



**SUOMI  
FINLAND**

# **Myanmar Pre-service Teacher Education Programme**

## **Year 3 Semester 2**

### **EDU3116/ EDU3126**

### **Curriculum and Pedagogy Studies:**

### **Local Curriculum**

### **Primary/Middle School Specialisation Track**

### **Teacher Educator Guide**



# PREFACE

The Pre-service Teacher Education Curriculum consists of several components: the curriculum framework, syllabi, Student Teacher Textbooks, and Teacher Educator Guides. This curriculum for the four-year Pre-service Teacher Education Programme 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 Pre-service Teacher Education 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 Pre-service Teacher Education programme 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.

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# HOW TO USE THIS GUIDE

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

This Teacher Educator Guide has been designed to help you facilitate student teachers' learning of Year 3 Local Curriculum. It is addressed to you, as the teacher educator, and should be used in tandem with the Student Teacher Textbook as you teach Local Curriculum. This Teacher Educator Guide contains step-by-step instructions to help you guide the student teachers in your class towards achieving the learning outcomes for each unit and lesson in the Student Teacher Textbook.

## When and where does Year 3 Local Curriculum take place?

A total of 20 teaching periods (Semester 1: 12 teaching periods; Semester 2: 8 teaching periods) are allotted for Year 3 Local Curriculum of the four-year Education Degree College programme. Classes will be held on the Education Degree College campus.

## What is included in the Year 3 Local Curriculum Teacher Educator Guide?

The organisation and content of both Local Curriculum Student Teacher Textbook and Teacher Educator Guide align with Local Curriculum subject syllabus of the four-year Education Degree College programme.

Year 3 Local Curriculum contains the following topics:

- Introduction to Year 3 Local Curriculum
- Ethnic Language, Culture and Local Economy
- Agriculture
- Career Development and Career Skills
- Home Management Skills
- Teaching, Learning and Assessment.

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

For each lesson, the Teacher Educator Guide includes:



**Competencies gained:** This list of competencies highlights the teacher competencies from the Teacher Competency Standards Framework (TCSF) 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.



**Assessment approaches:** This is an overview of all the assessment approaches suggested to be used before, during and after the lesson learning activities.



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



**Facilitator's notes:** 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 assess success and inform future teaching. Instructions for facilitating various types of assessment are included in the *Toolbox for assessment approaches*.



**Possible student teachers' responses:** 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 outcomes and TCSF competencies, 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.



**Extended learning activities:** Some lessons in this guide include ideas on ways to adapt the learning activities to provide additional stimulus for student teachers to deepen their learning. These extended learning activities emphasise the benefits of flexibility in learning to respond to diverse needs and interests of student teachers. It is not mandatory to complete these learning activities during the class period.



**Differentiated learning activities:** Some lessons in this guide include ideas on ways to adapt the learning activities by considering different learning needs and interests of student teachers towards attaining the learning outcomes and TCSF competencies. These differentiated learning activities emphasise inclusive and flexible practice in teaching and learning. It is not mandatory to complete these learning activities during class period.

For each sub-unit, the Teacher Educator Guide includes:



**Expected student teachers' responses for the review questions in TB:** A box at the end of each sub-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.

**Each unit of the Teacher Educator Guide ends with a Unit Summary, which includes:**



**Key messages:** 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 these up in the library, on the internet, or in your Education Degree College's e-library.

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

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

## What is a competency-based curriculum?

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

The following elements are integrated throughout this Teacher Educator Guide, in line with a competency-based approach to teacher education: <sup>1</sup>

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

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<sup>1</sup> Adapted from the *Glossary of curriculum terminology* (UNESCO-International Bureau of Education, 2013).

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

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

## **Course rationale and description**

This course will prepare student teachers with the competencies required to teach the Local Curriculum subject through modelling the values and attitudes promoted in the Basic Education Curriculum for the types of citizens and society Myanmar envisions to create. It is important for student teachers to apprehend the position of Local Curriculum in the new Basic Education Curriculum and in creating inclusive learning environment for all Myanmar children, and how this curriculum is developed by and responds to local needs. Student teachers will acquire knowledge and skills in the range of topics identified for Local Curriculum, such as local ethnic languages, history, traditions and cultures, and local economy and business, particularly agriculture. They will further develop a deep understanding on the ultimate purpose and importance of Local Curriculum, for the relevance of education in Myanmar local contexts and its contribution to students' learning progress and further to the intercultural respect and peacebuilding. With reference to the Education Degree College Curriculum Framework, in Years 1 and 2 student teachers are expected to develop their fundamental knowledge of Local Curriculum and basic pedagogical knowledge and competencies for teaching Local Curriculum. In Years 3 and 4, they will further strengthen deeper understanding of Local Curriculum subject knowledge and gain a more systematic grasp of the effective implementation of Local Curriculum subject curriculum, instruction and assessment.

## **Basic Education Curriculum objectives**

This subject, Local Curriculum, is included in the pre-service Education Degree College curriculum to ensure that teachers are prepared to teach the Local Curriculum as defined in basic education of Myanmar. Primary and Middle School teachers will be trained as subject area specialists and learn about academic standard equivalent to primary, middle and high school level in order to ensure a strong subject proficiency foundation for being effective teachers for primary and middle school students (Education Degree College Curriculum Framework, 2019).

- a. Ensure every school-age child learns until the completion of Basic Education;
- b. Generate critical thinking skills in students, progressively throughout their primary education and are hence, equipped with five strengths;
- c. Engage students to become responsible and accountable individuals who abide by the laws in compliance with civic, democracy and human rights standards;
- d. Cultivate students with appreciation to open-mindedness, curiosity, innovation and cooperation;
- e. Strengthen ‘union spirit’ by allowing students to appreciate and preserve the languages, literatures, cultures, arts, traditional customs and historical heritage of all national ethnic groups and hence, evolve as citizens capable to pass on those valuable assets;
- f. Give rise to students who appreciate and conserve natural environment, and involve in the dissemination of knowledge and skills in respect to sustainable development;
- g. Enable the quality environment for education in conformity with international standards, and strengthen the quality of learning and teaching process by integrating technology in line with today’s needs;
- h. Promote sound body and sportsmanship through participation in sports and physical education activities, and school health activities;
- i. Develop foundational knowledge for higher education, with inclusive to technical and vocational education; and
- j. Empower to become global citizens who embrace diversity as individual or group, respect and value equality, and are armed with fundamental knowledge of peace to practise in their daily lives.

**Learning outcomes for student teachers for Local Curriculum subject:**

- To construct a better understanding of the alignment of Local Curriculum subject to the Basic Education Curriculum Framework and learning resources, and apply this to ensure the continuity and the progression of students’ competencies developed across the grade level.
- To apply the competencies gained around Local Curriculum subject in their teaching practice to effectively support their students’ learning process to achieve the learning objectives for Local Curriculum subject as stated below.

## Teacher competencies in focus for Local Curriculum

This section identifies key competencies from the Myanmar Teacher Competency Standards Framework (TCSF) specifically relevant for this subject. These teacher competencies give an overall compass for what student teachers should know and be able to do when graduating from this course. This overall teacher competencies links to the specific learning outcomes expected by Local Curriculum strands as outlined in the syllabus.

**Table A. Teacher competencies in focus: Year 3 Local Curriculum**

Competency standard	Minimum requirements	Indicators
<b>A1: Know how students learn</b>	A1.1 Demonstrate understanding of how students learn relevant to their age and developmental stage	A1.1.1 Give examples of how the students' cognitive, physical, social, emotional and moral development may affect their learning
<b>A2: Know appropriate use of educational technologies</b>	A2.1 Demonstrate understanding of appropriate use of a variety of teaching and learning strategies and resources	A2.1.2 Use teaching methods, strategies and materials as specified in the textbooks and additional low cost support materials, to support student learning
<b>A3: Know how to communicate well with students and their families</b>	A3.2 Demonstrate respect for the social, linguistic and cultural diversity of the students and their communities	A3.2.1 Give examples of inclusive communication to support all students' participation and engagement in classroom activities A3.2.2 Be aware of social, linguistic and cultural background of parents, community elders and leaders when interacting with them
<b>A4: Know the curriculum</b>	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 lower secondary curriculum for the subjects and grade level/s taught
<b>A5: Know the subject content</b>	A5.1 Demonstrate understanding of the subject matter to teach the assigned subject/s for the specified grade level/s	A5.1.1 Describe key concepts, skills, techniques and applications for the subjects covered in the grade levels taught A5.1.2 Include in lessons accurate and relevant information, examples and exercises to support student learning of core subject content, skills and procedures A5.1.3 Link key concepts, principles and theories to real life applications to build discipline specific foundations and skills for different classes and grade levels taught
	A5.2 Demonstrate understanding of how to vary delivery of subject content to meet students' learning needs and the learning context	A5.2.2 Explain how lessons are contextualised to include localised information and examples related to the subject content, concepts and themes A5.2.3 Describe approaches to model the use of content specific language, technical terms and skills by providing examples of use in real life contexts

Competency standard	Minimum requirements	Indicators
<b>B1: Teach curriculum content using various teaching strategies</b>	B1.1 Demonstrate capacity to teach subject-related concepts clearly and engagingly	B1.1.1 Use different ways to explain the subject matter, related ideas and concepts to meet a range of learning abilities and intended learning outcomes  B1.1.2 Select instructional material to link learning with students' prior knowledge, interests, daily life and local needs
	B1.2 Demonstrate capacity to apply educational technologies and different strategies for teaching and learning	B1.2.1 Use teaching methods and learning strategies appropriate for the class – culture, size and type  B1.2.2 Use knowledge of different literacy teaching strategies to support development of subject matter literacy  B1.2.3 Create opportunities for students to investigate subject-related content and concepts through practical activities
<b>B2: Assess, monitor, and report on students' learning</b>	B2.1 Demonstrate capacity to monitor and assess student learning	B2.1.1 Use assessment techniques as part of lessons to support students to achieve learning outcomes  B2.1.2 Use assessment information to plan lessons
<b>B3: Create a supportive and safe learning environment for students</b>	B3.1 Demonstrate capacity to create a safe and effective learning environment for all students	B3.1.3 Model and promote good health and safety practices to ensure students' wellbeing and safety within the classroom and school
<b>C1: Service to profession</b>	C1.3 Demonstrate understanding of the possible effect of local culture and context on student participation in school	C1.3.1 Show interest in and take time to learn about the students' culture, language and community
	C1.4 Demonstrate responsibility and accountability for the use of education resources	C1.4.1 Use school supplies and resources appropriately
<b>C2: Service to community leadership</b>	C2.1 Demonstrate commitment to serving the school and community as a professional member of the teaching profession	C2.1.1 Contribute actively to a range of school and community activities  C2.1.2 Demonstrate model behaviour as a teacher serving and working in school and community responsibly and accountably
<b>C3: Promote quality and equity in education for all students</b>	C3.1 Demonstrate a high regard for each student's right to education and treat all students equitably	C3.1.1 Show awareness of the right to education of every child and a commitment to nurturing the potential in each student  C3.1.2 Recognise the different social situations and background of students and treat all students equally
	C3.2 Demonstrate respect for diversity of students and the belief that all students 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

Competency standard	Minimum requirements	Indicators
<b>D1: Reflect on own teaching practice</b>	D1.1 Regularly reflect on own teaching practice and its impact on student learning	D1.1.1 Use evidence of students 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
<b>D2: Engage with colleagues in improving teaching practice</b>	D2.1 Improve own teaching practice through learning from other teachers and professional development opportunity	D2.1.1 Discuss teaching practices with supervisors and colleagues, and willingly seek constructive feedback
<b>D3: Participate in professional learning to improve teaching practice</b>	D3.1 Demonstrate understanding of the importance of inquiry and research-based learning to improve teaching practice	D3.1.2 Search and analyse online or offline information on current trends and research based practices in lower secondary education and for specific subjects taught to improve one's own content knowledge and teaching practice

Source: Myanmar Teacher Competency Standards Framework (TCSF) - Beginning Teachers, 2020, pp. 79 – 140

## 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 in and outside the classroom; and
- They are asked to develop their critical thinking and social skills and to take ownership of their own learning.

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

- 1. Keep it relevant.** Adults tend to be goal-oriented and practical. They want to understand how what they are learning will be important in their daily lives. This means that it is important to have clearly defined goals and objectives for what student teachers will accomplish in a lesson, and why. Student teachers need to see the relevance of what they are learning for their future jobs as teachers. You can tell them explicitly what they are learning or how individual learning activities will be useful to them as teachers.



2. **Recognise your student teachers' backgrounds.** Your student teachers are coming to you with at least 18 years of life experience. The content of your course should reflect the level of education that they have completed and the realities of their daily lives. Adult learners need to be shown respect by valuing the experience and knowledge that they bring to the class. In your lessons, you can look for places where student teachers can draw on their real-life experiences and prior knowledge to help them understand and connect to a topic.
  
3. **Encourage exploration.** As adult learners, your student teachers are capable of learning on their own and being self-directed. Activities that require problem-solving and collaboration can help your student teachers to connect deeply and meaningfully with the lesson content. To do this, look for ways to actively involve your student teachers through discussion groups, real-life practice and opportunities to teach others. It may help to think of yourself as a *facilitator* of learning, rather than a teacher. You can encourage the student teachers in your classes to take ownership of their learning by finding out what is interesting to them and encouraging them to pursue these things.

### **Guidelines for inclusive and equitable classroom practices**

Inclusion is the act of ensuring that all persons are free from discrimination of any kind and enjoy equal rights. In terms of inclusion in education, a child should be able to enjoy their right to education, regardless of their gender, language, ethnicity, religion, disability, socio-economic status and geographic location, as set forth in the 1990 UN Convention on the Rights of the Child. The vision of the Ministry of Education (MoE) is to ensure significant advancement towards adhering to the terms of the UN Convention. Its aim is also the achievement of the Sustainable Development Goal for Education, namely: SDG Goal 4: Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all.

The achievement of SDG Goal 4 can be realised through the creation of inclusive, learner-friendly environments at all levels of the Education Degree College. While teacher educators can model inclusive and equitable classroom practices to their student teachers, administrators can also contribute by creating mission and/or vision statements and policies that celebrate inclusion, including a policy against discrimination.

As a teacher educator, actively promoting inclusion and 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.

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 inclusion and 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 creating inclusive, learner-friendly environments, either implicitly or explicitly, can have a long-lasting impact on the future behaviour of your student teachers.

### **General strategies to facilitate an inclusive classroom**

Teachers, as facilitators, are responsible for creating high quality, inclusive learning environments where all students are supported to experience success in their learning.

- Think about each student teacher and consider the barriers they may experience because of their gender, disability, religion, ethnicity, language, geographical context, and socio-economic situation.
- Be aware of your own biases and reflect on your actions and teaching strategies.
- Ensure that all genders are represented and recognised, be aware not to reinforce gender stereotypes.
- Be sensitive to the marginalisation of different ethnic or religious groups experienced or continue to experience.
- Be aware that student teachers from ethno-linguistic groups who may not be as confident in using the language of instruction in the school. Use terms that all students would be familiar with and check for understanding throughout the lesson. If needed, provide translations of key documents and materials for all student teachers.
- Recognise and acknowledge different religious practices and try to represent all in the class and not have a bias towards the most predominant culture or religion in the population.
- Ensure that activities and examples are accessible to student teachers from

all socio-economic groups and can all participate. Use local examples relevant to the locality and materials that are easy to acquire, low cost and are readily available.

- Provide accommodations and adapt lessons for student teachers with disabilities.
- Make sure you present the key learning points of the lesson through visual, auditory and if possible tactile cues – respond to different learning styles.
- Be flexible and offer a variety of activities for different student teachers to explore the same learning competencies and learning outcomes.
- Have high expectations of all student teachers and focus on helping each of them achieve the learning outcomes.

### **Ensure gender inclusivity in the classroom**

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.

- Ensure that there is equal representation of male and female voices, names, quotes and examples.
- Ensure that illustration examples do not reinforce any existing stereotypes.
- Use equitable and gender-inclusive language and ensure that your student teachers do likewise.
- Help and encourage your students 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 compliments, giving eye contacts, or even remembering the names of student teachers.
- Arrange the classroom setting in a gender-sensitive and equal manner, in terms of classroom decorations, seating arrangement, and group formation/division.

### Specific guidelines to adapt a lesson according to the different needs of your student teachers

Types of situations	Guidelines
Student teachers not interested in lesson topic	Make relevant connections between topic and their lives
	Show them practical applications of topic
	Use examples related to their interests
	Include games and activities which require the student teachers to collaborate together on the lesson content
Unmotivated student teachers to engage in activities	Provide choices within the classroom
	Increase opportunities for peer-based learning
	Ensure learning tasks are at an appropriate level of difficulty
Student teachers reluctant to participate in class	Provide options for participation
	Be flexible in expectations for participation among peer partners/small groups
	Encourage and support the participation of quieter student teachers
Student teachers who may finish their work more quickly	Develop and prepare extension activities
Student teachers who may take longer time to complete the tasks	Allow more time to complete work if they need it
Student teachers who respond better to visual input (including learners with hearing impairments)	Use objects/pictures, colour-coded information for visual organisation
Student teachers who respond better to auditory input (including learners with visual impairments)	Use lecture or discussion-based learning, peer-based activities, audiobooks, text-to-speech software
Student teachers with learning or attention challenges	Use small chunk of information, frequent repetitions, multiple examples, concrete learning experiences, actual demonstration, hands-on learning
Student teachers who learn better kinaesthetically	Use hands-on learning, touching objects, tactile graphics, frequent movement, project-based learning
Culturally diverse student teachers	Use culturally-relevant materials and instructional methods
Student teachers with disabilities	Group them with student teachers who can offer support and assistance, not with those who are facing difficulties
Student teachers with hearing impairments	Ask them to sit near the front of the room
	Make sure that they can see your lips to be engaged through lip-reading
	Provide written representations of what is being communicated
Student teachers with visual impairments	Ask them to sit near the whiteboard/chalkboard
	Use large-print materials with the contrast enhanced
	Provide instructions verbally as well as visually
	Provide a variety of engaging activities engaging other senses
Student teachers who prefer expressing themselves through printed words (including students with speech difficulty)	Use journalling, fill in the blank activities, essays, stories or poems
Student teachers who are verbally expressive (including students having writing difficulties)	Include discussions in class or “reporting back” to questions

Types of situations	Guidelines
Student teachers who communicate best with drawings, diagrams (including students with speech or writing challenges)	Use visuals, poster making or other artistic formats
Student teachers who express themselves better through demonstration and movement	Use drama/skit, body movements, building models
Student teachers who need time to think before responding (including second-language learners)	Provide time for them to construct responses before sharing with you or their classmates
Student teachers who have limited mobility	If movement is required, adjust the lesson to include variations that allows the student teachers to demonstrate knowledge by using other parts of their body or wheelchair movement.
	Have them demonstrate the competency using a written or oral description
Student teachers with complex physical disabilities	Use of scribe to support writing
Student teachers with learning/organisational challenges	Encourage peer support
	Use sentence-starters in writing, word banks, pictures, to-do-lists, task checklists

## Inclusive, quality assessment to enhance learning

Traditional assessment strategies create barriers for many students. Inclusive assessment allows student teachers to maximise access to learning opportunities, but also considers their individual differences and contributes to improving the quality of education.

- Use formative assessments frequently. Use the data that you get from formative assessments to influence instructional decisions.
- Design and adapt tests so that they are accessible to all student teachers.
- Ensure that all instructions are clear and easy to understand, questions are at the reading level of all students, and diagrams are clear and easy to read.
- Allow student teachers with disabilities to be supported by providing assistance in writing down their answers or understanding the questions as needed (this can be a student teacher from another year group or class or a designated teaching assistant).
- Use assessment rubrics with benchmarks towards the learning goal, using a rating scale such as ‘not yet evident’, ‘beginning’, ‘developing’ and ‘independent’. The benchmarks can be adjusted depending on the lesson or individual learning goals. Other alternatives include checklists, personal feedback, student self-assessment, portfolio with selecting highlights and areas for improvement.

- Ensure that there is more than one way for you to check understanding in a lesson. Provide several options for student teachers to express learning through a variety of assessment tasks.

**Accommodations for student teachers who may experience barriers in participating in assessment tasks**

Types of accommodations	Ideas
Accommodations in presentation	Provide oral reading of the assessment (either by recorded voice or adult reader)
	Use large print for the assessments
	Provide audio amplification to aid in listening (hearing aids of speakers)
	Use computerised screen readers of text
Accommodations in response	Use a computer or a scribe to help with answering of questions
	Circle answers directly in the text booklet rather than a separate book
	Use organisational devices (calculators, organisers, spell checkers, dictionaries)
Accommodations in setting	Administrate the test in a separate place to minimise distraction
	Test in a small group
	Adjust lighting in a room (more or less light for students who need it)
	Provide noise buffers (headphones, ear plugs, earphones)
Accommodations in timing	Extend time to complete a test
	Allow multiple or frequent breaks
	Change the order of a test (e.g., provide easier subjects first to decrease anxiety)
	Test over multiple days rather than one day

**Enhance inclusive teaching through reflective practice**

You should constantly reflect on your teaching practice to ensure that you are providing quality education that is accessible and engaging for all of your student teachers, regardless of their background. After every lesson, think about these questions for your reflection:

**1. Teaching is planned with all student teachers in mind.**

- Do lesson activities take account of student teachers’ interests and experiences?
- Are varied teaching strategies and methods used?
- Do the student teachers understand the purposes of lesson activities?

- Does the lesson plan support the achievement of intended learning outcomes?
- What works well and what does not work well for whom? Is there a better way to teach the subject?
- Have I anticipated different learning styles, preferences, abilities, and needs of student teachers and designed activities to cater to their needs?
- How have I considered student teachers' understanding and prior knowledge? How have I adapted my lesson to scaffold understanding and address a range of needs?

## **2. Lessons encourage the participation of all student teachers.**

- Are all student teachers, regardless of gender, addressed by their name equally?
- Are there locally, culturally, and personally relevant materials that engage the interest of the student teachers?
- Do student teachers feel they are able to speak during lessons?

## **3. Student teachers are actively involved in their own learning.**

- Are student teachers encouraged to take responsibility for their own learning?
- Does the classroom environment encourage independent learning?
- Have I designed the lesson to allow student teachers an element of choice in how they learn?

## **4. Student teachers are encouraged to support one another's learning.**

- Do seating arrangements encourage student teachers to interact?
- Are student teachers sometimes expected to work in pairs or groups?
- Do student teachers help one another to achieve the goals of lessons?

## **5. Support is provided when student teachers experience difficulties.**

- Am I watching out for student teachers experiencing difficulties?
- Do students feel able to ask for help?

## **6. Positive learning behaviour is based on mutual respect.**

- Are there established rules for taking turns to speak and listen?
- Do student teachers feel that their voice is being equally heard?
- Are bullying, gender stereotyping and discriminatory biases discouraged?

## **7. Student teachers feel that they have somebody to speak to when they are worried or upset.**

- Are the concerns of all student teachers listened to, regardless of background?
- Do I make myself available for student teachers to talk with me privately?
- Have I created an encouraging and positive learning environment?

## **8. Assessment contributes to the achievement of all student teachers.**

- Have I used assessment to encourage learning?
- Are the assessment techniques inclusive and accessible for all student teachers?
- Are all student teachers actually learning what they are supposed to?
- Are student teachers given constructive feedback on their work?
- Have I supported student teachers for tests or examinations according to their individual needs?
- Do I ensure that diversity is respected, even within one united formal assessment system?

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

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



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

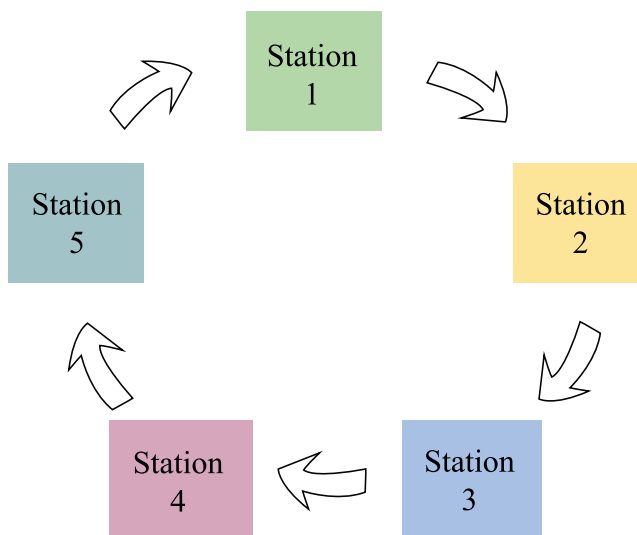
**Assignments:** The assignments that you give to student teachers might include formal written essays, portfolios and reflection journals. They also might be smaller, developmental tasks – for example, a short homework assignment answering questions about a reading. Assignments can help student teachers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

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

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

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

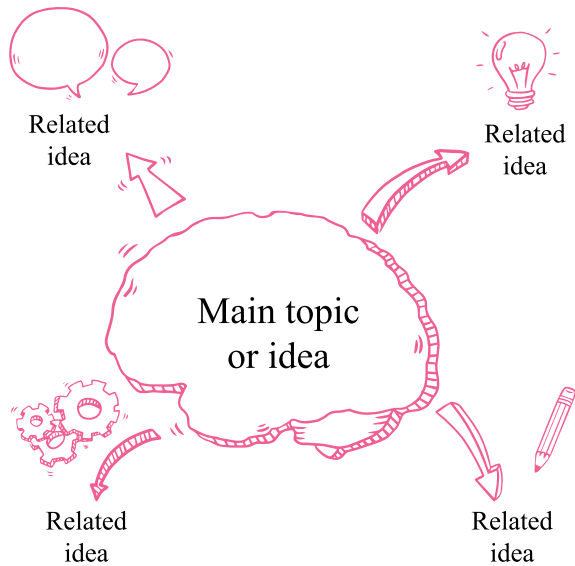
You can also use a version of the gallery walk to display student teachers’ work. In this type of gallery walk, posters created during individual or group work are displayed around the room. Student teachers then circulate at their own pace to either simply view the posters, or to add their questions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



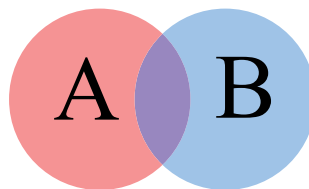
**Graphic organisers:** Graphic organisers are a simple and effective tool to help student teachers brainstorm and organise their thoughts and ideas in a way that makes it easier for them to understand. Graphic organisers can be used in any lesson for brainstorming, planning, problem-solving or decision-making.

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

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



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



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

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

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

<b>Heading 1</b>	<b>Heading 2</b>

**Group work:** Group work refers to any time you ask student teachers to cooperatively work together in groups on a task (e.g., 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, and conduct a role-play and many more learning activities. You may wish to assign roles to group members – for example, recorder, presenter and team leader – to make sure that everyone is involved in the task.

**Jigsaw:** In a jigsaw activity, small groups of student teachers become experts on one component of a topic and then ‘teach’ that component to their peers. This gives student teachers the opportunity to work with others and to see different points of view. The jigsaw technique is especially effective because each student teacher is responsible

for another's learning, and student teachers come to realise that each group member has something important to contribute to the group. In a jigsaw, student teachers must practise using many important skills, including communication, problem-solving and critical thinking.

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

**Microteaching:** During a microteaching 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. Microteaching 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. 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 (e.g., showing how to conduct a science experiment) and those led by, or involving, student teachers (e.g., 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 practice as teachers

**QR Codes:** QR codes are a mobile friendly way to enter web addresses or check out links of specific information. Instead of clicking on links, a collection of small black squares, known as a QR code, is scanned.



First, student teachers will need to use their smartphone to download a QR code scanner or reader from the iOS Apple Store or Google Play, using mobile data or available internet connection. After downloading the scanner, connected students can hold up their phone, point their camera, scan the code and be directed to a given location. Teachers should be encouraged to use these codes in their own classrooms and know how to generate them easily and quickly.

These QR codes can be a great tool used for the flipped classroom approach, allowing student teachers to easily access links, websites, and download worksheets. You can also use them in warm up activities, assessments, surveys and other learning activities to include VLE in the classroom.

Please note that you and your student teachers will need mobile data or internet connection for the scanner to work.

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

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

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

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

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

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

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

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

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

### **Toolbox for assessment approaches**

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

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

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

**Homework assignments:** Checking student teachers’ homework assignments, which may include tasks such as reading and answering questions or looking up



additional information, is a good way to monitor if they are on the right track. Depending on the homework assignment, you may wish to discuss answers as a class, check for completion, or collect and provide written feedback.

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

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

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

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

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

to provide instructions on completing the projects, including the rubrics of the assessment.

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

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

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

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

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

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

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

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

- Choose a small amount of content to deliver. Keep in mind that in a given 50-minute class period, you generally do not want more than one-third of the class period should be focused on content delivery. This will enable there to be enough time for student teachers to practise their skills and deepen their understanding of the topic.
- Note down the key points you think are most important for your student teachers to learn from the lesson content. You can refer to these as you deliver the content to the class to make sure you discuss these key points.
- Make sure you are clear on how you will carry out the content delivery and the learning activities. Refer to the suggestions in this guide and discuss with other teacher educators, if needed. Always feel free to change the suggested steps so that the lesson activities work well for your specific classroom situation.
- For each learning activity, prepare clear written instructions for your student teachers describing, step-by-step, how to do the activity. The instructions could be displayed on a presentation slide, printed on a handout or written on the board. Make sure the instructions are large enough to be read by all student teachers.
- You may want to practise explaining the instructions verbally, going slowly and step-by-step. This will help you be ready to explain the instructions to your student teachers before the activity, so they will understand what to do. You can practise the explanation with a friend or colleague ahead of time and then ask them what needs to be explained more clearly.
- If time allows, prepare to model of what student teachers are expected to do during the activity. This might involve one or two teacher educators doing a short role-play, pretending they are the student teachers doing the activity. This will enable student teachers to *see* exactly what they should be doing.
- If student teachers are expected to produce something at the end of an activity, you may wish to prepare an example, or ‘end product,’ to show student teachers what they should be aiming to create during the activity.

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

- Distribute any materials or learning supplies that student teachers will need to carry out tasks you will ask them to do. Make good use of the e-library to request student teachers to access necessary teaching and learning materials online as appropriate.
- Provide clear verbal and written instructions to student teachers about any task you would like them to do as you deliver the content.
- Model what the student teachers should do using a short role-play.
- Show the example end product to student teachers that you prepared before class.
- Ask one or more student teachers to repeat back to the class how to do the activity, using their own words, to make sure they understand the instructions.
- Tell student teachers how long they have to complete the activity.

Throughout the class, it may be helpful to:

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

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

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

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

**Table B. Year 3, Semester 2, Local Curriculum content map**

Units	Sub-units	Lessons	Learning outcomes	TCSF		Periods
				Minimum requirements	Indicators	
4. Career Development and Career Skills	4.1. Career Skills and Career Opportunities	4.1.1. Building 21 <sup>st</sup> century career skills	<ul style="list-style-type: none"> <li>• Develop strategies suitable for primary and middle school students to build their 21<sup>st</sup> century skills</li> <li>• Identify and reflect on how to integrate the teaching of these skills across the curriculum</li> </ul>	B1.1 C2.1 C3.1 D1.1	B1.1.1 B1.1.2 C2.1.1 C3.1.1 C3.1.2 D1.1.2	1

Units	Sub-units	Lessons	Learning outcomes	TCSF		Periods
				Minimum requirements	Indicators	
		4.1.2. Local and regional career opportunities	<ul style="list-style-type: none"> <li>Identify ways in which roles in the community draw on 21<sup>st</sup> century skills in their day-to-day work</li> <li>Develop a teaching resource that builds 21<sup>st</sup> century skills for primary and middle school students that are appropriate for sustainable development in the region</li> </ul>	C3.1 C3.3 D1.1	C3.1.1 C3.1.2 C3.3.1 D1.1.2	1
5. Home Management Skills	5.1. Wellness and Food	5.1.1. Traditional food practices for wellness	<ul style="list-style-type: none"> <li>Describe a healthy lifestyle</li> <li>Outline key objectives and strategies for the promotion, incorporation and protection of traditional food medicines and practices</li> <li>Prepare a traditional Myanmar meal that will have minimal impact on the environment, including its waste</li> <li>Promote the incorporation and protection of traditional food medicines and practices</li> </ul>	A5.1 B3.1 C1.3 C3.3	A5.1.1 A5.1.3 B3.1.3 C1.3.1 C3.3.1	1

Units	Sub-units	Lessons	Learning outcomes	TCSF		Periods
				Minimum requirements	Indicators	
	5.2. Financial Literacy	5.2.1. Strategies of financial management	<ul style="list-style-type: none"> <li>Explain the importance of budgeting, investment and financial management skills</li> <li>Demonstrate a range of financial management strategies</li> </ul>	A5.1 B1.2 C3.3	A5.1.3 B1.2.2 B1.2.3 C3.3.1	1
	5.3. Sustainable Living	5.3.1. Home economics skills and sustainable development	<ul style="list-style-type: none"> <li>Demonstrate home management and home economics skills</li> <li>Promote sustainable practices in line with sustainable living</li> </ul>	A2.1 A5.1 B1.2 C1.4	A2.1.2 A5.1.3 B1.2.3 C1.4.1	1
6. Teaching, Learning and Assessment	6.1. Teaching, learning and Assessment for Local Curriculum	6.1.1. Lesson planning and microteaching	<ul style="list-style-type: none"> <li>Collaboratively develop a Local Curriculum lesson plan for a selected grade level, maximising formative assessment opportunities</li> <li>Deliver one stage of the lesson in a group microteaching session setting</li> </ul>	A1.1 B2.1 C3.1 C3.2	A1.1.1 B2.1.1 B2.1.2 C3.1.1 C3.1.2 C3.2.1	2
		6.1.2. Assessment approaches for Local Curriculum	<ul style="list-style-type: none"> <li>Reflect on microteaching sessions to identify effective and inclusive teaching learning strategies for Local Curriculum lessons</li> <li>Outline a range of formative and summative assessment tools that can foster students' learning and inclusion in Local Curriculum</li> </ul>	B2.1 C3.1 D1.1 D2.1	B2.1.1 C3.1.1 D1.1.1 D1.1.3 D2.1.1	1
Total number of periods						8

# Unit 4

# Career Development and Career Skills

Career skills and development involve learning the information, skills, and talents needed for a career. It covers résumé writing, interviewing, networking, and professional growth. Everyone needs career skills to find meaningful work and develop in their area. It also helps people choose careers, create goals, and maximise their potential. This is crucial to personal growth and self-fulfilment and will help people lead happier, healthier, and more successful lives.

This unit describes how student teachers can develop the skills students need to develop their desired vocational skills and how they can initiate career guidance from an early age. Research has shown how important it is to begin career education from the early years of schooling. Research also shows that, in a rapidly developing world, it is important to build students' general skills throughout their education. These are sometimes referred to as 21<sup>st</sup> century skills or general competencies. The unit provides strategies to find about the various job opportunities available in different regions and states of Myanmar, understanding that these change over time, and focuses on building broad competencies to be responsive to evolving employment opportunities for the sustainable development of the country.

## Expected learning outcomes

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

- Develop strategies suitable for primary and middle school students to build their 21<sup>st</sup> century skills;
- Identify and reflect on how to integrate the teaching of these skills across the curriculum;
- Identify ways in which roles in the community draw on 21<sup>st</sup> century skills in their day-to-day work; and
- Develop a teaching resource that builds 21<sup>st</sup> century skills for primary and middle school students that are appropriate for sustainable development in the region.







## Competencies gained

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

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

C3.1 Demonstrate a high regard for each student's right to education and treat all students equitably

C3.3 Demonstrate capacity to build students' understanding of different cultures and global citizenship

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

## 4.1. Career Skills and Career Opportunities

This sub-unit introduces how to improve students' 21<sup>st</sup> century skills to improve careers and job management for middle school students. It also covers the role of identifying and addressing issues related to career guidance counselling.

### 4.1.1. Building 21<sup>st</sup> century career skills

#### Expected learning outcomes

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

- Develop strategies suitable for primary and middle school students to build their 21<sup>st</sup> century skills; and
- Identify and reflect on how to integrate the teaching of these skills across the curriculum.



#### Competencies gained

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

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

C2.1.1 Contribute actively to a range of school and community activities

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

C3.1.2 Recognise the different social situations and background of students and treat all students equally

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



**Time:** One period of 50 minutes



**Learning strategies**

Learning activity 1. Think-pair-share: Developing 21<sup>st</sup> century skills

Learning activity 2. Identifying and reflecting: Integration across the curriculum



**Assessment approaches:** Observation, collect their index cards and evaluate the quality of their ideas, rubric



**Preparation needed**

Read the student teacher textbook, the learning activities, and the possible student teacher responses. Check the suggested rubric as well to see if you can adapt them as they are or modify according to the needs of the student teachers. You are encouraged to exercise flexibility and further contextualisation of this material.



**Resources needed**

Student teachers will need A4 paper, markers, and index cards, and the 21<sup>st</sup> century skills list (communication, collaboration, critical thinking, creativity, digital literacy, problem-solving, self-regulation, among others) from the student teacher textbook, and a reflection sheet (a blank A4 paper will suffice) for each student.

### Introduction/Explicit teaching

<b>Time</b>	10 minutes
<b>Class organisation</b>	Whole class

1. Begin the class by reading a motivational speech in the following box:

## **Box. A motivational speech**

*Mingalabar,*

*Welcome to the second semester of Year 3 Local Curriculum!*

*Let me kick this semester off by talking to you today about something incredibly important for your future: developing your 21<sup>st</sup> century skills. Now, I know some of you may be thinking, “What are 21<sup>st</sup> century skills, and why do I need them?” Well, let me tell you.*

*21<sup>st</sup> century skills are things like critical thinking, problem-solving, and collaboration. These are the skills that employers are looking for in the workforce today, and they are the skills that will help you succeed in any career you choose.*

*But, you may wonder, “How do I develop these skills?” The answer is simple: Actively engaging with your education and taking advantage of all the opportunities available to you. Whether participating in a class discussion, working on a group project, or taking on leadership roles in extracurricular activities, there are countless ways to develop your skills and make yourself more employable.*

*And, the good news is that the more you develop your 21<sup>st</sup> century skills, the more career options will become available. Employers in technology, healthcare, and business fields are always looking for individuals with strong 21<sup>st</sup> century skills.*

*But, it’s not just about getting a job. It’s about having the ability to adapt and thrive in a constantly changing world. Your 21<sup>st</sup> century skills will also help you to manage your career, to navigate the twists and turns that come with it, and to make decisions that will lead to a fulfilling and successful life.*

*So, my challenge to you today is to take ownership of your education and to actively work on developing your 21<sup>st</sup> century skills. The world is changing, and the opportunities are endless, but it’s up to you to seize them. With hard work and determination, you can achieve anything you want.*

*Remember, the future belongs to those who believe in the beauty of their dreams and work hard to make them a reality. So, let’s work together to make your dreams come true and develop the skills necessary for a successful future.*

*Thank you.*

2. Ask student teachers for volunteers, male and female student teachers, to give their thoughts on the motivational speech.



### Learning activity 1. Think-pair-share: Developing 21<sup>st</sup> century skills

<b>Time</b>	15 minutes
<b>Class organisation</b>	In pairs, then into small groups or whole class

#### Purpose

The purpose of this learning activity is for student teachers to discuss learning activities and strategies for developing primary and middle school students' 21<sup>st</sup> century skills through a think-pair-share format. Student teachers will understand the importance of 21<sup>st</sup> century skills and be able to identify learning activities and strategies that can help them develop these skills.

1. Introduce the lesson by explaining to student teachers that 21<sup>st</sup> century skills are important for success in school and in the future. Ask student teachers to brainstorm a list of skills they think are important for success and write them on A4 paper.
2. Give student teachers a few minutes to think about the list of skills they generated and to consider which of these skills they think are the most important for primary and middle school students to develop.
3. Then, have student teachers pair up with a partner and share their thoughts.
4. Bring the class back together and have each pair share one or two of the skills they discussed with their partner. They will write these skills on a separate A4 paper.
5. Give each student teacher an index card and have them brainstorm a list of learning activities and strategies that can help primary and middle school students develop the skills listed on A4 paper. Encourage student teachers to be creative and think of different ways to engage students in the learning process.
6. Have a few student teachers share one of their ideas with the class. Write these ideas on the board.
7. Review the lesson's main points and remind student teachers that 21<sup>st</sup> century skills are important for success. Encourage student teachers to think about how they can use the learning activities and strategies discussed in class to help them develop these skills.



## Assessment

Observe student teachers during the whole-class discussion and activity to see if they can identify 21<sup>st</sup> century skills and come up with learning activities and strategies to help them develop these skills. Collect their index cards and evaluate the quality of their ideas.

Here is a rubric you can use or modify for the learning activity:

**Table 4.1. Modifiable rubric sample for the lesson: Think-pair-share – Developing 21<sup>st</sup> century skills**

Criteria	4	3	2	1
Knowledge and understanding	Student teachers demonstrate a thorough understanding of the learning activities and strategies for developing 21 <sup>st</sup> century skills.	Student teachers demonstrate a good understanding of the learning activities and strategies for developing 21 <sup>st</sup> century skills.	Student teachers demonstrate a basic understanding of the learning activities and strategies for developing 21 <sup>st</sup> century skills.	Student teachers demonstrate a limited understanding of the learning activities and strategies for developing 21 <sup>st</sup> century skills.
Participation and engagement	Student teachers actively participate in the think-pair-share activity and show engagement in their learning.	Student teachers participate in the think-pair-share activity and show some engagement in their learning.	Student teachers participate in the think-pair-share activity but do not show much engagement in their learning.	Student teachers do not participate in the think-pair-share activity or show little engagement in their learning.
Reflection and application	Student teachers reflect on their learning and can apply the 21 <sup>st</sup> century skills in their day-to-day work.	Student teachers reflect on their learning and can apply the 21 <sup>st</sup> century skills in their day-to-day work.	Student teachers reflect on their learning and can apply the 21 <sup>st</sup> century skills in their day-to-day work.	Student teachers reflect on their learning and can apply the 21 <sup>st</sup> century skills in their day-to-day work.
Creativity and innovation	Student teachers come up with creative and innovative ideas for integrating 21 <sup>st</sup> century skills across the curriculum.	Student teachers come up with some creative and innovative ideas for integrating 21 <sup>st</sup> century skills across the curriculum.	Student teachers come up with a few creative and innovative ideas for integrating 21 <sup>st</sup> century skills across the curriculum.	Student teachers do not come up with any creative or innovative ideas for integrating 21 <sup>st</sup> century skills across the curriculum.

Flexibility and adjustment according to the context and level of the student teachers may be necessary. The rubric is a sample and may need to be adjusted to fit the specific needs of the lesson and class.



## Possible student teachers' responses

Some possible student teachers' responses for the activity could include:

### Learning activities:

- Playing educational games that focus on critical thinking and problem-solving skills, such as Escape Rooms or Minecraft.
- Incorporating technology into the classroom, such as using online tools like Google Docs or Kahoot to collaborate on group projects and assignments.
- Having students work on real-world projects, such as conducting research on current events or designing a sustainable garden for the school.
- Encouraging students to develop their creativity through art or music projects.
- Encouraging students to think globally and be aware of other cultures through activities such as a virtual field trip, a guest speaker, or a study abroad program.
- Incorporating project-based learning where students work on real-world challenges that require critical thinking, communication and collaboration skills.
- Incorporating coding or robotics activities to help students develop problem-solving and computational thinking skills.
- Incorporating design thinking activities to help students develop creativity, innovation, and problem-solving skills.
- Incorporating environmental studies or sustainability activities to help students develop environmental literacy and civic engagement skills.
- Incorporating leadership or entrepreneurial activities to help students develop leadership and entrepreneurial skills.
- Incorporating service-learning activities where students apply their skills to address real-world community issues.
- Incorporating mindfulness and meditation practices to help students develop self-awareness, self-regulation, and emotional intelligence skills.
- Incorporating gamification techniques to make learning fun and engaging.
- Incorporating critical thinking activities such as Socratic Seminars, debate, or case studies.
- Incorporating team-building activities to help students develop teamwork and collaboration skills.

## Strategies:

- Using graphic organisers to help students organise their thoughts and ideas, such as a Venn diagram or a concept map.
- Encouraging students to take on leadership roles in the classroom, such as leading group discussions or facilitating group activities.
- Using hands-on, experiential learning methods, such as field trips or simulations.
- Using peer-teaching or peer-mentoring methods, where students help each other learn and develop 21<sup>st</sup> century skills.
- Encouraging students to reflect on their own learning and give them opportunities to self-assess their progress and set goals.
- Using debate or mock-trial activities to help students develop critical thinking and communication skills.
- Using simulations or role-playing activities to help students develop empathy and social-emotional skills.
- Using peer-feedback and self-reflection techniques to help students develop self-awareness and self-regulation skills.
- Incorporating e-learning or blended learning methods to help students develop digital literacy and online communication skills.
- Incorporating interdisciplinary activities that integrate different subjects to help students develop cross-disciplinary thinking skills.
- Incorporating authentic assessment methods such as portfolios, oral presentations, and performance tasks to evaluate student learning.
- Incorporating self-directed learning activities where students take ownership of their learning and set their own learning goals.
- Incorporating online collaboration tools such as Google Classroom, Zoom, or Slack to promote remote and virtual collaboration among students.
- Incorporating technology-enhanced assessments such as digital quizzes, online polls, or interactive whiteboards to evaluate student learning.
- Incorporating cultural competency activities to help students understand and appreciate different cultures and perspectives.



Note that the learning activities and strategies mentioned are only a few possible responses. The possible responses may or may not fit the context of Myanmar learners. In addition, the student teachers may provide more contextualised responses depending on their understanding and prior knowledge. One of the teacher educator's roles as a facilitator is to encourage student teachers to re-evaluate the responses by asking: *“Does the learning activity/strategy fit the Myanmar context and the primary and middle school students?”*



## Learning activity 2. Identifying and reflecting: Integration across the curriculum

<b>Time</b>	15 minutes
<b>Class organisation</b>	Small groups

### Purpose

The purpose of this learning activity is for student teachers to identify 21<sup>st</sup> century skills being integrated across the curriculum and reflect on their own learning and development of these skills.

1. Explain to the student teachers that 21<sup>st</sup> century skills are essential for success in today's world and will be integrated across the curriculum in their learning. Provide a brief overview of the different 21<sup>st</sup> century skills and their importance.
2. **Identification activity:** Divide the student teachers into small groups considering inclusive principles and gender equity. Provide each group with paper and markers. On the paper, have students brainstorm examples of how each 21<sup>st</sup> century skill is being integrated into their learning across different subjects (e.g., communication skills in language Arts, collaboration skills in Science, critical thinking skills in Social Studies, etc.).

Suggest using a T-chart for better organisation.

### Suggested T-chart for organisation

Subject/Area of discipline	Examples of 21 <sup>st</sup> century skill are being integrated into the learning
Language (English and Myanmar)	Communication skills

3. **Sharing and discussion:** After the groups have finished their charts, have each group share their examples with the class and discuss as a group.
4. **Reflection:** Provide each student teachers with a reflection sheet (or a blank paper). On the sheet, have students reflect on which 21<sup>st</sup> century skills they feel they have developed the most and which they need to work on. Have students also reflect on how they can integrate them across curriculum in their future schools to develop the skills of their future learners.
5. Summarise the main points of the lesson and remind students that developing 21<sup>st</sup> century skills are essential for their success in school and their future careers. Encourage them to continue to reflect on their own learning and development of these skills.



### Assessment

Observe and take note of student teachers’ participation and engagement during the identification and sharing activity, as well as their reflection sheets to assess their understanding of 21<sup>st</sup> century skills integration across the curriculum.

Here is a suggested rubric you can use or modify to assess the student teachers:

**Table 4.3. Modifiable rubric sample for the lesson: Identifying and reflecting – Integration across the curriculum**

Success criteria	4 – Exemplary	3 – Proficient	2 – Developing	1 – Beginning
Identification of 21 <sup>st</sup> century skills	Student teachers accurately identify and explain multiple 21 <sup>st</sup> century skills and how they align with the curriculum.	Student teachers accurately identify and explain several 21 <sup>st</sup> century skills and how they align with the curriculum.	Student teachers accurately identify and explain a few 21 <sup>st</sup> century skills and how they align with the curriculum.	Student teachers struggle to accurately identify and explain 21 <sup>st</sup> century skills and how they align with the curriculum.
Reflection on integration	Student teachers provide thoughtful and detailed reflection on how 21 <sup>st</sup> century skills can be integrated across the curriculum, including specific examples and strategies.	Student teachers provide some reflection on how 21 <sup>st</sup> century skills can be integrated across the curriculum, including some specific examples and strategies.	Student teachers provide basic reflection on how 21 <sup>st</sup> century skills can be integrated across the curriculum, but lack specific examples and strategies.	Student teachers struggle to provide any meaningful reflection on how 21 <sup>st</sup> century skills can be integrated across the curriculum.
Overall presentation	Student teachers present their work in a clear, organised, and visually appealing manner that effectively communicates their understanding.	Student teachers present their work in a clear and organised manner that effectively communicates their understanding.	Student teachers present their work in a manner that is somewhat clear and organised, but could be improved.	Student teachers present their work in a manner that is unclear and disorganised, making it difficult to understand their understanding.



### Possible student teachers' responses

The possible responses may include:

- Identification of specific 21<sup>st</sup> century skills (such as critical thinking, collaboration, communication, and digital literacy) that are emphasised in different subject areas and how they are integrated across the curriculum.
- Reflection on how the integration of 21<sup>st</sup> century skills can enhance student engagement and understanding of course content.
- Identification of challenges and potential solutions for integrating 21<sup>st</sup> century skills across the curriculum, such as lack of teacher training or resources.
- Examples of how 21<sup>st</sup> century skills are integrated in their own learning experiences or in the classroom.
- Recognition of how 21<sup>st</sup> century skills are necessary and useful in real-world settings and future careers.
- Suggestions for how to incorporate more 21<sup>st</sup> century skills into their own learning and across the curriculum.

- Discussion of how the integration of 21<sup>st</sup> century skills align with school goals and objectives.
- Identification of ways to assess and evaluate student proficiency in 21<sup>st</sup> century skills.
- Discussion of the importance of interdisciplinary connections and project-based learning in developing 21<sup>st</sup> century skills.
- Reflection on the role of technology in integrating 21<sup>st</sup> century skills across the curriculum.
- Identifying gaps in 21<sup>st</sup> century skills development and providing solutions on how to fill them.
- Recognising different learning styles and how to adapt instruction to support diverse learners in developing 21<sup>st</sup> century skills.
- Examples of how 21<sup>st</sup> century skills can be integrated into extracurricular activities and community engagement.
- Discussion of the role of parent and community involvement in supporting the integration of 21<sup>st</sup> century skills across the curriculum.



### Check student teacher understanding

<b>Time</b>	10 minutes
<b>Class organisation</b>	Whole class

Provide student teachers with the following set of success criteria or a rubric and ask them to reflect on their own learning and understanding:

**Table. Modifiable rubric sample for student teacher reflection**

Criteria	Excellent (4)	Good (3)	Satisfactory (2)	Needs improvement (1)
Identification of 21 <sup>st</sup> century skills	Clearly identifies and explains multiple 21 <sup>st</sup> century skills and how they are integrated across the curriculum.	Identifies and explains several 21 <sup>st</sup> century skills and how they are integrated across the curriculum.	Identifies and explains a few 21 <sup>st</sup> century skills and how they are integrated across the curriculum.	Struggles to identify and explain 21 <sup>st</sup> century skills and how they are integrated across the curriculum.
Reflection on integration	Provides detailed and thoughtful reflection on how 21 <sup>st</sup> century skills are integrated across the curriculum and how it has impacted their learning.	Provides reflection on how 21 <sup>st</sup> century skills are integrated across the curriculum and how it has impacted their learning.	Provides minimal reflection on how 21 <sup>st</sup> century skills are integrated across the curriculum and how it has impacted their learning.	Does not provide any reflection on how 21 <sup>st</sup> century skills are integrated across the curriculum and how it has impacted their learning.

Ask student teachers to share their self-reflections based on the rubric provided.

### **Homework activity**

In the following session, student teachers will dress up according to one's chosen career. Their homework task is to research on a career of their choice and dress up in attire that represents that career. Suggestions are as follows:

- For student teachers interested in a career in healthcare, they can dress up as a doctor, nurse, or other healthcare professional. This could include wearing scrubs, a lab coat, or a stethoscope.
- For student teachers interested in a career in engineering, they can dress up as an engineer. This could include wearing a hard hat, safety goggles, and a work vest or carrying a toolbox.
- For student teachers interested in a career in finance, they can dress up as a banker or financial analyst. This could include wearing a suit and tie or carrying a briefcase.
- For student teachers interested in a career in teaching, they can dress up as a teacher. This could include wearing a dress or blouse and skirt and carrying a pointer or a book.
- For student teachers interested in a career in law, they can dress up as a lawyer. This could include wearing a suit and carrying a briefcase.
- For student teachers interested in a career in science, they can dress up as a scientist. This could include wearing a lab coat, goggles, and carrying a microscope or a beaker.
- For student teachers interested in a career in fashion, they can dress up as a fashion designer. This could include wearing a fashionable outfit and carrying a sketchbook and pencils.
- For student teachers interested in a career in journalism, they can dress up as a journalist. This could include wearing a press badge, carrying a notebook and a camera.
- For student teachers interested in a career in sports, they can dress up in the uniform of their favorite sports team or in workout clothing and carrying sports equipment.

Note: It is important to consider cultural, ethnic, and religious sensitivity while planning the dress-up part of the lesson.

## 4.1.2. Local and regional career opportunities

### Expected learning outcomes

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

- Identify ways in which roles in the community draw on 21<sup>st</sup> century skills in their day-to-day work; and
- Develop a teaching resource that builds 21<sup>st</sup> century skills for primary and middle school students that are appropriate for sustainable development in the region.



### Competencies gained

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

C3.1.2 Recognise the different social situations and background of students and treat all students equally

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

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



**Time:** One period of 50 minutes



### Learning strategies

Learning activity 1. Creating flashcards: Teaching 21<sup>st</sup> century skills to primary school students

Learning activity 2. Role play: Dress up according to a chosen career



### **Assessment approaches:** Success criteria and rubric



### **Preparation needed**

Read the student teacher textbook, the learning activities, and the possible student teacher responses. Check the suggested rubric as well to see if you can adapt them as they are or modify according to the needs of the student teachers. You are encouraged to exercise flexibility and further contextualisation of this material.



### **Resources needed**

Flashcard template, markers or colored pencils, student teacher textbook, career costumes, props

## **Local and regional career opportunities**

This period is structured as follows:

Learning activity 1	15 minutes
Learning activity 2	30 minutes
Check student teachers' understanding	5 minutes



### **Learning activity 1. Creating flashcards: Teaching 21<sup>st</sup> century skills to primary and middle school students**

<b>Time</b>	15 minutes
<b>Class organisation</b>	Individual, pairs, or small groups

## **Purpose**

The purpose of this learning activity is for student teachers to create flashcards that teach 21<sup>st</sup> century skill related to sustainable development. Student teachers will be able to explain how their flashcard connects to sustainable development.



Figure 4.3. Sample template of flashcards from Canva

1. Begin the lesson by discussing the importance of 21<sup>st</sup> century skills and how they relate to sustainable development.
2. A few ideas for the flashcards are outlined in the student teacher textbook. Explain that student teachers will create a flashcard that teaches a 21<sup>st</sup> century skill related to sustainable development.
3. Provide a brief overview of what a flashcard is and its purpose. Model an example of a flashcard, showing the front and back, and explain the information that should be included. Provide student teachers with a flashcard template and markers or colored pencils.
4. Allow students to work in pairs or small groups to create their own flashcards. Roam around the classroom to provide support and guidance as needed. Encourage student teachers to think about how their flashcard connects to sustainable development.
5. Have students share their flashcards with the class. Encourage student teachers to ask questions and provide feedback to one another.
6. Review the sustainable development goals and discuss how the flashcards connect to them. Discuss the importance of 21<sup>st</sup> century skills and how they relate to sustainable development. Collect the flashcards for future use in the classroom.



### Assessment

You can use or modify a rubric to evaluate the flashcards that the student teachers can use to self-evaluate their work before submitting it. See the following rubric as a suggestion:



**Table 4.5. Modifiable rubric sample for the lesson: Creating flashcards – Teaching 21st century skills to primary and middle school students**

Criteria	Excellent (4)	Good (3)	Satisfactory (2)	Unsatisfactory (1)
Relevance to 21 <sup>st</sup> century skills and sustainable development	The flashcards clearly and accurately demonstrate how they teach 21 <sup>st</sup> century skills and align with sustainable development goals.	The flashcards demonstrate an attempt to teach 21 <sup>st</sup> century skills and align with sustainable development goals, but there may be areas of improvement.	The flashcards include some elements of 21 <sup>st</sup> century skills and sustainable development, but they are not well-integrated.	The flashcards do not demonstrate any connection to 21 <sup>st</sup> century skills or sustainable development.
Creativity and originality	The flashcards show a high level of creativity and originality in their design and content.	The flashcards show some creativity and originality in their design and content.	The flashcards are basic and lack originality.	The flashcards are unoriginal and lack creativity.
Quality of visuals and design	The flashcards feature high-quality visuals and a well-designed layout that is easy to read and understand.	The flashcards feature good-quality visuals and a decent layout that is easy to read and understand.	The flashcards feature mediocre-quality visuals and a layout that is not well-designed and may be difficult to read and understand.	The flashcards feature poor-quality visuals and a layout that is not well-designed and difficult to read and understand.
Clarity and conciseness	The flashcards clearly and concisely convey their intended message.	The flashcards convey their intended message, but there may be areas of improvement in terms of clarity and conciseness.	The flashcards convey their intended message, but it is not clear and concise.	The flashcards do not convey their intended message clearly or concisely.



### Possible student teachers' responses

Responses may vary depending on the student teachers' prior knowledge, skills, and interests. Nevertheless, the possible student teachers' responses on the activity of creating flashcards to teach 21<sup>st</sup> century skills to primary and middle school students that are appropriate for sustainable development may include:

- Student teachers may express excitement about the opportunity to create their own flashcards and share them with their classmates.
- Student teachers may have questions about the format and design of the flashcards, such as how to incorporate images or text.
- Student teachers may discuss the different 21<sup>st</sup> century skills they want to focus on, such as communication, critical thinking, or collaboration.

- Student teachers may reflect on how the flashcards can be used to promote sustainable development goals, such as reducing waste or promoting conservation.
- Student teachers may share their ideas for using flashcards in class, such as incorporating them into group work or using them as a review tool.
- Student teachers may provide feedback on the flashcards created by their classmates and suggest ways to improve them.



## Learning activity 2. Role play: Dress up according to a chosen career

<b>Time</b>	30 minutes
<b>Class organisation</b>	Small groups

### Purpose

The purpose of this learning activity is for the student teachers to be able to research, present a career of their choice and dress up in attire that represents their chosen career, play-acting that they are either a primary and middle school students. Their goal is to present how they draw on 21<sup>st</sup> century skills in their day-to-day work.

1. Begin the lesson by introducing the concept of dressing up according to one's chosen career and the purpose of the activity.  
Note that student teachers were given the opportunity to research on a career of their choice and dress up in attire that represents that career as a homework activity. Suggestions on the attires were discussed in the previous lesson.
2. Group student teachers according to the theme they represent. For example, the healthcare-costumed student teachers can form a single group. Encourage students to present on a career of their choice.
3. Allow each group to present their chosen career within the time that will allow everyone to present.
4. You may provide time for questions and discussion after each presentation. You may choose from the following suggested questions:
  - What inspired you to choose this career?
  - What kind of education or training do you have to go through?
  - What does a typical day in your job look like?
  - How do you draw on 21<sup>st</sup> century skills in your day-to-day work?
  - What are some of the most challenging aspects of your job?

- What are the opportunities for advancement or career growth in your field?
  - How does your job impact society or the industry you are in?
  - What do you see as the future of your field?
  - How does your job align with your personal values or interests?
  - Can you share any advice for someone interested in pursuing a similar career path?
5. Allow students time to dress up in attire that represents their chosen career. Encourage them to be creative and use props or accessories if it is possible.
  6. You may set up a career fair or an EDC campus parade where students can exhibit their chosen careers, interact with their peers, and share their experiences with other constituents of the EDC. Allow students to walk around and ask each other questions about their chosen careers.
  7. Summarise the lesson's main points and encourage students to continue researching and exploring different career options. Remind students of available resources, such as school counselors and online resources.



### **Assessment**

Observe student teachers during their research and reflection and take note of their participation and understanding of the material. Observe student teachers during the career fair and take note of their engagement and participation in the activity.

Moreover, you can use this rubric to assess the student teachers' participation:

**Table 4.7. Modifiable rubric sample for the lesson: Role play - Dress up according to a chosen career**

Criteria	Excellent (4)	Good (3)	Satisfactory (2)	Needs improvement (1)
Creativity and originality	The attire and accessories are unique and original, clearly showcasing their chosen career.	The attire and accessories are reasonably creative, showcasing their chosen career.	The attire and accessories are somewhat creative but lack originality.	The attire and accessories are not creative or original and do not clearly showcase their chosen career.
Attention to detail	The attire and accessories are well-coordinated and appropriate for their chosen career, with attention to detail evident.	The attire and accessories are appropriate for their chosen career but lack attention to detail.	The attire and accessories are somewhat appropriate for their chosen career but lack attention to detail.	The attire and accessories are not appropriate for their chosen career and lack attention to detail.
Knowledge of the career	The student teacher demonstrates a thorough understanding of their chosen career and it is evident in their attire and accessories.	The student teacher demonstrates a good understanding of their chosen career, and it is evident in their attire and accessories.	The student teacher demonstrates a basic understanding of their chosen career, but it is not evident in their attire and accessories.	The student teacher demonstrates a poor understanding of their chosen career, and it is not evident in their attire and accessories.
Presentation skills	The student teacher presents themselves confidently and professionally, with appropriate posture and attitude for their chosen career.	The student teacher presents themselves reasonably confidently and professionally but could improve their posture and attitude.	The student teacher presents themselves somewhat confidently and professionally but lacks appropriate posture and attitude.	The student teacher presents themselves poorly, with a lack of confidence and professionalism, and inappropriate posture and attitude.
Alignment with the activity	The attire and accessories align well with the purpose of the activity and showcase their chosen career.	The attire and accessories align with the purpose of the activity but could be improved to showcase their chosen career more clearly.	The attire and accessories somewhat align with the purpose of the activity, but do not clearly showcase their chosen career.	The attire and accessories do not align with the purpose of the activity, but do not clearly showcase their chosen career.

Please note that this is only one example of how to organise the rubric. You can modify it to fit your needs better.



### Possible student teachers' responses

There are several possible student teachers responses or actions to the activity:

- Research: Students may conduct research on their chosen career to gather information about the appropriate attire and accessories for that profession.

- **Creativity:** Students may use their imagination and creativity to come up with a unique interpretation of the attire and accessories for their chosen career.
- **Planning:** Students may plan and organise their attire and accessories ahead of time, ensuring that everything is ready for the activity.
- **Practice:** Students may practise their posture, attitude, and presentation skills to ensure they are confident and professional when presenting their chosen career.
- **Reflection:** After the activity, students may reflect on the process of preparing for it, what they have learnt and how they can improve.
- **Sharing:** Students may share their chosen career and attire with their classmates and teachers, giving them an opportunity to learn more about different careers and the attire associated with them.
- **Collaboration:** Students may work with classmates or teachers to create a group presentation that showcases multiple careers and attire.
- **Feedback:** Students may receive feedback from their classmates and teachers on their attire, accessories, and presentation, allowing them to improve for future activities.

These are just a few examples of possible student responses or actions. There could be others.



### Check student teacher understanding

<b>Time</b>	5 minutes
<b>Class organisation</b>	Small groups

Lead a group discussion on the activity to check student teachers' understanding of their chosen career and their ability to articulate their thoughts and ideas. Then, ask student teachers to conduct a self-assessment of their own understanding of the activity. This will allow the teacher to check if students understand the activity and its objectives clearly.

### Homework activity

The whole class will be assigned to form groups based on proximity as to where they live. They must choose a traditional Myanmar meal that will have a minimal waste impact on the environment. In addition, this meal should incorporate

the concept of traditional food medicines and practices. At home, groups will prepare the ingredients, cooking pots, and other necessary cooking utensils for the preparation of the meal, including how they can serve the meal to potential customers in the EDC.

In the following session, groups will prepare their healthy traditional Myanmar food and promote their medicinal value in the Myanmar tea shop that the teacher educator setup. The GRASPS for this learning activity is as follows:

G	Goal	The goal corresponds to the learning outcomes of the next lesson: <ul style="list-style-type: none"><li>• Prepare a traditional Myanmar meal that will have a minimal impact on the environment; and</li><li>• Promote the incorporation and protection of traditional food medicines and practices.</li></ul>
R	Role	The teacher educator is the Tea Shop owner. The student teachers are the service crew members. They can assume several roles: <ul style="list-style-type: none"><li>• Cooks and chefs</li><li>• Food servers.</li></ul>
A	Audience	Constituents of the EDC (student teachers, teacher educators, visitors, and the community) are customers.
S	Situation	An outdoor Myanmar Tea Shop in the EDC serves as a laboratory for a lesson in Local Curriculum class. This Myanmar Tea Shop serves healthy foods and traditional food that promotes medicinal properties of the ingredients as part of Myanmar traditional practices.
P	Products	Food, drinks, and promotional materials
S	Standard	The success criteria include: <ul style="list-style-type: none"><li>• Hygienic preparation of a traditional Myanmar meal;</li><li>• Quality of food and beverage handling;</li><li>• Impact on the environment; and</li><li>• Promotion of the incorporation and protection of traditional food medicines and practices.</li></ul>



## Expected student teachers' responses for the review questions in TB

Question 1. Why is the development of 21<sup>st</sup> century skills important for career education and planning?

*Answer: The development of 21<sup>st</sup> century skills is important for career education and planning for a number of reasons. One of the most significant reasons is that these skills are highly valued by employers across a wide range of industries. 21<sup>st</sup> century skills include critical thinking, problem-solving, communication, collaboration, creativity, and digital literacy, all of which are essential for success in today's rapidly changing and technology-driven economy. Additionally, these skills are also important for personal and professional development, helping individuals to navigate and adapt to new and emerging opportunities in the workforce. Furthermore, 21<sup>st</sup> century skills are also essential for addressing the complex global challenges of the 21<sup>st</sup> century such as poverty, inequality, and environmental degradation, making them important for sustainable development.*

Question 2. What are the challenges in finding careers that align with the Sustainable Development Goals?

*Answer: One challenge in finding careers that align with the Sustainable Development Goals is the lack of clear job titles or specific roles within organisations that are dedicated to sustainability. Many organisations have sustainability initiatives or departments, but the responsibilities within these areas can vary greatly. Additionally, many sustainable careers may not have traditional job titles or be found within a specific industry. This can make it difficult for job seekers to identify these opportunities and for employers to identify qualified candidates. Another challenge is the lack of education and training programs specifically tailored to sustainable careers, which can make it difficult for individuals to acquire the necessary skills and knowledge to enter these fields. Additionally, there can be a lack of awareness and understanding of the importance of sustainable development and the career opportunities that align with it.*

Question 3. How might you develop career aspirations in your students?

*Answer: One way to develop career aspirations in students is to provide them with exposure to a variety of career options through guest speakers, job shadowing, and internships. It is also important to teach students how to research and explore different careers, and to help them understand the skills and qualifications needed for different jobs. Additionally, providing opportunities for students to engage in activities that align with their interests, such as volunteering or extracurricular activities, can help them identify potential career paths. Another way is to use self-assessment tools, career interest inventories, and other career assessment tools. Additionally, it's important to discuss the importance of a career that aligns with their values and interests, not just their skills or qualifications.*



# Unit Summary



## Key messages

- It is important to know exactly how 21<sup>st</sup> century skills in education and employment relate to work.
- With the advent of technology, traditional jobs are requiring new knowledge, skills, and qualifications.
- By developing students' 21<sup>st</sup> century, they will be well prepared for future employment.
- Career guidance provides the knowledge, information, skills and experience needed to identify career choices.
- There are online systems Myanmar that provide in easy access to jobs and recruitment.
- When considering different career options, sustainable job opportunities may be more long-term and contribute more to your community.



## Unit reflection

Reflect on your own learning: Reflect on what you have learnt from this unit and how you can use that knowledge to improve your teaching practice.



## Further reading

### 4.1.

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- Shi, L., & Singh, D. A. (2019). Health care workforce. In *The Future of the Public's Health in the 21<sup>st</sup> century* (pp. 3–22). Springer. [https://doi.org/10.1007/978-1-4939-9271-8\\_1](https://doi.org/10.1007/978-1-4939-9271-8_1)
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- World Economic Forum. (2016). *The future of jobs*. World Economic Forum. [https://www3.weforum.org/docs/WEF\\_Future\\_of\\_Jobs.pdf](https://www3.weforum.org/docs/WEF_Future_of_Jobs.pdf)

# Unit 5

# Home Management Skills

Home management skills are essential to maintain a family and handle everyday chores. Budgeting, food planning, cleaning, laundry, and organising are examples. These abilities can help people save money, stay organised, and minimise stress. Home management skills teach young learners' responsibility and self-sufficiency. Strong home management skills are vital for students, working professionals, and retirees for a comfortable and organised existence.

This unit gives a brief introduction to the many subjects that are collectively taught under the title “Home Management Skills”. These include health and food, financial literacy and sustainable living.

## Expected learning outcomes

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

- Describe a healthy lifestyle;
- Outline key objectives and strategies for the promotion, incorporation and protection of traditional food medicines and practices;
- Prepare a traditional Myanmar meal that will have minimal impact on the environment, including its waste;
- Promote the incorporation and protection of traditional food medicines and practices;
- Explain the importance of budgeting, investment and financial management skills;
- Demonstrate a range of financial management strategies;
- Demonstrate home management and home economics skills; and
- Promote sustainable practices in line with sustainable living.





## Competencies gained

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

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

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

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

C1.3 Demonstrate understanding of the possible effect of local culture and context on student participation in school

C1.4 Demonstrate responsibility and accountability for the use of education resources

C3.3 Demonstrate capacity to build students' understanding of different cultures and global citizenship

## 5.1. Wellness and Food

In this sub-unit, student teachers are introduced to study a healthy lifestyle in relation to traditional foods. It also covers key objectives and strategies for the promotion, incorporation, and protection of traditional medicinal food and practices, food design plans that minimise the impact on the environment, including waste.

### 5.1.1. Traditional food practices for wellness

#### Expected learning outcomes

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

- Describe a healthy lifestyle perspective;
- Outline key objectives and strategies for the promotion, incorporation and protection of traditional food medicines and practices;
- Prepare a traditional Myanmar meal that will have minimal impact on the environment, including its waste; and
- Promote the incorporation and protection of traditional food medicines and practices.



#### Competencies gained

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

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

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

C1.3.1 Show interest in and take time to learn about the students' culture, language and community

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



**Time:** One period of 50 minutes



**Learning strategy**

Learning activity. Simulation performance task: The healthy Myanmar tea shop project



**Assessment approaches:** Success criteria from the GRASPS, customers to leave their feedback through a log



**Preparation needed**

Student teachers need to read Lesson 5.1.1 in the EDC Year 3 Local Curriculum Textbook, the learning activities, and the possible student teacher responses. Prepare a Unit-long setup for the simulation learning activity, preferably, an outdoor tea shop in the EDC. You are encouraged to exercise flexibility and further contextualisation of this material.



**Resources needed**

Student teachers are required to bring their materials based on the traditional meal that they will prepare, including the ingredients of the dish, spices, cooking utensils, and food service materials such as bowls, teapots, teacups, plates, spoons, etc.

### Introduction/Preparation

<b>Time</b>	10 minutes
<b>Class organisation</b>	Whole class

Note that the whole class was assigned to form groups based on proximity as to where they live. They were tasked in the previous lesson to choose a traditional Myanmar meal that will have a minimal waste impact on the environment. In addition, this meal should incorporate the concept of traditional food medicines and practices.

At home, groups prepare the ingredients, cooking pots, and other necessary cooking utensils for the preparation of the meal, including how they can serve the meal to potential customers in the Education Degree College.

With this, through the entire lesson, groups will prepare their healthy traditional Myanmar food and promote their medicinal value in the Myanmar tea shop that the teacher educator setup.

1. Welcome the student teachers to the healthy Myanmar tea shop. The GRASPS for this learning activity is as follows:

G	Goal	The goal corresponds to the learning outcomes of this lesson: <ul style="list-style-type: none"><li>• Prepare a traditional Myanmar meal that will have a minimal impact on the environment; and</li><li>• Promote the incorporation and protection of traditional food medicines and practices.</li></ul>
R	Role	The teacher educator is the Tea Shop owner. The student teachers are the service crew members. They can assume several roles: <ul style="list-style-type: none"><li>• Cooks and chefs</li><li>• Food servers.</li></ul>
A	Audience	Constituents of the EDC (student teachers, teacher educators, visitors, and the community) are customers.
S	Situation	An outdoor Myanmar Tea Shop in the EDC serves as a laboratory for a lesson in Local Curriculum class. This Myanmar Tea Shop serves healthy foods and traditional food that promotes medicinal properties of the ingredients as part of Myanmar traditional practices.
P	Products	Food, drinks, and promotional materials



- S Standard      The success criteria include:
- Hygienic preparation of a traditional Myanmar meal;
  - Quality of food and beverage handling;
  - Impact on the environment; and
  - Promotion of the incorporation and protection of traditional food medicines and practices.

2. Allow student teachers to get ready and should know the following:

- Hands should be washed and dried completely before touching food and frequently throughout the lesson.
- Do not sneeze or cough into food, and always wear clean protective clothes, like an apron, in areas where food is being cooked or kept.
- Put away any extra clothing and personal things (including phones) far from the kitchen.
- Long hair should be tied back or covered, fingernails should be kept short for ease of cleaning, and nail paint should be avoided since it might chip into the food, and jewellery should be avoided or limited to plain-banded rings and sleeper earrings.
- Put a bandage or wound strip over every cut or scrape (brightly coloured waterproof bandages are recommended)
- If student teachers have wounds on their hands, put disposable gloves over the wound strip, and change gloves often. They might need to report to the teacher educator if they start to feel sick, and they should not touch food until they feel better.

3. You probably need to elaborate the role of the cooks or chefs. If you want your kitchen to function smoothly, you need a chef who is skilful at preserving the quality of the food being prepared and the tools used to prepare it. There are other tasks that the cook needs to do:

- Oversee food preparation, checking in on all kitchen workers to make sure they are doing their jobs;
- Keep an eye on the condition of the kitchen's tools and replace them when necessary; and
- Advise the kitchen on how much food and supplies to order; instruct and mentor cooks and dishwashers.

4. Elaborate that the role of the food servers includes:

- Providing a warm welcome and prompt seating for all guests;
- Receiving and correctly inputting food and drink orders;
- Advising on what to order at the tea shop;
- Making sure the kitchen is aware of any dietary restrictions or food allergies that customers may have;
- Making sure that all orders are filled promptly and accurately, and that the food is of a good quality;
- Serving customers with care by checking in on them and restocking their beverages as necessary;
- Responding quickly to customer care inquiries and escalating problems to upper management as needed; and
- Cleaning up the front desk, the kitchen, and the dining area.



**Learning activity. Simulation performance task: The healthy Myanmar tea shop project**

<b>Time</b>	30 minutes
<b>Class organisation</b>	Whole class

**Purpose**

The purpose of this learning activity is for the student teachers to prepare a traditional Myanmar meal that will have minimal impact on the environment and promote the incorporation and protection of traditional food medicines and practices.

1. The groups are expected to have their chefs, cooks, and food servers ready with their cooking pots, utensils, and cleaning materials.
2. The chefs and cooks will prepare their sample dish for the teacher educator while the food servers promote the dish, considering the ingredient’s health and medicinal properties.
3. The group will oversee the over-all process and be attentive to hygienic practices, controlling fly infestations, and other important health and wellness concerns regarding food handling.
4. Encourage the student teachers to observe inclusion at all times and discourage them from gendering the roles in the simulation activity.



### Facilitator notes

As the teacher educator, this activity has many practical considerations. You will need to:

- Ensure that this project is supported by the EDC administration.
- Set the operational rules. For example, the shop will accept real bank notes in exchange of the food service for best simulation experience provided there is proper documentation of the finances.
- Require financial statements from the groups.

An alternative to the activity would be to plan all the different steps to operate a healthy Myanmar tea shop.

Suggested extended learning activities that can go together with the healthy Myanmar tea shop project are:

1. Creating food and drinks menu and shop signages, flyers and promotional that involve advocacy in reducing food wastage.
2. Making a compost to accommodate the waste from the healthy Myanmar tea shop to convert them into organic fertiliser.



### Assessment

Use the success criteria from the GRASPS to evaluate and give feedback on the performance of the groups. To reiterate, evaluate and comment on the:

- Hygienic preparation of a traditional Myanmar meal;
- Auality of food and beverage handling;
- Impact on the environment (minimising food wastage); and
- Promotion of the incorporation and protection of traditional food medicines and practices.

You may also ask customers to leave their feedback through a log. Share the feedback to the class at the end of the session.



## Possible student teachers' responses

The learning activity is learning by doing expressed in demonstrating learnt behaviours and skills through the lesson. Student teachers are expected to focus on the learning outcomes. Alongside the learning outcomes, they are also expected to display a traditional approach in preparing meals and serving food.

Moreover, they need to prepare meals hygienically, and handle food and beverage well. They need to mind about being eco-friendly, minimising wastes from food, and ensuring that the meal preparation process does not harm the environment. It is also expected that they promote, incorporate and protect traditional food medicines and practices in their presentation.



### **Differentiated learning activity 1. Whole class discussion, pair work and presentation**

#### **Purpose**

The purpose of this activity is for the student teachers to design a healthy diet plan that includes traditional medicinal foods, in lieu of the simulation learning activity.

1. Discuss the following question with the whole class. Have students take turns answering. Write the answers on the board.
  - In traditional foods, what are some of the medicinal foods that are good for your health?
2. Pair two or three student teachers and ask to discuss the following question.
  - Design a healthy daily diet plan that includes medicinal foods. (Breakfast, lunch, dinner, including snacks)

3. Let each student teacher writes their thoughts and explanations in their notebooks.
4. Invite each volunteer in 2/3 pairs who want to share their ideas and experiences.
5. Record their ideas and experiences on the board. After the presentation, the other groups should review the diet plans on the blackboard whether they are a healthy diet that includes local medicinal foods and then, give their suggestions if needed.
6. Based on the student teachers' plans and suggestions, the teacher educator will supplement as needed.



### **Assessment**

Encourage the student teachers to share their experiences in preparing diet plans that include local medicinal foods that support a healthy lifestyle.

Round the class and observe during class activity and answer the student teachers' questions clearly if they ask the questions. Be careful not to give too much information otherwise student teachers will lose the opportunity to do self-reflection.

Assess the student teachers' participation and presentation skills.



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

Student teachers should discuss the medicinal foods in their respective communities based on their experiences. It is expected that the student teachers should be able to design a diet plan based on the information of 'Natural medicinal foods that support health' they discussed in the second year and 'Characteristics of a healthy diet' that they studied this year. It is expected that in their presentations, the students will be able to think and identify in relation with medicinal local foods.



## **Differentiated learning activity 2. Whole class discussion, group work and presentation**

### **Purpose**

The purpose of this activity is for the student teachers to think about and identify what can be done to reduce the consequences of food waste.

1. Discuss the following questions with the whole class. Let students take turns answering.
  - How do you understand food waste?
  - What are the possible consequences of food waste?
2. Ask students to form small groups and discuss the following question.
  - How can we plan a family meal at home to minimise the consequences of food waste?
3. Let the groups write their ideas and experiences on the flip chart.
4. Invite each representative from each group to share their ideas and experiences.
5. Let the rest of the groups add their ideas based on the presentation points.
6. Summarise the discussion by emphasising the following information:
  - “Food Loss” and “Food waste” cause food waste.
  - The major problems facing in the world every year due to the food waste are detrimental to the environment, economy and society.
  - Reducing food waste provides the benefits of social, environmental and economic. Therefore, everyone has a responsibility to reduce food waste.
  - Public awareness campaigns on food waste are also important to change consumer attitudes and behaviours.



### **Assessment**

Encourage the student teachers to share their experiences in creating diets for their families at home to reduce the food waste and consequences of food waste. Go round the class and observe during class activity and answer the student teachers’ questions clearly if they ask the questions. Be careful not to give too much information otherwise student teachers will lose the opportunity to do self-reflection. Assess student teachers’ participation and presentation skills.



### Possible student teachers' responses

When creating meal plans for families at home, student teachers will be able to think and respond by relating the textbook content with their experiences so that they can reduce the food waste and the consequences of food waste.



### Extended learning activity. The healthy Myanmar tea shop project

<b>Time</b>	Own time
<b>Class organisation</b>	Groups

Keeping the shop running throughout the entire Unit 5 or even as a sustainable enterprise in the Education Degree College is recommended.

1. Talk to the student teachers how this project can become a sustainable learning activity.
2. Plan how to coordinate with other *Local Curriculum* classes.
3. See if they are interested in further developing the healthy Myanmar tea shop project as an extended learning activity and as a unit laboratory project. The classes and groups will work on their schedules, menu, promotional materials, logistics, budget, and other processes. Further, the shop can also extend until at least Lesson 5.3.1 because some of the features of financial management, home economics skills and sustainability practices are relevant to running the healthy Myanmar tea shop.
4. Remember that the healthy Myanmar tea shop may continue depending on the decision of the student teachers as the Unit 5 laboratory.



### Check student teachers' understanding

<b>Time</b>	5 minutes
<b>Class organisation</b>	Whole class

Share the feedback you collected from the customers.

Also, ask student teachers about the profit they made.

Then, ask the student teachers to reflect their experience. Choose two to four student teachers considering equal gender representation to share their experience in class.



### **Expected student teachers' responses for the review questions in TB**

Question 1. Should your diet be based on local traditional foods? Why?

Answer: *Yes, we should eat local traditional foods because, they are:*

- *Low in calories, and helps maintain a healthy weight.*
- *Low in saturated fat, and thus, it is good for the heart.*
- *It contains more iron, which is good for muscles and blood.*
- *It contains more zinc, which helps to heal wounds and prevent infections.*
- *It contains more Vitamin A, which is better for vision and preventing diseases.*
- *It contains more calcium, which is good for bones and teeth. If possible, eat more fish than meat every day.*

Question 2. How can you encourage people in your community to get into the habit of eating traditional medicinal foods? Why?

Answer: *You can talk to people about the fact that foods that people consume contain nutrients that can help prevent disease in naturally, in addition to the nutrients in their daily diet. According to the findings of the study, it has been known that cereals, seeds, fruits and vegetables have cancer and other diseases prevention properties. Due to the different medicinal properties of different types of plants, our forefathers said that 'Food is also medicine and medicine is also food'. Therefore, we need to encourage people in our community to get into the habit of eating traditional local foods that provide nutrition and preventing various diseases.*



Question 3. What needs to be done to make local food safe to eat? Who will you work with? How can you get them involved?

*Answer: We need to be safe to eat local food safely. Safe food means nutrients and it must have the features that is free of fertiliser, chemicals such as pesticides, pigments, odours, dust, stone, sand, other unwanted substances and no germs. It needs to be cleaned throughout the process such as step-by-step food preparation, packaging and transportation. Food makers and handlers need to be hygienic and free from infectious diseases. Food storage, production and installation areas also need to be kept clean. Fresh and chemical-free raw materials should be used. Chemical testing programs are also needed to determine the presence of chemicals.*

*To achieve these goals, all members of the public need to be involved who are growers, food processor, confectionery manufacturer, consumers, laboratory staff, including agencies that take action against the production and sale of unsafe food.*

*We should work together on activities such as edutainment by media, conducting educational programs by community organisations, practical cooperation to involve the public.*

## 5.2. Financial Literacy

Having a firm grasp of personal money is a must in today's competitive environment, and this is where financial literacy comes in. Financial literacy is the familiarity with and proficiency in a range of money-related tasks, including budgeting, saving, investing, and debt management. The ability to manage one's finances in a way that serves one's long-term goals requires a comprehension of fundamental financial principles, knowledge of available financial goods and services, and prudent decision-making. It is an essential talent that may have a major influence on one's financial security and future success. Individuals may attain financial stability and plan for a secure future if they have the necessary information and abilities. A person's chances of having a thriving financial future improve if financial literacy is viewed as a priority and taught to them during their formative years.

In this sub-unit, lessons will focus on teaching strategies for managing one's finances. The activities will help student teachers understand the importance of teaching good financial management practices to equip their learners with the knowledge and skills to make informed decisions about their finances. The goal is to provide student teachers with a solid foundation to be able to teach financial management to learners as they grow into adulthood and become more responsible for their own financial wellbeing.

### 5.2.1. Strategies of financial management

#### Expected learning outcomes

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

- Explain the importance of budgeting, investment and financial management skills; and
- Demonstrate a range of financial management strategies.





## Competencies gained

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

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

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

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



**Time:** One period of 50 minutes



## Learning strategies

Learning activity 1. Group discussion: Importance of budgeting, investment, and financial management skills

Learning activity 2. Developing teaching resources: Financial management strategies for primary and middle school students



**Assessment approaches:** Observation, presentation, rubric



## Preparation needed

Read the student teacher textbook, the learning activities, and the possible student teacher responses. Check the suggested rubric as well to see if you can adapt them as they are or modify according to the needs of the student teachers. You are encouraged to exercise flexibility and further contextualisation of this material.



## Resources needed

Student teacher textbook, group discussion papers, whiteboard or blackboard, markers, chart paper, blank flashcards, and index cards, scissors and glue

Examples of existing financial management resources (if there are any)



### **Learning activity 1. Group discussion: Importance of budgeting, investment, and financial management skills**

<b>Time</b>	15 minutes
<b>Class organisation</b>	Group discussion

#### **Purpose**

The purpose of this learning activity is for students to discuss and explain the importance of budgeting, investment, and financial management skills.

1. Introduce the topic of budgeting, investment, and financial management skills and why they are important. Ask the student teachers if they have heard of these terms before and if they have any questions.
2. Note that the student teachers can refer to the student teacher textbook, which contains information on budgeting, investment, and financial management skills for the group discussion.
3. Group Discussion: Divide the class into groups of 3-5 students. Each group should have a designated leader and a recorder. Provide each group with a group discussion paper where they can freely record their discussion points. The groups should discuss the following questions:
  - What are budgeting, investment, and financial management skills?
  - How can these skills help individuals in their everyday lives?
  - What are some examples of budgeting, investment, and financial management skills?
  - How can these skills help individuals achieve their financial goals?
  - How can these skills help individuals contribute to sustainable development?
4. Group Presentation: After the group discussion, ask each group to briefly present their answers to the class. Encourage the class to ask follow-up questions to the groups.
5. Summarise the key points discussed in the group discussion. Emphasise the importance of budgeting, investment, and financial management skills and how they can help individuals achieve their financial goals and contribute to sustainable development.



## Assessment

Assess the students on the following:

- Observation of students' participation in the group discussion
- Completion of the group discussion paper where they can freely record their discussion points
- Quality of the group presentation
- Quality of the follow-up questions asked by the class.



## Possible student teachers' responses

The possible responses of the student teachers may involve contextual expressions based on their experience and insights. The importance of financial management is a practical experience and may have varied responses.

Student teachers will think, discuss and provide answers related to the contents of the student teacher textbook and their experiences. Student teacher responses may vary slightly depending on their learning practices. Their answers may include the following:

*The importance of budgeting:*

- Improve communication through family planning.
- Can prioritise our goals.
- Help us plan for unexpected expenses.
- Build self-confidence.
- Increase emotional security.
- Benefit to a long-term plan.
- Prevent overspending.
- Control money.
- Free from debt (get rid of debt)
- Keep us organised.

*The importance of investment:*

- Guarantee current and future financial security.
- Increase wealth.
- Help achieve financial goals. Investments include buying a home, saving for retirement and setting up an emergency fund.
- Increase financial discipline by making it a habit to set aside a certain amount of money every month or every year for your investment.

*The importance of financial management:*

- Help set short-term and long-term financial goals and create a balanced plan to achieve those goals.
- Manage income more efficiently.
- Increase cash flow by carefully monitoring spending patterns and expenses.
- Increased cash flow can increase capital and consider investment.
- It can be used as a guide to help us choose our needs and the right type of investment that matches your personality and goals.
- It can provide financial security for the family and provide peace of mind for you and your loved ones.
- There are good plans to save money that can be utilised for difficult times or for emergencies or for educational purposes.



**Learning activity 2. Developing teaching resources: Financial management strategies for primary and middle school students**

<b>Time</b>	30 minutes
<b>Class organisation</b>	Small groups

**Purpose**

The purpose of this learning activity is for student teachers to demonstrate a range of financial management strategies that can be implemented in school. Recap that in Lesson 4.1.2, the learning activity featured was *Learning activity 1. Creating flashcards: Teaching 21<sup>st</sup> century skills to primary and middle school students.* Ask student teachers to use this lesson as a reference for a list of teaching resources they can create. They must select which teaching resource they want to develop.

But this time, they will create teaching resource for financial management strategies that suit the context of primary and middle school levels.

1. Begin the lesson by discussing the importance of financial management skills for students and how it can help them in the future.
2. Show examples of existing financial management resources for students, such as flashcards, worksheets, and games (if there are any).
3. Divide the class into small groups of 3-4 students considering inclusive principles, ensuring that all genders are represented, and the groups do not discriminate abilities.
4. Give each group chart paper, markers, blank flashcards, and index cards.
5. Provide a list of financial management strategies that are appropriate for students, such as saving money, budgeting, and investing. Specifically, you may suggest the following:
  - Creating a budget for a pretend allowance;
  - Saving for a specific goal, such as a toy or trip;
  - Learning about different types of bank accounts and their uses;
  - Creating a savings plan for a long-term goal;
  - Tracking expenses in a journal or spreadsheet;
  - Comparing prices and making informed purchasing decisions;
  - Understanding the concept of credit and credit scores;
  - Learning about investment options and the stock market;
  - Creating a plan for paying off debt;
  - Understanding the concept of compound interest;
  - Learning about the different forms of currency and exchange rates;
  - Understanding the difference between needs and wants;
  - Creating a financial plan for a hypothetical business;
  - Learning about different types of insurance;
  - Understanding the concept of inflation and its impact on purchasing power;
  - Creating a retirement plan;
  - Understanding the difference between assets and liabilities;
  - Learning about different types of loans and how they work;
  - Creating a plan for emergency savings; and
  - Understanding the concept of taxes and how they are used to fund government services.

6. Have each group choose one strategy and create a teaching resource (refer student teachers to Lesson 4.1.2) that will help primary and middle school students understand and apply the strategy.
7. Allow time for the groups to work on their resources.
8. Have each group present their resources to the class and have a class discussion on the effectiveness and appropriateness of the resources.
9. You may have the class vote on the best resource and display it in the classroom.
10. As a wrap-up, have students reflect on what they have learnt about creating teaching resources for financial management strategies and how it can be applied in their own future teaching.



### Assessment

- Observe each group’s participation and cooperation during the activity.
- Evaluate the appropriateness, effectiveness, and creativity of the teaching resources developed by each group.
- Assess the class discussion and reflection on the activity.
- Use a rubric for evaluating the teaching resources. The following rubric is a sample for this lesson, which you can modify to suit the context and setting of your classroom:

**Table 5.1. Modifiable rubric sample for the lesson: Developing teaching resources – Financial management strategies for primary and middle school students**

Success criteria	Excellent	Good	Fair	Poor
Appropriateness of resource for students	The resource is highly appropriate and tailored to the specific needs and developmental level of students.	The resource is appropriate for students, but could be improved to better suit their needs.	The resource is somewhat appropriate for students, but could benefit from more tailoring.	The resource is not appropriate for students.
Effectiveness of resource in teaching financial management strategies	The resource is highly effective in teaching the chosen strategy and is engaging for students.	The resource is effective in teaching the chosen strategy, but could be improved to better engage students.	The resource is somewhat effective in teaching the chosen strategy, but needs improvement to be more effective.	The resource is not effective in teaching the chosen strategy.
Creativity of resource	The resource is highly creative and original.	The resource is creative, but could be more original.	The resource is somewhat creative, but lacks originality.	The resource is not creative.





### Possible student teachers' responses

It will depend on the specific teaching resources and strategies used in the lesson, as well as the individual student teacher. However, some possible student teacher responses could include:

- Understanding and being able to explain the importance of budgeting, investment, and financial management skills;
- Being able to identify and apply financial management strategies in their own lives;
- Being able to create and use their own personal budget;
- Being able to create and use a savings plan;
- Being able to identify and make wise financial decisions;
- Being able to identify and avoid common financial pitfalls; and
- Being able to communicate effectively about financial management strategies with peers and family members.



### Check student teachers' understanding

<b>Time</b>	5 minutes
<b>Class organisation</b>	whole class discussion

This lesson will enable student teachers to improve their understanding of financial literacy in Myanmar and teaching methods related to financial management focus on the importance of practical budgeting, investment and financial management skills.

1. Have student teachers review the learning outcomes of this lesson. Did this lesson help them to achieve these learning outcomes? How did it help?
2. Remind students that TCSF competencies are the focus of this lesson.
3. Tell or summarise the main points of the lesson.

### Homework activity

Lesson 5.3.1 is about **Home Economics skills and sustainable development**. The student teachers need to read and understand the lesson. Ask student teachers to feature one home economics skill and sustainability practice featured in the

student teacher textbook Lesson 5.3.1 to help make the world a better place. Encourage student teachers to be creative in demonstrating their home economics skills and sustainability practice by:

- a. *Designing a household chore contest.* Student teachers can create a simple and easy home economics skill contest. For example, a contest about hand-washing dirty white clothes can be designed to demonstrate skill in washing laundry. Participants will come from the groups, preferably males. The group with the cleanest and whitest laundry wins the contest. The groups can create a contest from (1) food choice, (2) basic cooking, (3) sewing, (4) washing, (5) ironing, (6) basic house cleaning (7) basic house maintenance.
- b. Participate in the sustainability festival – a celebration of sustainable practices. Each group selects at least one sustainability practice from the student teacher textbook and should not duplicate with another group. Options which your group can do in the sustainability festival:
  - Introduce how to do paper recycling;
  - Introduce how to use sustainable products;
  - Demonstration of a conservation practice such as walking rather than riding motorbikes or cars;
  - Choosing local foods;
  - Growing your own fruit trees (i.e., fruit tree planting);
  - Water conservation strategies;
  - How to reuse some products;
  - Donating unused items;
  - Zero plastic policy; and
  - Recycling and using recycled products.



### **Expected student teachers' responses for the review questions in TB**

Question 1. Is financial literacy a requirement for everyone? Why is it needed?

*Answer: It is needed. Financial literacy enables people to understand basic financial concepts in order to make practical financial decisions. With this knowledge, they will be able to manage their money and will be able to make strong decisions and have good spending and budgeting practices.*

*They will be able to plan, to achieve their financial goals, to achieve financial stability and to achieve a savings goal, to balance income and expenditure, how they will distribute your income and work toward their future goals.*

Question 2. What are some things to keep in mind when planning your own budget?

Answer: *When I am going to do my own budget:*

- *I will plan budget one month in advance. I will divide my expenses into three categories based on my total income.*
- *20% of my income will be set aside for my first purpose.*
- *Then write down all the expenses and separate them into needs and requirements.*
- *Prioritise 50% of my income for essential expenses (rent, taxes). Then it will be used for basic food and travel expenses, education, health, family support and donations, etc.*
- *30% of the remaining income will be used for what I want.*
- *If I need more money to spend on needs, I can reduce my expenses to meet my needs.*

Question 3. What is the first thing you need to do when managing money? Why do you need to do this?

Answer: *When it comes to money management, the first thing I must do is set aside money for my own short-term goals, long-term goals such as future plans, investment and need emergencies. My finances can help me to solve emergency problems calmly and to repay my loan as quickly as possible if having a loan.*

## 5.3. Sustainable Living

‘Sustainable living’ is a way of life that seeks to reduce the use of the earth’s natural resources by individuals or communities.

In this sub-unit, teaching student teachers about ‘sustainable living’ also includes understanding why home economics skills and sustainable development benefit everyone in every region.

### 5.3.1. Home economics skills and sustainable development

#### Expected learning outcomes

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

- Demonstrate home management and home economics skills; and
- Promote sustainable practices in line with sustainable living.



#### Competencies gained

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

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

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

C1.4.1 Use school supplies and resources appropriately



**Time:** One period of 50 minutes



## Learning strategies

Learning activity 1. Housework contest: Demonstrating home economics skill

Learning activity 2. Sustainability festival: Promoting sustainable practices



**Assessment approaches:** Providing feedback, observing the student teachers



## Preparation needed

Student teachers need to read Lesson 5.3.1 of the EDC Year 3 Local Curriculum Textbook. Continue the Unit-long setup for the simulation learning activity, an outdoor tea shop in the Education Degree College. Student teachers prepare their household chore contest design and sustainability festival concept.



## Resources needed

Student teachers are still required to bring their materials based on the traditional meal that they will prepare, including the ingredients of the dish, spices, the cooking utensils, and food service materials such as bowls, teapots, teacups, plates, spoons, etc. The newly appointed cashier and auditor continue to use their notebooks for the log and financial report. Additionally, groups will prepare their materials and props for their household chore contest and their sustainability concept.

## Introduction/Preparation

<b>Time</b>	5 minutes
<b>Class organisation</b>	whole class

1. Welcome student teachers to the third and final lesson based on the line up for Unit 5. Ask student teachers how they feel about the last day of the extended learning activity, which is the healthy Myanmar tea shop project. You may ask them to evaluate their learning experience through Unit 5.
2. Allow open forum for student teachers to be able to express their thoughts and attitudes about the learning activities in *Local Curriculum*.

3. Remind student teachers that in this lesson, their group will feature a home economics skill.
4. Encourage student teachers to promote inclusion and challenge gender roles. For example, encourage groups to assign male student teachers to do sewing, laundry, and house cleaning.



### Learning activity 1. Housework contest: Demonstrating home economics skill

<b>Time</b>	2 minutes
<b>Class organisation</b>	Whole class

### Purpose

The purpose of this learning activity is for student teachers to demonstrate home economics skills through contests.

1. In the previous lesson, groups were asked to prepare one household chore contest.
2. Student teachers can create a simple and easy home economics skill contest. For example, to demonstrate skill in washing laundry, a contest about hand-washing dirty white clothes can be designed. Participants will come from the groups, preferably males. The group with the cleanest and whitest laundry wins the contest.
3. With this, the groups can create a contest from:
  - Food choice
  - Basic cooking
  - Sewing
  - Washing
  - Ironing
  - Basic house cleaning
  - Basic house maintenance.
4. Encourage student teachers to create the contest minding about inclusion and challenging gender stereotypes.
5. Note that this learning activity is simultaneous with the healthy Myanmar tea shop simulation to establish the local community atmosphere.



## Assessment

Evaluate the contest prepared by the groups. Provide feedback on the organisation, inclusion, and gender consideration of the designed contests.

Also, observe the student teachers on how they demonstrate home economics skills. Provide feedback on how they can improve their skills.



## Possible student teachers' response

The home economic skill contests need to be simple and easy to administer. The contest should consider all participants regardless of the gender, and ability.

Moreover, the student teachers will demonstrate their home economics skills.



## Learning activity 2. Sustainability festival: Promoting sustainable practices

<b>Time</b>	2 minutes
<b>Class organisation</b>	Whole class

## Purpose

The purpose of this learning activity is for student teachers to promote sustainable practices in line with sustainable living.

1. Groups were informed in the previous lesson to prepare for the sustainability festival – a celebration of sustainable practices.
2. Each group selects at least one sustainability practice from the student teacher textbook and should not duplicate with another group. Groups may:
  - Introduce how to do paper recycling;
  - Introduce how to use sustainable products;
  - Demonstrate a conservation practice such as walking rather than riding motorbikes or cars;
  - Choose local foods;

- Grow your own fruit trees (i.e., fruit tree planting);
  - Employ water conservation strategies;
  - Show how to reuse some products;
  - Donate unused items;
  - Devise a zero-plastic policy; and
  - Recycle and use recycled products.
3. Assign a moderator for the festival. Each group will be called to present their sustainability practice.
  4. In this festival, the student teachers have freedom of expression on how they wish to demonstrate promotion of sustainable practices.
  5. Conduct a parade around the EDC to raise awareness and promote the sustainable practices in the campus.



### Assessment

Evaluate the sustainability practice prepared by the groups by providing feedback and comment to the group presentation.



### Possible student teachers' response

The sustainability practices are outlined in the student teachers' textbook. It is possible to generate responses from the student teachers' textbook. Moreover, the student teachers can also generate responses from the Internet or from experience and reflection on the sustainable practices in the community.



### Check student teachers' understanding

<b>Time</b>	5 minutes
<b>Class organisation</b>	Whole class

Prompt the student teachers to recall their experience through Unit 5. Ask them:

1. The three things that are most memorable.
2. The two things they wish the unit should have included.
3. The one question they still wish to ask.





## Expected student teachers' responses for the review questions in TB

Question 1. Does everyone need to be involved in sustainable development? Why?

Answer. *It is required. The answers may be related to the 'Key benefits of sustainability' section under the student teacher textbook 'Why sustainability is important'.*

Question 2. What are some of the home economic skills that most young people need today? How can you practise these skills?

Answer. *Depending on the student experience, the answers may vary. Accept every reasonable answer.*

Question 3. How can you contribute to a sustainable world?

Answer. *Students' answers may include the following:*

- *Save as much water as we can.*
- *When we go to the market or store, we will bring a bag or basket.*
- *Limit buying food and clothing and only buy as much as necessary.*
- *Select and purchase recyclable materials.*
- *Food will be stored and consumed to prevent wastage.*
- *Garbage will be sorted and disposed of.*
- *Reusable materials will be reused.*
- *Eat mainly local food.*
- *Grow fruit trees, ornamental plants and shade trees in our house.*
- *Kitchen waste will be used as natural fertiliser.*
- *Care must be taken not to damage our clothes and the equipment. If possible, will use by repair.*
- *Donate extra food and materials to those who will find them useful.*
- *Sell recyclable products to second-hand buyers or exchange products.*
- *Avoid using plastic bags and foam boxes as much as possible.*
- *Durable items such as can, dishes, glass bottles will be used instead of disposable items.*

- *Switch to energy-efficient appliances. Unnecessary lights will be turned off.*
- *Used in conjunction with solar and wind energy equipment.*
- *We will go on foot for a short distance. For further distance, we will go by bicycle.*
- *If we need to travel by car, we can use the public bus or collectively.*
- *Tell our friends, acquaintances and family about sustainable living and encourage them to follow through.*

# Unit Summary



## Key messages

- A healthy lifestyle is one of the things that can help people maintain their health and wellbeing and overcome stress. Healthy living has a lifelong effect. It includes eating a healthy diet, physical activity, weight management and stress management.
- A healthy lifestyle includes a balanced diet. A well-balanced diet is one in which every meal is eaten in moderation, that is, eating a variety of foods according to age in the right proportions and right amount of food. Meat, dairy products, fruits, and vegetables are an important part of keeping your body healthy.
- “Loss of food” and “Waste of food” cause food wastage. Reducing food wastage is a provides social, environmental, and economic benefits.
- Financial literacy enables people to understand basic financial concepts to make practical financial decisions. With this knowledge, they will be able to manage their money, make strong decisions and have good spending and budgeting practices.
- Home economics provides can help improve life skills for young people by teaching nutrition, cooking, family finances, safety, and other occupational skills.
- Home economics and technology is a school subject and covers a wide range of topics related to sustainable development.
- Sustainability is a concept about the development of our products and services that meet our current needs but does not disturb our ability to meet the needs of future generations.
- Sustainability improves our quality of life. It protects our ecosystem and preserves natural resources for future generations. Environmental wellbeing and sustainability not only benefit of society but also the long-term benefits of focusing on conserving our natural resources.



## Unit reflection

After completing this section, students should consider the following questions.

- Do you think it is important to learn about how to promote, protect and integrate traditional medicinal foods and eating habits? Why?
- As you learn about promoting traditional medicinal foods and eating habits, integration and protection, how can your middle school student interest?
- How can budgeting and financial management skills be used to guide middle school students in managing their finances?
- Take some time to think about how to create a list that contains the information needed to live a more sustainable lifestyle.
- How can we help friends and families or members in your community to become involved in sustainable development?



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# Unit 6

## Teaching, Learning and Assessment

There are two main components in this unit. The first component is planning and microteaching a local curriculum lesson by using a Year 3 lesson plan template, whereas the second is reflection on that microteaching and assessment. This Year 3, student teachers will have to study with focus on some assessment tools that can foster students' learning and inclusion though they have already covered the assessment methods used in Local Curriculum in Year 2.

### Expected learning outcomes

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

- Collaboratively develop a Local Curriculum lesson plan for a selected grade level, maximising formative assessment opportunities;
- Deliver one stage of the lesson in a group microteaching session setting;
- Reflect on microteaching sessions to identify effective and inclusive teaching learning strategies for Local Curriculum lessons; and
- Outline a range of formative and summative assessment tools that can foster students' learning and inclusion in Local Curriculum.





## Competencies gained

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

B2.1 Demonstrate capacity to monitor and assess student learning

C3.1 Demonstrate a high regard for each student's right to education and treat all students equitably

C3.2 Demonstrate respect for diversity of students and the belief that all students can learn according to their capacities

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

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



# 6.1. Teaching, Learning and Assessment for

## Local Curriculum

In this sub-unit, student teachers will have to plan Local Curriculum lessons and micro-teach them in groups. Moreover, they will also have to reflect on their practice teaching. Thus, student teachers will be able to basically identify effective and inclusive assessment tools for teaching and learning Local Curriculum lessons by doing such practical activities.

### 6.1.1. Lesson planning and microteaching

#### Expected learning outcomes

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

- Collaboratively develop a Local Curriculum lesson plan for a selected grade level, maximising formative assessment opportunities; and
- Deliver one stage of the lesson in a group microteaching session setting.



#### Competencies gained

A1.1.1 Give examples of how the students' cognitive, physical, social, emotional and moral development may affect their learning

B2.1.1 Use assessment techniques as part of lessons to support students to achieve learning outcomes

B2.1.2 Use assessment information to plan lessons

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

C3.1.2 Recognise the different social situations and background of students and treat all students equally

C3.2.1 Organise the classroom to encourage all students' participation in the lesson content, activities and interactions with the teacher



**Time:** One period of 50 minutes



**Learning strategies**

Learning activity 1. Practical: Planning a lesson for microteaching

Learning activity 2. Microteaching: Microteaching the lessons planned



**Assessment approaches:** Randomly checking student teachers' lesson plans (sample), observation of microteaching, question and answer (if necessary)



**Preparation needed**

Student teachers need to read EDC Year 3, Local Curriculum, Student teacher textbook, Lesson 6.1.1 before class time. The classroom setting should be designed to allow activities for groups of four students to plan lessons and to conduct microteaching.

Particularly, need to arrange a day in advance for organising the students into groups of four to do their homework assignment: giving instructions to study the lesson plan template described in student teacher textbook; explaining about the steps of doing homework; lots for drawing lesson titles.



**Resources needed**

Education Degree College, Year 3 Local Curriculum (Semester 2), Student teacher textbook, Copies of Local Curriculum materials (teacher guides and student textbooks) currently developed at States/ Regions level as much as possible should be prepared in advance, A4 papers.

## Period 1

### Introduction/Preparation

<b>Time</b>	5 minutes
<b>Class organisation</b>	Whole class

1. Tell student teachers that this lesson will mainly focus on lesson planning and microteaching and that homework has been assigned in preparation for this activity.
2. Organise the student teachers into groups of four (a total of 10 groups in a class)
3. A total of 10 Local Curriculum lessons (5 from primary school level and 5 from middle school level) for lesson planning assignment will be divided for 10 groups by drawing lots.



#### Learning activity 1. Practical: Planning a lesson for microteaching

<b>Time</b>	45 minutes
<b>Class organisation</b>	Whole class, Groups of 4 student teachers

### Purpose

The purpose of this learning activity is for student teachers to plan a Local Curriculum lesson by utilising the Year 3 lesson plan template

1. Ask the student teachers to plan a local curriculum lesson for microteaching by using the Year 3 lesson plan template described in the student teacher textbook; and to plan the lessons cooperatively by groups of 4 student teachers.
2. Remind student teachers to conduct microteaching session within 20 minutes as follows:
  - Introduction (1 student – 5 minutes)
  - Body (2 students – 10 minutes)
  - Review (1 student – 5 minutes).

3. Be prepared to use Local Curriculum materials (textbooks and teacher guides) prepared and developed by respective States/Regions as needed.
4. Remind the groups again to consider and use a variety of formative assessment tools in planning their lessons.
5. Walk around and observe while groups are planning their lessons.



### Assessment

Observe and assess student teachers' groups while planning lessons, working collaboratively, and practicing. Sample of their lesson plans can also be assessed.



### Possible student teachers' responses

Every student teacher group has used the same lesson plan template to microteach Local Curriculum subject at primary or middle level and thus the design pattern would be the same. However, some parts of the lesson plan developed by each group will be slightly different from another. For example, using a variety of formative assessment.

## Period 2

### Introduction/Preparation

<b>Time</b>	5 minutes
<b>Class organisation</b>	Whole class

1. Tell student teachers that this lesson will mainly focus on lesson planning and microteaching and that homework has been assigned in preparation for this activity.
2. Organise the student teachers into groups of four (a total of 10 groups in a class)
3. A total of 10 Local Curriculum lessons (5 from primary school level and 5 from middle school level) for lesson planning assignment will be divided for 10 groups by drawing lots.



## Learning activity 2. Microteaching: Microteaching the lessons planned

<b>Time</b>	40 minutes
<b>Class organisation</b>	Whole class, groups of 4 student teachers

### Purpose

The purpose of this learning activity is for student teachers to teach the lessons planned in a group of 4 students, by taking turns.

1. Explain the following points to student teachers:
  - Microteaching will be conducted in groups of four using the lesson plans developed by themselves;
  - The other three need to observe and learn from one student teacher's teaching in a positive way;
  - Every student teacher needs to teach their part assigned with full confidence and respect; and
  - In accordance with the 5 minutes teaching time per student, they are urged to try to do it on time.
2. Arrange the groups as shown in Figure TG 6.1 and Figure TG 6.2, peer teaching circles can be divided into primary and secondary levels.
3. Ensure that student teachers in the respective groups are systematically assigned to teach the lesson as follows:
  - Introduction (1 student)
  - Body (2 students)
  - Review (1 student).
4. Signal to groups to start the lesson when they are ready.
5. Walk around and observe while groups are doing microteaching their lessons.

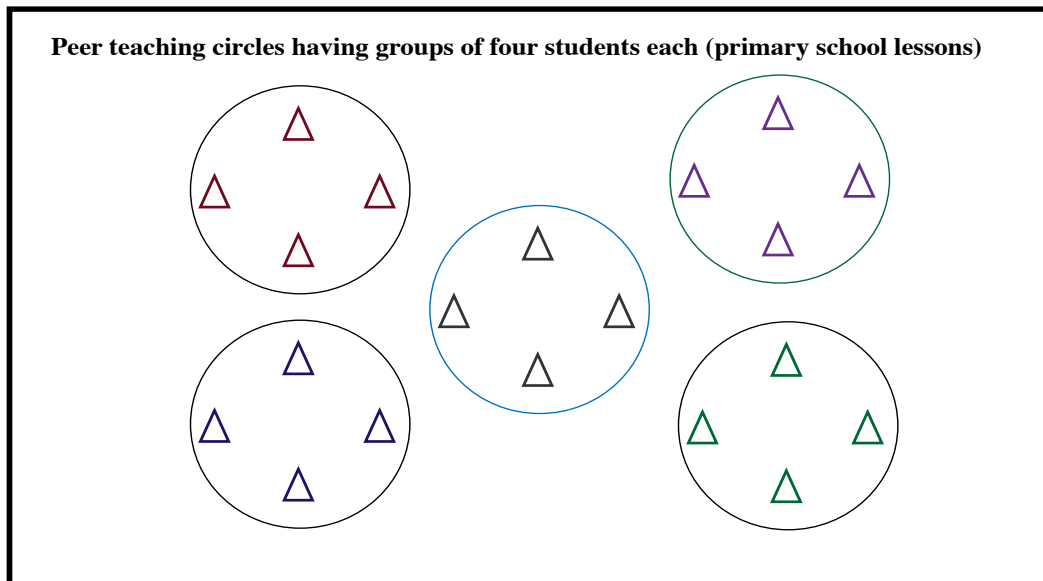


Figure TG 6.1. Five peer teaching circles for primary school lessons

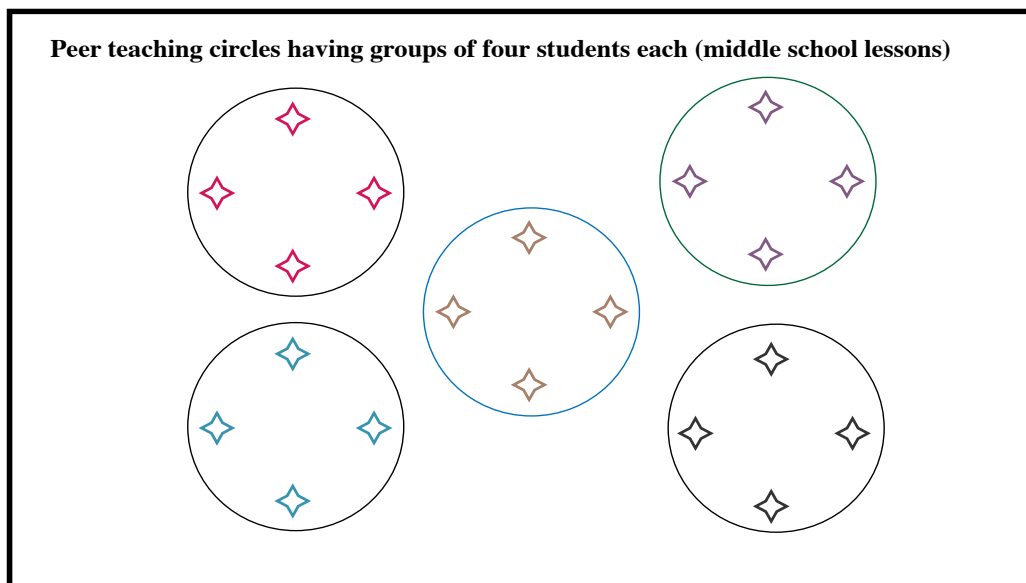


Figure TG 6.2. Five peer teaching circles for middle school lessons

6. To facilitate effective teaching observation, ask the observers will utilise the Lesson Study Observation Sheet to assess the performance of student teachers during their microteaching sessions. Student teachers can use Table 6.2. Lesson study observation sheet in the student teacher textbook.



### Assessment

Assessment can be done by observing student teachers' peer-teaching in groups in terms of mutual fairness and timely completion.



### Possible student teachers' responses

Each group of student teachers will micro-teach the collaboratively developed Local Curriculum lesson plan in turns.



### Check student teachers' understanding

<b>Time</b>	5 minutes
<b>Class organisation</b>	Whole class

1. Review the expected learning outcomes and Teacher Competency Standards that student teachers will gain after completing this lesson.
2. Ask three student teachers to share formative assessment tools included in their lesson plans.
3. Summarise the achievement of expected learning outcomes.
4. Have student teachers briefly explain how the TCSF competencies of this lesson were met.

## 6.1.2. Assessment approaches for Local Curriculum

### Expected learning outcomes

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

- Reflect on microteaching sessions to identify effective and inclusive teaching learning strategies for Local Curriculum lessons; and
- Outline a range of formative and summative assessment tools that can foster students' learning and inclusion in Local Curriculum.



### Competencies gained

B2.1.1 Use assessment techniques as part of lessons to support students to achieve learning outcomes

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

D1.1.1 Use evidence of students learning to reflect on the impact of own teaching practice

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

D2.1.1 Discuss teaching practices with supervisors and colleagues, and willingly seek constructive feedback



**Time:** One period of 50 minutes



### Learning strategies

Learning activity 1. Think-pair-share: Reflecting on microteaching sessions

Learning activity 2. Group work: Brief description of assessment tools that can foster students' learning and inclusion



**Assessment approaches:** Observing student teachers' work, listening to their presentation and sharing, question and answer





### Preparation needed

Student teachers need to read EDC Year 3, Local Curriculum, Student teacher textbook, Lesson 6.1.2 before class time. The classroom setting should be designed to allow activities for group discussion.



### Resources needed

Education Degree College, Year 3 Local Curriculum (Semester 2), Student teacher textbook, A4 papers, (if available, Local Curriculum teacher guidebooks and textbooks currently developed at States/ Regions level should be prepared in advance.

### Introduction/Preparation

<b>Time</b>	5 minutes
<b>Class organisation</b>	Whole class

1. Let student teachers know that there are two parts mainly included in this lesson:
  - a. Identifying effective and inclusive teaching learning strategies for Local Curriculum lessons by reflecting on microteaching sessions.
  - b. Outlining a range of formative and summative assessment tools that can foster students' learning and inclusion in Local Curriculum.
2. Remind them to take into consideration the concept of “inclusion” not only in teaching lessons but also in assessment.
3. Ask two student teachers whether they remember the definition of inclusion described in student teacher textbook



### Learning activity 1. Think-pair-share: Reflecting on microteaching sessions

<b>Time</b>	20 minutes
<b>Class organisation</b>	Whole class, individual, pairs, groups of 4

## Purpose

The purpose of this learning activity is for student teachers to reflect on microteaching so as to identify effective and inclusive teaching learning strategies for Local Curriculum lessons.

1. Firstly, tell the student teachers that they have done a cooperative group activity of local curriculum lesson planning and teaching in Lesson 6.1.1; this learning activity is to reflect on their microteaching to identify effective and inclusive teaching learning strategies.
2. Remind them to take into consideration the three questions below while they reflect on their microteaching individually.
  - Is your team's teaching learning effective?
  - Is your team's teaching learning inclusive for all students?
  - Identify three teaching learning strategies which are effective and inclusive.
3. Ask them to write down the answers in their notebooks individually; then to pair up with a nearby friend to discuss and modify their answers.
4. Organise two student pairs into a group of 4 and instruct them to discuss for better understanding.
5. Invite about 3 student teachers to share their answers with class after modification.
6. Add the following points based on their responses.
  - As mentioned in the Teacher Competency Standard Framework, regularly reflecting on own teaching practice as a teacher makes improvement in own practice teaching. In addition, it promotes the use of effective and inclusive teaching and learning strategies.



## Assessment

Assessment can be done through observation while student teachers work individually, in pairs and in groups. In addition, they can also be assessed based on their discussions, views and written answers.



## Possible student teachers' responses

Students' responses regarding effective and inclusive teaching learning strategies can be slightly different from each other depending on their perspectives, however, their answers should reflect the strategies stated in the textbook.



## Learning activity 2. Group work: Brief description of assessment tools that can foster students' learning and inclusion

<b>Time</b>	20 minutes
<b>Class organisation</b>	Whole class, groups work

### Purpose

The purpose of this learning activity is for student teachers to describe assessment tools (formative and summative) in brief that can foster students' learning and inclusion in Local Curriculum.

1. Let them know that they have basically learnt formative and summative assessment tools not only in Local Curriculum but also in other subjects. However, in this activity some assessment tools that can foster students' learning and inclusion in Local Curriculum will be identified.
2. Form groups of five students.
3. Assign them to explore assessment tools that can foster students' learning and inclusion by referring to the assessment tools stated in Figure 6.3 in the student teacher textbook, and other Local Curriculum textbooks and teacher guides used at the school level.
4. Explain the focus of the group activity to students:
  - Describing assessment tools that foster students' learning and inclusion, particularly the three formative assessment tools with reference to any Local Curriculum contents.  
For example, in answering the question: How to conduct "Propagation by T-budding method?", an alternative method of assessment would be to let the students who have weak fingers or hands answer verbally instead of performing the method in practice.
  - Expressing group's own ideas/thoughts, not necessarily following the methods specified in school textbooks.

5. Invite a group representative to present the formative assessment tools discussed in their group and encourage the rest groups to share their ideas that are different.
6. Recognise the assessment tools shared by student teachers and add some points if necessary.



### Assessment

Similarly, assessment can be done by focusing on students’ learning and inclusion in the summative assessment tools such as unit-end- tests, mid-term tests, final exams, end-project activities, etc. Conclude the lesson by highlighting the importance of working collaboratively between teachers and stakeholders to ensure students’ inclusion in teaching, learning, and assessing the Local Curriculum.



### Possible student teachers’ responses

Students’ responses regarding effective and inclusive teaching learning strategies can be slightly different from each other depending on their perspectives, however, their answers may include the following points:

- Identifying the strengths and weaknesses of each student;
- Giving projects, assignments for students (individually or in groups);
- Using a variety of assessment methods to suit different students;
- Consider children with special needs as well;
- Assessing students’ learning as well as their learning environment;
- Using a variety of assessment tools that use the five senses; and
- Using formative assessment tools.



### Check student teachers’ understanding

<b>Time</b>	5 minutes
<b>Class organisation</b>	Whole class

1. Review the expected learning outcomes and Teacher Competency Standards that student teachers will gain after completing this lesson.
2. Ask two student teachers to say three assessment tools that can foster students’ learning and inclusion.

3. Summarise the achievement of expected learning outcomes.
4. Have student teachers briefly explain how the TCSF competencies of this lesson were met.



### **Expected student teachers' responses for the review questions in TB**

Question 1. Why should teachers use effective and inclusive teaching strategies in teaching?

*Answer: Since student learners have different ways of learning from each other, teachers should prepare and teach them by using a variety of inclusive strategies. With the belief that all students in the class can learn, teachers have a responsibility for providing them necessary support to participate in learning activities and to make learning accessible.*

Question 2. How can teachers use inclusive strategies effectively in the classroom?

*Answer: Some factors that teachers should consider for the effective use of inclusive strategies may include the following:*

- *Developing a deeper understanding of the importance of inclusion in education;*
- *Knowing the background of students in their classes;*
- *Preparing lesson plans;*
- *Being aware of a variety of teaching methods;*
- *Creating an enabling environment for all students;*
- *Collaborating with other subject teachers and students' parents; and*
- *Being a lifelong learner/Conducting a small-scale research study.*

# Unit Summary



## Key messages

- Assessment is just as important as teaching and learning for students' learning.
- It is important for all teachers together with responsible education personnel to understand and apply the point mentioned in the National Assessment Policy for basic education: "Assessment should be inclusive and equitable as far as possible without compromising academic standards, that is, it should ensure that tasks and procedures do not disadvantage any group or individual, including disadvantage due to gender, ethnic group, disability, socio-economic status, or other circumstances."



## Unit reflection

- Why is "Inclusion" increasingly emphasised in the 21<sup>st</sup> century classroom?
- Review the role of teachers in the classroom to support all students to maximise their learning.



## Further reading

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# Glossary

Terms	Elaborations
<b>Career counselling</b>	It is a type of business that provides career advice and guides students through their life journey. Assists in managing learning and job transitions.
<b>Food wastage</b>	Although originally intended for human consumption, it is excluded from the human food chain for a variety of reasons, resulting in mass loss of food or declining nutritional value.
<b>Global citizen</b>	The one who notices what is happening in the world, leads for the sustainability of the world, respects the rights of all human beings, respects values and individual differences and works for equality.
<b>Green school environment</b>	Green school environment is landscaping the school compound with trees and ornamental plants.
<b>Healthy lifestyle</b>	It is a lifestyle that includes activities and habits that promote the development of physical and mental fitness that reduce the risk of serious illness. These include healthy activities and habits, regular exercise, nutritious food, adequate sleep and rest, abstinence from smoking, regulating alcohol consumption.
<b>Home Economics science</b>	Skills to maintain a happy marriage within the family.
<b>Inclusion</b>	Inclusion is a belief that all students in the class should be able to learn and engage in learning activities that are accessible to everyone.
<b>Inclusive assessment</b>	Assessment activities/tasks and procedures do not disadvantage any group or individual due to gender, ethnic group, disability, socio-economic status, or other circumstances.
<b>Lifestyle</b>	A lifestyle or way of life that reflects the attitudes and values of a person or group of people.
<b>Loss of food</b>	Usually, foods lost in the early stages such as harvesting, production, storage and transportation.
<b>Sustainable development</b>	Sustaining the capacity of natural systems by providing the natural resources and ecosystem services on which economies and societies depend to meet human development goals.
<b>Waste of food</b>	Foods that are suitable for human consumption but thrown away, often at supermarkets or by consumers.

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## Notes

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