teachers can share the examples of installation arts used in their textbooks, or from their own knowledge.
- It is important to be confident in creating handicrafts in order to effectively teach primary and middle School students on this topic. In Primary School, there are hands-on art projects that are included to promote sensory development of children, for example, the 'Making Shelter' lesson from the Basic Education Grade 4 Art Curriculum. Therefore, student teachers need to learn about the techniques and methods involved.

Learning activity 2. Group work (35 minutes)

1. Tell student teachers that they will work on creating their own three-dimensional artwork in groups.
2. At the end of the previous lesson, you should have already assigned the student teachers in groups.
3. Student teachers should have already completed the 'My 3D handicrafts artwork plan' and should have collected the required materials for their three-dimensional artwork group project.
4. Tell students that they should work in their groups to create their three-dimensional artwork, based on the ideas they have agreed open and by using the materials they have prepared.
5. You can also bring some example materials or sample three-dimensional artwork to give them ideas for their creations.
6. Explain the assessment criteria and rating scale (A: Beyond Satisfactory; B: Satisfactory; C: Needs Improvement) with which you will assess them on. You can write them on the board:

    - Relevance to theme
    - Creativity
    - Choice of materials
    - Successful completion of artwork

7. Support student teachers according to their needs. Check if they are facing any difficulties and encourage them to ask you questions. Also assist them to solve problems they may encounter in their groups.
8. Make sure that you move around the class to observe the student teachers while they are creating artworks and support those who need help.
9. If student teachers cannot finish the practical work during the given time, they should continue in their own time.
10. Remind students to store their extra materials systematically.

Assessment

	Beyond satisfactory (A)	Satisfactory (B)	Needs improvement (C)
Relevance to theme	Artwork is highly relevant to theme.	Artwork is fairly relevant to theme.	Artwork is not relevant to theme.
Creativity	Artwork is highly creative and uses original ideas.	Artwork is fairly creative and uses some original ideas.	Artwork is not so creative and does not use original ideas.
Choice of materials	Excellent combination of materials. Materials are diverse and original.	Satisfactory combination of materials. Some materials are diverse and original.	Poor combination of materials. Most of the materials are not diverse or original.
Successful group completion of artwork	The artwork is successfully completed. Used time well. The group collaborated well throughout the project.	The artwork is completed to a satisfactory standard. Used time fairly well. The group collaborated well through most of the project.	The artwork is largely incomplete. Did not use time well. The group collaborated well only in parts of the project.

Remember to assess students based on their individual needs and abilities. Give feedback and suggestions to student teachers about how they could build on their artwork to make it even better.

Possible student teachers' responses

Student teachers will work as a group to create their unique artwork by following the plan they have prepared before the lesson. They will also use the materials that they have collected prior to the lesson, outlined in their plan.

Learning activity 3. Reflection log (5 minutes)

Ask student teachers to reflect on their artwork creation. Remind them to cover the following points:

- What topic did you choose for your three-dimensional artwork?
- Why did you choose this topic?
- What materials did you use for this topic? Where did you find them?
- Did you encounter any difficulties in choosing your topic as a group? How did you overcome these difficulties?

Assessment

You can ask students to share their reflections in a class discussion or Q&A. You also circulate the class and check student teachers' reflection logs.

Possible student teachers' responses

Student teachers will respond differently according to their experience.
(Save and collect the pictures of artworks in the file of Visual Arts Unit 3, Lesson 3.3.1)

✓ Check student teachers' understanding (5 minutes)

Three-dimensional works of art can be a sensational experience for the viewer or audience.

Installation art combines pictures, sounds, colours, light and shadows, and media, which the artist sets up and decorates in a place freely. The viewer can both feel and view the artwork, enhancing their feeling and senses. This style of artwork can also make the audience notice the environment, promoting awareness and positivity.

Homework Assignment: Ask student teachers to read Lesson 3.4.1. in preparation for the next lesson. They should also complete Learning activity 1. Self-study, before the lesson. It is based on success criteria we can use to assess middle school students' visual artworks.

Question 1: Explain the meaning of 'installation arts'.

Answer: *Installation art is that the whole room is made up of works of art. It began to be used in the 1970's. The artists who create Installations frequently use various and many materials like Mixed media. In those work, paintings, sculptures, and cloth materials are mixed with letters, words and other usable materials. In addition to daily tools and materials, films, pictures and sounds can be found in installation artworks.*

Question 2: Why is it useful to recycle abandoned materials?

Answer: *Recycling waste is important for reducing energy usage for each year. With so many hectares of forest used to make the paper, creating a reusable environment will bring the world to reduce and control greenhouse gases.*

Question 3:   What are the differences in creating two-dimensional and three-dimensional (handicrafts) artworks?

Answer: *The flat nature of length and width, and the form nature of length, width and depth can be seen in the works that are created in these lessons. The two-dimensional artwork is viewed by the viewer in front of them, however the viewer will be able to view all around the three-dimensional work of art.*

Sub-unit Summary

Key messages

- In this sub-unit, your student teachers have further explored the topic of handicrafts, building on their knowledge from Semester 1.
- They have studied about three-dimensional installation art and how to create it. They have collaborated with their peers in making an original piece of handicraft artwork. They have also learnt more about how they can make their environment better with art.
- Student teachers have developed their teamwork skills and have practised expressing their ideas and point of view within a group. They have collaborated and coordinated with their peers and have learnt to identify weaknesses or solve problems that can occur when doing group work.
- This sub-unit has been studied to improve knowledge and skills for the following areas:
  - Characteristics of installation art;
  - Benefits of recycling; and
  - Creating three-dimensional artwork with waste or abandoned materials.

Sub-unit reflection

Student teachers have become more aware of the environment and the importance of recycling materials. Student teachers have negotiated and cooperated with their peers when they were working on their group artwork. Reflection question: Why do you think it is important to cooperate with the others?

Student teachers have enhanced their creative skills and implemented their own original ideas. Reflection question: What was the essence of your hand-crafted artwork?

Installation art can be defined as a powerful form of contemporary art creation. Many similar activities are incorporated in the Middle School Visual Arts subject. The value of art will be explored in different presentations.

📖 Further reading

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Light, W. (2014). *Fresh Visions.* Myanmar Times. Retrieved from https://www.mmtimes.com/lifestyle/12368-fresh-visions.html

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Yap, J. (2012). *Wah Nu and Tun Win Aung – Four Pieces (of White).* Guggenheim. Retrieved from https://www.guggenheim.org/artwork/31596

3.4. Assessment in Visual Arts

In this sub-unit, you will teach your student teachers how to assess middle school students' works of art in the Visual Arts subject. Student teachers will need to learn how to use the criteria of assessment. They also will learn how to overcome problems during the assessment process.

Expected learning outcomes

By the end of this sub-unit, student teachers will be able to:
- Discuss assessment approaches to monitor and evaluate middle school students' learning in Middle School Visual Arts classrooms;
- Identify how to assess the artworks of middle school students and develop success criteria for assessing different artworks;
- Identify a variety of evaluation tools to ensure the equal and equitable assessment process for middle school student's learning; and
- Develop success criteria to evaluate and improve their own teaching/learning strategies.

Competencies gained

B2.1 Demonstrate capacity to monitor and assess student learning

B2.2 Demonstrate capacity to keep detailed assessment records and use the assessment information to guide students' learning progress

3.4.1. Assessment Approaches for Middle School Visual Arts

Expected learning outcomes

By the end of this lesson, student teachers will be able to:
- Discuss assessment approaches to monitor and evaluate middle school students' learning in Middle School Visual Arts classrooms;
- Identify how to assess the artworks of middle school students and develop success criteria for assessing different artworks;
- Identify a variety of evaluation tools to ensure the equal and equitable assessment process for middle school student's learning; and
- Develop success criteria to evaluate and improve their own teaching/learning strategies.

Competencies gained

B2.1.1 Use assessment techniques as part of lessons to support students to achieve learning outcomes

B2.1.2 Use assessment information to plan lessons

B2.2.2 Use varied assessment practices to monitor and record students' learning progress and inform further planning of the curriculum

B2.2.3 Communicate students' learning progress and achievement to students, parents and other educators

Time: One period of 50 minutes

Learning strategies: Flipped classroom, self-study, group work, group discussion, group assessment

Assessment approaches: Presentation, observation, Q&A

Preparation needed: Student teachers should have completed Learning activity 1 – Self-study (homework assignment) prior to the lesson.

Prepare for a short lecture on how to conduct assessments of Middle School students' artworks. Be ready to explain about assessment criteria used in Middle School, and also about how assessment rubrics can be used in conducting assessments.

Resources needed: Artworks of Middle School students (Handout 1 in the Annexes), Middle School (Grade 6/ Grade 7) Visual Arts teacher guides

Learning activity 1. Self-study (Homework assignment)

Check that student teachers have completed the self-study on the five success criteria used to assess visual artworks in their textbooks. They should have observed the "beyond satisfactory" and "needs improvement" examples of artworks according to the criteria and answered the questions.

Assessment

Ensure that students have completed the reading and answered the questions in the self-study activity. You can conduct a quick group discussion at the beginning of the lesson to feedback their answers on their self-study activity.

Possible student teachers' responses

Student teachers should answer the questions based on their understanding from the reading or from their prior experience.

Learning activity 2. Think-pair-share (15 minutes)

1. Start the lesson by asking student teachers if they have previous experience of conducting art assessments.
2. Pose this question to student teachers:

   • "Can two assessors grade the same artwork differently?"
   • Ask student teachers to think about this question, and then discuss with a partner.
   • Ask some student teachers to feedback their answers to the class. Encourage student teachers to give reasons for their answer.

3. Explain that each assessor might have their own subjective taste. Ask students to think about:
   • "What solutions prevent assessors' subjective tastes influencing their grading of different artworks?".
   • Let the student teachers discuss in pairs again. Ask student teachers to share their ideas with the whole class.

4. Use the Teacher's Guide of the Middle School (Grade 6/Grade 7) Visual Arts subject to explain about the assessment methods used in middle school. Explain that assessments are based on whether the students meet the criteria for success set for that assignment. In middle school, students are graded according to three levels (A,

B, C).

5. Review the success criteria they have studied about prior to the lesson: Depiction of content, Quality of presentation, Use of colour, Neat and tidiness, and Creativity. We can use these criteria to assess middle school students' artworks.
6. By using success criteria, assessors can be fair in conducting assessments. Success criteria can also be developed into assessment rubrics to make it easier to grade students work fairly.
7. Explain in more detail about how student teachers should conduct assessment on students' practical work by using the information in the student teacher textbook and your own experience and knowledge.
8. To understand the assessment system better, student teachers will conduct their own assessments of artworks in groups in the next activity.

Assessment

Check for understanding of the assessment system of the Middle School Visual Arts subject by conducting Q&A.

Possible student teachers' responses

Student teachers should understand about how to use assessment criteria to assess painting, handicraft and art appreciation, which are the three strands of the Middle School Visual Arts subject.

Learning activity 3. Conducting assessment (20 minutes)

1. Divide the student teachers into groups of 5 or 6 students (Ensure gender equality).
2. Assign each group one of the four examples of Middle School Grade 6 students' artworks in Handout 1 in the Annexes. Explain that the theme that was assigned to these artworks was: "Own imagination".
3. First, ask each group to discuss the criteria for success in the assessment rubric in their student teacher textbook (Depiction of content, Quality of presentation, Use of colour, Neat and tidiness, and Creativity).
4. Explain to student teachers that they need to agree as a group on an overall grade to give the artwork they have been assigned to based on the assessment rubric. They can do this in two ways:

   i. Each member of the group can give a grade for all of the *five* criteria from their own point of view. The final grade given will be the accumulation of these grades.
   ii. Each group member will take responsibility to give the grade for only one of the criteria. The final grade will be the accumulation of the grades from these criteria.

5. In the group-conducted assessment, student teachers are free to express their views and opinions. They also have to listen to the view and opinions of others.

Encourage student teachers to negotiate and discuss on different points.

6. Remind the groups that all of the group's members must agree on the final grade they will give the different artworks.

Assessment

Check that their assessments are based on the assessment criteria, rather than on subjective opinion.

Possible student teachers' responses

By following the success criteria and assessment rubric in the student teacher textbook, each group should be able to fairly assess and evaluate the artwork.

Learning activity 4. Group discussion (10 minutes)

Ask one student teacher from each group to share feedback to the whole class about their group-conducted assessment one of the middle school student's artwork. Encourage student teachers to highlight their reasoning for giving that grade (focus on each of the assessment criteria).

If different groups graded differently, discuss the reasoning behind the differences. Encourage student teachers to participate in this discussion. Try to come to a class consensus on the grades with which the artworks should be graded.

Assessment

You can assess student teachers' understanding of the middle school assessment system during the group discussion.

Possible student teachers' responses

Student responses will vary according to their own group discussion. Differing opinions may have lead to possible suggestions of different grades. Remind students that they should follow the assessment criteria strictly in order to conduct a fair assessment of students' artwork.

Check student teachers' understanding (5 minutes)

Assessment is important to inform students' teaching and learning. Assessing artworks correctly is an important teaching skill. It is challenging for teachers to have assess artwork appropriately and fairly. Therefore, student teachers should be familiar with the practices of doing assessment.

Question 1: Discuss the criteria for assessing middle school students' artwork.

Answer: *It is important to know the criteria to be used in the evaluation. They are nature of content depiction, quality of presentation, use of colour, neat and tidiness, and creativity. using these criteria and the rubric system, the practical assessment exercise can make a skillful evaluator.*

Question 2: Explain the ways in which assessments can be made inclusive.

Answer: *Proper assessment is an important part of the teaching and learning process. Diversity of ideas, culture, languages, and competencies are aligned with different assessments, so that the needs of the students in a classroom will be met. This will enable inclusive education.*

Question 3: Why is it important to be fair when assessing artwork?

Answer: *Fair assessment can have a benefit for the teaching and learning process. Different assessment criteria may be used depending on the works of art. It is important to use the assessment method that ensures equal opportunities for all students. Students will be actively involved in the lesson and they will gain the skills after the lessons. The results of the evaluation may help to review which revisions are required.*

Sub-unit Summary

Key messages

- Assessment is based on the ideas, techniques and presentations of artwork, and whether the learning outcomes or activity's goal have been achieved. Assessment and feedback are important as it can inform students' continuous learning.
- In this sub-unit, student teachers have learnt about how to conduct assessment and evaluate learning outcomes.
- Student teachers have also explored the criteria that should be used to evaluate a work of art. These are: depiction of content, quality of presentation, use of colour, neat and tidiness, and creativity.
- Student teachers have conducted group assessments on real artworks of middle school students. They have shared the results of their evaluation with their peers and have explored and questioned their reasoning behind such decisions. They have also taken on board the ideas of their peers to solve problems.
- This sub-unit has been studied to improve knowledge and skills for the following areas:
  - How to assess the artwork using assessment criteria.
  - Assessment skills needed to assess middle school student's Visual Arts
    activities and assignments.

Sub-unit reflection

Conducting assessments on artwork is not as easy as it seems to be. Each evaluator has their own subjective preferences which might influence them. However, in this sub-unit student teachers have identified ways to ensure that they will conduct fair assessments of their students' artworks. Reflect on the ways in which they can ensure they will assess their students with fair judgement on their artworks.

Student teachers have worked on using the assessment criteria and have shared their experiences and problems with others. What do they think are the difficulties of the evaluation process?

Assessment and evaluation and important parts of the teaching and learning process. Reflect on the aims of assessments and think about how they can make them inclusive.

Usually, group evaluation leads to effective results. What are the strengths of group evaluation?

This sub-unit has explored the ways in which student teachers can conduct a fair assessment, both in the classroom and in art competitions.

Further reading

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Robinson, S. (2008). *Promising practices and core learnings in arts education: Literature review of K-12 fine arts programs.* Retrieved from https://www.academia.edu/4032769/Promising_Practices_and_Core_Learnings_in_Arts_Education

3.2. EDC Year 2 Semester 2 Physical Education; Lesson 6.3.1. Volleyball, Chinlone, and Sepak Takraw; pp. 64-85 – TB

6.3.1. Volleyball, *Chinlone*, and *Sepak Takraw*

In this lesson, you will be introduced to the concept of team sports with *Volleyball* and *Sepak Takraw*. You will focus on the classification of these sports – net-based type of games. The learning approach for the current lesson will be similar to *Sub-unit 3.4. Individual and Dual Games* from the previous semester.

Expected learning outcomes

By the end of this lesson, you will be able to:
- Describe the mechanics of playing a particular team game; and
- Create a lesson plan that introduces the mechanics of a selected team sport.

Net-based team sports

Games played in teams which have the same rectangular court structure as the Badminton court and a net that divides the court into two halves belong to net-based team sports classification. If you know Badminton, net-based team sports look like another variation of the game. The simple, uncomplicated version of chinlone was first played in a Badminton court. The game evolved into Sepak Takraw which also adopted some game elements and rules from Volleyball. Moreover, the original name of Volleyball before it was renamed by Alfred Halstead, a professor from Springfield College in Massachusetts, was Mintonette, an adaptation of the game Badminton.

The playing team in Sepak Takraw is composed of three players while in Volleyball, six players. Just like Badminton, a rally begins with service and ends every time a fault is committed by any of the members of one team. The teams play at every set to get to the winning score – 21 points for Sepak Takraw and 25 for Volleyball.

Volleyball

The game Volleyball is a popular net-based team sport in many schools in Southeast Asia because the sport only requires a ball, a playing area, a net and two posts. It is a team game adaptation of the game Badminton designed for businessmen who find the newly introduced Basketball game a very rigorous sport. Invented by William Morgan in 1895 in Holyoke, Massachusetts, this beautiful game displays powerful use of the players' hands to volley (propel) the ball. Thus, the name Volleyball emerged from its original name, Mintonette.

Today, international competitions are governed by the Fédération Internationale de Volleyball (FIVB). Volleying can be a bump pass, a set a spike or a dig. The ball should not roll, be caught, be held or make multiple contacts with any of the players. Other parts of the body including the head, thighs, knees, legs and feet may be used in playing. A team can only volley the ball three times. The three contacts are usually arranged in order as an offensive attack – pass/dig, set and spike. When the defensive block contact happens over the net, the contact is not counted. This means that the sequence of defence-offence strategy can be described as block-pass/dig-set-spike.

Volleyball equipment and facilities
The ball

The specifications for a standard ball for the game volleyball is described in the rules and regulations set by the FIVB. According to the official volleyball rules, the ball shall be spherical, made of flexible leather or synthetic leather case with a bladder inside, made of rubber or a similar material. Its colour may be a uniform light colour or a combination of colours. Synthetic leather material and colour combinations of balls used in international official competitions should comply with FIVB standards. Its circumference is 65-67 cm and its weight is 260-280 g. Its inside pressure shall be 0.30 to 0.325 kg/cm2 (4.26 to 4.61 psi) (294.3 to 318.82 mbar or hPa). (Federation Internationale De Volleyball, 2016, p. 16)

Figure 6.4. The volleyball

The playing area

The playing area includes the part which has court markings and surrounding free zone on all four sides of the court. The dimensions of the rectangular court measure 18 m in length and 9 m in width. The free zone area measures at least 3 m. The surface of the playing area should neither be rough nor slippery, painted with light colours. The thickness of the line marking is 5 cm. Figure 6.5 and 6.6 illustrate the dimensions and the areas of the Volleyball court as per FIVB rules of the game:
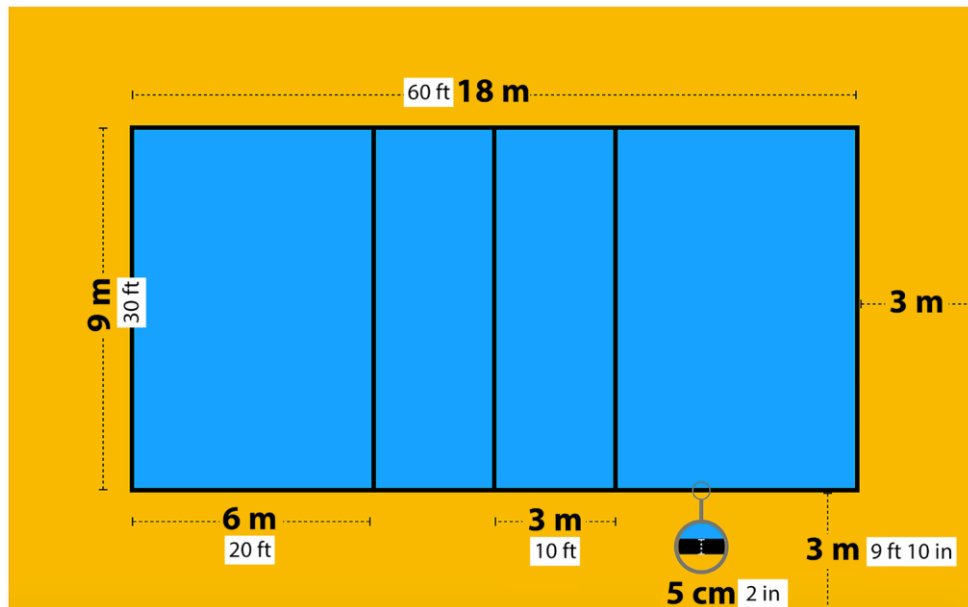
Figure 6.5. Dimensions of the Volleyball court
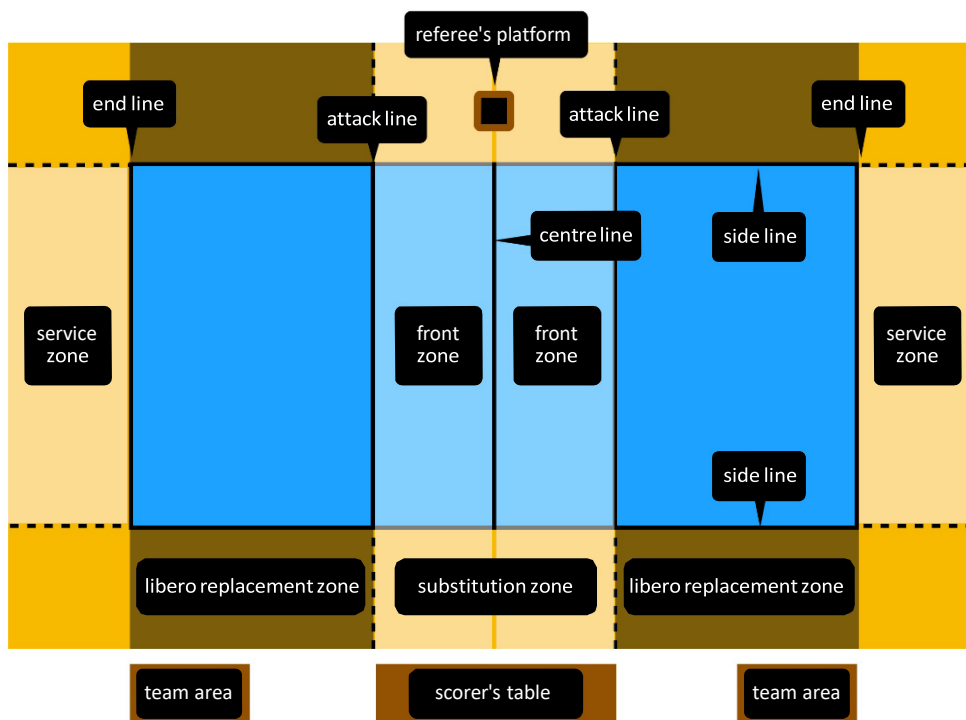
Figure 6.6. Labels of the Volleyball court

The net and posts

The FIVB Official Volleyball Rules 2017-2020 described the measurements of the net and posts in the middle of the Volleyball court are shown on the illustration above. These measurements are taken from the official rules of the game. The two posts are fixed between 0.5 to 1 m away from the sideline along the centre line. The 9.50-10 m long and 1 m wide net has strings that are tied to the post. The white sidebands are fastened vertically above

the sideline as an extended perpendicular border. On the outward part of the sidebands, two flexible fibre rods are fixed. The 80 cm stripe white and red antennae extend toward the ceiling to restrict the crossing space of the ball. The fixed measurement of the height of the net in the middle is 2.43 m for men and 2.24 m for women. When measured from the sidelines, the height should not go over 2 cm. The top portion of the net is wrapped with a 7 cm white double canvas while the bottom part of the net is wrapped with 5 cm white double canvas. Figure 6.7. illustrates the dimensions of the volleyball net and posts.

Figure 6.7. Dimensions of the Volleyball net and posts

Technical skills to develop
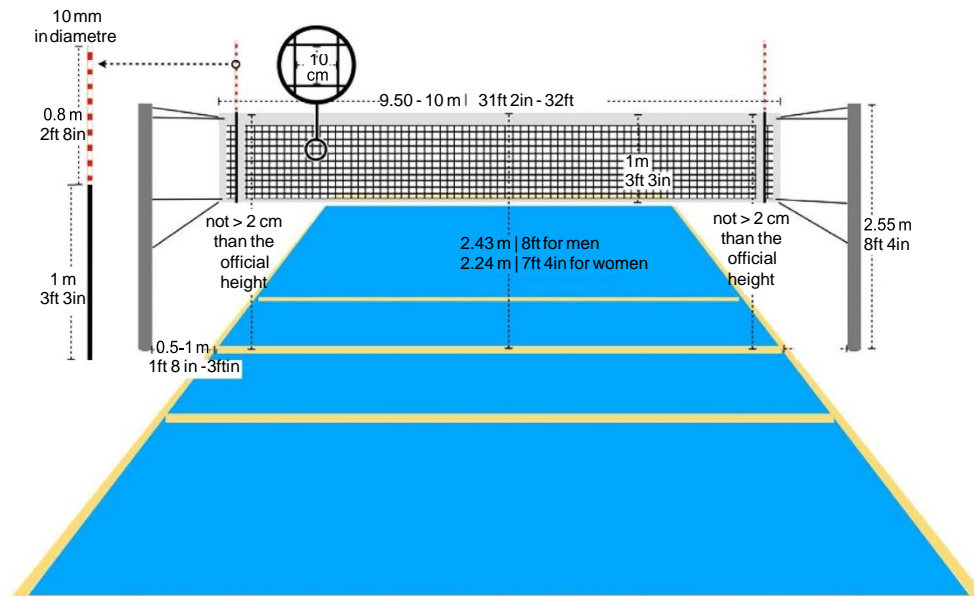
Net-based games quickly shift offence and defence positions during a rally. After the first ball contact, the ball is immediately set for an attack. To understand how the technical skills can be developed, you should determine which technical skills are used either for offence or defence.

1. **Serving (offensive skill).** A rally starts and restarts with a service (see Figure 6.8). It is the initial contact that puts the ball into play. A player serves at the service zone and may not step on or beyond the end line before or while in contact with the ball. Service is the first offensive skill when the opponents receive it with difficulty. Several techniques have been explored to increase the difficulty of receiving a served ball. These include overhead serve and jump float serve.

Underhand service

Overhead service
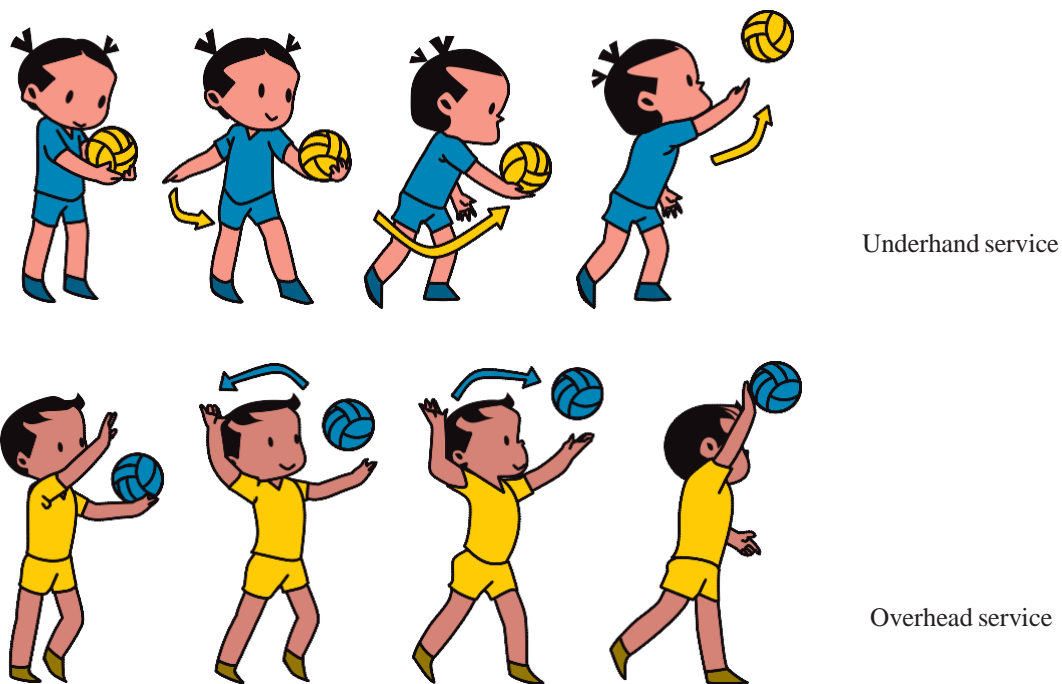
Figure 6.8. Service in Volleyball

2. **Receiving (defensive skill).** The opposing team anticipates for the served ball and gets ready to receive it. They slightly bend down, look at the trajectory of the ball, get into position and execute a pass that sends the ball to the setter in position near the net. A good receiver responds quickly to a ball that comes into their team's playing area. Depending on the difficulty of the incoming ball, the receiver responds by using the most appropriate receiving skill:

a. **Bump pass.** A bump pass is the most common skill used to easily pass the ball. It is used for a ball that comes easily into the playing area. Figure 6.9. shows how to perform a bump pass. A player gets

Figure 6.9. Bump Passing

into a ready position, knees slightly bent, shoulders and arms are leaning slightly forward. The receiver should travel to a position where he or she can face the ball squarely. The receiver joins hands one over the other and thumbs together. Simultaneously, the elbows are rotated laterally while the thumbs should push down the hands leaving your forearms straight, strong and flat. The contact with the ball should be in the middle of your forearm. Control the swinging of your arms forward by using the springing of your knees at contact.

b.   **Overhead pass.** If you think the ball will go overhead and you are not in a position where the ball could be received with a bump pass, use the overhead pass. The receiver should travel to a position where he or she can face the ball squarely. Get into a ready position, knees slightly bent, arms are raised toward the sky, elbows are bent, index fingers and thumbs form a triangle above your head where the ball should go (see Figure 6.10.). The fingers can only make quick contact with the ball like a ball bouncing on a trampoline. Push the ball towards the team's setter. Control the swinging of your arms upward by using the springing of your knees at contact.

a. A close up look   b. The mechanics of overhead passing
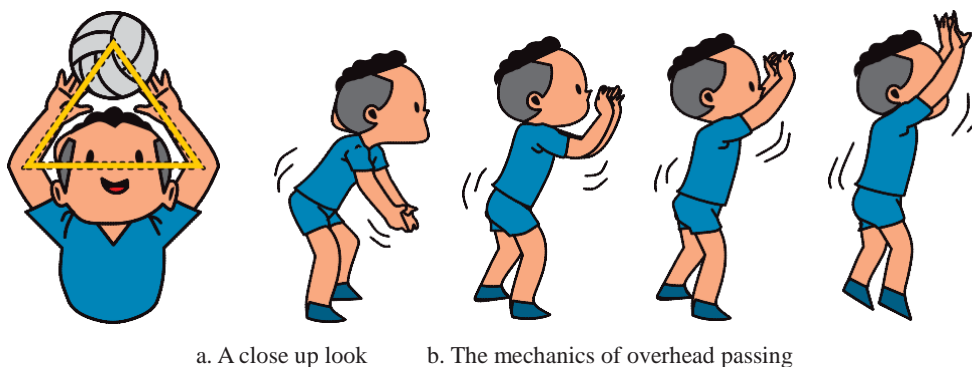
Figure 6.10. Overhead Passing

c.   **Digging.** When the opponent attacked with difficulty, the angle of the ball trajectory is very low or too wide and the velocity of the ball is quite fast. In this case, you will need to dig (see Figure 6.11). Digging is a specialised skill and there is one player assigned to receive hardly hit incoming balls from the back row – the libero.

3. **Setting (offensive skill).** Figure 6.12. shows that after a successful first contact passing, the setter will prepare the ball for an attack. The setter can use a controlled bump pass or overhead pass to set the ball for a spiker.

Figure 6.12. Setting

4. **Spiking (offensive skill).** The setter should make it easy for the spiker to slam the ball towards the playing area of the opposing team. The spiker takes a few steps, usually with the short-long step approach, jumps vertically with precise timing to slam the ball forcefully over the net down to the opposing team's playing area. This is the third and last contact made by the offensive team (see Figure 6.13.).

Figure 6.13. Spiking

5. **Blocking.** The opposing team would figure out an attack easily when the offensive team's setter gets the ball ready for a spike. With precise timing, either one or two of the defensive team's front row spikers jump off and raise their arms to form a wall (see Figure 6.14.). These strong arms become an extension of the net directly formed in front of the spiker. The offensive skill, called blocking, is the first contact with the ball. However, if the contact is made above the net, the contact is excluded in the counting of three allowed

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contacts per team. Anyone in the team including the players who touched the ball during the block is allowed to perform the first contact.

Figure 6.14. Blocking

Mechanics of Playing Volleyball

Watch *The Rules of Volleyball - EXPLAINED!* on YouTube (Ly, 2015b). Scan the QR code with your QR code scanner app on your mobile phone.
Video Link: bit.ly/VBallRules

Chinlone/Sepak Takraw

Chinlone, literally meaning rounded basket and also known as caneball, is a non-competitive game in Myanmar recreationally played only by six players arranged in circles. The game has no teams, no opponents, no scoring, no goals and no rules – just plain fun. It is the national sport of the country commonly played outdoors, in streets, or any open space available either barefoot or with footwear. The ball, made up of woven rattan ball, is kept in play by volleying it up in the air using their feet, legs, knees, and heads with a unique display of their form as if the players are dancing. One player is in the middle to play solo while being assisted by everyone else around. The game stops when the ball touches the ground. The game restarts for another round.

While Chinlone existed since time immemorial and has deeply rooted in the culture of the people, a competitive game that uses a similar type of ball evolved. Although the exact origin remains subject for debate, one theory is that a feathered Badminton shuttlecock in the game Badminton was replaced by a rattan ball volleyed back and forth. Aside from Myanmar, other neighbouring countries in Southeast Asia claim that this new evolved game originated from them including Malaysia and Thailand. The Malays (including the Singaporeans and Bruneians) call it *sepak raga* while in Thailand, it was commonly called *takraw*. Other Southeast Asian countries shared the same claim – *sipa,* the then national sport of the Philippines, *da cau* in Vietnam, *rago* in Indonesia, and *kator* in Laos.

Imagine a long and heated argument between the representatives of Malaysia, Singapore, Indonesia, Laos and Thailand when they met in Kuala Lumpur in 1960. In the end, the consensus agreed to call the sport *Sepak Takraw*, an amalgamation of the Malay word *sepak* which means kick and the Thai word *takraw,* meaning, ball.

Today, *Sepak Takraw* or kickball is a popular Southeast Asian sport played around the world that has its rules set by the International Sepak Takraw Federation (ISTaF).

Sepak Takraw equipment and facilities

The ball

According to the Sepak Takraw law of the game (International Sepak Takraw Federation (ISTAF), 2016, p. 19), the ball (see Figure 6.15.) used in competition must be spherical in shape and, made of synthetic fibre with one woven layer. It consists of 12 holes and 20 intersections and measures from 41 cm to 43 cm circumference for men and from 42 cm to 44 cm for women. The ball weighs between 170 g to 180 g for men and from 150 g to 160 g for women. It can be single-coloured, multi-coloured, or luminous, as long as the colour will not affect the performance of the players. Lastly, it can be covered with synthetic rubber for a soft impact on the player's body.

Figure 6.15. The ball for *Sepak Takraw* and for *Chinlone*

The playing area

The ISTAF (2016) described and specified the measurements of the dimensions and parts of the playing area. The dimension of the playing court consists of the sidelines, 13.4 m, the baseline, 6.1 m, the height from the surface of the court to the ceiling, 8 m, and the thickness of the line paint, limited to 4 cm only. The centre line is drawn parallel and with length equal to the baselines, perpendicular to both of the sidelines and with 2 cm thickness of the line paint. The quarter-circle is drawn at the end of the centre line with 90 cm radius from the centre line and sideline intersection. The service circle is drawn with 30 cm radius, 2.45 m distance from the baseline to the centre circle, 3.05 m distance from the sideline to the centre circle and 4 cm

thickness of the circle paint. The playing area also includes the free zone which is 3 m away from the sidelines and baselines (see Figure 6.16.).
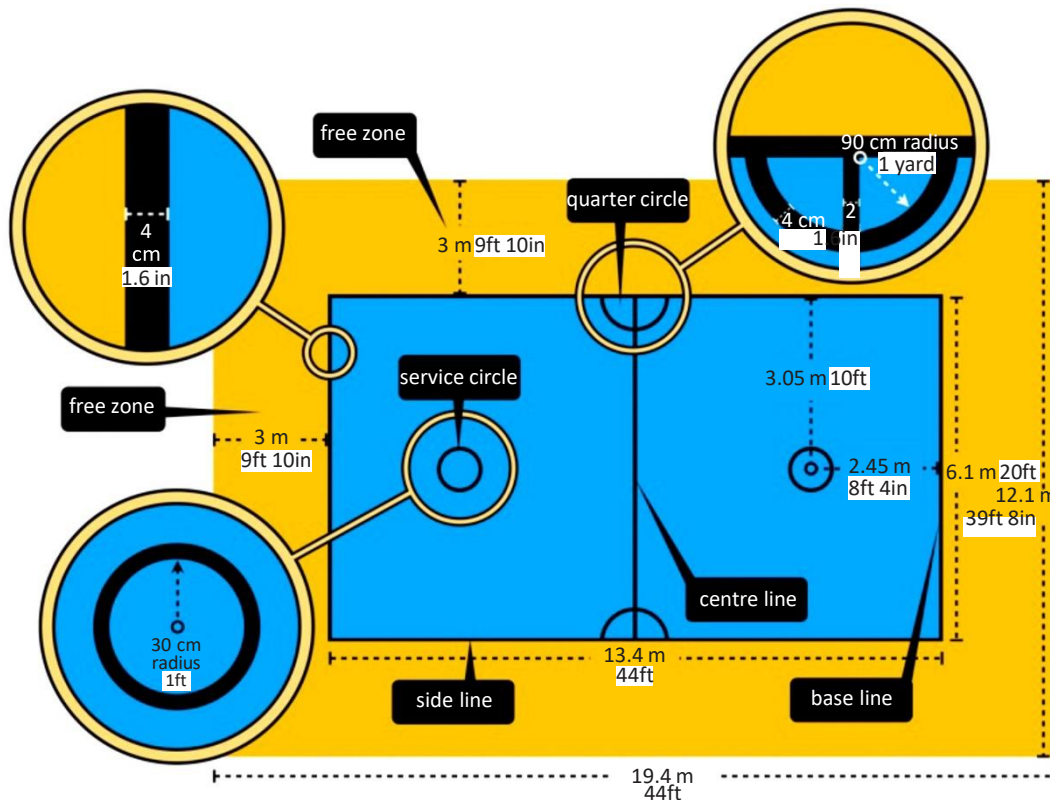
Figure 6.16. Dimensions and Measurements of the Sepak Takraw Court

The net and posts

The ISTAF (2016) also clarified the measurements of the net and the posts used for competitions. The posts stand 1.55 m for men and 1.45 m for women firmly from the floor. This is the equivalent measurement of the height from the sideline and centre line intersection perpendicular to the top of the net. With this, it is expected that the height of the top portion of the net down to the floor surface in the middle can go down to 1.52 m for men and 1.42 m for women. The distance of the post to the sideline is 30 cm. The net shall be made of fine nylon cord meshed at 6-8 cm. It is 70 cm wide and 6.1 m long. The net has sidebands, similar to Volleyball, fastened at both ends of the net which serve as a vertical extension of the sidelines (see Figure 6.17.).
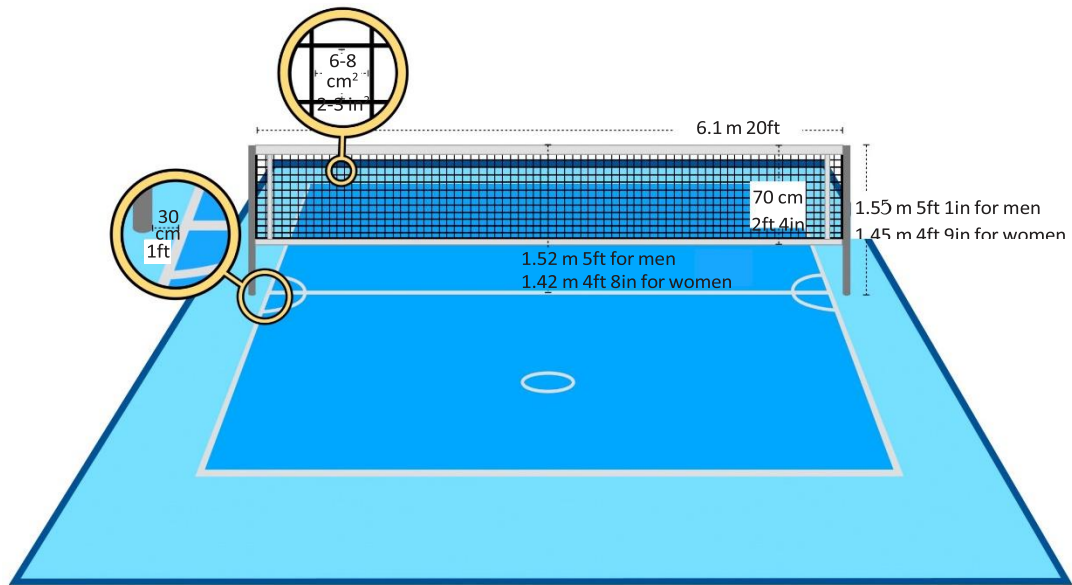
Figure 6.17. Dimensions and measurements of the net and posts in *Sepak Takraw*

Technical skills to develop

The mechanics of playing the game is the same as Volleyball. However, instead of hands, Sepak Takraw uses mainly the feet and other skills in Chinlone and football in keeping the ball up. Also, the three-contact rule can be performed by a single player consecutively. The following are the skills used in playing Sepak Takraw:

Serving (offensive). Figure 6.18. illustrates service in Sepak Takraw. The Tekong is in-charge of serving. This player plants one foot inside the service circle. Feeders from either the left or right quarter circle toss the ball according to the preferred height of the Tekong. The foot outside the service circle is used to make a contact with the ball to be able to send it to the opponent's court. There are two types of serving according to the difficulty of performance and reception. The sepak sila serve approaches the ball easily and the ball contact is made low while the sepak kuda serve kicks the ball overhead.

Figure 6.18. The *Tekong* positioned and getting ready to serve

Receiving (defensive), setting and spiking (offensive). Figure 6.19. illustrates possible ways to receive, set and spike a ball in Sepak Takraw. Unlike Volleyball, the first, second and third contact can be made by a single player consecutively although the receiving team still has to follow the three-contact rule. This means that after three ball contacts, even by a single player, the ball should be sent to the opposing team.

Figure 6.19. Possible ways to receive, set and spike a ball

According to ActiveSG (n.d.), receiving and setting mainly use the inside of the foot to volley the ball for better ball control. It is commonly called inside kick. Stand with feet apart, slightly bend your supporting leg and bump the ball with the inside of your foot. If the player does not have much time to get into a position where the inside kick is possible, the outside kick is used. The outside kick, as its name implies, uses the outside part of the foot to propel the ball upwards. The knee medially rotates inward to allow the feet to extend away from the body. Moreover, a knee kick can also be used to receive and set the ball. Knee kick lifts the knee upward and uses the thigh to propel the ball upward. The movement looks like the player is marching in the high knee. But if the ball goes overhead, the player should use a header. The ball has to be squarely met with the forehead. Players can perform headers to spike too.

Moreover, spiking in *Sepak Takraw* is an exciting view for the onlookers who are watching the game. Spikers either perform a sunback spike, a kick that is usually associated with *sepak kuda* serve or horse kick, or a rolling spike which involves jumping and flipping to kick the ball (ActiveSG, n.d.). To execute a sunback spike, the spiker takes off with one leg while the other leg gets ready to meet the ball in the air. Execute a scissor-like kick to send the ball down into the opponent's area. To execute the rolling spike, kick the ball over the opposite shoulder during the air flipping.

Blocking. A spike can be answered with a block by the defending team simply by extending the leg or body (usually the back) along with the net without letting the ball touch the arms or hands (see Figure 6.20.).

Figure 6.20. Blocking in *Sepak Takraw*

Mechanics of the Sepak Takraw

Watch ***The Rules of Sepak Takraw - EXPLAINED!*** on YouTube (Ly, 2015a). Scan the QR code with your QR code scanner app on your mobile phone.

Video Link: bit.ly/STakrawRules

Learning activity 1. Homework: Writing a lesson plan for Volleyball

Using the same lesson plan template as the previous lesson, write a lesson plan that focuses on explaining and demonstrating the mechanics of the game Volleyball.

Learning activity 2. Developing technical skills in Volleyball

In this learning activity, your group will be assigned to a particular free zone area (see Figure 6.21.). Depending on the number of available volleyballs, in your group, you may work individually, with a partner or in groups as you like. If a wall is accessible in your venue, you may also use it to practice drills for bump passing, overhead passing or simple downward spiking for ball control against the wall. Your group should send six representatives for a practice game inside the court.
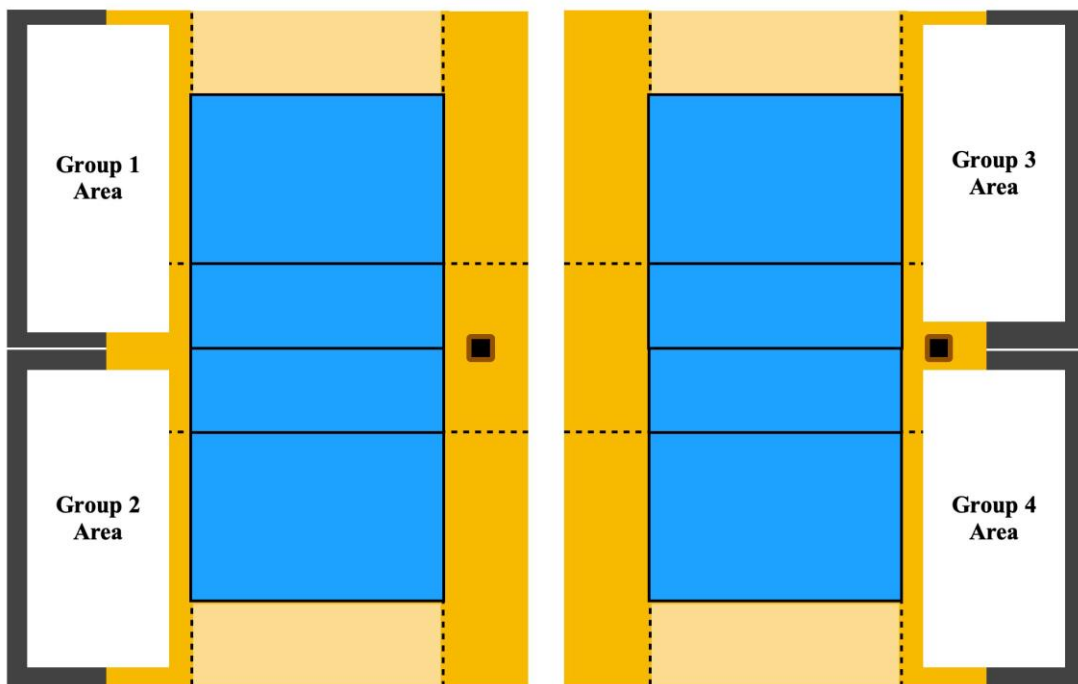
Figure 6.21. Setup of the Learning activity 2. Developing technical skills in Volleyball

Learning activity 3. Developing technical skills in *Chinlone* and *Sepak Takraw*

For the setup of this activity, use two playing courts and a minimum of four open space marked with *Chinlone* circles (see Figure 6.22.). In groups, play *Chinlone* in your assigned circle to practice ball control, the use of inside kick and outside kick, header and knee kick. Send three representatives to your designated court to play a practice match with the opposing team. Substitution is allowed at any time.
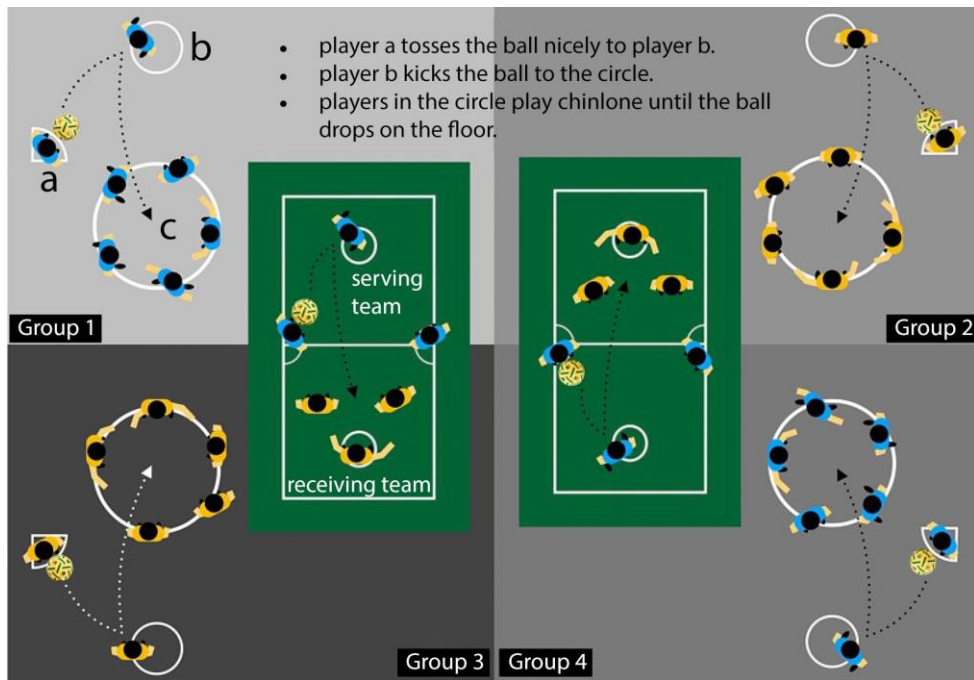
Figure 6.22. Setup of the Learning activity 3. Developing technical skills in *Chinlone* and *Sepak Takraw*

Review questions

1. What is your objective as a Volleyball/Sepak Takraw player?
2. What are the offensive and defensive technical skills in Volleyball/Sepak Takraw?
3. How do you differentiate teaching Volleyball and Sepak Takraw for learners with special needs?

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3.3. EDC Year 2 Semester 2 Practicum; Lesson 4.1.5. Reflecting to improve teaching; pp. 46-48 – TB

4.1.5. Reflecting to improve teaching

You now have many strategies and templates for reflection to improve your teaching. A useful way of thinking about reflection on practicum is by using Brookfield's[5] four lenses for reflection.

These four lenses of reflection are:

1. Your autobiographical perspective or self-reflection.
   When thinking about your teaching in a *self-reflective* way, you might consider your previous experiences as a learner and as a teacher and the assumptions you bring to your work. It is important for teachers to be aware of, and unpack, these assumptions as they can be an important source of bias or exclusion for certain students or groups in your class.
2. Your students' perspectives - Student feedback and assessment data.
3. Your colleagues' perspectives - In your case, this is your peers, your mentor teacher(s) and your teacher educator.
4. Theoretical literature - This is the perspective of scholarly literature on a subject.

Importantly, Brookfield argues that an important aspect of critically reflective practice is using the feedback from these four lenses to *change and improve* practice by altering teaching methods and goals (your action research project), documenting those changes (your action research project), and any progress toward goals (your action research project), and becoming an innovative and student-centred teacher.

Expected learning outcomes

By the end of this lesson, you will be able to:
- Use reflection to improve teaching; and
- Complete portfolio task 3.

Learning activity 1. Using Brookfield's four lenses and action to critically reflect

Purpose

The purpose of this activity is to enhance your knowledge, skills and practice in critical reflection.

Use Figure 4.1 (you can draw it in your reflective journal) to undertake reflection.
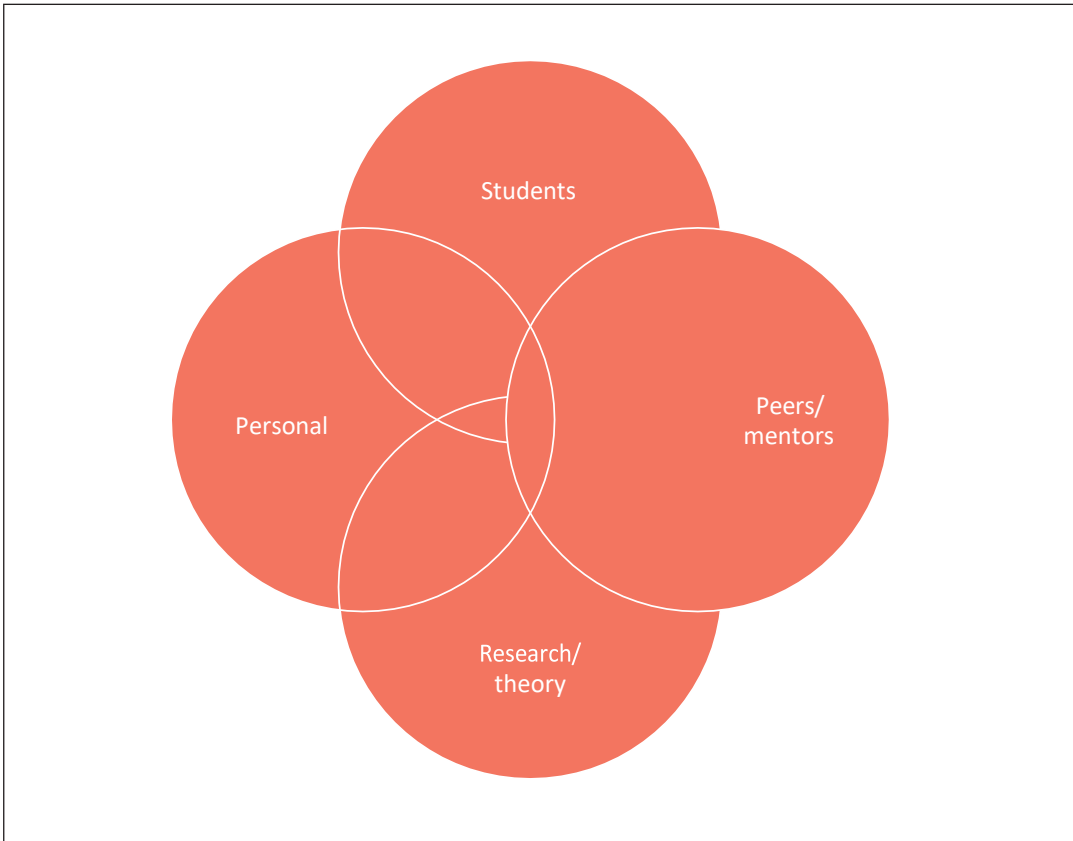
Figure 4.1. Venn diagram

3.4. EDC Year 2 Semester 2 Science; Lesson 7.2.3. Petroleum; pp. 66-67 – TB

7.2.3. Petroleum

Expected learning outcome

> **By the end of this lesson, you will be able to:**
> *   Identify the characteristics and uses of petroleum products, giving examples of materials used in daily life.

Background information

Petroleum products are products derived from crude oil (petroleum) e.g. fuels for vehicles, heating oils, asphalt, chemicals and plastics. More than 6,000 products can be made from petroleum waste by-products, including fertilisers, floor coverings, perfume, candle wax, insecticides, petroleum jelly, soaps, vitamins and some essential amino acids.

The Du-Pont Corporation was set up to encourage chemists to 'invent' new products. In the 1930s, Walter Carothers invented nylon. The first use of nylon was in toothbrush bristles and soon after as a fabric.

Learning activity 1. Lecture: Petroleum products

Your teacher educator will give a brief lecture on petroleum products or show you a video.

Listen carefully as you are going to be asked to choose a petroleum product to research as an individual, pair or mixed sex group.

> **Notes**

Learning activity 2. Research: Petroleum products

In pairs, mixed sex groups or even individually you will be asked to research a petroleum product of particular interest.

Present the information in the most creative way you can think of.

Summary

- There are a wide range of petroleum products
- We rely in these every day e.g. fuels
- Some are used around the home
- Some are used in agriculture
- Some are used in the food industry
- Some are medicinal in use

Review questions

1. What type of reaction is making nylon 6,10?
2. What is the difference between a natural and a synthetic polymer?
3. Historically, what are some of the advantages of the inventions of polymers for use in daily life?
4. Give an example of the use of a petroleum product as fuel.
5. How do natural polymers compare to synthetic polymers?

Unit 4	# Psychosocial Skills

The concept of being psychosocial means an individual relates to one's psychosocial development in, and interaction with, the social environment. The individual does not need to be fully aware of this relationship with his or her environment. This contrasts with psychology, which attempts to explain social patterns within the individual. Psychosocial intervention, alongside with psycho-education, can be used to find solutions for individual challenges in interacting with an element of the social environment.

Expected learning outcomes

> **By the end of this unit, student teachers will be able to:**
>
> - Discuss the importance of knowing one self and identify the personal qualities and attributes;
> - Identify the effects of self-awareness on personal well-being and interpersonal relationship;
> - Practice positive thinking through writing a gratitude journal;
> - Explain how to set SMART (specific, measurable, attainable, relevant and time-bound) personal goals;
> - Develop five SMART goals that will support strengthening self- awareness skills;
> - Describe the importance of emotional wellbeing and mental health;
> - Discuss what stress is and how individuals experience stress differently;
> - Identify how thoughts (reasoning process), feelings (emotion) and actions (behaviour) together can affect stress level and how stress impacts interpersonal relationship;
> - Develop SMART goals to manage stress and discuss the skills and values needed to practice stress management in daily lives; and
> - Develop a lesson plan on psychosocial skills and deliver a micro-teach session of learning activity from psychosocial skills lesson.

A 1.1 Demonstrate understanding of how students learn relevant to their age and developmental stage

A 4.1 Demonstrate understanding of the structure, content and expected learning outcomes of basic education curriculum

A 5.1 Demonstrate understanding of the subject matter to teach the assigned subject/s for the specified grade level/s

B 1.1 Demonstrate capacity to teach subject-related concepts clearly and engagingly

D 1.1 Regularly reflect on own teaching practice and its impact on student learning

4.1. Self-awareness Skills

Self-awareness means we have the abilities to know our personality well, including what our strengths and weakness are. Moreover, it encompasses being aware of our thoughts, beliefs, motivations and emotions as well. Therefore, self-awareness allows us to understand ourselves as well as others. Self-awareness is not a skill to measure in binary terms of achievement. It is helpful to have a range of skills for awareness. If you have ever been in a car accident, you may have experienced many things happening. This is a state of heightened awareness. Awareness paves the way to make changes in behaviour and beliefs. At a basic level of self-awareness, we are aware of our thoughts while we have them. At the middle level, we notice more about thoughts and emotions happening in the moment. At the high level, we put great attention on our emotions and physical state to relax and change our thought processes in the moment. During stressed states, our awareness may shift to medium or basic levels of self-awareness. Depending on other factors during the day, our self-awareness can be on a spectrum that changes.

4.1.1. Self-reflection and positive thinking

Expected learning outcomes

By the end of this lesson, student teachers will be able to:
- Discuss the importance of knowing one self and identify the personal qualities and attributes;
- Identify the effects of self-awareness on personal well-being and interpersonal relationship; and
- Practice positive thinking through writing a gratitude journal.

Competencies gained

A 4.1.1 Describe key concepts, content, learning objectives and outcomes of the lower secondary curriculum for the subjects and grade level/s taught

A 5.1.2 Include in lessons accurate and relevant information, examples and exercises to support student learning of core subject content, skills and procedures

A 5.1.3 Link key concepts, principles and theories to real life applications to build discipline specific foundations and skills for different classes and grade levels taught

B 1.1.1 Use different ways to explain the subject matter, related ideas and concepts to meet a range of learning abilities and intended learning outcomes

Time: One period of 50 minutes

Learning strategies: Question and answer, pair work, scenario, group work, flipped classroom, individual reflection, gratitude journal

Assessment approaches: Peer-assessment, self-awareness chart, observation, presentation, writing gratitude journal

Preparation needed: Remind student teachers to read 'Everybody has strength' story from Middle School Grade 6 Life Skills textbook

Resources needed: Grade-6 Life Skills Teacher Guide and Textbook

Learning activity 1. Question and answer, pair work (20 minutes)

1. Let student teachers think and write down their personal qualities in their notebook.

2. Discuss with partner "Why is it important to know your personal qualities?"
3. Ask two or three volunteers student teachers to share their answers.
4. Let them read the story "Everybody has strength" from the Grade 6 Life Skills textbook and ask the following questions:
   * *What did the elephant and monkey debate?*
   * *What did the owl tell the elephant and the monkey to do?*
   * *What did elephant and monkey do?*
   * *How did they dispute back to the owl?*
   * *How did the owl explain?*
5. Teacher educators summarizes that everybody has their own strengths. If you know the strengths of others in your team, you will have more success when cooperating.

Assessment

Teacher educator can observe whether the student teachers can identify their personal qualities or not? Do they know the purpose of the story?

Possible student teachers' responses

The student teachers can identify their strength and weakness. They should easily understand the purpose of story.

Facilitator's notes

Teacher educator should motivate student teachers who do not participate in group discussions. If there are some shy learners, the teacher educator should support them and facilitate them to identify his or her personal qualities.

Learning activity 2. Reflection chart/ Script for oral presentation (25 minutes)

1. Ask students to read the information and fill in the self-awareness charts individually.
2. Remind them to think carefully and reflect on their personality, behaviours, habits, emotional reactions, motivations and thought processes.
3. Ask students to develop a 3-5-minute oral presentation that outlines their dreams in life, skills, abilities, experience, values and how they plan to improve their life.
4. If there is time left, ask students to interview each other by asking questions about their dreams, skills, abilities, experience, values and plans. Student teachers can interview each other in pairs and then move around the room to interview others.

Assessment

Teacher educator can assess whether student teachers can reflect on their dreams, skills, abilities, experience, values and how they plan to improve their life. It will inform your understanding of the student teachers' self-awareness skills.

Possible student teachers' responses

Student teachers reflect their personal qualities and think about their dreams and plans to improve their life.

Learning activity 3. Gratitude journal (homework assignment)

1. Ask student teachers to spend some time outside of class thinking more about who and what they are thankful or grateful for.
2. They may be thankful for special people in their lives, for example their family, school, teachers, friends and community.
3. They may be thankful for many other things in their lives, for example the simple fact of being alive and healthy, and having access to essential resources such as food, water and shelter. They also can be grateful and thankful for other material things, different events, or having access to different opportunities (like becoming a teacher).
4. Explain that we also can be grateful for different challenges in our lives as we can learn, grow and develop as a person from them.
5. Let student teachers complete the gratitude journal in their textbooks. Explain that some people keep regular gratitude journals in order to develop positive habits of being aware, grateful and thankful. Student teachers also can write their own personal gratitude journals regularly if they would like to (daily, weekly, and monthly).

Assessment

Teacher educator should check whether student teachers have completed their gratitude journals in their textbooks for homework. Make sure that student teachers spent some time reflecting on who and what they are thankful and grateful for.

Possible student teachers' responses

Student teachers should reflect on who and what they are thankful and grateful for. Student teachers' responses will vary according to their personal experiences.

Check student teachers' understanding (5 minutes)

- Remind student teachers that the learning outcomes of this lesson are to discuss the importance of knowing yourself and to identify your personal qualities and attributes. Also, the aim was to identify the effects of self- awareness on personal

well-being and interpersonal relationships.
- Ask student teachers which competencies they could get from these learning activities. What did they learn from this lesson?
- Should you be aware of your strengths and weakness? Why?
- Remind student teachers that this lesson's TCSF competencies are concerned with subject knowledge and curriculum content.
- Explain briefly about the homework assignment.

4.1.2. Self -awareness and goal setting

Expected learning outcomes

By the end of this lesson, student teachers will be able to:
- Explain how to set SMART (specific, measurable, attainable, relevant and time-bound) personal goals;
- Develop five SMART goals that will support strengthening self-awareness skills.

Competencies gained

A 4.1.1 Describe key concepts, content, learning objectives and outcomes of the lower secondary curriculum for the subjects and grade level/s taught

A 5.1.2 Include in lessons accurate and relevant information, examples and exercises to support student learning of core subject content, skills and procedures

A 5.1.3 Link key concepts, principles and theories to real life applications to build discipline specific foundations and skills for different classes and grade levels taught

B 1.1.1 Use different ways to explain the subject matter, related ideas and concepts to meet a range of learning abilities and intended learning outcomes

Time: One period of 50 minutes

Learning strategies: Flipped classroom, question and answer, individual work, group discussion, pair work

Assessment approaches: Reflection, individual assignment, peer-assessment

Preparation needed: To study about SMART goals in preparation of the lesson

Resources needed: Student Teacher Textbook

Learning activity 1. Whole class discussion/ pair work (20 minutes)

1. Ask student teachers whether they agree or disagree with the following statements:
   a) If we set a goal based on our ability and skills, it tends to achieve more. _____
   b) We should always look up to others when we set our goals. _____
   c) We should always listen to advice and try to do job we have been told that will be good for us to do. _____
   d) I will be more motivated to do to reach my goals if I set my goals on my interest. _____
2. Ask student teachers to explain their answers.
3. Ask student teachers to choose which of the following is a SMART goal:
   a) I will finish my science project.
   b) I will finish my science project on Friday.
   c) I will finish my science project with a grade of 92% by Friday.
   d) I will finish my science project with a grade of 92% by Friday of next week.
4. Let them explain why.
5. Explain about SMART (specific, measureable, attainable, relevant and time- bound) goals and ask student teachers to read the information in the student teacher textbook.
6. You can ask 5 student teachers to explain each component of a SMART goal (Specific, Measurable, Attainable, Relevant, Time-bound). Write these ideas on the board.

Assessment

Student teachers should use their prior knowledge to answer introductory questions about SMART goals. You can check students' understanding of the reading by asking question and answering questions about SMART goals at the activities.

Possible student teachers' responses

The student teachers should be able to identify the smart goals using the prior knowledge, and can build on and consolidate this knowledge by reading about SMART goals in the textbook.

Learning activity 2. Individual work (25 minutes)

1. Ask student teachers to think about what their short-term, mid-term and long-term goals are. How are they going to reach those goals?

2. Let students read the information in the "Setting effective goals" section in their textbooks.
3. Ask student teachers the following questions. Ask a few volunteers to share their ideas. Other student teachers can build on their answers.
   • How can you set goals that are effective?
   • What are the different categories of goals?
4. Let them fill in the table in their textbook.
5. Facilitate and support students as necessary, for example by revising the SMART criteria that can be used to write their goals.
6. If there is enough time, students can work in pairs to share their goals and strategies to achieve them. Student teachers should give suggestions to each other and give ideas how to make the goals even more effective.

Assessment

Teacher educator can assess student teachers understanding of SMART goals by reading their short-term, mid-range and long-term goals plan.

Possible student teachers' responses

Student teachers should use the SMART criteria when writing their goals. They should also have self-awareness about the steps needed to reach those goals and for how to make the goals effective.

Check student teachers' understanding (5 minutes)

• Remind student teachers that the learning outcomes of this lesson are to explain how to set SMART (specific, measureable, attainable, relevant and time-bound) personal goals and to develop five SMART goals that will support strengthening self-awareness skills.
• Remind student teachers that this lesson's TCSF competencies are concerned with subject knowledge and curriculum content

Expected student teachers' responses for the review questions in TB

Question 1: Why is it so important to know yourself before you set your goals?

Answer: *Self-awareness and self-projection and both are important for setting effective goals. In order to gain self-awareness, you need to know about your dreams, skills, abilities, experiences, values and your future plans.*

Question 2: What are the impacts of setting SMART goals?

Answer: *By setting SMART goals, we can work toward positive thinking and gain positive achievement, develop social skills, achieve our dreams etc.*

4.2. Interpersonal Skills

Interpersonal skills are behaviours and traits you rely on when communicating and building relationships with others. They tend to incorporate both your innate personality traits and how you have learnt to handle personal interactions in social situations. Some examples of interpersonal skills include: active listening, team work, responsibility, dependability, leadership, motivation, flexibility, patience, empathy. In a work environment, strong interpersonal skills are an asset that can help you navigate complexity, change and day-to-day tasks. They will also help you succeed in almost any job by helping you understand other people and adjusting your approach to work together effectively. Teachers need strong interpersonal skills in order to work collaboratively with each other, administrators, students and parents. An empathic and patient teacher can help students learn and grow effectively in their education.

4.2.1. Stress management and interpersonal relationship

Expected learning outcomes

By the end of this lesson, student teachers will be able to:
- Describe the importance of emotional wellbeing and mental health;
- Discuss what stress is and how individuals experience stress differently;
- Identify how thoughts (reasoning process), feelings (emotion) and actions (behaviour) together can affect stress level and how stress impacts interpersonal relationship; and
- Develop SMART goals to manage stress and discuss the skills and values needed to practice stress management in daily lives.

Competencies gained

A 1.1.1 Give examples of how the students' cognitive, physical, social, and emotional and moral development may affect their learning

A 5.1.2 Include in lessons accurate and relevant information, examples and exercises to support student learning of core subject content, skills and procedures

A 5.1.3 Link key concepts, principles and theories to real life applications to build discipline specific foundations and skills for different classes and grade levels taught

B 1.1.1 Use different ways to explain the subject matter, related ideas and concepts to meet a range of learning abilities and intended learning outcomes

Time: One period of 50 minutes

Learning strategies: Role play, question and answer, brainstorming, whole class discussion, group discussion

Assessment approaches: Peer-assessment, presentation

Preparation needed: Flipped classroom, Student Teacher Textbook, flipchart paper

Resources needed: Student Teacher Textbook

Learning activity 1. Role play, question and answer (10 minutes)

1. Invite two volunteer student teachers to the front of the class for a role play.
2. Explain one volunteer to act as Ngu Wah and another one as Lin Lin by reading the dialogue in the textbook. Give time to discuss.
3. Ask the other student teachers to observe the role players.
4. When they are ready, the role play will start.
5. After the role play, discuss with the following questions:
   - *How did Ngu Wah deal with Lin Lin?*
   - *How did Lin Lin react?*
   - *If you were Lin Lin, how would you communicate with Ngu Wah?*
   - *Can Ngu Wah be happy if she always has to face this kind of relationship?*
   - *How is their mental health?*
6. The teacher explains the following:

   Sorrows and worries can cause stress. These stress effect on our well-being and our lives. Reducing stress is very important. So, we should study the consequences of stress, the ways which we can reduce stress and how to practice them.

Assessment

Teacher educator can assess whether student teachers can analyse the ways in which the two students in the role play interacted.

Possible student teacher's responses

The student teachers should analyse interactions between the two students in the role play.

Learning activity 2. Brainstorming, whole class discussion (15 minutes)

1. Ask the below question?
   - *How do you understand about the stress?*

2. Invite volunteer student teachers to share their thoughts.
3. The teacher educator explains the following:

   Our body usually reacts when they meet any change which requires adjustment physically, mentally, or emotionally. You can meet stress from the environment, your body, and your thoughts etc. in life.
4. Ask student teachers to share emotional situations they have experienced. The teacher educator records them on the board.
5. Encourage the student teachers who feel slightly embarrassed to give their emotional situation with his or her example.
6. Teacher educator chooses one of the common situations on the board and asks the following questions:
   • *How did you feel in that situation?*
   • *How did you get this feeling?*
   • *How did you behave in that situation?*
7. Teacher educator explains by referring to the situation with examples in the facilitator's notes.
8. Feelings cause personal behaviors. Many people assume that feelings are caused spontaneously. However, it is important to know clearly that the feelings are caused by thinking. By thinking positively about everything, we can behave with positive behaviours. By thinking from a negative point of view, we inhibit negative behaviours.
9. To ensure good relationships with others, as well as our personal wellbeing, skills and values are needed to practice stress management.

Facilitator's notes

Situation: The money sent from home is too little.

Example: 1 Negative Thinking

Thought	Feeling	Behaviour
→	→	→
Why does my house only send a little?	Depression, weak, sad and angry	Stay alone, stay away from friends, aggressive

Say that they will find ways to reduce the emotional impact of such behaviour.
Look back at the example above.

Example: 2 Positive Thinking

Thought   Feeling   Behaviour

⟶   ⟶   ⟶

My parents try   Sorry for my parents,   Use money wiser,
their best and send   love towards parents   not aggressive
me the money selflessly   with friends

In this situation, we think to be empathy parents critically and value our family.
We can decide to spend money usefully.

Assessment

Observe student teachers' analysis of their previous experiences of emotional situations. They should develop their understanding that feelings and behaviours are caused by thinking.

Possible student teachers' responses

Student teachers will respond according to their own experiences.

Learning activity 3. Brainstorming, group discussion (20 minutes)

1. Review SMART goals.
2. The teacher educator explains using the following example:

"One of the student teachers was sick and she couldn't catch up with her lessons. Therefore, she is under lots of stress."

- Eliciting the ways to reduce stress by SMART goals, values and skills.

To accomplish one absent lesson in one day once a week.

      A   **R**   **S**   **T**   **M**

SMART Goal: For late lessons, the student can study to accomplish one subject one day per week.

3. Explain that through using the SMART goals, negative feelings and stress are reduced, and the student is able to catch up on the lessons effectively. Being flexible with your thinking requires skills such as creative and critical thinking, decision making, self- awareness and problem solving.

4. Divide the class into appropriate groups and assign one of the emotional situations from the board to each group (from learning activity 2).
   Instruct all groups to design SMART goals which will reduce the assigned emotional stress.
5. Remind them to consider what values and skills need to be used when setting their SMART goals. They should write their SMART goals on flipchart paper.
6. Some groups may have difficulty in setting SMART goals. Tell them to look back at the elements of the smart goal. Help them as necessary.
7. Let them present what they have designed and other groups give comments. If they need, the teacher educator can give feedback.
8. The teacher may conclude:
   Everyone experiences different kinds of emotions in every life. Only if you reduce the negative efforts of these emotions will you have a healthy life.

Assessment

Teacher educator can assess how well student teachers can set SMART goals. Are they able to set SMART goals that could reduce their stress?

Possible student teachers Response

The ways of reducing stress can vary due to the various personal emotional experiences shared by the student teachers.

Check student teacher's understanding (5 minutes)

- Look back at the learning outcomes. Did this lesson help you to achieve them? How?
- Remind student teacher that this lesson's TCSF competency are concerned with subject knowledge and curriculum content.

Expected student teachers' responses for the review questions in TB

Question 1: Have you ever had problems with your friends? How did you feel? How did you resolve this problem?

Answer: *I felt angry. When we had problems, we discussed the reasons behind the problem and explained it to our friends.*

Question 2: How can you reduce feelings of stress?

Answer: *Instead of feeling overwhelmed, you can talk to your trusted friends and parents. Take part in hobbies to release stress.*

Question 3: What is your understanding of the interpersonal relationships skill? Explain with an example.

Answer: *Interpersonal skills are behaviours and traits you rely on when communicating and building relationships with others. They tend to incorporate both your innate personality traits and how you have learnt to handle personal interactions in social situations.*

4.3. Psychosocial Skills in Middle School Classrooms

In the psychosocial skills lessons of the Middle School Life Skills curriculum, students develop social skills for healthy relationships. They also learn how to empathise and cope with emotions in a healthy and productive manner. An effective lesson plan includes the topic, objectives, time allocation, teaching-learning strategies, preparation, materials, activities, assessment approaches, reflection and so on. In Middle School lessons, the lesson plan is arranged by ITPR (Introduce, Teaching, Practice, and Reflection).

To develop a lesson plan, you have to create learning activities that will help to achieve learning objectives and learning outcomes. To do that you have to use appropriate teaching strategies and assessment approaches. You also will have to think about how you introduce this lesson, how you can link it with other activities and how to allocate time management.

4.3.1. Lesson plan on psychosocial skills

Expected learning outcome

> **By the end of this lesson, student teachers will be able to:**
> • Develop a lesson plan on Psychosocial Skills and deliver a micro-teach session of a learning activity from Psychosocial Skills lesson

Competencies gained

A 1.1.1 Give examples of how the student's cognitive, physical, social, emotional and moral development may affect their learning

A 5.1.2 Include in lessons accurate and relevant information, examples and exercises to support student learning of core subject content, skills and procedures

B 1.1.1 Use different ways to explain the subject matter, related ideas and concepts to meet a range of learning abilities and intended learning outcomes

D 1.1.1 Use evidence of students learning to reflect on the impact of own teaching practice

Time: One period of 50 minutes

Learning strategies: Flipped classroom, group work, micro-teaching

Assessment approaches: Peer-assessment, self-assessment, and observation

Preparation needed: Remind student teachers to study a psychosocial lesson of Grade 6 before class

Resources needed: Flip chart, Grade 6 Life Skills Teacher Guide

Learning activity 1. Group discussion (10 minutes)

1. Divide the class into appropriate groups.
2. Choose one Psychosocial Skill lesson from Grade 6 for all groups.
3. Each group selects one activity in this chosen lesson.
4. They should create a new activity without straying away from the objective for this chosen activity.
5. Let them write their lesson plan for their new activity on flipchart paper.
6. Help the groups who have difficult when they create the new activity by sharing learning activities and encourage them.

Assessment

Learning activity 1 assesses the student teacher's lesson activity creation. Does it achieve the objective? Do they use a learner centered approach? Is the activity appropriate with the child's development?

Possible student teacher's responses

Student teachers should create a new learning activity with their experiences.

Learning activity 2. Micro-teaching (35 minutes)

1. Draw lots to select the group to demonstrate their creative activity (from learning activity 1).
2. Select one representative as a demonstrator in that group by drawing lots.
3. Ask the student teachers to participate as if they are middle school students.
4. If the demonstrator feels nervous, the teacher educator should motivate other student teachers to help support his or her micro-teaching as much as they can.
5. After the micro-teaching, the demonstrator reflects on their own teaching and shares their reflections.
6. Ask the student teachers whether this micro-teaching activity is effective in developing teaching skills.
7. Teacher educator gives feedback on the teaching and gives encouragement to the

demonstrator.

Assessment

Includes demonstration and self-assessment. Observe whether the student teacher is able to conduct the micro-teaching and whether they can assess their own teaching. Check whether the other student teachers can observe and give constructive comments to the demonstrator.

Possible student teachers' responses

Student teachers understand their responsibilities. The demonstrator should also reflect himself or herself well.

Check student teachers' understanding (5 minutes)

- Remind the student teachers that the learning outcomes are to develop a lesson plan on psychosocial skills and deliver a micro-teaching session of a learning activity from the Middle Schools Psychosocial Skills lesson.
- Remind student that this lesson's TCSF competencies are concerned with subject knowledge and curriculum content.

Expected student teachers' responses for the review questions in TB

Question 1: What preparation do you need to do before creating new learning activities?

Answer: *To create a new activity, you need to know the content, learning outcomes, methodology, teaching strategies and potential activities and teaching materials you want to use.*

Question 2: What can you learn through micro-teaching?

Answer: *We can gain foundational knowledge for Life Skills through self-learning, we can study teaching learning strategies, etc.*

Unit summary

Key messages

- Psychosocial skills are important for everyone and it is necessary to be aware of your strengths and weaknesses. Cooperative and collaborative work can facilitate the attainment of these skills.

- Understanding your strengths and weaknesses support the development of communication skills and support having a sound mind and sound body to live a healthy and happy life.

- Thinking with a positive attitude is a good habit. Through thinking positively,

  your feelings and behaviours will also be positively influenced.

- It is important to manage your mental health and learn how to deal with emotions and stress. Through setting SMART goals for your lives, you can manage stressful situations by utilising SMART thinking. In turn, this will influence how you carry out your plans and dreams to achieve your ambitions and live successful lives.

Unit reflection

- Everyone has both strengths and weaknesses. If somebody points out your strengths, how would you feel? If somebody points out your weaknesses, how would you feel?

- How can we build our own self-awareness?

- In setting SMART goals, you have to consider your values, emotions and positive thinking to achieve your ambitions. Both your understanding of self- awareness and self-projection are essential to ensure the effectiveness of your goals.

- To be successful in both personal and professional lives, it is necessary to build positive behavioural habits and learn how to cope with stress. What are some stress coping mechanisms you have learnt in this unit?

- Your communication skills and interpersonal skills will also improve by

  transforming a negative attitude into a positive attitude.

Further reading

4.1

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Okoro, E., Washington, M. C., & Thomas, O., (2017). The impact of interpersonal communication skills on organizational effectiveness and social self-efficacy: A synthesis. *International Journal of Language & Linguistics, 4*(3). Retrieved from http://ijllnet.com/journals/Vol_4_No_3_September_2017/3.pdf

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Unit 5

Living in Harmony with Nature

Nowadays, our earth is facing a multitude of challenges due to global warming. Climate and weather conditions are affected, and this can sometimes bring with it increasing risk of natural disasters. The fourth **Scrutiny** Report of the Inter- Governmental Panel on Climate Change (IPCC) described that climate change threatens economic development and the long running existence and **thriving** of people who are near disaster.[3] As for Myanmar, if we do not live in harmony and respect the natural environment, the consequences of climate changes will affect the Myanmar **ecosystem**. To reduce global warming, it is crucial to decrease pollution and conserve our environment as needed.

Expected learning outcomes

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

- Discuss how human activities affect environment and identify different ways to protect the environment;
- Discuss causes and effects of different types of pollution;
- Analyse the common types of pollution in the community and in Myanmar;
- Create a community action plan identifying the specific tasks and roles and responsibilities of individuals to reduce pollution;
- Identify man-made and natural disasters;
- Discuss the *vulnerabilities* in the community and in Myanmar;
- Analyse the roles and responsibilities of individuals and the community to prevent disasters;

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1   IPCC Fourth Assessment Report (2007). *Climate Change: Impact, Adaptation and Vulnerability*. Retrieved from https://www.ipcc.ch/site/assets/uploads/2018/03/ar4_wg2_full_report.pdf

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- Design a school safety plan for a disaster risk reduction;
- Develop a lesson plan on living in harmony with nature;
- Develop a success criteria for a micro-teach session;
- Deliver a micro-teach session of Living in Harmony with Nature lesson; and
- Observe and provide feedbacks to each other by using the success criteria developed in the previous lesson.

Competencies gained

A 1.1 Demonstrate understanding of how students learn relevant to their age and developmental stage

A 4.1 Demonstrate understanding of the structure, content and expected learning outcomes of the basic education curriculum

A 5.1 Demonstrate understanding of the subject matter to teach the assigned subject/s for the specified grade level/s

B 1.1 Demonstrate capacity to teach subject-related concepts clearly and engagingly

B 4.1 Demonstrate strategies for working together with other teachers, parents and the local community to improve the learning environment for students

D 1.1 Regularly reflect on own teaching practice and its impact on student learning

D 2.1 Improve own teaching practice through learning from other teachers and professional development opportunities

5.1. Environmental Conservation

Living things are dependent on one another and the environment for survival. In our daily lives, people can take actions to reduce the levels of pollution and global warming by, for example, reducing waste, recycling, conserving energy, and reducing air, land and water pollutions. People should be encouraged to take action to improve the environment.

We can protect our environment by developing habits or practices that are good for nature. We need to be aware of the importance of our natural environment and ensure there is a balance between economic, social and environmental needs. We have to protect our earth and

conserve its natural resources.

While pollution can sometimes naturally occur in nature, it most often occurs due to human behaviours. They affect life-sustaining food chains, food webs and entire ecosystems. After becoming aware of the consequences of deforestation, we should strive to conserve woodlands and forests at the local level to reduce these impacts.

5.1.1. Environmental protection and conservation — pollution

Expected learning outcomes

By the end of this lesson, student teachers will be able to:
- Discuss how human activities affect environment and identify different ways to protect the environment;
- Discuss causes and effects of different types of pollution;
- Analyse the common types of pollution in the community and in Myanmar; and
- Create a community action plan identifying the specific tasks and roles and responsibilities of individuals to reduce pollution.

Competencies gained

A 4.1.1 Describe key concepts, content, learning objectives and outcomes of the lower secondary curriculum for the subjects and grade level/s taught

A 5.1.2 Include in lessons accurate and relevant information, examples and exercises to support student learning of core subject content, skills and procedures

B 1.1.2 Select instructional material to link learning with students' prior knowledge, interests, daily life and local needs

B 4.1.2 Describe strategies to promote parents' involvement in their child's learning at school, at home and in community

Time: One period of 50 minutes

Learning strategies: Whole class discussion, pair work, group work, group discussion, mind map

Assessment approaches: Collaborative work, presentation, observation

Preparation needed: Remind student teachers to study the Middle School Life Skills Grade 6 and 7 Textbooks

Resources needed: Student teacher textbook

Learning activity 1. Whole class discussion (15 minutes)

1. Write the following question on the board and record student teachers' responses on board.
   - *What environmental issues do you recognize around your local community recently?*
2. Refer to their textbook and instruct them to read and think about the four statements.
3. After reading these statements, ask the following questions and write them on the board:
   - *What type of environmental issue would these statements cause?*
   - *Who commits these actions?*
4. Let student teachers discuss their ideas in pairs first.
5. If there are some learners who find it difficult to recall content knowledge from Year 1, the teacher educator can use follow up questions to elicit the appropriate responses.
6. Choose 3 or 4 student teachers randomly to share their ideas.
7. Teacher educator adds that human activities can affect our environment and cause pollution. We need to protect our environment and we will explore how we can conserve our environment in the following activities.

Assessment

Student teachers have to activate their prior knowledge in order to answer the questions relating to the environment. You can assess the level of their prior knowledge.

Possible student teachers' responses

Student teachers should be able to recall the content knowledge from the EDC Year 1 Life Skills course, which was concerned with pollutions, deforestation and environmental conservation.

Learning activity 2. Group work (30 minutes)

1. Divide the class into appropriate groups according to the class size.
2. Assign one issue (air pollution, water pollution, soil pollution) to each group.
3. Let them discuss their ideas based on the following questions.

- *What is your group's issue and what are the causes of it?*
- *How does it affect the environment?*
- *How can you collaborate with the larger community to reduce these pollutions realistically?*

4. Refer to their textbook and ask all groups to fill in the Table 5.1 with their discussion points. They can redraw the table in their notebooks.

Table: 5.1 How you can reduce pollutions

Issue	Cause of issue	Effects on environment	How you can reduce it

5. Let each group present their group's discussion and invite other groups to add different points.
6. Refer to their textbook and ask them to study "Pollutions and Deforestation"
7. Teacher educator can add that we can protect our natural environment by having good practices and habits. The environment is vital to our well-being and thus every part of the environment should be protected.

Facilitator's notes

There will be more than one group for the same issue because of the class size.
Allow one group to present their ideas, and then ask groups who have discussed about the same issue to add to their different findings or comments they would like to share.

Assessment

Assess the student teachers understanding of environmental issues and how effects on the environments can be reduced. You can base this on their completed tables and by observing the groups' discussions.

Possible student teachers' responses

Student teachers should identify roles and responsibilities of individuals to reduce pollutions.

Learning activity 3. Group research project (homework assignment)

Explain to student teachers that this activity is a homework assignment that they have to work on in groups. It is a research project which should be completed and handed in by the end of the semester.

- Group student teachers into 5 or 6 people
- Research about "Community reforestation and successful experiences from other countries"
- Student teachers can use the internet, books, documentaries, and other sources to inform their research. Guide them on the research methods they can use.
- In the groups, they should work together to write a proposal to their local authority about how their own community should implement "Reforestation" strategies.

Assessment

You can assess their written proposals by checking they have covered these points:

- Consequences of deforestation on local community
- How reforestation can benefit the local community
- Successful examples of community reforestation from other countries

Give encouraging feedback to student teachers and empower them to undertake environment projects in their free time.

Possible student teacher responses

Student teachers should cover the three main points in their proposals. Contents may vary according to examples used. Students should do independent research to inform their writing, and not rely only on their textbooks.

Extended learning activity 1. Mind map (15 minutes)

1. Teacher educator can use mind mapping to consolidate student teachers' understanding of how different concepts are linked.
2. Identify a central concept (e.g. pollution) and write it on the board. Instruct student teachers to write this concept in the center of the page.
3. Identify interrelated concepts (air/ water/ soil pollution) associated with the main concept.
4. Students can stick their mind maps onto the wall of the classroom and observe their peers' work. Student teachers should give comments and ask questions about their peers' mind maps.

Check student teachers' understanding (5 minutes)

- Teacher educator reminds student teachers of the learning outcomes in this lesson: to discuss how human activities affect the environment; identify different ways to protect the environment; to discuss causes and effects of different types of pollution; to analyse the common types of pollution in the community and in Myanmar; and to create a community action plan identifying the specific tasks and roles and responsibilities of individuals to reduce pollution. Throughout the teaching learning process, student teachers acquire content knowledge and think critically about how they can reduce pollution and conserve the environment.
- Ask student teachers in which learning activity, which competency they got and how they participate?
- Summarize the lesson by asking what did they get from today lesson?

Question 1: Which issues affect the natural and healthy growth of the environment?

Answer: *air pollution, water pollution, soil pollution, deforestation* Question 2:

What are main natural resources that we need to conserve? Answer: *trees, water,*

soil, air, sunlight, etc.

Question 3: Why is it important to conserve natural resources on the Earth? Whose responsibility is it?

Answer: *We need to conserve resources on the Earth for our existence and well-being in our lives.*

Question 4: List the importance of trees.

Answer: - *absorb carbon dioxide, slowdown global warming*
- *provide food, medical properties*
- *protects from soil erosion*

5.2. Disaster Risk Reduction

Individuals need to develop a deeper understanding of environmental issues and have the skills to make informed and responsible decisions. They need to understand how we use our natural resources, the geographical and climate changes that take place, as well as the natural and man-made disasters that arise. Natural events include earthquakes, tsunamis, storms, floods, landslides and wildfires. They endanger people, belongings and their environment. These are also hazards. If we are not prepared to act in response to this hazard, the hazard becomes a disaster and our environment will be destroyed, including the loss of lives. Disaster risk reduction is the observation of reducing these risks through systematic efforts. Example of disaster risk reduction include decreasing the vulnerability of individuals and property, wise management of land and setting, having early warning systems, and increasing the preparedness of individuals and communities.

5.2.1. Disaster prevention and preparedness

Expected learning outcomes

By the end of this lesson, student teachers will be able to:
- Identify man-made and natural disasters;
- Discuss the *vulnerabilities* in the community and in Myanmar;
- Analyse the roles and responsibilities of individuals and the community to prevent disasters; and
- Design a school safety plan for a disaster risk reduction.

Competencies gained

A 4.1.1 Describe key concepts, content, learning objectives and outcomes of the lower Secondary curriculum for the subjects and grade level/s taught

A 5.1.2 Include in lessons accurate and relevant information, examples and exercises to support student learning of core subject content, skills and procedures

B 1.1.2 Select instructional material to link learning with students' prior knowledge, interests, daily life and local needs

B 4.1.2 Describe strategies to promote parents' involvement in their child's learning at school, at home and in community

Time: One period of 50 minutes

Learning strategies: Flipped classroom, directed activities, gallery walk, assignment

Assessment approaches: Question and answer, brainstorming, presentation, observation

Preparation needed: Remind to read Grade 6, 7 and 8 Life Skills Textbooks, Disaster Prevention and Preparedness lesson from Student Teachers' textbook

Resources needed: Flipped charts, marker pens, tape

Learning activity 1. Directed activities (10 minutes)

1. Ask the class "What are hazards?" and write student teachers' responses on board.
2. Next, based on the list of hazards on the board, ask them to classify the hazards into natural and man-made hazards.
3. Explain that when people are affected by these hazards, we call them disasters. These may be caused by nature, for example, when the weather is hot and dry, strong winds can blow flaming straps of bark and start wild fires. If fire caused by a careless smoker or careless cook, it is called man-made fire.
4. Let student teachers discuss with his partner based on Vulnerabilities in Myanmar that they have read before lesson.
5. Tell 2 or 3 pairs to share their findings and let others add if there will be different points.

Assessment

Teacher educator can assess by asking closed question as a formative assessment to know their prior knowledge. Teacher educator can encourage student teachers who come from different geographical areas to share their experiences.

Possible student teachers' responses

Student teacher should be able to identify common natural hazards such as flooding, earthquake, storm, landslide, wildfire, tornado, thunderstorm, tsunami, volcano and man-made hazards such as different types of pollutions, fires, car accidents, etc.

Learning activity 2. Gallery walk (20 minutes)

1. Explain that each of the natural hazards can cause harm or injury to our environment, our belongings and our lives. When this happens, the natural hazard becomes a disaster. There is often no way of knowing when a natural hazard will occur. The best thing we can do for prevention is to be prepared for natural hazards and potential disasters by having a disaster preparedness plan. A disaster preparedness plan includes: a family communication plan, a disaster supplies kit and a safety map.
2. Assign each hazard to each group and discuss about the disaster preparedness plan under two headings (a family communication plan, a disaster supplies kit)
3. Give flipped chart papers to write their group's opinions and post around the class.
4. Tell them to study the middle school Life Skills textbooks again for reference and facilitate if they need.
5. Let groups stick their disaster plans around the wall and student teachers should study their peers' disaster preparedness plan.
6. They should listen to their peers' advice and suggestions and can add information

to their chart. They should also advise others how to make their disaster preparedness plan better.

Assessment

Teacher can check student teachers' understanding, correct misconceptions and facilitate during their group work. How can they collaborate for their achievement?

Possible student teachers' responses

Student teachers would discuss how they can communicate with their family, how they take responsibilities among family members, how they can cooperate with their community and how they can identify plan according to their community.

Learning activity 3. Assignment (15 minutes)

1. Teacher educator explains that we will continue to work on reducing the risk of their assigned hazards and design a school safety plan.
2. Tell all groups they will have to draw their school's map and discuss a safety map for their assigned hazard (earthquake, flooding, fire).
3. Let student teachers draw a safety map by using content knowledge which they have learnt from learning activity 2.
4. A representative from each group presents and other groups should add different opinions they have.
5. Explain that we have to notice how we can implement the safety plan in reality with empathy, self-awareness and enthusiasm.
6. Homework assignment: complete the plan in detail by asking experiences of family members, community members and elders who met hazards or by collecting information from the library.

Assessment

Formative assessment takes place during learning activity 3 for creative and critical thinking especially. How can student teachers design school safety plan for a hazard that they can meet in the future? Teacher educator should monitor the class to facilitate some student teachers who need help for different cases.

Possible student teachers' responses

For the homework assignment, student teachers should create action plans to complete it. They need to draw a safe pathway, design a meeting place, and think about how they will evacuate their middle school level students by cooperating with their community.

✓ Check student teachers' understanding (5 minutes)

- Remind student teachers that learning outcomes of this lesson are to identify man-made and natural disasters, to discuss the *vulnerabilities* in the community and in Myanmar, to analyse the roles and responsibilities of individuals and the community to prevent disasters, and to design a school safety plan for a disaster risk reduction.
- Student teachers should create disaster preparedness plan for common hazards in Myanmar in their homework assignment.
- Ask student teachers which competencies they built on, and from which learning activity.
- What did they learn from this lesson?

Facilitator's notes

1. Teacher educator gives a link to find scenes of flooding, earthquake, storm, landslide, wildfire, fires, tornado, thunderstorm, tsunami and volcano.
2. Teacher educator can encourage student teachers to classify natural disaster and man-made disaster by internet searching.

Expected student teachers' responses for the review questions in TB

Question 1: Why is it important that people should have a disaster preparedness plan?

Answer: *Not only they could prevent themselves from danger, but also they could support their family and cooperate with community.*

Question 2: You live in hilly region. If there is a wildfire, where will you go?

Answer: *I will go to lowland to protect myself from wildfire.*

5.3. Living in Harmony with Nature Lesson in Middle School Classrooms

People value a pleasant environment for their well-being of their life. We all need it and have to try to live in harmony with nature. In our classrooms, we can practice with our students to value, to appreciate and to conserve our ecosystem.

Micro-teaching is an invaluable chance for student teachers to prepare and practice teaching lessons. They can also apply their learning and teaching experience for the future. Then they can receive feedback and reflect on themselves to develop teaching **talents**. For a micro-teaching session, a student teacher teaches all or part of a lesson to their peers. They will be able to create strategies, teaching aids and approaches.

5.3.1. Lesson plan on Living in Harmony with Nature

Expected learning outcomes

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

- Develop a lesson plan on Living in Harmony with Nature; and
- Develop a success criteria for a micro-teach session.

Competencies gained

A 1.1.2 Prepare learning activities to align with students' level of cognitive, linguistic, social and physical development

A 4.1.1 Describe key concepts, content, learning objectives and outcomes of the lower Secondary curriculum for the subjects and grade level/s taught

Time: One period of 50 minutes

Learning strategies: Flipped classroom, group work, think- pair- share

Assessment approaches: Question and answer, presentation

Preparation needed: Remind to study Grade 6 and Grade 7 Life Skills teacher guides

Resources needed: Flipped charts, marker pens, tape

Learning activity 1. Group work (25 minutes)

1. Divide the class into appropriate groups according to the class size.
2. Assign each group to discuss two 'Living in Harmony with Nature' lessons from Grades 6 and 7.
3. Tell all groups they have to choose one lesson (from either the Grade 6 or 7 lesson) to base their micro-teaching session on. Explain that they have to create an extended learning activity which does not deviate from the original purpose of this activity. The activity they create should be 15 minutes in length.
4. Let student teachers discuss and create their extended learning activity.
5. Instruct all groups to write down their group's activity in their individual notebooks for a micro-teach session.

Assessment

Teacher educator should assess that student teachers can create extended learning activity. How well did they collaborate with their group? Have they finished writing the extended learning activity for the micro-teach session?

Possible student teachers' responses

Student teachers should cooperate and create extended activity which does not deviate from original purpose.

Learning activity 2. Brainstorming/ Think-Pair-Share (20 minutes)

1. Explain to student teachers that they will demonstrate their micro-teaching sessions in the next period and they should complete the necessary preparation required.
2. In their textbooks, student teachers should write down the grade/lesson and learning objective for the extended learning activity they have prepared (in learning activity 1). They should then fill in Table 5.2. in their textbooks, writing down (individually) the learning outcomes, teaching and learning strategies, teaching and learning materials and learning activities that will be used in their extended learning activity. Keep the criteria column blank for the time being.
3. Then, let student teachers think about which success criteria they should set to ensure the achievement of the students' learning outcomes. This success criteria will allow student teachers to assess whether their students have achieved the specific learning outcomes of the learning activity that they have already prepared.
4. Tell them to share their opinions with their partner. Fill in the "criteria" section in Table 5.2. individually.

5. Let two or three pairs present to the class.
6. Encourage other students to add different points for success criteria. They can add to their tables as necessary.

Assessment

Teacher educator should assess their student teachers' success criteria by using the information in the facilitator's notes. Support student teachers as necessary and facilitate to engage with student teachers' deep thinking.

Possible student teachers' responses

Lesson objectives, learning outcomes, teaching learning strategies, competencies, additional teaching materials, and linkage among teaching learning process, are all points to be considered when writing success criteria.

Facilitator's notes

What are success criteria?

Success criteria are a list of indicators, in the form of a checklist or rubric, that allow both the assessor and the student to check they are on track to achieve the learning outcomes.

The success criteria should outline what the student is expected to do, say, make or write in the lesson or activity. They can be used by both the teacher, peers, and students themselves to ensure they are meeting the requirements of the learning outcome.

If **learning outcome** is "Students will understand the meaning of vocabulary words and use the words accurately",

Success criteria:

Students will:

- Select correct vocabulary words when given meaning
- Generate sentences that accurately include vocabulary terms

If student teachers need more assistance in setting success criteria for their lesson, you can ask them to revisit Educational Studies Year 2 Semester 1 Unit 4.4. Lesson Objectives, Learning Outcomes and Criteria for Success.

Extended learning activity 1. Concept map (20 minutes)

1. The teacher educator should choose two learning outcomes from the Living in Harmony with Nature lessons from Grades 6 and 7.
2. Teacher educator divides the class into half.
3. Let each group write their respective learning outcome at the centre of flip paper.
4. Instruct both groups to think of related criteria for this learning outcome and to write them down.
5. Let groups switch their flipchart papers and give comments.

Check student teachers' understanding (5 minutes)

• Remind student teachers that the learning outcome of this lesson is to explain objectives of teaching 'Living in Harmony with Nature' lessons.
• Ask student teachers: Why do Middle School students study the living in harmony with nature strand? Who is responsible to ensure we live in harmony with nature?
• Ask student teachers which competencies they worked on. From which learning activity?
• Summarize the lesson by asking student teachers about what the key messages are of this lesson.

5.3.2. Micro-teaching on Living in Harmony with Nature

Expected learning outcomes

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

• Deliver a micro-teach session of Living in Harmony with Nature lesson; and
• Observe and provide feedbacks to each other by using the success criteria developed in the previous lesson.

Competencies gained

A4.1.1 Describe key concepts, content, learning objectives and outcomes of the lower secondary curriculum for the subjects and grade level/s taught

A4.1.2 Prepare lesson plans reflecting the requirements of the curriculum and include relevant teaching and learning activities and materials

D1.1.2 Use information from a variety of sources to improve teaching practice and student

learning

D2.1.1 Discuss teaching practices with supervisors and colleagues and willingly seek constructive feedback

D2.1.2 Participate in professional development activities related to identified goals for improving practice

Time: One period of 50 minutes

Learning strategies: Flipped classroom, micro-teaching, observation

Assessment approaches: Demonstration, peer observation, self-assessment

Preparation needed: Remind to study extended learning activity and success criteria which were created in the last period, necessary materials for microteaching

Resources needed: Grade 6 and Grade 7 Life Skills TGs and TBs, extended learning activity

Learning activity 1. Micro-teaching (45 minutes)

1. Stay in the same groups as the previous lesson (when student teachers created their extended learning activities in groups)
2. Groups will draw lots for choosing 2 demonstrators for Grade 6 and 7.
3. When one group wins the lot, members of that group will draw lots to choose the demonstrator.
4. Then demonstrator will prepare for micro-teaching.
5. In micro-teaching, the demonstrator takes the role of a teacher, student teachers of the same group will take on the role of observers and members of other groups will act as Middle School students.
6. Before the demonstration, let all student teachers in the class first read through the assessment 'peer observation checklist' in Table 5.3.
7. The observers have to observe micro-teaching and take notes on the peer observation checklist for micro-teaching using this checklist.
8. After the micro-teaching, observers should give positive feedback on the demonstrator's micro-teaching by using their completed observation checklist. Remind observers to assess their peers based on their individual needs and abilities.
9. Ask the demonstrator to reflect on their performance to the class. They should talk about the strengths of their micro-teaching demonstration as well as their proposed

areas of improvement.

10. Second micro-teaching will follow the same procedure as the first micro-teaching session.

11. Summarize the important points of how to teach Middle School Life Skills lessons according to the reflection results of micro-teaching 1 and 2. Encourage the demonstrators, observers, students and give feedback on important points of micro-teaching.

Assessment

Teacher educator can assess the micro-teaching demonstration and check if they are following the plan they made in the previous lesson for that extended activity.

Observe how the student teachers can self-assess through reflection and how well peers can conduct peer-assessments using the observation checklists.

Possible student teachers' responses

Student teachers should take on the roles given to them and should reflect on the micro-teaching sessions.

Check student teachers' understanding (5 minutes)

• Remind student teachers that the learning outcomes of this lesson are to deliver a micro-teaching session of Living in Harmony with Nature lessons and to observe and provide feedbacks to each other by using the peer observation checklists.

• Remind student teachers that the most important first step for micro-teaching is to study the lesson content and knowledge – for example by studying and analyzing Living in Harmony with Nature lessons for Middle School level.

• Assess whether student teachers could fulfil their roles correctly

• Ask one or two students which competencies they worked on in this lesson

Question 1: How will you ensure an effective teaching and learning process?

Answer: *Use appropriate teaching strategies according to the age level, create relevant teaching materials, create learning activities based on the learning outcomes and develop success criteria to ensure learning outcomes can be achieved.*

Question 2: One of the learning outcomes of this lesson was: to deliver a micro- teach session of Living in Harmony with Nature lesson. What are the success criteria for this learning outcome?

Answer: *To complete appropriate preparation for micro-teaching lesson*
To prepare teaching learning materials
To motivate students for participation
To use eye contact and attractive voice
To manage time allocation, etc

Question 3: Which opportunities can you gain from micro-teaching lessons?

Answer: *I can develop teaching talents. I can practice using teaching learning strategies and making teaching materials. I also can develop collaboration and relationships among peers.*

Question 4: You win the lot for micro-teaching, but you didn't prepare the lesson well. How can you solve this problem?

Answer: *I will collaborate with my group and get advice from them.* If I need help, I will ask our teacher educator to support me.

3.6. EDC Year 2 Semester 2 Local Curriculum; Lesson 5.1.1. Healthy eating plan with local and traditional foods; pp. 73-90 – TB

5.1.1. Healthy eating plan with local and traditional foods

Expected learning outcomes

Teaching young students to cook

Cooking is fun for young students all over the world. However, cooking is also a vitally important life skill that all students, both boys and girls, should learn as it provides them with a range of valuable experiences, including the development of life and career skills.

By learning to cook, students will learn about health and hygiene, and to appreciate the local food in their community and in other communities and ethnic groups around the country. Lessons in other parts of the local curriculum related to ethnic groups and their cultures can also be integrated here.

What is 'Traditional Food' in Myanmar?

"Traditional" means anything made or used as part of a tradition that has been long established. [19]

Each culture, nationally and regionally, develops traditions that reflect the culture, history and lifestyle of that place and people. Traditional food is an important aspect of our cultures. Some ingredients and recipes have been transmitted from one generation to another and have become part of our collective memory. Dishes can be labelled as traditional foods because they are related to specific purposes, celebrations or seasons, or because they are associated with a certain area, region or country.

This lesson will explore how to make some traditional recipes. It is important to emphasise that making, understanding and appreciating traditional foods is the responsibility of everyone, regardless of gender.

Notable traditional dishes – Regional examples

This section examines a number of traditional dishes that hold significant meaning nationally, regionally and locally. Certain dishes are iconic to a region or country, and some become important because of national recognition. These foods are very popular and are eaten by people across the country, in their homes and in restaurants. For example, *mohinga* is a Burmese dish which is a famous dish and can be made in regular kitchens.

Many traditional foods do not necessarily have set recipes. Most will have a basic set of

instructions and ingredients, but students can learn to adapt the recipe to what is

19 Definition from Oxford Languages Dictionary. (2020). Retrieved from https://www.oxfordlearnersdictionaries.com/us/definition/english/traditional

available and to local tastes.

Nangyi Thoke

Nangyi Thoke is a Burman dish made with thick round rice noodles served with chicken curry. The dish is usually served with sliced hard-boiled eggs, onions, coriander, sliced lime, chili powder and with fried vegetables (fried onions, garlic, or gourd).

Figure 5.1. Nangyi Thoke

The following is a basic recipe:

Ingredients

To serve:

- Round, thick rice noodle, half a pack
- Hard-boiled Egg, 1 large
- Yellow crispy chips (optional and for garnishing only)
- Fish sauce, 2 tsp
- Coriander, 1 small bunch
- Lime, 1/3
- Roasted peanut powder, 2 tsp
- Sliced onion (half), for garnish
- Cabbage, for garnish

For the curry:

- Chicken breast, 1
- Oil, 3 tbsp
- Fish sauce, 1 tsp
- Turmeric powder, 1/2 tsp
- Salt, 1 tsp
- Red chili powder, 1 or 2 tsp
- Shallots, 2
- Garlic, 5 or 6 clove

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- Tomatoes (2)

Cooking instructions

1. Add salt to boiling water and cook noodles.
2. Drain the noodles and wash with cold water. Drizzle oil on the noodles to prevent sticking. Omit as a way to cut down on oil.
3. Dice chicken breast into small cubes.
4. Heat oil in pan, add chopped shallots and garlic.
5. After brown and fragrant, add the diced chicken. Season with salt and fish sauce.
6. Add turmeric and red chili powder, stir.
7. After chopping the tomatoes (leaving out the seeds), add to with the chicken and cook for 3-4 minutes.
8. When the chicken curry is ready, mix with the noodles and other garnishes.

Shan Noodles

Shan Noodles is a recipe from Shan State in which chicken or pork is cooked in tomatoes and served over sticky rice noodles. It can be served with or without broth. Shan Noodles are typically served with pickled mustard greens and sometimes fried chickpea tofu. There are two types of rice noodles: *sanzi* which are sticky and flat, and *yeizein* which are round, thin shaped and non-sticky. It is one of the more iconic breakfast foods. The following is the salad version:

Ingredients

- Chicken or pork, 1 pound
- Dried Shan noodles, 10 ounces
- Onions, 2
- Garlic, 1 clove chopped
- Tomatoes, 8, chopped
- Tomato paste, 1 tbsp
- Soy sauce, 3 tbsp
- Sugar, 2 tbsp
- Chili powder, 2 tbsp

Figure 5.2. Shan Noodles
Source: https://hsaba.com/blog/food-and-travel/shan-noodles-recipe

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- Peanuts, 8 tbsp, ground
- Green onions, 2, chopped
- Vegetable oil, 6 tbsp
- ½ tsp of turmeric or garlic-chilli oil (optional)

Cooking instructions

1. Place the dry noodles into a large bowl of cold water (preferably for 30 minutes)
2. Bring a large pot of water to boil. Turn off the heat and add the rice noodles.
3. Heat oil in a large wok. Fry the onions, garlic and ginger for 6 to 8 minutes. You can include ½ teaspoon of turmeric powder for color and taste.
4. Add chili powder and continue to stir fry for another minute.
5. Add the chopped chicken or pork, tomatoes, tomato paste, and stir well. Add soy sauce and sugar and cook over a medium heat for 15 minutes until the tomatoes are soft.
6. To serve, put a handful of noodles into a bowl. Add 4 tablespoons of the curry, crushed peanuts and adjust with soy sauce to taste. Add a few spring onions. Serve immediately with pickled mustard greens.

Rakhine Monti

Rakhine Monti is one of the most popular dishes associated with the Rakhine people and is a staple of Rakhine State. It comes in two forms: salad or with soup. The kind with soup is more common, in which rice vermicelli is mixed with a thin soup made with any white fish (mostly daggertooth blade conger), *ngapi*, mongrass, pepper, garlic, green chili paste, crispy garlic garnish and coriander. It is also called "*apu shapu.*"

Recipe for the soup variety

Ingredients

- 300g catfish or brown trout
- ¼ tsp ground turmeric

Figure 5.3. Rakhine Monti (soup)
Source: https://www.burpple.com/f/ZMzwbY1l

- 1.5 litres water
- 2cm fresh galangal, peeled and sliced
- 3 garlic cloves, crushed
- 1 tsp black pepper corn, freshly ground
- ½ tsp shrimp paste
- salt to season
- 2 tbsp peanut oil
- ¼ tsp ground turmeric
- ½ tsp salt
- 3 tbsp crushed dried chili
- 2 tbsp peanut oil
- 3 tbsp water
- 2 tbsp fish sauce
- 2 shallots, fried crisp
- 1 shallot, sliced thinly lengthways and soaked in cold water
- 45g tamarind pulp
- 250 ml water 500g rice noodles, cooked
- large handful of fresh coriander, chopped
- extra fish sauce & ground black pepper

Cooking instructions

1. For the soup: mix the turmeric, seasoning powder with the fish thoroughly and roast/grill the fish in an oven or heated chamber at low heat for the roasted smell of the soup. After 10 minutes, take the fish out and debone it. Add the rest of the fish to the water and bring to a boil. Simmer for 6-10 minutes.
2. Remove the fish from the pot. When cool enough to handle, peel off the skin and discard. Flake the flesh, discarding any bones. Squeeze the flaked fish using a fine sieve or a muslin cloth until all the juice is removed.
3. Add the fish juice to the soup, then the remaining soup base ingredients (such as minced garlic and pounded pepper). Cover the pot and let the soup simmer for 10 minutes. Season with salt.
4. In a wok, heat the peanut oil and stir in the turmeric. When the oil has turned a vibrant yellow, add the flaked fish and stir fry for 10 minutes on low heat until the fish has become dry and very flaky. Keep stirring so that the fish does not burn. Season with salt and transfer to a bowl and keep aside.
5. The chili sauce can be made in advance. In a small saucepan, heat the oil, add the dried chili, water and fish sauce. Simmer briefly until the liquid has reduced, about 2 minutes. Pour into a small serving dish.

6. For the garnishes, put the tamarind and water in a small saucepan and simmer for 2 minutes. Strain the pulp through a sieve to remove any fibre or stones, leaving the juice. Prepare the crispy shallots, cook the noodles according to the packet instructions and chop the coriander.

7. To serve, put a handful of noodles in a bowl, add some of the flaked fish and ladle the soup over. Let everyone add the garnishes as they wish. It should taste spicy, salty and tangy. It can also be served with fried fish balls and fried bean.

Kachin Shan Hkak

Kachin Shan Hkak is a dish consisting of minced beef mixed with basil, garlic, ginger, chilli and black pepper. This dish recipe is typical of Kachin food, which uses little oil and fresh ingredients.

Ingredients (to serve about four people)

- Beef (about 1 pound)
- Basil leaf (one small bunch)
- Shan coriander leaf (one small bunch)
- Laksa leaf, if available
- Fresh chilli, as desired
- Garlic – two-three cloves
- Ginger – about 2-3 inches
- Hua Jiao seeds, or black pepper – about 1 tsp
- Salt, to taste
- Dried bamboo shoot, if available

Figure 5.4. Kachin Shan Hkak
Source: https://www.sbs.com.au/food/recipes/minced-beef-kachin-shalap-leaves

Cooking instructions

1. Chop the beef finely.
2. Pound chilli, garlic, hua jiao or pepper, basil, coriander, and laksa leaf together.
3. Squeeze the juice out of the ginger. Mix the pounded paste, beef, and ginger juice together. Add bamboo if available. Allow to set for a little while.
4. Cook the mixture in a pot with a little water and salt. Cook for about 20-30 minutes, until the meat is tender. The dish is now ready to serve.

Kayin Tarlapaw

Tarlapaw is a traditional Kayin soup which uses local ingredients available at harvest time. It is an herb and rice soup known for its multiple health benefits.

Ingredients

- Snakehead fish (80 grams)
- Onion (1)
- Garlic (20 grams)
- Pounded rice (3 tbsp)
- Bamboo shoots (50 grams)
- Fresh basil leaves (1 small bunch)
- Fish sauce – (1 tbsp)
- Sugar – (1 tbsp)
- Pepper (half tsp)

Figure 5.5. Karen Tarlapaw
Source: https://www.myanmore. com/2020/03/karen-cuisine-the-next-food- trend/

Cooking instructions

1. In a pot, heat the pounded rice and mix with water. Boil the water and the rice together.
2. Slice the bamboo shoots thin and boil them in water in a separate pan. Keep aside for later.
3. Grill the fish pieces and add to the soup of water and rice.
4. Add the sliced onion, garlic, boiled bamboo shoots, fish sauce, sugar and pepper to the boiling soup.
5. When ready to serve, sprinkle fresh basil leaves on top.

Learning activity 1. Group work and presentation: Poster on traditional dishes

1. Reflect on a traditional food that is significant to your life. What is the name of the dish?

_____

2. Why is this traditional food significant for you? Discuss in pairs.

3. In this learning activity, you will create a mini poster showcasing your chosen dish. In your poster, make sure that you:

    • Write or draw the ingredients - identify the herbs, spices, and other ingredients used.
    • Write down why these herbs, spices and local ingredients are important to this dish.
    • Write down why it is significant for you.
    • Compare your chosen dish to one of the dishes in the student textbook – write down one of the recipes that seems to use similar ingredients or methods.

4. Once your poster is complete, the teacher educator will assign you a number. You will then group together with other student teachers that share the same number as you. Present your poster to your group members.

Healthy traditional foods – Considering ingredients

This section discusses how to make traditional dishes healthier. When prepared with an awareness about nutrition, the traditional foods of Myanmar can be not only delicious, but also nutritious and healthy. We can adapt some of these recipes to changing tastes, and also choose ingredients and methods of preparation which can make them healthier. We should remember to keep good personal hygiene—washing our hands well with soap—and keep a keep clean kitchen. Today, sometimes those in living in big cities might be less connected to traditional cooking and serving techniques from the past. Traditional meal formats ensure a variety of flavours and nutrients are provided in each meal.

Traditional foods provide a way to eat healthy. We can avoid processed foods and pre-packaged foods, such as instant noodles, coffee mix, and energy drinks, and instead make an effort to cook locally grown foods, which appear according to the season and vary by region. We can update traditional foods to improve their benefits to health.[20] When cooking traditional dishes, we can think about the ingredients we use and how to adapt the recipes to be healthier.

This is a good time to think about other aspects of eating in Myanmar. Some good practices including cooking one's own food and taking it to work in a *htamin-gyaint* (tiffin carrier). Many people in Myanmar eat a lot of fresh vegetables and fruit. These practices are good for our health and good for the environment. The discussion on health and nutrition will help reinforce good eating habits and help choose nutritious and healthy foods.

Important points to consider

Sometimes people eat more rice since it is cheaper than other foods and make us feel full. However, eating a lot of white rice is not very good for our health. Consider reducing the amount of rice you eat, especially white rice.

20 The Life Skills curriculum covers the importance of a healthy diet in Year 2 Semester 1, Sub-unit 2.1

ating out at teashops, restaurants and road-side foodstalls is convenient and usually not too expensive. However, it is best to avoid eating out too often. Many of these establishments cannot maintain high standards of hygiene, which puts us at risk for contracting food-borne diseases. Also, to make their food more attractive to customers, they add extra salt, oil, sugar, and MSG, which is not good for health. Often dishes like *htamin-gyaw* and *khaukswe-gyaw* are high in carbohydrates but low in other nutrients. In cities, home delivery is becoming more popular, but all the packaging is made of plastic and increases waste.

Many pre-packaged and processed foods are not healthy, even though it may taste good. Instant noodles have few nutrients. If available, a bowl of Shan noodles is much more nutritious and not very expensive. Similarly, packaged white bread has little nutritional value, because to make the bread white, all the nutrition has been removed. A better choice is *paungmount-gyan,* made with wholemeal flour.

Try to learn about how food is made to determine whether it is good for your health and the environment. There are many books and online postings about nutrition and health. Keep in mind that some of this advice you have found in your research may not be appropriate to Myanmar. For example, you may read that eating olive oil and salmon fish is good for your health, but these foods can be uncommon and expensive in Myanmar. As an alternative to these foods, you can find excellent local alternative that are nutrient-rich. For example, *pepyot htamin* is an excellent source of protein. Mangos and bean sprouts are an excellent source of vitamins and minerals.

Some people may recommend drinking milk because it is healthy, but many people in Myanmar and Asia cannot digest cow's milk.[21]

Energy drinks and 'vitamin' soft drinks are not healthy! They contain high amounts of caffeine, chemical stimulants, and real and artificial sweeteners. If you want to be more alert, try drinking tea. If you are concerned about vitamins, you can eat fruits high in vitamins like papaya.

Some parents give their children appetite stimulants. These are not medicines and may make children eat *more* than is required for their age and body type. A possible side effect is that these stimulants can make the children fat.

Some parents are in the habit of giving their children sugary snacks and drinks. These foods have little nutritional value. Children develop the habit of overeating and eating when they are not hungry, which will lead to obesity. They may eat because they are bored, upset, or because they want their parents' attention. A better way for parents to show love is to encourage healthy eating habits.

Healthy eating does not mean we can never eat our favourite dishes, or try dishes which are high in calories, or low in nutrients. Two important points to remember are *quantity* and *frequency:* after we know which foods are not very healthy, we can choose to eat them less often and only eat small amounts of them.

Key ingredients to consider

Oils

Several oils are used in Myanmar cooking. Each type of oil has its own purpose, properties, and use, and can impart a distinct flavour. Peanut oil has a neutral taste and high smoke point, making it ideal for stir-frying and deep-frying. Sesame oil comes in two forms, light and dark. Dark sesame oil is made from toasted sesame seems, has a strong aroma and is typically used as a condiment, not to cook with. Light sesame oil is used for cooking. Palm oil is used in many processed foods and has a savoury and earthy flavour. Palm oil may not be good for health, and its production has a negative impact on the environment because farmers cut down the rain forest to grow the palms in large plantations. Coconut oil has a high smoke point and longer shelf life than other oils. It can be used in baking, for frying, and as a replacement for butter or vegetable oil. Soybean oil is another good option for high heat cooking and can be used for baking, frying, and sautéing. Oils are high in calories and can have a negative effect on the health of the heart and circulatory system. It can contribute to strokes and heart attacks. Reducing the amount of oil or omitting it altogether can have many health benefits. Reduce the amount of deep-fried foods that you consume, such as fritters and fried chicken.

Salt

Salt, also known as sodium chloride, is a basic mineral essential to cooking. The human body requires a small amount of salt to conduct nerve impulses, contract and relax muscles and maintain the proper balance of water and minerals. We need about 500mg of sodium per day for these vital functions. But too much salt in the diet can lead to high blood pressure, heart disease, and stroke. WHO recommends that the maximum about of sodium intake per day should be less than 2000mg (2g) per day.[22] In Myanmar cuisine, which relies on fish sauce and chicken powder, the sodium can add up quickly. Also remember that *ngapi* fishpaste is also very high in sodium.

Table 5.1. The amount of sodium in sodium-related ingredients

Ingredient	Sodium in 1 teaspoon	Sodium in 1 tablespoon
Table salt	2300 mg	6980 mg
Fish sauce	470 mg	1410 mg
Soy sauce	290 mg	880 mg
Low sodium soy sauce	160 mg	510 mg

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20 Steve, C. (n.d.). The bitter truth: Lactose intolerance in South East Asia. Retrieved from https://blog.lumahealth.com/lactose- intolerance-in-thailand-south-east-asia

There are three main ways to substitute for salt and keep sodium in check: First, use fresh herbs to add flavour to food. Ginger, garlic, lemongrass, turmeric, cilantro, basil, and lime juice add just as much flavour and can overcome the need for an extra amount of salt. Secondly, add salt after cooking is complete. If you add salt at the end of the cooking, it provides a more concentrated, superficial coating that gives the impression of saltiness. This allows for a reduction in the overall amount. Finally, balance every meal by eating enough fruit, vegetables and unsaturated fats (found in avocadoes, nuts and sesame oil) to reduce the risks of a high sodium diet.

Figure 5.6. Ingredients – ginger, garlic, lemongrass, turmeric, cilantro, basil and lime juice

Rice

Rice is a cereal crop and comes in many varieties which differ in colour, flavour, and nutritional value. The most commonly used rice is white rice. White rice, however, is not very nutritious because many of the nutrients are lost as it is processed. Brown rice, which retains the outer bran layer and germ, is much more nutritious. It provides a similar number of calories and carbohydrates as white rice, but has more fiber and protein, which creates a feeling of fullness which can last for longer. Black rice has a deep black colour and has been shown to have a high antioxidant level. Antioxidants are compounds that protect the cells of our bodies from oxidative stress, which is associated with heart disease. Many people who live in hilly or mountainous areas, like the Shans, eat sticky rice. This has a similar nutritional profile to white rice. *Ngagyeit* or black sticky rice is similar to brown rice in having the outer layer of bran and germ, and so provides more nutrients.

How we cook rice is also important. Pouring off excess water during cooking also throws away vitamins and minerals, leaving white rice even less nutritious.

21 WHO Fact Sheet on Salt Reduction. Retrieved from https://www.who.int/news-room/fact-sheets/detail/salt-reduction

Ways to make foods healthier

Buy only fresh meat, fish, vegetables and fruits at the market. Limit the amount of canned and processed food, like canned fish. Wash everything thoroughly with clean water and cook well before eating.

- In the kitchen, keep cooked and raw foods separate and away from each other.
- Wash hands with soap before touching food and after cooking. Raw pork and chicken can carry diseases.
- Always keep the kitchen and cooking implements clean with soap and water.
- Use only clean water.
- Trim excess fat off meats and the skin of poultry to reduce the amount of animal fat in your diet.
- Reduce the amount of oil in curries, salads, sweets, and other foods.
- Reduce the amount of salt, fish sauce and soy sauce in dishes. Add these only at the end so that their saltiness is more distinct.
- Flavour enhancers like monosodium glutamate (MSG, or *acho hmount)* and "chicken powder" make blander dishes more flavourful, however it may not be good for health. Add more herbs and spices rather than relying on these enhancers. Some people substitute sugar for MSG. Be careful of excess amounts of sugar in your diet.

You can find out more information about healthy food and food groups in Annex 2 (TB).

Environmental tips:

Take your own baskets and bags to the market instead of taking single-use plastic bags from the market sellers. Have the seller put your vegetables and fruit directly in your basket—there is no need to put everything in plastic bags. Help reduce waste and keep plastic out of the gutters, rivers, and oceans.

If possible, cook with gas or electricity rather than charcoal, which is made from the trees in mangroves and forests here in Myanmar. By reducing the dependence on resources made from trees, we can help fight deforestation.

Learning activity 2. Updating recipes

Thinking about what you have just learnt about healthy traditional dishes, now think about how you could improve the health benefits of another traditional recipe:

1. Pick a recipe for a traditional dish.
2. As a group, brainstorm about how to change the recipe to make it healthier.
   To guide you, answer the following questions:

a. What ingredients would you remove, decrease, or add more of?
b. What ingredients would you substitute or leave out of the recipe?
c. What steps would you change in the recipe?
d. How do we make food so that it is clean, hygienic, and healthy?

3. Write a recipe of a new version of a traditional recipe. Present your new recipes as a group, and show how it is a new, healthy version of a classic recipe.
4. Once everyone has presented their recipes, consider the challenges of adjusting ingredients. What ingredients are more readily available than others? What problems could this pose for people trying to make their meals healthier?

Food as culture — Why cooking is important to preserving identity

How food defines a culture

Culture is many things. Food, clothing, and language each has its own story. Traditional food culture refers to what people eat, especially foods of cultural importance, like sticky rice to Shan people, *ngapi* and rice for Burmese people, or tea culture in big cities.

Food culture reflects the history, geography, climate and social values behind what people eat, when, and where. Food is an important way of transmitting culture as a whole.

Foods and cultural identities in Myanmar

Food is essential to cultural identity. We can build an awareness, appreciation and understanding of our own culture and those of others by learning about food. In addition to the food cultures of the ethnic groups, there are also regional dishes and foods associated with certain religions.

In most of the country, people eat two meals of rice and curry a day. The curries are made from some kind of meat, such as chicken, pork, mutton, fish, or sometimes beef, together with soup, some kind of vegetable salad or stir-fry, including such vegetables as tomatoes, cabbage, lady fingers, bottle and other gourds, bamboo shoots, mustard leaves, spinach, pumpkin leaves, cucumber, pennywort leaves, beans, eggplants, and roselle leaves. Many people also eat fruit after or between meals, such as papayas, mango, durian, watermelon, and banana. People usually drink water or green tea with their meals.

As snacks, people eat sweet snacks such as *hsanwin makin* or savory snacks such as *lahpet thok.* In cities and towns, a variety of snacks are available from street sellers or at teashops, including *mont linmaya, mont loun'yeibaw, mont kalamè, bein mont, toshay, samosa thok, mont seinbaung, mounhinga* and *pegyaw*. Many people also drink Burmese-style tea, *lahpet'ye,* although many people have begun to drink coffee and coffee mix.

Cultural exchange

Many traditional foods are nutrient-rich and can support health and well-being, and have been passed down from generation to generation. Traditional foods are made of natural ingredients ranging from vegetables and fruits, to meat, poultry, and fish, to dairy, eggs, legumes, nuts, and seeds.

Learning activity 1. Think-pair-share: Food conservation

1. Think about the following questions:

    a. What is food conservation?
    b. What kinds of things are conserved in "food conservation"?
    c. Should we conserve traditional foods? Why?

2. In pairs, discuss your ideas.
3. Share your ideas with the class.

How to become a food ambassador

Knowing the background information of food and the story of how it became important is essential to preserving a culture. Learning how to prepare a traditional dish and learning about its history is a way to become a "Food Ambassador," which is someone who can tell other people about the importance and meaning of traditional and local foods.

You can start by asking someone in your own communities – a parent or elder – about what dishes are important and meaningful. Learn how to make that dish, and practice preparing it until you are satisfied. Some foods are traditionally made in groups or only at certain times of year, like the Burmese snack *htamanè,* so students can also work in a group. Invite experts and friends from your community to try what you have made. They may have suggestions on how to improve or change it. Once you have mastered the dish and your community is also satisfied, write down the recipe. Just remember, though, that "too many cooks spoil the broth," which means that everyone may have an opinion, but if you follow many people's advice, you may not like the results!

Now you and other people can prepare this dish for special occasions like wedding receptions or religious ceremonies. You can also make it for people from other backgrounds who have not had it before, and tell them a little about the dish and why it is important. Keep in mind that some people cannot eat certain foods for religious or other reasons. For example, Muslims cannot eat pork, and other meat must come from animals which are *halal*. Hindus cannot eat beef, and also some Buddhists do not eat beef. Some people also choose not to eat meat, or certain types of foods, due to personal preference or other dietary reasons. If you are not sure, you can check ahead of time.

Food festivals

There are many ways in which traditional foods are celebrated. Food festivals, celebration, events and museums can celebrate traditional foods as a way of preserving culture.

Food festivals are a "cultural expression of traditional food and agricultural traditions. They allow people to exchange ideas and highlight the challenges that indigenous people face, empowering communities with a sense of ownership."[23] They celebrate diversity in traditional foods and encourage different ethnic groups to share and present their traditional foods.

Learning activity 2. Group discussion and presentation: How to become a food ambassador

1. Discuss the following questions in groups.

    a. What is a "food ambassador"?
    b. How are traditional foods important for individuals, communities, and cultures?
    c. What are some ways to preserve traditional foods as a way of preserving culture?

2. Share your answers as a class.
3. Now, you will have a chance to research about food festivals, celebrations, events or museums that celebrate and preserve traditional foods. These celebrations can be based in Myanmar, or student teachers can also find examples from all around the world.
4. In groups, conduct research one on celebration that celebrates traditional foods and cultural diversity, either in Myanmar or around the world.
5. Document your research in the medium that you prefer – oral presentation, poster, PowerPoint presentation etc.
6. Present your findings to the class. Be prepared to answer questions on your research.

Review questions

1. What skills do students develop by teaching them how to cook? Please give examples and the reasons behind them.
2. Why do we conserve traditional foods?
3. How can a student become a food ambassador?

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23 Bernhart, A. (2013). India's food festivals. Retrieved from https://sustainablefoodtrust.org/articles/indigenous-food-festivals/

3.7. EDC Year 2 Semester 2 Social Studies (Geography); Lesson 8.1.1. Physical features and socioeconomics of Indonesia, Laos and Singapore; pp. 15-31 – TB

8.1.1. Physical features and socioeconomics of Indonesia, Laos and Singapore

Expected learning outcomes

> **By the end of this lesson, you will be able to:**
> - Discuss physical features and socioeconomics of Indonesia, Laos and Singapore;
> - Compare the characteristics of landlocked, numerous and scattered islands and small island countries and their development process; and
> - Analyse the socioeconomics of the three ASEAN countries.

ASEAN countries are one of the focuses of the Regional Geography strand of the middle school curriculum. By comparing the different countries in ASEAN students will not only gain a better understanding of each of the countries themselves, but also the geographical factors which have affected development in each of the countries, and gain a better understanding and appreciation for the Southeast Asian region as a whole.

This lesson will focus on the physical features and socioeconomics of three ASEAN countries. Section 1 will focus on Indonesia, the largest of the three countries which is made up of numerous scattered islands. Section 2 will focus on Laos, which is a landlocked country. Finally, Section 3 will focus on Singapore, which is a small island city-state in a strategically significant location. Each of the three countries have different physical characteristics and have developed differently as a result. This lesson will run over three periods and you will also have the opportunity to research one ASEAN country and present to your peers during one of the teaching periods.

1. Physical features and socioeconomics of Indonesia

a.   Physical features

(i)   Location and size

The Republic of Indonesia consists of some 17,504 islands between Asia and Australia but many of them are small and uninhabited. With a land area of 1,904,569 sq. km. (735,164 sq. mi.), Indonesia is the fifth largest in country in Asia after China, India, Kazakhstan and Saudi Arabia. It is the largest country of the ASEAN countries. It is located between latitude 6°N and 11°S, and longitudes 95°E and 115°E. The five principal islands are Sumatra, Java, Borneo (the 73% belonging to Indonesia is known as Kalimantan), Sulawesi (Celebes), and Irian Jaya

or West Irian (Western portion of New Guinea Islands).

The east-west extent of Indonesia is 5,120 km. (3,181 mi.) and north-south dimension is 1,760 km. (1,094 mi.). It has land boundaries with Malaysia on Borneo island and Papua New Guinea on the island of New Guinea. It is also surrounded by the South China Sea on the north, Pacific Ocean on the north and east, and Indian Ocean on the south and west.

Figure 8. 1. Location map of Indonesia
Source: Nations Online Project

(ii) Topography

The Indonesian archipelago consists of three main groups. Sumatra, Java, Kalimantan,   and the islands which lie between them are standing on the Sunda Shelf, where the ocean depths are less than 210 m (689 ft.). Irian Jaya and Aran Isles are standing on the coast of Australia with similar depths. Between those two shelves, the lesser of Sunda Islands, the Moluccas and Sulawesi are lying surrounded by deep sea which reaches to 4,570 m (15,000 ft.). The large islands have central mountain ranges, lowlands and coastal plains. Many inactive and active volcanoes are scattered on the islands. There are 15 active volcanoes on Java and Sumatra. Java, Bali and Lombok have extensive lowland plains and gently sloping cultivable mountainsides (Yangon University of Distance Education [YUDE], 2012c). Sumatra's eastern coastline is bordered by marshes, flood plains, and alluvial terraces. In Sulawesi, mountainous areas predominate.

(iii) Climate

As Indonesia is situated straddling the equator, it has a tropical climate characterised by heavy rainfall, high humidity and high temperature. The wet season is from November to March, and the dry season is from June to October. In lowland areas, rainfall averages 1800 mm to 3200 mm (70 inches to 125 inches.) annually and increases with elevation. At Jakarta, mean annual temperature is 26° C (79° F), and average annual rainfall is above 2000 mm (80 inches).

(iv) Natural vegetation

The natural vegetation is evergreen rain forest characterised by thick, luxuriant growth of numerous species including teak with lianas. Dense forests cover the unoccupied areas. Above 915 m (3000 ft), the trees gradually diminish. The forest disappears at about 1830 m to 2135 m (6000 to 7000 ft) and replaced by stunted shrubby growths. The natural vegetation has been mostly cleared in the thickly populated islands of Java and Bali. The secondary growth of forests cover most of the area on the other islands.

(v) Soil

In Indonesia, rich volcanic soils are carried down by the rivers and streams to the plains and lowland areas. The ash from volcanoes has made the soil rich and productive, capable of supporting a large number of people in Java and Sumatra. In contrast, low fertile hills and extensive swamps are found in Kalimantan. The low-lying **alluvial plains**, especially in Sumatra, are covered with swamps and seaward margins are covered with mangrove swamps.

b. Socioeconomic geography

(i) Human factors: Population, races, languages and religions

Indonesia is the fourth largest country in the world by population after China, India, and United States – it had a population over 269 million people in 2019. Java and Sumatra are the two most economically productive islands and are habited by 80 percent of Indonesian's population. Java alone has 60 percent of the nation's population, and it is among the world's most densely populated areas. In 2019, the proportion of the population which was urban was 56 percent (Trading Economics, n.d.-b). The capital, Jakarta had a population of 10.8 million in 2019.

The principal ethnic groups are the Acehnese and Batak in Sumatra, the Javanese and Sundanese in Java, the Balinese in Bali, the Sasak people in Lombok, the Madone and Buginese in Sulawesi, the Dayaks in Kalimanton, Irianese in Irian Jaya, and the Ambonese in Moluccas. There were 7.2 million of Chinese residents in 2019 (Hays, 2015). Bahasa Indonesia is the official language, and **Dutch** is spoken as a colonial inheritance. Indonesia has the largest Islamic population. Most of the Indonesians are Muslims (87.2 percent).

c. Economic factors

(i) Agriculture

According to 2018 estimates, 14.01% of Indonesia's total land area is arable (Trading Economics, n.d.-a). There are two main types of farming: small holding and family plots owned by Indonesians and large foreign owned or privately owned **estates** producing export crops. Small scale farming is usually carried out on moderate plots, about 0.8 to 1.0 **hectare** (2 to 2.5 acres) mostly in Java. The bulk of the crops cultivated by the small farmers are rice, vegetables and fruits. About 20 percent of output is cash crop for export, mainly rubber.

In the large foreign owned or private owned estates, rubber, tobacco, sugarcane, palm oil, coffee, tea, **cacao** and **cinchona** are the most important crop. Dutch, United Kingdom, French and Belgium financed capital for estate agriculture in colonial times, with the largest share of Dutch.

Other important food crops are corn, cassava, groundnut, sweet potato, peanuts and soybeans. About 56 percent of Indonesian workers are engaged in agriculture. Some 19.4 million hectares (47.9 million acres) are under cultivation and 60 percent of cultivated land is on Java island.

(ii) Animal husbandry

The chief animals raised in Indonesia are cattle, sheep, hogs, horses, buffaloes, chickens and ducks. Dairy farming is developing fast in Indonesia.

(iii) Fishing

Commercial fishing is confined to a narrow belt of inshore waters, especially at Northern Java. Other fishing take place along the coast, as well as in the rivers, coastal swamps, artificial ponds and rice fields. Fish is the chief source of animal protein in the Indonesian diet.

(iv) Forestry

Forests are vast source of wealth in Indonesia. Of the 122 million hectares (301.5 million acres) of forests, nearly three-fourths are in Kalimantan and eastern Indonesia. The more accessible forest areas of Sumatra and Kalimantan provide for domestic consumption and export. In Java, excessive cutting of forests has caused soil erosion, aggravated flood, problem of water shortages, and damaged some irrigation facilities. **Reforestation** and **rehabilitation** projects are having moderate success as part of the nation's regreening program. In Indonesia, teak and other tropical hardwoods are the most valuable species. About two-third of timber output is exported. Timber is Indonesia's leading export earner after petroleum.

(v) Mining

Indonesia is one of the world's leading suppliers of oil. The important mineral industry produces large quantities of tin and bauxite. According to the Investing News Network,

as of 2017, Indonesia is the world's second largest producer of tin after China. Output of tin reached 84,000 tons in 2019. The chief **deposits** are at Bangka, Belitung, Singkep and the islands off the east coast of Sumatra. Indonesia also possesses large deposits of high-grade bauxite. Bouxite is produced on Sumatra, and nearly the entire output is exported. Most coal is produced in Kalimantan; Nickel is produced on Sulawesi and Maluku islands. Copper production began on Irian Jaya in 1974.

In addition, there are sizeable quantities of iron ore and manganese, and small amounts of gold, silver, and minor metals.

(vi) Energy and power

In 2019, Indonesia had approximately 2.5 billion barrels worth of proven oil reserves, accounting for approximately 0.2 percent of the world's total oil reserves (Statista Research Department, 2021c). Sumatra, the richest oil area produces about 70 percent of Indonesian oil. Kalimantan is the second leading producer. Java and Madura have smaller producing wells. Lesser amounts are produced in Irian Jaya. Natural gas production increased rapidly in the early 1980s. Large amounts are exported in the form of liquefied natural gas.

(vii) Industry

Industrial expansion is given a high priority in the development plans of Indonesia. A large integrated industrialisation project on Batam island in the Malacca **Strait** was designed to attract trade and industries from crowded Singapore. Three harbours were under construction, and five industrial and commercial zones were planned in the early 1980s. Labour-intensive industries are emphasised together with industries producing consumer items for domestic consumption and export, and products accelerating agricultural development.

The primary products are petroleum, wood, sugar, rubber, tea, coconuts, rice, and cassava. Secondary industries produce consumer goods such as tyres and tubes, rubber, shoes, radios, batteries, soap, cigarette, textiles, glass, paper, tractors and trucks. Other industries established in recent decades include a modern steel plant, plywood factories, cement work, knitting plants, iron works, copper and other foundry, ceramic plant, leather-goods plant, glass factory, automobile assembly, ship building, manufacturing of petrochemicals and urea fertilisers.

Despite the establishment of new industries, overall growth has been relatively small. Indonesian industries are hindered by a lack of capital, monetary instability, import and foreign exchange restrictions, power and transportation shortage, lack of experienced management and technical personnel.

(viii) Transportation

Length of major roads which were in good condition for transportation was approximately 563,000 km (349,832 miles) in 2019 (Statista Research Department, 2021a). In 2018, the total national railways were 6,062 km (3,767 miles) (World Data Atlas, n.d.).

(ix) Foreign trade

About 53 percent of the total value of exports was provided by crude petroleum and 13 percent by liquefied natural gas. Imports consist mainly of machinery and transportation equipment, refined oil, chemicals, fertilisers, iron and steel, and textiles. Indonesia's dominant trade partner is Japan, and others are the US, Singapore, and Federal Republic of Germany.

2. Physical features and socioeconomics of Laos

The Lao People's Democratic Republic was founded on 2 December 1975. It is one of the world's few remaining communist states, and one of Southeast Asia's poorest countries.

a. Physical features

(i) Location and size

Laos is located in Southeast Asia and one of the mainland ASEAN countries. It extends from 14° to 21° north latitudes and between 100° and 105° east longitudes. Laos is bordered on the west by Thailand, on the north-west by Myanmar, on the north by China, on the east by Vietnam and on the south by Cambodia. It is a land-locked state. Laos has an area of 237,955 square kilometers (91,875 square miles).

Figure 8. 2. Location map of Lao
Source: The World Factbook

(ii) Topography

The terrain is rugged and mountainous, especially in the north and the Annam cordillera mountain range along the border with Vietnam. Pon Bia, rising to 2,820 meters (9,252 feet) in the north central part of the country is the highest point in Laos. In the north-east, the Fran Nich Plateau rises to between 1020 m and 1370 m (3,350 ft. and 4,500 ft.).

In the south, the Bolaven Plateau reaches to 1070 m (3,500 ft.) above sea level. The broad alluvial plains of Laos are situated in the south and west along the Mekong River and its **tributaries**. The Vientiane plain is the most extensive among these plains.

(iii) Drainage

The main drainage of Laos is the Mekong and its tributaries. The Mekong flows in a broad valley along the border with Myanmar on the north-west, Thailand on the west, and through Laos for several hundred miles. Below Savannakhet Province and at the extreme south, there are large rapids and waterfalls. Floods are usually common in the rainy season.

(iv) Climate

The climate of Laos is tropical monsoon. The cool season is from November to February, the hot season is from March to May, and the hot and humid season is from June to October. In the river plains, mean monthly temperatures seldom drop below 21°C (70°F), but in the plateau region cooler conditions prevail. The rainfall in northern Laos is as much as 2051 mm (80 inches) annually. It is between 1282 mm and 1795 mm (50 inches and 70 inches) in the Mekong River valley and, between 2051 mm and 2820 mm (80 inches and 110 inches) in the highlands of Southern Laos.

(v) Natural vegetation

The thick forests cover about 47 percent of Laos' land area, mostly in the norther part. Teak, other hardwoods, lianas, rattan, and palms are common species.

(vi) Soil

There is a vast stretch of fertile alluvial soil along the edge of the country which borders the Mekong River. Scattered pockets of alluvium occur in the upland area. Generally, the soils are not very fertile elsewhere.

b. Socioeconomic geography

(i)   Human factors: Population, races, languages and religions

The total population of Laos in 2019 was 7.2 million and the average growth rate was 3.1 percent (WorldOMeter, 2021). Urban population was 35.65 percent (Statista Research Department, 2021d) and average density per square kilometer was 31 (Statista Research Department, 2021b). The Mekong River plains along the Thai border are the most densely populated areas. Population is sparse and scattered in the Northern Province.

About half of Laotians are Lao Lum or Lowland Lao. The second largest groups are Lao Theung or slope dwellers, and at the higher altitude are Lao-seung or mountain dwellers. The Hmong (Miao) occupy the Laos-Myanmar borders area. Other upland tribes are Hu, Kha, Kho and Nan (Yas).

In religion, most of the people are Theravada Buddhists. Other prominenet faiths are Confucianism, Christianity and **Animism**.

The official language is Lao. French is widely spoken, and English is becoming more communicable language.

c. Economic factors

(i) Agriculture

In Laos, more than 80 percent of population lives by **subsistence** agriculture. Rice is the main crop and it is particularly cultivated in the Mekong River basin and southern part of the country. Total arable land in 2016 was 1,525,000 hectares (3,768,275 acres). Rice is insufficient in the northern part of the country while there is a surplus in the south. The other leading crops are maize, sweet potatoes, coffee, tobacco, cotton, citrus fruits, cinchona etc. Although opium is cultivated, its manufacture is controlled by the state.

(ii) Animal husbandry

Cattle raising is important in the southern plains and in the valleys of the Noy, Banghiang, and Dan rivers. Livestock are buffaloes, cattle, hogs, and chickens etc.

(iii) Fishing

Edible fish, caught from the Mekong and other rivers are the main source of protein in the Laotian diet, and subsistence economy. Commercial fishery has not been developed systematically yet.

(iv) Forestry

About half of the total area of Laos is forested. Timber is the major resource and the most valuable export commodity. The principal timber producing areas are around Champasak, Savannakhet and Vientiane. Muang Pak Lay in Western Laos is noted for its teak. Timber extraction is easy in areas near the Mekong River, which facilitates transportation. Forest products include timber, firewood, charcoal, bamboo, rattan, kapok, various resins, stick-lac

etc.

(v) Mining

Few minerals such as tin, gypsum, salt, limestone, coal, are mined in Laos. Although the country has not been explored geologically, it is thought to have some potential mineral deposits such as iron ore. The government anticipates producing hydroelectric power, which will become the country's biggest source of income. However, it depends upon compromise with neighbouring countries of Vietnam, Thailand and Cambodia for Lao's dam building projects along the Mekong River.

(vi) Industry

Lao's industry is limited to beer, cigarettes, soft drinks, plastic bags, saw-mills, rice-mills, weaving, plywood, etc. There are also traditional rural craftspeople in silk weaving, pottery, leather goods, silversmith, goldsmith and blacksmith.

(vii) Transportation

In Laos, very few roads are usable the whole year round. The Mekong and its tributaries are important means of transportation. However, rapids, waterfalls and narrow channels of the rivers often impede navigation. As such, **transshipment** is required. This means using multiple ships or other means of transport, which is often less efficient and more time consuming. Laos aviation provides domestic air services linking major cities within the country and international air services to Bangkok, Phnom Penh and Hanoi. However, Laos has relatively few trans-continental flights.

(viii) Trade

In December 2019, imports value amounted US$ 1.8 billion and exports US$ 1.5 billion. The main imports are food and beverage, petroleum products, agricultural implements, and other machineries. The exports are tin, teak, coffee and some agricultural products.

(ix) Major cities

Vientiane is the capital of the country. Luang Prabang was the former royal capital. Most of the large towns are near the Mekong and its tributaries.

1. Physical features and socioeconomics of Singapore

a. **Physical features**

(i) **Location and size**

Singapore occupies one large island and many **islets** at the southern tip of the Malay Peninsula. It is situated at the 1° 17' north latitude and 103° 50' east longitude. It is about 136.8 km.

(85.5 miles) north of the equator. The location of Singapore is advantageous for three reasons:

- It controls the entrance of the Malacca Strait that links the Indian Ocean and Pacific Ocean.
- It also controls the air routes; the planes which travel between the western hemisphere and the eastern hemisphere usually landed at Singapore for refuelling.
- It is located at the centre of Southeast Asia; Singapore's favourable location provided by a very rich **hinterland** has contributed greatly to a flourishing **entrepot** trade.
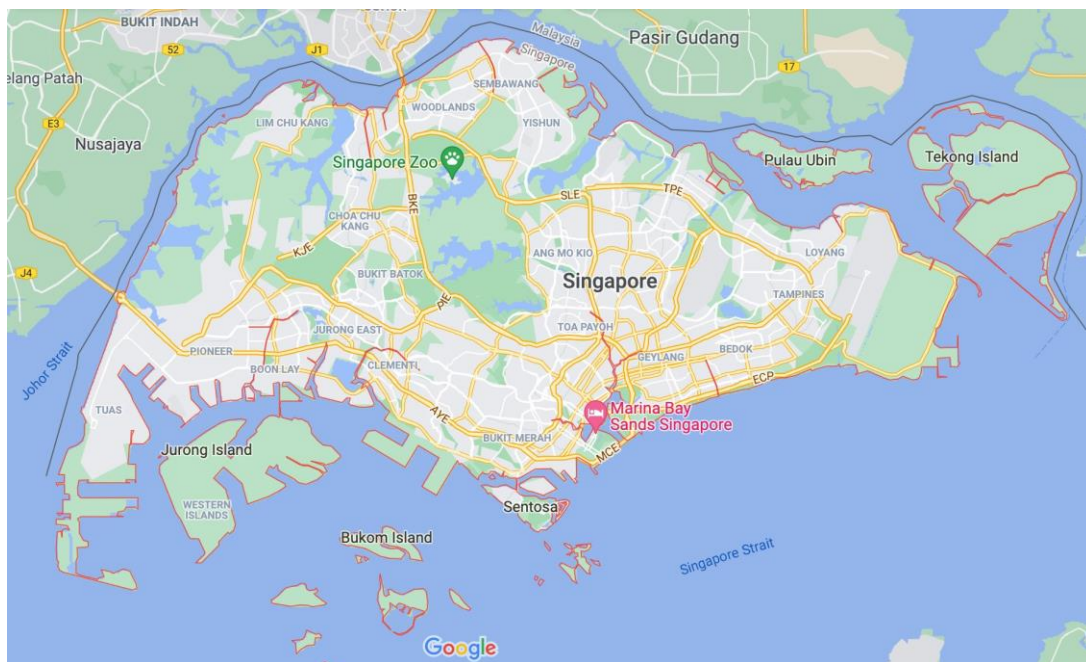

Figure 8. 3. Location map of Singapore
Source: Google Maps

Singapore has an area of only about 618 sq. km. (238.5 sq. miles) and 136.4 km. (85 miles) of coastal line. From Changi Point in the east to Jurong in the west is 41.8 km. (26 miles) in length, and 22.5 km. (14 miles) in width. It includes 57 islets besides the main island within its territorial waters.

(ii) Relief and drainage

The Singapore island is generally flat, and its highest point Bukit Timah is only 177 m (581 ft.) in height. Nearly 64% of its area is lower than 15 m (50 ft.) and only 10% is more than 30 m (100 ft.) above sea level.

Singapore can be divided into the three **physiographic** regions:

260

Central Hill Region – This region is a hilly region comprising Bukit Timah in the centre of the island. From this region, Singapore's main rivers Sungai Seletar and Sungai Kallang originate.

Western Hill and Valley Region – The region has a terrain composed of low hills and valley. Alluvium has been deposited at the river mouths. The famous Mt. Faber which is a popular tourist attraction lies in this region.

Eastern Flat Region – In this region, alluvium is dominant, and the terrain is flat and low lying. Most of the area is below 50 feet above sea level.

(iii) Climate

Singapore has an equatorial climate with rain and sunshine throughout the year. The average temperature is 26.7 °C (80 °F) and annual range of temperature is only 1.7 °C (35 °F). Land and sea **breezes** moderate Singapore's weather. Singapore receives about 2463.8 mm. (96 inches) of rainfall in a year, mainly in the form of **convectional rain**. **Rainy spells** are predominant during the north-east monsoon from November to January. 33% of the rainfall occurs during this period.

February and July are the sunniest months with average sunshine duration of 6.3 and 6.2 hours respectively. December has the lowest with an average sunshine hour of 4.4 per day.

(iv) Natural vegetation

Only 4.8% of the land area is still forested, but the remnants of the original vegetation are now being preserved, which is about 2,797 hectares (6,911 acres). Most natural vegetation is tropical evergreen. Singapore has more than 2,000 species of plants, showing the rich variety of vegetation. Some mangrove swamps occur along the coast in the north and northeast.

b. Socioeconomic geography

(i)   Human factors: Population, races, languages and religions

The total population of Singapore was 5.70 million in 2019. All of them are urban inhabitants. In the same year, population density was 8,072.79 people per square kilometre and 0.81 percent increased from 2018. The bulk of population is concentrated around the main business area. Just outside this area, there are very few sparsely populated areas such as rubber plantations and swamps of the coast.

In Singapore, 76.9 percent of the population is Chinese. Malays account for 13.9 percent, Indians for 7.9 percent and mixed or other people account for 1.4 percent. Singapore's people are religiously diverse: 42 percent are Buddhist, 18 percent are Christian, 16 percent are Muslim, and 5 percent are Hindu, and the rest include Sikhs, Jews etc.

c. Economic factors

(i) Agriculture

Singapore could never provide jobs in agriculture for its large population because of its small size, and only 1.5 percent of land area is arable. Thus, agriculture is much less important than commerce and industry. Due to the scarcity of land, Singapore now introduces the innovative **aeroponic method** of planting that allows crops to be grown vertically, rather than along the ground. The chief crops in Singapore are rubber, coconut, vegetables, and fruits. Rubber is cultivated in the central hilly region and covers about 60% of cultivated areas. Coconut plantations are found in the coastal areas of the north-east and north-west. For the implementation of housing projects and industries, agricultural areas are fast disappearing. But **market gardening** and raising of pigs and **poultry** are flourishing occupations.

(ii) Fishing

Fishing is carried out in coastal waters and the nearby South China Sea and Indian Ocean. In offshore and deep-sea fishing, modern fishing vessels and mechanisation are being used. However, about 80 percent of the fish consumed in Singapore are imported fish. During the past few years, the culture of prawn has become important occupation and sprung up in Singapore. The culture of prawn means an aquaculture business designed to raise and produce freshwater prawns or shrimp for human consumption. There are also two crocodile farms in specialising.

(iii) Industry

The industries of Singapore are fast developing. The light industries are well established, and the heavy industries have been developed more recently. The main industrial areas of Singapore are:

Bukit Timah Area – This area is about eight and a half of miles outside the city centre, and has car-assembling, cement production, battery-making, food-processing, and other light industries.

Alexandra Road Area – It is the area to the west of the city, where food-processing biscuit making, brewing, and hardware manufacturing are the main industries.

Jurong New Town Area – This area is situated in the west of the city. There are heavy industries and dockyard for shipbuilding and repairing. This industry is becoming very important in Singapore due to its excellent position on world shipping routes. In Jurong, iron and steel mill, printing factories, steel-piping plants, car tyre works, battery factories and many light industries have been established.

Toa Payoh Industrial Estate – This area is in the east of the city where the Government plans to establish another industrial estate greater than Jurong.

Queenstown Industrial Estate – This area is near the western side of the city. Industries include

manufacturing of television sets, transistor radios, printing press, publishing houses, steel pipe making etc.

Palau Bukum and Tangong Berlayer Oil Refineries – In this areas, oil refining is an important industry. Petroleum and petroleum products from these estates are distributed throughout Southeast Asia.

(iv) Tourism

Tourism is an important business. Singapore's main attractions are its cheap goods, community consensus rather than conflict, racial and religious harmony, beautiful city scape with safe, clean, and little road congestion.

(v) Commerce

Singapore's wealth is owing to its focal position in Southeast Asia, and its excellent harbours. Its **free trade** and **free port** policy make it popular for people wishing to do business. Facilities for trade are plentiful and efficient. From surrounding hinterland countries, rubber, copra, spices, forest products, agricultural products and timber are imported into Singapore for re-export elsewhere. An increasing quantity of locally manufactured goods has also been exported in recent years. The ASEAN countries are the biggest foreign market for Singapore. The second major customer is the USA and the countries in European economic markets are the third consumer.

(vi) Transport

Road – The roads radiate from the city into the outside areas. The roads are all weather road. In Singapore, public transport is first-class and the best in Southeast Asia.

Railways – There are two main railway lines in Singapore. The one line is linking from Singapore to Malaysia, and the other line branches towards Jurong to serve the new industrial areas.

Water transport – Singapore has Asia's second largest port and the fourth largest in the world, which allows it to accommodate a lot of maritime trade. The port has well-sheltered **anchorages** and **wharf** facilities. It has natural deep-water harbours. The harbour's anchorage facilities can accommodate vessels of various sizes ranging from small cargo ships to super tankers. In Singapore, water transport is especially important because the country's wealth relies to a large extent upon its port. At the present time, the ships of some 250 shipping lines stop for a short time regularly at the port of Singapore. This is in part due to its convenient location, as well as its high-quality port facilities.

Airport – The international airport of Singapore is becoming a centre of regional and international aviation due to its favourable geographical location. The National airline, "the Singapore Airlines Ltd. (SIA) operates not only within the region but also to other continents as an international flight service.

Learning activity 1. Modelling

1. Your teacher educator will give a presentation on one ASEAN country during your lesson.
2. Listen, take notes and ask any questions that you may have.

Learning activity 2. Group work

1. In your group, you will be assigned one ASEAN country by your teacher educator.
2. In your group, research the assigned country and begin to prepare a short presentation (5 to 10 minutes) to be given in the following period. You may need to finish this activity outside of lesson time. Online and offline resources have been listed below.
3. Use the guide on the following page to help you to plan.

MODULE 4 ANNEXES: SUPPORTIVE AND SAFE LEARNING ENVIRONMENT

4.1. EDC Year 2 Semester 2 Social Studies (History); Sub-unit 10.5. Post-World War II; pp. 212-247 – TB

10.5. Post-World War II

In this sub-unit, you will learn about the post-war period in terms of decolonisation, the Cold War and the emergence of new international organisations. One lesson will focus on the struggle for independence that took place in countries across the globe during the decolonisation period. In particular, you will focus on the emergence of new nations in Southeast Asia after World War II. The second lesson will focus on the two other important themes from the post war period – the Cold War and the emergence of international organisations.

10.5.1 Post-World War II independence movements

Expected learning outcomes

> **By the end of this lesson, you will be able to:**
>
> • Examine the emergence of new nations during the Post-World War II era; and
> • Outline the independence movements occurred particularly within Southeast Asian countries.

Generally, the place between India, China and Australia is known as Southeast Asia. The countries of Southeast Asia are Brunei Darussalam, Cambodia, East Timor, Indonesia, Laos, Malaysia, Myanmar, the Philippines, Singapore, Thailand and Vietnam. Due to the geographical situation, it is an important region politically, economically and militarily.

Figure 10. 63. Map of Southeast Asia
Source: Cacahuate / Wikimedia Commons / CC-BY-SA-4.0

All of the countries of this region were colonies of the Western imperialist at the end of 19th century, with the exception of Thailand. Myanmar, Malaysia, Singapore and Brunei Darussalam were the colonies of Britain and Laos, Cambodia and Vietnam were formed as Indochina under France. Meanwhile, Indonesia was the colony of the Dutch and the Philippines was firstly a colony of Spain and then America.

Many of these countries had some form of independence movement during the early part of the 20th century. After the Second World War, a global trend of decolonisation began, especially in Africa and Asia. This can be summarised as occurring for a variety of reasons.

- The huge expenditure of the European powers on WWII left them in large amounts of debt. They also needed to spend time and energy on reconstructing their own countries. In this context, there was neither the money nor the political will to maintain control overseas, especially where there were strong independence movements.
- The two powers who emerged from the war as global superpowers, the USA and the Soviet Union, both opposed the policy of colonialism. Moreover, colonialism was no longer seen as an acceptable policy by the international community. International

organisations such as the UN asserted the rights of nations for self-determination. This exerted pressure on the European nations to grant independence.

- Soldiers from the colonies who fought for the European colonial powers returned home to fight for their countries' independence (What factors led to decolonisation after World War II, n.d.).

Thus, in the post war period, Southeast Asian countries gained their independence and built new nations (Southeast Asia, 1900 A.D.-present, 2004). Each section of this lesson will outline the post war independence movements and emergence of sovereign states of each of the ASEAN countries of Southeast Asia. Many factors affected the course of events in each country in the post war period. Different independence movements had different ideas about what independence should look like and disagreed about the methods of obtaining independence. In many places, these disagreements led to conflict. You will learn that in some places, independence was achieved peacefully, whereas in other the fight for independence led to civil strife. Ultimately, different types of governments emerged in each place

1. Brunei Darussalam

Brunei is situated on the northwest coast of Borneo called Kalimantan. Today, it is an Islamic state ruled by sultans. After the Second World War, Brunei was recognised as a British protectorate, ruled by a sultan under the advice of a British representative. A new constitution was drawn up in 1959 and Brunei was promoted to the status of self-governing state. In 1962, an armed rebellion against the monarchy in Brunei erupted which was crushed with the help of the British. In 1971, the constitution was amended, and Brunei was granted full internal self-government. However, Britain still retained control of foreign affairs and defence. Brunei became a full sovereign state on January 1, 1984. The position of the monarchy remained paramount in the new independent Brunei, with the important ministries under the control of the royal family.

Figure 10. 64. King of Brunei
Source: Australian Embassy Jakarta / Wikimedia Commons / CC BY 2.0
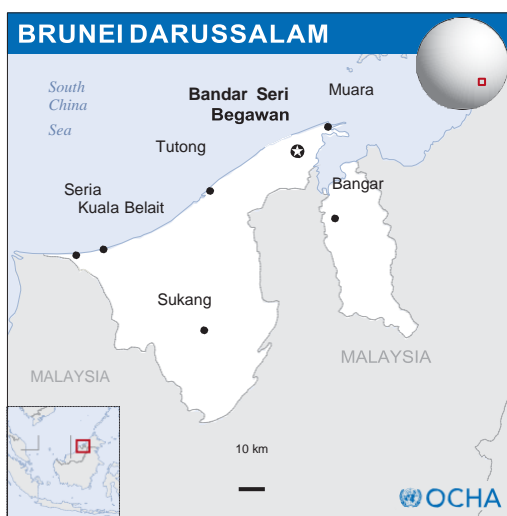

Figure 10. 65. Brunei Darussalam
Source: ReliefWeb / UN OCHA

Brunei is an oil rich country and its evenue is almost entirely dependent on oil and gas. Brunei relies on imports for most of its manufactured goods and food. Education is both free and compulsory from age 5 to 16, so the vast majority of Brunei's population is literate. Brunei became a member of ASEAN in 1984 (Church, 2009, pp. 6–9).

2. Cambodia

Cambodia became a French colony after 1863. After the Japanese surrender, the formal colonial government of French returned back. In early 1946, the French signed an agreement with Cambodian officials, which permitted the Khmer to draw up a constitution and form political parties, but the French would continue to control Cambodia's defence and foreign relations. Between 1947 and 1952, though the democrats presided over a series of governments, they were not able to push through more freedoms from the French. These democratic leaders were also disliked by the king. In the early 1950s, radical Cambodians began planning revolutions. In reaction to this, King Sihanouk declared martial law in January 1953, dissolved the National Assembly and began to govern by decree. Beginning in February 1953, Sihanouk toured France, the United States and other countries demanding independence. The French granted Cambodia its independence on 9 November 1953. The day was celebrated thereafter, until Sihanouk's fall in 1970, as Cambodia's Independence Day (Church, 2009, pp. 19–21).

Prior to 1967, the government assigned a high priority to social improvement such as health and education. Then, the government gave priority to the productive sectors of agriculture and industry in economic plans for 1968–1972 periods, however, these plans were not implemented due to the outbreak of civil war (Hays, 2014). Cambodia was engaged in civil war between the communist forces of the Khmer Rouge and the government forces of the Kingdom of Cambodia between 1967–1975. This led to the overthrow of King Sihanouk in 1970, and eventually the Khmer Rouge regime of 1975– 1979. During this time, the Cambodia Genocide took place, leading to the deaths of millions of Cambodians, estimated at a quarter of the population. This was followed by a socialist state allied to Vietnam and the USSR between 1979 and 1993. In 1993, the monarchy was established in Cambodia.

Figure 10. 66. Angkor Thom, Cambodia
Source: Guitar photographer / Shutterstock

3. Indonesia

Figure 10. 67. Dr. Sukarno *Source*: Wikimedia Commons / Public Domain

Indonesia was occupied by the Japanese during the WWII. Before the Japanese surrendered to the Allied forces, Japan declared Indonesia as an independent state led by Sukarno, the leader of the Indonesian struggle for Independence. However, when Dutch forces came back to Indonesia after the Japanese surrender, they did not acknowledge the government of Sukarno and formed a new government of Indonesia. Therefore, a war broke out between Dutch forces and the Indonesia nationalist forces. Due to the mediation of the United Nations, the war was stopped in August 1949. In December 1949, an agreement was finally reached and the Republic of Indonesia was formed with Dr. Sukarno appointed president.

Initially Sukarno adopted a policy of liberal democracy. However, in the face of much division in the country, Dr. Sukarno established 'Guided Democracy' from 1959 to 1965. He also tried to develop

'Guided Economy'. Under the 'Guided Economy', new programmes were introduced in the state economy and commercial companies were established. However, it could not rehabilitate the decline of the state economy. Therefore, there were some complicated problems in administration (Legge et al., n.d.).

Figure 10. 68. Bali of Indonesia
Source: Mahmud Ahsan / Unsplash

4. Laos

Laos, a landlocked kingdom in Indochina Peninsula, was once a French colony. Throughout the colonial era, it resisted colonialism and worked for national liberty. In August 1945, when the Japanese surrendered to the Allied forces, Lao politicians were split between those who would like to accept the French return and those who saw the opportunity to set up a fully independent state. The latter formed Free Laos and set up a provisional government.

The French recaptured Laos by May 1946, and appointed the Luang Prabang monarch as King of all Laos, and also permitted an elected national assembly, leading to a national government. In 1949, they declared Laos 'independent', though they retained ultimate control of the kingdom's armed forces, foreign policy and finances. Laos became an independent nation according to the resolution of 1954 Geneva Conference (Owen, 2005, pp. 371–375).

Shortly after the independence, there was a long civil war, which ended in 1975 with a victorious Pathet Lao. The Lao People's Democratic Republic (Lao PDR), a communist state, was established on 2 December 1975. Then, the government adopted a central-planned-economy. As this economic system could not reach the expected goals, economic reform was made in 1986 (Phimphanthavong, 2012).

Figure 10. 69. Pha That Luang in Vientiane
Source: Aaron Smith/ CC-BY-2.0

Figure 10. 70. Lao women wearing sinhs
Source: PTD Phonsavan/Wikimedia Commons / CC-BY-SA-3.0

5. Malaysia

Figure 10. 71. Ex-PM Mahathir
Source: Syrenn / Wikimedia
Commons / Public Domain

In 1942, Japan occupied the British colony of Malay. The Japanese established a military administration in Malaya from 1942 to 1945. Malay people formed Anti-Japanese National Salvation Association and resisted fascist Japan.

The British forces reoccupied Malay in September 1945. By the British new plan, the Union of Malaysia was formed, while making Singapore remain as a separate crown colony.

The London Conference agreed to grant independence to Malaysia in 1956. At this conference, the British agreed to recognise Malaysia as an independent state within the British Common Wealth on August 31, 1957. The independence of the Federation of Malaya was formally proclaimed on that day. After a long negotiation, the Federation of Malaysia was established on 16 September 1963. Today, the Federation of Malaysia practises representative democracy.

The 'New Economic Policy' (NEP) was established by the Government in 1971 with a target of 1990. The goals of NEP were to be achieved high economic growth rates over the next two decades. With the implementation of the NEP, the Malaysian economy experienced dramatic growth. By the late 1980s, Malaysia's main manufactures were electrical and electronic products, chemicals, foods, textiles, timber and rubber products. Steel and automobile industries had also been established (Church, 2009, pp. 93–98).

Figure 10. 72. Twin Towers in Malaysia
Source: Alex Block / Unsplash

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6. The Philippines

**Figure 10. 73.
President Ramon
Magsaysay (1953–1957)**
Source: Wikimedia Commons
Public Domain

**Figure 10. 74. President Magsaysay
Museum** *Source*: National Historical
Commission of the Philippines, 2015

The Philippines was established as the Japanese puppet Republic in 1943. Anti-Japanese and anti-fascist activities were undertaken by the 'Hukbalahap' movements during this period. In 1945, America reoccupied the Philippines from Japan. According to the Tydings-McDuffie Act that passed by the United States Congress, the American government granted independence to the Philippines on 4 July 1946 making it the first colony in Asia to be freed of Western rule. The Philippines continued to have very strong links with America during the post war period.

In the 1950s and 1960s, because of the successful government's industrialisation policies, the economy was developed and a new industrialist class emerged. By the 1960s, the Philippines was the most successful manufacturing country in Southeast Asia and appeared to be the most prosperous (Church, 2009, pp. 130–135).

7. Singapore

Singapore is a city-state. The Chinese are majority and Indians and Malays are minority. On February 15, 1942, Singapore came under the Japanese administration. But the British reoccupied Singapore in September 1945. In the post-war period the British planned a policy to exclude Singapore from Malay and started the self-government in 1955. In 1959, the People's Action Party gained many seats in the Constituent Assembly. This party was led by Lee Kuan Yew and was influenced by the European democracy concept.

Figure 10. 75. Ex-PM Lee Kuan Yew
Source: White House Photographic
Office / Public Domain

After forming the Federation of Malaysia on September 16, 1963, Singapore was excluded from the Federation of Malaysia. Singapore became an independent state known as the Republic of Singapore on August 9, 1965 (Church, 2009, pp. 148–151).

After independence, Singapore's economic and social conditions were poor. As Singapore lacked natural resources and only had a small domestic market, the government adopted an export-orientated development strategy to attract multinational corporations to establish a manufacturing base in Singapore. This strategy proved successful and the economy was developed in the mid 1970s (Cheryl Sim, 2018). Today Singapore has one of the strongest economies in the world, by GDP per capita.

Figure 10. 76. Singapore
Source: Jisun Han / Unsplash

8. Thailand

Thailand had an opportunity to make the country's development because it was not under colonial rule like other Southeast Asian countries.

Since the bloodless coup on June 24, 1932, the absolute monarchy has ended in Thailand. Between 1932 and 1935 included the establishment of a limited constitutional monarchy on the British pattern and the abdication of the king.

Figure 10. 77. Wat Arun, Bangkok
Source:Tawatchai07 / Freepik

Figure 10. 78.
Maha
Vajiralongkorn
Source: The Public Relations Department, 2017

As the tide of Japan's fortune turned in mid-1944, the Thai National Assembly compelled Phibun Songkhram to resign in favour of a civilian government. The government negotiated secretly with the Allies for the best terms possible. Then, the new government agreed to give up its newly acquired territories of the western Cambodian provinces, four northern Malay states, and two Shan states in Myanmar (Church, 2009, pp. 167–168). Between 1951 and 1957, Thailand received financial supports from the United States for economic recovery. The economic boom had continued almost steadily until the late 1990s (Hafner, Keyes & Keyes, n.d.). Today, Thailand categorises itself as a constitutional monarchy.

9. Vietnam

During WWII, the Communist Party led the anti-Japanese and anti-fascist movements. In May 1941, members of Communist Party founded Vietminh or Independence League under the leadership of Ho Chi Minh. It became the National Front to resist France and Japan. When the French re-entered Indochina after World War II, Vietminh proclaimed the Republic of Vietnam in September 1945.

In 1954, French General Navarre made a plan to crush the Vietminh forces with the military support of the United States. The battle of Dien Bien Phu began on March 13, 1954. After 55 days, the French General had to surrender to the Vietminh forces. The Geneva Conference was held to end French rule at Indochina Peninsula during the battle of Dien Bien Phu. According to the Geneva agreement, in July 1954, the northern part of 17- parallel-line was to be controlled by the Vietnam Democratic Republic and the southern part of the line by the Vietnamese government. Ho Chi Minh was the leader of the North Vietnam Democratic Republic, and Bao Dai was the leading figure of the South. In 1955, Ngo Dinh Diem proclaimed himself as the President of the Republic of Vietnam.

As the country was separated into North and South Vietnam, the Vietnamese nationalist movement was transformed into a civil war despite their unfinished struggle for independence.
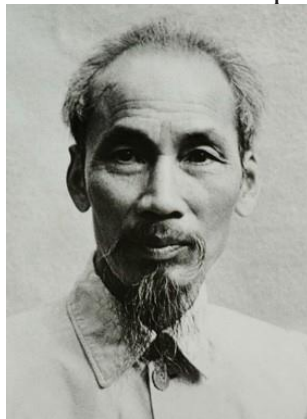

Figure 10. 79. Ho Chi Minh
Source: Wikimedia Commons / Public Domain

The Geneva Conference expected to settle reunification of Vietnam politically. However, it was not a success because of the involvement of the Superpowers, who both wanted a government allied to them to come to power in Vietnam. Vietnam became a battleground of the Cold War. The United States air forces started to bomb both South and North Vietnam in early 1965. United States infantry forces took position in South Vietnam. As a result, China, Soviet Russia and the Eastern Bloc gave more support to North Vietnam. The relationship of world Superpowers changed after 1965. The United States withdrew from the Vietnamese War and left South Vietnam in 1975. On July 2, 1976 the Socialist Republic of Vietnam was established with the unification of South Vietnam and North Vietnam (Church, 2009, pp. 190–194). Millions of Vietnamese civilians and soldiers lost their lives over the course of the Vietnam war.

Vietnam started rebuilding the country after the severe consequences of 30 years of war. The Second Five-Year Plan (1976–1980), was launched and its goals were concentrated on agriculture, light industry, then heavy industry to support agriculture and light industry. However, it did not meet the targets set by the plan by 1980 (Vietnam after the Vietnam War, n.d.). Vietnam remains a socialist republic to this day, however political and economic reforms in 1986 to this day, however political and economic reforms in 1986 led to greater participation in world politics, alongside economic growth.

Learning activity 1. Gap-fill

Complete the gap-fill activity prior to the lesson.

a. _____ is an Islamic state, it gained sovereignty in _____.

b. Like many Southeast Asian nations, Indonesia   was   occupied during WWII.

c. Indonesia achieved independence in 1949 with _____ its first president.

d. Laos gained independence in 1954. Like some   other nations, _____ played a role in mediating independence.

e. Malaysia was a colony of _____. The Federation of Malaysia was established on 16 September _____.

f. The name given to the anti-fascist activities undertaken in The Philippines were the _____.

g. Singapore was granted self-governance in 1955. The People's Action Party, led by Lee Kuan Yew was heavily influenced by _____ concept.

h. The countries of Southeast Asia region except _____ were colonies of the Western imperialist at the end of 19th century.

Learning activity 2. Research, group work

1. Use the information in the TB and research two Southeast Asian nations to compare the ways in which they achieved independence after WWII.
2. Use flipchart paper to show your findings.
3. Use the guiding questions to focus your research which findings you choose to include:

   • What were the main independence movements and what did they want?
   • How was the fight for independence characterised in each country? Was it more peaceful or violent?
   • What were the key events after WWII?
   • How and when was independence obtained?
   • What type of government came to power after independence? Who were its allies and main influencers?

Learning activity 3. Gallery walk

1. Display your flipchart paper around the room.
2. Circulate the room observing your peers' findings.
3. Individually, use the information to fill in the answers to the worksheet

(Post-WWII independence movements).

Post-WWII independence movements worksheet

1. **Complete the timeline showing the different dates each Southeast Asian country achieved independence.**

2. **What type of government formed in each country after independence?**

3. **In what way is Thailand unique from the other Southeast Asian nations?**

10.5.2. International politics

Expected learning outcomes

By the end of this lesson, you will be able to:
- Assess the origin of the Cold War, Non-Aligned Movement, the collapse of Union of Soviet Socialist Republics (USSR) and the end of the Cold War;
- Discuss the origins and development of regional and international organisations; and
- Compare the structures and functions of various regional and international organisations.

This lesson will examine two important elements that came to dominate international politics in the post war era – the Cold War and the rise of international organisations. Section 1 focuses on the Cold War, including (a) its origins, (b) major events, (c) the Non-Aligned Movement and (d) the end of the Cold War. Section 2 will focus on the rise of non-governmental organisations in the post war period, including (a) international organisations and (b) regional organisations.

1. Cold War

The term 'Cold War' refers to the ideological conflict between the United States and the Soviet Union that broke out in the closing days of World War II (Palmer, 1979, p. 90). The Cold War was waged on political, economic, and propaganda fronts (The Editors of Encyclopaedia Britannica, n.d.). In theory, the Cold War was named such because it did not involve direct fighting between the superpowers. However, it did lead to many armed conflicts around the world. Both powers wanted governments in power who were allied with them and over whom they held influence. This led to the outbreak of numerous proxy wars as the two superpowers competed for global dominance.

Though the Cold War was a post-World War phenomena, its origins can be traced back to the October Revolution of 1917 which transformed Russia into a socialist state. The United States and the Soviet Union were allies in fighting against the fascists during World War II. However, as the war came close to an end, differences developed between the two countries over several issues, including post-war arrangements in Europe (Roy, 1994, p. 346).

The map below shows the different allegiances during the Cold War. Blue represents allegiance with the USA, red represents allegiance with the USSR and green represents non-alignment.
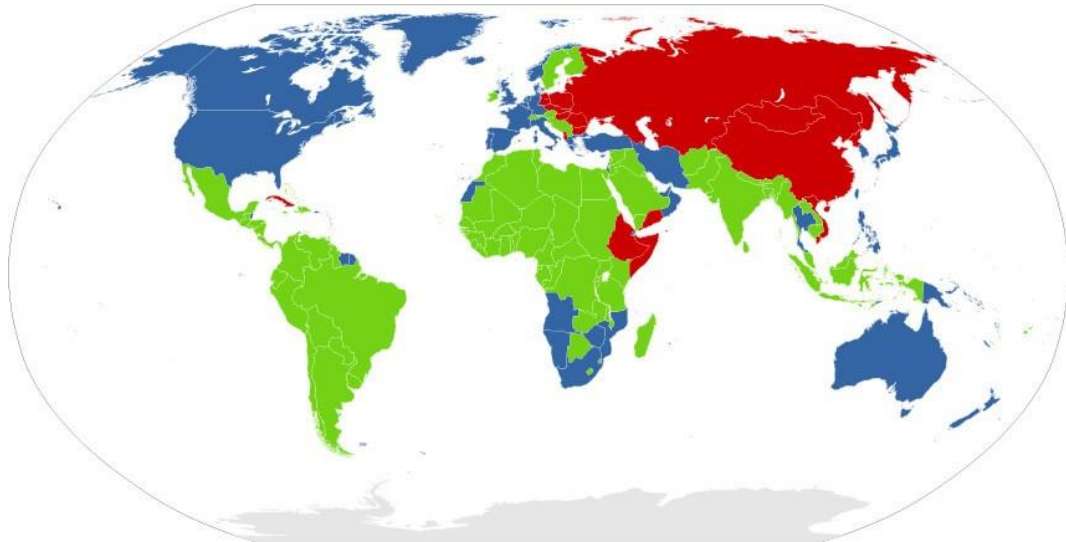
Figure 10. 80. Cold War Era
Source: Wikimedia Commons / Public Domain / CC0

a. The origins of Cold War

The aim of the Grand Alliance formed by the US, USSR and the UK during World War II was to defeat European fascism and Japanese expansionism (The Cold War (1947-1991), n.d.). But the alliance began to swing when the war in Europe ended in 1945.

As the Soviets tightened their grip on Eastern Europe, the United States adopted the containment policy to prevent the spread of communism in Western European nations (John F. Kennedy Presidential Library and Museum, n.d.).

The Soviets, on the other hand, decided to maintain control of Eastern Europe in order to safeguard against any possible threat, and they were also intent on spreading communism worldwide.
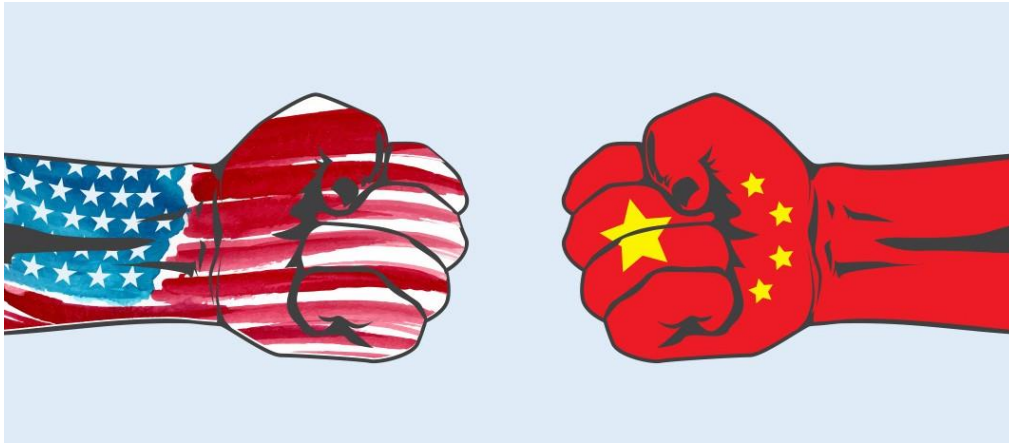
Figure 10. 81. Cold War US and USSR

In 1947, President Truman issued the 'Truman Doctrine,' to give aid to the governments threatened by communist subversion, especially Greece and Turkey. The Marshall Plan (1947), also known as the 'European Recovery Programme', was a US programme that provided billions of dollars in economic assistance to eliminate political instability and prevent the spread of communism in Europe (McDougall, n.d.). By 1947–1948 the Cold War had consolidated. When the US provided aid to Western European countries under the Marshall Plan this brought those countries under American influence, meanwhile the Soviets had installed openly communist regimes in Eastern Europe.

b. The struggle between Superpowers – major incidents

Berlin Crisis: One of the major conflicts of the Cold War took place in the defeated country of Germany. After the War, Germany had been divided into four occupation zones: British, French, American and Soviet. Berlin was situated in the Soviet occupation zone in eastern Germany, but Berlin was itself divided into East Berlin and West Berlin. In 1946–1947, tensions arose between the Western allies and the Soviet authorities over elections and in 1948, over a new currency circulated in Western Germany, which the Russians refused to accept in Berlin. To counteract the Soviet Union issued orders of restriction on rail and road traffic, leading to the blockade of Berlin in 1948. During this time, West Berlin was cut off from supplies of food and commodities. The Americans and British responded by organising an airlift to deliver vital supplies and relief to the people of West Berlin. The Berlin crisis brought the US and the Soviet Union close to war. However, the Soviet Union lifted the blockade of West Berlin in May 1949.

The dissensions between the former allies led to the formal division of Germany. In 1949, a Federal Republic of Germany, West Germany, and the German Democratic Republic in the Soviet zone, were created. In August 1961, East Berlin closed the border and the Berlin Wall was erected in order to check the immigration from East Berlin to West Berlin (Best, Hanhimaki, Maiolo & Schulze, 2004, pp. 214–215). The map below shows the division of Germany and the division of Berlin in the post war period.
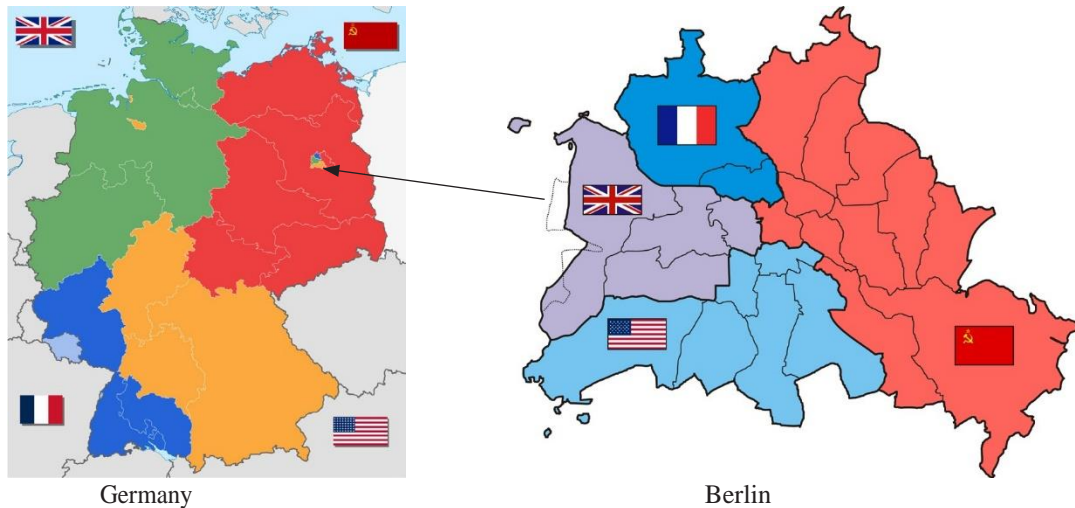

Germany   Berlin

Figure 10. 82. The division of German and Berlin
Source: WikiNight2 / Wikimedia Commons / GFDL

Korean Crisis: In the Yalta Conference of 1945, it was agreed that after the Japanese surrender, Soviet and American troops would occupy Korea, with the demarcation line along the latitude 38th parallel. In June 1950, North Korean troops crossed 38th parallel and invaded American occupied South Korea. The United States reacted sharply.

American troops repelled the North Korean troops, crossed 38th parallel and entered into North Korea. When the US troops reached the Korea-China border, Peking, after issuing a warning to the US, entered the war. The Korean war lasted from 1950–1953, during which time 5 million people died, many of which were civilians. Finally, the Korean Armistice Agreement was signed in July 1953, arranged by the United Nations. The Korean War clearly shows that Asia was one of the main stages for the Cold War (Best, Hanhimaki, Maiolo & Schulze, 2004, pp. 255–259).

Figure 10. 83. Korea and 38th Parallel
Source: Rishabh Tatiraju / Wikimedia
Commons / CC BY-SA 3.0

Figure 10. 84. Korean War
Source: Peter McDonald / USMC

Cuban Missile Crisis: In October 1962, major confrontation over the presence of Soviet nuclear-missiles in Cuba brought the United States and Soviet Union to the brink of war. The Soviet Union had secretly installed Soviet medium and intermediate-rang ballistic missiles on the island of Cuba. These missiles could hit eastern United States within a few minutes. When the government of the United States discovered them, and demanded Soviet to withdraw, serious confrontation of the Cold War followed.

After several negotiations, an agreement was reached between the two leaders. The Soviet would dismantle their weapons in Cuba and in exchange US declared not to invade Cuba (Best, Hanhimaki, Maiolo & Schulze, 2004, pp. 267–268).

Figure 10. 85. Cuban Missile Crisis
Source: US Federal Government

Suez Canal Crisis: The negotiation with Egypt over the construction of the Aswan Dam was closed down abruptly by the United States in 1956. American, France and the British decided not to finance Egypt's construction of Aswan Dam. At this moment, Russia extended an offer of financial assistance to Egypt. To defray the cost of the construction of the Aswan Dam, Egypt President Nasser nationalised the Suez Canal. Britain, France and the United States strongly react against the nationalisation of the Canal. They froze all deposits of Egyptian government. The Western powers proposed to form an international agency for the administration of the Suez Canal but this was rejected by Egypt. In October 1956, British, French and Jewish armies invaded Egypt. This act was strongly condemned by several countries and also the United Nations. Thus, Britain and France announced the cease-fire and withdrew their forces from Egypt in 1957.

The purpose of the Anglo-French attack upon Egypt completely failed. Britain and France incurred heavy economic loss and the **Soviet bloc gained** a lot diplomatically (Roy, 1994, p. 532).


Figure 10. 86. Suez Canal
Source: Encyclopaedia Britannica, Inc.

c. Non-Aligned Movement

After the Second World War, the rivalry between the two major superpowers caused the formation of two hostile military blocs. The tension, distrust, and fear between these two blocs between 1945 and 1991 were known as the 'Cold War'. As many colonies were attaining independence after the WWII, both sides tried to draw these new independent nations into their influence. They persuaded the new nations by giving economic and military aid and trying to help governments who were sympathetic to their ideology into power. However, as India did not wish to ally itself with either bloc, they initiated an independent movement for world peace. This movement also strived for healthy cooperation amongst nations for the benefit of all. This policy, which was supported by many newly independent nations, came to be known as the **Non-Aligned Movement.** It meant an impartial approach towards world issues without being influenced by either bloc.

Five founding members of NAM

The founding members of the Non-Aligned Movement in 1960-61.
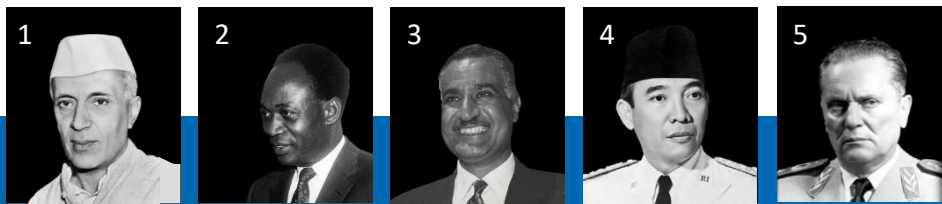
(1) Indian Prime Minister, Jawaharlal Nehru

(2) Ghana's first president, Kwame Nkrumah

(3) President of Egypt, Gamal Abdel Nasser

(4) First president of Indonesia, Sukarno

(5) President of Yugoslavia, Josip Broz Tito

Figure 10. 87. Founding members of Non-Aligned Movement

Figure 10. 88. Belgrade, 1961|First conference of non-aligned countries
Source: Museum of Yugoslavia

The origins of the Non-Aligned Movement was from the Asia-Africa Conference held in Bandung, Indonesia in 1955. The meeting was convened at the invitation of the Prime Ministers of Myanmar, Sri Lanka, India, Indonesia and Pakistan and brought together 29 state leaders mostly from the former colonies. Pt. Jawaharlal Nehru, the First Prime Minister of India, President Sukarno of Indonesia and President Gamal Abdul Nasser of Egypt were the leaders of the conference (Pathak, 2017).

The conference aimed to promote Afro-Asian economic and cultural cooperation. It also opposed colonialism or neocolonialism. The conference was an important step towards the creation of the Non-Aligned Movement. The first meeting of the nonaligned nations was in Belgrade in 1961. The member nations met generally every three years. Non-Alignment means an independent stand on international matters. It does not mean not to involve in the foreign affairs. With the end of the Cold War and the collapse of the Soviet Union, neutralism lost much of its usefulness as a guiding principle in the foreign relations of member nations (The Editors of Encyclopaedia Britannica, 2016).

d. Collapse of USSR and End of Cold War

In March, 1985, Mikhail Gorbachev became the leader of the USSR. During the early years of his term, a series of reforms were made. The aims were to restructure the economy and loosen up the restrictions on media and other parts of society.

Mikhail Gorbachev's reformation policies in the Soviet Union fuelled opposition movements in the Soviet bloc countries. Within three years, the Communist regimes collapsed and individual nations gained freedom, not only in the Soviet Union's satellite country, but also within the Soviet Union itself. The Soviet Union broke up into 15 independent states on December 25, 1991. This was the end of the Cold War between the Soviet Union and the United States (Best, Hanhimaki, Maiolo & Schulze, 2004, pp. 445–450).

Figure 10. 89. Former leaders of US and USSR
Source: Ronald Reagan Library / CC BY 2.0

1.	Armenia
2.	Azerbaijan
3.	Belarus
4.	Estonia
5.	Georgia
6.	Kazakhstan
7.	Kyrgyzstan
8.	Latvia
9.	Lithuania
10.	Moldova
11.	Russia
12.	Tajikistan
13.	Turkmenistan
14.	Ukraine
15.	Uzbekistan

Figure 10. 90. Post-Soviet states (alphabetical order)
Source: Aris Katsaris / Wikimedia Commons / CC BY-SA 3.0

A number of other factors can also be seen to have brought about the end of the Cold War. These include:

- The economic weakness of the USSR: In trying to compete with America militarily, the USSR had overstretched its economy. This caused major economic problems and made it difficult for the USSR to continue to compete with America or maintain control of all the countries in the Soviet Union.
- The USSR had also failed to provide a good quality of life for many people in the Soviet Union, especially in comparison to Western countries. This also combined with limited freedoms for people and eventually led populations to seek independence from the USSR as soon as an opportunity presented itself.

Figure 10. 91. Thirty years after the Berlin Wall fell
Source: German Federal Archives / Wikimedia Commons

2. Development of international and regional organisations

In the wake of the atrocities of war, the destruction of Europe and the horrors of the holocaust, the international community was keen to put measures in place to promote international co-operation and prevent the outbreak of further global conflict. In this sense, WWII can be seen as contributing to the growth of international organisations, such as the UN, during the post war period.

a. International organisations

United Nations

The United Nations (UN) is an intergovernmental organisation. It was established after World War II with the aim of preventing future wars. The new international organisation took place at the San Francisco Conference in June 1945 and it was attended by delegations from 50 states. The United Nations formally came into existence on October 24, 1945. It is headquartered on the international territory in New York City: The other main offices are in Geneva, Nairobi, Vienna and Hague.

Figure 10. 92. United Nations flag
Source: Wikimedia Commons / Public Domain

The six chief organs of the UN are:

(1) **UN General Assembly** is composed of all the members of the UN. The Assembly meets in regular annual sessions. Each member of the General Assembly has one vote.

(2) **UN Secretariat** is the administrative organ of the UN. It is composed of a Secretary-General and assistants. The Secretary-General is appointed by the General Assembly upon the recommendation of the Security Council.

(3) **International Court of Justice** decides disputes between states that recognise its jurisdiction by the majority votes of fifteen judges. It issues legal opinions.

(4) **UNSC (UN Security Council)** is the executive body of the UN. It is composed of 15 members: 5 permanent members with veto power and 10 elective members. It is responsible for the maintenance of international peace and security.
(5) **UN Economic and Social Council** responsible for co-operation between states as regards economic and social matters. It has 54 members, elected by the General Assembly.

(6) **UN Trusteeship Council** was originally designed to manage colonial possessions that were former League of Nations mandates. It has been inactive since 1994 when Palau, attained independence.

The specialised agencies of the UN are: the World Bank Group, the World Health Organization, the World Food Programme, UNESCO, and UNICEF. There are also Non-nations Economic and Social Council) and other agencies to participate in the UN's work

(Linyone Maung Maung, 1967, pp. 283–290).

UNESCO (United Nations Educational, Scientific and Cultural Organization)

United Nations Educational, Scientific and Cultural Organization

Figure 10. 93. UNESCO logo *Source*: UNESCO / Wikimedia Commons

UNESCO is one of the special agencies of the United Nations. It is headquartered in Paris, France. Its purpose is to promote international collaboration in education, sciences, and culture. The idea of UNESCO was developed by Rab Butler, the British Minister of Education. On November 4, 1946, UNESCO's Constitution came into force. UNESCO has 194 member states and 11 associate members.

Projects sponsored by UNESCO include literacy, technical and teacher-training programme, international science programmes, the promotion of independent media and freedom of press, regional and cultural history project, the promotion of cultural diversity, translation of world literature, international cooperation agreements to secure the world's cultural and natural heritage (World Heritage Sites) and to preserve human rights (Linyone Maung Maung, 1967, p. 305).

Figure 10. 94. Bijeljac - South Sudan, 194th Member State of UNESCO
Source: UNESCO / D. Bijeljac

WHO (World Health Organization)

The World Health Organization (WHO) is concerned with international public health. It was established on 7 April 1948. It is headquartered in Geneva, Switzerland. The first meeting of the World Health Assembly was held in July 1948. It is the supreme decision-making body of WHO. In 2016, the WHO has 194 member states. All UN member states are eligible for WHO membership. The head of the organisation is the Director-General, elected by the World Health Assembly and the term is 5 years. The WHO's main areas of work are health system, health through the life-course; non-communicable and communicable disease; preparedness; surveillance and response, and corporate services (WHO, n.d.).

Figure 10. 95. WHO logo
Source: World Health Organization / Public Domain

FAO (Food and Agriculture Organization of the United Nations)

Figure 10. 96. FAO logo
Source: https://www.un.org/en/messengers-peace/fao

The FAO is a special agency of the United Nations that leads international efforts to defeat hunger. Serving both developed and developing countries, FAO acts as a neutral forum where all nations meet as equals to negotiate arguments and debate policy. The FAO also helps developing countries in transition, modernise and improve agriculture, forestry and fisheries practices, ensuring good nutrition and food security for all. Its Latin motto, *fiat panis*, is translated as "let there be bread". In 2018, the FAO has 197 member states. The head of FAO is Director-General and the term is four years. It is headquartered in Rome. The regional office for Asia and the Pacific is in Bangkok, Thailand (Food and Agriculture Organization, n.d.).

World Bank

Figure 10. 97. World Bank logo
Source: World Bank / Wikimedia Commons

The World Bank is an international financial institution. It provides loans and grants to the developing and poor countries. The International Bank for Reconstruction and Development (IBRD), and International Development Association (IDA) are the two main institutions of the World Bank. The World Bank was established in December 1945 and is based in Washington D.C.

Its main objective is to provide long-run capital to member countries for economic reconstruction and development. The World Bank is playing a major role in providing loans for development works to member countries, especially to underdeveloped countries (World Bank Group, n.d.).

IMF (International Monetary Fund)

The International Monetary Fund (IMF), also known as the Fund, is headquartered in Washington, D.C. The IMF formally came into existence in December 1945. It began its financial operations in March 1947. France became the first country to borrow from it. Not all member countries of the IMF are sovereign states and therefore not all "member countries" of the IMF are members of the United Nations. There are 189 member countries.

Figure 10. 98. IMF logo

The IMF is head by a managing director. IMF works to foster global growth and economic stability by providing policy advice and financing the member. The IMF helps them achieve macroeconomic stability and reduce poverty by working with developing nations (International Monetary, n.d.).

b. Regional organisations

The European Union (EU)

The European Union (EU) is a political and economic union of 27 member states in Europe. The predecessor of EU was created after the Second World War. For the economic co-operation, the European Economic Community (EEC) was formed in 1958, fostered the economic co-operation between six countries: Belgium, Germany,

Figure 10. 99. EU logo
Source: Wikimedia Commons / Public Domain

France, Italy, Luxembourg and the Netherlands. Since then 22 other countries joined the EEC. The name was changed from the European Economic Community (EEC) to the European Union (EU) in 1993. The EU launched a single European currency, the 'euro', and more than 19 countries now use it as their currency. Border control was abolished between EU countries. Europeans can travel freely throughout most of the continent. On 31 January 2020, the United Kingdom left the European Union (European Union, n.d.).

The Association of Southeast Asian Nations (ASEAN)

The Association of Southeast Asian Nations (ASEAN) is a regional co-operative organisation established on 8 August 1967 in Bangkok with the purpose to promote the stability and accelerate the economic growth in Southeast Asia region. ASEAN is a regional co-operation group, replacing the Association of Southeast Asia (ASA) which was formed in 1961 with the members of Thailand, the Philippines and Malaysia.

Figure 10. 100. ASEAN logo

The founding members of ASEAN were Indonesia, the Philippines, Malaysia, Singapore and Thailand. Brunei, Vietnam, Laos, Myanmar and Cambodia are members of ASEAN. Thus, ASEAN has 10 member states, one candidate member state, and one observer state (Democratic Republic of Timor-Leste and independent state of Papua New Guinea). **"One Vision, One Identity, One Community"** is the motto of ASEAN.

At the 12th ASEAN Summit in January 2007, the leaders of ASEAN declared to accelerate the establishment of an **ASEAN Community** by 2015.ASEAN Community is consisted of three pillars: the ASEAN Political-Security Community (APSC), ASEAN Economic Community (AEC) and ASEAN Socio-Cultural Community (ASCC).
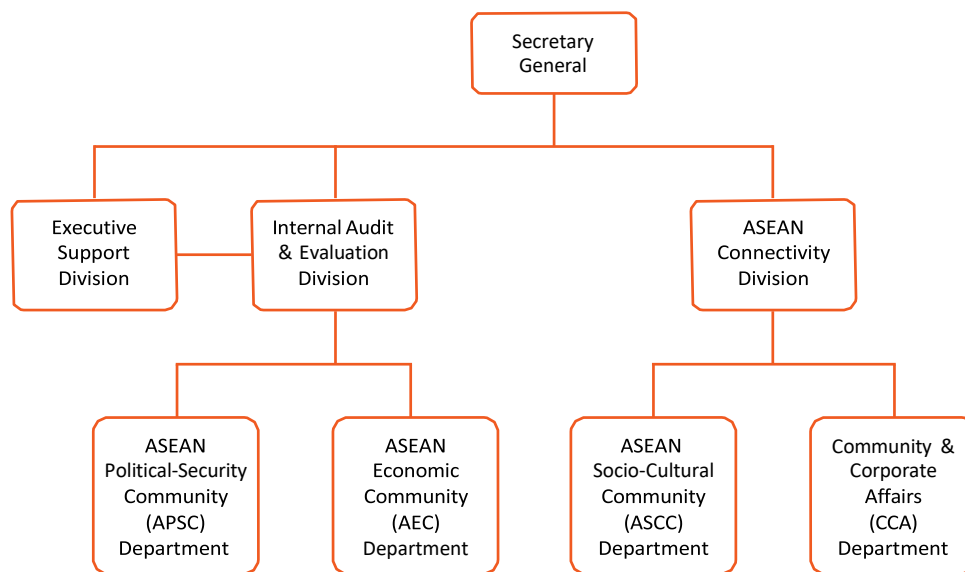

Figure 10. 101. Structure of ASEAN Secretariat (Effective 1 January 2016)[7]

According to Article 31 of the ASEAN Charter, the Chairmanship of ASEAN shall rotate annually, based on the alphabetical order of the English names of member states. The Secretary-General of ASEAN is appointed by the ASEAN Summit for a non-renewable term of office of five years, selected from among nationals of the ASEAN member states based on alphabetical rotation. The ASEAN Secretariat was set up in February 1976 by the Foreign Ministers of ASEAN. It is located at Jakarta, Indonesia (About ASEAN, n.d.).

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7 Adapted from: "ASEAN Secretariat Organisational Structure", 2016.

Learning activity 1. Mind map, group work

1. In small groups, use the information in the textbook to create a mind map answering each of the questions below:

   - What factors contributed to the establishment of the Non-Aligned Movement?
   - Why did the Cold War end?

2. Remember to use concise key words instead of long sentences. However, you should be prepared to elaborate on the key words if asked.
3. Discuss as a class.

Use this space to note down the key points from Learning activity 1 so that you have a record.

Learning activity 2. Discussion, group work

As a class, you will analyse the UN and ASEAN using the questions below.

- Is it a global international or regional organisation?
- When was it set-up?
- Who are its members? (How many? Why?)
- Why was it set-up?
- What are its aims/purpose?
- What is its structure?
- Is Myanmar a member/participant?

Table 10. 7. International and regional organisations

International and regional organisations	
United Nations	**ASEAN**

1. Then, in your group, choose 3 international and regional organisations to analyse. Again, use the questions to help you. Write your responses in the table using concise key words.

2. Individually identify some similarities and differences between them.

International and regional organisations			
Organisation names			
Is it a global international or regional organisation?			
When was it set-up?			
Who are its members? (How many? Why?)			
Why was it set-up?			
What are its aims/purpose?			
What is its structure?			
Is Myanmar a member/participant?			
Similarities			
Differences			

Review questions

1. Why was there a shift towards decolonisation in the post-war period?
2. Compare Cambodia and Laos in their struggle for independence after the WWII. Use a T-chart.
3. What was the Cold War?
4. Summarise the aims of the Non-Aligned Movement.
5. What factors led to the end of the Cold War?
6. Why was the UN set up in the immediate post-World War II period?

Reflect on this sub-unit and write your thoughts in your self-reflective learning journal. You may also refer to the following review questions.

a. Are there any links you can make between what you have learnt in this sub-unit and elsewhere in this education course/History course?
b. Has this sub-unit challenged any previously held assumptions? How will this affect your approach to teaching?
c. Are there any gaps in your understanding? Is there anything you find puzzling, difficult or contradictory? How can you find out more/ reach a better understanding?
d. What do you think about the issues raised in this sub-unit? What new knowledge, skills or understanding have you gained?
e. Did anything in this sub-unit particularly interest or inspire you?
f. How do you feel about the way you have approached the issue/subject so far?
g. How can the lesson help you become a more inclusive teacher?
h. How will this sub-unit help you improve your teaching skills?
i. Is there anything you will do differently as a result of what you have learnt in this sub-unit?

4.2. EDC Year 2 Semester 2 Local Curriculum; Sub-unit 5.3. Sustainable Living; pp. 99-105 – TB

5.3. Sustainable Living

'**Sustainable Living**' is a lifestyle that attempts to reduce the use of the Earth's natural resources, at an individual or societal level.

Toxic wastes and environmental pollution are reduced by '**recycling**,' which can provide benefits to human health. Recycling also conserves natural resources, protects natural environments, and encourages genetic diversity, all of which enhance the long run **sustainability** of the environment.

This sub-unit will introduce you how to teach 'Sustainable Living' to middle school students. It includes information about how to make recycled products (products from recycled materials) in Myanmar. Teaching young students about 'Sustainable Living' is not just about how to make recycled products, but also involves an understanding of why recycled products benefits everyone in all regions.

5.3.1. Recycled products for sustainable living

Expected learning outcomes

By the end of the lesson, you will be able to:
- Explain what sustainable living means and how it is relevant to home management skills; and
- Discuss the implication of making recycled products for sustainable living in Myanmar.

Reducing, reusing and recycling

These are three important parts of the process of preserving the environment and promoting sustainable living. Until recently, Myanmar was a fairly energy efficient country because there were few cars. Now that consumer culture is becoming more common, we are experiencing problems with waste and rubbish, which has a very negative impact on the environment.

Reducing refers to reducing the amount of materials, resources, and energy that we would otherwise use. Reducing the use of certain materials, such as gas and electricity, would have a positive impact. For example, if possible, cook with gas rather than with charcoal, which is

made from the mangrove forests of the Irrawaddy Delta. When Cyclone Nargis hit in 2008, many people were impacted because the mangrove forests had disappeared.

We can reduce the amount of plastic we use. Single use plastic bags (sometimes called *kyut kyut eit)* are wasteful and highly polluting. They cannot be recycled. Every single plastic bag eventually ends up at the side of the road, in the drainage ditch, in our rivers and eventually the ocean. Even the large rubbish tips in big cities are not safe.

Other sources of plastic are Styrofoam food containers, drinking straws, and chopstick wrappers. Myanmar produces a very large amount of plastic trash every day. The Irrawaddy River is the ninth-highest polluting river by amount of plastic in the world![26] We do not have the resources to recycle them or process them and these items take thousands of years to decompose. Burning plastic is also toxic to health.

Recycling is the process of converting waste materials into new objects and materials.

- Some of the common products that can be made with recyclable materials include many kinds of glass, paper, cardboard, metal, plastic, tires, textiles, batteries and electronics.
- Recycling materials can produce a fresh supply of that same material (for example, used office paper can be converted into new office paper or paper box).

So far in Myanmar, we do not have much recycling. Due to increasing rates of consumption, waste is increasing. However, there are many communities and businesses that are unaware of the need to separate and recycle their waste.[27] The domestic recycling industry also struggles to handle and recycle many of the materials. With support, the recycling industry may develop in the next few years. Increasing awareness of the environment and sustainability is the key for recycling

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26   Shune Lai Thida. (2020) Ayeyarwady River is the life of Myanmar, but it's slowly dying? Retrieved from http://www.changemag-diinsider.com/blog/ayeyarwady-river-is-the-life-of-myanmar
27   Mckevitt, C. (2019). *An overview of Myanmar's recycling industry*: *A report by building markets*. Retrieved from https://buildingmarkets.org/sites/default/files/pdm_reports/myanmar_recycling_industry_overview_final.pdf

to be successful in Myanmar. It is especially important to teach young children about the benefits of reducing, reusing and recycling, so that these programs can succeed in the future.

In the cities, there is much informal recycling. Many people sift through rubbish looking for plastics and glass which they can resell or reuse. Reusing refers to using an object again for another purpose and not throwing it out. In Myanmar, reusing old objects and materials is already fairly common and a good practice to keep.

Learning activity 1. KWL chart: Recycling

1. Reflect on these questions:

   a. What is recycling?
   b. Have you ever seen a product made of recycled materials? What are they?
   c. How did you know that they were recycled?

2. Fill in the 'K' and 'W' columns on the KWL chart about recycling.

K What I **K**now	W What I **W**ant to know	L What I **L**earnt

Points to keep in mind when recycling

1. Recycle all bottles, cans, and paper.
2. Keep items relatively clean.
3. Do not mix plastic bags in with the rest of your recycled items

Do recycle

Figure 5.7. Recyclable materials

Table 5.3. Materials that can be recycled

Rigid plastics/bottles	Paper and cardboard	Metals	Glass
• Any plastic bottles or containers found in your kitchen	• Cardboard boxes • Magazines, journals, old books • Office paper, newspaper, and cardboard	• Tin, aluminum, and steel cans	• Food containers or jars • Soft drink, beer, and liquor bottles

The following materials cannot be recycled

Figure 5.8. Non-recyclable materials
Source: https://www.ecoscraps.com/blogs/sustainable-living/76411652-a-simple-list-of-what-can-and-cannot-be-recycled

Table 5.4. Materials that cannot be recycled

Loose plastic bags	Polystyrene foam cups or containers	Soiled food items	Other
• Plastic shopping bags • Plastic stretch wrap	• Take out containers • Styrofoam • Drinking cups	• Food containers • Paper products	• Broken or sharp glass • Fast food packaging • Plastic Utensils

 Learning activity 2. Group project: Recycled products

There are many videos online, such as on YouTube, which demonstrate simple and easy products to make from recycled materials.

1. In groups, research online to find some videos that explain about making products from recycled materials.
2. Note down your findings in the table below.

What products can be made?	What recycled materials are required?

3. Think about these questions and discuss with your groups members:

    a. Which of these products can be made with materials easily accessible in Myanmar?
    b. Do we have the necessary equipment to create the product from required materials?
    c. How useful is the product?

4. After watching the videos, choose one product that you would like to try to make. Think about what materials you will need, and how to make it.
5. In your groups, write and/or draw the steps involved in recycling the materials to make the finished product on flipchart paper.
6. Present your recycling method to the rest of the class.

Recycling is important

Recycling is one of the best ways to have a positive impact on the world. Recycling is important for nature and the environment. Waste has a huge negative impact on the natural environment. Harmful chemicals and greenhouse gasses are released from rubbish in landfill sites. Recycling helps to reduce the pollution caused by waste.

When making products from raw materials, huge amounts of energy are used. Recycling requires much less energy and therefore helps to preserve natural resources such as timber, water and minerals.

Recycling reduces financial expenditure in the economy. Making products from raw materials costs much more than if they were made from recycled products.

Deforestation contributes to habitat destruction and global warming. Recycling reduces the need for raw materials, not just overseas but here in Myanmar also. It also uses less energy, thereby preserving natural resources for the future.

Let's start a waste-free lifestyle

The perfect ways to present our purpose to our environment is to state to live waste free following the three R's: Reduce, Reuse, Recycle.

Here are some ways to create a waste-free lifestyle.

- Focus on purchases that can maintain the three R's. The products and packaging must produce less waste.
- Help people around you understand why waste-free living and the three R's are important. Be sure to explain to them using language they can understand.
- Separate food waste, house waste and recyclables.
- Recycle as much as you can: plastic containers, paper and cardboard boxes, tins and bottles.
- Avoid buying unrecyclable packaged goods. Do not eat instant foods packaged with unrecyclable materials except in an emergency.
- Do not use plastic bags. Take reusable bags when you go shopping, and try to use paper (such as old newspaper) and other materials when possible.
- Take containers when you go to the market or buy take-away foods. Bring baskets or fabric bags that can be washed or used for long-term to carry what you buy.
- Give away things you no longer need. If you are no longer using something, give it to someone who can. You can also donate old items to those who need it, such as charities or orphanages.
- Sell or trade. If something is no longer useful, sell it or trade it in for a newer version, for example old cell phones or old personal computers. In large cities and towns, vendors roam the streets looking to buy these products.

- Buy local products: if possible, do not buy foreign products. Consuming local organic products is the best way to prevent having a wasteful lifestyle. This is because energy is saved in lower transportation costs from supplier to the consumer.

Learning activity 3. Group discussion: Implications of recycled products on sustainable living

1. In groups, discuss the following questions:

   a. Why should we make products out of recycled materials?
   b. What are the implications of recycled products for sustainable living in Myanmar?
   c. How would you explain recycling and its importance to a middle school student?
   d. Why is it important for the middle school students understand about recycling and sustainable living?

2. Now, go and fill in the 'L' column in the KWL chart in Learning activity 1 to note down the new things that you have learnt about recycling during this lesson.

Review questions

1. What do we have to keep in mind when we recycle?
2. Why is it important to learn about making recycled products?
3. What will you do to achieve a waste-free lifestyle in your community?

4.3. EDC Year 2 Semester 2 Art; Unit 4. Performing Arts; pp. 75-80 – TB

In the Unit 4 Performing Arts, there are four major areas (1) singing (2) dancing (3) playing musical instruments and (4) assessment. You will explore the pedagogical approach on teaching singing to middle school students. You will learn about two *Karla Paw* songs included in the Middle School Performing Arts curriculum to foster in-depth comprehension of content knowledge and methodological practices in the singing lesson.

In the dancing lessons, you will learn 3 dance phrases (*Mae Htoe, Thone Pwint Sine* and *Nga Pyaw Phoo Latt*) for in-depth practical learning and you will explore how you can assess middle school students during the teaching-learning process of dancing.

In the playing instruments lesson, you will explore the pedagogical approach of teaching how to play musical instruments to the middle school students. As a step of strengthening your teaching approach on playing musical instruments, you will also practise playing flute for a song extracted from the Grade 6 Performing Arts curriculum.

In the assessment lesson, you will be exploring the nature of assessment and some assessment methods which will help you to know about what facts you can use to assess students' understanding and skills concerning the three strands of the Performing Arts subject: singing, dancing and playing musical instruments.

4.1. Singing II

In this sub-unit, you will explore the pedagogical approaches on teaching singing to middle school students. You will also explore about two *Karla Paw* songs included in the Middle School Performing Arts curriculum to foster in-depth comprehension of content knowledge and methodological practices. The first song is a patriotic song named *Myanmar Pyi Thar* and the other is *HnaLoneTharKo AHlaSinPar* which describes love and affection among human beings.

Expected learning outcomes

By the end of this sub-unit, you will be able to:
- Discuss the origins and examples of *Karla Paw* songs;
- Present *Karla Paw* songs originated from different cultural and ethnic backgrounds of Myanmar;
- Perform two songs, *Myanmar Pyi Thar* and *HnaLoneTharKo AHlaSinPar*, with traditional musical beats, *Si-thoke* and *Walat-si,* respectively.

Competencies gained

A1.1 Demonstrate understanding of how students learn relevant to their age and developmental stage

A1.2 Demonstrate understanding of how different teaching methods can meet students' individual learning needs

Key terms

Dabou, impermanence (Thinhkara), independence era Karla Paw, Karla Paw, Khit Haung Tay, Madane, Mahar Gita, Mitta, Sitchi, Sithtou, Sitinga, Sitkap, Sitkhan, Sitkyaung, Sitphyat, Sitpyan, Taytwaet/ Taytwe/ Yadu Byat, Thayninga Byuhar, Titemaung, Titesi

4.1.1. *Karla Paw* (Myanmar popular songs)

Expected learning outcomes

By the end of this lesson, you will be able to:
- Discuss the origins and examples of *Karla Paw* songs;
- Present *Karla Paw* songs originated from different cultural and ethnic backgrounds of Myanmar; and
- Perform two songs, *Myanmar Pyi Thar* and *HnaLoneTharKo AHlaSinPar*, with traditional musical beats, *Si-thoke* and *Walat-si*, respectively.

Karla Paw Songs

Karla Paw songs can be rendered as contemporary songs of a specific period. Even the songs in the days of the ancient kings like ***Mahar Gita*** used to be the *Karla Paw* songs of that era (e.g. *YaMoneNar PatPyo, MyaManGiri YoDaYa, SeinChuKyarNyaung BawLae*). Most of the ancient contemporary songs have already disappeared. The foremost and oldest *Karla Paw* song dates back to the Bagan period. It was recorded as a kind of ***Taytwaet/ Taytwae/ Yadu Byat*** (song played or sung slowly) according to the *Gambira Kahtar Yadanar Kyaymone* written by *MoneYway Sayadaw*.[12]

Karla Paw songs which emerged during the Colonial period are called ***Khit Haung Tay*** (e.g. *KitSanChain, ZarTiMann, SandaKanedri*). Songs that emerged after independence are called *independence era* ***Karla Paw*** songs. (e.g. *DoPyiHtaungSuThar, Sumprabum, HmoneShweYi). BoneGyiThan, BoneShay, BoneToe, O Zi, DoePat, KautSite Tay, MaungHtaung ThiChin, HlayTaw Than, NatChin, AiChin* are also examples of *Karla Paw* songs.

Ethnic diversity is a great asset of Myanmar and there are also many *Karla Paw* songs originated from different cultural and ethnic backgrounds of Myanmar. These songs are influenced by traditional music and instrumental play of respective ethnic groups (e.g. *SiLoneChin ATwat ThiChin TaBoad, Jinghpaw, DoneYein Nya, MaharNwe, ShanYoMaKa OziThan*). Not everyone may be able to understand if the songs are sung in their languages, but we can listen to the music and feel it. It promotes mutual respect and understanding which leads to peaceful coexistence and living in harmony among the citizens of Myanmar.

Nowadays, there are many modern *Karla Paw* songs emerging day after day and some or most of them are influenced by the international songs due to globalisation.

Singing *Karla Paw* songs

Myanmar Pyi Thar

Myanmar Pyi Thar was composed by *YayNanThar Win Maung* during the independence era. It is a patriotic song and it narrates that Myanmar nationalities fought together in unity to protect the country, and they were skillful at attacking and military affairs. You can see the sheet music for this song in the Annex, Handout 2.

HnaLoneTharKo AHlaSinPar

This song narrates that the gems such as diamond and sapphires cannot realistically embellish the world but the pure mind and positive attitudes of human beings do. Therefore, in this world of **impermanence (Thinhkara)**, it states that people should treat each other with love and a kind heart to create a peaceful community. The song also says that people should combat hate speech and stop disliking each other. The lyrics was written by *Okkala Khin Saw*, the melody by 20th century *Ko Kyaw Nyunt*. You can see the sheet music for this song in the Annex, Handout 3.

Learning activity 1. Lecture

1. Listen to the lecture of the teacher educator.
2. Think about some *Karla Paw* songs that you know. Do you know some *Karla Paw* songs originating from different cultural and ethnic backgrounds?

Learning activity 2. Modelling

1. Your teacher educator will play an audio file of the *Myanmar Pyi Thar* song or demonstrate singing *Myanmar Pyi Thar* with the accompaniment of the *si-wa* beat. Look at and follow the lyrics of the song.
2. Sing *Myanmar Pyi Thar* song together with your teacher educator by playing the *si-wa* beat.
3. Sing the *Myanmar Pyi Thar* song in solmisation together with your teacher educator.
4. Your teacher educator will play an audio file of *HnaLoneTharKo AHlaSinPar* song or demonstrate singing *HnaLoneTharKo AHlaSinPar* with the accompaniment of the *si-wa* beat. Look at and follow the lyrics of the song.
5. Sing *HnaLoneTharKo AHlaSinPar* together with your teacher educator by playing the *si-wa* beat.
6. Sing the *HnaLoneTharKo AHlaSinPar* song in solmisation together with your teacher educator.

Review questions

1. How can you improve interest on Myanmar *Karla Paw* songs in your school community?
2. What are the benefits of using the local ethnic community's *Karla Paw* songs when teaching middle school students?

Sub-unit Summary

Key messages

- *Karla Paw* songs can be rendered as contemporary songs of a specific period.
- *Karla Paw* songs that emerged during the Colonial period are called *Khit Haung Tay* and those emerged after independence are called *independence era Karla Paw* songs.
- *Karla Paw* songs which originate from different cultural and ethnic backgrounds of Myanmar are influenced by traditional music and instrumental play of respective ethnic groups.
- Listening to different ethnic music promotes mutual respect and understanding which leads to peaceful coexistence and living in harmony among the citizens of Myanmar.

Sub-unit reflection

How do you understand the word '*Karla Paw*'? How are *Mahar Gita* songs and *Karla Paw* songs different? How do you feel while singing two *Karla Paw* songs in this sub-unit? How would you transfer that feeling when teaching in middle school?

Further reading

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4.4. EDC Year 2 Semester 2 English; Lesson 4.1.1. Techniques for teaching speaking skills (4); p. 51-56 – TB

4.1.1. Techniques for teaching speaking skills (4)

Expected learning outcomes

By the end of this lesson, you will be able to:
- Explore presentation techniques; and
- Develop techniques to teach speaking skills to promote intercultural awareness.

Learning activity 1. Think-pair-share: Your experience

Reflect on the course this year and in Year 1.

- Have you ever given a presentation?
- Was it in English?
- How easy did you find it?

Share your experiences with your partner. Now share these with a group. You can record your ideas in the box below.

Learning activity 2. Collaborative learning: Guiding middle school students to give presentations

It is not easy to guide your middle school students to give a good oral presentation. Below

are pieces of good and bad advice you can give them. Put a tick against good advice (ü). Put a cross against bad advice (✗).

	ü/✗
Prepare what you are going to say.	
Read out your presentation aloud from a script.	
Use formal language.	
Use short, simple sentences to express your ideas clearly.	
Pause from time to time and do not speak too quickly. This allows the listener to understand your ideas. Include a short pause after each idea.	
Speak quietly.	
Practise your presentation. If possible, record yourself on your phone and listen to your presentation. If you cannot record yourself, ask a partner to listen to you. Does your partner understand you?	
Stand very still and do not move.	
Use expressions to give your opinion.	
Look at the people who are listening to you.	
Make bullet points on cards.	

Learning activity 3. Collaborative learning: Giving your middle school students useful language for presentations

Middle school students need to learn phrases to **signpost** their presentations. Sort the following phrases into the appropriate stages of the presentation in the table below:

In addition, ... Finally, ...

I'm going to talk about ... To sum

up, ...

...Thank you for listening I'd like to

talk about ... First of all, ...

Firstly, ...

Also, ...

The main focus of this presentation is ... What do

you think? Then, ...

Secondly, ...

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Next, ... *In conclusion, Lastly,* *...* 316 *I think that this is a good idea*	
Introductions	
Ordering ideas	
Adding more information	
Adding your opinion and asking others for their opinion	
Conclusion	

Are there other phrases you would add?

Learning activity 4. Critical thinking: Presentation topics in the middle school textbooks for English

Look at two different grade level textbooks at middle school. List three presentation topics middle school students make.

Grade	Grade __

Look also at the teacher guide:

- What support or guidance is given? Would you provide more?
- Which presentations develop an awareness of the Myanmar culture?
- Which presentations develop an awareness of other cultures?

Learning activity 5. Matching: Success criteria for middle school students giving presentations

It is important that your middle school students know exactly what to do when giving presentations and that they know what makes a successful presentation. Look at the criteria in *Notes for Teacher* on presentations in the teacher guide for Grade 6 middle school English.

Match the headings to the criteria:

1. Accuracy	(a) The use of appropriate body language in presentation
2. Fluency	(b) Ideas, facts, opinions that are relevant to the topic
3. Contents	(c) Ability to speak very well

4. Gesture	(d) The use of appropriate grammar and vocabulary
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Discuss in your group: Would you add more criteria? Do you agree with all the headings?

4.5. EDC Year 2 Semester 2 Morality and Civics; Lesson 3.1.1. Civil rights and human rights; p. 11-16 – TB

3.1.1. Civil rights and human rights

Expected learning outcomes

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

- Identify fundamental human rights by analysing the Universal Declaration of Human Rights;
- Describe what are the rights of the citizens; and
- Examine the relationship between civil rights and human rights and their impact on our daily lives.

All human beings are born free and equal in dignity and rights. The modern understanding of human rights is defined by a number of international documents, including the Universal Declaration on Human Rights (UDHR), which was created in 1948 by the United Nations. The human rights in the UDHR can be classified into three different kinds of rights: civil and political rights, social and economic rights and environmental and developmental rights (Wong & McLaughlin, 2012).

1. Civil and political rights:

These refer to a person's right to political equality, and their right to be free from discrimination. For example, a person has the right to freedom of thought, the right to public meetings and the right to participate and be represented in their government and political system.

2. Economic, social and cultural rights:

Economic rights refer to our right to work and fair wages, and as a result, an adequate living standard (social rights). To that end, a citizen is guaranteed right to housing, medical care, food, clothing and other social services. Cultural rights allow us to have and express our ethnic, racial or cultural identities and our religious or spiritual beliefs. The right to not practise a religion is also included.

3. Solidarity rights:

These are our rights as a collective since they apply to communities rather than individuals. They also protect the rights of a community to cultural, social, and economic development. As part of this category of rights, communities have environmental rights (e.g. the right to good environmental conditions such as clean water) and developmental rights (e.g. the right to develop freely and the right to authority over one's land and natural

resources).

The Commonwealth of Australia (2010) created a simplified version of the UDHR as follows:

Table 3.1. Handout: Simplified version of the Universal Declaration of Human Rights adapted from Commonwealth of Australia (2010)

Article 1.   Everyone is born free
and equal in dignity and with rights.

Article 2.   You should never be discriminated against for any reason. Rights belong to all people, whatever our differences.

Article 3.   Everyone has the rights
to life, liberty and security.

Article 4.   No one shall be held in slavery or servitude.

Article 5.   No one shall be subjected to torture or to cruel, inhuman or degrading treatment or punishment.

Article 6.   You have the right to be treated as a person in the eyes of the law.

Article 7.   You have the right to be treated by the law in the same way as everyone else. Everyone has a right to protection against violations of their human rights.

Article 8.   If your rights under law
are violated, you have the right to see justice done in a court or tribunal.

Article 9.   No one shall be subject to arbitrary arrest, detention or exile.

Article 10.   You have the right to a fair and public trial by an independent and impartial tribunal.

Article 11.   Everyone is to be presumed innocent until proven guilty in a fair trial. No one should be charged with a criminal offence for an act which wasn't an offence at the time the act was done.

Article 12.   No one has the right to intrude in your private life or
interfere with your home and family without good reason. No one has the right to attack your good name without reason.

Article 13.   You have the right to freedom of movement within your country. Everyone has the right to leave a country and to return home.

Article 14.   You have the right to seek and to enjoy asylum from persecution in other countries. You may not invoke this right if fleeing just laws in your own country.

Article 15.   You have the right to
a nationality.

Article 16.   You have the right to marry and to raise a family. Men and women have the same rights when they are married and when they are separated.

Article 17.   You have the right
to own property and it cannot randomly be taken away from you.

Article 18.   You have the right to freedom of thought, conscience and religion and to peacefully express those beliefs in teaching, practice and worship.

Article 19.   You have the right to
freedom of opinion and expression.

Article 20.   You have the right to freedom of peaceful assembly and association.

Article 21.   You have the right to take part in the government of your country.

Article 22.   As a member of society,
you have a right to social security.

Article 23.   You have the right to work, to good working conditions, to equal pay for equal work and to form and join unions.

Article 24.   You have the right to rest and leisure.

Article 25. You have the right to a decent life, including enough food, clothing, housing, medical care and social services.

Article 26.   You have the right to an
education.

Article 27.   No one may stop you from participating in the cultural life of your community.

Article 28.   You have the right to live in the kind of world where your rights and freedoms are respected.

Article 29.   We all have a responsibility to the people around us and should protect their rights and freedoms.

Article 30. There is nothing in this declaration that justifies any person or country taking away the rights to which we are all entitled.

The UDHR are considered as moral rights because they are not a binding. This means that in most situations, governments cannot be forced to follow it. It is also impossible to legally enforce human rights around the world. However, in order to achieve

freedom, justice and peace, every person and nation is asked to support the understanding and respect for these rights, and to take responsibility for each other to make sure that these rights are recognised and observed everywhere, for all people.

Learning activity 1. Grouping and classifying

Look at Table 3.1 again. Label each right from the UDHR according to which category you think the right corresponds to. For example, if you think a right is Civil and Political, label it 'C/P'. If you think a right is Economic, Social or Cultural, label it 'E/S/C'. If you think a right is a Solidarity right, label it 'S'.

Learning activity 2. Case studies

Below are some examples of human rights abuses. Work with a partner to:

  a. Consider which rights have been violated. You may wish to refer back to the list of rights above.
  b. Consider which category (civil, political or social) each of the rights that have been violated fits into.
  c. Describe how each of the rights you listed was violated.
  d. Next, explain how violations of these rights can limit the ability of people to participate actively in their communities.

Case study 1
The children living in the village are unable to attend a primary school, as there is no such school available within a reasonable distance.

Case study 2
The woman, doing exactly the same job and having the same age and experience, received a lower wage than her male colleague.

Case study 3
In country X, people practising their religions or identifying as a minority ethnicity have been arrested, tortured, detained in re-education camps and at times, executed.

Case study 4
To apply for nationality in country X, a 15-year period of residence is required, plus a physical and mental health test and unreasonably high administrative fees. As a result, thousands of this ethnicity, who have been in this country for generations, are stateless in their own land.

Case study 5
LGBT students are being verbally harassed in schools in country Y. Both students and teachers use derogatory words to refer to people, and threaten LGBT students with violence.

Case study 6
A mother had a daughter of 13 who was raped. She was told she could not get help because the girl is deaf and disabled and cannot tell her story in court.

Learning activity 3. KWL chart

Complete your KWL chart with your thoughts about civil and political rights.

K What I knew	W What I still want to know	L What I learnt