**Lesson 1: Teaching learning process of “Our living area”**

1. **Encounter Maung Maung’s situation**

In new Social Studies textbook, in the strand of “Our living area,” every chapter starts from studying Maung Maung’s situation. For example in Grade 1 textbook, children will learn about Maung Maung’s family, foods he eat daily, clothes he wears, etc, at the beginning of the chapters as an introduction or an example of each topic of the chapters.

It helps children to encounter the topics and think about themselves by referring to Maung Maung’s situation. It should be noted that memorizing Maung Maung’s situation is not the point of learning, but considering their own life and behavior is the important part of learning.

Maung Maung’s situation provides students some hints and help them to think about the topics, help them to think about themselves, and help them to think the differences between Maung Maung and oneself and between classmates, and eventually they understand how our society works.

1. **Four teaching learning stages in new primary social studies “Our living area”**

Conventional lessons widely conducted in old curriculum in Myanmar followed the following stages;

(1) Teacher explains the main contents,

(2) Students repeats what teacher said,

(3) Students memorize textbook description.

On contrary, new primary Social Studies textbook promotes dynamic changes of teaching and learning process. New Social Studies textbook in the strand of “Our living area” promotes the following four stages, and each stage includes some cognitive activities;

**Teaching and Learning Process Promoted by New Social Studies Textbook “Our living area”**

|  |  |  |
| --- | --- | --- |
| Stage | Main Learning Contents | Examples of  Cognitive Activities |
| 1st | To know Maung Maung’s situation | * Listen to teacher’s explanation * Understand Maung Maung’s situation |
| 2nd | To realize our situation | * Realize one’s situation * Research one’s situation/ environment * Communicate with others (classmates, family, neighbors, etc) * Collaborate with classmates and others |
| 3rd | To compare Maung Maung’s and our own situations | * Compare with Maung Maung and oneself * Find reasons of differences and commons * Communicate with classmates and others |
| 4th | To understand our environment as our social system | * Think deeply how our social works * Comprehend the social system * Conclude one’s understanding * Expand one’s attention to wider society |

Most of chapters in the strand of “Our living area” follows above 4 stages, except some Chapters (for example, Grade 1, Chapter 4: the clothes we wear).

The examples of cognitive activities in the above table shows some cognitive activities of Grade 1, but it includes more kinds of activities in the upper grades, such as “interview with others.” By including a lot of cognitive activities in lessons, we can promote children to be active learners, think creatively, work creatively with others, implement innovations, reason effectively, use system thinking, make judgements and decisions, solve problems, communicate clearly, and collaborate with others. In addition, children will be able to adapt changes easily, be flexible, manage goals and time by themselves, work independently, and be self-directed learners.

**Lesson 1: Work sheet**

**Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Class: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Assigned Chapter: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

|  |  |  |
| --- | --- | --- |
| Stage and  Main Learning Contents | Period | Cognitive activities |
| 1st stage  To know Maung Maung’s situation |  |  |
| 2nd stage  To realize our situation |  |  |
| 3rd stage  To compare Maung Maung’s and our own situation |  |  |
| 4th stage  To understand our environment as our social system |  |  |