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Year 1 Semester 2

EDU1209

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

Teacher Educator Guide

PREFACE

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

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

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

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

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

1. Learn (plan what and how to teach)
2. Apply (practise teaching and learning behaviours)
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 Organisation (UNESCO) and financial contributions from Australia, Finland, and UK Governments. Substantial input to the drafting process was also provided by Japan International Cooperation Agency and the primary education curriculum development team through the Project for Curriculum Reform at Primary Level of Basic Education (CREATE) team.

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HOW TO USE THIS GUIDE

Who will use this Morality and Civics Teacher Educator Guide?

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

When and where does Morality and Civics take place?

Morality and Civics has been allocated 24 periods of teaching for each year of your four-year Education College programme. Classes will be held on the Education College campus.

What is included in the Year 1 Morality and Civics Teacher Educator Guide?

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

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

- Introduction to Morality and Civics
- Social ethics
- Rights and responsibilities
- Discipline
- Peaceful Living
- 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 them up in the library, on the internet or in your Education College's e-library.

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

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

What is a competency-based curriculum?

The Student Teacher Textbooks and Teacher Educator Guides for all Education College programmes follow a competency-based approach. This is outlined in the Education College Curriculum Framework for the four-year degree and is based on the Myanmar Teacher Competency Standard Framework (TCSF). A competency-based approach means that the Education College Curriculum does not just focus on subject content. Rather, it emphasises the development of knowledge, skills, and attitudes and their application in real-life contexts. Competency-based Curriculums are learner-centred and adaptive to the evolving needs of learners, teachers, and society¹.

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

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

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

Course rationale and description

This course will prepare student teachers with the competencies required to teach the Morality and Civics subject through modelling the values and attitudes promoted in the Basic Education Curriculum for the Morality and Civics subject. They will develop a deep understanding of the world we live in, and the interconnectedness between home, school, community, country, and the world. Morality and Civics focus on social and moral values

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

and responsibilities, community involvement, and political literacy. In order to become teachers who can adapt their teaching to the needs of different students, student teachers will learn how to develop learning outcomes of subject topics and creative activities that will help students to achieve. They will know how to create their own teaching aids/teaching learning materials making them age- and context-appropriate.

Learning objectives of Morality and Civics for primary school students:

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

Basic Education Curriculum objectives

This subject is included in the Education College Curriculum to ensure that teachers are prepared to teach the Morality and Civics Curriculum as defined for Basic Education in Myanmar. Primary school teachers will learn to academic standard equivalent to primary and middle school level in order to ensure a strong subject proficiency foundation for being effective teachers for primary school students (UNESCO Myanmar, n.d.).

Table A. Morality and Civics teacher competencies in focus

Competency standards	Minimum requirements	Indicators
A1: Know how students learn	A1.2 Demonstrate understanding of how different teaching methods can meet students' individual learning needs	A1.2.1 Identify various teaching methods to help students with different backgrounds (gender, ethnicity, culture) and abilities, including special learning needs, learn better A1.2.2 Identify focused and sequenced learning activities to assist students in linking new concepts with their prior knowledge and experiences
A4: Know the curriculum	A4.1 Demonstrate understanding of the structure, content and expected learning outcomes of the Basic Education curriculum	A4.1.1 Describe key concepts, content, learning objectives and outcomes of the primary curriculum for the subjects and grade level/s taught
B1: Teach curriculum content using various teaching strategies	B1.2 Demonstrate capacity to apply educational technologies and different strategies for teaching and learning	B1.2.1 Use teaching methods and learning strategies appropriate for the class culture, size and type
	B1.3. Demonstrate good lesson planning and preparation in line with students' learning ability and experience	B1.3.1 Plan and structure lessons to ensure all of the lesson time is used effectively B1.3.2 Provide lesson introductions to link new learning to prior learning, to engage students' interest and to motivate them in learning B1.3.3 Prepare focused and sequential learning experiences that integrate learning areas and are responsive to students' interests and experience
B2: Assess, monitor and report on students' learning	B2.1 Demonstrate capacity to monitor and assess student learning	B2.1.1 Use assessment techniques as a part of lessons to support students to achieve learning outcomes
	B2.2 Demonstrate capacity to keep detailed assessment records and use the assessment information to guide students' learning progress	B2.2.1 Record students' learning progress accurately and consistently B2.2.3 Communicate students' learning progress and achievement to students, parents and other educators
C1: Service to profession	C1.1 Demonstrate values and attitudes consistent with Myanmar's tradition of perceiving teachers as role models	C1.1.1 Comply with professional codes of conduct, rules and regulations in line with the five traditional responsibilities of the Myanmar teacher
	C1.2 Demonstrate understanding of the underlying ideas that influence one's practice as a professional teacher	C1.2.1 Identify theories and concepts that inform approaches to teaching and learning C1.2.2 Describe own approach to teaching and learning
C3: Promote quality and equity in education for all students	C3.3 Demonstrate capacity to build students' understanding of different cultures and global citizenship	C3.3.1 Integrate concepts of sustainability, equality, justice, and the rights and responsibilities of students into class and school activities

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

Teaching young adult learners

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

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

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

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

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

Gender equality and inclusivity in the classroom

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

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

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

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

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

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

Toolbox for teaching and learning strategies

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

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

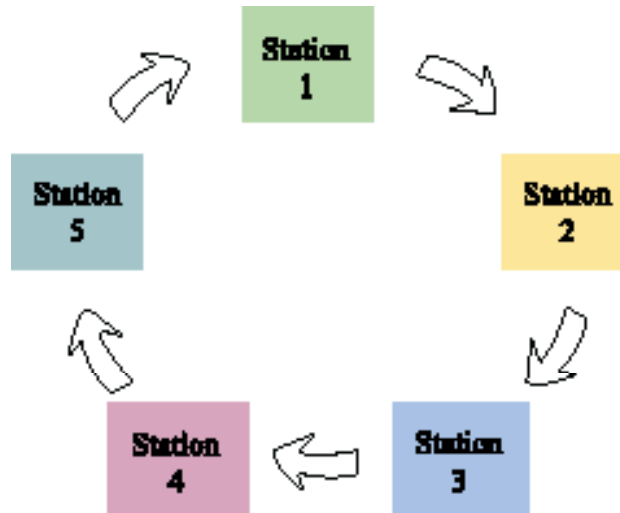
Assignments: The assignments that you give to student teachers might include formal written essays, portfolios, and reflection journals. They also might be smaller, developmental tasks; for example, a short homework assignment answering questions about a reading. Assignments can help student teachers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

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

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

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

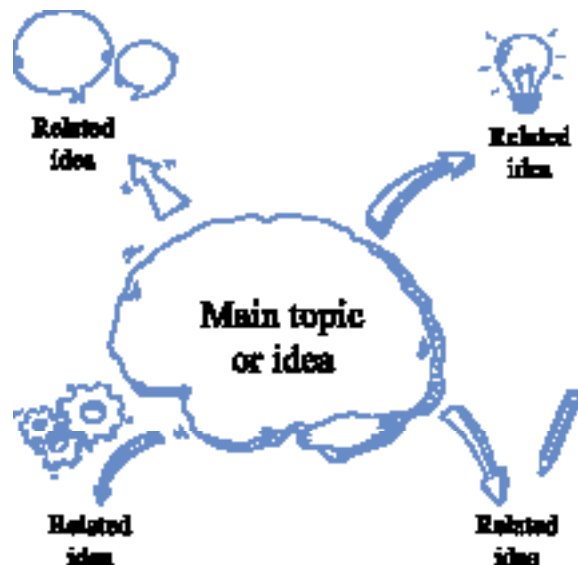
You can also use a version of the gallery walk to display student teachers’ work. In this type of gallery walk, posters created during individual or group work are displayed around the room. Student teachers then circulate at their own pace to either simply view the posters, or to add their questions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



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

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

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



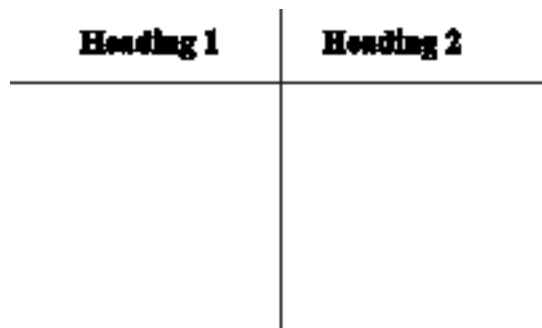
- **Venn diagram:** Venn diagrams can be used to compare and contrast at least two different things or ideas (A and B). In the Venn diagram below, the overlapping area represents the characteristics belonging to both A and B, and the two areas without overlap are for listing the characteristics that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



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

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

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



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.³ 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.

³ 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 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, Morality and Civics content map

Units	Sub-units	Lessons	Learning outcomes	TCSF	Periods
3. Rights and Responsibilities	3.1 Rights and Responsibilities of Teachers and Students	3.1.1 Rights and responsibilities in school	<ul style="list-style-type: none"> Reflect on rights and responsibilities of teachers and students 	A4.1 C1.1	1
	3.2 Rights and Responsibilities of Good Citizens for Country Development	3.2.1 Active citizenship for country development	<ul style="list-style-type: none"> Reflect on the definition of rights and responsibilities and what it means to ensure the rights and responsibilities of a good citizen 	A4.1	1
	3.3 Study on Primary Lessons Concerning Rights and Responsibilities	3.3.1 Primary lessons on the theme of rights and responsibilities	<ul style="list-style-type: none"> Discuss the objectives of rights and responsibilities in the primary curriculum Understand the topics on rights and responsibilities in the primary curriculum by reviewing the primary textbooks 	A1.2 A4.1 B1.2	1
4. Discipline	4.1 Self-discipline as Good Citizens	4.1.1 Understanding discipline and self-discipline	<ul style="list-style-type: none"> Define discipline and self-discipline Understand how self-discipline can be a basis for becoming a good citizen as well as an effective teacher 	A4.1	1
		4.1.2 Practising rules and regulations to be good citizens	<ul style="list-style-type: none"> Define rules and regulations and their relation to discipline Discuss rules and regulations required to become an effective teacher 	A4.1 C1.2	1
		4.1.3 Laws	<ul style="list-style-type: none"> Understand the definition of law and its relation to rules and regulations Discuss the rationale of the National Education Law and its implication for educational practice 	A1.2 A4.1 B1.2	1

5. Peaceful Living	5.1 Cultural and Ethnic Diversity	5.1.1 Cultural differences among Myanmar's ethnic nationalities	<ul style="list-style-type: none"> • Demonstrate understanding of different cultures, ethnicities and customs • Outline the diverse cultures and customs of different ethnicities 	A4.1 C3.3	1
	5.2 Living Peacefully in a Diverse Society	5.2.1 The concepts of peace and conflict	<ul style="list-style-type: none"> • Explain the concepts of peace and conflict and how they are present in real life 	A4.1 C3.3	1
		5.2.2 Peaceful living in ethnic diversity	<ul style="list-style-type: none"> • Discuss the need to live together peacefully among different ethnic groups 	A4.1 C3.3	1
		5.2.3 Primary school lessons on peaceful living	<ul style="list-style-type: none"> • Discuss the linkages between grade-wise contents • Explain the objectives of teaching peaceful living at primary level • Identify the activities and teaching strategies for teaching peaceful living in the primary curriculum 	A1.2 A4.1 B1.2	1
6. Assessment	6.1 Assessment Methods for Morality and Civics	6.1.1 How to assess Morality and Civics learning	<ul style="list-style-type: none"> • Explain assessment methods to be used in Morality and Civics at primary level 	A4.1 B2.1 B2.2	2
Total number of periods					12

Unit 3

Rights and Responsibilities

This unit examines the reciprocal nature of the rights and responsibilities we acquire as members of the school community and as citizens of a nation. It provides student teachers with a clear understanding of what teachers and students are entitled to and are responsible for, so that they know whether these rights are being respected and responsibilities are being fulfilled in the classroom. This unit also discusses the important role our rights and responsibilities play in a democracy where individual freedom can at times clash with the common good. Student teachers will learn that citizenship is also a practice as much as it is a status as they explore the features and merits of active citizenship that contribute to national development. The unit concludes with a look into the curriculum and instruction of primary lessons on rights and responsibilities.

Expected learning outcomes



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

- Reflect on rights and responsibilities of teachers and students;
- Reflect on the definition of rights and responsibilities and what it means to ensure rights and responsibilities of a good citizen;
- Discuss the objectives of rights and responsibilities in the primary curriculum; and
- Understand the topics on rights and responsibilities in the primary curriculum by reviewing the primary textbooks.

3.1. Rights and Responsibilities of Teachers and Students

Teachers play a special role in society, sharing with parents the responsibility for a child's development. However, teaching is a profession, and with it comes legal and moral obligations such as ensuring that all students truly learn, and that they feel safe and respected in the classroom. Similarly, members of the school community have legal and moral obligations towards teachers. This sub-unit provides an overview of the core rights and responsibilities that teachers and students have. While schools will have rules and regulations in place to ensure these rights and responsibilities are being accounted for, it is essential for student teachers to understand them to upkeep them in circumstances where rules have not been created.

3.1.1. Rights and responsibilities in school

Expected learning outcome

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

- Reflect on rights and responsibilities of teachers and students.



Competencies gained

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

C1.1 Demonstrate values and attitudes consistent with Myanmar's tradition of perceiving teachers as role models



Time: One period of 50 minutes



Learning strategies: Four corners, graphic organiser, group work



Preparation needed: Teacher educator must read lesson 3.1.1 from the Student Teacher Textbook in advance. Prepare additional statements about teachers' rights and responsibilities for learning activity 1. Prepare materials for extension and differentiation activities if they will be carried out.



Resources needed: Student Teacher Textbook, Handout 1.

Learning activities



Learning activity 1: Four corners (10 minutes)

1. Assign four corners of the room as one of the following four opinions: Strongly Agree, Agree, Disagree, and Strongly Disagree.
2. Explain to student teachers that you will say a statement about the teaching profession and the student teachers can express what they feel about it by walking towards the relevant corner of the room.
3. Present your statements. Some examples include:
 - a. Teachers are to blame if students from their class fail an exam.
 - b. Teachers should not add or make changes to the set curriculum without approval from school leadership.
 - c. Teachers should not complain about the physical conditions of the school.
 - d. Being a teacher requires sacrifice, so teachers must be willing to work past school hours.
 - e. Teachers are like the students' second parents.
 - f. Teachers with unruly students are failing at managing their classrooms.
4. After each statement, give student teachers time to contemplate and select their answers by moving to a corner of the room.
5. Ask a few volunteers to share why they feel that way about the statement (whether they agree or disagree) after everyone has selected an answer.
6. After the discussion, student teachers may move to a different corner upon having a better understanding of the statements (give them a chance to change their opinion).



Assessment

Formative assessment takes place in steps 4 and 5. What do student teachers think about teachers' rights and responsibilities? Do they seem to be informed about what rights and responsibilities they will have as teachers or are they not sure? Do they understand why they have chosen their answers, why teachers should or should not have certain rights or responsibilities?



Possible student teachers' responses

There is no right or wrong answer at this stage of the lesson. The main purpose is to check student teachers' initial opinions about teachers' rights and responsibilities.



Learning activity 2: Graphic organiser (20 minutes)

1. Explain to student teachers that rights are what we are entitled to have while responsibilities are duties we do for others to ensure they enjoy their rights.
2. Have student teachers read about teacher and students' rights and responsibilities in their Student Teacher Textbook together and work on Handout 1.
3. Write the following statements on the board and ask volunteers to complete the statements with their own thoughts/opinions.
4. List the students' answers. Add any of your own ideas to the board.

In school:	
Teachers have the right to...	Teachers are responsible for...
Students have the right to...	Students are responsible for...



Assessment

Formative assessment takes place in step 3. Do student teachers seem to understand what rights and responsibilities are? Has the reading changed student teachers' perception of teachers' rights and responsibilities from the first learning activity? If student teachers propose ideas that are wrong due to legal reasons or school policies, be sure to provide feedback on why they are not possible.



Possible student teachers' responses

<p>Students have the right to...</p> <p>be safe – sharp objects need to be put away by everyone as soon as they have finished using them</p>	<p>Students are responsible for...</p> <p>getting to class on time – do activities or quizzes at the beginning of class so students know it will affect their grades if they are late.</p>
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Learning activity 3: Group work (20 minutes)

1. Divide the class into groups.
2. Looking at the answers listed for learning activity 2, ask student teachers to choose one answer under students' rights and one under students' responsibilities and think about classroom strategies they can implement to ensure these rights are respected or that students understand their responsibility.
3. Ask a representative from each group to present their answers and discuss the effectiveness of these strategies.



Assessment

Monitor student teachers as they discuss classroom strategies in groups and assist those struggling to think of examples. Formative assessment also takes place in the presentation of answers in step 3. Can the proposed classroom strategy ensure students' rights are respected or help inform and remind students of their responsibility?



Possible student teachers' responses

Students have the right to be safe, students are responsible for attending classes, teachers have the right to recommend changes to lessons and they are responsible for their professional development.



Extension and differentiation activities

Learning activity 1: If there are any limitations to carrying out the activity such as classroom environment or student disabilities, offer a variation: Students could write the options on separate pieces of paper and hold one of them up to respond to your statements instead of walking around the room.

Learning activity 2: As an extension, student teachers can also consider what rights they enjoy outside the classroom that might be restricted in the classroom.

Learning activity 3: Form groups with mixed abilities and assign roles based on abilities. For instance, there needs to be someone assigned to take notes, facilitate the discussion, present the group's answers to class, and so forth.



Review questions: Possible student teachers' responses

Question 1: Why might a teacher's right to freedom of speech be restricted inside the classroom?

Answer: The teacher has the responsibility to help students achieve the learning goals by teaching relevant materials, so a teacher cannot talk about any matter as he or she pleases.

Question 2: What is the Convention on the Rights of the Child?

Answer: It is a human rights agreement signed by many countries that defines and recognises the rights of children under the age of 18.

Question 3: How might you finish the following sentence?

While teachers have the responsibility to..., students also have the responsibility to...

Answer: While teachers have the responsibility to ensure that the learning is inclusive and encourages participation of all students, taking in account their diverse needs and backgrounds, students also have the responsibility to attend class and participate in the learning activities prepared for them.

3.2. Rights and Responsibilities of a Good Citizen for Country Development

We have learnt from previous units that we have made significant strides in development from the collaboration of human beings working together in a group. In order for these groups of different individuals to have cohesion and agreement, members need to forfeit certain aspects of their individual freedom. These are agreed upon by acknowledging a set of rights and responsibilities. This sub-unit looks into the particular set of rights and responsibilities that citizens of Myanmar have. It also explores how we can contribute to national development through active citizenship that encourages the use of our rights for social and political participation and the sense of collective responsibility for the country's state of affairs.

3.2.1. Active citizenship for country development

Expected learning outcome

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

- Reflect on the definition of rights and responsibilities and what it means to ensure rights and responsibilities of a good citizen.





Competencies gained

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



Time: One period of 50 minutes



Learning strategies: Think-pair-share, stop and jot, role-play



Preparation needed: Both you and the student teachers must read lesson 3.2.1. from the Student Teacher Textbook in advance. Explanation of the meaning of active citizenship should be prepared by you for the class lecture.



Resources needed: Student Teacher Textbooks

Learning activities



Learning activity 1: Stop and jot (15 minutes)

1. Write on the board: ‘A country is developed when...’
2. Ask students teachers to draw a rectangle in their notebook. This will serve as their ‘stop box’.
3. Student teachers complete the sentence in their ‘stop box’. Ask volunteers to share their answers.
4. Ask student teachers to draw another ‘stop box’ to answer the question ‘*What must a citizen do to contribute to country development?*’
5. Ask some student teachers to share answers.
6. Briefly explain the idea of active citizenship.



Assessment

Formative assessment takes place when student teachers share their responses. Do they seem to understand what development is? Do they know how ordinary citizens can contribute to national development? Provide clarifications if student teachers show low understanding.



Possible student teachers' responses

A country is developed when there are well connected roads, wide access to health facilities, uninterrupted power supply, low unemployment, equal rights for all, and so on.

What must a citizen do to contribute to country development? A citizen can volunteer resources and skills to help support those who have little, raise issues and needs of a community to the government, start businesses that help create jobs in the community, teach others valuable knowledge and skills, and so forth.



Learning activity 2: Think-pair-share (15 minutes)

1. Review student teachers' understanding of rights and responsibilities, briefly explaining that every right comes with the responsibility not to use that right in a way which impedes on other people's rights. As citizens, we also have rights and responsibilities that have been clearly defined in the 2008 Constitution. It is important to note that some rights are guaranteed and responsibilities given to all people regardless of citizenship status. These are universal rights, not tied to legal citizenship.
2. Ask student teachers to read a brief summary of these rights and responsibilities from their Student Teacher Textbooks.
3. Write the following statements on the board, taken from the 2008 Constitution. Ask student teachers to think about how they would complete these statements. What responsibilities come with having these rights?
 - a) We have the right to be educated, but we also have the responsibility to...
 - b) We have the right to move and reside anywhere in Myanmar, but we also have the responsibility to...
 - c) We have the right to practise religion, but we also have the responsibility to...
 - d) We have the right to freedom of speech, but we also have the responsibility to...
 - e) We have the right to conduct business freely, but we also have the responsibility to...
4. Get student teachers to share their thoughts in pairs.
5. Select a few representatives to present to the class the ideas shared.



Assessment

Monitor the student teachers as they discuss in pairs. Are there any student teachers who are not sharing? Are their partners helping to understand the question or topic better? Provide assistance to those who seem to be struggling. During the presentation of ideas, check if they understand how rights and responsibilities are connected (can they match responsibilities to rights?).



Possible student teachers' responses

Different answers are possible. You can introduce the following answers related to the 2008 Constitution that are most suitable.

- We have the right to be educated, but we also have the responsibility to...assist in the modern development of the nation.
- We have the right to move and reside anywhere in Myanmar, but we also have the responsibility to...preserve culture and environment.
- We have the right to practise religion, but we also have the responsibility...not to abuse religion for political purposes.
- We have the right to freedom of speech, but we also have the responsibility to...maintain unity among national races and to ensure peace and stability.
- We have the right to conduct business freely, but we also have the responsibility to...pay taxes according to the law.



Learning activity 3: Role-play (20 minutes)

1. Divide the class into four groups.
2. Introduce the idea that active citizens are citizens who care about their community affairs and take action to create positive changes. They can do so by leading initiatives or influencing decision-making, such as which programs get funded or which roads and schools get built, for example.
3. Have the groups consider the question '*How are active citizens different from passive citizens?*' Encourage them to think of examples. They will need to create and perform two short role-plays (one or two minutes each): one to show what an active citizen is like, and the other to show what a passive citizen is like.

4. Give the groups 10 minutes to prepare their role-plays and assign a slot for each group to perform their role-plays in class.
5. Have groups perform their role-plays. At the end of each role-play, ask student teachers to consider how the behaviour of the active citizens can contribute to the country's development.



Assessment

Formative assessment takes place in step 5. Consider whether they have accurately depicted active citizens, showing their merits, and passive citizens, showing how they can be problematic. Check for student teachers' understanding in how they answer the end of role-play question. Can they explain how the actions of the active citizen are tied to the country's development?



Possible student teachers' responses

Selected behaviours of active citizens and passive citizens may vary. Examples of active citizen behaviours can include leading a neighbourhood for a clean-up campaign, writing to the local authorities to fix public property that is damaged, helping neighbours to move a fallen tree away from their house, or fundraising for flood victims. Examples of passive citizens can include (1) not voting in elections, (2) ignoring litter, complaining, and not doing anything about it, and (3) seeing the need for internet coverage in the village, but not doing anything about it.



Extension and differentiation activities

Learning activity 1: Allow student teachers to draw their answers in the 'stop box' instead if they prefer to express their thoughts that way.

Learning activity 2: Ask more confident student teachers advanced questions. For example, why do we have responsibilities as well as rights? For instance, we have the right to move to anywhere in Myanmar, but if we move into an ethnic nationality area, we have to ensure that we respect the native culture or we have to ensure we do not build our homes or businesses on precious land that could damage the environment.

Learning activity 3: If student teachers are uncomfortable with performing role-plays, they can draw a comic strip that shows an active citizen in action.



Review questions: Possible student teachers' responses

Question 1: What are citizen's rights and responsibilities important for?

Answer: They serve as instructions for living, working, and nature with the people whom we share the country.

Question 2: What can the government do for your rights and responsibilities?

Answer: The government can protect our rights and keep us accountable to our responsibilities through legal documents and actions.

Question 3: What do active citizens do to develop their communities or nation?

Answer: They stay informed about the affairs of their country and are involved in bringing about change to their community through democratic practices.

3.3. Study on Primary School Lessons Concerning Rights and Responsibilities

In previous units, student teachers have learnt about the rights and responsibilities we have as teachers and students in the classroom and as citizens of the country. They also learnt how active citizens contribute to national development. With their understanding of the purposes and practices of rights and responsibilities, this sub-unit will help them apply their knowledge to teach primary lessons on the theme of rights and responsibilities. They will be able to do so by analysing the curriculum objectives and considering the teaching methods for achieving these objectives.

3.3.1. Primary lessons on the theme of rights and responsibilities

Expected learning outcomes

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

- Discuss the objectives of the rights and responsibilities section of the primary curriculum; and
- Understand the topics on rights and responsibilities in the primary curriculum by reviewing the primary textbooks.





Competencies gained

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

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

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



Time: One period of 50 minutes



Learning strategies: Pair work, graphic organiser, reading analysis



Preparation needed: Both you and the student teachers need to read Lesson 3.3.1 from the Student Teacher Textbook in advance. Prepare your own ideas.



Resources needed: Primary Morality and Civics Textbooks (Grades 2 and 3), Student Teacher Textbooks, Handout 2

Learning activities



Learning activity 1: Pair work (10 minutes)

1. Group student teachers into pairs.
2. Write up the following two questions:
 - a. What is the most important or interesting thing you have learnt so far from the lessons on rights and responsibilities? Why?
 - b. Which of the four primary school Morality and Civics objectives are related to rights and responsibilities and why?
3. Ask partner A to share their answer to the first question with partner B.
4. Partner B must write down the response. Then, they discuss the response with each other until they come to a common agreement.
5. Call on a few pairs to share their response.
6. Partner A and B switch roles and the steps are repeated for question 2.



Assessment

Monitor student teachers as the pairs to work out a common response to the questions. This activity is intended to review previous lessons and check their understanding. When pairs share their responses in step 5, check to see if they have properly learnt rights and responsibilities concepts from previous lessons and correct any misunderstanding before moving on to the next topic.



Possible student teachers' responses

Question 1: Student teachers will have diverse answers. Though not one answer is particularly correct, student teachers' explanation needs to show correct understanding of the topic.

Question 2: The second objective of primary school Morality and Civics best relates to the topic of rights and responsibilities as it is about respecting human rights and demonstrating citizen's responsibilities.



Learning activity 2: Graphic organiser (15 minutes)

1. Ask student teachers to refer to the grade-wise content for rights and responsibilities in the primary textbooks.
2. Split student teachers into groups and have them refer to Handout 2.
3. Ask them to suggest activities that primary students could do to learn the content and the teaching and learning approach (know, understand, apply) that the activity uses.
4. Provide instructions and suggestions on how the student teachers can plan their lessons. Be sure to let them first consider what stage their intended students will be in the teaching- learning process. Do they know what helping parents mean, but not why it is important to do so? Do they know why it is important to work hard persistently, but not how to do that in their daily life?

Ask them to choose an appropriate activity from Handout 2 to help students move to the next stage in the teaching and learning process. What activities and teaching strategies can they then use following that approach (know, understand, apply)?

5. All groups work together to create activities but have student teachers write down their answers in their notebooks.
6. Call on a few group representatives to share their answers. Present your own ideas as well.

Handout 2: Rights and responsibilities strand contents

Grade	Content	Activity and teaching method
Grade 1	<ul style="list-style-type: none"> • Helping Parents • Being dutiful • Throwing litter in the right place • Giving thanks to nature 	
Grade 2	<ul style="list-style-type: none"> • Persistent hard work • Understanding roles and responsibilities • Throwing litter in the right place • Giving thanks to nature 	
Grade 3	<ul style="list-style-type: none"> • Setting up higher objectives for self-betterment • Understanding roles and responsibilities in groups and society • Understanding oneself and improving one's weaknesses • Protecting and preserving the natural environment • Taking care of living things and natural resources • Reduce, reuse, and recycle 	

Grade 4	<ul style="list-style-type: none"> • Setting up higher objectives for self-betterment • Understanding oneself and improving one’s weaknesses • Thinking independently • Fulfilling obligations • Understanding roles and responsibilities in groups and society • Avoiding overuse of limited resources and valuing nature • Protecting and preserving the natural environment • Taking care of living things and natural resources 	
Grade 5	<ul style="list-style-type: none"> • Understanding oneself and improving one’s weaknesses • Thinking independently • Fulfilling obligations • Avoiding overuse of limited resources and valuing nature • Protecting and preserving the natural environment • Take care of living things and natural resources 	



Assessment

Formative assessment takes place in step 5. Have they suggested learning activities and teaching strategies? Do their proposed ideas seem likely to be effective?



Check student teachers’ understanding (15 minutes)

1. Ask student teachers to draw a box in their notebooks.
2. Write the following question on board: *How do the learning objectives for Rights and responsibilities change as the grades progress?*
3. Student teachers are asked to refer to their Student Teacher Textbooks for the learning objectives.



Extension and differentiation activities

Learning activity 1: Pair more confident student teachers with less confident student teachers to encourage peer learning.

Learning activity 2: As an alternative, student teachers can look at grade-wise objectives instead and create learning activities students can do to help achieve the objectives.

Grade	Learning objectives	Activities
Grade 1		
Grade 2		
Grade 3		
Grade 4		
Grade 5		



Review questions: Possible student teachers' responses

Question 1: What is the purpose of the learning objectives for rights and responsibilities in the primary Morality and Civics Curriculum?

Answer: They serve as instructions for living and working with the people and nature with whom we share the country with.

Question 2: Which of the contents pertain to how we treat nature and the universe?

Answer:

- *Throwing litter in the right place;*
- *Giving thanks to nature;*
- *Reduce, reuse, and recycle;*
- *Protecting and preserving the natural environment;*
- *Taking care of living things and natural resources; and*
- *Avoiding overuse of limited resources and valuing nature.*

Unit Summary



Key messages.

- Teachers are largely responsible for their students' learning and, while they have some say in what and how lessons are taught, they maintain and deliver quality education.
- Teachers and students who have mutual respect take personal responsibility for each other's rights.
- Rights come with reciprocal responsibilities.
- National development leads to improved quality of life not just economically, but also socially and culturally.
- Active citizens are interested in the affairs of their country and seek to bring positive change whether through social or political means.
- Good citizens who contribute to development are those who stay informed on national affairs, understand and practise their rights and responsibilities as citizens, are involved at any level in society to create positive changes for people living in this country, and guide the next generation on being active citizens in a democracy.
- The objectives of primary lessons regarding rights and responsibilities move from understanding one's own rights and responsibilities to respecting the rights of others as the grades progress.



Unit reflection

Teachers are responsible for ensuring that the learning is inclusive and encourages participation of all students, taking in account their diverse needs and backgrounds. What might you do to be responsible teacher in this regard?

One of teachers' responsibilities mentioned is to be in charge of their professional development, actively pursuing opportunities to further improve their teaching competencies and strategies. What might you do to be a responsible teacher in this regard?

What could you do to be an active citizen in order to be a role model to your students?

Consider what primary students can do to be active citizens at their age, even though they are not allowed to vote yet. Think of what class activities or real-world projects you can do with your students that teaches them how to be active citizens as children.

What do you understand about the objectives of rights and responsibilities as they change from grade to grade? What does this tell you about what you will be teaching to grade 5 students compared to what you will be teaching to Grade 1 students?



Further reading

3.1.

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Unit 4

Discipline

We all have experienced the times when we want to do something we should not, or when we do not want to do something we should. It takes great willpower and discipline to follow rules and regulations that are not in our interest. This unit delves into the issues regarding discipline, encouraging reflection on our own experiences with rules and regulations and considering the experiences of students. It will provide a study on rules and regulations, exploring their purposes and the consequences for breaking them. This unit will also discuss how we adopt rules and regulations through two different approaches of discipline and how we can instil the required attitudes, skills, and behaviour for discipline in primary students through curriculum and instruction.

Expected learning outcomes



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

- Define discipline and self-discipline;
- Understand how self-discipline can be a basis for becoming a good citizen as well as an effective teacher;
- Define rules and regulations and their relation to discipline;
- Discuss rules and regulations required to become an effective teacher;
- Understand the definition of law and its relation to rules and regulations; and
- Discuss the rationale of the National Education Law and its implication for educational practice.

4.1. Self-discipline as Good Citizens

We often perceive rules and regulations as something negative that restricts us from living freely and happily. On the contrary, rules and regulations can also free us from the worries of living in a chaotic, perilous world where everyone can do as they please. In this sub-unit, you will learn to recognise the rules and regulations from the government to the personal level that affect our everyday life as well as the reasoning behind the development and enforcement of these rules and regulations.

4.1.1. Understanding discipline and self-discipline

Expected learning outcomes

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

- Define discipline and self-discipline; and
- Understand how self-discipline can be a basis for becoming a good citizen as well as an effective teacher.



Competencies gained

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



Time: One period of 50 minutes



Learning strategies: Think-pair-share, graphic organiser (T-chart), directed activity



Preparation needed: Both you and the student teachers need to read lesson 4.1.1 from the Student Teacher Textbook in advance



Resources needed: Student Teacher Textbooks, Handout 3

Learning activities



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

1. Ask student teachers to describe what discipline is in their own words. Write their answers on the board.
2. Write the definition of discipline from the Student Teacher Textbook on board ('the action of controlling people's behaviour in the form of rules and punishments').
3. Ask student teachers to consider why discipline is needed for a teacher, student, and citizen, and why the actions of teachers, students, and citizens need to be regulated by rules and punishments.
4. Have student teachers write down their answers in their notebooks.
5. Pair up student teachers, asking them to share their opinions with each other.
6. Call on representatives to share their thoughts about teacher discipline, student discipline, and citizen discipline.



Assessment

Student teachers' answers for step 1 provide clues into their current knowledge of discipline. If they are not able to show that they have a good understanding of the definition, they may struggle with the next step. Assess their understanding of why discipline might be important in step 6 by evaluating the answers provided. Can they explain how discipline might be used for good in the classroom and in everyday life as a teacher, student, or citizen?



Possible student teachers' responses

Student teachers will share why certain actions of teachers, students, and citizens might need to be regulated. For instance, teachers may start class anytime they want and be behind schedule for the semester if there are no rules that force them to be on time. Students may act in the classroom just as they would act at home and not get any learning done without rules and punishments that encourage them to pay attention in class and learn. Citizens may put their lives and others at risk when driving vehicles carelessly because there are no regulations.



Learning activity 2: Graphic organiser (T-chart) (20 minutes)

1. Explain that in the classroom, while we want to discipline students, we also want to build their self-discipline. Ask student teachers to share what the differences between discipline and self-discipline are.
2. Provide the definition of self-discipline as in the Student Teacher Textbook ('ability to control ourselves based on an intrinsic desire for personal improvement').
3. Ask the student teachers to review the sections on the two disciplinary approaches from their Student Teacher Textbooks, one promoting discipline and the other promoting self-discipline.
4. Draw up two columns on the board: one for the teacher-centric approach and one for the student-centric disciplinary approach. Ask student teachers what the differences between the two approaches are, considering their methods, advantages, and disadvantages.
5. Write their answers on the board, emphasising that developing self-discipline is key for situations where adults are not present and no explicit rules and consequences are in place to guide student behaviour. On the other hand, discipline through use of positive or negative reinforcements is effective in situations where student behaviour needs to be corrected and for serious offences that can threaten the safety of others.

	Teacher-centric	Student-centric
Method		
Advantages		
Disadvantages		



Assessment

Formative assessment takes place in step 4. Are the student teachers able to identify differences between the teacher-centric approach that promotes discipline and the student-centric approach that promotes self-discipline? Are they able to pinpoint why they might be effective or ineffective?



Possible student teacher responses

Example:

	Teacher-centric (discipline)	Student-centric (self-discipline)
Method	Uses rewards and punishments to manage and change student behaviour.	Encourages students to reflect on their behaviour and consider the results of their choices.
Advantages	Effective in situations where student behaviour needs to be corrected and for serious offences that can threaten the safety of others.	Helps to develop internal controls. Useful for situations where adults are not present and no explicit rules and consequences are in place to guide student behaviour.
Disadvantages	Temporarily effective as it does not increase the student's sense of responsibility in the process, but instead cause feelings of anger, discouragement and resentment, creating a negative school climate.	May not work with younger students who have not yet developed moral understanding, or those with severe behavioural problems.



Learning activity 3: Directed activity (15 minutes)

1. Ask student teachers why good citizens need self-discipline.
2. Explain in this activity, they will consider how self-disciplined they are. Ask the student teachers to fill out the 'survey your discipline' questionnaire in Handout 3 from their textbooks. Explain that for some of these actions there are no official rules and regulations that enforce them. The survey is meant to assess how self-disciplined the student teachers are, even without rules or regulations in place.
3. Instruct the student teachers to indicate their answers – M, S or N – for each statement and for the survey sum up the total points at the end of the survey (M = 3 points, S = 2 points and N = 1 point).
4. After completing the activity, ask the student teachers to share their results with their partners to see how self-disciplined they think they are. Then, they discuss areas they need to work on and how they can be better self-disciplined.

5. Call on a few student teachers to share their results. Encourage student teachers to continue considering ways to improve their self-discipline.



Assessment

Student teachers' answers for step 1 provide clues into their current understanding of the connection between self-discipline and their teaching profession. Monitor student teachers as they rate themselves on their self-discipline. Were they able to complete their self-assessments? Did they identify areas they need to work on?



Possible student teachers' responses

In regards to the question in step 1, a possible answer is that citizens in democratic nations particularly have high levels of liberty and power. Self-discipline is required where we do not have other people to force us to do what is right or make rules for us. Student teachers will have varying results in their self-assessment.



Extension and differentiation activities

Learning activity 1: Provide assistance to student teachers who were not able to answer the first question testing their understanding of discipline. During step 3, sit down and work with them through their understanding of discipline. Pair student teachers with mixed abilities for step 5.

Learning activity 2: Monitor during step 3. Pair struggling student teachers with a partner to help them review. In step 4, call on less confident student teachers first to share some of the more obvious answers. Ask more confident student teachers afterwards to try and provide any remaining ideas that have not been shared yet.

Learning activity 3: Have student teachers share one thing they will work on for the week to be more self-disciplined before leaving the class and follow up on their commitment after a week.

4.1.2. Practising rules and regulations to be good citizens

Expected learning outcomes



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

- Define rules and regulations and their relation to discipline; and
- Discuss rules and regulations required to become an effective teacher.



Competencies gained

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

C1.2 Demonstrate understanding of the underlying ideas that influence one's practice as a professional teacher



Time: One period of 50 minutes



Learning strategies: Stop and jot, group discussion, think-pair-share, compare and contrast, writing



Preparation needed: Both you and the student teachers should read lesson 4.1.2 from the Student Teacher Textbook in advance



Resources needed: Student Teacher Textbooks, sample teacher employment handbooks, newspaper (optional)

Learning activities



Learning activity 1: Stop and jot (20 minutes)

1. Tell a story of someone you know or heard in the news who broke the rules and regulations. What were the consequences of their actions? Explain that the consequences for not following rules and regulations is not just punishment because there is a good reason that rules and regulations were put in place, breaking them could negatively affect you and others around you.
2. Ask student teachers to draw a rectangle in their notebooks. This will serve as their 'stop box'.
3. Write the following sentence fragment on the board:
'The purpose of rules and regulations is to...'
4. Ask them to think of the reason we make and enforce rules and regulations in our everyday life. Let student teachers write their answers in their stop box.
5. Encourage class discussion by asking some student teachers to share their answers and inviting others to comment.
6. At the end of the activity, provide a summary of the answers that were provided.



Assessment

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



Possible student teachers' responses

Rules and regulations prevent health and safety complications, instruct us on how we deal with one another so as to avoid conflict, and allow us to conduct activities in an organised and efficient manner.



Learning activity 2: Group work (10 minutes)

1. Divide student teachers into groups. Assign each group one of the four images under ‘consequences of breaking rules and regulations’ from their Student Teacher Textbooks.
2. Let them discuss the situation being depicted and answer the following questions.
 - a) What is the behaviour being demonstrated in the picture?
 - b) What is the likely consequence of that behaviour?
 - c) What rules and regulations are they likely breaking?
 - d) Which of these situations deals with self-discipline?
3. Have the groups given a presentation of their discussion points.
4. Explain that some of the people in the pictures are breaking rules and some of them may not be breaking rules, but they are still considered bad behaviour. The behaviours are not only potentially dangerous, but also obstruct the lives of other people and bring down the image of the country.



Assessment

Formative assessment takes place in step 4. Are they able to imagine the consequences of certain actions and explain why rules and regulations need to be followed? Are they able to identify instances where self-discipline is needed even if there are no clear rules and regulations?



Possible student teachers’ responses

- a) What is the behaviour being demonstrated in the picture?
 - i. Image 1: Climbs an ancient pagoda with a no climbing sign.
 - ii. Image 2: Someone spitting betel nut that accidentally gets on another person.
 - iii. Image 3: A student is talking to someone else in the middle of class.
 - iv. Image 4: A person parked a car on the road, causing obstruction.
- b) What is the likely consequence of that behaviour?

Most likely negative consequences. Student teachers may provide examples of punishments and some will provide examples of how someone can get hurt, get into an argument, and so forth.

- c) What rules and regulations are they likely breaking?

Student teachers can provide rules and regulations for image 1, 3, and 4 (such as classroom rules, traffic rules, and so on). However, there are no stated rules regarding betel nut chewing in some public places.

- d) Which of these situations deals with self-discipline?

Image 2 and likely image 3. Some teachers may not impose the rule to not speak while the teacher is speaking, so in that case, self-discipline is needed.



Learning activity 3: Think-pair-share (20 minutes)

1. Discuss briefly about the rules and regulations highlighted under the Employee Training Handbook found in the textbook to provide an example of what rules and regulations are.
2. Let student teachers think of the following questions individually. Tell them to write down their opinions in their notebooks.

What rules and regulations do effective teachers have to follow in school?

In regards to self-discipline, what self-imposed rules should teachers follow even though it is not stated and required by the school?

(Distribute sample teacher employment handbooks collected from different schools that contain teacher guidelines as a resource.)

3. After student teachers finish writing down their answers, pair them up with a partner to share their thoughts.
4. Ask a few pairs to present opinions shared during their discussion.
5. Share your own answers to the discussion questions.



Assessment

Formative assessment takes place through questions and answers from step 4. Are student teachers able to identify rules and regulations they need to heed as a practising teacher? Are they also able to create rules for themselves that will help them become effective teachers?



Possible student teachers' responses

Student teachers may share rules that they have heard that schools impose or ones they have pinpointed in the handbooks. In regards to self-imposed rules, this can be based on their experience and personal opinion. The rules that might need for one student teacher, may not need for others, as it depends on their habits and personalities.



Extension and differentiation activities

Learning activity 1: As an alternative, cut out newspaper articles with stories about people who have broken the law. Bring the articles to class for student teachers to read to better understand the importance of discipline.

Learning activity 2: Group student teachers in mixed-ability groups.

Learning activity 3: As an assignment, ask student teachers to get answers to the questions by interviewing working teachers. They will gain better insights to the teaching profession as a result and receive knowledge on recommended practice from experienced teachers.

4.1.3. Laws

Expected learning outcomes



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

- Understand the definition of law and its relation to rules and regulations; and
- Discuss the rationale of the National Education Law and its implication for educational practice.



Competencies gained

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

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

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



Time: One period of 50 minutes



Learning strategies: Graphic organiser (Venn diagram), whip around-sit down, group work



Preparation needed: Both you and student teachers should read lesson 4.1.3 from the Student Teacher Textbook in advance.



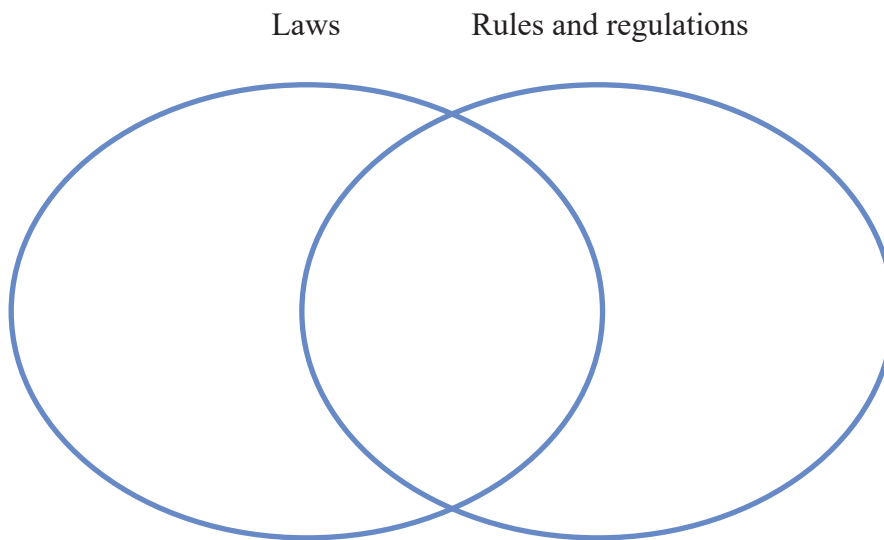
Resources needed: Student Teacher Textbooks

Learning activities



Learning activity 1: Graphic organiser (Venn diagram) (15 minutes)

1. Ask student teachers to recall what rules and regulations are. Introduce student teachers to the concept of laws.
2. Draw a Venn diagram on the board and ask student teachers to explain the similarities and differences between laws and rules and regulations. They can take time to read and refer to the text in lesson 4.1.3 from the Student Teacher Textbook.
3. As the student teachers brainstorm and share, write the similarities in the middle of the Venn diagram and the differences in the separate areas.
4. Briefly go over the Myanmar employment law as an example of a law and discuss aspects of the laws that apply to them.



Assessment

Formative assessment takes place in step 3. If you notice student teachers struggling to come up with ideas, provide more time for them to read text and even discuss with each other. Student teachers should be able to pinpoint key differences and similarities as shown below in expected student teacher responses. Possible responses are not limited to those shown below.



Possible student teachers' responses

Only laws (regulations)	Both (similarities)	Only rules and regulations
<ul style="list-style-type: none"> • Developed and enforced by government • Applicable to everyone living in the country • Not following laws can lead to severe penalty such as prison • Much time, research, and collaboration goes into developing laws • Cannot always influence laws 	<ul style="list-style-type: none"> • Disobedience leads to punishment • Used to lead to certain desirable outcomes • Used to avoid negative consequences such as health and safety complications • Helps bring order, allowing people to conduct activities in an organised and efficient manner 	<ul style="list-style-type: none"> • Commonly developed and enforced by organisations and groups • Only applicable to those associated with the organisation or groups • Unless there is a law that supports the rule, disobeying rules does not usually lead to prison • Citizens can influence and shape rules • Making rules does not usually require much time and research, but they are proven to be effective from experience



Learning activity 2: Whip around-sit down (15 minutes)

1. Ask student teachers to think about laws in the education sector that affect them as teachers and share any actual educational laws they are aware of.
2. Ask student teachers what issues would they include if they were in charge of setting educational laws? What issues should there be laws for? For example, there could be laws about what to do with high school dropouts, or about students transferring into government schools from private or ethnic language schools, and so on. Ask them to come up with three issues and write each issue on a piece of paper.
3. Take a moment to explain the rules for the activity. You will call out on one student teacher at a time. They must share only one of their responses, which must not be similar to other student teachers' responses.
4. As responses are being shared, if they hear something similar to the issue they have written down, they must come and give you that piece of paper. You have to count the number of pieces you gather from the student teachers for each issue. Student teachers will have to sit down when all their responses have been given out and the activity continues with those standing.
5. When all issues written down have been shared and collected, the activity is over.
6. Ask student teachers what the most commonly suggested issue is and announce it to the class.



Assessment

Observe student teachers when they are writing down issues to see if any assistance is needed. Formative assessment takes place as you listen to their responses, providing you with insights on what they believe are important educational issues that there should be laws for.



Possible student teachers' responses

Various answers may apply.



Learning activity 3: Group work (20 minutes)

1. Divide student teachers into groups.
2. Introduce student teachers to the National Education Law, containing a total of 14 units that cover a wide range of issues relating to Myanmar schools. Explain to student teachers that they should be aware of the National Education Law as it affects their professional practice as teachers. Explain the purpose of the National Education Law.
3. Ask student teachers to consider which of the educational laws impact them most as teachers. They can highlight at least five statements and consider how they might impact their teaching profession.
4. Offer time for the groups to read through the National Education Law and work on the activity, writing their ideas on a notebook.
5. Call on representatives from each group to share one relevant statement from their list and explain why the statement is significant to them. Ensure different statements from the National Education Law are being discussed by each group.



Assessment

Formative assessment takes place in step 5. Are the student teachers able to explain how the National Education Law affects their professional practice as teachers?



Possible student teachers' responses

Student teachers may find statements that directly impact them as teachers. For example, in statement 51 below, teachers who want to move from teaching basic education to pre-school or vocational training schools cannot easily switch and may need to obtain different qualifications:

'Qualification requirements for teachers at the pre-school, basic education, technological and vocational education, higher education, and training school levels will be spelled out in separate education by-laws.'

Student teachers may also find statements that indirectly impact them as teachers. For example, in statement 59 below, teachers may be required to be effective at keeping record and documenting student learning and information to help school administration.

'In order to quickly and effectively administer education programs, educational administrators shall implement a system of systematic lists, data, and statistics that help administration.'



Extension and differentiation activities

Learning activity 1: Before asking student teachers to share their answers in class, allow time to review their text with a peer. Put student teachers in mixed-ability pairs and have them discuss their answers beforehand.

Learning activity 2: Ask more confident student teachers to explain why the government should tell us what we should do about the issue shared, instead of dealing with it at school or teacher level.

Learning activity 3: Ask follow-up questions. Are there any laws mentioned that you know are helpful and important, why? Are there any laws mentioned that do not make sense or you do not think should exist? Why?



Review questions: Possible student teachers' responses

Question 1: What is self-discipline?

Answer: Self-discipline refers to the ability to control ourselves based on an intrinsic desire for personal improvement.

Question 2: How are rules different from laws?

Answer: Rules and regulations exist at various levels of society, and can be distinguished from laws, which refer to government sanctions approved by the public, where non-compliance could result in severe penalty. Rules, on the other hand, can be used flexibly to refer to sets of instructions for people to follow when in the home, hospital, school, workplace, and so on. These rules can be influenced by laws and the consequences for breaching them are less severe.

Unit Summary



Key messages

- Rules and regulations exist to provide safety, order, and consistency, as well as to protect our rights.
- Rules and regulations can be laws enforced at the government level as well as rules created and implemented at an individual or organisational level.
- It is best to have a balanced use of the teacher-centric approach to discipline for managing students and the student-centric approach for fostering self-discipline.
- Punishments are only temporarily effective as they do not increase the student's sense of responsibility in the process, but instead create a negative school atmosphere.
- Self-discipline is a desired quality of a good citizen in a democracy where personal liberty and self-governance is promoted as it requires willpower to not pursue our own self-interests at the expense of others despite our rights to do so.
- The objectives of discipline progress from students knowing what the right behaviour is to being able to demonstrate the right behaviour based on their own judgements.
- Discipline is something you choose for yourself internally.
- Discipline should be appropriate for different developmental stages.
- Everyone needs to practise discipline for it to become a habit.
- All citizens should follow rules and regulations.
- The value of a person is in his/her discipline.
- Rules and laws need to be obeyed and followed everywhere.



Unit reflection

Consider how you would teach your students self-discipline. According to the student-centric approach, you should reflect on their behaviours and consider the consequences of their choices. In light of this, what questions would you ask your students after their bad behaviours to help them with self-discipline?

Are your personal experiences of being disciplined largely similar to the teacher-centric or student-centric approach? What were some benefits and drawbacks to how you were disciplined?

How might you help your students see rules and regulations as helpful rather than something restrictive and to be fearful of by how you enforce your own classroom rules?

Teachers tend to set different expectations for what is considered bad behaviour according to students' gender. In other words, behaviours that might be unacceptable for one gender may look acceptable when it is done by the other gender. How might you avoid unfair disciplinary practices due to stereotyping your female and male students?

What are some student's issues that currently no laws from the government or rules and regulations from the school address? How do you deal with them?



Further reading

4.1.

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Unit 5

Peaceful Living

Young children are inquisitive and notice differences between the way people look and behave. Myanmar children will eventually learn that their society is diverse. They need to develop skills and attitudes to build positive relationships with people from different backgrounds. This unit focuses on ethnicity and culture in Myanmar, and explores the concept of identity and its role in peace and conflict. It emphasises the importance of valuing different cultures and acting respectfully towards them, through teaching culturally perceptive attitudes and practices. The unit also includes a lesson on how to teach primary lessons from the Grades 1 to 5 curricula related to peaceful living.

Expected learning outcomes



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

- Demonstrate understanding of different cultures, ethnicities, and customs;
- Outline the diverse cultures and customs of different ethnicities;
- Explain the concepts of peace and conflict and how they are present in real life;
- Discuss the need to live together peacefully among different ethnic groups;
- Discuss the linkages between grade-wise contents;
- Explain the objectives of teaching peaceful living at primary level; and
- Identify the activities and teaching methods for teaching peaceful living in the primary curriculum.

5.1. Cultural and Ethnic Diversity

Cultural diversity can be both an asset and a challenge. Our culture influences the way we act, think, and see things to a greater extent than we realise. This sub-unit focuses on ethnicity and culture, and its role in Myanmar society.

5.1.1. Cultural differences among Myanmar's ethnic nationalities

Expected learning outcomes

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

- Demonstrate understanding of different cultures, ethnicities and customs; and
- Outline the diverse cultures and customs of different ethnicities.



Competencies gained

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

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



Time: One period of 50 minutes



Learning strategies: Interpreting a map, comprehension checks, application, and research



Preparation needed:

- Both you and the student teachers need to read Lesson 5.1.1 from the Student Teacher Textbook in advance.
- Make a copy of Handout 6 for each student teacher.

- Collect online and paper-based resources for student teachers to find out about different ethnic groups and areas of Myanmar. A list of web links to appropriate places in the e-library will be particularly useful.



Resources needed: Student Teacher Textbooks, Handout 6, large pieces of flipchart paper, coloured pens or markers

Learning activities



Learning activity 1: Discuss the map (10 minutes)

1. Divide student teachers into groups of four to eight. Have them look at the maps, and discuss what the different colours might represent.
2. Explain that the colours represent different language groups. If possible, have student teachers look at the map online via a projector, or on phones (or laptops).
3. In groups, have them discuss which ethnic groups from Myanmar traditionally live in which areas.



Assessment

Observe student teachers during the group work. You can assess the student teacher's existing knowledge on where different ethnic groups come from, and that they can connect the information on languages used to where groups come from.



Possible student teachers' responses

Student teachers will likely identify states that are named after larger ethnicities. Encourage them to also talk about other groups they are familiar with. There should be a lot of knowledge available about groups represented in the class and groups who live in the region or near their hometown.



Learning activity 2: True or False (10 minutes)

Student teachers read the text and decide whether the sentences are true or false. They then explain their answers.



Assessment

This activity assesses student teachers' understanding of and attitudes to culture, and the role it plays in people's lives. It gives the teacher educator an opportunity to correct any misunderstandings.



Possible student teachers' responses

1. False. Cultures are always being influenced by wider societal change, contact with other cultures, and changes in the economy, environment and political systems they are part of.
2. True. The culture people are raised in and live amongst is a major influence on people's lives.
3. True. This is one reason cultures are always changing.
4. False. Culture influences these beliefs, but is not the only reason for them. Many other factors, such as experience and education, also influence them.
5. True. Other important factors might include family and friends, work and interests.
6. False. All people have a culture.



Learning activity 3: Apply, Analyse, Compare, and Contrast (20 minutes)

1. Student teachers read the 10 Cultural Universal Features.
If you like, and if student teachers are interested, point out that Whittwer's model is only one way anthropologists classify cultural features. There are many other anthropological models.
2. Give each student a copy of Handout 6. Have them complete the chart with features of their culture.
3. Student teachers should then think about the cultural features of the time when their grandparents were young.
4. In pairs, they compare their charts. What do they have in common with their partners? What is different? Were their grandparents' lives similar or different? To summarise, call on a few volunteer student teachers to describe key differences and similarities.



Assessment

Monitor student teachers as they work on the handouts and listen to their discussions. This activity will help you assess student teachers' attitudes towards difference. Ask student teachers from different ethnic backgrounds to describe similarities and differences. Are the student teachers respectful towards, and interested in, people's different cultural experiences? Do they acknowledge that people are more alike than they are unlike? Do they describe cultural change over time, and consider the reasons for this?



Possible student teachers' responses

Student teachers will identify a range of similarities and differences in their background cultures and experiences. They will describe changes in their culture over time. One likely point is that with changes in transport and communication technology, many people are now influenced by the outside world.



Learning activity 4: Research (10 minutes plus homework)

This activity can be done by student teachers individually, in pairs or small groups, depending on how easy it is for student teachers to meet and organise outside class. Decide how you would like them to organise this – individually, in pairs or in groups – or allow them to choose. Also decide whether you want them to complete this project that night, or take a longer period –two or three days, or a week to research and create their posters.

In class

1. Give each student teacher, pair or group flipchart paper and pens.
2. Discuss the activity with the student teachers:
 - a. Encourage them to focus on an area they do not know very much about.
 - b. What types of information might they include (about one or more of the ethnic groups in the area: their languages, traditional clothing, festivals, economics, houses, and so on)?
 - c. What resources might they need to use for researching their area? The e-library, other internet resources, perhaps there are also books in the library that might be useful?

- d. If they have access to a printer (or can draw, or can cut pictures from magazines), encourage them to include illustrations.
3. Student teachers plan their posters.
 - a. They decide which state or region they would like to focus on, and what sort of information they might include.
 - b. If they are working in pairs or groups, they divide the task, and decide who will research and write about what sub-topic.

Homework

- Student teachers research and write about their chosen area.
- Student teachers present their information on flipchart papers.

The following day/class

- Student teachers display their flipcharts on the wall.
 - You might like to ask what they found most interesting about the area they researched.
- (Optional) If you like, have student teachers do a gallery walk, looking at other peoples' or groups' posters.



Assessment

Check the quality of the information on the posters. Is it very basic (showing they did not spend much time researching?) or does the poster show wider research? Have they prioritised interesting information? Is the information expressed in their own words, or is it copied from websites? Does it demonstrate respect and appreciation for the people and cultures in the poster?



Possible student teachers' responses

A poster that shows interesting facts about a region and the people(s) and cultures living there.



Extension and differentiation activities

Learning activity 1: After step 3, brainstorm a class list of ethnic groups in Myanmar.

Learning activity 4: You can assign some familiar places from neighbouring or distant countries to a few groups instead of Myanmar locations. You can also include pictures of those neighbouring ethnicities.



Review questions: Possible student teachers' responses

Question 1: What is culture?

Answer: The customary beliefs, social behaviours and material traits of an ethnic, religious or social group.

Question 2: What is the relationship between culture and ethnicity?

Answer: Ethnicity is a major part of culture, but not the only one. Other factors – such as economics, the environment, politics and technology – are also important.

Question 3: How might a person's ethnicity affect their lives?

Answer: The beliefs, values and habits learnt from being brought up within an ethnic tradition affect lifestyles and life choices. Other people might treat you differently – better or worse – based on their prejudices about your ethnicity. Some people have a strong sense of belonging to a community of people with the same ethnicity.

5.2. Living Peacefully in a Diverse Society

In order to live peacefully in our society, it is necessary to broaden our understanding of conflict and peace and how they relate to ethnic diversity. This concept of conflict and peace shows that everyone has their part in building a just and peaceful society and that ethnic diversity is one of Myanmar's strengths. We look at our identities and needs and explore different perspectives on ethnic diversity. We explore ways to relate to ourselves and other people, which help us all to live together peacefully. Finally, this sub-unit ends with a look at the curriculum, so that you can consider how you would teach the lessons on the theme of peaceful living to primary students.

5.2.1. The concepts of peace and conflict

Expected learning outcomes

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

- Explain the concepts of peace and conflict and how they are present in real life.



Competencies gained

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

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



Time: One period of 50 minutes



Learning strategies: Discussion, group work, identifying main points, application



Preparation needed: Both you and the student teachers should read lesson 5.2.1 from the Student Teacher Textbook in advance. You should draw Table 5.2 from page 63 of the Student Teacher Textbook on flipchart or on the board.



Resources needed: Student Teacher Textbooks, whiteboard or flipchart paper, tape, coloured half as many pieces of paper as student teachers, roughly the size A6 (cut an A4 paper into four even pieces) in three colours (for example: For 20 student teachers you need 10 pieces of red papers, 10 yellow papers and 10 green papers). If no coloured paper is available white paper is okay, too.

Learning activities



Learning activity 1 (10 minutes)

After reading the text, student teachers discuss the questions.

After the discussion, ask some pairs to explain what they discussed.



Assessment

Walk around checking that all pairs are focused on the discussion and are staying on point. Continue asking pairs to give their answers until the key points (below) are mentioned.



Possible student teachers' responses

1. Incomplete peace means only that war or violent conflicts have stopped. It is called incomplete because the roots of the conflict are not addressed.
2. In incomplete peace, social justice is missing: People from different genders, ethnic or religious groups and social classes do not have the same opportunities. Therefore, in incomplete peace, true peaceful living is not achieved, because people may remain hostile towards each other and oppression, discrimination, and injustice still happen.



Learning activity 2 (5 minutes)

After reading the paragraph, student teachers choose the main idea.



Assessment

Check that student teachers get the correct answer, and if necessary, elicit or explain why this answer is correct.



Possible student teachers' responses

Answer 3 is correct. Complete peace means justice and no violence. Although answer 1 is a correct statement, because after a war has ended incomplete peace is usually achieved, it is not the main idea of the paragraph.



Learning activity 3 (5 minutes)

Student teachers read the quotes and decide which is talking about complete peace and which is talking about incomplete peace.



Assessment

Check that student teachers get the correct answer, and if necessary, elicit or explain why this answer is correct.



Possible student teachers' responses

1. Incomplete peace.
2. Complete peace.



Learning activity 4 (15 minutes)

Draw up the chart explaining structural violence (see Student Teacher Textbook p.63) on a flipchart or the whiteboard. Explain the concept of structural violence and how it differs from direct violence.

Student teachers read learning activity 4 and decide whether each act is direct violence, structural violence, or not violence.



Assessment

Whether something is not violence or structural violence often depends on the (social) circumstances, see numbers 1, 4 and 6 below. If student teachers give different answers, for example one student says number 1 is not violence and another student says it is structural violence, give them some time to discuss the question in the group and only then explain that structural violence depends on the social circumstances.



Possible student teachers' responses

1. No violence: There is no actor, an earthquake is a natural disaster not caused by people.
Or
Structural violence: the impact that an earthquake has, depends on preparedness. For example, if people die in an earthquake because their houses are not quake-resistant, it is structural violence.
2. Direct violence, as there are clear actions, actors and victims.
3. Direct violence, as there is a clear action, actor and a victim.
4. No violence: as HIV/AIDS is a disease, not caused by people.
Or
Structural violence: as infection can be prevented by the use of condoms, but in many countries knowledge about protection is not shared widely.
5. No violence: as an *accident* does not happen on purpose.

6. No violence: if a famine is caused only by nature, by a drought, for example.

Or

Structural violence: for example, if wood clearing and the planting of export products like cotton or oil palm cause the loss of farmland, which is needed to grow food.



Learning activity 5 (15 minutes)

1. Divide the class into groups of three to five, ensuring the groups are of mixed gender. Give each group six pieces of coloured paper, two of each colour. Groups have five minutes to discuss the questions below in their groups and to write two answers for each question on the coloured papers – one answer per paper, using the same colour for the same question.
 - a. How does structural violence affect minority ethnic and religious groups?
 - b. How does structural violence affect LGBT people?
 - c. How does structural violence affect people with disabilities?
2. Afterwards, each group sticks their answers on the white board or the wall in three columns (one for each question).

Give the whole group two minutes to read all the answers then have a whole-group discussion. Questions to start the discussion can include:

 - a. Did any of the answers surprise you?
 - b. Do you disagree with any of the answers?



Assessment

Listen to the group discussions, read the answers and see if the class discussions generate an understanding of how structural violence can affect different groups of people.



Possible student teachers' responses

The answers below are only some examples and not the only 'correct' answers. Be open to your student teachers having more and different ideas.

1. In Myanmar, nearly all subjects at school and university are taught in Myanmar language. Students from minority ethnic groups who do not speak Myanmar will find it more difficult to learn in schools than native speakers. This could lead to worse grades for students who do not speak Myanmar, which could then limit their ability to get a good job in the future.

2. Many societies do not accept LGBT people. In these societies, LGBT people have to hide their sexual orientation. Living in constant fear is harmful.
3. In many societies, people do not take the needs of disabled people into account when they build roads or houses or design public transport. Stairs or the distance between the pavement (sidewalks) and roads become barriers for people with physical disabilities. This can prevent them from participating in social life.



Extension and differentiation activities

Learning activity 1: Ask a more confident group to present a common example of a conflict.

After Learning activity 5: *Role-play about conflict.* If you have extra time, this activity can be used at the end of the lesson. Divide the student teachers into groups of four to six people. Each group should prepare a one-minute role-play of a conflict they have been involved in or a conflict among friends or family members they know well. The conflict should not involve physical violence (danger of re-traumatisation of student teachers). Afterwards, each group performs their role-play in front of the class.

Debriefing questions for after each role-play:

- Who were the main actors in the conflict?
- What do you think led to the conflict?
- Do you have any ideas how the conflict could have been resolved peacefully?
- Which of the actors' needs weren't met? Did this cause the conflict?
- Did (collective) identities have an important role in the conflict?
- Did the conflict have any advantages?

The student teachers will likely be able to identify the main actors in the conflict.

If the student teachers give too simplistic answers to explain the conflict, for example, 'The conflict happened because Ko Aung Phyo was impolite!' ask deeper questions, such as, 'Why was he impolite?', or 'What do you think he wanted to achieve with his behaviour?'

If the student teachers give too simplistic responses about the role of identities, for example, 'The conflict happened because Ko Aung Phyo belongs to ethnic group X and they are too different from our ethnic group!' ask more questions, like 'How could we deal with difference without causing a conflict?' 'Which other factors might have contributed to the conflict, which are not about ethnic groups?'

If conflicts are resolved peacefully, it can contribute to better relationships between the actors in the conflict afterwards. Ask the student teachers what we can learn from the conflict to solve conflicts better next time (or to avoid the conflict in the first place)?

5.2.2. Peaceful living in ethnic diversity

Expected learning outcome



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

- Discuss the need to live together peacefully among different ethnic groups.



Competencies gained

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

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



Time: One period of 50 minutes



Learning strategies: Discussion, comprehension check, identifying main points, application, letter writing



Preparation needed: Both you and the student teachers should read lesson 5.2.2 from the Student Teacher Textbook in advance. You need to draw their identity flower on a flipchart, and make another flipchart with models of exclusion, separation, integration and inclusion. Make copies of Handout 7 (Identity flower) for every student teacher and enough copies of Handout 4 so you have one scenario per student teacher – cut out the scenarios before the lesson.



Resources needed: Student Teacher Textbooks, Handout 7, Handout 4, flipchart paper, paper, tape.

Learning activities



Learning activity 1 (10 minutes)

Student teachers read the identities of the woman in the image. Give them two minutes to think about the questions alone and then collect answers from the group.

First, give the student teachers some time to discuss their answers, and then explain the following:

- Assumptions about identity can be wrong. If a student says that the woman is Pa-O based on her clothes, ask the student if it is possible for people to wear clothes of ethnicities that are different than their own. If a student says the woman is a wife, because she has a child, ask the student if it is possible for a person to be a mother or father, but not be married.
- It is impossible to be certain when making assumptions about someone's identity. A person's identity is both seen and unseen, so it is impossible to know everything about a person's identity just by looking at them.
- Identity changes. If we see one identity on one day, this might not be the same identity, or an important identity, on another day.



Assessment

Ensure student teachers understand that some identities you can see, and others you cannot, and that making assumptions based on appearance can often be incorrect.



Possible student teachers' responses

1. Vegetable seller (shown by her selling goods).
2. Wife (student teachers might assume this if she has a child). If a student teacher gives this answer, then explain that we cannot know if she is a wife just by seeing that she has a child. We would have to ask her to find out.
3. Mother (shown by her caring for a child).
4. Pa-O ethnicity (could be shown by her clothing style).

We would not be able to see most of her identities just by looking at her. We would have to talk to her or make assumptions like:

5. Excellent cook (not likely to know this just by looking at a person).
6. Pa-O ethnicity (cannot always know a person's ethnicity just by looking at them).
7. Her religion (not likely to know this just by looking at a person).
8. Businesswoman/shop owner (which might be suggested by some student teachers although it is not on the identity flower – but without talking to her we cannot know if she is just an employee at the shop or if she is a businesswoman and owns the shop herself).
9. Sister (we cannot usually know this just by looking at a person). Explain that this would be possible because the woman has more parts of identity than written on the flower.
10. Farmer (maybe she is just selling the vegetables and not growing them herself).



Learning activity 2 (15 minutes)

Draw your own identity flower on a flipchart paper before the lesson. Use it to explain the activity to the student teachers. Give each student a copy of Handout 7 (Identity flower).

1. Student teachers write their name in the centre of the flower on Handout 7.
2. They add their most important identities – they write their seen identities in one colour and their unseen identities in a different colour.
3. In small groups, or as a class, student teachers discuss the questions:
 - a. Do your identities ever change? When or why do they change?
 - b. Have you ever chosen not to express part of your identity?



Assessment

Check that all student teachers demonstrate understanding of the difference between seen and unseen identities, and that they recognise when different parts of their identity are more important, and when they might need to hide a part of their identity.



Possible student teachers' responses

1. My identity changes depending on where I am and who I am with. For example, my identity changes when I go back to my village. There, my identity as a daughter, a member of my family and as a Christian is more important than it is when I am at university in the city. There, my identity as a student, as a member of the student union and as an artist is more important.
2. My identity changes depending on how safe I feel. Sometimes I do not share my ethnic or religious identity because I am afraid of being discriminated against. Instead, I share the identity that is similar to the rest of the group.
3. I have not expressed my religion or ethnicity because I was afraid of being discriminated against or assumptions made about me.
4. I have not expressed my sexuality because I was worried about being the target of violence.
5. I have not expressed my political views because I did not want to be excluded from the group.



Learning activity 3 (10 minutes)

After you explain the concept of collective identity, have student teachers discuss the following questions in pairs:

Which of your identities are collective identities? Do you share any of the collective identities with people from other ethnic groups?



Assessment

Check that all student teachers understand the main point of this activity – that even though we might have different identities in some ways (for example, different ethnicities) we likely have a lot of identities in common.



Possible student teachers' responses

- Some examples of collective identities people from different ethnic groups share: soldier; football player; teacher (for example, having the same job); Christian (for example, having the same religion); citizen of Myanmar; student from the same school; market seller; son; and so forth.
- Highlight after the discussion that people usually have collective identities in common with people from other ethnic groups; for example, two student teachers, one Mon and one Bamar, are friends. They love football and are supporters of the same team. Furthermore, they are both English teachers. So one of their collective identities is different (ethnic groups), but two other collective identities (football fan and English teacher) are the same.



Learning activity 4 (10 minutes)

Explain the concepts of exclusion, separation, integration, and inclusion using the flipchart with the models you prepared before the lesson.

1. Individually, student teachers match the words and their definitions.
2. In pairs, student teachers discuss how exclusion, inclusion, and diversity are related to peaceful living.

Check answers and ideas as a class.



Assessment

Go around listening to pairs' conversations, and assess how well they understand and can apply exclusion, inclusion, and diversity to concepts of peaceful living.



Possible student teachers' responses

1. a. v
b. vi
c. ii
d. i
e. vii

f. iv

g. iii

2. Exclusion makes it hard for certain groups of people to meet their needs and freely live in their identities. When groups are excluded, there is usually no social justice for the excluded groups. It therefore can lead to conflict, because people who live in the same country want to be treated equally and have equal rights.

Inclusion or an inclusive society gives the same rights to all people. It helps all people to meet their needs, live in their identities freely and in this way contributes to peaceful living.

Diversity can sometimes cause challenges because people with different identities might want to do different things which might be incompatible. If a diverse society is inclusive and gives the same rights to all people, problems can be solved on the basis of equal rights for all the people in the country.

Diversity means that people bring many different talents, knowledge and skills to the country which can be a big strength and contribute to peaceful living.



Learning activity 5: Scenarios (5 minutes plus homework)

1. Give each student teacher one scenario from Handout 4. Put student teachers in groups with the same scenario.

Groups read their scenarios and discuss the questions:

What did you do that did not value the person's culture?

What should you have done?

2. For homework, each student teacher should imagine that they are the person(s) in the scenario which felt hurt. They should write a letter to the person who behaved insensitively towards them and made them feel upset. In the letter, they should explain why they felt hurt and how they would want the other person to act next time. Explain to the student teachers that this is a creative way to practice to change perspectives and to develop more empathy.



Assessment

The activity shows conflict due to misunderstanding or not valuing different cultures and perspectives. Collect the letter from them and assess if they have deepened their understanding of peace and conflict through the activity. The responses should contain new knowledge, attitudes, and skills regarding peace and conflict in cross-cultural situations.



Possible student teachers' responses

Scenario A

Q1: You scheduled the meeting on the same day as a religious event of some of your group members, showing that you did not think their culture or religion was important.

Q2: You should have asked the group members if it was important to them and schedule the meeting for another date if they said they needed to attend the event.

Scenario B

Q1: You were upset that your friend's parents were offended by not accepting their gift. It shows that you did not think that their customs are that important to consider.

Q2: You could apologise and explain that you were unaware of their customs and explain what your customs are, so that you can understand and respect each other.

Scenario C

Q1: You want to punish the student for not following the etiquette of your culture without realising that he may be following the etiquette of his own culture, in which his behaviour would not be seen as a problem. You mistakenly took it to be a behavioural issue, when it is in fact a cultural one.

Q2: It usually takes a while to learn a new culture. You should understand that the student in this scenario judged what is proper and improper differently to his peers. You need to patiently encourage the student to adopt culturally appropriate classroom etiquette.



Extension and differentiation activities

Learning activity 1: Ask a more confident group how they can ask other people about their identities in polite ways.

Learning activity 2: Ask student teachers to write down two things that they can do (cooking, knitting, playing guitar and so on). Place student teachers in mixed-ability groups. Ask them to reflect on what they can accomplish more after being in the group.

5.2.3.

Primary school lessons on peaceful living

Expected learning outcomes



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

- Discuss the linkages between grade-wise contents;
- Explain the objectives of teaching peaceful living at primary level; and
- Identify the activities and teaching strategies for teaching peaceful living in the primary curriculum.



Competencies gained

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

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

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



Time: One period of 50 minutes



Learning strategies: Comprehension check, classification, creating activities, evaluation



Preparation needed: Both you and the student teachers need to read lesson 5.2.3 from the Student Teacher Textbook in advance. Both you and the student teachers should be familiar with Grade 1 and Grade 2 Morality and Civics Textbooks, and other levels if available

Optional: Collect resources about foreign countries, or give student teachers online and e-library links to useful sites



Resources needed: Student Teacher Textbooks, Handout 5, Grade 1 and 2 primary Morality and Civics Student Textbooks and Teacher Guides

Learning activities



Learning activity 1: Student learning objectives (5 minutes)

Student teachers read the student learning objectives and identify which ones relate to peaceful living. Encourage them to think back on the knowledge and skills they have focused on over the past three lessons.



Assessment

Student teachers correctly identify the objectives related to peaceful living. Ask why they came to choose the objective/s.



Possible student teachers' responses

Objective 2: To respect the value of human rights and demonstrate the rights and responsibilities of a citizen.

Objective 4: To become informed global citizens with a good understanding and appreciation of local and global perspectives.



Learning activity 2: Classifying behaviours and attitudes (10 minutes)

1. Student teachers read the grade-wise objectives, and the list of behaviours and attitudes.
2. They decide which behaviour and attitude reflects which grade objective.
3. If you like, briefly discuss other ways student teachers might demonstrate achieving the objective.



Assessment

Student teachers match the grade-wise objective with behaviours and attitudes that demonstrate it. There is more than one correct match, so if they answer differently from the suggested answers below, ask them to explain their choice.



Possible student teachers' responses

There are many possible correct matches. These are the most likely.

1. Grade 4 – To develop practice of appreciation and respect for different people and cultures in the society.
2. Grade 5 – To become polite and well-behaved persons by the appreciation of different people and cultures.
3. Grade 3 – To develop practice of paying respect to others in society.
4. Grade 2 – To develop practice of paying respect to one another.
5. Grade 1 – To have self-respect.



Learning activity 3: Identifying the appropriate grade (10 minutes)

Student teachers read the grade-wise contents, and the list of activities. Using the topic 'Respect culture and tradition of different national races', they decide which activity might be suitable for which grade level.



Assessment

Student teachers match the grade-wise content with activities that they could use to teach this in each grade. It is possible their answers might be different to those listed below. If they answer differently from the suggested answers below, ask them to explain their choice.



Possible student teachers' responses

1. Grade 4
2. Grade 1
3. Grade 3
4. Grade 5
5. Grade 2

Point out that all these activities could actually be used, with some minor changes, at any grade level.



Learning activity 4: Designing activities for appropriate grades (20 minutes)

Remind student teachers that 'foreign countries' means over 200 countries that are not Myanmar, from nearby Thailand, India or Bangladesh, to European, African and North and South American countries. These countries have a huge variety of cultures and values.

Student teachers work in groups of four to eight.

1. Using the topic 'Understanding differences in cultures and values in foreign countries' groups decide on some activities suitable for each primary grade level.
2. If the class is large, get each group to demonstrate or explain one of their activities to another group.

If you only have two or three groups, get each group to demonstrate or explain one activity to the class.

The other groups guess which level it is designed for.

You might need to help student teachers by providing material that teaches about the cultures and values of foreign countries, such as photographs or poster of people wearing typical clothing, excerpts from a country's constitution, news articles, and so on.



Assessment

Check that groups' activities would:

1. Help students to 'understand differences in cultures and values in foreign countries';
2. Support peaceful living; and
3. Be suitable for the grades they are designed for.



Possible student teachers' responses

Student teachers list grade-appropriate activities to teach 'Understanding differences in cultures and values in foreign countries' and demonstrate or explain their activities.



Learning activity 5: Evaluating the textbooks (15 minutes)

In their groups, student teachers analyse one level of the Teacher Guides for Morality and Civics. If you have copies of different levels, assign different levels to each group. Have them answer the questions either by discussing as a class or individually as written homework.



Assessment

Student teachers demonstrate an awareness of issues in the textbooks that might support or challenge peaceful living, especially regarding ethnic diversity. They suggest ways that a teacher could make up for this in class.



Possible student teachers' responses

(Example answers from Grade 1):

1. It has a focus on helping others.
It talks about being considerate about others' needs.
It has a component about justice and living in peace with others.
2. Lesson 14 (from Grade 1 textbook) shows that Myanmar has multiple ethnicities, and discusses how diversity makes it more enjoyable to live in.
3. All pictures of people are light-skinned.

Ethnicities mentioned are only the ‘major’ eight ethnic groups, with no other groups pictured or discussed.

Reflection question ‘Do you love ethnic people? Why?’ implies that the student is not an ‘ethnic’ person themselves (everyone has an ethnicity), and that all ethnic people are the same.

4. Not related to ethnicity, but gender – all non-teaching adult women are pictured doing housework.

The teacher may use examples of ethnicities that are not represented in the book, especially ones represented in the class.

The teacher may present examples and images of people with a wide range of appearances and skin tones (and ethnicities, and disabilities) in a positive manner.

The teacher may present examples of women doing a variety of activities and jobs.



Extension and differentiation activities

Learning activity 4: Before Step 3, have groups demonstrate one of their activities to another group, or to the class. Can the other group, or the class, guess which grade it is designed for?

Using Handout 5, student teachers make a graphic organiser which lists activities they could use with each grade level. They could do this individually, or in pairs or groups.



Review questions: Possible student teachers' responses

Question 1: Why do good relationships contribute to peaceful conflict resolution?

Answer: When we have good relationships with other people, problems like having incompatible goals usually do not lead to (violent) conflicts, because we can talk to each other and find solutions for the problem together.

Question 2: What is the difference between complete and incomplete peace?

Answer: Incomplete peace just means the absence of violence and armed conflict. Complete peace means that there is no violence and social justice. In complete peace, all people have equal rights and opportunities.

Question 3: How does structural violence occur in societies?

Answer: Structural violence usually occurs as inequalities between people. For example, poor people often cannot access the same medical treatment or get the same quality of education as rich people. Another form of structural violence found in many societies is patriarchal structures which cause disadvantages for women.

Question 4: What is the difference between collective identities and other parts of identity?

Answer: Some parts of our identities are mainly about what we like or think is important. If your hobby is to write poems and you usually do it alone, this is a part of your identity which is mainly important to you. Collective identities especially connect you to other people and make you feel part of a group. If you are a fan of a football team, for example, and often watch games together with other fans you feel as a group with the other fans.

Question 5: Why are the human needs universal, that is, the same for all humans?

Answer: All humans have the same physical needs. All humans need food, water, medicine, clothing, and so on. Furthermore, all people have the same or very similar basic psychological and emotional needs; people do not want to be afraid but want to feel safe, for example.

Question 6: How does inclusion/an inclusive society contribute to peaceful living?

Answer: In an inclusive society, all people have the same rights, regardless of their ethnic group, religion or gender. The differences between groups are respected and all people are encouraged to use their different skills and perspectives. This enriches societies, both culturally but also economically because people can better cooperate and work for the good of all.

Question 7: How does peaceful living relate to morality and civics?

Answer: Morality includes habits of people, such as not excluding people and respecting their culture. If a person or community is at peace, it is much easier for society to achieve civic goals.

Question 8: Why is an appreciation of ethnic diversity an important part of peaceful living?

Answer: If we live in a society with many diverse ethnic groups, languages and cultures, such as Myanmar, it is important that people's attitudes and behaviour do not lead to exclusion or discrimination, which can harm peaceful living.

Question 9: What activities are useful in teaching peaceful living?

Answer: (Student teachers might list activities they think are useful, which should be encouraged). Any activities designed to support understanding an appreciation of difference and/or ways different people can live together peacefully are acceptable.

Unit Summary



Key messages

- Cultures are systems of meaning that influence the way people act and think.
- There are cultural universals that differ from culture to culture such as geography, beliefs, and cultural expressions.
- Ethnicity is always changing due to changes in society and environment and through contact with other ethnic groups.
- Ethnicity is important to some, but not all people.
- Many people identify as more than one ethnicity.
- Ethnicities themselves are diverse. Amongst one ethnic group, there might be many different languages, traditional clothing and arts, and people might live in many different places.
- In order to learn to live peacefully, we need to understand that conflicts are a natural part of life; they are not bad. What makes conflicts good or bad is how we deal with them. To deal positively with conflicts, we need to build good relationships with other people.
- Peace indeed does not only mean the absence of violence, but also social justice. We need to overcome structural violence to achieve true, complete peace.
- Through our own actions, we can contribute to a fairer society with less injustice. The most important thing is to treat all people equally as human beings with rights and dignity.

- In order to know how to respectfully deal with people from other cultures, we need to become aware of our own identities. We need to understand that our identity has several parts and we have many parts of identities in common with many other people, regardless of which ethnic group they belong to.
- Human needs are universal – every human being has needs. A peaceful society needs to help every human being to fulfil their needs.
- We should try to build a society based on inclusion: Everyone deserves equal rights and resources, regardless of their differences.
- With the principle of inclusion as a basis, diversity can become a big strength for a society.
- There is a variety of activities teachers can use to promote respect for diversity and peaceful living.
- It is important to select activities appropriate for students' grade level.
- The textbooks are a useful resource, but teachers might want to supplement them with other activities that support respect for diversity and peaceful living.



Unit reflection

Myanmar's ethnic and cultural diversity can be an asset. The more different people can come together peacefully to build the society they want, the more likely it is that this society can be achieved.

As a teacher, you are likely to teach classes with students from different backgrounds – different cultures and ethnicities, but also different genders, religions, family and class backgrounds, abilities and disabilities. You will also meet their partners, community leaders, other teachers who may be very different from you.

How do you think you would cope if you were posted to a school in a different ethnic community, in which traditions and language vary greatly from your own?

How can you learn not to focus too much on ethnic differences but rather focus on similarities with people (colleagues, students, community members) from other ethnicities? How could this improve your relationships?

What can you do every day to contribute to social justice and a fair society? What can you do to treat people fairly?

How can you work on making your classroom truly inclusive? What might this look like?



Further reading

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Unit 6

Assessment

This unit looks into effective assessment options for measuring students' acquisition of moral and civic values. Assessments for Morality and Civics can be difficult to create and implement as it is not focused on the students' ability to remember and explain knowledge, but rather on how their attitudes and behaviour have changed as a result of their learning. This unit will discuss the distinct approach to assessments for the Morality and Civics subject, looking into the three domains of learning, the students' cognitive process when learning values, and the levels of acquisition to help determine learning effectiveness. This unit is also packed with recommended practices for assessments in Morality and Civics, discussing a few suitable assessment methods you can employ. This unit intends to prepare you to understand and carry out assessments from the curriculum as well as to construct their own assessments for Morality and Civics.

Expected learning outcome



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

- Explain assessment methods to be used in Morality and Civics at primary level.

6.1. Assessment Methods for Morality and Civics

In this sub-unit, you will explore how assessments have been designed and will be carried out for the Morality and Civics subject. You will study the theory, practices, and tools that for creating and implementing suitable assessment methods. By the end of the sub-unit, you will be able to better determine students' acquisition of values.

6.1.1. How to assess Morality and Civics learning

Expected learning outcome

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

- Explain assessment methods to be used in Morality and Civics at primary level.



Competencies gained

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

B2.1 Demonstrate capacity to monitor and assess student learning

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



Time: Two periods of 50 minutes



Learning strategies: Graphic organiser, think-pair-share, jigsaw, graphic organiser (T-chart), observation, group work



Preparation needed: Both you and the student teachers need to read lesson 6.1.1 from the Student Teacher Textbook in advance



Resources needed: Student Teacher Textbooks, Morality and Civics Grade 2 Teacher Guide and Student Textbook, video display equipment, video of group work activity in primary classroom (<https://www.youtube.com/watch?v=Xp0htzM4l0A>)

Learning activities

Period 1



Learning activity 1: Graphic organiser (15 minutes)

1. Ask student teachers to recall the teaching and learning stages from previous units and how learning takes place in each stage.
2. Provide a brief introduction of the three stages in the cognitive process, making connections to the teaching and learning process.
3. Draw up the following chart on the board. Ask student teachers to refer to Table 6.1 and Table 6.2 from their Student Teacher Textbook.

Stage	Teaching learning stages	Assessment tools
1. Knowing		
2. Understanding		
3. Applying		

4. Write the descriptions of the learning stages on the board. Ask student teachers to follow and write the description in the chart.
5. Encourage student teachers to brainstorm assessment tools to determine students' acquisition of values after each stage, asking them to refer to Table 6.1 in their Student Teacher Textbook.
6. Have student teachers pair up and come up with ideas to write in the chart.
7. Call a representative from each pair to read and write their answers on the board.



Assessment

Check if student teachers are able to provide responses on step 4. Assess whether student teachers recall the teaching learning stages from earlier units and are able to match them to the stages in cognitive process. In step 7, listen to student teachers’ ideas on what assessment methods they would use to assess learning in each stage. Check to see whether their suggested methods assess whether or not students meet the criteria from Table 6.1.



Possible student teachers’ responses

Teaching and assessment tools at the three stages of the cognitive process

Stage	Teaching and learning stages	Assessment tools
1. Knowing	Knowing the moral or civic values by thinking from illustration and questions	(1) Matching quiz, (2) one sentence summary, (3) fill in the blank, and so on
2. Understanding	Understanding moral or civic values by reasoning through class activities such as listening to stories, role-play, and discussion	(1) Group debates on whether a behaviour is right or wrong, (2) essay on the importance of the value, (3) rate students answers during class discussion, and so on
3. Applying	Applying moral or civic values in action and reflection. Thinking about how to apply values in real-life situations	(1) Ask students to sketch a picture of how the character in a story should respond to the problem, (2) students rate peers during group work, (3) homework for students to practice the behaviour and write a short report on the experience, and so on



Learning activity 2: Think-pair-share (10 minutes)

1. Explain that there are assessments at the end of each unit in primary Morality and Civics that test students’ learning.
2. Ask student teachers to look at the assessment section at the end of ‘Taking care of youngsters’ from Unit 2 Grade 2 Morality and Civics (Student Textbook version) as an example.
3. The student teachers should determine what level of acquisition in the cognitive process each of the eight questions is testing.
4. Group student teachers into pairs and ask them to share what they think these questions test.
5. Call on a few pairs to share their answers with the class.



Assessment

Formative assessment takes place in step 4 and 5. Are the student teachers actively listening and sharing answers with their partners? Are the student teachers able to correctly distinguish what levels each question test?



Possible student teachers' responses

Right/Wrong questions 1-4: Knowing level

Q1: Application level

Q2: Understanding level

Q3: Understanding level

Q4: Application level



Learning activity 3: Jigsaw (25 minutes)

1. Explain to student teachers that they will be reviewing key ideas from lesson 6.1.1 that they will have read in advance.
2. Divide the class into groups, ideally of three people each.
3. Assign members of each group one of the three topics regarding Morality and Civics assessments from lesson 6.1.1. If needed, student teachers can co-teach a topic.
 - a. Differences between assessment methods in Morality and Civics compared to other subjects.
 - b. Differences between the three domains of learning.
 - c. Use of rubrics for assessment in Morality and Civics.
4. Explain that they will each be in charge of briefly teaching the other group members the topic they were assigned.
5. Have student teachers first gather with those from other groups who were assigned the same topic to review information from the lesson and discuss the answers the questions, jotting down notes.
6. Ask the student teachers to return to their groups.
7. Hand out the peer evaluation form and explain directions for evaluating their members. The form needs to be filled out during each presentation.

8. Have each member take turns teaching their assigned topic at four minutes each. Be sure to facilitate by keeping track of the time.
9. Call on a few student teachers to share what they have learnt. Add your knowledge and experiences to discussion on the topic.
10. Collect the peer evaluation forms.



Assessment

Use the peer evaluation form for student teachers to rate their group members' teaching performance. You can use the criteria as seen below. You can either print these or write them on the board for student teachers to copy in their notebooks. The peer evaluation forms must be returned to you and will help you determine if learning has happened. Check for student teachers' understanding from their responses in step 9. Have the student teachers taught each other with proper knowledge of the topics?

Sample peer evaluation form

Name of evaluator:			
<i>Please rate your group members' performance to the following questions from 1 (low) to 5 (high).</i>			
	How well did they know about the topic?	How clear and engaging was their teaching?	How well did they manage their time?
Group member 1 Name:			
Group member 2 Name:			



Possible student teachers' responses

- a. Differences between assessment methods in Morality and Civics compared to other subjects: The key indicator of student learning success in Morality and Civics is the students' changed beliefs, attitudes, and behaviours, as Morality and Civics primarily assesses students' sense of judgement whereas other subjects focus on their knowledge and skills. Thus, Morality and Civics will make more use of a variety of formative assessments than tests and exams.
- b. Differences between three domains of learning for Morality and Civics: The cognitive domain looks at the student's mental skills when learning about the values, the affective domain emphasises the student's emotional state, and the psychomotor domain focuses on the students' physical performance skills.
- c. Use of rubrics for assessment in Morality and Civics: Rubrics are very useful for formative assessment of an activity and encourage students to progress by allowing them to understand what they need to work towards, pinpointing specific areas in which they need to improve. It gives students a tool for self-assessment as well as allowing teachers to give focused instruction and feedback that supports achievement of desired learning outcomes. As learning in Morality and Civics is determined to be successful according to a change in students' attitudes and behaviours, rubrics are especially required for the observation and monitoring of students' application of the learning values in class activities.

Period 2



Learning activity 4: Graphic organiser (T-chart) (15 minutes)

1. Introduce student teachers to the idea of including other members of the school community to assess student learning, particularly in their application of the values. Talk briefly about how teachers, parents, students, and peers can provide insights for assessments.
2. Ask student teachers to refer to the chart below.
3. They should consider what the possible advantages and disadvantages are to using the following people as assessors. Ask student teachers to write their answers on the handout.

- Invite some student teacher representatives to present their answers on one particular assessor. Encourage others to ask questions or provide input.

	Advantages	Disadvantages
Teacher		
Parents		
Students (self-assess)		
Students (peer-assess)		



Assessment

Formative assessment takes place in step 4. Are the student teachers able to consider advantages and disadvantages of using different members of the school community for assessing student learning?



Possible student teachers' responses

	Advantages	Disadvantages
Teacher	Knows how to best assess students.	Students are not authentic selves as they are typically afraid of or respect the teacher. They may not act the same if they know the teacher is not watching.
Parents	Students may act more like their true selves outside of class and in their homes.	Parents may not be honest about their child's problem areas if their feedback affects grades.
Students (self-assess)	Encourages student responsibility.	Teacher will need to spend time teaching students how to assess.
Students (peer-assess)	Great in assessing group work so that everyone's contributions are considered.	Students may give everyone the same marks.



Learning activity 5: Observation (15 minutes)

- Prepare to present a 5 to 10-minute video clip of a real classroom session with students working on an activity as a group. Identify the students in the video by letters or numbers. Ask student teachers to refer to the Table 6.3 sense of responsibility rubric in in Student Teacher Textbook also shown below.
- Explain to student teachers that they will be using the rubric to observe and evaluate

the extent to which students demonstrate the value of respect during a short classroom activity. Give student teachers the option or assign them a particular student to focus on. Instruct student teachers to circle the performance levels for each criterion and total the score.

3. Play the video clip and provide extra time for student teachers to finish grading.
4. Write the numbers/letters of the students from the video on the board. Ask student teachers to share the scores they allocated, writing these scores under the relevant student number/letter. Determine if student teachers had similar opinions about how the students performed in the video.

‘Respect’ rubric				
Student:				
Assessor:				
Total Score:				
	4	3	2	1
Volume	Consistently uses appropriate volume and remains silent when required	Sometimes uses appropriate volume and remains silent when required	Rarely uses appropriate volume and remains silent when required	Never uses appropriate volume and remains silent when required, causing disruption
Respect for others	Consistently polite, kind, and respectful in interactions with peers and teacher	Sometimes polite, kind, and respectful in interactions with peers and teacher	Rarely polite, kind, and respectful in interactions with peers and teacher	Never polite, kind, and respectful in interactions with peers and teacher
Respect for environment	Consistently treats materials and workspaces with care	Sometimes treats materials and workspaces with care	Rarely treats materials and workspaces with care	Never treats materials and workspaces with care, resulting in a mess or damaged items



Assessment

Assess learning by looking at the completion of rubrics. Were they able to assess students’ demonstrations of the values with the help of the rubric? By applying the assessment criteria to student behaviours, it allows them insights into the complexity of grading evidence of learning for Morality and Civics. In step 4; check if all student teachers make a consistent assessment. If you notice any unusual scores, ask student teachers to clarify how they came to give that score.



Possible student teachers' responses

Answers can vary.



Learning activity 6: Group work (20 minutes)

1. Put student teachers into groups again.
2. Briefly explain to student teachers that now they should observe the same students from the video and evaluate them based on their demonstration of the value of hard work. The student teachers need to develop a rubric similar to the one they used in learning activity 5. Remind student teachers that they need criteria, descriptors, and performance levels.
3. Give student teachers a time limit to develop the rubric. They should write their rubric on note papers. Afterwards, ask a representative from each group to share the features of their rubric and how it differs from the respect rubric used earlier.



Assessment

Collect their rubrics and use the following rubric to determine their performance:

	3	2	1
Criteria	The criteria chosen relates to the value of hard work and accurately assesses it.	The criteria chosen somewhat relates to the value of hard work and assesses it to some degree.	The criteria chosen is unrelated to the value of hard work and does not accurately assess it.
Distinction between levels	Distinction is made clearly between levels, in the proper order.	Some distinction is made between levels, but not clearly.	No distinction is made between levels.
Writing	The writing is clear and understandable to both students and teachers.	The writing is somewhat clear and understandable to students and teachers.	The writing is not clear and understandable to students and teachers.



Possible student teacher responses

Answers may vary.



Extension and differentiation activities

Learning activity 1: Call on more confident student teachers to explain how they decided on the assessment tools and what difficulties they had in creating assessment tools. Place student teachers in mixed-ability pairs.

Learning activity 2: Place student teachers in mixed-ability pairs. Those who have finished early can be encouraged to identify the acquisition levels for other learning values assessment in the Grade 2 Student Textbook.

Learning activity 3: Ensure that the student teachers assigned to the same topics are in mixed-ability groups. To engage different types of learners, student teachers are also free to prepare visual aids (such as pictures and diagrams) or a short hands-on activity when presenting their topic to their groups.

Learning activity 4: Place student teachers in mixed-ability groups.

Learning activity 5: Ask reflection questions about what they focused on in the video, difficulties faced when assessing, and what they would like to change or do better next time (do so after the activity as an extension).

Learning activity 6: If time allows at the end of the activity, ask student teachers to peer assess their group members anonymously. They can use the chart below and fill it out on their note papers. The papers can be handed in to you. The completed score columns can be cut into strips and given to the student teacher who was evaluated for reflection.

Peer evaluation (Score 1-4 in the box based on criteria in the 'Respect' rubric)				
Criteria	Name:	Name:	Name:	Name:
Provides opinions and ideas in group discussion				
Is respectful in interactions with others				
Listens and values other members' opinions and ideas				
Leads or assists in the completion of the group task				



Review questions: Possible student teachers' responses

Question 1: Why is it hard to assess moral or civic values in action?

Answer: It can be more difficult to assess students' application of moral and civic values as you cannot easily replicate real-life scenarios in which will mainly apply their values.

Question 2: What happens in highest acquisition level of learning value in the psychomotor domain?

Answer: They act out the good behaviours naturally and automatically.

Question 3: What are rubrics used for?

Answer: Rubrics are scoring guides that are used to communicate expectations to students on assignments, grade student performance, and allow teachers to provide focused feedback.

Unit Summary



Key messages

- Assessments in Morality and Civics do not make use of tests and examinations, but instead use formative assessments that encourage improvement as lessons progress.
- Students' cognitive processes when studying moral and civic values progress from knowledge of values to understanding and finally to application of these values.
- Assessment methods are created to properly assess their learning at each stage.
- Inviting other members of the school community such as parents, students, and peers to participate in assessments can help give you a comprehensive evaluation of student learning.
- Students' acquisition of moral and civic values can be divided into four different levels. Assessments should help determine to what extent the students have acquired the values based on the criteria.
- Rubrics are useful assessment tools for Morality and Civics as they help with student-centered and formative assessment, and encouraging self-assessment that leads to progress.
- Rubrics consist of criteria, performance levels, and descriptors and can be used in observing and evaluating students' application of the values in the classroom.
- The effectiveness of learning Morality and Civics subject is largely determined by the changes in students' attitudes and behaviour, rather than the ability to remember knowledge or perform skills.



Unit reflection

What might you do to make students more intrinsically motivated to practise values because they believe it makes a positive difference, and less extrinsically motivated where they only practise these values because it is part of the assessment?

When would you likely use peer assessment and self-assessment methods with primary students?

Think of the learning values that will be taught in the primary curriculum and assess your own attitudes towards them. Do you believe that these are important?

How might you assess students' homework or projects in a way that encourages them to practise learnt values in their homes and community?



Further reading

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Glossary

Terms	Elaborations
Active citizenship	Citizens are involved in creating positive changes in their community or country through social and political means.
Attribute	A quality or feature regarded as a characteristic or inherent part of someone or something.
Collaborate	Work with others to create or produce something.
Collective	Done by all members of a group of people; involving a whole group or society.
Conflict	Situation in which actors pursue incompatible goals and which can lead to disputes and even violence.
Cultural universals	Traits that exist in all cultures but which vary from culture to culture.
Culture	Historically inherited system of meaning and significance in terms of which a group of people understand and structure their individual and collective lives.
Discipline	Training to improve strength or self-control.
Discrimination	The practice of treating a person or a group in society less fairly than others.
Diversity	A range of many people or things that are different from each other.
Esteem	Great respect and admiration; a good opinion of somebody.
Exploitation	A situation in which somebody treats somebody else in an unfair way, especially in order to make money from their work.

Terms	Elaborations
Formative assessment	Assessment conducted during learning process that inform teachers if adjustments for learning and teaching activities are needed.
Gender	The roles and responsibilities of men and women that are created in our families, our societies and our cultures.
Law	A rule created and implemented by the government.
National development	Improvement in the welfare of a country's citizens.
Peace	Freedom from war and violence, especially when people live and work together happily without disagreements.
Pedestrian	A person walking in the street and not travelling in a vehicle.
Racial	Related to race.
Regulation	The control and monitoring of an activity through rules and laws.
Responsibility	The duty to do something.
Right	That which you are entitled to have and to do.
Rubric	An assessment tool that communicates the characteristics of quality work by description of criteria for different performance levels.
Rule	Instruction or guide on how to properly carry out an activity or behave in a situation.
Self-discipline	The ability to manage one's own behaviour even without rules and regulations.
Tangible	That which can be clearly seen or touch.

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Annexes

Handout 1: Rights and Responsibilities

In school:	
Teachers have the right to...	Teachers are responsible for...
Students have the right to...	Students are responsible for...

Handout 2: Rights and Responsibilities Strand Contents

Grade	Content	Activity and teaching method
Grade 1	<ul style="list-style-type: none"> • Helping Parents • Being dutiful • Throwing litter in the right place • Giving thanks to nature 	
Grade 2	<ul style="list-style-type: none"> • Persistent hard work • Understanding roles and responsibilities • Throwing litter in the right place • Giving thanks to nature 	
Grade 3	<ul style="list-style-type: none"> • Setting up higher objectives for self-betterment • Understanding roles and responsibilities in groups and society • Understanding oneself and improving one's weaknesses • Protecting and preserving the natural environment • Taking care of living things and natural resources • Reduce, reuse, and recycle 	

Grade 4	<ul style="list-style-type: none"> • Setting up higher objectives for self-betterment • Understanding oneself and improving one's weaknesses • Thinking independently • Fulfilling obligations • Understanding roles and responsibilities in groups and society • Avoiding overuse of limited resources and valuing nature • Protecting and preserving the natural environment • Taking care of living things and natural resources 	
Grade 5	<ul style="list-style-type: none"> • Understanding oneself and improving one's weaknesses • Thinking independently • Fulfilling obligations • Avoiding overuse of limited resources and valuing nature • Protecting and preserving the natural environment • Take care of living things and natural resources 	

Handout 3: Survey Your Discipline

Read each statement and think about how often you do what the statement says. Then tick M, S or N depending on how often you do each of the statements.

M = most of the time

S = some of the time

N = almost never

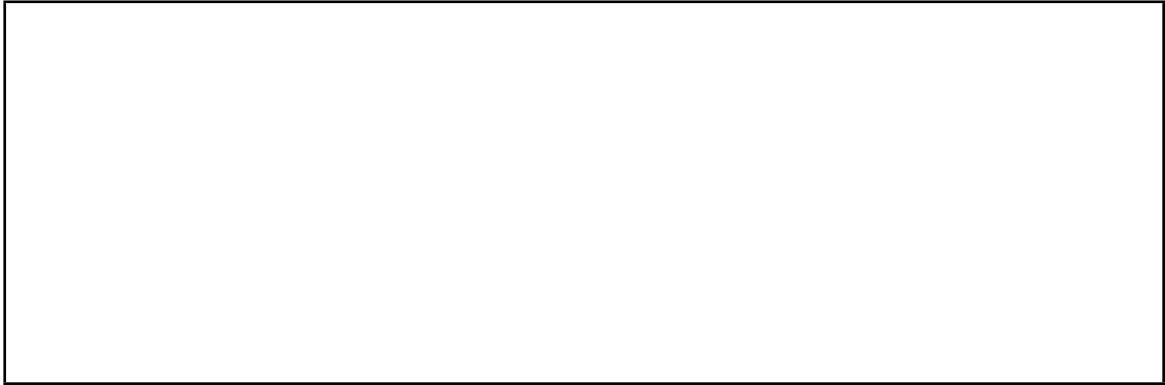
No.	Statement	M	S	N
1.	I get to class on time.			
2.	I do my assignments in time.			
3.	I do not use my phone during class.			
4.	I throw rubbish in the bin.			
5.	I pay attention when someone is speaking.			
6.	I do not speak loudly in public areas.			
7.	I do not skip queues.			
8.	I cross the road using pedestrian crossings.			
9.	I accept diverse perspectives and opinions of others.			
10.	I participate in community activities.			

Handout 4: Scenarios

- A. You are meeting with a group of people who are from different ethnic backgrounds. It so happens that the best date for the meeting is on the same day of a religious or cultural event for a few of the people in the group. You have never heard of this religious or cultural event and since it is not a national holiday, you decide it is the best to continue with the date, causing those group members to be upset with you.

- B. You meet your friend's parents and they offer you a gift, but you refuse. They look upset. You learn from your friend that it is considered rude not to accept gifts in their culture. You are upset too because in your culture, it would be rude to take gifts from your hosts.

- C. You have a new student in class who comes from an ethnic minority. You notice that the student does not have any manners. He does not walk in front of adults with his head lowered in respect. He does not speak to you in polite terms. You think he should be punished for his bad behaviour.



Handout 5: Learning Objectives of the Peaceful Living Strand

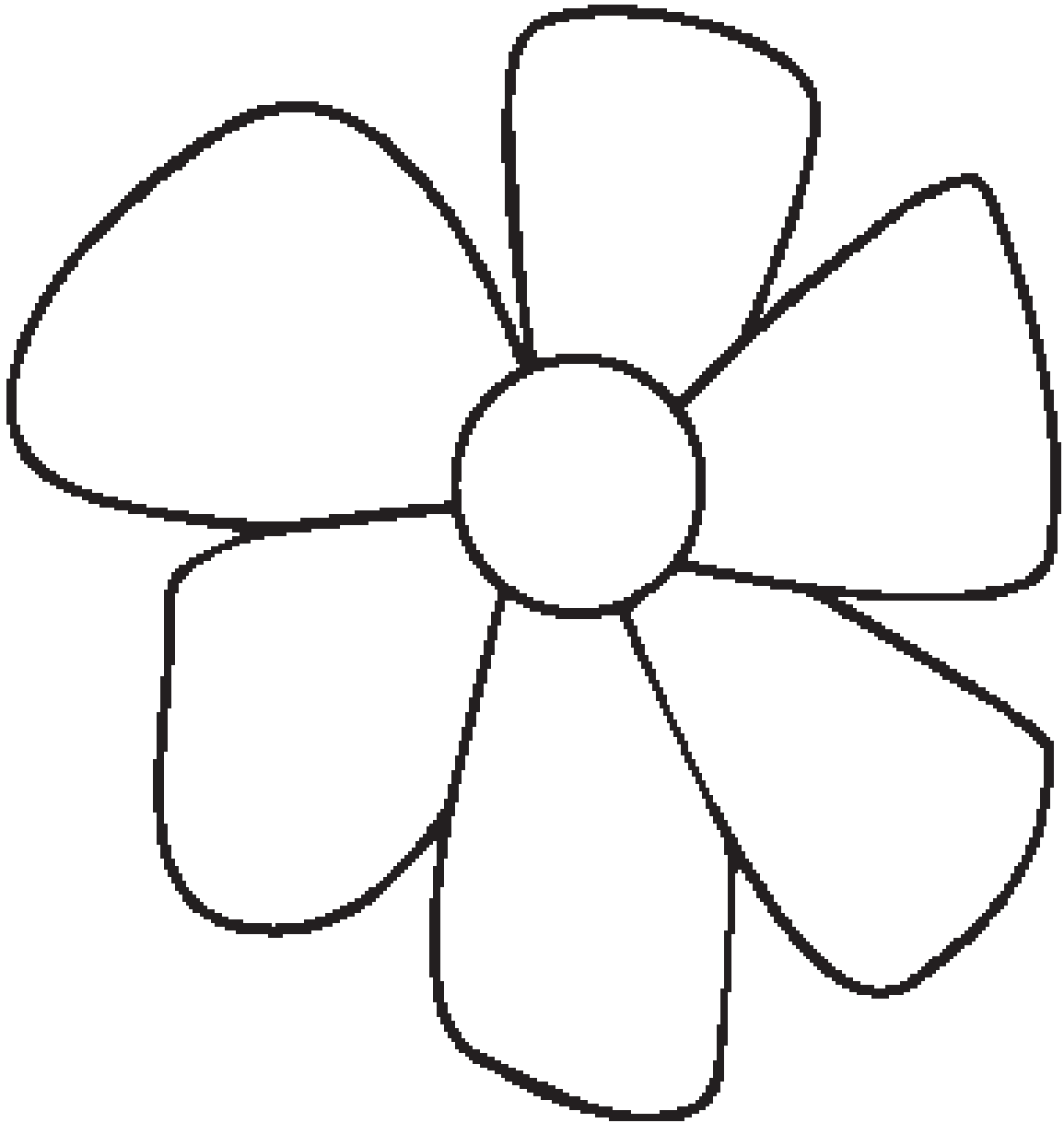
Grades	Learning objectives	Learning activities and teaching methods
Grade 1	To have self-respect	
Grade 2	To develop the practice of paying respect to one another	

Grade 3	To develop the practice of paying respect to others in society	
Grade 4	To develop the practice of appreciation and respect for different people and cultures in society	
Grade 5	To become polite and well-behaved people by appreciating different people and cultures	

Handout 6: Culture Then and Now

Features	Me	My grandparents
Geography		
Language		
Family		
FCTS (food, clothing, transport, shelter)		
VBR (values, beliefs, rituals)		
Economics		
Education		
Politics		
Technology		
Cultural expressions		

Handout 7: Identity Flower



Notes

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Notes

A series of horizontal dotted lines for writing notes.



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