

The Government of the Republic of the Union of Myanmar

Ministry of Education



Year 1 Semester 1

EDU1110

Curriculum and Pedagogy Studies:

Life Skills

Teacher Educator Guide

PREFACE

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

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

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

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

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

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

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

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

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

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HOW TO USE THIS GUIDE

Who will use the Life Skills Teacher Educator Guide?

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

When and where does Life Skills take place?

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

What is included in the Year 1 Life Skills Teacher Educator Guide?

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

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

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

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

For each lesson, the Teacher Educator Guide includes:



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



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



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



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



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



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



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



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



Possible student teacher responses: These are responses that you may get from the student teachers from each learning activity’s assessment.



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



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



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

For each unit, the Teacher Educator Guide includes:



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



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



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

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

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

What is a competency-based curriculum?

The Student Teacher Textbooks and Teacher Educator Guides for all Education College programmes follow a competency-based approach. This is outlined in the Education College Curriculum Framework for the four-year degree and is based on the Myanmar Teacher Competency Standard Framework. A competency-based approach means that the Teacher Education Curriculum does not just focus on subject content. Rather, it emphasises the development of knowledge, skills, and attitudes and their application in real-life contexts. Competency-based curriculums are learner-centred and adaptive to the evolving needs of learners, teachers, and society.¹

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

- **Contextualisation:** The learning content and learning activities are based on the Myanmar context to ensure that student teachers can relate what they learn to daily life.
- **Flipped classroom:** This pedagogical concept and method replaces the standard lecture-in-class format with opportunities for student teachers to review, discuss, and investigate module content with the teacher educators in class. Student teachers are typically expected to read the learning materials before class at their own pace. Classroom time is then used to deepen understanding through discussion with peers and problem-solving activities facilitated by you, the teacher educator.
- **Collaborative learning:** This educational approach involves groups of student teachers working together to solve a problem or complete a task. Learning occurs through active engagement among peers, either face-to-face or online. The main characteristics of collaborative learning are: a common task or activity, small group learning, cooperative behaviour, interdependence, and individual responsibility and accountability.²

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

² Lejenue's Collaborative Learning for Educational Achievement (1999)

- **Problem-solving:** This involves the act of defining a problem; determining the cause of the problem; identifying, prioritising and selecting alternatives for a solution; and implementing a solution. The learning content and activities included in this Teacher Educator Guide provide opportunities for student teachers to apply their problem-solving skills as appropriate.

Course rationale and description

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

Basic Education Curriculum objectives

This subject is included in the Education College Curriculum to ensure that teachers are prepared to teach the Life Skills curriculum as defined for Basic Education in Myanmar. Primary school teachers will learn to academic standard equivalent to primary and middle school level in order to ensure a strong subject proficiency foundation for being effective teachers for primary school students (United Nations Educational, Scientific and Cultural Organisation, n.d.).

Learning objectives for primary school students of Life Skills (primary Life Skills curriculum):

- Improved physical health through healthy habits in personal hygiene, nutrition and disease prevention;
- Improved psychosocial skills in the form of proper communication with other members of society with a positive attitude;
- Reduced risk of environmental destruction and natural and man-made disasters as a result of knowing appropriate and responsible actions towards the environment; and
- Demonstrated skills such as problem-solving, critical thinking, decision-making, creative thinking, communication, dealing with interpersonal relationships, self-awareness, ability to empathise, managing stress and emotions.

Teacher competencies in focus

Table A. Life Skills Teacher Competencies in Focus

Competency standard	Minimum requirement	Indicator(s)
A1: Know how students learn	A1.1 Demonstrate understanding of how students learn relevant to their age and developmental stage	A1.1.1 Give examples of how students' cognitive, physical, social, emotional and moral development may affect their learning A1.1.2 Prepare learning activities to align with students' level of cognitive, linguistic, social, emotional and physical development
	A1.2 Demonstrate understanding of how different teaching methods can meet students' individual learning needs	A1.2.2 Identify focused and sequenced learning activities to assist students to link new concepts with their prior knowledge and experiences
A2: Know available educational technologies	A2.1 Demonstrate understanding of appropriate use of a variety of teaching and learning strategies and resources	A2.1.1 Plan learning experiences that provide opportunities for student interaction, inquiry, problem-solving and creativity A2.1.2 Use teaching methods, strategies and materials as specified in the textbooks and additional low-cost support materials to support student learning
	A2.2 Demonstrate understanding of appropriate use of Information Communication Technology (ICT) in teaching and learning	A2.2.1 Describe the function and purpose of online and offline educational tools and materials to support the teaching and learning process

Competency standard	Minimum requirement	Indicator(s)
A3: Know how to communicate well with students and their families	A3.1 Demonstrate understanding of the role and expected duties of teachers in Myanmar	A3.1.1 Describe the role and five duties of Myanmar teachers as socially accepted norms
	A3.2 Demonstrate respect for the social, linguistic and cultural diversity of the students and their communities	A3.2.2 Be aware of social and cultural background of parents, community elders and leaders when interacting with them
A4: Know the curriculum	A4.1 Demonstrate understanding of the structure, content and expected learning outcomes of the Basic Education Curriculum	A4.1.2 Prepare lesson plans reflecting the requirements of the curriculum and include relevant teaching and learning activities and materials
		A4.1.3 Describe the assessment principles underpinning the primary curriculum
A5: Know the subject content	A5.1 Demonstrate understanding of the subject matter to teach the subject/s for the specified grade level/s	A5.1.1 Describe the key concepts, skills, techniques and applications for the subjects covered in the grade levels taught
	A5.2 Demonstrate understanding of how to vary delivery of subject content to meet students' learning needs and the learning context	A5.2.1 Describe ways to contextualise learning activities for the age, language, ability and culture of students to develop understanding of subject-related principles, ideas and concepts A5.2.2 Explain how lessons are contextualised to include localised information and examples related to the subject content, concepts and themes
B1: Teach curriculum content using various teaching strategies	B1.1 Demonstrate capacity to teach subject-related concepts and content clearly and engagingly	B1.1.1 Clearly explain the curriculum content and intended learning outcomes
	B1.2 Demonstrate capacity to apply educational technologies and different strategies for teaching and learning	B1.2.1 Use teaching methods and learning strategies appropriate for the class culture, size and type B1.2.2 Use knowledge of literacy and numeracy instructional strategies to support students' learning in different subject areas B1.2.3 Create opportunities for students to investigate subject-related content and concepts through practical activities

Competency standard	Minimum requirement	Indicator(s)
	B1.3 Demonstrate good lesson planning and preparation in line with students' learning ability and experience	<p>B1.3.1 Plan and structure lesson to ensure all of the lesson time is used effectively</p> <p>B1.3.2 Provide lesson introductions to link new learning to prior learning, to engage students' interest and to motivate them in learning</p> <p>B1.3.3 Prepare focused and sequential learning experiences that integrate learning areas and are responsive to students' interests and experience</p> <p>B1.3.4 Use questioning techniques and examples to introduce and illustrate concepts to be learnt</p>
B2: Assess, monitor and report on students' learning	B2.1 Demonstrate capacity to monitor and assess student learning	B2.1.2 Use assessment information to plan lessons
B3: Create a supportive and safe learning environment for students	B3.1 Demonstrate capacity to create a safe and effective learning environment for all students	<p>B3.1.1 Use space and classroom materials and resources to ensure involvement of all students in learning activities</p> <p>B3.1.2 Encourage students to interact with each other and to work both independently and in teams</p> <p>B3.1.3 Model and promote good health and safety practices to ensure students' well-being and safety within the classroom and school</p>
	B3.2 Demonstrate strategies for managing student behaviour	B3.2.2 Encourage students to interact with each other with mutual respect and safety
B4: Work together with other teachers, parents, and the community	B4.1 Demonstrate strategies for working together with other teachers, parents, and the local community to improve the learning environment for students	B4.1.3 Seek colleagues' perspectives in attempting to respond to learning issues and accept feedback positively
C1: Service to profession	C1.1 Demonstrate values and attitudes consistent with Myanmar's tradition of perceiving teachers as role models	C1.1.1 Comply with professional codes of conduct, rules and regulations in line with the five traditional responsibilities of the Myanmar teacher
C2: Service to community leadership	C2.1 Demonstrate commitment to serving the school and community as a professional member of the teaching profession	C2.1.1 Contribute actively to a range of school and community activities

Competency standard	Minimum requirement	Indicator(s)
C3: Promote equality and equity in education for all students	C3.1 Demonstrate a high regard for each student's right to education and treat all students equitably	C3.1.1 Show awareness of the right to education of every child and a commitment to nurturing the potential in each student
	C3.3 Demonstrate capacity to build students' understanding of different cultures and global citizenship	C3.3.1 Integrate concepts of sustainability, equality, justice and the rights and responsibilities of students into class and school activities
D1: Reflect on own teaching practice	D1.1 Regularly reflect on own teaching practice and its impact on student learning	D1.1.2 Use information from a variety of sources to improve teaching practice and student learning
D2: Engage with colleagues in improving teaching practice	D2.1 Improve own teaching practice through learning from other teachers and professional development opportunities	D2.1.1 Discuss teaching practices with supervisors, and willingly seek constructive feedback D2.1.3 Establish goals for own professional development as a teacher D2.1.4 Participate in professional activities conducted by school clusters and recognised professional associations
D3: Participate in professional learning to improve teaching practice	D3.1 Demonstrate understanding of the importance of inquiry and research-based learning to improve teaching practice	D3.1.1 Identify relevant professional learning material to improve own practice

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

Teaching young adult learners

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

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

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

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

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

Gender equality and inclusivity in the classroom

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

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

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

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

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

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

Toolbox for teaching and learning strategies

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

Many of the learning activities listed below are used in this Teacher Educator Guide. You can also use this list to help you plan or adapt your lessons. This is not an exhaustive list of teaching and learning strategies. You may wish to brainstorm additional teaching strategies by visiting the Teacher Toolkit website³ or other similar websites.

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

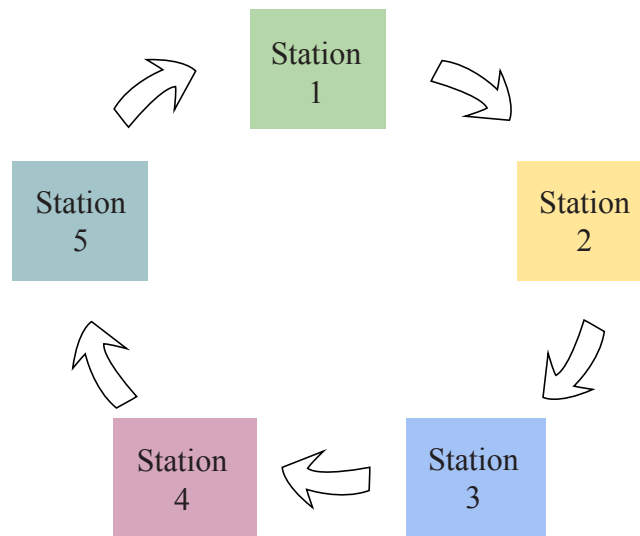
Case studies: Working through case studies can help student teachers to develop their problem-solving and critical-thinking skills as they must apply what they are learning to a scenario or story (the ‘case’). To complete a case study, student teachers first read the scenario and then discuss and answer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

Directed activities: These are activities set by you, as the teacher educator, but carried out by the student teacher independently. For example, a directed activity might be for a student teacher to interview a basic education teacher during their school placement, or to independently research a specific teaching strategy. Directed activities are typically followed up in tutorials, seminars, or workshops, which provide an opportunity for student teachers to share and exchange learnings.

³ Available at <http://www.theteachertoolkit.com/index.php/tool/all-tools>

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

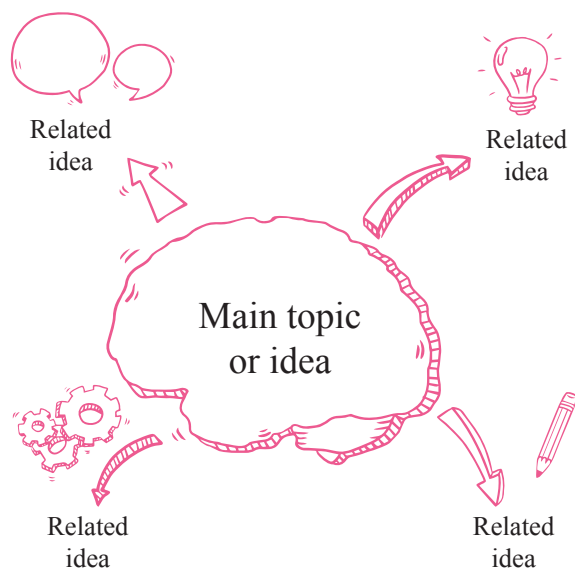
You can also use a version of the gallery walk to display student teachers’ work. In this type of gallery walk, posters created during individual or group work are displayed around the room. Student teachers then circulate at their own pace to either simply view the posters, or to add their questions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



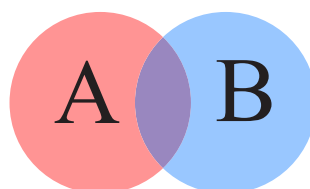
Graphic organisers: Graphic organisers are a simple and effective tool to help student teachers brainstorm and organise their thoughts and ideas in a way that makes it easier for them to understand. Graphic organisers can be used in any lesson for brainstorming, planning, problem-solving, or decision-making.

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

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



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



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

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

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

Heading 1	Heading 2

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

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

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

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

Modelling: Modelling is an instructional strategy in which the teacher demonstrates a new concept or approach and students learn by observing (Eggen & Kauchak, 2006). As a teacher educator, you may choose to demonstrate a learning activity or teaching strategy, rather than simply telling the student teachers about it – this is modelling. Modelling may also be followed by a discussion about how you presented the activity or strategy and what impact that had on the student teachers as learners. This can highlight the role of modelling in teaching and encourage student teachers to reflect on how they might use modelling in their own teaching in the future.

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

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

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

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

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

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

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

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

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

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

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

Toolbox for assessment approaches

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

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

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

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

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

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

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

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

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

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

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

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

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

General tips for facilitating a lesson

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

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

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

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

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

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

- Distribute any materials or learning supplies that student teachers will need to carry out for the tasks you will ask them to do. Make good use of the online learning portal to request student teachers to access necessary teaching and learning materials online as appropriate.
- Provide clear verbal and written instructions to student teachers about any task you would like them to do as you deliver the content.

- Model what the student teachers should do using a short role-play.
- Show the example end product to student teachers that you prepared before class.
- Ask one or more student teachers to repeat back to the class how to do the activity, using their own words, to make sure they understand the instructions.
- Tell student teachers how long they have to complete the activity.

Throughout the class, it may be helpful to:

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

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

- Consider following the suggested ways to 'Check student teachers' understanding' at the end of each lesson. This is an opportunity to summarise the lesson and to briefly assess the student teachers' achievement of the learning outcomes and understanding of how the lesson addressed the TCSF.
- Assess student teachers' understanding by asking them to share a point from the content you delivered that they thought was particularly interesting, or that surprised them.

- Encourage student teachers to ask questions and provide comments on what you have just taught them.
- Ask one or two student teachers to share what they produced during the activity. If the activity was not designed to produce an end product, ask one or two student teachers to describe what they learnt from the activity.
- After student teachers share their work or their thoughts, choose one or two aspects of what they shared to emphasise to the class. The point you choose to emphasise should be key points that you would like all student teachers to learn and remember from the activity.

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

Content map

Table B. Year 1 Semester 1 Life Skills content map

Units	Sub-units	Lessons	Learning Outcomes	TCSF	Periods
1. Introduction to Life Skills	1.1. The nature and Objectives of Teaching Life Skills	1.1.1. What Life Skills is	<ul style="list-style-type: none"> Explain what Life Skills is, why it is taught in primary school and why the nine core competencies are considered important attributes for Myanmar citizens Give examples of the nine basic Life Skills competencies 	A4.1; A5.1; B1.1	1
	1.2. Knowing the Basic Education Curriculum	1.2.1. Life Skills in the primary education curriculum	<ul style="list-style-type: none"> Describe how the objectives of the primary Life Skills curriculum are linked with the aims and principles of the Basic Education Curriculum Explain how new primary Life Skills can contribute to the aims and principles of the Basic Education Curriculum Explain linkages between Life Skills and other subjects in the primary Curriculum 	A4.1; A5.1; B1.1	2
	1.3. Course Overview	1.3.1. Education College Year 1 Life Skills Course	<ul style="list-style-type: none"> Reflect on how the Education College Curriculum will prepare student teachers for teaching Life Skills in primary school 	A4.1; A5.1; B1.1	1

Units	Sub-units	Lessons	Learning Outcomes	TCSF	Periods
2. Organisational structure of primary Life Skills	2.1. Grade-wise Objectives of Teaching Primary Life Skills	2.1.1. Objectives and Strands of the Primary Life Skills	<ul style="list-style-type: none"> Explain how grade-wise objectives of primary Life Skills are related to each other Explain the three learning strands (Personal Well-being, Psychosocial Skills and Living in Harmony with Nature) of primary Life Skills 	A4.1; A5.1; B1.1	1
	2.2. Features of Primary Life Skills	2.2.1. Personal well-being	<ul style="list-style-type: none"> Describe how the contents of the Personal Well-being strand contributes to the achievement of grade-wise objectives 	A4.1; A5.1; B1.1	1
		2.2.2. Psychosocial skills	<ul style="list-style-type: none"> Describe how the contents of the Psychosocial Skills strand contributes to the achievement of grade-wise objectives 	A4.1; A5.1; B1.1	1
		2.2.3. Living in harmony with nature	<ul style="list-style-type: none"> Describe how the contents of the Living in Harmony with Nature strand contributes to the achievement of grade-wise objectives 	A4.1; A5.1; B1.1	1
3. Personal well-being	3.1. Learning Personal Well-being	3.1.1. Child development and personal well-being lessons	<ul style="list-style-type: none"> Give examples of how child development theory should be considered in teaching personal well-being at the primary school level 	A1.1; A4.1; A5.1; B1.1	1
		3.1.2. Personal well-being and drug abuse	<ul style="list-style-type: none"> Explain how drug use can affect their personal well-being 	A4.1; A5.1; B1.1	1
	3.2. Personal Well-being: Apply and Reflect	3.2.1. Four stages of the learning process	<ul style="list-style-type: none"> Explain how the four stages of learning activities contribute to the achievement of the objectives of a personal well-being lesson at the primary school level Identify the structure of a lesson plan for teaching personal well-being Demonstrate teaching a lesson in personal well-being 	A4.1; A5.1; B1.1; B1.2; B1.3; B3.1; B3.2; D1.1; D2.1	2
Total Number of Periods					12

Unit 1

Introduction to Life Skills

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

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

Expected learning outcomes

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

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

1.1. The Nature and Objectives of Teaching Life Skills

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

1.1.1. What Life Skills is

Expected learning outcomes

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

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



Competencies gained

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 appointed subject/s for the specified grade level/s; and

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



Time

2 periods of 50 minutes



Learning Strategies

Brainstorming, think-pair-share, presentation, group work, creating a story.



Preparation needed

Student teachers and teacher educators should read 'Introduction to Life Skills' and 'The nature and objectives of teaching Life Skills' from lesson 1.1.1 'What Life Skills is' in the Student Teacher Textbook.



Resources needed

Worksheet tables in the Student Teacher Textbook (student teachers will fill it in with the nine basic competencies and the behaviour that demonstrates the respective competency).

Period 1



Learning activity 1: Introducing Life Skills (15 minutes)

1. Introduce Life Skills subject to the class by explaining:
 - *The Life Skills subject is very broad and includes a lot of the knowledge, skills and attitudes we use to deal with the challenges in everyday life.*
 - *The life skills chosen for teaching in this course are considered to be the most important for primary school teachers and students.*
2. Ask the following brainstorming question and record the main points on the board:
 - *What do you think Life Skills are?*
3. Summarise the student teachers' answers and emphasise the following point:
 - *We all use our life skills to be able to live harmoniously with others in our daily life. It means that we use our knowledge, skills and positive attitudes to communicate with others, to study effectively, to work well or to help one another, etc. In this lesson, we will also learn about the nine competencies that form the basis of Life Skills. Life skills are abilities for adaptive and positive behaviour that enables humans to deal effectively with the demands and challenges of life.*



Assessment

Learning activity 1 includes formative assessment. Could student teachers define Life Skills? Some student teachers may have little experience of sharing their thoughts, opinions, or knowledge with others in a classroom setting; as it is the first lesson, encourage them to participate in the brainstorming activity.



Possible student teacher responses

Student teachers should be able to give a basic definition of Life Skills. Any skill they use in daily life can be life skills. Some student teachers who studied the lesson ahead may be able to say what life skills are.



Learning activity 2: Sharing ideas and experiences in groups (35 minutes)

1. Ask the student teachers to think of examples of life skills that they use in everyday life.
2. Ask them to share their experience in their groups.
3. Invite two or three volunteers who want to share their experience.
4. Record the skills they use on the board.
5. Summarise the presentation points including the fact that life skills are important for everyone because we use these skills (nine Life Skills competencies) in many different aspects of our lives to solve our everyday problems and live healthily and happily. They are essential skills for our survival.



Assessment

Learning activity 2 includes formative assessment. Could they give a variety of examples of life skills that they use in everyday life? Record the skills they use on board so that the other student teachers clearly see the skills they use in daily life.



Possible student teacher responses

Student teachers should be able to give a variety of daily-life examples; for example, using critical thinking, solving problems, decision-making, communicating with others, and so on.

Period 2



Learning activity 3: Story reading/Story telling (20 minutes)

1. Let student teachers briefly go through each competency in the Life Skills competencies section of the Student Teacher Textbook.
2. Make sure that student teachers understand the basic definitions of Life Skills competencies.

3. Instruct the student teachers to read/tell the story of ‘Little bird’ and tick the relevant life skill in the checklist in their textbook.
4. Observe the student teachers and help them to find the competencies of the little bird.



Assessment

Learning activity 3 includes formative assessment. Could the student teachers tick the relevant life skill of the little bird in the checklist? There may be some who find it difficult to find the relevant life skills of the little bird. Prompt them by asking the following questions:

- *What did the little bird see? How did she feel?*
- *Did she know what she could do and what she couldn't do? Which of the life skill competencies did she demonstrate?*
- *What did she think for the baby animals, elder animals and slow animals? Which life skill does this kind of thinking demonstrate?*
- *After she noticed the fire, what happened? Which competency does this kind of thinking show?*
- *Why did the little bird think that it was not possible to bring water and drop on the fire? Which life skill competency does this show?*
- *Why did she fly to elephants? What competency does this show?*



Possible student teacher responses

The table is in the Student Teacher Textbook. The student teachers should just tick the competencies that the little bird has. For deep understanding of the competencies, they will do the group work in activity 4.



Learning activity 4: Group work (20 minutes)

1. To help the student teachers achieve deep understanding of the nine Life Skills competencies, ask the groups of student teachers to discuss the following questions and fill in the table of competencies and behaviour that shows each competency:
 - *What is the problem in the story?*
 - *How did the little bird solve the problem?*
 - *Can you give an example of each life skill competency in the little bird's behaviour?*
2. Invite one group to present and let the other groups add some points or give their opinions.
3. Summarise the presentation points.



Assessment

Learning activity 4 includes formative assessment. Could they give explanations of the nine competencies of the little bird with examples? Observe the groups and assess if they could discuss the little bird's performance and describe the relevant competency.



Possible student teacher responses

In identifying the life skills competencies of the little bird the following points may be included.

- **Problem solving:** The little bird could solve the problem by using life skills competencies as well as working together with other animals cooperatively;
- **Critical thinking:** The little bird considered the consequences of the forest fire on the animals in the forest;
- **Creative thinking:** To solve the problem, little bird thought about her different options, including bringing water in her beak or announcing with her soft voice;

- **Decision making:** The little bird thought of options for solving the problem; she made the right decision by choosing the most appropriate option to solve the problem;
- **Self-awareness:** The little bird was aware of her strengths and weaknesses. She knew she couldn't bring enough water in her small beak and that her voice was not loud enough to alert the other animals;
- **Communication skills:** The little bird quickly and clearly explained the problem and asked for the help of elephants and foxes;
- **Interpersonal relationship:** The little bird communicated other animals with respect and could organise everyone to work together towards a solution;
- **Empathy:** The little bird expressed empathy and sympathy for the baby animals, elder animals and others; she did not just think of her own well-being, but thought from the aspect of the destruction of fire to their lives and acted to help them; and
- **Coping with stress and emotion:** The little bird could control her fear and emotion to be able to consider different options to solve the problem.



Assessment

As homework, assign student teachers the task of creating a written story that demonstrates the nine competencies of Life Skills. This story should answer the question '*What are life skills?*' in a way that a child would understand. They should use examples of the nine basic Life Skills competencies in a child-friendly way.



Possible student teacher responses

As homework, assign student teachers to create a written story that demonstrates the 9 competencies of Life Skills to tell a child who asked, "What are life skills?" They should use examples of the nine basic life skills competencies in a way that a child could easily understand.



Extension and differentiation activities

Learning activity 1: Challenge student teachers to give examples of different life skills. You can prompt them by asking questions such as what skills do you use when you go shopping? Support less confident student teachers by allowing them to refer to the information in their textbooks.

Learning activity 2: Instead of group discussion and presentation, the teacher educator can ask student teachers to think of their own experience, share with a partner and/or open a whole class discussion to share such experiences (think-pair-share activity). Encourage student teachers to participate openly in class discussion.

Learning activity 3: As it is the very first lesson, if the student teachers find it difficult to match the competencies of the little bird, the teacher educator can conduct a whole class discussion by using the cue questions.

Learning activity 4: Support less confident student teachers by making mixed ability groups. Monitor and ask questions to prompt them during the activity.



Check student teachers' understanding (10 minutes)

1. Confirm the learning outcomes of this lesson.
2. Ask student teachers what the nine competencies of life skills are and explain one with an example.
3. Remind student teachers that this lesson's Teacher Competency Standard Framework (TCSF) competencies are concerned with subject knowledge and curriculum content.
4. Ask two or three student teachers to give an example of a life skill they have used today.



Review questions: Possible student teacher responses

Question 1: What are life skills?

Answer: Life skills are abilities for adaptive and positive behaviour that enables humans to deal effectively with the demands and challenges of life.

Question 2: What are the aims of teaching Life Skills to primary children?

Answer: Primary children will gain knowledge, skills and attitudes and practise and apply them in real life settings.

Question 3: Which Life Skills competency do you think you need to improve? Why?

Answer: Answer may vary according to individual student teachers.

1.2. Knowing the Basic Education Curriculum

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

1.2.1. Life Skills in the Primary Education Curriculum

Expected learning outcomes

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

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



Competencies gained

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 appointed subject/s for the specified grade level/s; and

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



Time

1 period of 50 minutes.



Learning Strategies

Individual reading and note-taking, group discussion and presentation.



Preparation needed

Remind the student teachers to read Life Skills lesson 1.2.1. 'Life Skills in the primary curriculum' in the Student Teacher Textbook in advance of the lesson.



Resources needed

Flipchart paper; 10 sets of primary textbooks and teachers' guides (grades 1 to 5) for Life Skills, Social Studies, Science, and Morality and Civics.



Learning activity 1: Review of previous lesson (5 minutes)

Let the student teachers collect the stories to make a story book.

Invite the student teachers to share what they learnt in the previous lesson. This should include:

- What Life Skills is; and
- The nine basic Life Skills competencies.



Assessment

Learning activity 1 includes formative assessment. Could student teachers reflect on what they have learnt? With an encouraging smile, elicit responses and examples from the student teachers to check their understanding.



Possible student teacher responses

Student teachers should be able to reflect on what they have learnt in the previous lesson and give their own examples of life skills and the basic competencies.



Learning activity 2: Review and note-taking (10 minutes)

1. Instruct student teachers to review lesson 1.2.1. 'Life Skills in the primary curriculum'.
2. Ask student teachers to take notes by considering the following questions:
 - *Which aims of primary education in the Myanmar National Curriculum Framework and the Basic Education guiding principles are closely related to the overall objectives of the Life Skills subject at the primary level?*
 - *How can the overall objectives of Life Skills contribute to the achievement of the aims of primary education as expressed in the Myanmar National Curriculum Framework and the Basic Education guiding principles?*



Assessment

Learning activity 2 includes formative assessment. Could student teachers take notes on the relevant aims, principles and overall objectives? Go around the class and observe what they are doing and, if is necessary, help them to find the linkage.



Possible student teacher responses

Student teachers should read the lesson and find the linkages among the aims of primary education curriculum, Basic Education guiding principles and overall objectives of primary Life Skills.



Learning activity 3: Group discussion (15 minutes)



Stop and think

Spot check individual student teacher notes to check if they understand the connections between Life Skills and the rest of the primary education curriculum. The presentations will also help check if student teachers seem to understand the key linkages and that primary students need Life Skills to succeed in other learning areas as well.

1. Form groups of four or five student teachers.
2. Ask the group members to share and discuss their notes on which of the Basic Education guiding principles and the aims of primary education are most related to the overall objectives of Life Skills.
3. Have one group present their findings.
4. Record the linkages of objectives, aims and principles on the board.
5. Invite the other groups to add their findings.
6. Record the additional findings.
7. Lead whole class discussion by eliciting supporting points or disagreeing opinions.
8. Summarise the activity by using the main points in the 'possible student teacher responses' section below.



Assessment

Learning activity 3 includes formative assessment. Monitor the groups and check whether the student teachers see the linkage between the principles, aims and objectives as you move around the classroom. Guide the student teachers by giving advice where necessary.



Possible student teacher responses

The Life Skills subject aims to improve the knowledge, skills and attitude of students by improving physical health, teaching them how to appropriately relate with others in society, and providing ways to live in harmony with nature. Student teacher responses should reflect on all the overall objectives that are linked with all the aims of the primary education curriculum. The aims that are not directly linked with the objectives 1, 2, and 3 are covered by objective 4 which is acquiring the nine Life Skills competencies.

Student teachers should also discuss the linkages that show how the overall objectives of Life Skills contribute to the Basic Education guiding principles.

- Overall Life Skills objectives can contribute to principle 1: ‘Students must be nurtured with focus on all-round, balanced development, especially in terms of intellectual, physical, social, moral, emotional and aesthetic dimensions’. The objectives of Life Skills encourage students to improve their physical health, their psychosocial skills and their problem-solving skills;
- Overall Life Skills objectives can contribute to principle 3) 21st century Skills, because the objectives of Life Skills are set to mainly improve students’ skills such as problem-solving, critical thinking, decision-making, positive thinking and psychosocial skills. The living in harmony with nature strand in Life Skills, ‘global awareness’ in Moral and Ethical Strength, ‘sustainable environment’ skills and competencies in Physical Strength, and ‘environmental literacy’ in Intellectual Strength are all related; and
- Overall Life Skills objectives can contribute to the concepts in principles 8) Appreciation of all cultures, customs and traditions, 12) Peaceful coexistence and Living in Harmony, and 13) Promoting equality: Life Skills are intended to encourage students to improve social skills by appropriately dealing with others in society and to enhance affective skills by creating a positive attitude towards learning with others.



Learning activity 4: Exploring the linkages with other subjects (15 minutes)

1. Introduce the activity by asking the question '*Do you notice any topics and content in other subjects that are similar to Life Skills topics and content?*'. Give prompts to aid the student teachers; for example, in the Life Skills subject, healthy eating is one of the topics. Ask the student teachers in which subjects they can find similar topics. Accept the student teachers' responses.
2. Form groups of four or five student teachers depending on how many different grades you have primary textbooks for.
3. Distribute one grade of four subjects to each group (e.g. the Life Skills, Social Studies, Science, and Morality and Civics primary textbooks for grade 4 are all distributed to one group). Different groups will get different grades.
4. Instruct the groups to find content that is related to Life Skills in the Social Studies, Science, Morality and Civics subjects.
5. Instruct the groups to identify the related content by checking the learning objectives and content in the textbooks and teachers' guides of each subject.
6. Ask them to discuss and record their findings on flipchart paper.
7. Ask each group to present their findings.
8. After the presentations, summarise the key points.



Assessment

Learning activity 4 includes formative assessment. Could the student teachers identify how topics and information in the Social Studies, Science, and Morality and Civics subjects relate to the Life Skills subject? Teacher educators need to link the knowledge and skills from one subject to the others so that student teachers can gain a deeper understanding and apply what they have learnt in their daily life.

The teacher educator also has the opportunity to observe teamwork within groups. Are they helping each other to find the related content in the different subjects? Who is leading the discussion? Who is recording the findings?



Possible student teacher responses

Student teachers should understand that life skills cut across, supplement and are supplemented by many subject areas. Primary students need the nine Life Skills competencies to be able to participate in the learning activities of other subjects; for example, working well with others and having good problem-solving skills will help students succeed in school. Additionally, an understanding of life skills can promote a greater interest in Morality and Civics, Social Studies, and Science. Therefore, teacher educators need to link the knowledge and skills from one subject to the others.



Check student teachers' understanding (5 minutes)

1. Remind student teachers that one learning outcome of this lesson was to describe how the overall objectives of primary life skills contribute to the achievement of the guiding principles and aims of Basic Education and the other outcome is to be able to explain the linkages between Life Skills and other subjects. Also remind them that they worked together to find out how they are linked.
2. Remind student teachers that this lesson's TCSF competencies are concerned with the overall learning objectives and principles underpinning the Basic Education Curriculum.

Invite two or three volunteer student teachers to share an example of the linkage of the conceptual content between Life Skills and other subjects.



Extension and differentiation activities

Learning activity 1: As it is a review of a previous lesson, the teacher educator can encourage all the student teachers of different learning levels to participate in the activity, letting them sit in mixed groups and reflect on what they have learnt in the previous lesson.

Learning activity 2: Observe how the student teachers take notes. The teacher educator can encourage the student teachers who seem to be taking more time to finish note-taking by saying that they are free to write down any other ideas or just note down the key words, numbers or visual representation.

Learning activity 3: If some groups finish early, ask those groups to prepare to explain how the overall objectives of Life Skills contribute to achieving those principles and aims by exploring each aim and principle with overall objective number 4 (the nine Life Skills competencies). For the rest of the groups, it is alright to find the principles and aims that are most closely related to the overall objectives.

Learning activity 4: Teacher educators may need to stop the activity after student teachers find some links as student teachers may not find all the linkages in the time allotted.



Review questions: Possible student teacher responses

Question 1: Which aims of primary education in the Myanmar National Curriculum Framework are most closely related to the overall objectives of the Life Skills subject?

Answer: All the aims of primary education in the Myanmar National Curriculum Framework are closely related to the overall objectives of the Life Skills subject.

Question 2: Which of the guiding principles are closely related to the Life Skills objectives?

Answer: Principles 1, all-round, balanced development; 3) 21st century skills; 8) Appreciation of all cultures, customs and traditions; 12) Peaceful coexistence and living in harmony; and 13) Promoting equality are most closely related to the overall objectives of the Life Skills subject.

Question 3: How can developing the basic Life Skills competencies help students to achieve the aims of primary education in the Myanmar National Curriculum Framework?

Answer: Basic Life Skills competencies can help primary students to achieve the aims of primary education in the Myanmar National Curriculum Framework as the aims focus on all-round development, basic mastery of language and literacy skills, basic mastery of mathematical skills, social studies skills and basic knowledge, skills, attitudes, aesthetic and appreciation, and behaviour and developing a sound mind and a sound body and develop desirable dispositions such as love of and loyalty to the Republic of the Union of Myanmar. These all-important aspects can be achieved by developing the basic Life Skills competencies. (Any reasonable and relevant answers can be accepted).

1.3. Course Overview

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

1.3.1. Education College Year 1 Life Skills Course

Expected learning outcomes

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

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





Competencies gained

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 appointed subject/s for the specified grade level/s;

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



Time

1 period of 50 minutes.



Learning Strategies

Think-pair-share, group discussion, and presentation.



Preparation needed

Remind the student teachers to read ‘How to use this textbook’, ‘Content map’, and lesson 1.3.1 ‘Education College Year 1 Life Skills course’ in advance of the lesson.



Resources needed

How to use this textbook and content map (as a reference).



Learning activity 1: Think-pair-share (10 minutes)

1. Invite student teachers to reflect briefly and jot down notes on what they think are the most important aspects of a primary teacher from the point of view of teaching Life Skills.
2. Once they have recorded a list, instruct them to discuss their ideas with one or two people who are sitting near them.
3. Ask a few volunteers to share their views with the class.



Assessment

Learning activity 1 includes formative assessment. Did student teachers mention important aspects of a primary teacher relevant to the teaching of Life Skills? In fact, it is an introductory activity for the next learning activity to notice how this course prepares them to attain those characteristics.



Possible student teacher responses

As it is a brainstorming activity, the responses of the student teachers may vary.



Learning activity 2: Individual observation and plenary (30 minutes)

1. Instruct student teachers to review the content map and lesson 1.3.1 ‘Education College Year 1 Life Skills Course’.
2. Instruct them to look through the textbook and skim the whole course, including the How to use this textbook section.
3. Advise them to focus on the learning outcomes, the learning content, learning activities, unit summary, unit review questions, and further reading.
4. Form groups and discuss the following questions based on the content they have skimmed:
 - What does the Year 1 Life Skills course intend to provide you with?
 - How are you expected to study this course?
 - How do you understand ‘competency-based curriculum’?
5. To enhance class discussion, ask the above questions again to the whole class. Ask one question after another, inviting volunteer student teachers to answer. Also invite others who want to support additional answers to the question.
6. Open the floor to questions on the course organisation or content.



Assessment

Learning activity 2 includes formative assessment. Could student teachers discuss the questions? Could they explain how they are expected to study? If necessary, support by asking questions such as: *Do you think the teacher educator will explain everything in the content? What is the role of your textbook?*

Remind student teachers that the Year 1 course is designed for them to build fundamental knowledge of Life Skills and develop basic pedagogical content knowledge for teaching Life Skills.



Possible student teacher responses

If student teachers have read the assigned text before the lesson, they should be able to discuss the questions. Key answers to the questions may include:

- Year 1 Life Skills course intend to provide a fundamental knowledge of Life Skills and develop basic pedagogical content knowledge for teaching Life Skills.
- Student teachers are expected to use the textbook as a tool for self-study, and also as a learning tool for working together with the teacher educator, and to practice learning activities in the textbook to reinforce knowledge and understanding.
- A competency-based curriculum equips student teachers with the skills and attitudes needed to teach students effectively. It is learner-centred and new concepts are learnt, applied and reflected.



Check student teachers' understanding (10 minutes)

1. Remind student teachers that this lesson's TCSF competencies are concerned with subject knowledge and curriculum content. They can gain these competencies by knowing the course content and pedagogical knowledge and content.
2. Remind student teachers that the learning outcome of this lesson was to reflect on how the Education College Year 1 Life Skills curriculum will prepare student teachers for gaining fundamental knowledge of primary Life Skills curriculum.
3. Ask one or two student teachers to explain what a competency-based curriculum is.
4. Ask three or four student teachers to explain what they studied and how they did so.



Extension and differentiation activities

Learning activity 1: Challenge student teachers by asking the reasons why that aspect is important. For example, *why do you think it is an important aspect related to teaching Life Skills?*

Learning activity 2: Support less confident student teachers by allowing them to refer to the information in their textbooks when they discuss in groups.



Review questions: Possible student teacher responses

Question 1: What are you going to learn in the year 1 Life Skills textbook?

Answer: We are going to learn 6 units namely; Introduction to Life Skills, Organizational Structure of Primary Life Skills, Personal Well-being, Psychosocial Skills, Living in Harmony with Nature and Assessment.

Question 2: Looking through the textbook and observe the whole course; how are you expected to use this textbook?

Answer: We are expected to use this textbook both for our own self-study and as an in-class resource for learning activities facilitated by your teacher educator.

Question 3: What are the most important abilities you need to have to be an effective teacher for teaching Life Skills?

Answer: Teacher competencies are the most important abilities we need to have to be an effective teacher for teaching Life Skills.

Unit Summary



Key messages

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



Unit reflection

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

It is crucial for primary teachers to understand about the subject itself. Do student teachers know why it is important to teach this subject to primary students, how the Life Skills subject is related to other subjects, and how they will use their textbook and take full advantage of it?

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

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



Further reading

1.1.

Japan International Cooperation Agency. (n.d.). *Introduction of the primary Life Skills course lessons*. Unpublished manuscript.

Japan International Cooperation Agency. (n.d.). *Primary Life Skills overall objectives*. Unpublished manuscript.

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1.2.

Japan International Cooperation Agency. (n.d.). *Primary Life Skills curriculum outline, scope and sequencing*. Unpublished manuscript.

Japan International Cooperation Agency. (n.d.). *Primary life skills: Domain 2, Lesson 5: Linkages*. Unpublished manuscript.

Kriedel, C. (Ed.). (2010). *Encyclopaedia of curriculum studies*. (2nd ed.). Thousand Oaks, CA: Sage.

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

1.3.

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

Unit 2

Organisational Structure of Primary Life Skills

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

Expected learning outcomes

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

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

2.1. Grade-wise Objectives of Teaching Primary Life Skills

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

2.1.1. Objectives and strands of primary Life Skills

Expected learning outcomes

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

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





Competencies gained

A1.1 Demonstrate understanding of how students learn relevant to their age and developmental stage;

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 subject/s for the specified grade level/s; and

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



Time

1 period of 50 minutes



Learning Strategies

Group discussion and presentation.



Preparation needed

Remind student teachers to read Unit 1 lesson 2 ‘Grade-wise objectives and strands of personal well-being’ in advance.



Resources needed

Worksheets in the Student Teacher Textbook.



Learning activity 1: Class discussion (10 minutes)

1. Review the previous unit as follows:

- *In unit 1, we discussed how the objectives of primary Life Skills contribute to the aims and guiding principles of the Basic Education Curriculum and how the content of Life Skills are related to other subjects. In this lesson you will learn three strands in the primary Life Skills curriculum and how they cover the objectives of teaching primary life skills.*

2. Ask the following questions to lead the class discussion:

- *There are three strands in the primary Life Skills curriculum. Which strand is related to which overall objective?*
- *Do you think the last objective cover all the 3 strands? What are you reasons for your answer?*

3. Summarise the discussion points.



Assessment

Learning activity 1 includes formative assessment. Could student teachers link each strand with the relevant overall objective? Do they see that the last overall objective is related to the content in all three strands? Go around the class and observe what they are doing and, if necessary, help them to find the linkage.



Possible student teacher responses

Student teachers should read over the overall objectives in the previous unit and find which strand is related to which objective and how the last objective is related to all three strands.



Learning activity 2: Group discussion (20 minutes)

Learning activity 2 examines how the three strands of the content are related to the grade-wise objectives of primary Life Skills.

1. Divide the class into three groups.
2. Assign Group 1 to examine the personal well-being strand, Group 2 the psychosocial strand, and Group 3 the living in harmony with nature strand.
3. Write the following questions on the board for group discussion:
 - *Discuss how the grade-wise objectives are related to the content in the strand. Explain which content of the strand at which grade are in line with the grade-wise objectives.*

4. Inform the student teachers that they will read ‘A closer look at the primary Life Skills curriculum: Three strands of the Life Skills content’ in the Student Teacher Textbook.
5. Ask the student teachers to record the discussion points for presentation.

Alternative group composition: If there are too many students to make three groups, the teacher educator can arrange student teachers into six to nine mixed ability groups so that less confident student teachers can work collaboratively. There should be approximately six members in each group. The teacher educator assigns specific strands to each group. The groups who get the same strand meet together and check their findings to prepare for the presentation. Representatives of the three strands will do the presentation and the rest of group members will add any missing points to the representative’s presentation.



Assessment

Learning activity 2 includes formative assessment. Could student teachers take notes on the relevant grade-wise objectives and content in the strands at each grade? The grade-wise objectives are composed in one long sentence, so the student teachers may miss some relevant specific information in the grade-wise objective that is related to the strands in each grade. If this is the case, guide the groups as necessary.



Possible student teacher responses

Student teachers should read the lesson and find the relevant objectives of primary Life Skills to the content in each strand.



Learning activity 3: Presentation by groups (15 minutes)

1. Let each group present their discussion points.
2. Encourage student teachers to take notes while other groups do their presentations.
3. After the presentation of each group, invite the other groups to ask questions for clarification and give their ideas about the linkages between the strands and grade-wise objectives.
4. Summarise the presentation points as follows:

- *There are three strands, and the three strands have sub-strands. Objectives and content of the strands are like a spiral; similar content will be repeated but the content are gradually shifted to a higher level. Taken as a whole, the content start from simple and close to their home environment in early grades, but become more complex in upper grades, and students will gradually learn the life skills necessary for success in wider society.*



Assessment

Learning activity 3 includes formative assessment. Could the groups discuss and present the relationship between the grade-wise objectives and the content of the strands? Could they take notes on the presentation points while listening to the presentations and ask questions for clarification?



Possible student teacher responses

Student teachers should do the presentation and answer the questions posed by other groups.



Check student teachers' understanding (5 minutes)

1. Remind student teachers that the learning outcomes of this lesson were being able to explain how the grade-wise objectives of primary Life Skills are related to each other and also being able to explain the three learning strands of primary Life Skills.
2. Ask student teachers to turn to their partner and say the names of the three strands of the primary Life Skills curriculum: personal well-being, psychosocial skills and living in harmony with nature.
3. Remind student teachers that this lesson's Teacher competency Standard Framework (TCSF) are concerned with subject knowledge and curriculum content. They worked towards these by looking at primary curriculum grade-wise objectives and strands of the primary Life Skills subject that they will teach when they are qualified teachers.
4. Nominate two or three student teachers to give an example of how the grade-wise objectives and personal well-being strand content are related.



Extension and differentiation activities

Learning activity 1: Challenge the groups which finish earlier than the limited time to relate the grade-wise objectives with the relevant TCSF competencies by asking the question ‘*Why do you think Life Skills teachers need to know the grade-wise objectives of the primary Life Skills curriculum?*’

Learning activity 2: Some student teachers may need help to connect the three strands and grade-wise objectives. The teacher educator can go around and check if the groups need help.

Learning activity 3: For student teachers who are reluctant to do presentation, you can allow them to look at the discussion points their group has recorded for support.



Review questions: Possible student teacher responses

Question 1: What are the three strands of the primary Life Skills curriculum?

Answer: The three strands of the primary Life Skills curriculum are personal well-being, psychosocial skills and living in harmony with nature.

Question 2: How are the grade-wise objectives of primary Life Skills structured?

Answer: The grade-wise objectives are structured like a spiral; the primary students gradually deepen their knowledge and understanding of the concepts. The objectives are arranged in an ever-widening circle, starting with issues at school and at home, then moving to the community, the country, the region, and the world.

Question 3: How are the grade-wise objectives and the three strands related?

Answer: The content in the three strands contribute to the achievement of the grade-wise objectives. They contribute to all the objectives of each grade.

2.2. Features of Primary Life Skills

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

2.2.1. Personal well-being

Expected learning outcomes

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

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



Competencies gained

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 subject/s for the specified grade level/s; and

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



Time

1 period of 50 minutes



Learning Strategies

Think-pair-share, group discussion and presentation.



Preparation needed

Ask student teachers to read 2.2.1. 'Personal well-being' before the class.



Resources needed

Worksheets in the Student Teacher Textbook.



Learning activity 1: Class discussion (revision) (10 minutes)

1. Nominate student teachers to answer each of the following questions:
 - What is the first overall objective of the primary Life Skills curriculum and which strand is related to this objective?
 - Looking back on the previous lesson, what sub-strands are involved in the personal well-being strand?
2. Accept the student teachers' answers and encourage them to explain their answers.
3. Summarise the class discussion.



Assessment

Learning activity 1 includes formative assessment. Could student teachers remember the first overall objective of primary Life Skills and the sub-strands of the Personal Well-being strand? If the nominated student teacher is reluctant to answer, encourage him/her to find the answer in the textbook.



Possible student teacher responses

Student teachers should be able to give a specific answer as they are close-ended questions.



Learning activity 2: Pair work to group work (20 minutes)

1. Ask the student teachers to form pairs.
2. Let each pair discuss the content topics of the sub-strands in the personal well-being strand and the grade-wise objectives of that particular strand.
3. Instruct the student teachers to form ten groups.
4. Assign five groups to work with the Grade 1 personal well-being strand lessons. Assign the other five groups to work with Grade 3 personal well-being strand lessons.
5. Each group will be given one lesson.

Grade 1 Personal well-being lessons: Unit 1.1 Let's clean our body; Unit 1.2 Let's wash our hands; Unit 1.3 Let's eat a variety of foods to be strong and healthy; Unit 1.4 Invisible things; Unit 1.5 What causes diarrhoea?

Grade 3 Personal well-being lessons: Unit 1.1 Let's take care of our body; Unit 1.2 Physical change (The teen years); Unit 1.3 Eating three groups of food; Unit 1.4 Tobacco smoke; Unit 1.5 What is dengue fever?

6. Distribute the relevant grades of teacher guides to the groups.
7. Ask the groups to work together to find lesson content and activities that is relevant to the objective of the grade.

8. Give an example on how lesson content, learning activities and specific grade-wise objectives contribute to each other (grade-wise objectives are written in one long sentence, student teachers have to pull out specific points that are relevant to the learning activities of the lesson, so the teacher educator needs to give an example).
9. Let them discuss and take notes in the worksheet on how the lesson content and learning activities contribute to the grade-wise objectives.

Table 2.1. Grade-wise objectives of the Personal Well-being strand

Grade-wise objectives	Topics	Lesson activities
Grade 1		
To improve physical health by having healthy habits of properly cleaning our bodies	Unit 1.1. Let's clean our body	<ul style="list-style-type: none"> • Think about the dirtiest parts of the body. • Choose materials with which to clean the body. • Demonstrate how to clean the body with gestures.
To improve physical health by having the healthy habit of properly cleaning our hands	Unit 1.2. Let's wash our hands	<ul style="list-style-type: none"> • Look at the picture of hands and think about the proper hand to eat with and the reasons why, and read over the story of the boy. • Test how dirty your hands are with a white cloth. • Teacher shows the picture and explain how to wash hands effectively. • Teacher tells primary students which parts of their hands are still dirty. • Wash hands to practise.
To improve physical health by eating a variety of foods	Unit 1.3. Let's eat a variety of foods to be strong and healthy	<ul style="list-style-type: none"> • Teacher tests how much they know by asking them about the food in the picture. • Circle the food you are used to eating at home, colour the food you like, and cross out the food you do not like. • Teacher makes students aware of the imbalances in their diets. • Study two children who have different eating habits. • Discuss the necessity of eating various types of foods.
To improve physical health by practicing prevention so that germs cannot enter the body	Unit 1.4. Invisible things	<ul style="list-style-type: none"> • Look at the picture and compare the sizes of the small creatures. • Look at the picture and find the places where germs are most likely to be found. • Look at the picture and choose the ones showing healthy behaviour. • Teacher encourages students to wash hands to prevent bacteria from entering the body.

Grade-wise objectives	Topics	Lesson activities
To improve physical health by practicing prevention so that germs cannot enter the body	Unit 1.5. What causes diarrhoea?	<ul style="list-style-type: none"> • Look at the picture and think about germs and how they cause diseases like diarrhoea. • Read the story of Soe Soe's brother and the causes of diarrhoea. • Look at the picture and think about the ways of preventing diarrhoea.
Grade 3		
To improve physical health by having the healthy habit of cleaning parts of the body properly	Unit 1.1. Let's take care of our body	<ul style="list-style-type: none"> • Look at the picture and think about the usefulness of parts of our body. • Look at the picture and choose the picture of unsafe behaviour. • Look at each picture and match each one with the ways of taking care of our body parts.
To improve physical health by having healthy habits	Unit 1.2. Physical change (The teen years)	<ul style="list-style-type: none"> • Look at the pictures and be aware of how the body changes for children. • Look at the pictures and compare the physical differences between boys and girls. • Teacher makes them aware that timing and extent of growth are different among children. • Look at the pictures to understand physical growth. • Teacher makes sure students understand that physical abilities change according to the growth of the body and that adequate meals, sleep, and exercises are important for better growth.
To improve physical health by eating a variety of foods (three food groups)	Unit 1.3. Eating three groups of food	<ul style="list-style-type: none"> • Study the three food groups. • Look at the picture and fill in the table of how to eat a variety of foods. • Observe the pictures and answer the questions about the three food groups. • Prepare some of the food which is included in the three groups.
To improve physical health by having healthy habits	Unit 1.4. Tobacco smoke	<ul style="list-style-type: none"> • Look at the picture and think about the causes of asthma. • Look at the water and tobacco in the glass and think about the reasons of the colour change. • Compare the three pictures and think about the effects of tobacco on lungs. • Study the picture and choose the behaviour that protects us from the effects of tobacco smoke.
To improve physical health by protecting ourselves from the contracting dengue fever	Unit 1.5. What is dengue fever?	<ul style="list-style-type: none"> • Look at the picture and identify the symptoms of dengue fever. • Identify the symptoms of dengue fever and note that dengue fever is a life-threatening disease. • Teacher makes sure students know that dengue fever is transmitted through mosquitoes. • Think about the ways to prevent dengue fever. • Recite the poem that teaches how to prevent dengue.



Assessment

Learning activity 2 includes formative assessment. Could student teachers take notes on the content topics of the sub-strands in the personal well-being strand? Could they find the particular grade-wise objective of that strand which is related to the lesson? Could they say how the learning activities in the lesson can contribute to the achievement of the grade-wise objectives? Go around the class and observe what they are doing and, if is necessary, help the student teachers to find the necessary information.



Possible student teacher responses

Student teachers should discuss the content topics of the sub-strands in the personal well-being strand and the grade-wise objectives of that particular strand. They should find the learning activities which contribute to the achievement of the grade-wise objectives.



Learning activity 3: Presentation (15 minutes)

1. Ask a group representative of one group to present their findings grade by grade.
2. Ask the presenter to explain how textbooks promote the grade-wise objectives during their presentation.
3. Encourage other groups to add their ideas if they want to.
4. Summarise the presentation points, how the content of the personal well-being strand are intended to achieve the objectives in each grade, and how the objectives and content in the strand changed from Grade 1 to Grade 5 by utilising the presentation points of the groups.



Assessment

Learning activity 3 includes formative assessment. Could student teachers clearly present their findings? Could other groups could add important information to the presentation points? If not, give cues to help them find the missing points.



Possible student teacher responses

Student teachers should compare the presentation points with their recorded discussion points and findings so that they can add the missing points.



Check student teachers' understanding (5 minutes)

1. Remind student teachers that the learning outcomes of this lesson were to describe how the lessons of the personal well-being strand contribute to the achievement of the grade-wise objectives.
2. Ask student teachers to explain the sub-strands of the personal well-being strand.
3. Remind student teachers that this lesson's TCSF competencies are concerned with subject knowledge and curriculum content. They worked towards these by looking at grade-wise objectives and the personal well-being strand to gain knowledge of the primary Life Skills curriculum content that will provide the necessary knowledge to support them to become qualified teachers.
4. Ask one or two student teachers to give an example of a learning activity that enhanced a grade-wise objective of personal well-being strand.



Extension and differentiation activities

Learning activity 1: During the group discussion, go around the class and if you find some student teachers who cannot add much to the discussion, let them review the previous lesson or learn from their peers.

Learning activity 2: Some student teachers may need help to find the learning activities in the primary textbook. The teacher educator can go around and explain how those student teachers can find the learning activities in the primary teacher guide.

Learning activity 3: After the presentation, firstly, ask some high-ability student teachers to add some points to the presentation. Then, encourage the student teachers who are reluctant to add their ideas to the presentation.

2.2.2. Psychosocial Skills

Expected learning outcomes

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

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



Competencies gained

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 subject/s for the specified grade level/s; and

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



Time: 1 period of 50 minutes.



Learning strategies: Group discussion and presentation.



Preparation needed: Assign student teachers the task of reading lesson 2 ‘Grade-wise objectives of the psychosocial skills strand’ before the class.



Resources needed: Worksheets in the Student Teacher Textbook; Grade 1 to Grade 5 primary Life Skills textbooks (enough copies so that each student teacher can use one textbook).



Learning activity 1: Class discussion (10 minutes)

1. Revise the meaning of psychosocial skills to include the following points:
 - *Psychosocial skills are a combination of thinking skills, social skills and skills for coping with emotions. These skills are necessary for successful relationships at home, at school, at work and within society.*
2. Instruct the class to look at the grade-wise objectives and content of the psychosocial strand.

Ask the following question:

- *Which Life Skills competencies do you think psychosocial skills contribute to?*
3. Summarise the discussion points:
 - *The main competencies in the psychosocial strand of the primary Life Skills curriculum are intrapersonal and interpersonal skills that help students to build social skills for healthy relationships, learning to empathise and cope with emotions in a healthy and productive manner. Primary Life Skills psychosocial competencies also include communication skills and higher order thinking skills for learning.*



Assessment

Learning activity 1 includes formative assessment. Do they understand the meaning of psychosocial skills? Could student teachers see the Life Skills competencies the psychosocial skills contribute to? Support them as necessary. Some student teachers may have little experience taking part in class discussion, so you should encourage them to share the knowledge and information they have learnt in the previous unit.



Possible student teacher responses

Student teachers should be able to name the nine Life Skills competencies. They should also think about the focus of the psychosocial strand.



Learning activity 2: Individual work (15 minutes)

1. The teacher educator distributes Grade 1 to Grade 5 primary Life Skills textbooks to the student teachers. Each student teacher receives only one textbook.
2. Ask student teachers to find the content and objectives of the grade they are assigned in the tables of ‘Psychosocial skills’ (lesson 2.2.2) and ‘Objectives and strands of the primary Life Skills’ (lesson 2.1.1) in the Student Teacher Textbook.
3. Instruct student teachers to choose one lesson from the primary Life Skills textbook they have been given.
4. Have them find the content and learning activities in the primary Life Skills textbook that contribute to the achievement of the psychosocial skills grade-wise objectives in the table.
5. Ask student teachers to write their findings in the worksheet table in their textbook. They should work individually.



Assessment

Learning activity 2 includes formative assessment. Could student teachers find the content and learning activities in the primary Life Skills textbooks that contribute to the achievement of the grade-wise objectives in the table? Observe the student teachers while they are filling in the worksheet and give feedback as necessary.



Possible student teacher responses

Student teachers should be able to fill in the worksheet with the learning activity of the lesson they have chosen.

Table 2.2. Learning activity guide

Grade –wise objective	Topic	Lesson activities
Grade 1		
To improve psychosocial skills by being able to accept individual differences	Unit 2.1. Everyone has good qualities	<ul style="list-style-type: none"> Look at the picture and find the similarities and differences between the two dogs, and then the flowers. Look at the pictures and think about what the similarities and differences are. Play games and recognise each other’s good qualities.
To improve psychosocial skills by helping and encouraging each other	Unit 2.2. I am not alone	<ul style="list-style-type: none"> Let students talk about who they love. Let students play the game to find their friends’ good qualities.
	Unit 2.6. Let’s encourage each other	<ul style="list-style-type: none"> Make gestures to express emotions to one another with the whole class. Look at the pictures and figure out which facial expressions show happiness, sadness, fear, etc. Play a game related to each emotion. Study the example of Chu Chu and encourage friends when they are discouraged. Look at each picture and discuss how they should encourage their friends.
To improve psychosocial skills by being able to refuse dangerous offers	Unit 2.3. The danger of strangers	<ul style="list-style-type: none"> Study the story, think and answer the question ‘if you were Ni Ni what would you do and why?’ Think and answer the question ‘what would happen if Ni Ni followed the elder man?’ Listen carefully and make a tick or cross.
To improve psychosocial skills by understanding behaviour that can lead to dangerous situations	Unit 2.4. Should you do these things?	<ul style="list-style-type: none"> Look at the picture and identify the behaviour that you have seen or not seen. Look at the picture and discuss bad behaviour in pairs. Role play bad actions and reflect on what it feels like to behave badly. Think about good actions and recite the poem together.
	Unit 2.5. Preventing accidents	<ul style="list-style-type: none"> Observe the teacher’s demonstration of dangerous behaviour and answer the question ‘what do you see and why is it dangerous?’ Look at the pictures and circle the potentially harmful objects. Answer the questions about dangerous actions and think about solutions.

Grade 2		
To improve psychosocial skills by having harmonious relationships with friends	Unit 2.1. Let's live together with affection	<ul style="list-style-type: none"> • Study the story of Phyu Phyu and think about behaviour that is appreciated by others. • Play the game and identify the person who helps you and tell them how you felt. • Look at the picture and think about how the children live as friends and what kind of behaviour should be avoided in order to live together happily.
To improve psychosocial skills by avoiding behaviour that can lead to dangerous situations	Unit 2.2. Be aware of accidents	<ul style="list-style-type: none"> • Point out the places where accidents can occur at school. • Think about how to behave and find ways to prevent such accidents from happening in school and its surroundings. • Warn each other not to let accidents happen.
	Unit 2.3. Let's avoid stranger danger	<ul style="list-style-type: none"> • Look at the pictures and discuss what kinds of accidents can occur in this situation and what you would do in such situation. • Recite the poem on how to deal with a stranger. • Look at the pictures illustrating problems with strangers, and choose the pictures of appropriate solutions.
To improve psychosocial skills by being able to refuse inappropriate behaviour	Unit 2.4. Refuse	<ul style="list-style-type: none"> • Draw a picture of important body parts which should not be touched by others. • Recite the poem, look at the picture and think about the ways you can refuse unpermitted touching.



Learning activity 3: Sharing, discussing and presenting (20 minutes)

1. Ask student teachers to form groups according to the grade level textbook they were assigned; that is, there will one group for Grade 1, one group for grade two, and so on.
2. In groups, students share their findings from learning activity 2.
3. Instruct them to collect and summarise their findings in the group and present how the lessons in the psychosocial skills strand contribute to the achievement of the grade-wise objectives by giving examples.
4. Have each group present a summary of their findings.
5. Conclude with a summary of how the content of the psychosocial strand contribute to the achievement of the objectives in each grade.

- Briefly explain how the content of the psychosocial skills strand changed from Grade 1 to Grade 5 by utilising the student teacher presentations.



Assessment

Learning activity 3 includes formative assessment. Could student teachers discuss their findings in the group? Could they summarise their findings and present the summary to the class? Observe the student teachers and give feedback as necessary.



Possible student teacher responses

Student teachers should be able to discuss how learning activities in the lesson they have chosen can contribute to the fulfilment of the respective grade-wise objective. They should also summarise their lessons and activities to relate them to the respective grade-wise objectives.



Check student teachers' understanding (5 minutes)

- Remind student teachers that the learning outcomes of this lesson were to describe how the lessons of the psychosocial skills strand contribute to the achievement of the grade-wise objectives.
- Ask student teachers to describe what psychosocial competencies are.
- Remind student teachers that this lesson's TCSF competencies are concerned with subject knowledge and curriculum content. They worked towards these by looking at primary Life Skills curriculum grade-wise objectives and the psychosocial skills strand to gain knowledge of the primary Life Skills curriculum content that will provide the necessary competencies to support them to become qualified teachers.
- Ask one or two student teachers to give an example of a learning activity that contributed to a grade-wise objective of the psychosocial skills strand.



Extension and differentiation activities

Learning activity 1: During the class discussion, encourage the student teachers who are less confident discussing in class, and encourage them to learn from their peers.

Learning activity 2: Some student teachers may have difficulty finding the respective learning activity and grade-wise objectives. Help them as necessary.

Learning activity 3: Some higher-ability student teachers may lead the summarisation of the group work. Encourage the student teachers who cannot present their findings clearly to learn from peers and give constructive feedback.

2.2.3.

Living in harmony with nature

Expected learning outcomes

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

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



Competencies gained

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 subject/s for the specified grade level/s; and

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



Time

1 period of 50 minutes



Learning strategies

Brainstorming, group discussion and presentation.



Preparation needed

Instruct student teachers to read lesson 2.2.3. 'Living in harmony with nature' before the class.



Resources needed

Worksheet in the Student Teacher Textbook; Grade 1 to Grade 5 primary Life Skills textbook (enough copies so that each student teacher can use one textbook).



Learning activity 1: Brainstorming (10 minutes)

1. Ask the question '*What do you understand by 'living in harmony with nature?'*' to the whole class.
2. Accept their answers and record them on the board. Elicit responses from the student teachers until they include the following points in their answers:
 - *Love and protect or conserve the natural environment*
 - *Respond appropriately to the challenges of nature or natural disasters to be able to live safely and peacefully.*
3. Summarise what living in harmony with nature means.



Assessment

Learning activity 1 includes formative assessment. Could student teachers give their ideas on the meaning of living in harmony with nature? You should ask questions to prompt them to share what living in harmony with nature means. For example: *What makes up our natural environment? What does the natural environment provide for us? How long do you think it can provide those things? What must we do? When there is a disaster in the environment, what must we do?*



Possible student teacher responses

As a whole, the student teachers should give answers close to the explanations in point 2 above.



Learning activity 2: Individual work (15 minutes)

1. The teacher educator distributes Grade 1 to Grade 5 primary Life Skills textbooks to the student teachers. Each student teacher receives only one textbook.
2. Ask student teachers to find the content and objectives of the grade they are assigned in the tables of ‘Living in harmony with nature’ (lesson 2.2.3.) and ‘Objectives and strands of the primary Life Skills’ (lesson 2.1.1.) in the Student Teacher Textbook.
3. Instruct student teachers to choose one lesson from the primary Life Skills textbook they have been given.
4. Have them find the content and learning activities in the primary Life Skills textbook that contribute to the achievement of the grade-wise objectives of the living in harmony with nature strand.
5. Ask student teachers to write their findings in the worksheet table in their textbook. They should work individually.

Table 2.3. Grade-wise objectives of the Living in Harmony with Nature strand

Grade-wise objectives	Topic	Lesson activities
Grade 1		
Conserving the environment by caring for plants	Unit 3.1. Appreciating the beauty of plants	<ul style="list-style-type: none"> • Look at the picture of a green environment and think about why the children in picture feel happy or sad. • Think about the destruction of trees by looking at the picture. • Go out to the school yard, look at the trees and draw a picture to understand the importance of trees. • Recite the poem about protecting trees. • Complete the worksheet and record the activities they did.

Grade-wise objectives	Topic	Lesson activities
Reducing the risk of fire at school.	Unit 3.4. What to do in case of a fire	<ul style="list-style-type: none"> • Look at the pictures and identify potential causes of fires. • Look at the picture and think about what to do when a fire breaks out at school. • Practice the instructions for fire safety at school. • Answer the questions about the instructions on how to protect life at school during an earthquake. • Look at the pictures and play games to practise the instructions to protect ourselves from earthquakes, rain, and fire.
Reducing the dangers of earthquake at school.	Unit 3.2. What to do during an earthquake	<ul style="list-style-type: none"> • Look at the pictures and identify the various kinds of disasters. • Demonstrate and explain earthquakes and think about the importance of protection from earthquakes. • Look at the picture and think about the possible dangers in the event of an earthquake. • Look at the picture and practise protecting life at school during and after earthquakes. • Recite the poem about earthquakes to understand the steps to take when escaping from an earthquake. • Answer the questions about how to protect life at school in the event of an earthquake.
Reducing the dangers of rain at school	Unit 3.3. What to do when it rains	<ul style="list-style-type: none"> • Look at the picture and notice possible dangers of heavy rain outside during school. • Go out to the school yard, find and discuss possible dangers in heavy rain. • Look at the picture and understand what we should do in heavy rain.
Grade 2		
Conserving the environment by caring for the plants (at home and in other surroundings)	Unit 3.1. Helping trees and plants grow well	<ul style="list-style-type: none"> • Look at the picture and point out the usefulness of trees for humans, animals, and the environment. • Demonstrate how and why the soil is eroded and how the trees protect it. • Look at the picture and understand the usefulness of trees in the environment. • Practice, record in table and promise to grow trees at school and surroundings.

Grade –wise objective	Topic	Lesson Activity
Grade 2		
Reducing the dangers of earthquakes (at home and in other surroundings)	Unit 3.2. What to do during an earthquake (at home)	<ul style="list-style-type: none"> Look at the picture and identify earthquake dangers at home. Look at the picture and understand what to do during an earthquake at home. Write down things that you should inform your family about concerning the dangers of earthquakes and safety at home.
Reducing the dangers of rain (at home and in other surroundings)	Unit 3.3. What to do when it rains (at home)	<ul style="list-style-type: none"> Look at the picture and identify the dangers of heavy rain at home and in other surroundings. Look at the picture and understand what happens during heavy rain at home and in other surroundings. Discuss with your family about the dangers that could happen in their house and surroundings during heavy rains and present your discussion to the class.
Reducing the dangers of storms (at home and in other surroundings)	Unit 3.4. What to do when thunder strikes	<ul style="list-style-type: none"> Look at the picture and identify the danger of thunder and lightning at home and in other surroundings. Practice protecting ourselves from the dangers of thunder and lightning. Look at the picture and identify behaviour that would be dangerous during thunder. Practice and demonstrate the ways to avoid hazards caused by thunder and lightning. Discuss and take note of how to avoid the dangers caused by thunder with your family members.
Reducing the dangers of storms (at home and in other surroundings)	Unit 3.5. Wind and storms	<ul style="list-style-type: none"> Sing the poem, look at the picture and identify the dangers of storms. Look at the picture and identify the danger of the storm outside. Look at the picture and understand the behaviour needed to protect life in the event of a storm. Write down the ways to protect life during the storm and show it to your family.
Reducing the risk of fire (at home and other surroundings)	Unit 3.6. Beware of fire hazards	<ul style="list-style-type: none"> Look at the picture and notice dangerous behaviour that causes fires at home and other surroundings. Take notes about warnings about fire and show them to their parents



Assessment

Learning activity 2 includes formative assessment. Could student teachers find the content and learning activities in the primary textbook that contribute to the achievement of the grade-wise objectives in the table? Observe the student teachers while they are filling in the worksheet and give necessary feedback.



Possible student teacher responses

Student teachers should be able to fill in the worksheet with the learning activity for the lesson they have chosen.



Learning activity 3: Sharing, discussing and presenting (20 minutes)

1. Ask student teachers to form groups according to the grade level textbook they were assigned; that is, there will one group for grade 1, one group for grade two, and so on.
2. In groups, students share their findings from learning activity 2.
3. Instruct them to collect and summarise their findings in the group and present how the lessons in the living in harmony with nature strand contribute to the achievement of the grade-wise objectives by giving examples.
4. Have each group present a summary of their findings.
5. Briefly explain how the content of the living in harmony with nature strand evolve from Grade 1 to Grade 5 by utilising the student teachers' presentations and mentioning the following points:
 - *The living in harmony with nature strand contains information about conserving the environment by caring for the plants and trees and information about Disaster Risk Reduction during earthquakes, heavy rains, and fires.*
 - *The content of the primary Life Skills textbooks are developed in line with the grade-wise objectives and content.*
 - *In Grade 1, students study about the environment in school and its surroundings. In Grade 2, the study about the environment expands to include the home environment. In upper primary, it expands more to include the community, region, country, and the world.*

- *In lower grades, textbooks contain more pictures to help children understand but more text is included in upper grades for further explanation.*
- *The activities mainly start to help children know about the environment and environmental dangers by showing pictures, and they will practise protection methods in later periods.*



Assessment

Learning activity 3 includes formative assessment. Could student teachers clearly present their findings? Check whether the groups ask each other questions for clarification.



Possible student teacher responses

Student teachers should summarise the lesson activities and grade-wise objectives. The other groups should listen to the presentation and observe whether the lesson content match with grade-wise objectives.



Check student teachers' understanding (5 minutes)

1. Remind student teachers that the learning outcomes of this lesson were to be able to describe how the lessons of the living in harmony with nature strand contribute to the achievement of the grade-wise objectives.
2. Ask student teachers to describe what is included in the living in harmony with nature strand.
3. Remind student teachers that this lesson's TCSF competencies are concerned with subject knowledge and curriculum content. They worked towards these by looking at the primary Life Skills curriculum grade-wise objectives and the living in harmony with nature strand to gain knowledge of the primary Life Skills curriculum content that will provide the necessary competency to support them to become qualified teachers.
4. Ask one or two student teachers to give an example of a learning activity that contributes to a grade-wise objective of the living in harmony with nature strand.



Extension and differentiation activities

Learning activity 1: During the class discussion, encourage the student teachers who are less confident to give their ideas by prompting them with questions.

Learning activity 2: Some student teachers may have difficulty finding the respective learning activity and grade-wise objective. Help them as necessary.

Learning activity 3: Some higher-ability student teachers may lead the summarisation of the group work. Encourage the student teachers who cannot present their findings clearly to learn from peers and give constructive feedback.



Review questions: Possible student teacher responses

Question 1: Why do you think primary teachers need to connect the grade-wise objectives and learning activities of the primary Life Skills lessons?

Answer: Primary teachers need to connect the grade-wise objectives and learning activities of the primary Life Skills lessons so that teaching is in line with the grade-wise objectives.

Question 2: How are the personal well-being lessons from Grade 1 to 5 structured?

Answer: Personal well-being lessons from Grade 1 to 5 are structured like a spiral. Familiar concepts come up again and again, with knowledge widening and deepening as the grades progress. The lessons are arranged age appropriately. The sub-strand of teen age starts from Grade 3 upwards.

Question 3: Do you think personal well-being lessons contribute to the grade-wise objectives of the personal well-being strand? How?

Answer: Personal well-being lessons cover the grade-wise objectives of the personal well-being strand. Lessons for personal hygiene, eating a variety of food groups, diseases and protection, using drugs and health, physical changes and health all contribute to the grade-wise objectives of the personal well-being strand.

Question 4: What are psychosocial skills?

Answer: Psychosocial skills are a combination of thinking skills and social skills and skills for coping with emotions.

Question 5: By learning this strand, which psychosocial skills will the Grade 2 students improve?

Answer: By learning this strand, Grade 2 students will improve thinking skills, social skills such as interpersonal skills, and communication skills (including how to refuse).

Question 6: How does the psychosocial skills lesson content contribute to the grade-wise objectives of the psychosocial skills strand? Give an example to support your answer.

Answer: Psychosocial skills lesson content cover the grade-wise objectives of the psychosocial skills strand. For example: Grade 1, Unit 2.1 Lesson 'Everyone has good qualities' contributes to the achievement of the grade-wise objective 'to improve psychosocial skills by being able to accept individual differences'. (Examples can vary based on the lesson they have chosen to study.)

Question 7: What is the grade-wise objective of the Living in Harmony with Nature strand for Grade 1?

Answer: To conserve the environment by caring for the plants and reducing the risks of fire, earthquake and rain at school.

Question 8: Which lesson in Grade 1 promotes students' skills and attitudes concerned with conservation of the natural environment?

Answer: Unit 3.1 'Helping trees and plants grow well' in Grade 1 promotes students' skills and attitudes concerned with conservation of the natural environment.

Question 9: How does Living in Harmony with Nature lesson content contribute to the achievement of the grade-wise objectives of the respective strand? Give an example to support your answer.

Answer: Living in Harmony with Nature lesson content covers the grade-wise objectives of the respective strand. For example: Unit 3.1 'Helping trees and plants grow well' in Grade 1 covers the grade-wise objective 'To conserve the environment by caring for the plants'. (Examples can vary based on the lesson they have chosen to study.)

Unit Summary



Key messages

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



Unit reflection

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

As future primary teachers, it is important for student teachers to understand the organisational structure of the primary Life Skills. The content units are considered based on the overall objectives. For each unit of the respective grades, respective grade-wise objectives are set. Do student teachers understand why they need to know the organisational structure of the primary Life Skills curriculum?

Lesson content and learning activities must contribute to the achievement of the grade-wise objectives. Do student teachers see the linkages between the grade-wise objectives and content learning activities in each strand? Do they understand why it is important for them to see this linkage?

How can student teachers make use of this unit in their future, when they teach Life Skills to primary students? How does it help them? Do student teachers understand the cross-cutting concepts linked with other subjects? Do they understand which TCSF competencies they have gained?



Further reading

2.1.

Japan International Cooperation Agency. (n.d.). *Primary Life Skills curriculum outline, scope and sequencing of contents*. Unpublished manuscript.

Japan International Cooperation Agency. (n.d.). *Personal well-being strand of the new primary Life Skills curriculum lesson plans*. Unpublished manuscript.

2.2.

Japan International Cooperation Agency. (n.d.). *Primary Life Skills curriculum outline, scope and sequencing of contents*. Unpublished manuscript.

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Japan International Cooperation Agency. (n.d.). *Psychosocial skills strand of the new primary Life Skills curriculum lesson plans*. Unpublished manuscript.

Japan International Cooperation Agency. (n.d.). *Living in harmony with nature strand lesson plans*. Unpublished manuscript.

Plan International. (2010). Child-centred DRR toolkit. Retrieved from <https://plan-international.org/>

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Unit 3

Personal Well-being

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

Expected learning outcomes

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

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



3.1. Learning Personal

Well-Being

3.1.1.

Child development and personal well-being

Expected learning outcomes

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

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



Competencies gained

- A1.1. Demonstrate understanding of how students learn relevant to their age and developmental stage;
- 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 subject/s for the specified grade level/s; and
- B1.1. Demonstrate capacity to teach subject-related concepts and content clearly and engagingly.



Time

2 periods of 50 minutes.



Learning Strategies

Individual reading and taking notes, group work, poster gallery walk and read-pair-share.



Preparation needed: Remind student teachers to read lesson 3.1.1. ‘Child development and personal well-being’ in advance.



Resources needed

Worksheet in the Student Teacher Textbook.

Period 1



Learning activity 1: Individual work to class discussion (10 minutes)

1. Have student teachers review the personal well-being lessons regarding chunking.
2. Ask one or two student teachers what they understand by chunking. Let them give some examples of their own experience using chunking.
3. Write examples of chunking on the board.
4. Summarise what chunking is and how it is useful for the teaching and learning process.



Assessment

Learning activity 1 includes formative assessment. Did student teachers understand what chunking is? Could they give their own examples of a chunking activity? The teacher educator should give constructive feedback on their examples so that other student teachers are motivated to give more examples.



Possible student teacher responses

Student teachers should review the lesson and participate in the class discussion. They should explain chunking with their own examples.



Learning activity 2: Individual work and group gallery walk (40 minutes)

1. Ask individual student teachers to read Summary of child developmental theory – chunking
2. Instruct them to take notes on what they have read.
3. Form five groups and assign each group a different grade. Have each group discuss the question related to their assigned grade:
 - *What are Grade 1 students able to do?*
 - *What are Grade 2 students able to do?*
 - *What are Grade 3 students able to do?*
 - *What are Grade 4 students able to do?*
 - *What are Grade 5 students able to do?*
4. Each group discusses how they will present their discussion points to the class.
5. Distribute flipchart papers for them to prepare for the poster presentation. The groups can use visual presentation tools such as drawings and designs.
6. Ask the groups to stick their flipchart paper on the wall. Have them stick A4 paper under their flipchart papers on which their peers can write their feedback.
7. All groups will walk around to observe one group’s work after another and give feedback on the work displayed. The feedback should include one thing they like about the group work, one thing they wonder about it or a question they have, and one thing that the group could do next or improve upon.



Assessment

Learning activity 2 includes formative assessment. Could student teachers create a poster to present what primary children can do according to their age and development? Could they give feedback on the work displayed? You should circulate among the groups and give constructive feedback for improvement and remind the groups to finish in time.



Possible student teacher responses

Student teachers should create a poster showing what children can do at the given grade. They should be able to reflect on the lessons in Educational Studies and link them to this lesson.

Period 2



Learning activity 3: Read-pair-share (40 minutes)

1. Review the first period content: chunking and child development of primary students.
2. Tell the class that today's lesson will be linked with the previous lesson about child development.
3. Tell the student teachers that they will review the unit 'Personal well-being and food' in the primary Life Skills textbooks and match what children are expected to be able to do according to child development theory with learning activities in the primary textbooks.
4. Have the student teachers form pairs.
5. Put the following question on the board:
 - *How can child development theory be considered when teaching lessons at the primary school level? Give examples in the grades you have explored.*
6. Assign each pair a different grade primary Life Skills.
7. Ask them to look into the 'Personal well-being and food' lessons and consider how the lessons and activities relate to the development of the child's learning ability.
8. Each pair should fill in their findings in the table in their Student Teacher Textbooks.
9. One pair for each grade will present their findings to the class.
10. After one pair for each grade has presented their findings, the pairs who were assigned the same grade will discuss and add more points if they have any.
11. Summarise the lesson by explaining that when the learning activity and content match the child's development exactly, it is challenging for the students and makes them motivated to learn the lesson.

Table 3.1. Learning activity guide

Grade	Child development theory	Examples of eating food lessons
Grade 1	<ul style="list-style-type: none"> Enjoy activities with rules, so they can easily understand the do's and the don'ts from a teacher 	<ul style="list-style-type: none"> Explore the kinds of food they like and they do not like
	<ul style="list-style-type: none"> Can use their logic and reasoning to perform a task 	<ul style="list-style-type: none"> Realise eating all three food groups is the best
	<ul style="list-style-type: none"> Grasp logical concepts like categorising in simple ways 	<ul style="list-style-type: none"> Classifying foods into three food groups
Grade 2	<ul style="list-style-type: none"> Can use their logic and reasoning to perform a task 	<ul style="list-style-type: none"> Explore, through critical thinking, what foods come from their region, what food they have locally and in which food group the foods belong
	<ul style="list-style-type: none"> Have deeper understanding of why eating a variety of foods is important 	<ul style="list-style-type: none"> Different foods have different nutritional values and so eating a variety of foods is important for growing strong both physically and mentally
Grade 3	<ul style="list-style-type: none"> Can organise their logical thoughts to perform increasingly more complex categorisations 	<ul style="list-style-type: none"> Make decisions and use their critical-thinking skills to choose which foods are healthy in the three groups
	<ul style="list-style-type: none"> Can perform multi-step problem-solving activities 	<ul style="list-style-type: none"> Make a judgment based on their growing understanding of food and compare different foods
	<ul style="list-style-type: none"> Their ability to be mentally flexible has increased 	<ul style="list-style-type: none"> Be able to come up with a lot of examples in each group and then compare which foods are healthier than others
Grade 4	<ul style="list-style-type: none"> Realise different ways of looking at the same thing 	<ul style="list-style-type: none"> Review the food groups and know which food is local to their region (e.g. rice, wheat, corn, oil, meat, fish, seafood, peas and beans, eggs, fruit and vegetables)
	<ul style="list-style-type: none"> Can perform multi-step problem-solving activities 	<ul style="list-style-type: none"> Decide which foods are healthier Decide what the right balance is in a healthy diet
	<ul style="list-style-type: none"> Use their critical-thinking skills on a deeper level and decide which food is healthier 	<ul style="list-style-type: none"> Put the healthy foods together to form a balanced diet
Grade 5	<ul style="list-style-type: none"> Use their creativity, critical-thinking skills and decision-making skills 	<ul style="list-style-type: none"> Draw up meals that are balanced
	<ul style="list-style-type: none"> Can start to imagine abstract outcomes in the future 	<ul style="list-style-type: none"> Plan a meal
	<ul style="list-style-type: none"> Their ability to be mentally flexible has increased, as their memory of what they have learnt expands 	<ul style="list-style-type: none"> Know the three categories of food, what is healthy and not healthy, how much of each food is in a healthy balance and finally pull all that information together to develop a meal for a family



Assessment

Learning activity 3 includes formative assessment. Could student teachers clearly present their findings? Check whether the examples they give match with the stages of child development. Encourage other pairs to ask questions for clarification or to share additional findings if they have any.



Possible student teacher responses

Student teachers should explore the learning activities and lesson content that match the stages of child development.



Check student teachers' understanding (10 minutes)

1. Remind student teachers that the learning outcome of this lesson was to be able to explain how child development theory should be considered in teaching personal well-being at the primary school level.
2. Ask student teachers to give an example of chunking in a learning activity.
3. Remind student teachers that this lesson's Teacher Competency Standard Framework (TCSF) are concerned with subject knowledge and curriculum content. They worked towards these by looking at child development and personal well-being lessons that will provide them knowledge of how primary Life Skills lesson activities are linked with child cognitive development and thus provide them with the necessary competencies to become qualified teachers.
4. Ask one or two student teachers to give an example of an eating food learning activity that is in line with one of the stages of child cognitive development.



Extension and differentiation activities

Learning activity 1: During the class discussion, encourage the student teachers who are less confident to give their ideas by prompting them with questions about their experience of learning by chunking.

Learning activity 2: Encourage some higher-ability groups who are good at visual arts to create a poster illustrating their ideas. The student teachers who are not confident enough to draw pictures can stick to writing.

Learning activity 3: Help the student teachers who have difficulties finding the learning activities that match the stage of child development by sharing some examples from the learning activity guide.

Lesson 3.1.2. Personal well-being and drug abuse

Expected learning outcomes

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

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



Competencies gained

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 subject/s for the specified grade level/s; and

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



Time

1 period of 50 minutes.



Learning Strategies

Group discussion and world cafe.



Preparation needed

Remind the student teachers to read lesson 3.1.2. 'Personal well-being and drug abuse' before the class.



**Learning activity 1: Betel nut, tobacco and alcohol true or false quiz
(15 minutes)**

1. Review the personal well-being lessons on tobacco use, betel chewing and drinking alcohol in the contents of the personal well-being strand.
2. Ask the student teachers to answer the 'Betel nut, tobacco and alcohol quiz' in their textbook.
3. Inform them that they will have 10 minutes to answer.
4. Have them sit in the groups of six and check their answers with their group members.
5. The group members have to reach a consensus through discussion.
6. Invite one group to share their answers.
7. Ask the other groups if they agree with their answers and elicit the correct response by giving cues to the class.

Learning activity guide



Possible student teacher responses

Betel nut quiz

1. True. Betel nut causes the teeth and gums to be stained red. In the past, this was considered a sign of beauty. Today, it is becoming a sign of poor education that has led to poor health.
2. False. In the past, it was believed that betel nut strengthened teeth and toothpaste were produced with betel nut. However, betel nut will cause mouth ulcers and gum deterioration leading to loss of teeth.
3. True. Betel nut use can affect the amount of sugar in your blood, increasing risk of diabetes.
4. True. Chewing betel nut can lead to cancers of the mouth and stomach. Using lime with betel nut or adding tobacco can further increase the risk.
5. True. Adding opium or tobacco to betel preparations make betel nut chewing more addictive.

Tobacco quiz

1. False. Nicotine, contained in all forms of tobacco, is an addictive drug. It is important to discourage initiation, especially among young people. Experts on nicotine dependence say that the ‘drug controls you ~ you don’t control the drug’, specifically:
 - You are not able to stop using it when you decide to;
 - You use the drug despite clear evidence that it is harming you; and
 - There are clear withdrawal symptoms including, in the case of nicotine, depressed mood, sleeping problems, irritability and difficulty concentrating.
2. True. This is only one of the direct health consequences of tobacco. Smoking is a known or probable cause of about 25 diseases.

3. False. Second-hand smoke is a complex mixture of more than 4,000 chemical compounds, including 43 known cancer-causing agents. Nearly 700 million, or almost half the world's children, breathe air polluted by tobacco smoke, particularly at home.
4. True. Tobacco has short term (cosmetic) as well as long-term health consequences. It affects your outward appearance as well as your physical health.
5. True. So that the tobacco industry can continue to reap profits, it must replace quitters and deceased smokers with new smokers.
6. True. These forms of advertising link smoking to exciting and glamorous lifestyles, activities and events. When these events are advertised, the brand name receives wide exposure.
7. True. Smoking already kills 1 in 10 people in the world.

Alcohol quiz

1. False. Alcohol increases your risk of many deadly diseases, such as cancer. Drinking too much alcohol too quickly can lead to alcohol poisoning, which can also kill you.
2. False. Drinking is not an intelligent way to relax or loosen up. It can make you act silly, say things you shouldn't say, and do things you wouldn't normally do (like get into fights or have unprotected sex).
3. False. There's nothing cool about stumbling around, passing out or vomiting on yourself. Drinking alcohol also can cause bad breath and weight gain.
4. False. On average, it takes two to three hours for a single drink to leave the body. Nothing can speed up the process, including drinking coffee, bathing in cold water or walking it off.
5. False. Not at all. There are dozens of factors that affect reactions to alcohol: body weight, time of day, what you have eaten recently, how you feel mentally, body chemistry, your expectations and other things.
6. False. Alcohol is alcohol. It can cause you problems no matter how you consume it. One small bottle of beer or a glass of wine (about a half-cup) has as much alcohol as a 42 ml shot of liquor.
7. False. If you drink enough alcohol fast enough, you can take in a quantity of alcohol that can kill you in only a few hours.

8. False. Drinking alcohol is a big problem for many young people in Myanmar. Adolescents who drink are more likely to get poor grades in school and are at higher risk of accidents and being victims of crime.
9. False. If you are a real friend, it is your business. Talk to them; maybe they will listen. Never allow someone who has been drinking to drive.
10. False. You can make some big mistakes when you drink and some consequences can last a lifetime for you and those you love. Every person who drinks has a mother, father, grandparents, sister, aunt, best friend, boyfriend or girlfriend or someone who worries about them and can be impacted.



Assessment

Learning activity 1 includes formative assessment. Could student teachers check the answers in their groups? Try to get the correct answer by giving clues to the student teachers if the answer is wrong.



Possible student teacher responses

Student teachers should answer the quiz and reach a consensus to choose one answer per group.



Learning activity 2: Individual reading and group work; world cafe (30 minutes)

1. Ask student teachers to review 'Personal well-being and drug abuse' that they have explored before the class. They should work individually.
 - Have them make notes on what they have reviewed.
 - Form six groups. Groups 1, 2, 3 will be Group A. Groups 4, 5, 6 will be Group B.
 - Ask the groups to choose a leader who can write quickly and neatly.

2. Prepare the following three questions for the world café activity:
 - How can tobacco smoking affect personal well-being?
 - How can betel chewing affect personal well-being?
 - How can drinking alcohol affect personal well-being?
3. Write one question on two sheets of paper. Group A and B will get one set of the three different questions.
4. Give one question sheet to each group.
5. Inform the groups that they only have three minutes to answer the question.
6. Student teachers discuss and give the answers to the question.
7. The group leader has to write down the answers.
8. When three minutes are up, ask the groups to change the place. For example, group 1 except the group leader will move to group 2, and group 2 except the group leader will move to group 3, and group 3 except the group leader will move to group 1. Only the leaders will stay in the original group.
9. After nine minutes, all the groups will get back to their own groups.
10. Discuss all the answers and summarise the points for presentation.
11. Let the group leaders present their summarised answers. As Group A and B get the same question for discussion, the teacher educator can ask only three groups to do the presentation and can ask the other groups to listen and add their own discussion points.



Assessment

Learning activity 2 include formative assessment. Could student teachers identify facts about the effects of using alcohol, tobacco and chewing betel nut? Check whether group members work collaboratively to summarise their topics.



Possible student teacher responses

Student teachers should review and take notes individually. They should also discuss the topics at world café tables within the limited time.



Checking student teachers' understanding (5 minutes)

1. Remind student teachers that the learning outcomes of this lesson were to be able to explain how drug use such as chewing betel nut, smoking tobacco and drinking alcohol can affect their personal well-being.
2. Ask student teachers why they think drug use lessons are categorised in the personal well-being strand.
3. Remind student teachers that this lesson's TCSF competencies are concerned with subject knowledge and curriculum content. They worked towards these by studying the content about drug abuse that will provide the background information concerned with the primary Life Skills curriculum content and competency to support them to become qualified teachers.
4. Ask one or two student teachers to give an example from daily life of the effects of using alcohol or tobacco or chewing betel nut.



Extension and differentiation activities

Learning activity 1: During the quiz session, high-ability student teachers can be asked to lead the group discussion of the answers to the quiz. This can benefit the student teachers who are not confident in choosing the answers as they can learn from their peers.

Learning activity 2: Some lower-ability student teachers may not have the opportunity to give their knowledge about the effects of the mentioned drug. You can give those student teachers a bit more time to share what they know.



Review questions: Possible student teacher responses

Question 1: What is chunking?

Answer: Chunking refers to breaking information down into manageable pieces for students.

Question 2: What kind of critical thinking activity is given to Grade 2 students regarding food lessons?

Answer: Regarding food lessons, Grade 2 students are asked to think about why eating a variety of foods is important and which foods come from their region.

Question 3: At which grade should primary students be able to prepare a balanced meal for the family?

Answer: Grade 5 primary students should be able to prepare a balanced meal for the family.

Question 4: Do you think drinking beer is not as dangerous as drinking whisky? Why or why not?

Answer: Alcohol is alcohol. It can cause us problems no matter how we consume it. One small bottle of beer or a glass of wine (about a half-cup) has as much alcohol as a 42 ml shot of liquor.

Question 5: If someone offers you betel nut to chew, how will you respond to that person? Why?

Answer: No, thank you, I don't chew betel nut because it can badly affect my health. It can cause mouth and tongue cancer. (Any reasonable answer should be accepted).

3.2. Personal Well-Being:

Apply and Reflect

Teaching Life Skills at the primary school level focuses not only on knowledge, skills and attitudes of the students, but also their behaviour changes in dealing with their daily life, peers, friends and family and environment as a result of learning Life Skills.

3.2.1.

Four stages of the learning process

Expected learning outcomes

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

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





Competencies gained

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 be able to teach the appointed subject/s for the specified grade level/s

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

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

B.1.3. Demonstrate good lesson planning and preparation in line with students' learning abilities and experience

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

B3.2. Demonstrate strategies for managing student behaviour

D1.1. Regularly reflect on own teaching practice and its impact on student learning; and

D2.1. Improve own teaching practice through learning from other teachers and professional development opportunities.



Time

2 periods of 50 minutes.



Learning Strategies

Jigsaw reading, class discussion, group discussion and demonstration.



Preparation needed

Life Skills Student Teacher Textbooks for Grade 1 and 2 and materials for micro-teaching.



Resources needed

Grade 1 and 2 Life Skills Student Teacher Textbooks and, teacher's guides, and worksheets (peer observation checklists).

Period 1



Learning activity 1: Introducing the lesson and jigsaw reading (25 minutes)

1. Give an overview of the activities for the next two periods.
2. Review the overall objectives of teaching personal well-being.
3. Ask students to sit in groups of eight.
4. Inform them it is their home group.
5. Create four new groups, mixing the home group members (as there are eight student teachers in a group, count 1, 2, 3, 4 twice to put them into mixed groups).
6. Inform the four new groups that they are now expert groups.
7. Ask the groups to find the topic of 'Four stages of the learning process of primary Life Skills lessons' in their Student Teacher Textbook.

Assign expert groups as follows:

- Group 1 to read and discuss the awareness stage;
 - Group 2 to read and discuss the thinking stage;
 - Group 3 to read and discuss the understanding stage; and
 - Group 4 to read and discuss the application stage.
8. Ask the expert group members to go back to their home groups.
 9. Let the experts take turns to share what they have learnt with their group members.



Assessment

Learning activity 1 includes formative assessment. Could student teachers share what they have learnt in the expert group to their home group? Check whether group members work collaboratively to share the information with others. Encourage home group members to ask questions if the information shared by their group member is not clear to them.



Possible student teacher responses

Student teachers should read, discuss in the expert group and share the information in the home group. They should also clarify the information shared with them by asking questions.



Learning activity 2: Class discussion (10 minutes)

1. Ask the following questions one after another to open the class discussion:
 - *What is the first stage of the learning process? Explain it in your own words.*
 - *What is the strength of this stage? Explain it in your own words*
 - *How can you make the primary students think?*
 - *How can you know whether they understand the lesson?*
 - *Which stage do you think is the most important? Why?*
2. Nominate some student teachers to answer the questions.
3. Invite other student teachers to support their ideas to the answer and lead a class discussion.
4. Summarise the discussion points.



Assessment

Learning activity 2 includes formative assessment. Could student teachers identify and discuss the four stages of learning a primary Life Skills lesson? Encourage the student teachers to participate in the class discussion and check their participation.



Possible student teacher responses

Student teachers should participate in the class discussion. They should also listen to their classmates so that they can support each other's answers and make a lively class discussion.



Learning activity 3: Setting homework (10 minutes)

1. Form four groups of student teachers.
2. Each group will be assigned the task of analysing one of the following lessons in the Teacher' Guides:
 - Grade 1 Unit 1 lesson 1.3: Let's eat various kinds of food to be healthy, period 3
 - Grade 1 Unit 1 lesson 1.5: Different sounds in the stomach (diarrhoea), period 1
 - Grade 2 Unit 1 lesson 1.2: Take care of your teeth, period 2
 - Grade 2 Unit 1 lesson 1.6: Be careful when using medicines, period 2
3. The student teachers should analyse the following points in their homework assignment:
 - The healthy habits that children learnt from this lesson;
 - The stages of the learning process that were used in this lesson; and
 - The Life Skills competencies that children acquired in this lesson.
4. Summarise the assignment including the reminders below:
 - Remind the student teachers to prepare the three observation points.
 - Remind them they will have to use those points in the next lesson.
 - Tell them that this homework assignment will prepare them for the next lesson.
 - Ask them to prepare the necessary materials for the micro-teaching.
 - Tell the student teachers to read the 'Personal well-being sub-strands' in lesson 3.2.1. of their Student Teacher Textbooks.
 - Inform them that the demonstrator will be decided by lucky draw in the next lesson, so everyone must be prepared to be the demonstrator.



Assessment

Learning activity 3 includes formative assessment. Did the student teachers understand what they have to do for homework? Encourage the class to ask questions if they do not fully understand the instructions.



Possible student teacher responses

Student teachers should listen to the instructions and should understand them clearly. They should do the homework to prepare for the micro-teaching in the next period by following the reminders given by the teacher educator.

Period 2



Learning activity 4: Micro-teaching (45 minutes)

1. Groups will draw lots to choose from which groups the two demonstrators will be selected (two groups should win).
2. When a group wins the lot, members of that group will draw lots individually to choose the demonstrator.
3. The demonstrator then does the first micro-teaching session (15 minutes).
4. In micro-teaching, when one student teacher takes the role of teacher, members of other groups take the roles of primary children, and student teachers of the same group as the demonstrator take the roles of observers.
5. Remind the student teachers who take the roles of primary children to act like primary children and assume the feelings and level of understanding of primary children.
6. The observers have to observe the micro-teaching and take notes on their observation sheets (worksheets).
7. After the micro-teaching, the demonstrator reflects on their own teaching and shares their feelings, good points and points to be improved.
8. Observers reflect on the micro-teaching based on the observation sheet. They share their findings in groups and with the whole class.
9. The second micro-teaching will follow the same procedure as the first micro-teaching.
10. After the second micro-teaching session, summarise the important points on how to teach a primary Life Skills lesson in strand 1 according to the discussion results. Encourage the demonstrators and give constructive feedback on the important aspects of their teaching.



Assessment

Learning activity 4 includes formative assessment. Could student teachers perform their roles well? Could the student teachers do the micro-teaching lesson well? You will observe the micro-teaching and give help as necessary.



Possible student teacher responses

Student teachers should take on the responsibilities of their roles. They should also give constructive feedback to the demonstrator.



Check student teachers' understanding (5 minutes)

1. Remind student teachers that the learning outcomes of this lesson were to be able to explain how the four stages of the learning process contribute to the achievement of the objectives of a personal well-being lesson at the primary school level, to be able to identify the structure of a lesson plan for teaching personal well-being, and to be able to demonstrate teaching a lesson in personal well-being.
2. Ask student teachers what the four stages of the learning process in the personal well-being lessons are.
3. Remind student teachers that this lesson's TCSF competencies are concerned with subject knowledge and curriculum content, lesson planning and using teaching strategies. They worked towards these by studying and analysing the physical health lessons to prepare for micro-teaching. Both the lesson analysis and teaching practice contribute to them acquiring the competencies to become qualified teachers.
4. Ask one or two student teachers to give an example of a personal well-being issue from daily life that primary students need to be aware of.



Extension and differentiation activities

Learning activity 1: During this jigsaw activity, peer teaching can take place as the high-ability student teachers can help the less confident student teachers with the reading comprehension and group discussion.

Learning activity 2: Include the less confident student teachers in the class discussion by encouraging them to answer the questions. The high-ability students teachers can then support their ideas and make the answers complete.

Learning activity 3: As it is a homework assignment, less confident student teachers can have enough time to do the preparation at their own pace.

Learning activity 4: During this activity, assign more confident student teachers to act as observers and give constructive feedback so that the others can learn about giving feedback.



Review questions: Possible student teacher responses

Question 1: What are the four stages of the learning process of primary Life Skills?

Answer: The four stages of the learning process of primary Life Skills are awareness, thinking, understanding and application.

Question 2: What is the purpose of teaching reproductive health to primary students starting from Grade 3?

Answer: So that they will value and take care of their bodies by keeping their growing body parts clean or trying to avoid sensitive body parts being touched by others.

Question 3: How should personal well-being lessons be taught?

Answer: Personal well-being lessons should be taught through the four stages of the learning process for primary students to acquire knowledge, attitudes and values related to personal well-being and improve the nine Life Skills competencies.

Unit Summary



Key messages

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



Unit reflection

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

Teaching personal well-being lessons is quite related to primary students' lifestyles. Could student teachers give examples of personal well-being issues that their primary school students should be aware of in their daily life? There are four teaching stages in the learning process of primary Life Skills lessons. Could the student teachers name them? During the teaching of the four stages of the learning process, did the student teachers understand how primary students should benefit from such a process in the personal well-being lessons?

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

When student teachers observed the micro-teaching, which points did they focus on? Could they give positive feedback to the demonstrator? Do they understand why positive feedback is important for the demonstrator?

How can student teachers make use of this unit in their future, when they teach Life Skills to primary students? How does it help them? Do student teachers understand that this unit includes cross-cutting concepts linked with other subjects? Do they understand which TCSF competencies they have gained?



Further reading

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Glossary

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

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

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