

**The Government of the Republic of the Union of Myanmar**

**Ministry of Education**



**Year 1 Semester 2**

**EDU1210**

**Curriculum and Pedagogy Studies:  
Life Skills**

Teacher Educator Guide



## PREFACE

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

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

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

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

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

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

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

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

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

# TABLE OF CONTENTS

PREFACE .....	i
TABLE OF CONTENTS .....	iii
HOW TO USE THIS GUIDE .....	1
Unit 4. Psychosocial Skills .....	27
4.1. Learning Psychosocial Skills .....	28
4.1.1. Domain of social-emotional development .....	28
4.1.2. Emotional intelligence .....	34
4.1.3. Implications of social skills in the classroom .....	37
Review questions: Possible student teachers’ responses .....	41
4.2. Psychosocial Skills – Apply and Reflect .....	42
4.2.1. Primary psychosocial skills strand lessons .....	42
4.2.2. Structure of a lesson plan .....	46
Review questions: Possible student teachers’ responses .....	51
Unit Summary .....	52
Key messages .....	52
Unit reflection .....	53
Further reading .....	54
Unit 5. Living in Harmony with Nature.....	55
5.1. Learning Conservation of the Natural Environment and DRR .....	56
5.1.1. Environmental conservation .....	57
5.1.2. Disaster risk reduction .....	61
5.1.3. Psychological well-being of students after a disaster .....	65
Review questions: Possible student teachers’ responses .....	71
5.2. Conservation of the Natural Environment and DRR – Apply and Reflect .....	73
5.2.1. Living in harmony with nature strand lesson plan structure .....	73
Review questions: Possible student teachers’ responses .....	78
Unit Summary .....	79
Key messages .....	79
Unit reflection .....	80
Further reading .....	80
Unit 6. Assessment.....	82
6.1. Life Skills Assessment .....	83

6.1.1. What is Life Skills assessment? .....	83
6.1.2. Types of Life Skills assessment.....	87
6.1.3. Primary Life Skills assessment .....	90
Review questions: Possible student teachers' responses .....	96
Unit Summary .....	97
Key messages.....	97
Unit reflection .....	99
Further reading.....	99
Glossary .....	100
Bibliography .....	101
Annex.....	104
Handout 1: Rubric for Assessing the Learning Activity 5.2.1.....	105

# HOW TO USE THIS GUIDE

## **Who will use this Life Skills Teacher Educator Guide?**

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

## **When and where does Life Skills take place?**

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

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

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

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

- Introduction to Life Skills
- Organisational Structure of Primary Life Skills
- Personal Well-being
- Psychosocial Skills
- Living in harmony with Nature
- Assessment

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

For each lesson, the Teacher Educator Guide includes:



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



**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.





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



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



**Possible student 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 objectives and TCSF competencies, summarise the learning outcomes and briefly assess the extent to which they have been achieved. Summarise the competencies and how they were addressed by the lesson content. Explicitly remind student teachers what they have studied and how they did so.



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

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



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

For each unit, the Teacher Educator Guide includes:



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



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



**Further reading:** Suggestions for additional resources are listed according to the relevant unit. You can use these 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 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 at their own pace.

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

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

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

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

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

- **Contextualisation:** The learning content and learning activities are based on the Myanmar context to ensure that student teachers can relate what they learn to daily life.
- **Flipped classroom:** This pedagogical concept and method replaces the standard lecture-in-class format with opportunities for student teachers to review, discuss, and investigate 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 (Lejeune, 2009).
- **Problem-solving:** This involves the act of defining a problem; determining the cause of the problem; identifying, prioritising and selecting alternatives for a solution; and implementing a solution. The learning content and activities included in this Teacher Educator Guide provide opportunities for student teachers to apply their problem-solving skills as appropriate.

---

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

## **Course rationale and description**

This subject is included in the pre-service teacher education curriculum for Education Colleges to ensure that teachers are prepared to teach the Life Skills curriculum as defined for Basic Education in Myanmar. Primary school teachers will learn academic standard equivalent to primary and middle school level in order to ensure a strong subject proficiency foundation for being effective teachers for primary school students (Education College Curriculum Framework, 2018).

### **Learning objectives for primary school students for Life Skills subject:**

- To improve physical health by having healthy habits in personal hygiene, nutrition and disease prevention;
- To improve psychosocial skills by dealing proper communication with others in the society with positive attitude;
- To reduce risk of environmental destruction, and natural and man-made disasters through knowing appropriate and responsible actions towards the environment; and
- To acquire skills such as problem-solving, critical thinking, decision-making, creative thinking, communication, interpersonal relationships, self-awareness, empathy, coping with stress and emotions through learning Life Skills.

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

content knowledge for teaching Life Skills. In Years 3 and 4, they will develop deeper understanding of the Life Skills subject knowledge and gain a more systematic grasp of the primary Life Skills curriculum, instruction and assessment.

### **Basic Education Curriculum objectives**

The aims of the Basic Education Curriculum are as follows:

After the completion of Basic Education, students will be able to:

- a) Attend the school until the completion of Basic Education;
- b) Develop ‘union spirit’ and appreciate, maintain, and disseminate languages and literatures, cultures, arts and traditional customs of all national groups;
- c) Become good citizens with well-developed five strengths including critical thinking skills, communication skills and social skills;
- d) Apply their civic and democratic in daily lives, and become good citizens who abide by laws;
- e) Be competent in Myanmar language which is the official language of the Republic of the Union of Myanmar and develop their skills in respective ethnic language and English;
- f) Develop foundational knowledge and skills for higher learning and technical and vocational education;
- g) Develop sound body and sportsmanship through participation in physical education activities and school health activities, and apply health knowledge in daily lives;
- h) Appreciate and maintain natural environment and materialise its sustainability;
- i) Become global citizens with awareness and appreciation of human diversity and abilities to practice basic knowledge of peace in their daily lives; and
- j) Take pride in being a citizen of the Union of Myanmar.

Note: According to the Basic Education Law, the aims of Basic Education will be mentioned. In order to realise the above-mentioned aims, thirteen guiding principles as mentioned in the following need be employed in the design and development of the Basic Education Curriculum in Myanmar.

**Table A. Life Skills Teacher Competencies in Focus**

Competency standard	Minimum requirement	Indicators
A1: Know how students learn	A1.1 Demonstrate understanding of how students learn relevant to their age and development stage	A1.1.1 Give examples of how the students' cognitive, physical, social, emotional and moral development may affect their learning  A1.1.2 Prepare learning activities to align with students' level of cognitive, linguistic, social, emotional and physical development
A4: Know the curriculum	A4.1 Demonstrate understanding of the structure, content and expected learning outcomes of the Basic Education Curriculum	A4.1.2 Prepare lesson plans reflecting the requirements of the curriculum and include relevant teaching and learning activities and materials  A4.1.3 Describe the assessment principles underpinning the primary curriculum
A5: Know the subject content	A5.1 Demonstrate understanding of the subject matter to teach the appointed subject/s for the specified grade level/s	A5.1.1 Describe the key concepts, skills, techniques and applications for the subjects covered in the grade levels taught
B1: Teach curriculum content using various teaching strategies	B1.1 Demonstrate capacity to teach subject-related concepts and content clearly and engagingly	B1.1.1 Clearly explains the curriculum content and intended learning outcomes
	B1.2 Demonstrate capacity to apply different strategies for teaching and learning	B1.2.1 Use teaching and learning strategies appropriate for the class - culture, size and type  B1.2.2 Use knowledge of literacy and numeracy instructional strategies to support students' learning in different subject areas  B1.2.3 Create opportunities for students to investigate subject-related content and concepts through practical activities
	B1.3 Demonstrate good lesson planning and preparation in line with students' learning ability and experience	B1.3.1 Plan and structure lesson to ensure all of the lesson time is used effectively  B1.3.2 Provide lesson introductions to link new learning to prior learning, to engage students' interest and to motivate them in learning  B1.3.3 Prepare focused and sequential learning experiences that integrate learning areas and are responsive to students' interests and experience  B1.3.4 Use questioning techniques and examples to introduce and illustrate concepts to be learnt

Competency standard	Minimum requirement	Indicators
B2: Assess, monitor and report on students' learning	B2.1 Demonstrate capacity to monitor and assess student learning	B2.1.2 Use assessment information to plan lessons
	B2.2 Demonstrate capacity to keep detailed assessment records and use the assessment information to guide students' learning progress	B2.2.1 Record students learning progress accurately and consistently B 2.2.2 Use varied assessment practices to monitor and record students' learning progress and inform further planning of the curriculum B2.2.3 Communicate students' learning progress and achievement to students, parents and other educators
B3: Create a supportive and safe learning environment for students	B3.1 Demonstrate capacity to create a safe and effective learning environment for all students	B3.1.1 Use space and classroom materials and resources to ensure involvement of all students in learning activities B3.1.2 Encourage students to interact with each other and, to work both independently and in teams B3.1.3 Model and promote good health and safety practices to ensure students' wellbeing and safety within the classroom and school
	B3.2 Demonstrate strategies for managing student behaviour	B3.2.2 Encourage students to interact with each other with mutual respect and safety
D1: Reflect on own teaching practice	D1.1 Regularly reflect on own teaching practice and its impact on student learning	D1.1.3 Regularly reflect on a wide range of actions and experiences to identify areas for own continuous professional development as a teacher
D2: Engage with colleagues in improving teaching practice	D2.1 Improve own teaching practice through learning from other teachers and professional development opportunities	D2.1.1 Discuss teaching practices with supervisors, colleagues and willingly seek constructive feedback D2.1.3 Establish goals for own professional development as a teacher D2.1.4 Participate in professional activities conducted by school clusters and recognised professional associations

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

## Teaching young adult learners

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

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

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

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



connect with the lesson content. To do this, look for ways to actively involve your student teachers through discussion groups, real-life practice, and opportunities to teach others. It may help to think of yourself as a *facilitator* of learning, rather than a teacher. You can encourage the student teachers in your classes to take ownership of their learning by finding out what is interesting to them and encouraging them to pursue these things.

## **Gender equality and inclusivity in the classroom**

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

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

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

- Ensure that there is equal frequency in the representation of male and female names and characters. When identifying characters whose gender is unknown, use alternating pronouns (he, she);
- When using quotes ensure that both female and male speakers are used;
- Ensure that females and males are represented equally in illustrations and that any existing gender stereotypes are not reinforced;
- Use equitable and gender-inclusive language in the classroom and ensure that your student teachers do likewise;
- Help and encourage your student teachers to be gender-aware, highlight any perceived gender-biased attitudes and encourage your student teachers to reflect on their own actions;

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

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

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

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

Many of the learning activities listed below are used in this Teacher Educator Guide. You can also use this list to help you plan or adapt your lessons. This is not an exhaustive list of teaching and learning strategies. You may wish to brainstorm additional teaching strategies by visiting the Teacher Toolkit website<sup>3</sup> or other similar websites.

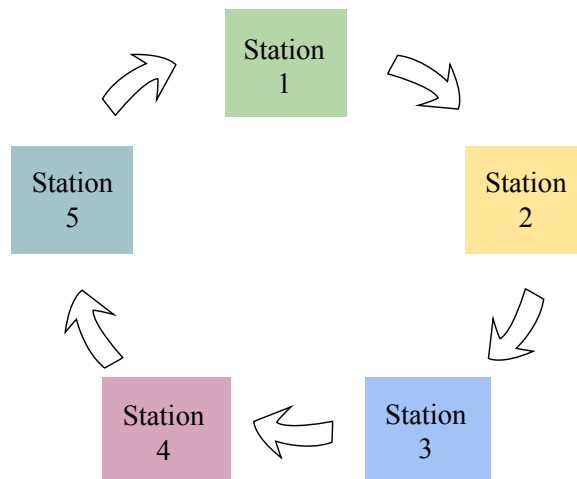
**Assignments:** The assignments that you give to student teachers might include formal written essays, portfolios, and reflection journals. They also might be smaller, developmental tasks; for example, a short homework assignment answering questions about a reading. Assignments can help student teachers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

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

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

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

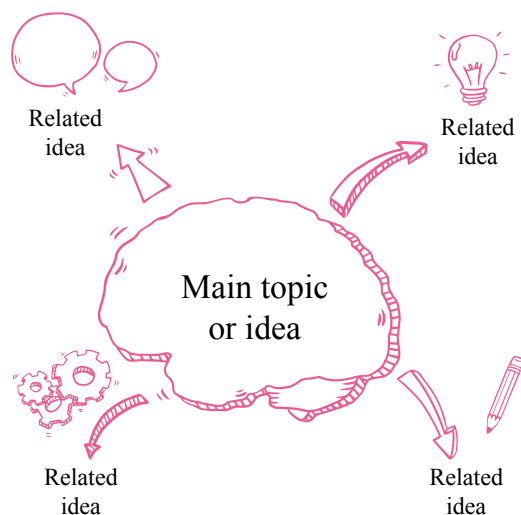
You can also use a version of the gallery walk to display student teachers’ work. In this type of gallery walk, posters created during individual or group work are displayed around the room. Student teachers then circulate at their own pace to either simply view the posters, or to add their questions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



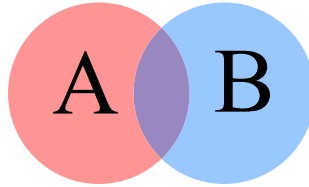
**Graphic organisers:** Graphic organisers are a simple and effective tool to help student teachers brainstorm and organise their thoughts and ideas in a way that makes it easier for them to understand. Graphic organisers can be used in any lesson for brainstorming, planning, problem-solving, or decision-making.

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

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



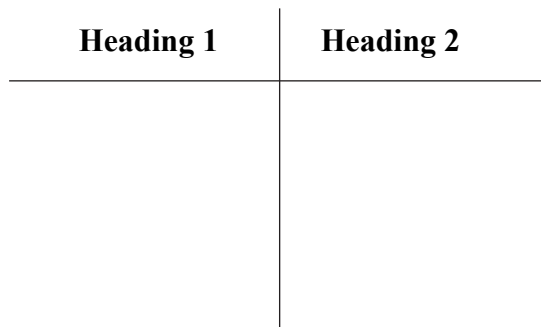
- **Venn diagram:** Venn diagrams can be used to compare and contrast at least two different things or ideas (A and B). In the Venn diagram below, the overlapping area represents the characteristics belonging to both A and B, and the two areas without overlap are for listing the characteristics that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



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

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

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



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

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

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

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

**Modelling:** Modelling is an instructional strategy in which the teacher demonstrates a new concept or approach, and students learn by observing.<sup>2</sup> As a teacher educator, you may choose to demonstrate a learning activity or teaching strategy, rather than simply telling the student teachers about it – this is modelling.

<sup>2</sup> Eggen and Kauchak, *Strategies and Models for Teachers: Teaching Content and Thinking Skills*, (2001)

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

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

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

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

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

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

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

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

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

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

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



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

### **Toolbox for assessment approaches**

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Throughout the class, it may be helpful to:

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

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

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

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

**Table B. Year 1 Semester 2 Life Skills Content Map**

Units	Sub-units	Lessons	Learning Outcomes	TCSF	Periods
4. Psychosocial Skills	4.1. Learning Psychosocial Skills	4.1.1. Domain of social-emotional development	<ul style="list-style-type: none"> <li>Explain the domain of social-emotional development</li> </ul>	A4.1 A5.1 B1.1	1
		4.1.2. Emotional intelligence	<ul style="list-style-type: none"> <li>Identify social-emotional competencies within the domain of social-emotional development of a child</li> </ul>	A4.1 A5.1 B1.1	1
		4.1.3. Implications of social skills in the classroom	<ul style="list-style-type: none"> <li>Explain how social skills can be applied in the classroom</li> <li>Create a game for developing children's social skills</li> </ul>	A4.1 A5.1 B1.1	1
	4.2. Psychosocial Skills– Apply and Reflect	4.2.1. Primary psychosocial skills strand lessons	<ul style="list-style-type: none"> <li>Explain the connection between the objectives, learning stages and activities of teaching a Psychosocial Skills lesson</li> </ul>	A4.1 A5.1 B1.1	1
		4.2.2 Structure of a lesson plan	<ul style="list-style-type: none"> <li>Analyse one period of a primary Psychosocial Skills lesson structure</li> <li>Identify which of the nine Life Skills competencies are achieved in the learning activities of primary Life Skills Psychosocial strand</li> </ul>	A4.1 A5.1 B1.1	1
5. Living in Harmony with Nature	5.1. Learning Conservation of the Natural Environment and DRR	5.1.1. Environmental conservation	<ul style="list-style-type: none"> <li>Explain how the natural environment can be conserved</li> </ul>	A4.1 A5.1 B1.1	1
		5.1.2. Disaster risk reduction	<ul style="list-style-type: none"> <li>Explain what disaster risk reduction (DRR) is</li> <li>Give examples of how child development theory can be considered in teaching conservation and DRR at primary school level</li> </ul>	A4.1 A5.1 B1.1	1

Units	Sub-units	Lessons	Learning Outcomes	TCSF	Periods
		5.1.3. Psychological well-being of students after a disaster	<ul style="list-style-type: none"> <li>Identify ways to help students who are suffering from post-traumatic stress disorder (PTSD) due to disaster</li> <li>Create a case study of a student who is suffering from PTSD</li> </ul>	A4.1 A5.1 B1.1	1
	5.2.Conservation of the Natural Environment and DRR – Apply and Reflect	5.2.1. Living in harmony with nature strand lesson plan structure	<ul style="list-style-type: none"> <li>Explain the connection between the objectives, learning stages and activities of teaching conservation of the natural environment and DRR</li> <li>Identify the structure and learning process of a Life Skills lesson plan of the living in harmony with nature strand</li> </ul>	A4.1 A5.1 B1.1	1
6. Assessment	6.1. Life Skills Assessment	6.1.1. What is Life Skills assessment?	<ul style="list-style-type: none"> <li>Identify what assessment of Life Skills is</li> </ul>	A5.1 B1.1	1
		6.1.2. Types of Life Skills assessment	<ul style="list-style-type: none"> <li>Explain assessment approaches that can be used to assess students' acquisition of Life Skills</li> </ul>	A4.1 A5.1 B1.1 B2.1 B2.2	1
		6.1.3. Primary Life Skills assessment	<ul style="list-style-type: none"> <li>Explain assessment approaches and create an observation tool that can be used in primary school Life Skills lessons</li> </ul>	A4.1 A5.1 B1.1 B2.1 B2.2	1
Total Number of Periods					12



# Unit 4

## Psychosocial Skills

In learning Life Skills, the strand of psychosocial skills is a combination of thinking skills, social skills and skills for coping with emotions. It helps student teachers promote thinking skills such as critical thinking, creative thinking, problem-solving and decision-making and it assists in dealing effectively with the demands and challenges of everyday life by having the ability to maintain a state of mental well-being and being able to demonstrate this in an adaptive and positive manner, while interacting with others to reveal their messages, thoughts and feelings. These skills are fundamental to successful relationships at home, at school, at work and in society.

### Expected learning outcomes



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

- Explain the domain of social-emotional development;
- Identify social-emotional competencies within the domain of social-emotional development of a child;
- Explain how social skills can be applied in the classroom;
- Create a game for developing children's social skills;
- Explain the connection between the objectives, learning stages and activities of teaching a Psychosocial Skills lesson;
- Analyse one period of a primary Psychosocial Skills lesson structure; and
- Identify which of the nine life skills competencies are achieved in the learning activities of primary Life Skills Psychosocial strand.

# 4.1. Learning Psychosocial Skills

Learning psychosocial competencies helps students make informed decisions, solve problems, think critically and creatively, communicate effectively, build healthy relationships with others, and cope with emotions by being aware of their feelings and managing them in a healthy and productive manner. Social skills are considered the most important aspect of our lives. Children practise, observe and mimic these behaviours from the people around them. It is not just being polite – it is about being able to understand people on a deep level. What motivates them? What causes distress? It involves the ability to read this information from a person’s face or body language or from their tone of voice or moments of silence in their speech because we communicate predominately non-verbally.

## 4.1.1.

### Domain of social-emotional development

#### Expected learning outcome

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

- Explain the domain of social-emotional development.



#### Competencies gained

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

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

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



**Time:** One period of 50 minutes.



**Learning strategies:** 3-2-1 exercise, think-pair-share, creative questions, open-ended questions, summarising, analogy, group work discussion, presentation.



**Preparation needed:** Student teachers need to read the text entitled ‘The social-emotional development domain’ in their Student Teacher Textbook before the class.



**Resources needed:** Table 4.1 in the Student Teacher Textbook



**Learning activity 1: 3-2-1 exercise (15 minutes)**

1. Ask student teachers to brainstorm three thoughts or ideas they have about social-emotional skills (it does not matter if they are right or wrong).
2. Ask student teachers to write down: two questions they have about social-emotional skills; something they do not know; something they are not sure of; or even something they do not understand or any question that comes to mind about social-emotional skills, such as ‘Why is it a learning unit of Life Skills?’
3. Ask student teachers to write one analogy (for example, ‘social emotional skills are like...’).



### Stop and think

An analogy compares two different things and looks at the similarities between the two things or concepts. For example: ‘doing an exam is like running a race.’ ‘Or learning a new concept is like doing mental gymnastics in the brain.’ ‘Or working in a busy shop is like going into battle every day.’ Or ‘doing an exam is like climbing a dangerous mountain.’

This exercise is excellent when there is a fair amount of knowledge about a subject before it is introduced; it allows the student teachers to start to put together their thoughts on social skills and helps in the ability to reflect when the exercise is repeated after the lessons on social skills theory.



## Assessment

Formative assessment takes place during learning activity 1. Could student teachers share their ideas about social-emotional skills? Some student teachers may have little experience of doing this kind of thinking. As it is the first lesson, encourage them to participate in the brainstorming activity by asking questions. For the analogy, you may need to give more examples as cues.



## Possible student teachers' responses

Student teachers should be able to give their ideas of social-emotional skills. They need to form questions about social-emotional skills and make an analogy.



## Learning activity 2: Group work (20 minutes) (Labelled as Learning activity 1 in the corresponding STT)

1. Give student teachers time to review 'Social-emotional development domain'.
2. Ask the student teachers to discuss which of the nine life skills competencies mentioned in the primary Life Skills overall objectives align with Howard Gardner's social-emotional competencies.
3. Remind the student teachers that there can be more than one life skills competency that matches with the social-emotional competencies.
4. Let them fill in the worksheet in their textbook.
5. Let one group present their ideas.
6. Record the presentation points on the board.
7. Lead a whole-class discussion based on the presentation points, asking other groups whether and why they agree or disagree.
8. Try to reach consensus and summarise the discussion points.

## Learning activity guide for Table 4.1

Social-emotional learning competencies	Nine life skills competencies
<ul style="list-style-type: none"> <li>Self-awareness</li> </ul>	Self-awareness
<ul style="list-style-type: none"> <li>Self-regulation</li> </ul>	Coping with emotions and stress
<ul style="list-style-type: none"> <li>Social awareness and group participation</li> </ul>	Empathy Communication Interpersonal
<ul style="list-style-type: none"> <li>Relationship skills</li> </ul>	Interpersonal Relationships Coping with stress and emotions Communication
<ul style="list-style-type: none"> <li>Problem-solving and peaceful conflict resolution</li> </ul>	Critical thinking Creative thinking Problem-solving Decision-making
<ul style="list-style-type: none"> <li>Social responsibility and the well-being of oneself and others</li> </ul>	Self-awareness Communication Interpersonal Relationships Empathy Coping with stress and emotions



### Assessment

Formative assessment takes place during learning activity 2. Could student teachers match Life Skills competencies with social-emotional learning competencies? Go around the class and if it is necessary, remind the groups that there can be more than one life skills competency to match with the social-emotional learning competencies. In the class discussion, encourage the student teachers to raise different competencies that match the social-emotional competencies. Then ask them to give reasons and then, with the involvement of class, try to reach a consensus.



### Possible students' teacher responses

Student teachers should be able to match the nine life skills competencies with Gardner's social-emotional competencies. They should give their ideas with sound reasons and be able to reach consensus.



### **Learning activity 3: Reflection on the 3-2-1 exercise (10 minutes)**

1. Ask student teachers to follow the following instructions individually:
  - Write three thoughts or ideas they now have about social-emotional skills.
  - Write two questions they have about social-emotional skills.
  - Write one analogy explaining how they now view social-emotional skills.
  - Explore as a class: What changed and why? What changed their minds? What was useful?
  - What could you use in a classroom as a teacher? What would you like to learn more about in the future?
2. After completing the 3-2-1 exercise in this lesson, ask the student teachers to share with their partner the differences between their initial thinking and their current thinking, explaining to their partner how and why their thinking changed.



### **Assessment**

Formative assessment takes place during learning activity 3. Observe how the student teachers' ideas and thoughts have changed.



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

Student teachers should be able to give their thoughts on learning social emotional skills and an analogy exemplifying what social skills are like.



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

1. Remind student teachers that the learning outcome of this lesson was to be able to explain the domain of social-emotional development and to identify social emotional skills within the domain of social development.
2. Ask one or two student teachers who mention emotional intelligence to explain what it is.

3. Remind student teachers that this lesson's TCSF competencies are concerned with subject knowledge and curriculum content. They worked towards these by learning the psychosocial skills strand so that they will be able to become qualified teachers.
4. Nominate two or three student teachers to give an example of how the social-emotional learning competencies and nine life skills competencies are related.



### **Extension and differentiation activities**

**Learning activity 1:** Challenge student teachers to give more examples of analogy. Give help to the student teachers who are not confident to make analogies by giving examples of Myanmar Hladawtha's analogies.

**Learning activity 2:** Support less confident student teachers by giving them cue questions to find the relevant life skills competencies to the social-emotional learning competencies.

**Learning activity 3:** As it is the reflection exercise, higher-level student teachers may make wonderful analogies. Invite them to share their analogies with the class. Let them illustrate the analogy on the board.

## 4.1.2. Emotional intelligence

### Expected learning outcome

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

- Identify social-emotional competencies within the domain of social emotional development of a child.



#### Competencies gained

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

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

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



**Time:** One period of 50 minutes



**Learning strategies:** Think-pair-share, discussion, presentation



**Preparation needed:** Student teachers need to preview 'Emotional intelligence' before the class



**Resources needed:** Whiteboard or blackboard



**Learning activity 1: Pair work (30 minutes)**

1. Ask the student teachers to read 'Emotional intelligence' under Lesson 4.1.2.
2. Pair the student teachers and ask them to discuss what the two types of emotional intelligence are.
3. Ask student teachers to share some examples of people they know who have emotional intelligence and explain why they think those people are emotionally intelligent. What type of emotional intelligence do they have?
4. Write examples of both interpersonal and intrapersonal relationships on the board.



- Summarise the discussion points by highlighting the importance of emotional intelligence in learning, social life and work.



### Assessment

Formative assessment takes place during learning activity 1. Could student teachers give examples of people who have interpersonal or intrapersonal skills in daily life? Go around the class and encourage them to share their experience of finding people with emotional intelligence.



### Possible student teachers' responses

Student teachers should be able to give examples of people who have interpersonal or intrapersonal skills and share their experience with the class.



### Learning activity 2: A story of two women (15 minutes)

- Read the story to the student teachers.

#### **A story of two women<sup>3</sup>**

A woman went to live in a new town, and as she came to the gate, the gatekeeper asked her: 'What were the people like in the town you travelled from?'

She replied, 'They were bad tempered, quarrelsome, gossiping and generally unpleasant.'

The gatekeeper then said, 'You will find the people here just as bad, so I suggest you go on your way.'

A second woman came along, and the gatekeeper asked her the same question, to which she replied, 'The people in the town I have travelled from were kind and caring. They were brave in times of trouble and they were always willing to share with me and to welcome strangers.'

The gatekeeper then said, 'Come in, for you will find the people here just as welcoming and helpful.'

<sup>3</sup> Arigatou Foundation/UNESCO/UNICEF (2008)

2. After reading: Ask the following open and creative questions about what they understand from the story. Student teachers can see these questions in their textbook.
  - Did the gatekeeper suggest that the first woman come into the town? Why or why not?
  - What is the lesson to be learnt here?
  - What are the connections between the story and social skills and emotional intelligence?
  - How important are social skills, according to the story?
  - How can positive thinking help you to live in harmony with others?
3. Summarise the importance of emotional intelligence. Depending on the way we think, we respond to others. We can develop our emotional intelligence by changing our negative thoughts and feelings to positive thoughts and feelings. Give some examples of thinking positively.



### **Assessment**

Formative assessment takes place during learning activity 2. Could student teachers see why the gatekeeper responded differently to the two women? Could they see the importance of social skills and emotional intelligence?



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

Student teachers should see why the gatekeeper responded differently to the two women. They should realise how importance social skills and emotional intelligence are in their daily lives.



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

1. Remind student teachers that the learning outcome of this lesson was to identify social emotional skills within the domain of social development.
2. Ask one or two student teachers which woman has social skills and emotional intelligence and why they believe so.

3. Remind student teachers that this lesson's TCSF competencies are concerned with subject knowledge and curriculum content. They worked towards these by learning the emotional intelligence so that they will be able to become qualified teachers.
4. Ask two or three student teachers to give an example how emotional intelligence can be improved.



### Extension and differentiation activities

**Learning activity 1:** Challenge higher-level student teachers to give more examples of social skills and emotional intelligence. As the discussion points are not difficult for every student teacher to relate with their daily life, try to elicit response from everyone.

**Learning activity 2:** Check whether the student teachers who are not confident enough to participate in the discussion clearly understand the importance of social skills and emotional intelligence in daily life.

## 4.1.3.

### Implications of social skills in the classroom

#### Expected learning outcomes

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

- Explain how social skills can be applied in the classroom; and
- Create a game for developing children's social skills.



#### Competencies gained

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

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

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



**Time:** One period of 50 minutes



**Learning strategies:** Think-pair-share, discussion and presentation, reflection on 3-2-1 exercise



**Preparation needed:** Student teachers need to preview the ‘Implications of social skills in the classroom’ before the class



**Resources needed:** Learning activity 1 questions in the textbook, whiteboard or blackboard



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

1. Ask the student teachers to form groups of six.
2. Give them five minutes to review ‘Piaget’s theory of social skills in the classroom’ individually.
3. After reviewing, ask the student teachers to think of the answers to the questions in their textbook. (10 minutes)
  - To develop mind-reading skills, what do we need to let children do?
  - In order to foster social development in a holistic way beyond school, what should parents do?
  - In what ways do we communicate with others?
  - Can students in Grade 3 read the feelings of others?
  - Why does a teacher need to include all students in the class in collaborative work?
  - According to Piaget, why is social interaction important for children?
4. Let them check their answers in pairs (five minutes).
5. Lead a class discussion on the questions.
6. Summarise how the implications of social skills are important for learning.



## Assessment

Formative assessment takes place during learning activity 1. Could student teachers see the importance of social interaction in the classroom? Could they share each other and participate in the class discussion? Teacher should check while student teachers are doing the pair work and class discussion.



## Possible student teachers' responses

Student teachers, in pairs, should share the answers to the questions. They should also participate in the class discussion and share their ideas and thoughts.



## Learning activity 2: Creating a game (25 minutes)

1. Ask student teachers to form groups of six.
2. Give the following instructions:
  - Imagine you are a primary teacher.
  - Create a game that will promote your children's social skills.
  - Social skills can include reading facial expressions, charades, having conversations, introducing names, etc.
  - You will get 10 minutes to discuss and create the game.
3. Invite two or three groups to demonstrate their game.
4. Summarise by saying which game can promote which social skills.



## Assessment

Formative assessment takes place during learning activity 2. Could student teachers reflect on what social-emotional skills are? Could they create games? Go around the class and, if necessary, give hints for the name of the games. Could they demonstrate the game to the class?



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

Student teachers should be able to create games and demonstrate their games.



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

1. Remind student teachers that the learning outcomes of this lesson were to explain the domain of social-emotional development and to identify social-emotional skills within the domain of social development.
2. Ask one or two student teachers why we need to develop our mind-reading skills.
3. Remind student teachers that this lesson's TCSF competencies are concerned with subject knowledge and curriculum content. They worked towards these by learning the implications of social skills in the classroom so that they will be able to apply this knowledge in their classrooms and become qualified teachers.
4. Ask two or three student teachers to give an example of the analogy on social-emotional skills.



### **Extension and differentiation activities**

**Learning activity 1:** Check whether less confident student teachers understand the content while they are reviewing the lesson by asking questions and give cues for comprehension.

**Learning activity 2:** Encourage the smart student teachers to share their analogies with the group and help the less confident student teachers to find ways of thinking to create analogies.



### Review questions: Possible student teachers' responses

Question 1: Why are social-emotional competencies important for the students?

*Answer: Social-emotional competencies are important for students because students can achieve what they learn and enjoy learning with others as they are the capacity to recognise and manage emotions, solve problems effectively, and establish positive relationships with others.*

Question 2: How have classrooms changed according to Piaget's theory of the importance of social interaction?

*Answer: According to Piaget's theory of social skills in the classroom, instead of desks all facing the front towards the teacher, they are now grouped or paired or put in a circle so that students can interact with each other.*

Question 3: What are the two types of emotional intelligence?

*Answer: Two types of emotional intelligence are interpersonal and intrapersonal skills.*

Question 4: What activities can support the development of children's social skills?

*Answer: Learning to like themselves and getting along with others in an active environment through activities like sharing, taking turns, accepting the differences in others, and realising what behaviour is acceptable and unacceptable within a social environment can develop children's social skills.*

Question 5: What are some ways that children can develop 'mind-reading' social skills?

*Answer: Some ways that children can develop 'mind-reading' social skills are conversation and interaction with other children.*

## 4.2. Psychosocial Skills

### - Apply and Reflect

As psychosocial skills are essential learning skills, they are integral to the success of learning life skills. Our primary students, as well as student teachers, are meant to develop these skills through participating in learning activities: talking to each other, working together in groups expressing intrapersonal and interpersonal skills for creating a pleasant learning community among peers. Therefore, as student teachers, you need to apply what you have learned about psychosocial skills in your daily life by reflecting on your behaviour and whether it promotes your psychosocial skills.

#### 4.2.1.

### Primary psychosocial skills strand lessons

#### Expected learning outcome

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

- Explain the connection between the objectives, learning stages and activities of a Psychosocial Skills lesson.



#### Competencies gained

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

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

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



**Time:** One period of 50 minutes



**Learning strategies:** Review, discussion, presentation





**Preparation needed:** Student teachers should preview Lesson 4.2.1.



**Resources needed:** Primary Life Skills Student Teacher Textbooks and Teacher's Guides (different grades)



**Learning activity 1: Introducing the lesson (15 minutes)**

1. Let student teachers review 'What are psychosocial skills?' in their textbook.
2. Ask the following questions to get the overall ideas of the psychosocial skills strand. After asking one question, invite a student teacher to answer and then lead class discussion by inviting other student teachers to participate in the discussion.
  - How many sub-skills are there for the primary Psychosocial Skills strand? Why do you think so?
  - Which of the nine competencies of Psychosocial Skills do you think are involved in communication sub-strand? Why do you think so?
  - Which psychosocial skills do you think are involved in mental health sub-strand? Why do you think so?
  - Why should primary students learn Psychosocial Skills lessons?
  - How are the Psychosocial Skills lessons taught to primary students?
3. Summarise that every lesson of Life Skills is conducted through four stages of learning process. Psychosocial skills include covering all the lessons to contribute the necessary learning skills that support the achievement of the lesson objective.



### Assessment

Formative assessment takes place during learning activity 1. This lesson is intended to see the general idea of how which life skills competencies were involved in the strands. Could student teachers see how the nine competencies of psychosocial skills are included in the sub-strands? Could they find reasons why primary students should learn these skills? Could they reflect on the four stages of learning? Could they connect the learning stages and the nine competencies? You should check their understanding while they are participating in the class discussion.



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

Student teachers should think critically about which of the nine competencies can be included in the sub-strands. They should think about which of the nine competencies can fit in each of the four learning stages. They should also participate in the class discussion and share their ideas.



### **Learning activity 2: Group discussion and presentation (30 minutes)**

1. Form five groups.
2. Assign each group a different grade of primary Life Skills.
3. Distribute the corresponding Life Skills textbooks and teacher guides to each group.
4. Ask them to select one lesson and find the following in the teacher guide (10 minutes):
  - Objective of the lesson;
  - Four learning stages and corresponding learning activities;
  - The psychosocial skills developed by learning these activities; and
  - How the learning activities at the four stages can meet the objective of the lesson and the grade-wise objectives of teaching Life Skills.
5. Let each group present their discussion points.
6. Summarise the presentation points by highlighting the competencies gained by learning psychosocial skills lessons. Through participating in the four stages of teaching and learning process, primary students acquire the nine life skills competencies involved in each stage.



### **Assessment**

Formative assessment takes place during learning activity 2. You should check if student teachers see how each learning activity, learning stage and lesson objectives are related. Did student teachers see which psychosocial skills are developed through the learning activities in the four stages? The purpose is to encourage them to find the connection between learning activities and lesson objectives to help students gain knowledge, skills and attitudes by learning psychosocial skills lessons.



### Possible student teachers' responses

Student teachers should choose a psychosocial skills strand lesson and find the connections of learning activity and learning stage with lesson objectives. Depending on the choice of the lesson and learning activities, the psychosocial competencies gained in the lesson can differ.



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

1. Remind student teachers that the learning outcome of this lesson was to be able to explain the primary psychosocial skills lessons.
2. Ask one or two student teachers to explain why primary teachers need to know the connection between the learning activity, learning stage and lesson objective.
3. Remind student teachers that this lesson's TCSF competencies are concerned with subject knowledge and curriculum content. They worked towards these by learning the primary life skills lessons so that they would be able to prepare to teach. This lesson will support them to become qualified teachers.
4. Ask two or three student teachers to give an example of how learning activities, learning stages and lesson objectives are connected.



### Extension and differentiation activities

**Learning activity 1:** Challenge higher-level student teachers to give more ideas on why certain competencies might be involved in the social skills sub-strands. Less confident student teachers can give some answers from the references in the textbook.

**Learning activity 2:** Help the lower-level student teachers to see the specific psychosocial competencies that can be involved in the stages of learning process.

## 4.2.2. Structure of a lesson plan

### Expected learning outcomes



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

- Analyse one period of a primary Psychosocial Skills lesson structure; and
- Identify which of the nine life skills competencies are achieved in the learning activities of primary Life Skills Psychosocial strand.



#### Competencies gained

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

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

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



**Time:** One period of 50 minutes



**Learning strategies:** Pair work, discussion, presentation



**Preparation needed:** Student teachers will need to study the Grade 2 primary Life Skills teacher guides from the e-library



**Resources needed:** Student Teacher Textbook



### Learning activity 1: Demonstration of analysing the lesson structure (20 minutes)

1. Form pairs.
2. Distribute a copy of the Grade 2 primary Life Skills teacher guide to each pair.
3. Ask the pairs to find Lesson 2.1 – ‘Let’s live together peacefully’ from the Grade 2 textbook.
4. Ask them to find the worksheet in Lesson 4.2.2 in their Student Teacher Textbook.
5. Ask them to complete the first four rows of the worksheet (up to teaching and learning resources).
6. To help student teachers complete Teaching and learning procedures, ask the following questions one after another. After asking a question, get the response and let the pairs fill in the table.
  - What does the teacher do at the very first step of the teaching and learning process? (*Introduce the lesson content*)
  - Study her questions at step 2. Why do you think she asks those questions? (*To let her students notice Phyu Phyu’s behaviour and attitude, how she changed and why.*)
  - Why do you think important points are mentioned in the teaching and learning process? (*To suggest a certain teaching point.*)
  - At steps 3 and 4, why do you think the teacher asks those questions for group discussion and presentation? (*To support her students to develop psychosocial skills by linking the lesson with the students’ daily life and giving them a chance to reflect and share experiences.*)
  - What psychosocial skills did the students mainly practise? (*Self-awareness, thinking skills (recall, reflection)*)
  - What does she do at step 5? Why? (*Summarise the main points of the lesson. Refocus students on the learning objectives.*)
  - How is the first period assessed? (*Assessing whether the students can understand the importance of living well with friends.*)
7. Let pairs check their worksheet.

## Learning activity guide

Grade     2    

Lesson topic Let's live together peacefully

Lesson structure of one period teaching and learning process	
<b>Learning objective</b>	To live well and harmoniously with friends
<b>Activities to achieve objectives (Total teaching periods __)</b>	<ol style="list-style-type: none"> <li>1. Noticing the importance of living in harmony with friends.</li> <li>2. Thinking about the ways to live in harmony with friends.</li> <li>3. Understanding the ways to live in harmony with friends.</li> <li>4. Able to live well and harmoniously with friends.</li> </ol>
<b>Learning activities in the first period</b>	Noticing the importance of living well with friends
<b>Teaching and learning resources</b>	
<b>Teaching and learning procedures</b>	Steps for the procedure <ol style="list-style-type: none"> <li>1. Introduce the content</li> <li>2. Letting students notice Phyu Phyu's behaviour and attitude, how she changed and why</li> <li>3. and 4. Support students to develop psychosocial skills by linking the lesson with the students' daily life and giving them a chance to reflect and share experiences</li> <li>5. Summarise the main points of the lesson</li> </ol>
<b>Psychosocial skills gained</b>	Self-awareness, thinking skills (recall, reflection)
<b>Assessment points</b>	Whether the students can tell the importance of living well with friends



### Assessment

Formative assessment takes place during learning activity 1. The purpose of this activity is modelling for activity 2. You should check if the student teachers follow the instructions. Could student teachers find the check points in the primary teacher guide? Did they see the purpose of doing the teaching steps in the process?



### Possible student teachers' responses

Student teachers should follow the instructions and find the check points to be able to answer and fill in the worksheet.



### Learning activity 2: Lesson analysis (25 minutes)

1. Form six groups of students.
2. Distribute a copy of Life Skills Grade 2 teacher's guide to each group.
3. Each group is assigned one of the following lessons to analyse (each lesson will be allocated to two groups):
  - 2.2 Be aware of accidents (Period 1)
  - 2.3 Protect from the danger of the stranger (Period 2)
  - 2.4 Refuse (Period 3)
4. Explain the points to be analysed:
  - Use the check points of the worksheet in your textbook.
  - Follow the example of the previous demonstration to fill in the table.
  - Discuss the lesson period you are assigned and fill in the table (you may need a separate sheet for recording your check points).
5. Give 15 minutes for this activity.
6. Combine the two groups with the same lesson (so there are now three groups, one for each lesson) and ask the student teachers to share their findings and discuss to reach a consensus within their groups.
7. Their work will be displayed and observed by other groups.



### Assessment

Formative assessment takes place during learning activity 2. As it is the practice stage for the student teachers by imitating the modelling by the teacher educator, they should discuss in groups and find the check points in the primary teacher guide. Observe the group work and give help as necessary.



### Possible student teachers' responses

Student teachers should read the teacher guide, discuss in groups and fill in the worksheet.



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

1. Remind the student teachers that the lesson objective is to analyse a primary psychosocial skills lesson structure and identify which of the nine life skills competencies are achieved in the learning activities. Through learning this lesson, they acquire TCSF competencies concerned with curriculum and subject content and teaching curriculum related subject concepts and content.
2. To achieve the learning outcome of analysing the lesson structure, they analysed the psychosocial skills lesson and identified the life skills competencies gained in the learning activities.
3. Remind the student teachers that they studied in this way to become teachers who can teach primary students with confidence and competence.



### **Extension and differentiation activities**

**Learning activity 1:** You may need to wait for pairs who have difficulty finding the answers in the teacher guide. They may take time to find the check point if they are not familiar with the organisation of the teacher guide.

**Learning activity 2:** If some groups finish earlier than other groups, encourage them to think of the psychosocial skills that the students will improve through learning the whole lesson, so that they will have a chance to consider all the teaching periods of the lesson.





### Review questions: Possible student teachers' responses

Question 1: What are the sub-strands of the psychosocial skills strand?

*Answer: The sub-strands of Psychosocial Skills strand are communication and mental health.*

Question 2: Why do you think primary students need to develop refusal skills?

*Answer: As there can be the danger of strangers who want to exploit their labour or sex, persuade them to take narcotic drugs, and so on, primary students need to refuse the offer by thinking critically.*

Question 3: What do primary mental health lessons provide primary students?

*Answer: Primary mental health lessons provide children with knowledge, skills and attitudes on how to live healthily and happily together with others.*

Question 4: Why do we need to teach Psychosocial Skills to primary students?

*Answer: Because psychosocial strand lessons teach children to be able to deal with everybody in their daily life, work or study collaboratively with other students using psychosocial competencies.*

Question 5: In the teaching and learning process of stage 3 learning activity for 'understanding', which of the nine life skills competencies can be included? Give reasons for your choice.

*Answer: Depending on the lesson objectives and the focused skills of the learning activity, the competencies can vary. Please check their reasons whether they are reasonable or not.*

# Unit Summary



## Key messages

- The psychosocial strand includes social emotional competencies which are connected to the nine life skills competencies of primary Life Skills. It is a combination of thinking skills and social skills that are very important for the students' learning skills and social life to be able to live happily with others in class, in school, at home or in community.
- Social emotional learning became well-known due to the efforts of Howard Gardner and Daniel Goleman. SEL was defined as the capacity to recognise and manage emotions, solve problems effectively, and establish positive relationships with others.
- Piaget explained the development of child social cognitive skills that are important to apply in teaching children to develop social skills.
- In teaching primary psychosocial strand lessons, teachers need to see the connection between the lesson objectives and learning activities. Analysing the detailed lesson structure and observing the focused competencies of the learning activities can provide effectiveness of teaching that lesson.



## Unit reflection

This unit explains the importance of psychosocial skills and how an understanding of social-emotional learning has evolved and a new way of thinking about intelligence has been conceived. Who promoted this new way of thinking about intelligences?

According to Gardner, emotional intelligence is the ability to work with other people and there are two kinds of emotional intelligence. What are they? Emotional Intelligence is an essential part of working successfully in a school, business or organisation. Following the acceptance of this idea, classroom activities and management have changed. How have they changed?

Piaget viewed ‘social development’ as learning to like ourselves and to get along with others. Playing, conversations, and interaction are all invaluable ways of fostering social development. Classrooms around the world have changed according to Piaget’s theory of the importance of social interaction. How have they changed?

The psychosocial skills strand focuses on communication and mental health. It can be said that primary life skills lessons are mainly concerned with social skills and emotional intelligence. The lessons teach students how to communicate with others politely, how to communicate to get help, how to refuse, how to accept differences and show empathy towards others. Do student teachers understand that a primary teacher also needs to develop psychosocial skills? Do they understand why?



## Further reading

### 4.1

Arigatou Foundation. (2008). *Learning to live together – An intercultural and interfaith programme for ethics education. The Health service journal* (Vol. 101). Tokyo. Retrieved from <http://www.ncbi.nlm.nih.gov/pubmed/24799058>

Armstrong, T. (2009). *Multiple intelligences in the classroom*. Alexandria, VA: ASCD.

Collaborative for Academic, Social, and Emotional Learning (CASEL). (2018). *Core SEL Competencies*. Retrieved April 24, 2019, from <https://casel.org/core-competencies/>

Educational Implications of Piaget’s Theory. (n.d.). Retrieved April 24, 2019, from <http://piaget.weebly.com/educational-implications--activities.html>

Gardner, H. (2011). *Frames of Mind: The Theory of Multiple Intelligences*. New York: Basic Books.

Gardner, H. (2006). *Multiple intelligences: New horizons*. New York: Basic Books.

Gardner, H. (2018). *Multiple Intelligences: New Horizons in Theory and Practice*. New York: Basic books.

Goleman, D. (2006). *Social Intelligence: The new science of human relationships*. New York: Bantam Books.

### 4.2

Japan International Cooperation Agency. (n.d.). *Life Skills 09 0102 Teacher’s Package Psychosocial Skills Strand*. Unpublished manuscript.

# Unit 5

## Living in Harmony with Nature

The Earth and its ecosystems are our common home. Conservation of the natural environment is the duty of all the human beings. By being able to promote harmony with nature, we can achieve a just balance between the economic, social and environmental needs of present and future generations. If people appreciate and value being able to live in a pleasant environment, they will try to conserve it and respond to natural disasters appropriately to reduce the undesirable effects; they will surely be able to live in harmony with nature.

### Expected learning outcomes



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

- Explain how the natural environment can be conserved;
- Explain what Disaster Risk Reduction (DRR) is;
- Give examples of how child development theory can be considered in teaching conservation and DRR at primary school level;
- Identify ways to help students who are suffering from post-traumatic stress disorder (PTSD) due to disaster;
- Create a case study of a student who is suffering from PTSD;
- Explain the connection between the objectives, learning stages and activities of teaching conservation of the natural environment and DRR; and
- Identify the structure and learning process of a Life Skills lesson plan of the living in harmony with nature strand.

# 5.1. Learning Conservation of the Natural Environment and DRR

Environmental conservation is anything we do to protect our environment. There are several ways we can protect the environment in our everyday life, such as by reducing waste, conserving energy and preventing pollution. This allows us to explore environmental issues, engage in problem-solving, and take action to improve the environment. As a result, individuals develop a deeper understanding of environmental issues and have the skills to make informed and responsible decisions. However, natural disasters and man-made disasters can arise depending on how we use our natural resources, on geographical, and on how the climate changes naturally.

These disasters seriously disrupt the functioning of a community or society and causes great losses that exceed our ability to cope using our own resources. Disaster risk reduction is the practice of reducing disaster risks through systematic efforts to analyse and reduce the causal factors of disasters. Reducing exposure to hazards, lessening vulnerability of people and property, wise management of land and the environment, and improving preparedness and early warning for adverse events are all examples of disaster risk reduction.

## 5.1.1. Environmental conservation

### Expected learning outcome

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

- Explain how the natural environment can be conserved.



#### Competencies gained

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

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

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



**Time:** One period of 50 minutes



**Learning strategies:** Reading, discussion, think-pair-share, presentation, question and answer



**Preparation needed:** Assign the student teachers to read Lesson 5.1.1 'Environmental conservation' ahead of the class



**Resources needed:** Worksheet in the Student Teacher Textbook



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

1. Ask student teachers to individually answer the question 'What is conservation?'
2. Ask them to share their ideas and answers in pairs.
3. Ask student teachers to share their discussions with the rest of the class.
4. Record the points on the board.
5. Summarise what was discussed during the introductory conversation.



### **Assessment**

Formative assessment takes place during learning activity 1, checking their prior knowledge through brainstorming.



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

Student teachers should think or recall the ideas concerned with conservation.



### **Learning activity 2: Review and discuss (15 minutes)**

1. Form groups of six members.
2. Ask the groups to review and discuss the following points about the 'Environmental conservation' text that they have read:
  - What is environmental conservation?
  - What are the main issues in environmental conservation and why are they important?
  - What can you do to participate in conservation?
  - What can you do with others to help conservation?
3. Ask the student teachers to take notes on the discussion points.



### **Assessment**

Formative assessment takes place during learning activity 2. As it is the first stage of world cafe method, encourage student teachers to discuss and take notes on the discussion points.



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

Student teachers should review and discuss the questions. They should also take notes on the discussion points.





### Learning activity 3: Reinforcing activity: World cafe (25 minutes)

1. Make four groups, different from the previous groupings in earlier group activities.
2. Explain what the world café is and what steps they will be taking in this activity.
3. Tell them that they will get four minutes for reflection and to record their points.
4. Each group will select a leader to take note of the points for the given topic.
5. Each group should appoint a timekeeper.
6. Distribute strips of paper with a topic written on each strip to each group (the topics are specified in the table below).
7. Each group will get a different topic.
8. Group members reflect on their previous discussion and the leader will write the points given by members.
9. Stop after four minutes.
10. Send the group leaders – with the strip of paper – to the next group.
11. The points which the first group missed will be filled by the second group and so on.
12. The points should not be repeated.
13. In this way, all groups will reflect on all the topics until the group leader returns to his/her first group.
14. Ask the group leaders to present their notes to the class.
15. Summarise the lesson including the importance of conservation for reducing global warming and climate change and how they all can participate as an individual or in groups and organisations.

#### Worksheet for analysing and summarising the content (world café)

Content	Summarised points
What is environmental conservation?	
What are the main issues for conservation?	
What can you do to participate in conservation?	
What can you do with others to help conservation?	



### **Assessment**

Formative assessment takes place during learning activity 3. Remind student teachers of the time limit. Each turn will get four minutes. Answers should not be duplicated for each question.



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

Student teachers should give answers to each question. They should not give the answers that the other groups have given.



### **Extension and differentiation activities**

**Learning activity 1:** Encourage the less confident student teachers to participate in the sharing activity. Give recognition for their participation.

**Learning activity 2:** Student teachers who failed to preview before the class may take time to read the lesson. Let them sit close to the well-prepared student teachers and learn from their peers.

**Learning activity 3:** Less confident student teachers might not have opportunity to give the answers. Observe the world café process and encourage them to be able to take their turn to answer the question.

## 5.1.2. Disaster risk reduction

### Expected learning outcomes



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

- Explain what Disaster Risk Reduction (DRR) is; and
- Give examples of how child development theory can be considered in teaching conservation and DRR at a primary level.



### Competencies gained

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

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

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



**Time:** One period of 50 minutes



**Learning strategies:** Reading, discussion, think-pair-share, presentation, fill in the circle, pair work



**Preparation needed:** Grade 1-5 textbooks.



**Resources needed:** A4 sheets to make the Environment Learning Circle



### **Learning activity 1: Reading and class discussion (10 minutes)**

Write ‘Hazard + Vulnerability + Low Capacity = DISASTER’ on the board.

1. Ask the following questions one after another by nominating student teachers to answer:
  - When does a hazard become a disaster?
  - What is the aim of DRR?
  - What are some examples of DRR?
  - What are some of the activities for reducing risk of a disaster?
  - When a disaster happens during school hours, who is responsible for the safety of children?
2. After getting the answer to one question, invite other students’ ideas to lead the class discussion.
3. Summarise the discussion points.



### **Assessment**

Formative assessment takes place during learning activity 1. Check whether the student teacher could recall what they have previewed before the lesson. Give cues to the nominated student teacher if he/she has difficulty in answering.



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

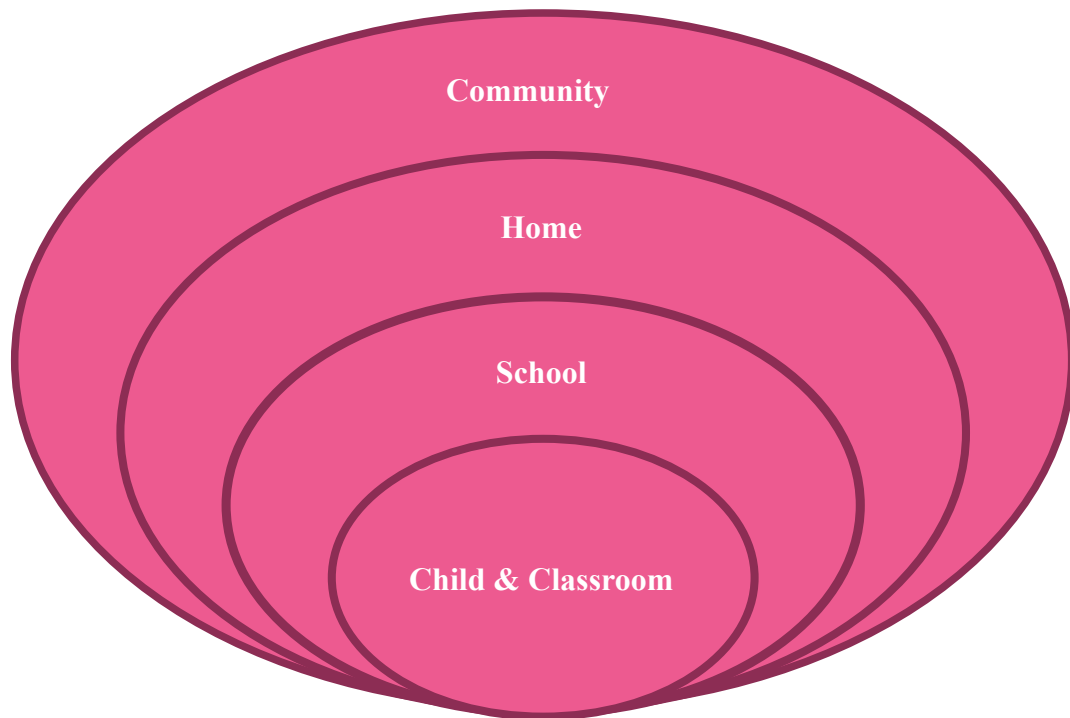
Student teachers should recall what they have read to answer the questions. They should participate in the class discussion and give their opinion.



### **Learning activity 2: Fill in the circle (10 minutes)**

1. Form five groups.
2. There will be textbooks from Grades 1-5.
3. Each group will get a different grade (three textbooks for each group).

4. Ask student teachers to look at the environment section in the textbook they have got.
5. They have to decide if the lesson in the strand is concerned with how to handle a disaster when the child is in the classroom, school, home or the community.
6. They have to write the name of the lesson in the respected circle.
7. The textbooks will be rotated till all the groups have explored all the grades.
8. Reflect and discuss their findings as a class.



**Figure 5.1. Environment learning circle**



#### **Assessment**

Formative assessment takes place during learning activity 2. Remind student teachers of the time to rotate the textbooks as this activity aims to reflect how lessons in this strand expands from child to community to region.



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

Student teachers should observe the lessons in 'Living in Harmony with Nature' lessons to reflect on how they expand.



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

1. Divide the class into groups of six.
2. Explain the procedure for the group work as follows.
  - Explore the disaster lessons on storms, winds, thunder and lightning, floods, or earthquakes.
  - Choose a lesson and one learning activity in that lesson.
  - Find reasons why that learning activity is suitable for the age of those children and their grade.
  - To give reasons for the Learning activity, you have chosen you can refer the topic ‘Using DRR in the classroom’ in lesson 5.1.2 in the Student Teacher Textbook.
3. Have the groups present their activity.
4. After one group has presented their activity and reasons why the activity works with children of that age, let other groups give their opinions and feedback on each group’s work.
5. Summarise the learning activities from the viewpoint of the development of the child.



### **Assessment**

Formative assessment takes place during Learning activity 3. Remind the student teachers to consider child development theory in conducting the learning activity for primary children. Check if they could find the match one and give cues to find the respective child development.



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

Student teachers should give answers to each question. They should not give the answers that the other groups have given.



### Extension and differentiation activities

**Learning activity 1:** Encourage the less confident student teachers to participate in the class discussion. Give recognition for their participation.

**Learning activity 2:** Some quick groups may finish earlier than others. In this case, prepare extra textbooks to give to those groups.

**Learning Activity 3:** Less confident student teachers might not find the respective children development theory facts to match the learning activity. Encourage those students to work together with the more confident ones by reforming mixed-ability groups.

## 5.1.3.

# Psychological well-being of students after a disaster

### Expected learning outcomes



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

- Identify ways to help students who are suffering from post-traumatic stress disorder (PTSD) due to disaster; and
- Create a case study of a student who is suffering from PTSD.



### Competencies gained

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

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

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



**Time:** One period of 50 minutes



**Learning strategies:** Group work, think-pair-share, presentation, case study, questions



**Preparation needed:** Assign the student teachers to read the text entitled ‘Psychosocial well-being of students after a disaster’ in advance



**Resources needed:** Case study in the textbook



**Learning activity 1: Introduction (5 minutes)**

1. Introduce the words ‘trauma’ and PTSD to the class.
2. Tell the class that after a regional disaster, rebuilding and promoting psychosocial recovery in children is an important task for teachers and school heads.
3. Ask the following questions:
  - Have you ever experienced a disaster?
  - Have you ever watched a movie about a disaster?
  - What kinds of disaster impact did you notice? Share your experience and feelings to the class.
4. Summarise by including the importance of supporting the psychosocial well-being of students in the aftermath of a disaster.



### **Assessment**

Formative assessment takes place during learning activity 1. As it is an introductory activity to notice the effects of a disaster, you should motivate the student teachers to share their experience.



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

Student teachers should share their experience and participate in the class discussion on the impact of a disaster.





## Learning activity 2: Case study (15 minutes)

1. Form groups of five.
2. Let them review and discuss 5.1.3 'Psychosocial well-being of students after a disaster'
3. Ask the following question to lead a class discussion.
  - What are some ways teachers can help students with PTSD due to disaster?
4. Elicit as many responses as possible from the student teachers.
5. Let the groups read the case study in their textbook and discuss the questions.

### Scenario

Htet is a primary school student who has been consistently coming to school after the earthquake. She has not missed one day of school. She appears to be working very hard on her schoolwork and is very quiet and obedient in school. Her teacher thinks that she is coping very well with the situation after the earthquake although the teacher has noticed that Htet looks really tired and unhappy. The teacher has also noticed that Htet does not interact with any of her classmates anymore during the breaks. Instead, she sits in the corner reading. As her schoolwork is still really good and she has maintained her good marks, the teacher thinks everything is fine with Htet and nothing is wrong.

*Do you agree with Htet's teacher? Why or why not? If you do not agree, what should the teacher do?*

6. Ask one person from each group to present their ideas on how the teacher should try to change Htet's behaviour.
7. Summarise the discussion and presentation points.



## Assessment

Formative assessment takes place during learning activity 2. Go around the groups encouraging the less confident student teachers to share their ideas in the group work.



## Possible student teachers' responses

Student teachers should solve the problem of Htet. They should refer the ways of reducing stress in the textbook.



## Learning activity 3: Group work: creating a case study and presentation (15 minutes)

1. Review the previous lesson asking the following questions. Invite a student teacher to answer a question.
  - What is PTSD?
  - Could you share some ways for helping a student with PTSD?
2. Divide the class into groups of six.
3. Give the following instructions to the groups to write a case study.
  - Imagine your students were involved in a regional disaster. One student got PTSD.
  - Write a case study of that imaginary primary school student.
  - Mention the disaster.
  - After two weeks, explain how the student is acting.
  - Mention the physical and emotional responses of the student, and what kind of stress he/she has.
  - Under the case study, write your decision about what activities a teacher could do to help the student. Explain.
4. Group presentations.
5. Encourage the student teachers to take notes of the ways to help a student with PTSD.
6. Summarise the presentation points and recognise their good work.



### Assessment

Formative assessment takes place during learning activity 3. You should check whether the student teachers could create a case study collaboratively with group members. Encourage all student teachers to think of the scenario for the case study.



### Possible student teachers' responses

Student teachers should create a case study including all the given points and discuss to find ways for reducing the stress of the child.



### Learning activity 4: Reflection and discussion (10 minutes)

1. Ask the student teachers to review 'The three types of stress'
2. Discuss as a class by asking the following questions.
  - How can you reduce the stress of your children?
  - How can you create a positive classroom learning environment?
3. Encourage student teachers to answer these questions by reflecting their knowledge of educational studies.
4. Summarise their points.



### Assessment

Formative assessment takes place during learning activity 4. You should check whether student teachers can discuss how to create a positive learning environment by including the theory from educational studies. This activity can have linkages with class management.



### Possible student teachers' responses

Student teachers should give answers to the questions linking their knowledge of educational studies. They should see how a positive learning environment can reduce children's stress.



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

1. Remind the student teachers that the lesson objectives are to identify ways to help students who are suffering from PTSD due to disaster and to create a case study of a student who is suffering PTSD.
2. Through learning this lesson they acquire TCSF competencies concerned with curriculum and subject content and teaching curriculum-related subject concepts and content.
3. To achieve the learning outcome of identifying ways to help students who are suffering from PTSD due to disaster and creating a case study of a student who is suffering PTSD, they studied the lesson content for curriculum-related information and participated in the learning activities and gained respective competencies.
4. Remind the student teachers that they studied in this way to become teachers who can teach primary students with confidence and competence.



### **Extension and differentiation activities**

**Learning activity 1:** Motivate confident student teachers to lead the class discussion of sharing experience by asking questions for more information.

**Learning activity 2:** Some groups may finish earlier than the other groups. In this case, they should be asked to take notes on the ways for helping students with PTSD. They can lead the class discussion and invite the other groups to give support facts.

**Learning activity 3:** Form mixed-ability groups so that the creative-minded student teachers can lead the group to write a case study. The critically-minded student teachers can try to lead to find ways for solving the child's issues.

**Learning activity 4:** As it is a linkage activity to reduce the stress of PTSD students including the ideas of educational studies, some less confident student teachers may not be able to recall what they learnt in Educational Studies. Let those student teachers refer to the Educational Studies Student Teacher Textbook.



### Review questions: Possible student teachers' responses

Question 1: What is a hazard?

*Answer: A danger or a risk.*

Question 2: What is a disaster?

*Answer: A natural catastrophe that causes great damage or loss of life.*

Question 3: When does a hazard become a disaster?

*Answer: A hazard becomes a disaster when it hits an area of vulnerability which has minimal capacity to strengthen and prepare for the hazard.*

Question 4: What are issues that affect the growth of our environment?

*Answer: Issues that affect the growth of our environment are overuse of natural resources, deforestation, and pollution.*

Question 5: Why are trees important?

*Answer: Because they slow down global warming. Trees are important as they provide homes for wildlife, food sources, and medicinal properties that only the trees provide. As trees grow, they protect soil from harsh weather and protect us from excess carbon dioxide, enabling us to live longer and more comfortably.*

Question 6: How can soil provide for us?

*Answer: Soil supports life by acting as a supplier of food and a filter for water. Soil that is of good quality produces crops that feed humans and animals. Plants and flowers sprout up from the ground through the soil, helping to regulate our climate. These three elements are necessary for our existence, and there are still parts of our nature that we need to protect.*

Question 7: How can we change the way we clean our house?

*Answer: We can use all-natural products that aren't made with dangerous chemicals.*

Question 8: What should you do when an earthquake starts?

*Answer: When an earthquake starts, drop to your hands and knees to keep from falling.*

Question 9: If you are near a coast, what should you do when an earthquake starts?

Why?

*Answer: If we are near a coast, we should get to higher ground. Earthquakes can trigger tsunamis. Be prepared to take cover again in case there are aftershocks.*

Question 10: What are the three types of stress?

*Answer: They are positive stress, tolerable stress and toxic stress.*

Question 11: Why is resilience so important?

*Answer: Because it makes us strong and able to move forward*

Question 12: Should teachers know about environmental conservation and DRR?

Why?

*Answer: So that they could do something to help themselves, their family, students and community to reduce the risk.*

## 5.2. Conservation of the Natural Environment and DRR – Apply and Reflect

Myanmar is currently ranked as one of the most at-risk countries in the world to be affected by high impact natural hazards. It is at risk of cyclones, seasonal flooding, landslides, droughts, fires and earthquakes. Climate change and variability will further add to these problems; vulnerabilities among women and children – both in terms of their socio-economic status, and their access to basic social services such as education and primary healthcare. You will notice that the topics in the strand of living in harmony with nature in the primary Life Skills textbooks are concerned with conservation and the hazards that happen yearly in Myanmar and are very familiar to our primary students.

### 5.2.1. Living in harmony with nature strand lesson plan structure

#### Expected learning outcomes

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

- Explain the connection between the objectives, learning stages and activities of teaching conservation of the natural environment and DRR; and
- Identify the structure of a Life Skills lesson plan of the living in harmony with nature strand.





### **Competencies gained**

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

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

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



**Time:** One period of 50 minutes



**Learning strategies:** Pair work, discussion, presentation



**Resources needed:** Primary Life Skills Student Teacher Textbooks



**Learning activity 1: Demonstration of analysing the lesson structure (15 minutes)**

1. Tell the class that in the psychosocial strand, they observe the lesson structure of one period. Now, they are going to observe the whole lesson from the beginning to the end and analyse the structure of the whole lesson, including the four stages.
2. Ask the student teachers to form pairs.
3. Distribute a Grade 1 Life Skills teacher guide to each pair.
4. Ask the pairs to find 3.1 to appreciate the beauty of plants.
5. Also ask them to look at the learning activity guide in their Student Teacher Textbook.
6. Student teachers look at the sample learning activity guide and primary lesson and see how the table was filled.
7. Period by period, ask the student teachers the following questions and let them see how the table was completed:
  - What is the content of the first period?
  - What teaching and learning activities are included in the first period?
  - What do you think is the purpose of ‘Notes of caution’ in the teaching and learning procedure?
8. Have students find how each period is assessed.



## Learning activity guide

Grade: 1

Lesson: Appreciating the beauty of plants

<b>Objective of the lesson:</b> Understand the ways that trees are being destroyed and the ways to appreciate and protect trees.			
<b>Periods and learning stages of the lesson</b>			
<b>Period 1</b>	Notice that a green environment can make us feel happy and a non-green environment can make us feel gloomy (awareness stage)		
<b>Period 2</b>	Notice that a green environment can make us feel happy and a non-green environment can make us feel gloomy Be able to think about the destruction of trees (awareness stage and thinking stage)		
<b>Period 3</b>	Understand how it is important to think about what to do to prevent trees from being destroyed (understanding stage) Be able to think about ways to protect trees and have the desire to follow those ways. (attitude and application stage)		
<b>Learning content, learning activities and assessment</b>			
<b>Period</b>	<b>Content</b>	<b>Teaching and learning procedure</b>	<b>Assessment</b>
<b>Period 1</b>	Two pictures. One picture showing a park with green trees, flowers, fruits, birds and playing children. Another picture showing no more flowers and fruits and leaves scattered on the ground and children feeling sad.	<ol style="list-style-type: none"> <li>1. Introduction</li> <li>2. Pair (what the children in picture 1 would be thinking)</li> <li>3. Presentation</li> <li>4. Summary</li> </ol> <p><b>Notes of caution</b></p> <ol style="list-style-type: none"> <li>5. Comparing two pictures</li> <li>6. Pair discussion (what the children in picture 2 would be thinking)</li> <li>7. Class discussion</li> <li>8. Summary</li> </ol>	Can students notice that a green environment can make us feel happy and a non-green environment can make us feel gloomy?
<b>Period 2</b>	A picture showing children destroying the trees by picking the fruits and flowers and a picture of school children going out in the school yard without destroying the trees.	<ol style="list-style-type: none"> <li>1. Class discussion (why the trees have been destroyed)</li> <li>2. Group discussion on things they should not do to keep the trees beautiful like in picture 1</li> <li>3. Reminding things they should not do in the school yard.</li> <li>4. Going out to the school yard and noting down the trees and plants in the yard.</li> </ol> <p><b>Notes of caution</b></p> <ol style="list-style-type: none"> <li>5. Summary by the teacher</li> </ol>	<p>Assess whether the students notice that a green environment can make them feel happy and a non-green environment can make us feel gloomy</p> <p>Assess whether the students are able to think about the destruction of trees</p>

<p><b>Period 3</b></p>	<p>A picture of a beautiful park greening with trees, animals, birds and butterflies.</p> <p>Another picture showing poem with children watering the plants, weeding and cleaning the garden. The poem is about how they will keep the garden beautiful by watering, weeding and cleaning.</p>	<ol style="list-style-type: none"> <li>1. Drawing a picture of a tree. <b>Notes of caution</b></li> <li>2. Group discussion about how they will keep the plants and trees going. <b>Notes of caution</b></li> <li>3. Presentation by the groups.</li> <li>4. Teacher relates their discussion points with the lyrics in the song in the textbook.</li> <li>5. Singing the song <b>Notes of caution</b></li> <li>6. Teacher explains the song and summarises</li> </ol>	<p>Assess whether the students understand how important it is to think about what to do to prevent trees from being destroyed.</p> <p>Assess whether the students are able to think about the ways to protect trees and have the desire to follow those ways.</p>
<p><b>Are the lesson objective, teaching stages, learning activities and assessment related? How?</b></p>		<p>Yes, teaching and learning activities in each period relate to each other to achieve the objective of the lesson. Assessment points are relevant to the objectives of the stages of the teaching and learning process.</p>	



### Learning activity 2: Lesson analysis (30 minutes)

1. Form six groups of student teachers.
2. Distribute Life Skills Grade 2 teacher’s guide to each group.
3. Each group is assigned one of the following lessons to analyse:
  - Lesson 3.1 Let’s grow trees
  - Lesson 3.2 What we should do at the time of an earthquake
  - Lesson 3.3 What to do during heavy rain
  - Lesson 3.4 What we should do when lightning strikes
  - Lesson 3.5 Storms
  - Lesson 3.6 Beware of fire hazards
4. Explain the following points to help them with their analysis:
  - Use the learning activity guide in the Student Teacher Textbook.
  - Follow the example of the learning activity guide.
  - For the teaching steps, you will need to write only the key message.
  - Discuss the lesson you are assigned and fill in the table (you may need a separate sheet to record your check points).
5. Give 15 minutes for this activity.
6. Display the work and allocate some time for each group’s work to be observed by other groups.



## Assessment

Formative assessment takes place during learning activity 2. Check if student teachers could find the teaching steps of the teaching and learning procedure. Check if all the student teachers can follow and see the structure of the lesson and how the teaching periods and teaching and learning procedure are organised. Collect their worksheet for assessment. The assessment rubric can be seen in Annex 1.



## Possible student teachers' responses

Student teachers should observe both the primary lesson and learning activity guide. They should see how the facts in lesson are taken to fill the table.



## Check student teachers' understanding (5 minutes)

1. Remind the student teachers that the lesson objective is to analyse a primary psychosocial skills lesson structure and identify which of the nine life skills competencies are achieved in the learning activities. Through learning this lesson they acquire TCSF competencies concerned with curriculum and subject content and teaching curriculum related subject concepts and content.
2. To achieve the learning outcome of analysing the lesson structure, they analysed the psychosocial skills lesson and identified the life skills competencies gained in the learning activities.
3. Remind the student teachers that they studied in this way to become teachers who can teach primary students with confidence and competence.



## Extension and differentiation activities

**Learning activity 1:** You should encourage the less confident student teachers to be able to find the steps in the teaching and learning procedure (what is mentioned in the table are key messages).

**Learning activity 2:** Some groups may not finish during the allotted time. In this case, they can display their work and explain during the break time.



### Review questions: Possible student teachers' responses

Question 1: Why do you think living in harmony with nature lesson topics are taught to primary students in Myanmar?

*Answer: Because Myanmar is at risk of such natural hazards almost every year. Those topics are very familiar to them and they need DRR skills. (Any reasonable answer should be accepted)*

Question 2: When you observe the whole lesson, what do you understand by 'Notes of caution'?

*Answer: Notes of caution include suggestions for the teacher concerned with facilitation, explanation of certain teaching steps, points to notice, and so on (answer can differ depending on the lesson they are assigned).*

Question 3: How are the learning stages and learning steps and assessment related?

*Answer: Assessment of learning stages support the lesson objectives and learning steps support the respective learning stages. All of them are related to the formative assessment.*

# Unit Summary



## Key messages

- The environment is vital to our well-being and thus every element should be protected. Environmental conservation can be implemented in two ways: by protecting natural resources and changing irresponsible practices. The three main natural resources we need to protect are our trees, oceans and soil.
- This can be achieved by paying more attention to what we buy and not using resources unnecessarily. We must also remember to recycle and dispose of chemicals properly so that the ground and bodies of water are not poisoned.
- Disaster risk reduction (DRR) is a systematic approach to identifying, assessing and reducing the risks of disaster. It aims to reduce socio-economic vulnerabilities to disaster as well as dealing with the environmental and other hazards that trigger them.
- Teaching disaster preparedness can be conducted through role plays, drills and hypothetical practice exercises.
- There can be students in the classroom who are suffering from post-traumatic stress disorder (PTSD). Children suffering from PTSD often have impairments in cognition and development that can affect their learning and relational skills.
- Teachers are crucial to the process of students' recovery. A positive classroom creates the best learning environment for students. Keep to the same routines and demonstrate that the teacher is there to protect the students. This can create a classroom environment that builds trust and helps students become emotionally healthier.
- Resilience is a very important competency for everyone and especially important for children to learn because it gives a person the knowledge that they can overcome their problems and creates hope.



## Unit reflection

This unit explains the importance of conserving our natural environment to keep the earth in balance. What can people do to conserve our natural environment? Our natural environment is polluted gradually from being mistreated by human beings. Do student teachers know which natural resources are being polluted?

We live in a world that is increasingly affected by disasters. Can student teachers explain what a disaster is? Disaster risk reduction (DRR) is a systematic approach to identifying, assessing and reducing the risks of disaster. What activities can we do to reduce the risk of a disaster?

When there is a disaster, many children can suffer from post-traumatic stress disorder (PTSD). Do student teachers know who is responsible when those children come to school? The most effective way for caring for those students is to build a positive classroom and learning environment. Do student teachers understand how a teacher can build a positive learning environment? It is important for those students to participate in emotional adjustment activities. Can student teachers remember one activity? Are they confident that they can do those activities if any of their students have PTSD?



## Further reading

### 5.1

Brunzell, T., Stoke, H., & Waters, L. (2016). Trauma-informed flexible learning. *International Journal of Child, Youth and Family Studies*, 7(2), 218–239.

Conserve Energy Future. (2019). Methods and Importance of Environmental Conservation Conserve Energy Future. Retrieved from <https://www.conserve-energy-future.com/methods-and-importance-of-environmental-conservation.php>

- Environmental Protection Agency. (n.d.). What can I do to help protect the environment? Environmental Knowledgebase. Retrieved from <https://publicaccess.zendesk.com/hc/en-us/articles/211394008-What-can-I-do-to-help-protect-the-environment->
- Global Warming and Its Effects. (n.d.). Retrieved from 24, 2019, from <https://climatechange.earthscienceconferences.com/events-list/global-warming-and-its-effects>
- Inter-Agency Network for Education in Emergencies. (2016). *Background paper on psychosocial support and social and emotional learning for children and youth in emergency settings*. New York. Retrieved from [https://toolkit.ineesite.org/resources/ineecms/uploads/1126/20161219\\_PSS\\_SEL\\_Background\\_Note\\_Digital\\_Final.pdf](https://toolkit.ineesite.org/resources/ineecms/uploads/1126/20161219_PSS_SEL_Background_Note_Digital_Final.pdf)
- Plan International. (2010). *Child-Centered DRR Toolkit, First Module – Training Children on Disaster Risk Reduction through the Hazard, Vulnerability and Capacity Assessment (HVCA)*. Retrieved from [http://www.childreninachangingclimate.org/uploads/6/3/1/1/63116409/child-centred\\_drr\\_toolkit.pdf](http://www.childreninachangingclimate.org/uploads/6/3/1/1/63116409/child-centred_drr_toolkit.pdf)
- UNESCO-IICBA. (2017). *School Safety Manual Tools for Teachers*. Retrieved from <http://unesdoc.unesco.org/images/0026/002613/261350e.pdf>
- UNICEF. (2015). *Myanmar Disaster Risk Reduction*. Retrieved from [https://www.unicef.org/myanmar/01.DISASTER\\_RISK\\_REDUCTION.pdf](https://www.unicef.org/myanmar/01.DISASTER_RISK_REDUCTION.pdf)
- UNISDR. (n.d.). What is Disaster Risk Reduction? Retrieved from <https://www.unisdr.org/who-we-are/what-is-drr>

# Unit 6

## Assessment

Assessing students' learning achievement is an essential part of learning process. We can assess before, during and after the lesson. At the beginning of a lesson, the teacher assesses the students' background knowledge, skills and attitude to check whether students are ready for the lesson content and the process they are going to learn. During the lesson, the teacher needs to assess the students' understanding as well as their attitude towards participation and collaboration in the learning activities. After the lesson, the teacher assesses how much the students achieve the learning outcomes. This process of assessment before, during and after the lesson also provides the teacher the necessary feedback for the improvement of the lesson teaching.

### Expected learning outcomes

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

- Identify what assessment of Life Skills is;
- Explain assessment approaches that can be used to assess students' acquisition of Life Skills; and
- Explain assessment approaches and create an observation tool that can be used in primary school Life Skills lessons.



# 6.1. Life Skills Assessment

## 6.1.1. What is Life Skills assessment?

### Expected learning outcome

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

- Identify what assessment of Life Skills is.



#### Competencies gained

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

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



**Time:** One period of 50 minutes



**Learning strategies:** VIPP (visualisation in participatory programmes) discussion, reading, question and answer and reflection on 3-2-1 exercise



**Preparation needed:** Student Teacher Textbooks



**Resources needed:** Strips of paper, glue, a large piece of paper



**Learning activity 1(a): Group 3-2-1 discussion (15 minutes)**

1. Form groups of six.
2. Give the following instructions to the groups.
  - Reflect on your basic education school days.
  - Reflect on your three thoughts on the experience concerned with assessment.

- Think of two questions that you want to know about assessment.
  - Create one analogy concerned with assessment.
3. Ask the groups to present their thoughts to the class.
  4. Record the main points on the board.
  5. Lead a class discussion on the positive and negative thoughts and feelings about assessment.
  6. Ask the student teachers to discuss their two questions about assessment.
  7. Record the questions.
  8. Ask the student teachers to share their analogy.
  9. Summarise the discussion points. Attitudes towards assessment will depend on their experience in examinations or tests. If assessment is valid, reliable, transparent and fair, there should be fewer negative thoughts. Encourage student teachers to think assessment as part of their learning improvement.



### **Assessment**

Formative assessment takes place during learning activity 1. Could the student teachers think of their experience about assessment and ask questions about assessment? Could they make analogies about assessment? You should go around and encourage them to get involved in the activity.



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

Student teachers should reflect their thoughts about assessment, form questions about assessment and make analogies about assessment.



### **Learning activity 1(b): Introducing assessment (40 minutes)**

1. Form groups of four.
2. Distribute strips of paper to each group.
3. Give the following instructions to the groups:
  - Think of a word or group of words that are associated with 'Life Skills assessment' (for example, test, asking questions).

- Write the word or group of words in large letters on the strip – one idea on each card.
  - Use more than one paper strip if you have more ideas.
  - Use tape to post your strip of paper on the board.
  - If your idea is already on the board, stick your strip beside the same idea.
4. Ask groups to find related ideas that can be categorised.
  5. Write down the category on a slip of paper, making categories for the ideas about assessment.
  6. Ask *What is Life Skills assessment?* and lead a class discussion.
  7. Summarise the discussion points. Like other subjects, Life Skills subject aims for the students to get knowledge, skills and attitudes. However, application of knowledge, skills and attitude is the focus of the assessment in life skills subject.

### Sample learning activity guide



### Assessment

Formative assessment takes place during learning activity 1. Check if student teachers could come up with ideas related to the concept of assessment. This activity is related to the Educational Studies assessment unit so encourage them to use what they learnt in that course.



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

Student teachers should reflect on their own ideas or reflect on what they have learnt in Educational Studies and write their ideas on the strips of paper. Group the ideas under different categories.



### **Check student teachers' understanding (10 minutes)**

1. Remind the student teachers that the lesson objective is to identify what Life Skills assessment is.
2. Through learning this lesson, they acquire TCSF competencies concerned with curriculum and subject content and teaching curriculum-related subject concepts and content and assessment.
3. To achieve the learning outcome of identifying what Life Skills assessment is, they participated in the learning activities of 3-2-1 and VIPP by collecting ideas and categorising groups to get key points of assessment and understand to identify the concept of assessment.
4. Remind student teachers that they studied in this way to become teachers who can teach primary students with confidence and competence.



### **Extension and differentiation activities**

**Learning activity 1:** Higher-level student teachers will be able to complete this activity easily by reflecting on what they have learnt in Educational Studies. For those student teachers, encourage them to create more analogies of assessment.

**Learning activity 2:** Some students may find it difficult to categorise the ideas. Encourage those students to participate in the activity by giving cues or prompts.

## 6.1.2.

# Types of Life Skills assessment

### Expected learning outcome



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

- Explain assessment approaches that can be used to assess students' acquisition of Life Skills.



### Competencies gained

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

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

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

B2.1 Demonstrate capacity to monitor and assess student learning

B2.2 Demonstrate capacity to keep detailed assessment information to guide students' learning progress.



**Time:** One period of 50 minutes



**Learning strategies:** Group work, presentation



**Preparation needed:** Tell student teachers to read Lesson 6.1.1 'Types of Life Skills assessment' in advance of the class



**Resources needed:** Worksheet in the Student Teacher Textbook



**Learning activity 1: Review and discuss (45 minutes)**

1. Form groups of four.
2. Review the questions they want to ask concerned with assessment.
3. Ask the following question to the groups:

- When you preview the ‘Types of Life Skills Assessment’, do you get the answer to your questions?
4. Let them review the lesson they have read before the class and take notes on the main points.
  5. Lead the class discussion by asking the following questions.
    - What is assessment?
    - How does assessment help teachers and students?
    - What is feedback? Give your own example.
    - How does feedback help students?
    - Who can be involved in assessment?
    - Which benefits can be obtained when assessment is not done by the teacher alone?
    - What is the main purpose of using assessment tools in the classroom?
  6. Let the student teachers look at the learning activity worksheet in their Student Teacher Textbook and fill in the table with the necessary information.
  7. Ask one group to present their work.
  8. After that group’s presentation, ask the other groups to add their ideas and lead the class discussion.
  9. Ask the following question to focus on the assessment methods and tools that can be used in Life Skills.
    - You all have presented the assessment methods and tools that can be used in Life Skills. Why do you think are the aims of using these methods and tools in life skills assessment?
  10. Summarise the discussion points.



## Assessment

Formative assessment takes place during learning activity 1. Could the student teachers answer the questions on Life Skills assessment? Could they analyse the lesson content and fill in the worksheet? Could they understand why such assessment methods and tools are used in Life Skills?



### Possible student teachers' responses

Student teachers should review the lesson thoroughly to be able to answer the questions. They should fill in the worksheet by analysing the content. They should explain that the aims of learning Life Skills are to be able to apply what they have learnt - knowledge, skills and attitudes - in their daily life and, if necessary, to change their lifestyles to improve their well-being.



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

1. Remind the student teachers that the lesson objective was to be able to explain assessment methods and tools that can be used to assess Life Skills.
2. Through learning this lesson they acquire TCSF competencies concerned with subject content and capacity to monitor students' assessment related subject concepts and content.
3. To achieve the learning outcome of being able to explain Life Skills assessment methods and tools, they analysed the learning content and discussed to fill in the worksheet, presented to the class and discussed critically why such methods and tools are used to assess Life Skills.
4. Remind student teachers that they studied in this way to become teachers who can teach primary students with confidence and competence.

### Learning activity guide for learning activity worksheet

Life Skills assessment			
Types of assessment and when they are conducted	Who can involve in the assessment	Methods and tools of assessment	What is assessed during the learning activities
<ul style="list-style-type: none"> <li>• <b>Formative</b> (during the <i>process</i> of learning)               <ul style="list-style-type: none"> <li>- Continuous assessment and feedback</li> </ul> </li> <li>• <b>Summative</b> (exam, test or quiz at the end of learning)               <ul style="list-style-type: none"> <li>- Comprehensive exam (at the end of the year)</li> <li>- Tests (periodically)</li> <li>- Quizzes (end of unit or lesson)</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Teacher</li> <li>• Peer</li> <li>• Student self-assessment</li> <li>• Other third parties</li> </ul>	<ul style="list-style-type: none"> <li>• Close-ended questions</li> <li>• Open-ended questions</li> <li>• Oral questions</li> <li>• Tests and examination</li> <li>• Projects</li> <li>• Observation sheet</li> <li>• Checklist</li> <li>• Questionnaires</li> </ul>	<ul style="list-style-type: none"> <li>• Students' interest;</li> <li>• Students' ideas and imagination;</li> <li>• Ability to explain;</li> <li>• Ability to apply learning to practical situations;</li> <li>• Collaboration with others.</li> </ul>



### Extension and differentiation activities

**Learning activity 1:** You should encourage less confident student teachers to find categories in the textbook. Encourage their peer group to work together with them.

## 6.1.3. Primary Life Skills assessment

### Expected learning outcome



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

- Explain assessment approaches and create an observation tool that can be used in primary school Life Skills lessons.



### Competencies gained

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

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

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

B2.1 Demonstrate capacity to monitor and assess student learning

B2.2 Demonstrate capacity to keep detailed assessment information to guide students' learning progress



**Time:** One period of 50 minutes



**Learning strategies:** Group work, presentation



**Preparation needed:** Tell student teachers to read lesson 6.1.1 'Types of Life Skills assessment' in advance of the class





**Resources needed:** Worksheet in the Student Teacher Textbook



### **Learning activity 1: Group work (10 minutes)**

1. Form groups of four.
2. Distribute Life Skills primary teacher's guides – one grade for each group.
3. Ask the groups to refer to 'Assessment' under the heading 'How to use Teacher Guide' in the primary teacher's guides.
4. Let them choose a lesson from any learning strand.
5. The groups should look for:
  - The lesson objective;
  - Activities to achieve four stages of the learning process;
  - How the teacher assesses at each stage of learning (formative assessment); and
  - How the teacher should assess whether the lesson objective has been met.
6. Groups present their findings.
7. Summarise that teaching Life Skills and assessing the achievement of learning should reflect the lesson objectives.

## **Sample learning activity guide**

### **Grade 2**

#### **Lesson: Free from disease by regular cleaning**

<b>Lesson objective</b>	<b>To do personal hygiene regularly</b>
<b>Activities to achieve objectives (Total teaching periods: 4)</b>	<ol style="list-style-type: none"> <li>1. Noticing and understanding the consequences of not following personal hygiene habits regularly.</li> <li>2. Thinking about the consequences of not following personal hygiene habits regularly and steps to be taken to avoid those consequences.</li> <li>3. Understanding good personal hygiene habits.</li> <li>4. Putting personal hygiene activities into practice.</li> </ol>
<b>Assessment for stage 1</b>	Assess by observing whether the students can tell the consequences of not cleaning the body regularly.
<b>Assessment for stage 2</b>	Assess by observing whether the students can think and tell the consequences of not following personal hygiene habits regularly and steps to be taken to avoid those consequences.

<b>Assessment for stage 3</b>	Assess by observing whether the students can explain regular personal hygiene activities.
<b>Assessment for stage 4</b>	Assess by observing whether the students can put the personal hygiene activities into practice.
<b>How lesson objective is met</b>	<ul style="list-style-type: none"> <li>• Check students' activity table every Monday to see whether they do personal hygiene activities regularly.</li> <li>• Praise the students who do personal hygiene activities regularly.</li> <li>• Encourage students who don't do personal hygiene activities to do them regularly.</li> <li>• Teachers should always remind students to do personal hygiene activities regularly.</li> </ul>



### Assessment

Formative assessment takes place during learning activity 1. Could the student teachers find the assessment check points for each learning stage? Could they relate the teaching steps and check points and see how learning objective was achieved? As this kind of work is familiar to them, they should be able to do this.



### Possible student teachers' responses

Student teachers should read over the whole lesson and find the assessment points for each learning stage. They should also check the follow-up activities in which the teacher encourages students to apply what they have learnt so that the lesson objective is achieved.



### Learning activity 2: Individual work and peer feedback (35 minutes)

1. Let student teachers continue to work on the lesson they have done in group work.
2. There should be four members in the group and the lesson has four learning stages.
3. One student teacher will get one learning stage of the lesson.
4. Give the following instructions:
  - Read the assessment explained in the primary teacher guide. Different guides may explain assessment depending on the age and students' level of language learning.
  - Follow the suggestions in the guide.
  - Refer the lesson 'What is Life Skills assessment?' in your Student Teacher Textbook.

- Look into the teaching and learning procedure of the learning stage you have got.
  - Choose one teaching and learning step from that stage.
  - Imagine the student’s response in that particular step and explain how the teacher should give feedback referring the content in your textbook (ongoing assessment and feedback).
  - Prepare an observation sheet to assess a group’s learning achievement at that particular learning stage (the focus point at each learning stage will be different).
5. Pair students who are from different groups.
  6. Ask pairs to exchange their assignment, explain to their partner and give suggestions to each other.
  7. Summarise the activity including the points that for lower primary students who cannot do written expression clearly, oral assessment would be preferable. Apart from the learning stage assessment, ongoing assessment and giving feedback should be compulsory for students’ motivation and encouragement to create a positive learning environment.

### Sample learning activity guide

#### Grade 2

#### Lesson: Free from disease by regular cleaning

<b>Lesson objective</b>	To do personal hygiene regularly.
<b>Learning activities in the second period</b>	The consequences of not following personal hygiene habits regularly and activities to be done to avoid those consequences.
<b>Specific step of teaching and learning procedure and ongoing assessment and giving feedback</b>	<p>Step 3</p> <p>Teacher: Group C, what’s your lot?</p> <p>Students: Can’t read.</p> <p>Teacher: No problem. I’ll read it for you. It says Yan Paing eats without washing hands.</p> <p>T: Could you think of the consequences? What could happen to him?</p> <p>S 1: He’ll have a stomach-ache.</p> <p>T: Exactly. What else?</p> <p>S2: Worms will come in.</p> <p>T: Yes, that could happen. Anything else?</p> <p>S3: Diarrhoea.</p> <p>T: OK, please go on.</p>

This learning stage will focus on how much students could explain the consequences of behaviour and explain how they can avoid those consequences by doing certain activities. The observation sheet will mainly include their collaborative work and presentation points and give clear explanation on the consequences and solutions.

Learning stage	Name of group	Behaviour to be observed	Observation made
2	Group D	Interest	Facial expression and eagerness behaviour
	Group members ..... ..... ..... ..... .....	Participation	Displayed adequate participation in terms of sharing experience
		Cooperation	Worked collaboratively
		Attitude	Showed a positive attitude
		Social	Showed a good relationship with other members
		Understanding	Explained the consequences and solutions clearly



### Assessment

Formative assessment takes place during learning activity 2. You should check if student teachers could do the ongoing assessment and feedback. Could the student teachers create an observation sheet for group work? You can give guidance by asking what the focus is for that particular stage and which observation points will be needed and what the indicator for that check point would be. When pairs share their work and give feedback on it, you should observe them. Remind the pairs to give constructive feedback.



### Possible student teachers' responses

Student teachers should read the assessment part in the primary teacher guide and Life Skills assessment methods and tools in their textbook to be able to work on their individual assignment. They should also be able to share their work and give constructive feedback.



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

1. Remind the student teachers that the lesson objective is to be able to explain assessment methods and create an observation tool that can be used in primary school Life Skills lessons.

2. Tell them that through learning this lesson they acquire TCSF competencies concerned with curriculum and subject content and teaching curriculum-related subject concepts and content and assessment.
3. To achieve the learning outcome of being able to explain assessment methods and creating an observation tool that can be used in primary school Life Skills lessons, they learn Life Skills assessment methods and tools, and, referring that content and ideas from the primary Life Skills teacher guide, they explain how to do ongoing assessment and give feedback for a certain step of the teaching and learning procedure. They also created a group observation tool.
4. Remind the student teachers that they studied in this way to become teachers who can teach primary students with confidence and competence.



### **Extension and differentiation activities**

**Learning activity 1:** Some groups may finish earlier than others. In this case, let them progress to the activity of individual work.

**Learning activity 2:** Some student teachers may not finish during the allotted time. In this case, they can finish for homework.



### Review questions: Possible student teachers' responses

Question 1: What is assessment?

*Answer: A tool for the teacher to gather information on what the students understand and is a tool for students to learn. (Accept any reasonable answers.)*

Question 2: What is feedback? Give your own example.

*Answer: Giving response or a very specific instruction about an activity without giving the answer. (Accept any reasonable answers. Examples can differ from one another.)*

Question 3: Who can be involved in assessing students?

*Answer: Teacher, students, peers and other third parties can be involved in assessing students.*

Question 4: Which assessment tools are used for behaviour change?

*Answer: Tools such as observation, demonstration, listening, oral questions and answers, participating in conversations, singing songs, role playing, and drawing are used for behaviour change.*

Question 5: Which behaviour change assessment tools do you think you can use in your primary Life Skills class? Why?

*Answer: Student teachers must choose the tools and give reasons for their choice.*

Question 6: What is the main purpose of using assessment tools in the classroom?

*Answer: The main purpose of using assessment tools in the classroom is to assess students' interest, thinking, understanding and participation and cooperation with others and performance skills. (Accept any reasonable answers.)*

Question 7: At which learning stage should students be assessed in primary school Life Skills?

*Answer: Students should be assessed at all learning stages in primary Life Skills.*

# Unit Summary



## Key messages

- Assessment is a learning tool, not just a summation of knowledge learnt. Ongoing assessment allows students to be involved in their learning and gives them an opportunity to improve with specific feedback.
- Assessment provides an opportunity to help students to continue learning and encourages them to solve problems rather than feel they have failed. It is a powerful tool that encourages students and lets teachers teach effectively so that every student can keep learning.
- There are two types of assessment: summative and formative. Summative assessment is usually conducted at the end of a lesson, unit or semester. Formative assessment is ongoing assessment, so giving feedback while students are learning is crucial. Formative assessment provides the teacher with information on the strengths and weaknesses of their students and for the teacher to adjust the teaching and learning process.
- The objectives of Life Skills are mainly focused on the well-being of the students by acquiring the nine life skills competencies. Therefore, it provides knowledge, skills, values and attitudes which will encourage them to change their thoughts and behaviour, leading them to enjoy living in harmony with others.
- To meet the objectives of teaching Life Skills, written tests alone cannot measure students' learning achievements. A range of assessment tools for measuring behaviour changes should be used.
- Some methods used in Life Skills assessment are observation, talking to students, analysing students' work, and testing.

- Some tools for assessing Life Skills are observation sheets or checklists, projects, questionnaires, closed-ended questions, open-ended questions, among others. Students' interest, understanding, thinking, and collaboration with others are assessed by observing the files or books that contain their writing, ideas, pictures and photos.
- Some assessment activities are learning activities, collaborative group work, individual work, pair work, presentation, written work, and so on.





## Unit reflection

Assessment can be summative or formative. Both assessment types are essential for assessing outcomes of Life Skills. However, life skills are mostly concerned with lifestyles and practices in daily life. To meet the aims and objectives of teaching Life Skills, written examination alone is not enough. Through formative assessment, students are shown what to do, why it needs to be done, how to do it, how to think about the importance of having such skills and increase their desire to change practices or ideas.

Which assessment tools and learning activities do student teachers think should be used during the formative assessment? Are they confident enough to use these methods and tools of assessment including the ideas learnt in Educational Studies?

Assessment activities should include a mixture of teacher, peer, self, and other third-party involvement as it can yield far more accurate information about changes in students than assessment done by the teacher alone. Do student teachers agree with this idea? Which assessment tools do they think are necessary for doing this kind of assessment?



## Further reading

### 6.1

Fountain, S., & Gillespie, A. (2003). *Assessment Strategies for Skills-Based Health Education with a focus on HIV prevention and related issues*. New York.

Murase, M., & Tan, M. C. (2017). Revisiting the concept of assessment PowerPoint. Japan International Cooperation Agency.

Myanmar Textbook Committee. (n.d.). *Primary Life Skills Teacher Guides*. Unpublished manuscript.

# Glossary

Terms	Elaborations
<b>Adjustment</b>	The process of adapting or becoming used to a new situation.
<b>Aftermath</b>	The after-effects and consequences of an unpleasant event.
<b>Capacity</b>	The ability to do or understand something.
<b>Conserve</b>	To protect from harm or destruction.
<b>Cope</b>	A verb meaning to be able to look after yourself, for example, to cope with stress.
<b>Disaster</b>	A natural catastrophe that causes great damage or loss of life.
<b>Ecosystem</b>	A complex interconnected system of living things.
<b>Hazard</b>	Something that can cause harm.
<b>Interpersonal</b>	The ability to communicate effectively and to be able to develop good relationships by connecting with other people.
<b>Intrapersonal</b>	The ability to understand one's own emotions, motivations, inner states of being, and self-reflection, self-awareness; insight into oneself.
<b>Organic</b>	Relating to living matter; produced without artificial chemicals.
<b>Post-traumatic stress disorder (PTSD)</b>	A condition experienced by a person after a traumatic event which prevents them from recovering properly.
<b>Risk</b>	The chance of someone or something being damaged or harmed by a hazard.
<b>Stress</b>	When a person feels uncontrollable pressure because they cannot control the world around them.
<b>Trauma</b>	Usually a serious mental injury. It can also mean a serious physical injury.
<b>Vulnerable</b>	To be weak physically or mentally and therefore open to being attacked

# Bibliography

10 Analogy Examples. (n.d.). Retrieved from <https://www.examples.com/education/analogy-examples.html>

Arigatou Foundation. (2008). *Learning to live together – An intercultural and interfaith programme for ethics education*. *The Health service journal* (Vol. 101). Tokyo. Retrieved from <http://www.ncbi.nlm.nih.gov/pubmed/24799058>

Armstrong, T. (2009). *Multiple intelligences in the classroom*. Alexandria, VA: ASCD.

Brunzell, T., Stoke, H., & Waters, L. (2016). Trauma-informed flexible learning. *International Journal of Child, Youth and Family Studies*, 7(2), 218–239.

Collaborative for Academic, Social and Emotional Learning (CASEL). (2018). Core SEL Competencies. Chicago, IL: CASEL. Retrieved from <https://casel.org/core-competencies/>

Conserve Energy Future. (2019). Methods and Importance of Environmental Conservation Conserve Energy Future. Retrieved from <https://www.conserve-energy-future.com/methods-and-importance-of-environmental-conservation.php>

Department of Homeland Security. (n.d.). Earthquakes. Retrieved from <https://www.ready.gov/earthquake> Educational Implications of Piaget’s Theory. (n.d.). Retrieved from <http://piaget.weebly.com/educational-implications--activities.html>

Environmental Protection Agency. (n.d.). What can I do to help protect the environment? Environmental Knowledgebase. Retrieved from <https://publicaccess.zendesk.com/hc/en-us/articles/211394008-What-can-I-do-to-help-protect-the-environment->

Fountain, S., & Gillespie, A. (2003). *Assessment Strategies for Skills-Based Health Education with a focus on HIV prevention and related issues*. New York.

- Friedel, F. (2015). Feynman: Using chess to explain science. Retrieved from <https://en.chessbase.com/post/feynman-using-chess-to-explain-science>
- Gardner, H. (2011). *Frames of Mind: The Theory of Multiple Intelligences*. New York: Basic Books.
- Gardner, H. (2006). *Multiple intelligences: New horizons*. New York: Basic Books.
- Gardner, H. (2018). *Multiple Intelligences: New Horizons in Theory and Practice*. New York: Basic books.
- Gardner, H. (n.d.). Multiple Wits and Good Grit. Retrieved from <https://howardgardner.com/2014/12/01/multiple-wits-and-good-grit/>
- Global Warming and Its Effects. (n.d.). Retrieved from <https://climatechange.earthscienceconferences.com/events-list/global-warming-and-its-effects>
- Goleman, D. (2006). *Social Intelligence: The new science of human relationships*. New York: Bantam Books.
- Inter-Agency Network for Education in Emergencies. (2016). *Background paper on psychosocial support and social and emotional learning for children and youth in emergency settings*. New York. Retrieved from [https://toolkit.ineesite.org/resources/ineecms/uploads/1126/20161219\\_PSS\\_SEL\\_Background\\_Note\\_Digital\\_Final.pdf](https://toolkit.ineesite.org/resources/ineecms/uploads/1126/20161219_PSS_SEL_Background_Note_Digital_Final.pdf)
- Japan International Cooperation Agency. (n.d.). *Life Skills 09 0102 Teacher's Package Psychosocial Skills Strand*. Unpublished manuscript.
- Murase, M., & Tan, M. C. (2017). Revisiting the concept of assessment PowerPoint. Japan International Cooperation Agency.
- Myanmar Textbook Committee. (n.d.). Primary Life Skills Teacher Guides. Unpublished manuscript.
- Nicolai, S. (2003). *Education in Emergencies Toolkit*. London: Save the Children UK.

Plan International. (2010). *Child-Centered DRR Toolkit, First Module – Training Children on Disaster Risk Reduction through the Hazard, Vulnerability and Capacity Assessment (HVCA)*. Retrieved from [http://www.childreninachangingclimate.org/uploads/6/3/1/1/63116409/child-centred\\_drr\\_toolkit.pdf](http://www.childreninachangingclimate.org/uploads/6/3/1/1/63116409/child-centred_drr_toolkit.pdf)

UNESCO-IICBA. (2017). *School Safety Manual Tools for Teachers*. Retrieved from <http://unesdoc.unesco.org/images/0026/002613/261350e.pdf>

UNESCO. (n.d.). *DISASTER RISK REDUCTION Enhancing National and Sub-National Capacity to Prevent, Prepare for and Mitigate Negative Impacts of Disasters, Climate Change and Conflict on Children in Myanmar*. Retrieved from [https://www.unicef.org/myanmar/01.DISASTER\\_RISK\\_REDUCTION.pdf](https://www.unicef.org/myanmar/01.DISASTER_RISK_REDUCTION.pdf)

UNESCO. (2010). *Teaching and Learning for a Sustainable Future*.

UNESCO. (2014). *Learning to Live Together*.

UNICEF. (2015). *Myanmar Disaster Risk Reduction*. Retrieved from [https://www.unicef.org/myanmar/01.DISASTER\\_RISK\\_REDUCTION.pdf](https://www.unicef.org/myanmar/01.DISASTER_RISK_REDUCTION.pdf)

UNISDR. (n.d.). *What is Disaster Risk Reduction?* Retrieved from <https://www.unisdr.org/who-we-are/what-is-drr>

# Annex

# Handout 1:

## Rubric for Assessing the Learning Activity

### 5.2.1

#### Rubric for Assessing the Learning Activity 5.2.1

Category	Exemplary	Accomplished	Developing
<b>Learning Objectives</b>	Express the objective of the lesson and also the specific objectives of each period very clearly.	Express the objective of the lesson and also the specific objectives of each period.	Express the objective of the lesson only.
<b>Learning content, learning activities and assessment</b>	Express clear understanding of how formative assessment takes place during the lesson and could clearly explain students are assessed.	Express understanding of how formative assessment takes place during the lesson and could explain students are assessed.	Could not express very well how formative assessment takes place during the lesson. and could not explain how to assess students.
<b>objective, teaching stages, learning activities and assessment</b>	Could explain very well how lesson objective, teaching stages, learning activities and assessment related to each other.	Could explain how lesson objective, teaching stages, learning activities and assessment related to each other.	Could not explain how lesson objective, teaching stages, learning activities and assessment related to each other.

# Notes

A series of horizontal dotted lines for taking notes.



# Notes

A series of horizontal dotted lines for writing notes.



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