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**Curriculum and Pedagogy Studies:
Morality and Civics**

Teacher Educator Guide

PREFACE

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

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

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

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

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

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

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

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

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

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HOW TO USE THIS GUIDE

Who will use this Morality and Civics Teacher Educator Guide?

This Teacher Educator Guide has been designed to help you facilitate student teachers' learning of Year 1 Morality and Civics. It is addressed to you, as the teacher educator, and should be used in tandem with the Student Teacher Textbook as you teach Morality and Civics. 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 Morality and Civics take place?

Morality and Civics has been allocated 24 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 Morality and Civics Teacher Educator Guide?

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

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

- Introduction to Morality and Civics;
- Social Ethics;
- Rights and Responsibilities;
- Discipline; and
- Peaceful living.

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 strategies used during the suggested lesson learning activities.



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

For each unit, the Teacher Educator Guide includes:



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 society¹.

¹ Adapted from the *Glossary of curriculum terminology* (UNESCO-International Bureau of Education, 2013)

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

- **Contextualisation:** The learning content and learning activities are based on the Myanmar context to ensure that student teachers can relate what they learn to daily life.
- **Flipped classroom:** This pedagogical concept and method replaces the standard lecture-in-class format with opportunities for student teachers to review, discuss, and investigate course content with the teacher educators in class. Student teachers are typically expected to read the learning materials before class at their own pace. Classroom time is then used to deepen understanding through discussion with peers and problem-solving activities facilitated by you, 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
- **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.

² Lejenue's *Collaborative learning for educational achievement* (1999)

Course rationale and description

This course will prepare student teachers with the competencies required to teach the Morality and Civics subject through modelling the values and attitudes promoted in the Basic Education Curriculum for the Morality and Civics subject. They will develop a deep understanding of the world we live in, and the interconnectedness between home, school, community, country, and the world. Morality and Civics focus on social and moral values and responsibilities, community involvement, and political literacy. In order to become teachers who can adapt their teaching to the needs of different students, student teachers will learn how to develop learning outcomes of subject topics and creative activities that will help students to achieve. They will know how to create their own teaching aids/teaching learning materials making them age- and context-appropriate.

Learning objectives of Morality and Civics for primary school students:

1. To become informed responsible citizens by learning about right judgement and right behaviour to fulfil moral obligations;
2. To respect the value of human rights and demonstrate the responsibility of a citizen;
3. To respect and follow the rules, regulations and law; and
4. To be informed citizens who not only have local awareness but also appreciation of global perspectives.

Basic Education Curriculum objectives

This subject is included in the Education College curriculum to ensure that teachers are prepared to teach the Morality and Civics 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 (UNESCO, n.d.).

Table A. Morality and Civics teacher competencies in focus

Competency standards	Minimum requirements	Indicators
A1: Know how students learn	A1.2 Demonstrate understanding of how different teaching methods can meet students' individual learning needs	A1.2.1 Identify various teaching methods to help students with different backgrounds (gender, ethnicity, culture) and abilities, including special learning needs, learn better A1.2.2 Identify focused and sequenced learning activities to assist students in linking new concepts with their prior knowledge and experiences
A4: Know the curriculum	A4.1 Demonstrate understanding of the structure, content and expected learning outcomes of the Basic Education Curriculum	A4.1.1 Describe key concepts, content, learning objectives and outcomes of the primary curriculum for the subjects and grade level/s taught
B1: Teach curriculum content using various teaching strategies	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
	B1.3. Demonstrate good lesson planning and preparation in line with students' learning ability and experience	B1.3.1 Plan and structure lessons to ensure all of the lesson time is used effectively B1.3.2 Provide lesson introductions to link new learning to prior learning, to engage students' interest and to motivate them in learning B1.3.3 Prepare focused and sequential learning experiences that integrate learning areas and are responsive to students' interests and experience
B2: Assess, monitor and report on students' learning	B2.1 Demonstrate capacity to monitor and assess student learning	B2.1.1 Use assessment techniques as a part of lessons to support students to achieve learning outcomes
	B2.2 Demonstrate capacity to keep detailed assessment records and use the assessment information to guide students' learning progress	B2.2.1 Record students' learning progress accurately and consistently B2.2.2 Communicate students' learning progress and achievement to students, parents and other educators
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
	C1.2 Demonstrate understanding of the underlying ideas that influence one's practice as a professional teacher	C1.2.1 Identify theories and concepts that inform approaches to teaching and learning C1.2.2 Describe own approach to teaching and learning

Competency standards	Minimum requirements	Indicators
C3: Promote quality and equity in education for all students	C3.1 Demonstrate a high regard for each student's right to education and treat all students fairly	C3.1.1 Show awareness of the right to education of every child and a commitment to nurturing the potential in each student
	C3.2 Demonstrate respect for diversity of students and the belief that all children can learn according to their capacities	C3.2.1 Organise the classroom to encourage all students' participation in the lesson content, activities and interactions with the teacher
	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	D1.1.1 Use evidence of student learning to reflect on the impact of own teaching practice D1.1.2 Use information from a variety of sources to improve teaching practice and student learning D1.1.3 Regularly reflect on a wide range of actions and experiences to identify areas for own continuous professional development as a teacher
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 colleagues, and willingly seek constructive feedback D2.1.2 Participate in professional development activities related to identified goals for improving practice D2.1.3 Establish goals for own professional development as a teacher

Source: Myanmar Teacher Competency Standard Framework, Beginning Teachers, Draft Version 3.2. (2019, p. 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 course 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 course should reflect the level of education that they have completed and the realities of their daily lives. Adult learners need to be shown respect by valuing the experience and knowledge that they bring to the class. In your lessons, you can look for places where student teachers can draw on their real-life experiences and prior knowledge to help them understand and connect to a topic.

- 3. Encourage exploration.** As adult learners, your student teachers are capable of learning on their own and being self-directed. Activities that require problem-solving and collaboration can help your student teachers 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.
- 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.

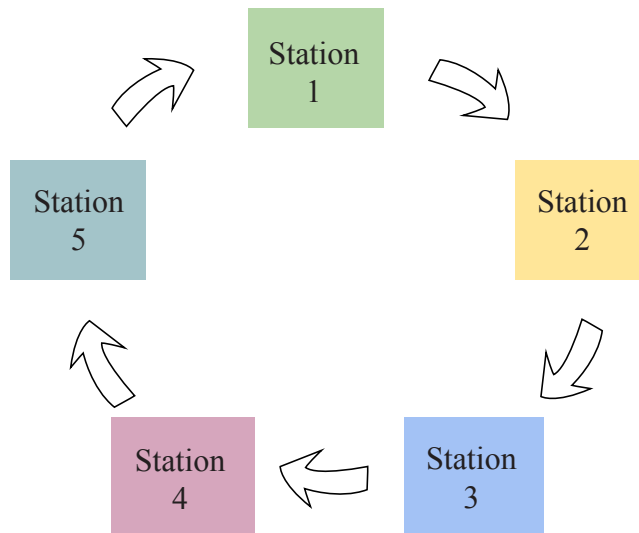
Case studies: Working through case studies can help student teachers to develop their problem-solving and critical-thinking skills as they must apply what they are learning to a scenario or story (the ‘case’). To complete a case study, student teachers first read the scenario and then discuss and answer 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.

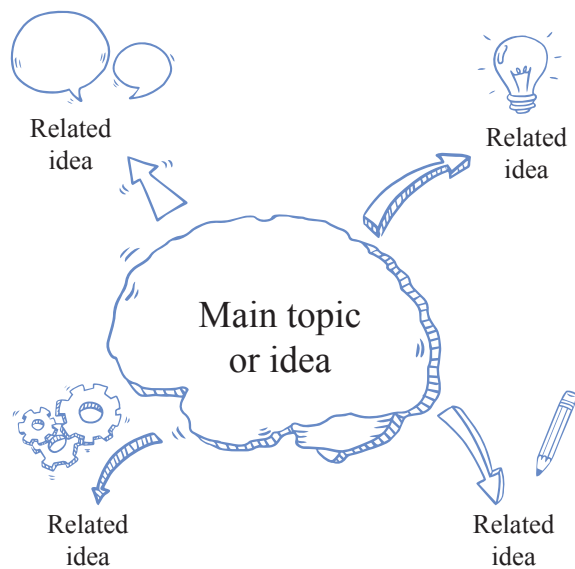
You can also use a version of the gallery walk to display student teachers’ work. In this type of gallery walk, posters created during individual or group work are displayed around the room. Student teachers then circulate at their own pace to either simply view the posters, or to add their questions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



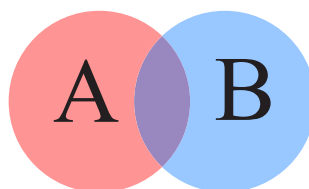
Graphic organisers: Graphic organisers are a simple and effective tool to help student teachers brainstorm and organise their thoughts and ideas in a way that makes it easier for them to understand. Graphic organisers can be used in any lesson for brainstorming, planning, problem-solving or decision-making.

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 a 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 questions 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 course.

General tips for facilitating a lesson

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

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

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

- Choose a small amount of content to deliver. Keep in mind that in a given 50-minute class period, you generally do not want more than one-third of the class period 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 e-library to request student teachers to access necessary teaching and learning materials online as appropriate.
- Provide clear verbal and written instructions to student teachers about any task you would like them to do as you deliver the content.
- Model what the student teachers should do using a short role-play.

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

Throughout the class, it may be helpful to:

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

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

- Consider following the suggested ways to 'Check student teachers' understanding' at the end of each lesson. This is an opportunity to summarise the lesson and to briefly assess the student teachers' achievement of the learning outcomes and understanding of how the lesson addressed the 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.

Table B. Year 1, semester 1, Morality and Civics content map

Units	Sub-units	Lessons	Learning Outcomes	TCSF	Periods
1. Introduction to Morality and Civics	1.1. What is Morality and Civics?	1.1.1. Introduction to the nature of Morality and Civics	<ul style="list-style-type: none"> • Reflect on their current understanding of Morality and Civics • Define Morality and Civics 	C1.1 C1.2	1
	1.2. Objectives of teaching Morality and Civics	1.2.1. Subject objectives of primary Morality and Civics	<ul style="list-style-type: none"> • Explain why primary students need to learn Morality and Civics 	A4.1	1
		1.2.2. Overview of the Education College Morality and Civics course	<ul style="list-style-type: none"> • Explain how the Education College curriculum will prepare student teachers to teach Morality and Civics in primary school 	A4.1 C1.1 C1.2	1
	1.3. Knowing the Basic Education Curriculum	1.3.1. The primary Morality and Civics curriculum	<ul style="list-style-type: none"> • Discuss why the selected topics and competencies are covered in the Morality and Civics subject for primary students and how the lessons and learning activities progress from Grade 1 to Grade 5 	A4.1 A4.1.1	1

Units	Sub-units	Lessons	Learning Outcomes	TCSF	Periods
		1.3.2. The three teaching and learning stages of Morality and Civics	<ul style="list-style-type: none"> Identify the three teaching and learning stages in the primary Morality and Civics curriculum 	A1.1. B1.3 C1.2	2
2. Social ethics	2.1. The social ethics strand	2.1.1. Introduction to social ethics	<ul style="list-style-type: none"> Describe the role and importance of social ethics in Myanmar society and the primary school curriculum Understand how to think, communicate and behave in accordance with the social ethics strand 	A4.1 C1.1	1
	2.2. Mutual respect in the school environment	2.2.1. Creating a school climate of mutual respect	<ul style="list-style-type: none"> Explain the value of mutual respect Examine the importance of being respectful to each other (colleagues, students, parents and community) Explain the positive consequences of mutual respect in creating a safe school environment 	A4.1 C1.1	1
	2.3. Fairness, honesty, empathy and sympathy	2.3.1. Appreciating fairness, honesty, empathy and sympathy	<ul style="list-style-type: none"> Appreciate and recognise fairness, honesty, empathy and sympathy as important moral values for the holistic development of primary students 	A4.1 B1.2 B1.3	1
	2.4. Effective and polite communication	2.4.1. Understanding effective communication and polite behaviour	<ul style="list-style-type: none"> Distinguish between impolite and polite behaviour in verbal and non-verbal communication 	A4.1 C1.1	1
	2.5. Teaching and learning strategies for primary Morality and Civics	2.5.1. The three main teaching and learning strategies	<ul style="list-style-type: none"> Identify the three teaching and learning strategies in the primary Morality and Civics curriculum, with a particular focus on social ethics and moral values 	A4.1 B1.2 C1.2	2
Total number of periods					12

Unit 1

Introduction to Morality and Civics

This unit explores our current ideas of Morality and Civics in Myanmar and the ideas from international literature. It examines why and how moral and civic education is a prerequisite to good citizenship. Effective moral and civic education is essential for students' positive engagement with the members of societies that exist in their home, community, country and the world. Civic education is also necessary for students to become good citizens by active involvement in building better societies whereas moral education imparts values that are important for the society and beyond to live peacefully.

Through Introduction to Morality and Civics, student teachers will study in depth on how morality and civic education in Myanmar's primary curriculum has been designed around the four core objectives dealing with various topics of Morality and Civics. The curriculum will be examined including its key components, such as the principles, subject objectives, and teaching and learning process, that serve as a guide to the development and delivery of the educational content. In sum, the introduction to Morality and Civics lays the theoretical framework needed for the further expansion of knowledge and skills in later units regarding particular topics of the primary Morality and Civics subject.

Expected learning outcomes



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

- Reflect on their current understanding of Morality and Civics;
- Define Morality and Civics;
- Explain why primary students need to learn Morality and Civics;
- Explain how the Education College curriculum will prepare teachers to teach Morality and Civics in primary school;
- Discuss why the selected topics and competencies are taught in the Morality and Civics subject for primary students and how the lessons and learning activities progress from Grades 1 to 5; and
- Identify the three teaching and learning stages in the primary Morality and Civics curriculum.

1.1. What is Morality and Civics?

The Morality and Civics subject is Myanmar's own response to the need for instructing its citizens on their duties and rights. Its curriculum content is more than a mere source of information since it is primarily concerned with effectively instilling attitudes and promoting behaviours that are morally grounded in children. In order to understand the contents and arrangement of the primary Morality and Civics curriculum, this sub-unit explores the definitions of Morality and Civics, two distinct and yet interrelated concepts. The sub-unit will encourage the student teachers to re-evaluate their own definitions of Morality and Civics and introduces them to the supporting ideas behind Morality and Civic education.

1.1.1.

Introduction to the nature of Morality and Civic education

Expected learning outcomes

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

- Reflect on their current understanding of Morality and Civics; and
- Define Morality and Civics.





Competencies gained: C1.1 Demonstrate values and attitudes consistent with Myanmar’s tradition of perceiving teachers as role models; and C1.2 Demonstrate understanding of own educational philosophy and how it influences one’s practice as a professional teacher.



Time: 1 period of 50 minutes.



Learning strategies: Think-pair-share, anticipation guide, graphic organiser (T-chart).



Preparation needed: Read lesson 1.1.1. and prepare four to six thought-provoking statements about the concepts of Morality and Civics taken from the lesson for the student teachers to guess whether true or false. Check Handout 1.



Resources needed: Teacher Educator Guide, Student Teacher Textbook.



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

1. Ask student teachers to think about a number of behaviours that are considered good and bad that they observe in everyday life.
2. Then instruct student teachers to pair and discuss their observations with a peer.
3. Draw on the board two columns with the headings ‘good’ and ‘bad’ behaviours, respectively.
4. Ask a representative from each pair to write a few answers on the board under the relevant column.
5. Ask why some behaviours are considered good and others bad in Myanmar’s culture. Ask student teachers if they think the answers are universal, which means they apply to ethnic cultures around Myanmar as well as in other countries.



Assessment

Formative assessment takes place through the question and answer session in step 5. Can student teachers explain why a behaviour is considered good or bad in Myanmar culture? This is key in Morality and Civics as they must encourage their students to learn not just what good behaviour is, but also why the behaviour is good, in order to be in line with the child’s moral development. You must also check if student teachers understand that not all behaviours are considered equally good or bad, depending on cultures, when asking the second question in step 5.



Possible student teacher responses

For people from Myanmar, good behaviours could include offering a seat on the bus for the elderly, obeying traffic rules, paying respect to those who are seniors to you by age and rank, respecting the rules of the hostel/hotel you are staying at, not criticising someone in front of others, etc. Answers comparing Myanmar to other cultures or countries can include students’ observations or assumptions. For example, in Western countries, showing extra respect to people based solely on their age is not a must, while offering a seat on the bus for the elderly is universally accepted as good behaviour.



Learning activity 2: Anticipation guide (15 minutes)

1. Draw up two columns on the board with the label ‘Before’ on one side and ‘After’ on the other side. Underneath the columns, create two or more columns with ‘Agree’ on one side and ‘Disagree’ on the other. See the chart below as an example.

Table 1.1. Anticipation guide

	Before		After	
Actual statement should be provided	Agree 6	Disagree 8	Agree 10	Disagree 4
Statement 1				
Statement 2				

2. Read out the prepared statements regarding what ‘morality’ and ‘civics’ are that can be true or false. For example:
 - a) Statement 1: *Moral education is teaching students what is right and what is wrong.*
 - b) Statement 2: *Civic education means teaching every citizen to behave in the same way.*
 - c) Statement 3: *Civic education does not teach blind obedience to laws, but prepares children to later participate in the process of improving and reformulating them.*
3. Ask student teachers whether they agree (raise hands) or disagree (do not raise hands). Write how many student teachers agreed or disagreed under the ‘Before’ column. Encourage a few student teachers to explain why they agree or disagree.
4. Ask student teachers to read lesson 1.1.1. in the Student Teacher Textbook individually.
5. Highlight main points from the reading afterwards, and have student teachers share their thoughts on what Morality and Civics mean.
6. Invite student teachers to raise their hands again if they agree or disagree after re-reading the original statements. Count those who agree and disagree and write how many student teachers agreed or disagreed under the ‘After’ column.
7. If any student teachers have changed their answers after being introduced to the topic, ask them to explain why.



Assessment

Formative assessment can take place as you check student teachers’ opinions about the statements in step 6 after reading lesson 1.1.1. in the Student Teacher Textbook. The questions are close-ended in a way as most answers can be found in the text. Is the student teachers’ understanding of Morality and Civics in agreement with the text? If not, what are the points of disagreement?



Possible student teacher responses

The answers will likely be subjective before reading and may become more objective afterwards. Student teachers will first explain their answers based on their current understanding of Morality and Civics. After reading, their response will reflect their understanding of the text.



Learning activity 3: Graphic organiser (T-chart) (20 minutes)

1. Draw a table with two columns on the whiteboard.

Table 1.2.

Behaviours	Attitudes

2. Write the following question on the board: ‘*What are the behaviours and attitudes of a morally good and civic-minded person?*’
3. Ask student teachers to think of what an ideal person is, in terms of who is morally good and civic-minded, particularly reflecting on the person’s behaviours (how they act or what they do), and attitudes (what they think or believe). Instruct them to fill out Handout 1 from the Annex in their Student Teacher Textbooks.
4. Divide student teachers into groups and ask them to share their responses from the handout as a group. Invite group representatives to share responses raised in their groups by writing them under the appropriate column on the board.
5. Invite student teachers to comment on or ask questions regarding the responses written on the board that they find interesting, and encourage them to exchange ideas and viewpoints. Conclude by clarifying what the phrases morally good and civic-minded may mean in the Myanmar context, and how it may differ or be similar in different cultures.



Assessment

Monitor student teachers as they fill out their handouts, and observe the student teachers' thought process and development throughout the activities. Encourage them to consider what a morally good and civic-minded person means and how their understanding may have changed or not while carrying out these learning activities.



Possible student teacher responses

Some student teachers might not agree with each other. Behaviours might include sharing with others, helping out a stranger in need, and picking up trash in public places. Attitudes may include a person's sense of duty to a country, a person's belief that he or she can change their community, and a person's belief that everyone's voice deserves to be heard.

The key for this activity is to ensure that student teachers develop a general understanding that being 'morally good' can mean following the principles accepted by the society the person lives in, and being 'civic-minded' can mean being interested in and showing concern for the community, country, or society as a whole.



Extension and differentiation activities

Learning activity 1: Student teachers may have difficulties in working on step 5 about how some cultures have different understandings of good and bad behaviours. Remember that this may be due to limited exposure to other cultures, both at community or global level. Encourage student teachers to explore more about other cultures around them. Have them choose one different culture (for example different ethnic or religious groups in Myanmar, different countries, etc.) and explore how this culture may consider these behaviours (either as good or bad). This can be done as a homework assignment.

Learning activity 2: Some student teachers may have different understanding after reading the textbook. Encourage them to share their ideas with other classmates.

Learning activity 3: For visual learners, illustrations that show different behaviours can be used to stimulate their thought processes.



Review questions: Possible student teacher responses

Questions 1: How do you understand Morality and Civics?

Answer: Morality means the principles that define what's right and wrong whereas civics means the understanding and practice of the rights and responsibilities of citizens.

Question 2: What does morality and civic education need to teach?

Answer: Morality education seeks to develop students' ability to judge right from wrong. That can mean instilling attitudes that reflect positive values. Civic education promotes understanding of students' rights and responsibilities as citizens which can include being informed of community/national affairs and democratic processes.

Question 3: Describe how a child's moral development changes from the stage of moral realism to autonomous moral reasoning.

Answer: A child moves from the stage of moral realism where what is right and wrong is determined by adults to the stage of autonomous moral reasoning where they critically think about the purpose of the moral rules set by adults.

1.2. Objectives of teaching

Morality and Civics

Children need to learn moral and civic education for social and political engagement that will contribute to a better, peaceful society. For this education to be effective in nurturing good citizens, a solid curriculum design is necessary. This sub-unit delves into the four key learning objectives of the primary Morality and Civics subject and examines the rationale behind the creation and selection of these objectives. Equally as important, the sub-unit also discusses the structure and objectives of the teacher education course for Year 1 and how it prepares the student teachers to teach the subject competently to primary students.

1.2.1.

Subject objectives of primary Morality and Civics

Expected learning outcomes

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

- Explain why primary students need to learn Morality and Civics.





Competencies gained: A4.1 Demonstrate understanding of the structure, content and expected learning outcomes of the Basic Education Curriculum.



Time: 1 period of 50 minutes.



Learning strategies: Stop and jot, jigsaw, group work.



Preparation needed: Both you and the student teachers need to read lesson 1.2.1. from the Student Teacher Textbook in advance. Peer evaluation forms need to be created in advance for learning activity 2, printed on half sheets of paper if possible.



Resources needed: Teacher Educator Guide, Student Teacher Textbook, peer evaluation form lesson 1.2.1., Learning activity 2 in the Teacher Educator Guide.



Learning activity 1: Stop and jot (10 minutes)

1. Ask student teachers to draw a rectangle in their notebook. This will serve as their ‘stop box’.
2. Ask student teachers to write their answers to the question ‘Why do primary students need to learn Morality and Civics?’ in their stop box. Encourage student teachers to think freely and write down whatever they think. You should not give any hints/help as there are no correct/incorrect answers.
3. Have a few student teachers share their answers with the class.



Assessment

Formative assessment takes place by monitoring student teachers as they write their responses in their ‘stop box’. Provide extra guidance to those who appear to struggle to write anything by providing your own examples.



Learning activity 2: Jigsaw (20 minutes)

1. By referring to lesson 1.2.1. in the Student Teacher Textbook on the four objectives of the primary Morality and Civics curriculum, explain how the Myanmar government envisions the role of the Morality and Civics subject in nurturing primary students to grow into good citizens of Myanmar and the world.
2. Divide the class into groups of four or five.
3. Assign members of each group one of the four objectives of teaching Morality and Civics in primary schools from lesson 1.2.1. as a topic they will be teaching.
4. Explain that they will each be in charge of teaching the other group members the topic they were assigned by answering the following questions. These can be written on the board.
 - a) *'What does the objective mean?'*
 - b) *'What does the objective say about why primary students should learn Moral and Civics?'*
5. Have student teachers first gather with those from other groups who were assigned the same topic to read the lesson and discuss the answers to the questions, jotting down notes.
6. Ask the student teachers to return to their groups and hand out the peer evaluation form and explain the directions for evaluating their group members.

Table 1.3. Peer evaluation form

Name of evaluator:				
<i>Please rate your group members' performance from 1 (low) to 5 (high) by considering the answers to the following questions.</i>				
	How well did they explain the subject objectives for primary Morality and Civics?	How clearly did they explain why primary students need to learn Moral and Civics?	How engaging their explanation was?	How well did they manage their time?
Group member 1 Name:				
Group member 2 Name:				

7. Have each member take turns teaching their assigned topic at two minutes each, and ensure that their peer members are grading them.



Assessment

Use the peer evaluation form for student teachers to rate their group members' teaching performance. You can use the criteria as seen below. You can either print these or write them on the board for student teachers to copy in their notebooks. The peer evaluation forms must be returned to you and will help you determine the student teachers' learning process against the learning outcomes.



Learning activity 3: Group work (20 minutes)

1. Instruct student teachers to read 'The Basic Education guiding principles' in lesson 1.2.1. of the Student Teacher Textbook.
2. Explain that the objectives of teaching the primary Moral and Civics subject have been developed based on these guiding principles for the Basic Education Curriculum in Myanmar.

3. By using the same groups from learning activity 2, ask them to consider how the four subject objectives discussed in the previous learning activity are linked with the 13 guiding principles.
4. After discussion, a representative from each group is invited to share findings from their discussion. Summarise findings and include any linkages that the students did not cover.

The Basic Education guiding principles

The following are 13 guiding principles to be employed in the design and development of Basic Education Curriculum in Myanmar.

a) All-round, balanced development

Students must be nurtured with focus on all-round, balanced development especially in terms of intellectual, physical, social, moral, emotional and aesthetic dimensions.

b) Good citizenship

Students must be nurtured to become good citizens at both national and global level.

c) Twenty-first century skills

Twenty-first century skills must be developed in order to pave the way for the development of Myanmar society at both national and global level. Thus, these skills and themes become an integral part of the school curriculum and are to be designed for learning through (i) integrated study in all related areas; and (ii) specialised study as a separate area of learning.

d) Notion of ‘completion in itself’

In order to show evidence of ‘completion in itself’, students must be well developed in terms of necessary knowledge, skills and attitudes at the end of each of the three levels of Basic Education: primary, middle and high school.

e) Preparation for higher learning

Students must have necessary foundational knowledge, skills and attitudes for higher learning that can be pursued either in the form of academic learning or vocational learning.

f) Preparation for one’s life in Myanmar society and the modern economy

Students must have the learning experiences necessary to prepare for their lives in Myanmar society and getting on well in a modern economy.

g) Balance in academic literacy

A balance in academic literacy is to be achieved through promotion of academic development in both the sciences and the arts.

h) Appreciation of all cultures, customs and traditions

Students must be nurtured to appreciate and preserve all cultures, customs and traditions of all national groups at national level and also to respect and appreciate all cultures, customs and traditions of all other nations at global level.

i) Medium of instruction

Myanmar language, English language or both can be used as the medium of instruction. If necessary, an ethnic language can be used as the medium of instruction together with Myanmar in the Basic Education level, according to the National Education Law, Section 43 (The Union Parliament, 2014).

j) Languages of national groups

National Education Law, Section 44 states: ‘Teaching/learning of languages and literatures of indigenous people in regions and states shall be conducted with the sponsorship of the authorities concerned starting at the primary level and expanded successively to various stages’ (The Union Parliament, 2014). In this case, textbooks for teaching ethnic languages must be prepared by the responsible personnel in the respective state or region. These national language textbooks need to be approved by the National Curriculum Committee. Decisions regarding how and when to use these national language textbooks are to be made by the respective state or region.

k) Service to family, school, community and society

Students must have the necessary opportunities to develop the notion of service to family, school, community and society.

l) Peaceful coexistence and living in harmony

The notion of peaceful coexistence and living in harmony, including conflict resolution skills, must be developed in students at all levels of society – community, national and global.

m) Promoting equality

The curriculum, textbooks, and other teaching and learning materials must be conducive to promoting equality in students’ learning. Equality must flourish, regardless of differences in gender, race, language, economic status or individual needs.



Assessment

Formative assessment takes place during student teachers' presentation of findings in step 4. Are they able to identify how the objectives of the primary Morality and Civics are linked to the principles of the Basic Education Curriculum?



Possible student teacher responses

There is no correct single answer for this, and students can find any linkages.

The following are examples that students may find:

- Principle (b) 'Good citizenship' is closely linked to all four subject objectives because the importance of nurturing good, responsible citizens are addressed in all four objectives, as an overall vision.
- Principle (f) 'Preparation for one's life in Myanmar society and the modern economy' is closely linked to objective 1 'To become informed, responsible citizens by acquiring the right judgement and right behaviour to fulfil moral obligations'.
- Principle (h) 'Appreciation of all cultures, customs and traditions', (j) 'languages of national groups', and (l) 'Peaceful coexistence and living in harmony' are closely linked to objective 4 'To be a good citizen by having not only local awareness but also appreciation of the global perspective'.
- Principle (l) 'Peaceful coexistence and living in harmony' is also somewhat linked to all four subject objectives, because the more these competencies described in the objectives are gained by citizens, the higher the chance of living peacefully in harmony.



Extension and differentiation activities

Learning activity 1: At the end of the lesson, ask student teachers to draw another ‘stop box’ and answer why primary students need to learn Morality and Civics according to Ministry of Education to check for their understanding.

Learning activity 2: Ensure that the members assigned the same objective from different groups have mixed learning styles and needs. To engage different types of learners, student teachers can also prepare visual aids (such as pictures, printed images and sketches or diagrams) or a quick hands-on activity when presenting their topic to their groups.

Learning activity 3: Monitor student teachers in their groups. If they are struggling, take some class time to go through the 13 guiding principles, explaining any terms they do not understand.

1.2.2. Overview of the Education College Morality and Civics course

Expected learning outcomes

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

- Explain how the Education College curriculum will prepare student teachers to teach Morality and Civics in primary schools.



Competencies gained: A4.1 Demonstrate understanding of the structure, content and expected learning outcomes of the Basic Education Curriculum; C1.1 Demonstrate values and attitudes consistent with Myanmar's tradition of perceiving teachers as role models; and C1.2 Demonstrate understanding of one's own educational philosophy and how it influences one's practice as a professional teacher.



Time: 1 period of 50 minutes.



Learning strategies: Stop and jot, whip around-sit down, KWL.



Preparation needed: Sticky notes, Student Teacher Textbook, a large flip chart with table of the Education College course structure.



Resources needed: Education College Moral and Civics Year 1 syllabus (particularly including the pages on TCSF).



Learning activity 1: Stop and jot (20 minutes)

1. Ask student teachers to draw a rectangle in their notebook. This will serve as their 'stop box'.
2. Have student teachers consider finishing the statement '*A competent Morality and Civics teacher should be able to...*' (written on the board).
3. Demonstrate an example by asking student teachers to read about the hidden curriculum effect in lesson 1.2.2. in their Student Teacher Textbook. Have a few student teachers finish the statement on the board based on their reading.
4. Provide your own answer and say that a competent Morality and Civics teacher should be able to...*display moral* values that are consistent with the curriculum in their interactions with the students and other members of school community.
5. Invite students to continue thinking of ideas and write them in their stop box.



Assessment

Go around the room and read from the student teachers' stop boxes to check student teachers' understanding of what a competent Morality and Civics teacher does. There is no one right answer. Ask for their reasoning if you come across unusual, flawed, or confusing statements.



Learning activity 2: Whip around, sit down (20 minutes)

1. After identifying what ideal teachers should be able to do, student teachers need to contemplate what is needed to prepare teachers to be competent teachers. Tell student teachers to write down topics that they believe should be included in the Education College course for effective preparation to teach the primary Morality and Civics subject. They should write as many responses as possible on their notebook within a three-minute time limit.
2. Take a moment to explain the rules. You will call out one student teacher at a time. They must share one of their responses and a response shared once cannot be shared again.

3. While student teachers are sharing their responses, other student teachers need to cross the responses out from their list if they are similar to the ones shared. Those student teachers who crossed out all responses on their list should sit down, and the activity continues with those standing.
4. When all responses have been shared, ask student teachers to discuss what the most commonly suggested topic is.
5. By using the scope and sequence of Year 1 of the Morality and Civics syllabus given in lesson 1.2.2. of the Student Teacher Textbook, have one student teacher write the unit and sub-unit titles of Year 1 of the Morality and Civics subject on the board.
6. Now, compare student teachers' responses to the actual Year 1 Morality and Civics syllabus. Ask the students to reflect on this question: 'Are they similar, or are they different? If so, how are they similar/different?'



Assessment

Observe student teachers when they are writing topics down to see if any assistance is needed. Formative assessment takes place when you listen to their responses, providing you with insights on what their current understanding of the purpose of the Morality and Civics subject is.



Learning activity 3: Graphic organiser (KWL) (10 minutes)

1. Ask student teachers to select a particular unit they are interested in from the Year 1 Morality and Civics syllabus. Check to see what they have selected. If any units remain unselected, assign more confident student teacher to take them on.
2. Draw a KWL chart (as seen below) on the board and have students copy it on their notebook.
3. Explain to student teachers that they will be reading lesson 1.2.2. to look at what will be taught in the Education College Morality and Civics course.

4. Ask student teachers to first consider what they might already know relating to the unit and then consider what they want to know. After reading lesson 1.2.2. and briefly previewing the lessons pertaining to their unit in their Student Teacher Textbook, they will write down what they will be learning in the unit according to the set Education College curriculum. Invite a student teacher from each assigned unit to read their answers. Ask if other student teachers assigned the same unit have a different answer for what they put down under ‘What I learnt?’

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



Assessment

Formative assessment takes place during student teachers’ presentation of their KWL charts. Pay particular attention to student teachers’ responses for what they learnt and address any misunderstanding if there is any.



Possible student teacher responses

Student teachers’ responses to ‘what I know’ and ‘what I want to know’ will be largely subjective and any responses can apply. Their responses to ‘what I learnt’ will have to correspond to the learning objectives presented in lesson 1.2.2. and from their unit material. For instance, for Unit 1.2., they will have learnt why primary students need to learn Morality and Civics. They will have learnt the four main objectives of Morality and Civics. They will have learnt how the four-year Education College curriculum will prepare them to teach Morality and Civics in primary classrooms. They will have learnt the teaching strategies and assessment approaches that will be used in teaching primary Morality and Civics. They will also have learnt about intended curriculum and hidden curriculum and their effects on primary students’ learning.



Extension and differentiation activities

Learning activity 1: Further examples from the TCSF can be provided to support student teachers' understanding. If time allows after the activity, briefly go over the key teacher competencies that will be covered in the Education College curriculum for Morality and Civics in class and ask student teachers how the newly gained competencies might be assessed by the teacher educator.

Learning activity 2: When pairing the student teachers, make sure to have mixed groups, in terms of their learning styles and needs, so they can complement each other in their learning process.

Learning activity 3: After reading lesson 1.2.2. and their relevant units, invite them to add questions under 'What I want to know' for the new questions that emerged during reading.



Review questions: Possible student teacher responses

Question 1: What are the subject objectives for primary Morality and Civics?

Answer 1: (1) To become informed, responsible citizens by acquiring the right judgment and right behaviour to fulfil moral obligations; (2) To respect the value of human rights and demonstrate the responsibilities of a citizen; (3) To respect the rules, regulations and law, and follow them; and (4) To be a good citizen by having not only local awareness but also appreciation of the global perspective.

Question 2: What six units will be covered in Morality and Civics subject for the Year 1 Education College course, and how are they related to the subject objectives of primary Morality and Civics?

Answer 2: Introduction to Morality and Civics, Social Ethics, Rights and responsibilities, Discipline, Peaceful living, and Assessment.

Question 3: How would hidden curriculum affect primary students' learning of Morality and Civics?

Answer 3: Students may experience confusion and difficulty in understanding or learning some values and behaviours according to the official curriculum, if the values unintentionally taught by the teacher through the teacher's own behaviours, attitudes, and practices in the classroom contradict with the values taught from the official curriculum.

1.3. Knowing the Basic Education Curriculum

To achieve the four core learning objectives, there are numerous topics covered in the primary school curriculum for Morality and Civics that may seem arbitrarily put together. This sub-unit clarifies how the topics as well as the learning activities are organised in a sensible way for teaching Morality and Civic education. Student teachers will be able to discern the connection of the topics covered in this sub-unit to a set of moral and civic values.

1.3.1. The primary Morality and Civics curriculum

Expected learning outcomes

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

- Discuss why the selected topics and competencies are covered in the Morality and Civics subject for primary students and how the lessons and learning activities progress from Grade 1 to Grade 5.





Competencies gained: A4.1 Demonstrate understanding of the structure, content and expected learning outcomes of the Basic Education Curriculum.



Time: 1 period of 50 minutes.



Learning strategies: Think-pair-share, 5-3-1.



Preparation needed: Read lesson 1.3.1. in advance and prepare explanations as specified in the instructions.



Resources needed: Student Teacher Textbook



Learning activity 1: Think-pair-share (20 minutes)

1. Introduce the four broader moral values, also referred as learning values, in the primary Morality and Civics curriculum: social ethics, rights and responsibilities, discipline, and peaceful living. Explain that these values are directly related to the students' behaviour and attitude to themselves, others, society, and nature (learning areas). They are the foundation for students' behaviours and attitudes that demonstrate good citizenship.
2. Group student teachers into pairs, and assign each pair one of the four learning values. Ask each pair to come up with/develop daily life scenarios related to the assigned learning value. Refer to the stories from the Grade 1 and 2 primary textbooks, introduced in lesson 1.3.1. of the Student Teacher Textbook as an example.
3. Afterwards, group student teachers into pairs and ask them to share what they thought and decide on the final answers they will share with the class.
4. On the whiteboard draw up the table below.

Table 1.4. The four moral values in primary Morality and Civics curriculum

	Social ethics	Rights and responsibilities	Discipline	Peaceful living
Example 1				
Example 2				
Example 3				
Example 4				

5. Have a representative from each pair come to the board to mark their answers under the correct column.
6. Afterwards, provide the correct answers and prompt further thinking by asking why these relate to the particular categories of values.



Assessment

Formative assessment takes place in step 5 as the table on the board gives you a summary of the answers. The question posed is closed-ended and will help you to check for student teacher understanding of the values. The open-ended follow up question will help struggling student teachers see how the values are related to the examples.



Possible student teacher responses

Example	Value category
<u>Example 1:</u> A pregnant woman gets on a crowded bus. Would you give up your seat for her?	Social ethics
<u>Example 2:</u> You have an appointment tomorrow. At the same time, there is a cleaning activity in the local community which should involve everyone living in the neighbourhood. What would you do?	Rights and responsibilities
<u>Example 3:</u> 1. You have an empty snack wrapper in your hand. Would you throw it away on the street or would you keep it until you find a bin? 2. You have to offer flowers to Buddha today. However, all the flowers in the market have already been sold. There are a lot of beautiful flowers in the nearby park. Would you pick the flowers from the park?	Discipline
<u>Example 4:</u> In your class, there are new students who cannot speak the local or commonly spoken language well. Would you point out their different accent? Why or why not?	Peaceful living



Learning activity 2: Group work (15 minutes)

1. Divide student teachers into groups.
2. Have them study the 'Learning values and learning areas' table in lesson 1.3.1. in the Student Teacher Textbook.
3. Ask all groups to identify the links between the four categories of values and the four objectives of primary Morality and Civics taught in previous lessons.
4. After giving some time for group discussion, invite representatives from each group to make a presentation on their group findings.
5. Follow up with questions as to how they came to these conclusions.



Assessment

Formative assessment takes place by evaluating their presentation of findings. Have the students correctly made the linkages between the objectives and the values? Are they able to explain their reasoning for coming to these conclusions? The second question is open-ended so multiple answers can apply.



Possible student teacher responses

The four learning values were selected in response to the four objectives of the Morality and Civics primary subject.

- The first objective is linked to social ethics as it deals with moral issues and exercising good judgement on what behaviours are right and wrong.
- The second objective is linked to rights and responsibilities as it is concerned with understanding what your individual rights are as well as your responsibilities as a citizen.
- The third objective is linked to discipline as it deals with understanding and following rules, regulations, and laws that students may come across in their homes, communities, and country.
- The fourth objective is linked to peaceful living as it deals with getting along with people from local, national, and global communities who may be different from student teachers.



Learning activity 3: 5-3-1 (15 minutes)

1. Student teachers study lesson 1.3.1., and describe how the content is structured as the grades progress.
2. Ask student teachers to consider five possible ways the content changes or remains the same as the grades progress, they should work individually at first (see lesson 1.3.1. in the Student Teacher Textbook).
3. Pair student teachers to discuss answers and have them choose three best answers (as a pair, not each).
4. Have pairs form different groups and discuss their three answers together.
5. In the end, have them narrow down the answers to one and have a group representative present to the class.



Assessment

You can assess student understanding of how the contents structure changes as the grades progress through the student teacher presentation of findings. Before that, it is important to also check their progress as they work on their own and in groups. Monitor the groups and help when needed by providing examples.



Possible student teacher responses

- In lower grades, content is more focused on self and others, while upper grades focus more on group/society and nature/universe (you can remind student teachers that it progresses in that way because students can enhance their sense of morality by enlarging the area to consider).
- Some content is the same in some grades, for example ‘respect teachers’ appears in grades 1, 2, and 3. ‘Good manners’ also appears from grades 2-5, but the areas are different from school to group and society.



Extension and differentiation activities

Learning activity 1: Ask more confident student teachers to come up with a list of questions to help other student teachers determine what value the scenario is teaching. For instance, for social ethics, does the scenario deal with a social situation? Is it focused on a relationship between people?

Learning activity 2: Support less confident student teachers by placing them in mixed groups to encourage peer learning. Ask more confident student teachers how certain values in the ‘Learning values and learning areas’ table relate to the value and domain.

Learning activity 3: For the individual work, work with struggling student teachers, helping them to highlight differences they see in the content tables by grade. Student teachers should be grouped or paired in a mixed group.

1.3.2.

The three teaching and learning stages in primary Morality and Civics

Expected learning outcomes

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

- Identify the three teaching and learning stages in primary Morality and Civics curriculum.



Competencies gained: A1.1 Demonstrates understanding of how different teaching methods can meet students' individual learning needs; B1.3 Demonstrate good lesson planning and preparation in line with students' learning ability and experience; and C1.2 Demonstrate understanding of one's own educational philosophy and how it influences one's practice as a professional teacher.



Time: 2 periods of 50 minutes.



Learning strategies: Practical, lecture, graphic organiser, group work.



Preparation needed: Both you and the student teachers should read lesson 1.3.2. in the Student Teacher Textbook in advance. Prepare to teach a condensed version of Unit 2 from the Grade 1 primary textbook and all the necessary materials. Student teachers should read 'Unit 4. School playground' in the Grade 2 teacher's guide before the second period.



Resources needed: Student Teacher Textbook, Handout 2, Grade 1 teacher's guide and primary textbook, Grade 2 teacher's guide.

Period 1**Learning activity 1: Practical (50 minutes)**

1. Provide directions for the learning activity. You will be doing a teaching demonstration of three lesson periods from ‘Unit 2. Help parents and elders’ from the Grade 1 teacher’s guide with student teachers participating as primary students. Ask student teachers to consider the learning process that takes place as they observe you teach and participate in the learning activities, and to identify the different stages that they may observe.
2. Perform the teaching demonstration. You will be teaching an accelerated version of the lessons as there is little class time to teach all lessons. So, focus only on the parts of the lesson relating to the teaching and learning process.

**Assessment**

Set an assignment for formative assessment. After the lesson period, ask them to write down reflection notes on their learning experience in the practical for you to review the next period. They can note down any new things they have learnt through the teaching demonstration and considerations for when they become a teacher.

**Possible student teacher responses**

Responses can be found in Grade 1 teacher’s guide.

Period 2**Learning activity 2: Lecture (20 minutes)**

1. Ask student teachers to refer to the three stages of the teaching and learning process in the Student Teacher Textbook and go over what these stages are.
2. Ask student teachers to refer to the practical on Grade 1 ‘Help parents and elders’ from the previous period.

3. Explain how the three stages of the teaching and learning process are being accounted for in the progression of the unit and activities it contains.

Expected teacher educator explanation of the practical

In this unit, lessons 1, 2 and 3 deal with stages 1, 2 and 3 respectively.

Stage 1: In lesson 1, the student teacher is asked to start with an easy learning task, asking questions that build on their previous knowledge and experiences, by referring to their daily life. For example, ‘What do you do to help your parents and elders at home?’ The question helps the student teachers recognise the moral and civic value that is the focus of the lesson in action in their everyday life and understand how the value ‘Help parents and elders’ is demonstrated in their attitudes and behaviours.

Stage 2: In lesson 2, student teachers look at the pictures in the textbook. They are asked to consider and discuss the actions and reasoning behind the actions of the people in the pictures. The student teachers then describe their understanding of the pictures to the whole class. In doing so, they consider why it is important to help parents and elders, deepening their understanding of the value.

Stage 3: Student teachers are asked to think about what they can do to help the parents and elders at home. The learning task makes them consider the application of the lesson material in their everyday life, encouraging them to start living out the values learnt with the examples of application.



Assessment

Call on a variety of student teachers to recap what they have learned from your lecture to check their understanding. Any misunderstanding of what was taught should be addressed before moving on to the next activity.



Possible student teacher responses

The three stages in teaching and learning process are: knowing moral or civic values by thinking, understanding moral or civic values by reasoning and applying moral and civic values in action and reflection. Student teachers may also recall other parts of your lecture, so various answers may apply.



Learning activity 3: Graphic organiser (15 minutes)

1. Ask student teachers to refer to and study ‘Unit 4. School playground’ in the Grade 2 teacher’s guide.
2. Have student teachers turn to Handout 2 from their Student Teacher Textbook and encourage them to write down the teaching and learning activities in the lesson guide that relate to each stage of the teaching and learning process on the handout. Also instruct student teachers to provide reasons for choosing the activity by explaining how these activities involve students knowing, understanding, or applying the value that is being taught.
3. Give them some time to write their answers in Handout 2.

Table 1.5.

Stages	Teaching and learning activities	Reason
Stage 1 Knowing moral or civic value by thinking		
Stage 2 Understanding moral or civic value by reasoning		
Stage 3 Applying moral or civic value in action and reflection		



Assessment

Monitor the student teachers as they work on their handout and check for struggling student teachers in need of assistance.



Learning activity 4: Group work (15 minutes)

1. Divide the class into groups.
2. Encourage student teachers to share their written responses on Handout 2 in their groups and discuss for a unified answer.
3. Invite representatives of each group to share the teaching and learning activities they have identified for each stage and their purposes. Write their answers on the board.
4. Briefly summarise the three stages of the teaching and learning process. Explain that depending on the unit, the three stages may be incorporated differently. In most of the units, one stage is applied to one lesson, but in a few units, multiple stages can be applied to one lesson.



Assessment

Formative assessment takes place in step 3. You need to check if student teachers have correctly identified the teaching and learning activities with the stages and if they have provided similar reasons to the answers below. Ask further questions if they have a different answer to see how they understand the teaching and learning stages.



Possible student teacher responses

Stages	Teaching and learning activities	Reason
Stage 1 Knowing moral or civic value by thinking	<ul style="list-style-type: none"> Students look at the pictures from the textbook and discuss in pairs which goods are public and which ones are private and explain why Students describe some public goods from their environment 	<ul style="list-style-type: none"> Something is private property or a private good because somebody paid for it and owns it (for example, your phone) Public goods are things which the government installs or provides for the general public (for example, parks)
Stage 2 Understanding moral or civic value by reasoning	<ul style="list-style-type: none"> Students share examples of beautiful things they see in their surroundings that everybody can enjoy, like a park Students share examples of things that many people can share together at the same time, like a bus stop or bin 	<ul style="list-style-type: none"> Realising that flowers in the park are owned by everyone, so no one person should pick them for his or her own good
Stage 3 Applying moral or civic value in action and reflection	<ul style="list-style-type: none"> Students discuss the rationale behind taking care of public goods Students think about what actions children will take in situations they may encounter in their daily life (for example, what would you do if you saw someone picking flowers from a school garden?) 	<ul style="list-style-type: none"> Since public goods, such as trash bins, parks and bus stops are for everyone, it is everybody's duty not to mess them up or destroy them, but to respectfully use them and maintain them



Extension and differentiation activities

Learning activity 1: Allow student teachers to review Unit 2, this time from the Grade 1 teacher's guide, before the next period. Ask them to consider how the lessons are organised and read the notes for implementation as shown in the teacher's guide.

Learning activity 2: Ask more confident student teachers what sort of questions they would ask students at each stage of the teaching and learning process to see if learning is accomplished.

Learning activity 3: Ask what possible teaching and learning challenges there would be in each stage.

Learning activity 4: Divide student teachers into mixed groups to encourage peer learning and assign roles based on their abilities. One person can take notes, one person can facilitate the discussion to form a unified answer, one person can speak in front of the class on behalf of the group, and so forth.



Review questions: Possible student teacher responses

Question 1: What are the four categories of values?

Answer: The four categories of values are social ethics, rights and responsibilities discipline, and peaceful living.

Question 2: What are the four areas identified in the Morality and Civics curriculum?

Answer: The four areas or domains are related to self, others, group and society, and nature and the universe.

Question 3: Describe the three stages of the teaching and learning process for Morality and Civics.

Answer: In the first stage, the students perceive and describe moral or civic values by thinking. In the second stage, the students understand the importance of the moral or civic values by reading stories, engaging in thinking from pictures, or sharing opinions with classmates. In the third stage, students reflect on their own experiences and consider how the moral or civic values learnt in the lessons can be applied in real life situations.

Unit Summary



Key messages

- Morality is having a sense of judgement between what is right and wrong whereas Civics is understanding one's rights and duties of citizenship in a society (for example, the nation-state). Moral values lay the groundwork for civic values.
- Civic education is not about teaching children to adhere to rules without question, but about allowing children to participate in the improvement of rules.
- Children start in the stage of moral realism but as they age and deal with others in a group setting, they advance into a stage of moral reasoning where they start asking the 'why' of rules.
- The four core objectives of the primary Morality and Civics curriculum, guided by the thirteen Basic Education guiding principles, provides the framework for the development of topics. These objectives are slightly adjusted by grade.
- The Morality and Civics course for Education College Year 1 aims to equip the student teachers with the content knowledge and teaching strategies necessary for effectively teaching Morality and Civics to primary students, beginning with a general introduction to the subject and later focusing in depth on individual categories of learning values.
- The course will be taught with a reflective-inquiry approach, and will use similar teaching strategies, such as problem-solving and cooperative learning, which will also be used in the primary classroom to teach the subject.

- The Morality and Civics curriculum is based on four categories of values relating to student behaviour and attitudes and how these values are acted out towards themselves, others, society, and nature.
- Student teachers will be using teaching and learning approaches such as organized group discussions, questions and answers, storytelling, poems, role play and reflection.
- The lessons flow through the three stages of the teaching and learning process which involves students knowing what the learning value is through deliberation, understanding why or how the values are important through reasoning, and applying the values into their daily life through action and reflection.



Unit reflection

Civics education does not teach blind obedience to laws, but prepares children to later participate in the process of improving and reformulating them. Student teachers should consider why teaching children how to participate in the process of improving laws, instead of just obeying them, might be sustainable for their future and the future of the country.

Student teachers should think about which of the topics shown in the teacher education course structure they are most interested in learning and why. Are there topics they might find difficult to learn and why would they be challenging? Student teachers consider how they might overcome these challenges.

Civic education aims to prepare students to become active citizens such as voting on issues, raising issues to government, and volunteering service for the nations. Student teachers think about how to teach primary students to be active citizens at their age right now.

As student teachers will be conducting learning activities according to the teaching and learning stages, they may come to find students who are still stuck in the first stage, or those who may have already been taught these values at home and are already a stage ahead. Student teachers should consider how they might determine the learning stage at which each student is in learning about moral and civic values.



Further reading

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Unit 2

Social Ethics

The Social Ethics unit examines the way we behave in social environments, how ethics play a role in our interactions, and the values in which we determine the acceptability of our behaviours. The premise of the Morality and Civics subject is that the values students learn in the classroom can be applied similarly to other facets of their lives.

The Social Ethics unit is intended to familiarise the student teachers with the very values they will be teaching primary students, giving them an in-depth knowledge on the importance and application of these values. This unit will also discuss how fostering these values creates social harmony. It will also cover how these values, when cultivated in the classroom setting, lead to positive learning outcomes. Upon completion of the unit, they will have gained an understanding of the general theme of social ethics, the merits of respect, fairness, honesty, empathy, sympathy, and polite communication, and these values in practice. The unit also provides explanation of the teaching and learning strategies used to instil these values in primary students that are thought-provoking and compelling enough to change behaviours.

Expected learning outcomes



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

- Describe the role and importance of social ethics in Myanmar society and the primary school curriculum;
- Understand how to think, communicate, and behave in accordance with the social ethics strand;
- Explain the value of mutual respect;
- Examine the importance of being respectful to each other (colleagues, students, parents and community);
- Explain the positive consequences of mutual respect in creating a safe school environment;
- Appreciate and recognise fairness, honesty, empathy and sympathy as important moral values for the holistic development of primary students;
- Distinguish between impolite and polite behaviour in verbal and non-verbal communication; and
- Identify the three teaching and learning strategies in the primary Morality and Civics curriculum, with a particular focus on social ethics and moral values.

2.1. The social ethics strand

Humans are relational beings and cannot thrive in solitude. Thus, progressive societies have citizens that work with one another towards a common good. The key to this is the individual's ability to look past oneself to instead be concerned with other people's interests or society as a whole. This sub-unit delves into the study of social ethics, one of the four categories of learning values in the primary Morality and Civics curriculum. It will explore international literature's understanding of social ethics and why it is essential for good citizenship.

2.1.1. Introduction to social ethics

Expected learning outcomes

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

- Describe the role and importance of social ethics in Myanmar society and the primary school curriculum; and
- Understand how to think, communicate, and behave in accordance with the social ethics strand.





Competencies gained: A4.1 Demonstrate understanding of the structure, content and expected learning outcomes of the Basic Education curriculum; and
C1.1 Demonstrate values and attitudes consistent with Myanmar’s tradition of perceiving teachers as role models.



Time: 1 period of 50 minutes.



Learning strategies: Stop and jot, lecture, graphic organiser (T-chart).



Preparation needed: Both you and the student teachers need to read lesson 2.1.1. in advance. Bring copies of primary Morality and Civics primary textbooks and teacher’s guides to lend to the student teachers for homework. Prepare visual aids as well if learner accommodation will be made.



Resources needed: Student Teacher Textbook, Handout 3, visual aids such as videos and images.



Learning activity 1: Stop and jot (10 minutes)

1. Ask student teachers to draw a rectangle on the page where they are taking notes. This will serve as their ‘stop box’.
2. Write the following questions on the board: *‘Who is your role model? What qualities does this person have that makes him or her a role model?’*
3. Let student teachers write their answers in their stop box.
4. Ask some student teachers to share who their role model is and record the qualities on the board.
5. Ask student teachers to pinpoint which of those qualities would be useful in a social setting or dealing with other people and why.



Assessment

Formative assessment takes place in step 5. Check to see if student teachers are able to identify qualities that are important when living in a society with other people. Listen to their explanations to learn their current understanding of what it takes to be a good person socially.



Possible student teacher responses

Student teachers may mention their father, mother, teacher, or another admirable person, and so forth. They may describe their role models as kind, gentle, honest, confident, smart, good-hearted, able to speak many languages and so on. Student teachers may identify honesty as a necessary quality for dealing with other people because trust is important in relationship. When you're not honest and someone finds out, it can damage trust between the two people.



Learning activity 2: Lecture (10 minutes)

1. Write the term 'social ethics' on the board and have student teachers guess what it means.
2. Provide an explanation on the definition of the term further expanding the definition specified in the Student Teacher Textbook. Explain that social ethics refers to 'a mutually agreed upon code of conduct between the individual and society that entails that the actions of the individual benefit others or society beyond oneself' (Morality and Civics Student Teacher Textbook, p. 42). As a member of particular society, we make decisions everyday as to how we should behave in certain social situations. In some cases, there are consequences when members of the society act inappropriately against the agreed social ethics.
3. Further explain the role and importance of social ethics. As discussed, societies agree on a set of values and social ethics based on the type of society they wish to construct as well as the characteristics of its members.



Assessment

Assign student teachers homework. They need to get a copy of a primary Morality and Civics student textbook and select one lesson in the book relating to social ethics.

1. Key points in the lesson
2. How the lesson relates to social ethics
3. Why the lesson is important for the students to learn.

When reading their responses, check if they understand the point of the lesson, if they understand social ethics as it has been defined in the curriculum, and if they can see how social ethics education is important to prepare students for the real world.



Learning activity 3: Graphic organiser (T-chart) (30 minutes)

1. Ask student teachers to imagine that they are tasked with writing the code of conduct for the classroom that will help primary students know how to communicate and behave with other people. Ask them how they would determine what is socially acceptable or unacceptable.
2. Give some examples to spark ideas from the student teachers. For example, threatening physical harm to the other people will be unacceptable, lying will be unacceptable, and speaking words of encouragement when someone is sad is acceptable.
3. Have student teachers write their answers in the form of a T-chart, what is acceptable on one side and unacceptable on the other on Handout 3.
4. Split students into groups and ask student teachers to discuss what they have written and why.
5. Invite representatives from each group to summarise what was discussed in their group.
6. Explain that in social ethics, behaviours are determined as acceptable if they consider the needs of interests of others or society as a whole.



Assessment

Formative assessment takes place in steps 3 and 5. Monitor student teachers as they work on their handout and listen to the presentation of group discussion points. Do the answers show that they have a good understanding of how to communicate ethically?



Extension and differentiation activities

Learning activity 1: Provide some personal examples when student teachers struggle with the open-ended question.

Learning activity 2: Provide some visual aids with the lecture. Show a video clip of bad social behaviour and the consequences or read a story with pictures that demonstrates the importance of social ethics.

Learning activity 3: More confident student teachers can get creative with this and make it easy to remember for the student teachers by turning the code of conduct into a catchy poem.



Review questions: Possible student teacher responses

Question 1: What does ethics mean?

Answer: The code of conduct that distinguishes right from wrong.

Question 2: How is social ethics usually determined?

Answer: Social ethics is determined by shared values in a society or group and what benefits the society or group as a whole, rather than just the individual.

Question 3: Why is social ethics education important?

Answer: It teaches students to consider the needs of the group or society over just their individual needs and how they make decisions based on that. This will allow them to succeed in their social life and on a national scale, allow citizens to collaborate successfully, leading to progress and development.

2.2. Mutual respect in the school environment

We can all recollect a time when we were disrespected and how the consequent feelings of being insignificant affected us. Treating each other with respect has a rightful place within social ethics and needs to be promoted to a greater extent. Respect is not only an ethical requisite, but also a skill for success. This sub-unit explores how respect is translated into the context of the school community and the consequences of fostering or undermining a school climate of mutual respect for the students.

2.2.1. Creating a school climate of mutual respect

Expected learning outcomes

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

- Explain the value of mutual respect;
- Examine the importance of being respectful to each other (colleagues, students, parents and community); and
- Explain the positive consequences of mutual respect in creating a safe school environment.





Competencies gained: A4.1 Demonstrate understanding of the structure, content and expected learning outcomes of the Basic Education Curriculum; and
C1.1 Demonstrate values and attitudes consistent with Myanmar’s tradition of perceiving teachers as role models.



Time: 1 period of 50 minutes.



Learning strategies: Turn and talk, think-pair-share, group work.



Preparation needed: Both you and the student teachers need to read lesson 2.2.1. in advance.



Resources needed: Student Teacher Textbook, poster boards, markers.



Learning activity 1: Turn and talk (10 minutes)

1. Pose the following question for discussion and let student teachers know they will have only three minutes to discuss with a partner: ‘What does it mean to “be courteous towards elders, respect your peers and treat the younger ones with kindness”?’
2. Put student teachers into pairs and have them start discussing a mutually agreed answer to the posed question.
3. After the time is up, ask a few students to share, emphasising that respect should be given to people regardless of age or social status.



Assessment

Step 5 will allow you to learn student teachers’ sentiments about respect. Do they already have an understanding of the importance of paying respect to one another?



Possible student teacher responses

Student teachers will describe what being respectful to these different groups of people looks like in action. There is no single right answer, but the answers should be related to respect.



Learning activity 2: Think-pair-share (20 minutes)

1. Encourage student teachers to recall a time they have witnessed bullying. Did they stop the bully and what were the consequences? Did they watch instead and why wouldn't they interfere? What emotions might the bullied victim be feeling?
2. Put student teachers into pairs and have them relate to the story. Their stories will be shared privately only with the partner, but they will share their answers to the question '*What emotions might the bullied victim be feeling?*' in the class.
3. Invite a representative from each pair to come to the board and write down some of their answers.
4. Read some of the answers one by one and explain that when students experience disrespect, especially in the form of bullying, it tends to affect their academic performance because they are preoccupied with their emotional concerns so they are disengaged from their learning.



Assessment

Monitor students as they share their experiences in pairs. Do they seem to have something to share and are comfortable sharing? Read the answers student teachers have put up in regards to the question about bullying in step 5. Are the emotions largely negative? Are they able to see the viewpoint of the bullied victim?



Learning activity 3: Group work (20 minutes)

1. Divide student teachers into groups.
2. Ask them to read 'Four goals for fostering respect' in lesson 2.2.1. of the Student Teacher Textbook.

3. Ask student teachers to select one particular goal and create a classroom management strategy together with their group members on how they would achieve this goal, which involve routines, rewards and punishments, learning activities, and so forth.
4. Hand out a poster board to each group on which they can write down their strategies.
5. Ask a representative from each group to share their classroom strategies.
6. Follow up with the question of *why* those particular goals need to be achieved.



Assessment

Formative assessment takes place in steps 4 and 5 as you listen to their presentation and answers. Do they have a good understanding of classroom practices that encourage or discourage mutual respect? Do they seem to know what mutual respect looks like in action? For the follow up question, check if they are able to identify the positive consequences of having mutual respect in the classroom.



Possible student teacher responses

There will be a variety of answers. As an example, if the student teachers need to create a classroom strategy for goal 1, perhaps they can allow many opportunities for group discussion during class. They can teach student teachers the guidelines on how to participate in group discussion such as to allow everyone a chance to speak, to criticise ideas but not the person, and to try and learn from others, but not debate. As student teachers participate in group discussions on many occasions, they may begin to adopt these habits of respect.



Extension and differentiation activities

Learning activity 1: Provide more time for student teachers if they still have ideas to discuss, or ask follow up questions to pairs that finish early or do not seem to have many ideas to share such as: *‘What do you do to show respect to these different groups of people?’*; *‘Why should we also respect those who are younger than us?’*; and *‘Are there any groups of people who you think do not deserve your respect?’*

Learning activity 2: If student teachers feel comfortable sharing, they are also welcome to share their stories of bullying.

Learning activity 3: Group student teachers into mixed groups to encourage peer learning. Walk around to groups to check for their understanding of what the four goals are. They will have difficulty completing the activity without a good understanding. For those struggling students, provide assistance by coaching them along the activity.



Review questions: Possible student teacher responses

Question 1: In a short summary, outline the four goals for fostering mutual respect in the classroom.

Answer: The first goal is to form a democratic community where principles like fairness, justice, and equality are upheld and everyone's voices, including the students', are heard. The second goal is to create an environment where teachers and students feel supported. The third goal is building a school community where students feel socially, emotionally, intellectually, and physically safe. The fourth goal is to promote student engagement.

Question 2: How does treating a person with respect impact the entire classroom/school culture?

Answer 2: Treating a student with respect fosters a respectful school climate overall as when they are respected, they are likely to treat others in the same regard. A school atmosphere of mutual respect also allows learning to take place better as students feel safe, engaged and motivated.

2.3. Fairness, honesty, empathy and sympathy

If we want to thrive in life as members of society, managing positive relationships with others is critical. Student teachers have learnt how social ethics acts as a guideline to how we should treat others in a manner that is acceptable and constructive. Fairness, honesty, empathy and sympathy are further values that a moral and civic person possesses, gives us the ability to function successfully in the social domain. This sub-unit will examine the importance of these values in our personal lives and in society as a whole, building the student teachers' understanding and appreciation for these values.

2.3.1. Appreciating fairness, honesty, empathy and sympathy

Expected learning outcomes

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

- Appreciate and recognise fairness, honesty, empathy and sympathy as important moral values for the holistic development of primary students.





Competencies gained: A4.1 Demonstrate understanding of the structure, content and expected learning outcomes of the Basic Education Curriculum; B1.2 Demonstrate capacity to apply educational technologies and different strategies for teaching and learning; and B1.3 Demonstrate good lesson planning and preparation in line with students' learning ability and experience.



Time: 1 period of 50 minutes.



Learning strategies: Think-pair-share, graphic organiser (KWL), gallery walk.



Preparation needed: Read lesson 2.3.1. in advance and prepare a sample short story for the gallery walk in case student teachers need guidance.



Resources needed: Student Teacher Textbook, tape, colouring tools (if possible).

Period 1



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

1. Write the following statement on the white board: 'Even though others lose their integrity, do not lose yours'.
2. Let student teachers reflect on whether they agree with the statement or not.
3. Pair student teachers, have them share their opinions with each other and discuss why they agree or disagree with the statement. Ask them to also consider the consequences of being honest and not being honest. Ask them to think about personal examples from their daily life.
4. Choose some pairs to share their opinions with the class.



Assessment

Observe the student teachers as they share their opinions with their partners. Assist those who seem to be struggling. In step 4, check if the student teachers understand the importance of being honest and having moral principles and if they can foresee the consequences of losing their integrity.



Possible student teacher responses

The student teachers may mostly agree and will offer a variety of personal reasons. Some of the consequences of keeping your integrity is that people will trust you more and give you more opportunities. When you lose your integrity by being dishonest, people may not believe you anymore and may not take you seriously.



Learning activity 2: Graphic organiser (KWL) (10 minutes)

1. Have student teachers draw the KWL chart in their notebooks as below.

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

2. Tell the student teachers that they will learn about four moral values – fairness, honesty, empathy and sympathy – during this lesson, without explaining what they are.
3. Have student teachers write down their thoughts about these values in the first two columns, ‘What I know’ and ‘What I want to know’, to activate prior knowledge.
4. Without mentioning the names of the four moral values, provide descriptions of each value and ask the student teachers to guess the name of each, as they listen to the description. These descriptions can be brief, summarised from the definitions given in the lesson 2.3.1. in the Student Teacher Textbook.
5. Then, have the student teachers write down what they have just learnt from the activity under the ‘What I learnt’ column.



Assessment

The KWL chart will allow you to formatively assess student teachers' learning process of these four values. Read student teachers' answers in the first two columns to help you assess their background knowledge of the values. Read their answers in the last column to see if any learning has taken place.



Possible student teacher responses

While responses in the first two columns may be subjective, they will help you assess if any new knowledge has been acquired. Student teachers' responses in the third column will be a summary of their learning.



Learning activity 3: Gallery walk (25 minutes)

1. Divide the class into four groups.
2. Assign each group to discuss one of the values; fairness, honesty, empathy and sympathy. Explain that students will be learning these values through a story. The student teachers will read lesson 2.3.1. in their Student Teacher Textbook as a group for background information.
3. Ask student teachers to develop a short story (half a page) that teaches/demonstrates the importance of these values and write it on a piece of paper. They will also need to create an accompanying drawing that depicts the story.
4. When the time is up, stick student teachers' stories and pictures on the wall.
5. Have groups walk around the classroom together and study each value. A group's representative will clarify the idea behind the group's story and other student teachers can provide feedback.
6. Wrap up the gallery walk by pointing out the differences between these values and their benefits.



Assessment

The gallery walk will allow you to check if student teachers' stories correctly depict the four values and how other student teachers understand those values when giving feedback.



Possible student teacher responses

There will be various stories created, but they will need to depict the values correctly. Stories of fairness should deal with the need to give people equal opportunities for success, which does not necessarily mean treating everyone the same. Stories of honesty should deal with the need to tell the truth. Stories of sympathy should deal with showing people compassion or pity, whereas stories of empathy should deal with situations where you need to imagine what it is like to be in the other person's position.



Extension and differentiation activities

Learning activity 1: For the different questions posed, have the student teachers switch partners after every question, so they talk with different student teachers each time, catering to student teachers with a kinetic learning style.

Learning activity 2: As an extension, you can ask student teachers to create another section under the 'What I want to know' column to write down questions they will have after the lesson.

Learning activity 3: More confident student teachers can attempt to guess the values and ideas the other groups' stories and drawings seem to be conveying before an explanation is provided by the groups. You can also post a piece of paper next to the groups' stories and drawings, so that student teachers who are not comfortable giving feedback directly can write their comments there.



Review questions: Possible student teacher responses

Question 1: Why are sympathy and empathy important parts of social ethics?

Answer: As social ethics is about emphasising the needs and interests of others over self-interest, sympathy and empathy allow us to take other people's perspectives into account, so we respond to them with the right behaviours.

Question 2: How is dishonesty sometimes encouraged in the classroom?

Answer: Lying and cheating is sometimes considered justifiable, as it is much easier than suffering the painful consequences of telling the truth. Price-Mitchell (2015) finds that dishonesty in particular is being fostered in high stakes testing culture, where students can only measure themselves based on their test scores⁴. In such environments, where students' grades draw the line between retention and progress, students are tempted to cheat the system.

⁴ Price-Mitchell, M. (2015). *Creating a culture of integrity in the classroom*. Retrieved from <https://www.edutopia.org/>

2.4. Effective and polite communication

We may sometimes be blind to the subtle messages we deliver through our words and actions. It leads to confusion and misunderstanding when the person we are communicating with reacts differently from what we expect. Without good communication skills, we risk coming off as rude unintentionally. This sub-unit explores how we communicate, the consequences of poor communication, the importance of being polite, how politeness is conveyed in our communication and the consideration of polite behaviours across different cultures.

2.4.1. Understanding effective communication and polite behaviour

Expected learning outcomes

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

- Distinguish between impolite and polite behaviours in verbal and non-verbal communication.





Competencies gained: A4.1 Demonstrate understanding of the structure, content and expected learning outcomes of the Basic Education Curriculum; and
C1.1 Demonstrate values and attitudes consistent with Myanmar’s tradition of perceiving teachers as role models.



Time: 1 period of 50 minutes.



Learning strategies: Student response cards, stop and jot, group work.



Preparation needed: Teacher educators and student teachers should read lesson 2.4.1. in advance. Examples of polite and impolite behaviours (not only from the Myanmar context but also from other countries) should be prepared in advance.



Resources needed: Student Teacher Textbook, colour cards (red and green, or other colours).



Learning activity 1: Student response cards (15 minutes)

1. Give out colour cards, instructing student teachers to hold up the green card for polite behaviour and red for impolite behaviour.
2. Read prepared examples and ask students to determine whether it demonstrates polite or impolite behaviours.
3. Take the lesson up a notch and read examples of polite and impolite behaviours in other countries that students may not be familiar with. Have the student teachers guess if these behaviours are considered polite or impolite.



Assessment

Observation of student teacher responses will help you determine what their current knowledge of politeness is. The questions are objective, so their answers will either be right or wrong.



Possible student teacher responses

Student teachers should correctly select their responses to the examples of behaviours. Examples you can use for behaviours in other countries include:

In Germany, being a few minutes late is considered rude. In Rwanda and Japan, it is considered rude to eat anywhere that is not a proper dining place. In Lebanon, it is considered bad etiquette to reject food being offered. A certain degree of public display of affection may be common in some countries, while it may be looked down upon in Myanmar. Many people in Myanmar have a tendency to communicate indirectly, whereas people in some other countries may prefer communicating in direct ways.



Learning activity 2: Stop and jot (15 minutes)

1. Have student teachers refer to the segment on listening from lesson 2.4.1. in their Student Teacher Textbook.
2. Ask student teachers to draw a rectangle on the page where they are taking notes. This will serve as their 'stop box'.
3. Write the following questions on the board: '*What does it mean to listen? What might be the consequences of hearing, but not listening?*'
4. Let student teachers write their answers in their stop box.
5. Encourage class discussion by asking a few student teachers to share their answers and invite others to comment.



Assessment

Monitor student teachers as they fill out their stop box to see if they are struggling to come up with an answer. Formative assessment also takes place during class discussion to check for their understanding of listening.



Possible student teacher responses

Student teachers' answers can be similar to but not limited to these examples:

Listening is being actively engaged in analysing and processing the speaker's message. Listening entails that we examine both the other person's verbal and non-verbal cues to guide us in deciding how we respond. When we listen incorrectly, we will miss out on important information, which can lead to misunderstanding. We can respond in a way that may worsen the situation and create conflict.



Learning activity 3: Group work (20 minutes)

1. Divide the class into 4-6 groups and ask the groups to study how a teacher communicates in class. Explain that politeness or lack of politeness can be conveyed both through our words and non-verbal cues.
2. Demonstrate how a teacher engages in polite and impolite verbal communication as well as polite and impolite nonverbal communication through examples and explain the impact of these types of communication on good and bad communication in the classroom.
3. Assign 2-3 groups to tackle verbal communication and another 2-3 groups non-verbal communication.
4. Let all groups discuss which behaviours/cues are polite or impolite when communicating in social situations.
5. Draw a chart below on the board and let all groups draw and fill in the relevant table in their notebooks.
6. Ask group representatives to present and write their answers on the board.

Table 2.1.

Verbal Communication		Non-verbal Communication	
Polite	Impolite	Polite	Impolite



Assessment

Formative assessment of their presentations in step 6 will help you determine whether the student teachers can identify verbal and non-verbal cues in communication and what is considered polite and impolite.



Possible student teacher responses

Verbal cues that the student teachers will mention will deal with the choice of words, whereas non-verbal cues will deal with the tone of voice, use of hands, facial expressions and much more. Most of what the student teacher recognise as polite or impolite communication can be validated; however, in some cases, due to different cultural backgrounds, you can also expect some student teachers not agreeing with you or others on what is polite or impolite. You can address this in class.



Extension and differentiation activities

Learning activity 1: Prepare images or act out behaviours to provide a better idea of the polite and impolite behaviours in specific contexts.

Learning activity 2: Ask student teachers if they can come up with tips on how to listen better. Provide your own tips on how to listen better to students from your years of teaching experience.

Learning activity 3: If there are student teachers from different cultures, ask them to share their insights if there are not covered in the presentations.



Review questions: Possible student teacher responses

Question 1: What are the commonly overlooked, but equally effective forms of communication?

Answer: Listening and non-verbal communication.

Question 2: Why is being polite important?

Answer: Being polite makes people feel comfortable and relaxed, so they become more willing to engage and work with us. A positive, welcoming climate is created from overall politeness, whereas impolite behaviours can create stress and conflict.

Question 3: Students should only learn the polite behaviours of Myanmar culture. Do you agree or disagree with this statement, and why?

Answer: Students' answers can differ. A possible answer is to disagree, as polite behaviours can vary across countries. Teaching students to be aware of this diversity will encourage them to learn to adapt to different social settings, shifting between different polite behaviours according to the cultural context they are interacting in.

2.5. Teaching and learning strategies of primary Morality and Civics

In Unit 1, student teachers learnt how the Morality and Civics curriculum has been designed and how students are led through a series of stages to build on their understanding of the desired values at the focus of the lesson. In Unit 2, student teachers gained further understanding of the importance of social ethics, mutual respect and four other moral values; fairness, honesty, empathy and sympathy.

This sub-unit explores how the curriculum can be implemented by detailing the three key teaching and learning approaches that can be used by student teachers to ensure primary students' gaining of competencies in the Morality and Civics subject. Since you, as a teacher educator, will introduce these approaches for the first time, it is important to be familiar with these approaches yourself and plan how you will facilitate and support the student teachers effectively.

2.5.1. The three main teaching and learning strategies

Expected learning outcomes



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

- Identify the three teaching and learning strategies in the primary Morality and Civics curriculum, with a particular focus on social ethics and moral values.



Competencies gained: A4.1 Demonstrate understanding of the structure, content and expected learning outcomes of the Basic Education Curriculum; B1.2 Demonstrate capacity to apply educational technologies and different strategies for teaching and learning; and C1.2 Demonstrate understanding of own educational philosophy and how it influences one's practice as a professional teacher.



Time: 2 periods of 50 minutes.



Learning strategies: Graphic organiser, lecture, modelling, group work, role play, reading.



Preparation needed: Teacher educators and student teachers should read lesson 2.5.1. in advance.



Resources needed: Student Teacher Textbook, Grade 1 Teacher's Guide, Grade 1 textbooks, Grade 2 textbooks.

Period 1



Learning activity 1: Graphic organiser (15 minutes)

1. Let students recall the three stages of teaching and learning process in primary Morality and Civics curriculum which they learnt in Unit 1.
2. Draw a table according to the template below on the board and ask student teachers to copy it into their notebooks.
3. Encourage student teachers to get into pairs and discuss their knowledge with their partners, writing it down into their charts.

Table 2.2.

Stages	Description

4. Finally, ask some volunteers to help fill in the table on the board.



Assessment

Monitor student teachers as they fill out their tables and share in class what they remember about the teaching and learning stages. Assess if they were able to remember the key aspects of the teaching and learning stages.



Possible student teacher responses

Stages	Description
Knowing the moral or civic values by thinking	Children are expected to describe the moral or civic values by mental deliberation, prompted by looking at pictures in the textbooks or leading questions related to their daily life.
Understanding the moral or civic values by reasoning	Children deepen their understanding of the importance of the moral or civic values by reading stories, engaging in thinking prompted by pictures or sharing opinions with classmates.
Applying the moral or civic values in action and reflection	Children reflect on their own experiences and consider how the moral or civic values learnt in the lessons can be applied in real life situations.



Learning activity 2: Lecture (15 minutes)

1. Explain to student teachers that in traditional Morality and Civics lessons, primary children mostly learn through memorising poems. On the contrary, in the new primary Morality and Civics, thinking about moral values and moral behaviour is much more emphasised and the three teaching and learning approaches are applied in all units to promote students' thinking.
2. Call on some student teachers to recall what the three teaching and learning approaches are based on their reading of the lesson.
3. Clarify that the three teaching and learning approaches applied in primary Morality and Civics are: 1) learning through self-involvement in characters from the reading materials; 2) learning through problem-solving; and 3) learning through simulated experiences related to moral acts.
4. Ask student teachers to recall what each approach involves.
5. Emphasise that in all approaches, giving students enough opportunities/time to think from various points of view is the most important, as student teachers can promote the students' sense of judgement in this way.



Assessment

You can assess the student teachers' learning during step 2 and 4, after their assigned reading of lesson 2.5.1. Did the student teachers remember what the approaches were? Could they explain how teaching and learning is done in each of the approaches?



Possible student teacher responses

For the question in step 4, student teachers' answers may be similar to the explanation below:

Self-involvement through reading: Students are asked to consider the feelings of the characters in stories/pictures from many angles, understand how the characters make their judgements and reflect on their own experiences related to these stories/pictures.

Problem solving: Students are asked to consider how they would solve the underscored problem.

Role-playing: Students are asked to enact scenarios that deal with a given problem.



Learning activity 3: Modelling (20 minutes)

1. Using the teacher guide for Grade 1, 'Unit 1. Po Po's family', you are going to demonstrate a Morality and Civics lesson, with the student teachers acting in the position of the students.
2. Follow the teacher's guide instructions and go through the unit with the students.
3. After experiencing a classroom activity of 'learning through self-involvement in characters from the reading materials', ask the student teachers to share their thoughts with a partner. Ask them to share how the learning approach helped them to understand the value that was being taught.
4. Call on a representative from each pair to share the key thoughts that were raised.



Assessment

Observe the student teachers as they share their thoughts with their partners. Assist those who seem to be struggling. In step 4, check if the student teachers can imagine themselves in the place of a student and describe how the learning approach helped them to learn about the moral values.



Possible student teacher responses

Student teachers are expected to share their thoughts by focusing on how they thought about the moral value and how the reading material supported them to think about and acquire moral values. Student teachers are expected to find out that they could think deeply about the feelings of characters by reading (listening to) the story and that it helped them to think about their own opinions/actions if they encountered a similar situation.

Period 2



Learning activity 4: Group work (20 minutes)

1. Let student teachers study ‘Unit 7. Let’s try to make the right judgement’, Lesson 3 from the Grade 2 student textbook.
2. Split class into four groups and have the student teachers discuss the story by asking what they would do to solve the problem described and why, facilitating the discussion.
3. Explain the second type of the teaching and learning approaches that the student had just undergone; problem-solving.
4. Ask student teachers for feedback on their learning experience.
 - a) What value was being taught?
 - b) Did the activity help them to understand this value and how to solve problems?
 - c) What could be done to improve the learning experience using this approach?



Assessment

Assessment of learning comes from student feedback in step 4. Did the student teachers understand how learning can be achieved through problem-solving? Did the student teachers put themselves in the position of the students to determine how they might improve the learning experience?



Possible student teacher responses

Various responses can apply.



Learning activity 5: Role-play (30 minutes)

1. Ask the student teachers to review all the values from the social ethics unit in the Student Teacher Book.
2. Briefly explain to the student teachers that they will be using one of the teaching and learning approaches, simulated experience, by acting in a role.
3. Keep student teachers in their four groups. Each group should be assigned roles.
 - a) Group 1: Student teacher and his/her colleague.
 - b) Group 2: Student teacher and his/her teacher educator.
 - c) Group 3: Student teacher and his/her parents.
 - d) Group 4: Student teacher and his/her students.
4. Let each respective group select one of the four values and discuss how they should behave towards or communicate with the other person in a way that would be fair, honest, empathetic, polite and so on. They will present their discussion in a short role-play with a couple of the members of their group. Not everyone will have to participate, but all will need to help come up with the script.
5. Invite the groups to present their role-play.
6. After the presentation of each group, ask the class to identify the values presented in each role-play.
7. Ask student teachers to provide feedback on preparing and implementing this form of learning activity, role-playing. Did they learn something in the process? What were some of the challenges to doing this activity? Did the activity encourage them to apply the respective values in their daily life?



Assessment

End the lesson with a question and answer assessment. Assess to what extent students understand the three teaching and learning approaches in periods 1 and 2. Ask them to explain the three teaching and learning approaches in their own words and have them write it down on a paper note to hand to you before they leave the classroom.



Possible student teacher responses

Use the following rubric to assess their responses:

	Excellent	Average	Poor
Teaching and learning approaches 1, 2 and 3	Explained how primary students can acquire values through this approach in their own words with concrete examples.	Explained how primary students can acquire values through this approach in their own words.	Used only a few words.



Differentiation and extension activities

Learning activity 1: For less confident student teachers, prepare images representing each stage to activate their memory of the three teaching and learning stages.

Learning activity 2: Ask more confident student teachers a more difficult question after the activity, such as how these approaches relate to or are different from the teaching and learning stages. Possible answer: The teaching and learning stages show how a student's learning progresses from being able to use lower order to higher order thinking skills, whereas learning approaches show various ways a student can learn values across different teaching and learning stages.

Learning activity 3: As an extension, you can ask the student teachers what changes they could make to the lesson to accommodate different types of learners.

Learning activity 4: Provide a list of other units related to problem-solving instead of Unit 7 that the student teachers can read based on their preferences, such as level of difficulty and subject.

Learning activity 5: As an alternative to sharing their thoughts in step 7, less confident student teachers may feel more comfortable taking time to reflect and write down their thoughts on paper. Offer them the option of writing up another stop and jot as an answer to the discussion questions.



Review questions: Possible student teacher responses

Question 1: How can students deepen their understanding during reading?

Answer: By imagining themselves in the character's position, children can empathise with the feelings of the character and reason with the choices they make, deepening their understanding of the value that is demonstrated through the picture/story.

Question 2: What does problem-solving help students develop?

Answer: Problem-solving enables children to develop the capacities needed to resolve various problems and issues related to moral or civic values encountered in the course of their life.

Question 3: How can role-playing help with problem-solving?

Answer: Through examining the problem from various perspectives by role-playing, children can understand what values are needed to solve the problem and develop their problem-solving abilities to proactively handle a wide range of challenges.

Unit Summary



Key messages

- Social ethics is a mutually agreed upon code of conduct between the individual and society that requires that the actions of the individual benefit others or society, not just themselves.
- Human beings naturally exist in groups and so, social ethics is necessary for living and working well in these contexts.
- Mutual respect in general is regarded as the feeling, shared between two or more people, that the other party or person is good, valuable or important, and can be extended to people of all ages and backgrounds.
- A climate of mutual respect in school environments allows students' voices to be heard, gives support to teachers and students, ensures students feel safe socially, emotionally, intellectually and physically, and promotes student engagement.
- Bullying is detrimental to learning and can either disengage the students or encourage acts of disrespect. Teachers should act as upstanders instead of bystanders to occurrences of bullying.
- All citizens on earth have the right to be treated equally and fairly despite how different they may be. Fairness encourages people to participate in society with the trust that they will not face discrimination.
- Sympathy is concerned with feeling compassion or pity for the other person whereas empathy is about understanding the other person's emotions.
- Good communication is a powerful tool to use in human interactions which consist of both verbal and non-verbal forms involved in both sending and receiving information.

- Politeness can be conveyed through verbal and non-verbal communication cues that can have different connotations according to culture.
- Listening is an overlooked form of communication that is important for preventing misunderstanding and analysing the other person's feelings.
- The three approaches for learning Morality and Civics are viewing and reading for reflection, problem-solving and simulated experiences. The units in Grade 1 to Grade 5 will incorporate these methods to help children to grasp and apply the values.



Unit reflection

Are there any learning methods not mentioned in the text that the student teachers would like to use as a supplementary activity? How would this method help build students' understanding of moral or civic values?

The reading passage explains how social ethical standards require individuals to consider what benefits group or society. How would you teach students to consider others and what benefits the group (family, classmates, etc.) instead of only what is beneficial for themselves?

Student teachers should choose one of the four goals of creating a climate of mutual respect and read it in depth. Which of the four goals do they think would be the most difficult to achieve? What do they think they would need in order to achieve that goal?

Outside of teaching, how might student teachers use classroom strategies to promote the values of fairness, honesty, sympathy and empathy among the students?

Student teachers should think of non-verbal cues when communicating with a person that is perceived to be rude or polite in Myanmar culture. Would the student teachers change their non-verbal cues when communicating with a student from a different culture?

As teachers, student teachers are held in a high moral position. It could be difficult for them to teach a moral value that they themselves do not practice. Student teachers should assess themselves from time to time and think about how much they apply these values in their daily life by asking themselves the following questions:

1. 'Am I an empathetic person?' never, rarely, sometimes, often, always
2. 'Am I fair?' never, rarely, sometimes, often, always
3. 'Am I sympathetic?' never, rarely, sometimes, often, always
4. 'Am I honest?' never, rarely, sometimes, often, always



Further reading

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Glossary

Terms	Elaborations
Bias	Giving preference to particular beliefs over others.
Citizen	A person who is legally recognised as a member of a state with associated rights and obligations.
Ethics	A code of conduct developed externally that distinguishes right from wrong.
Favouritism	Giving preference to one person or group over another.
Hidden curriculum	This term has various interpretations and in general it refers to unofficial norms, behaviours and values that teachers teach and students learn at school, or that are directly/indirectly transferred by the school culture or ethos, and which are not necessarily a product of conscious intention. The hidden curriculum acknowledges that schooling takes place in a broad social and cultural environment that has an influence on learning. Increasingly referred to as 'school-related factors' (UNESCO-International Bureau of Education, 2013, p. 29).
Moral pluralism	The notion that there is more than one moral system, belonging to different societies and cultures, which may have some commonality and contradictions.
Moral realism	The early stage of moral development in which students' understanding of morality is based on the outcomes.
Non-verbal communication	Delivering a message to someone through visual cues and without using words.
Simulated experiences	Experiencing a situation in a set-up replicating real life.
Upstander	Someone who acts on seeing mistreatment such as when witnessing bullying.
Verbal communication	A two-way process in communication that involves how someone delivers or receives messages whether in spoken or written form.

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Annexes

Handout 1: (Lesson 1.1.1.)

What are the behaviours and attitudes of a morally good and civic minded person?

Behaviours	Attitudes

Handout 2: (Lesson 1.3.2.)

Three teaching and learning stages in primary Morality and Civics

Stages	Teaching and learning activities	Reason
Stage 1 Knowing moral or civic value by thinking		
Stage 2 Understanding moral or civic value by reasoning		
Stage 3 Applying moral or civic value in action and reflection		

Handout 3: (Lesson 2.1.1.)

My code of conduct

Acceptable	Unacceptable

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