

## Suggestions for Teachers

### HSIE (Geography)

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#### Discuss

**Compare Myanmar with Australia when considering your answer.**

- How do we form our opinions about places? Why do people feel the way they do about places?
- How do places, people and cultures differ across the world?
- How do peoples' connections to places affect their perceptions?
- Discuss the effect of generalisations and stereotypes about places?

#### Learning Styles

Give students an experience of learning by rote each day for a week. Prevent them from asking questions about their learning or the content during this time. Ask them to reflect on what it is like to learn this way.

- What do they enjoy about it?
- What do they find challenging?
- What do they notice?

Invite students to represent, either through drawing, writing, movie, their favourite way of learning.

- What do they like about learning this way?
- How does it help them learn?

#### Science

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- What is the weather like in Myanmar? Are the seasons of weather in Myanmar similar to Australia? How does the environment change during the year?
- How does the weather affect the people, their lives and activities?
- Does Myanmar experience natural disasters?
- How does the environment support the lives of the people that depend on it?

Primary 3–6 

## Suggestions for Teachers continued...

### Mathematics

- How far is Myanmar from Australia? (In time and distance.)
- Is there a time difference between Australia and Myanmar?
- What is the population of Myanmar? Compare it to Australia?
- Find Myanmar on a world map. Which direction is it from Australia?
- What is its position on the map?
- How big is the land mass of Myanmar compared with Australia?

## Suggestions for Teachers continued...

### English Template

Strategy	Question/Prompt	Response
<p><b>Making connections</b> Learners make personal connections from the text with:</p> <ul style="list-style-type: none"> <li>– something in their own life (text to self)</li> <li>– another text (text to text)</li> <li>– something occurring in the world (text to world)</li> </ul>	<p>Does this title remind you of anything? Write or draw your response.</p>	
<p><b>Predicting</b> Learners use information from graphics, text and experiences to anticipate what will be read/viewed/heard and to actively adjust comprehension while reading/viewing/listening.</p>	<p>What words or images do you expect to see or hear in this clip? What might happen next? Why do you think that? Were your predictions accurate?</p>	
<p><b>Questioning</b> Learners pose and answer questions that clarify meaning and promote deeper understanding of the text. Questions can be generated by the learner, a peer or the teacher.</p>	<p>How is this clip making you feel? Why is that? What wonderings do you have at this stage of the clip?</p>	
<p><b>Summarising</b> Learners identify and accumulate the most important ideas and restate them in their own words.</p>	<p>What do you think is the main theme of this clip? If you were to write a tweet about this text what would you write.</p>	