

## SEX EDUCATION FOR 5<sup>th</sup> GRAPES IN THE ORIENTATION OF SCIENTIFIC RESEARCH

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**Abstract.** Teaching is research-oriented in accordance with the requirements to develop students' competencies in Science subject. The appropriate level of research-oriented teaching for primary students is research drilling teaching. Based on the 4-step process of scientific research, the research has built a corresponding process of teaching sex education. In which, the students are put into a problem situation and create an opportunity for all students to actively participate in the lesson by proposing diverse questions and ideas. The lesson plan for "Puberty and puberty hygiene" of the "Humans and health" topic in Science subject 5 has been built and experimented with. The experimental results prove that the initial process and lesson plan have met the requirements of the Science curriculum. This is the basis for gradually forming and developing specific scientific competencies, general competencies and qualities for students in Science subject (2018).

**Keywords:** teaching, primary school students, Science, competence, scientific research, sex education.

### 1. Introduction

Scientific research-oriented teaching and learning methods have been implemented in many countries around the world, especially in the 70s of the twentieth century in France, the United States, and the Soviet Union. Mari Elken et al (2016) clarified the interaction relationship between scientific research and teaching. The survey of 200 publications on scientific research and teaching published in peer-reviewed journals from the United States, Australia and Europe between 2000 and 2015 shows that the relationship between scientific research and teaching is quite complicated. It depended on the subject, ability and level of participation of the subject in the research [1]. There are methods in teaching and learning in the orientation of scientific research such as: learning through discovery, problem-based learning, inquiry-based learning, learning through experience and teaching according to constructivist theory [2]. Research-oriented teaching includes 3 levels from low to high: research-drilling teaching, research-practicing teaching, research-based teaching [3].

In Vietnam, research-oriented teaching is considered the choice for modern higher education in our country. Research-oriented teaching methods have been applied in universities, helping students to get used to creative activities and effectively solve necessary problems in theory and practice, making the training process easier, self-training. This teaching orientation has also been applied in natural sciences in high schools such as Physics, Biology. In particular, teaching Physics will emphasize the role of general research in the process of knowledge teaching or the process of applying physical knowledge in solving practical problems [4] or through

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learning projects in Biology [5].

At primary school level, the teaching orientation of scientists in the way of discovering the nature is encouraged to apply in teaching. Students are the subject of all learning activities in all processes which are organized by teachers. Currently, there has been no publication mentioning this teaching orientation in primary schools. Therefore, this research will create a breakthrough in the application of research-oriented teaching methods, adapting to innovative orientation of teaching methods according to the new general education program and contributing to the formation of generations who associate learning with scientific research in primary school.

Science in elementary school consists of 6 topics: People and health, Plants and animals, substances, energy, fungi and bacteria, organisms and the environment. In which, the content of sex education is implemented in the People and health topic of Science subject 5. The requirements for sex education content for primary school students include equipping them with basic scientific knowledge and skills in disease prevention and hygiene, keeping themselves safe and preventing abuse.

In fact, primary teachers often use the presentation method for sex education. However, teachers suffer from cultural barriers, so they avoid many contents such as the structure and operation of the reproductive organs, puberty hygiene (menstrual hygiene), ... This is the cause of the lack of scientific information as a basis for teaching self-defense skills scientifically and comprehensively. Therefore, it is necessary to change teaching methods so that students can fully and comprehensively have access to the requirements of sex education to meet the requirements of forming quality and competencies for students. The application of a variety of teaching methods and techniques in the orientation of scientific research will be suitable to form and develop students' competencies when implementing sex education.

## **2. Content**

### **2.1. Some basic concepts**

#### **2.1.1. Scientific research**

Scientific research is a systematic activity aimed at discovering and developing new knowledge [6]. Learners can equip themselves with knowledge and skills such as observation, analysis, comparison, synthesis, research capacity, ... Thereby they acquire new knowledge, and at the same time training the ability to solve practical problems quickly and effectively in life when they participate in scientific research [7].

#### **2.1.2. Studying in the orientation of scientific research**

Research-oriented learning is the process by which students perform a series of activities including identifying problems, collecting reliable data, selecting an appropriate hypothesis to explain the data, and planning and performing experiments or observations to test the hypothesis and draw conclusions that support the hypothesis that has been made [8].

#### **2.1.3. Competence**

Competence is an individual attribute that is formed and developed through available potential and the learning and training process that allows people to synthesize knowledge, skills, and other personal attributes such as interest, belief,... to successfully perform activities, achieving the desired result under specific conditions [9].

#### **2.1.4. Scientific competence**

Scientific competence is the ability to use scientific knowledge to identify questions and draw evidence-based conclusions; thereby, understanding and helping to make decisions about the natural world and the changes made through human activity [10]. Scientific competence is

formed in Science subject including the following components: scientific awareness, learning about the natural environment, application of learned knowledge and skills.

### **2.1.5. Sex education**

Sex education for children is the process of equipping children with correct and healthy understandings of sexuality, issues related to gender to form, develop and perfect their qualities; Know how to take action to take care of yourself and keep yourself safe in relationships, prevent sexual abuse; Develop polite and civilized communication skills in relationships with others [11].

## **2.2. Research approach and methods**

### **2.2.1. Research approach**

The phenomenon of physiological and psychological acceleration of children leading to puberty has started from the primary period. Therefore, families and schools need to equip students with sex knowledge from a very early age, to help students overcome the crisis easily, and at the same time have skills to protect themselves and prevent abuse. In fact, the number of students experiencing sexual violence and unwanted pregnancy during adolescence in Vietnam is quite high. The basic cause comes from children's lack of scientific knowledge about sex education and self-protection skills.

On the other hand, most parents feel uncomfortable and embarrassed when they are talking openly with their children about sex. That is leading to gaps in the education of children. Therefore, sex education has been integrated into subjects and activities at various levels, adapting to the requirements of reality. In particular, the “Human and health” topic (about 15 periods) of Science 5 equips knowledge of education, keeping themselves safe, and preventing abuse for primary students.

This research conducted a survey of 108 teachers in Ho Chi Minh City about the necessity and relevance of using methods to teach science-oriented topics; The student’s scientific competencies are formed when teaching in the orientation of scientific research. The survey results show that the content of sex education in the “Human and health” topic is very suitable for teaching in the orientation of scientific research. The process of teaching is as follows: pose problems related to the real-life of students, after that explore scientific theoretical knowledge and apply knowledge to real-life with more diverse approaches.

### **2.2.2. Research method**

In this study, the theoretical research method is used to analyze and synthesize the contents related to the psycho-physiological characteristics of primary school students, the general education program has oriented to the development of competencies, teaching in the orientation of scientific research in primary schools. Based on theory combined with teacher survey results to design the process and lesson plan illustrated in the orientation of scientific research.

The experimental method was used to evaluate the effectiveness of the lesson plan “Pubra and puberty hygiene” in the direction of scientific research. Experimental research on lesson plan “Puberty and pubertal hygiene” on 37 students grade 5/4, in the Nguyen Binh Khiem Primary School, Ho Chi Minh City. The experimental period is from April 6, 2021, to April 20, 2021. After that the research used SPSS software to analyze statistical data. The Paired-Samples T-Test was used to analyze the difference in mean between before and after the experiment. The Paired-Samples T-Test analysis includes steps:

Step 1: Hypothesis Ho: There is no difference in the mean values before and after the experiment, that is, the difference between the two mean values is zero.

Step 2: Perform the Paired-Samples T-Test.

Step 3: Compare the sig value of the t-test determined in step 2 with the value 0.05 (significant level 5% = 0.05 | 95% confidence level)

+ If  $\text{sig} > 0.05$ , we accept the hypothesis  $H_0$ . The mean between the two values is equal, there is no difference before and after the experiment.

+ If  $\text{sig} < 0.05$ , we reject the hypothesis, there is a mean difference before and after the experiment.

## **2.3. Developing a process of teaching sex education in Science subject 5 to the orientation of scientific research**

### **2.3.1. The basis for the design of the teaching process**

The design of the teaching process is based on the following grounds: Research-oriented teaching characteristics, requirements for the Science subject 5, lesson objectives and teaching content, orientation of teaching methods and techniques and assessment of teaching results to develop student's competence, psychophysiological characteristics of primary students.

The level of applying to teach based on the scientific research process is determined mainly based on the students' level of self-reliance. Compared with 3 levels of teaching in the orientation of scientific research from low to high: research-drilling teaching, research-practicing teaching, research-based teaching [3], in this research, the lowest level of the teaching process for primary school students will be designed, which is research-drilling teaching (or research-guided teaching). This level is consistent with the ability of primary students who can not study independently so they need the companionship of teachers/parents.

### **2.3.2. The process of teaching Science subject to the orientation of scientific research**

Based on a scientific research process consisting of 4 steps: (1) Problem statement; (2) Research planning; (3) Collect, organize and process relevant data; (4) Presenting solutions and results, this research will apply a 4-step process as follows:

Step 1: The teacher poses a problem or prompts students to raise questions/problematic situations that are happening in the students' real life related to the lesson content. This step through a teaching content, each student has different ways of asking problems/questions, creating conditions to develop the ability to learn about the surrounding natural environment in Science subject. The implementation in step 1 in the orientation of scientific research will put students in a problem situation and create an opportunity for all students to actively participate in the lesson by asking questions, diverse ideas. This is the difference with the research-oriented teaching process for high school students focusing on general research. It is also possible to apply project-based teaching such as in high school, but the difference is that each step implemented in project teaching of primary students has close companion and support of the teacher.

Step 2. Make a research plan: The teacher organizes for students to work individually or in groups to make a plan to find the answers set out in step 1. However, teachers should intensify group research to both develop specific competencies and develop general competencies according to the general education program 2018.

Step 3. Collect, arrange and handle data: Teachers apply active teaching methods and techniques to organize students' activities to collect data and find answers according to the plan implemented in step 2 of the scientific content. Organizing activities for students using active teaching methods and techniques will gradually form and develop students' scientific competences.

Step 4. Presenting research results and solutions to the problem posed: After students complete the collection, arrangement, and analysis of data related to questions/problems on scientific content, the teacher organizes for students to present their work products (solutions, answers, conclusions, etc.), research results of the problem. Based on the products reported by students, teachers let students conclude individually or in groups. However, if the student's

conclusion does not adapt to posed problem, the teacher can support the student to complete step 4.

#### **2.4. Design the illustrated lesson plan**

In this research, the content of sex education for primary students of the Human and Health topic in Science subject 5 was selected to design an illustrative lesson plan. Previous research has shown: (1) Teachers use teaching means mainly textbooks and group discussion or presentation methods to teach sex education [12]; (2) Sex education implemented will be effective through teaching activities including providing theoretical knowledge, practical activities, and real-life situation solving activities to develop science competences [13]. Although, the previous design focused on practical activities to solve real situations, but students are still passive in these activities which are providing theory. Therefore, teaching in the orientation of scientific research will overcome these disadvantages when deployed because the theoretical knowledge students will search and discover on their own to find out. On the other hand, many contents of sex education on the structure of the genital organs, the process of pregnancy and childbirth, ... still make many teachers feel uncomfortable when referring to this theoretical knowledge. Therefore, scientific research-oriented teaching can both overcome the above disadvantages and help students' learning and teachers' teaching more comfortably. There is a series of 3 contents of sex education in Science subject 5 that can be taught in the direction of scientific research: (1) Anatomy of the body and genital organs; (2) Care and hygiene of the pubertal body; (3) Self-protection skills in life and preventing abuse.

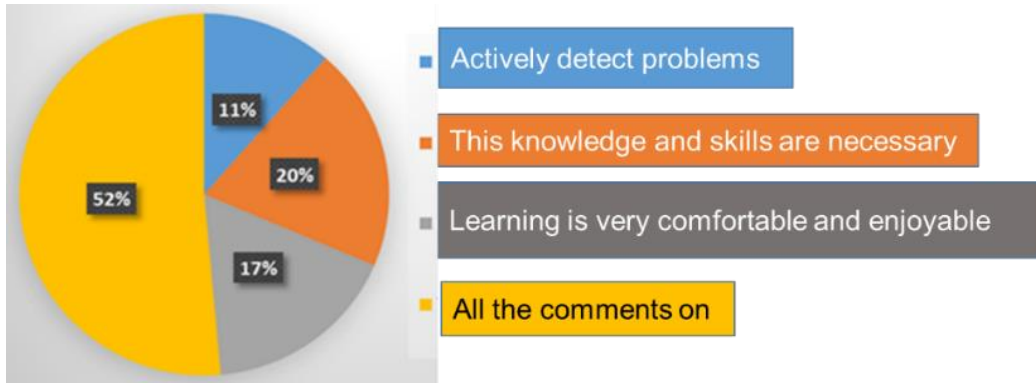
Before conducting the selection of teaching content to design an illustrated lesson plan, the research has been conducted to find out and collect the issues that children are very interested in related to puberty and have received many questions like: What is puberty? What is precocious puberty and is it dangerous or affecting the body's development? Diet and rest for puberty? What products can I use to treat acne?; How to clean the body, especially the genital organs (private area)?... This is the basis for choosing the lesson "Puberty and pubertal hygiene". Details of the lesson plan are in the Appendix 1.

#### **2.5. Experimental teaching of sex education in Science subject 5**

The research used student questionnaires before and after the experiment (Appendix). In which, questions 4, 5, 6, 7 are used to ask students before and after the experiment, while questions 1, 2, 3 are only for students after the experiment. The content of the survey on the special competencies in Science (2018) is developed through teaching content, including: learn about the natural environment (question 4, 5, 6), application of learned knowledge and skills (question 7) (Appendix 2).

The results of the survey of students on the level of interest in the designed content of education (question 1) showed that 35/37 students liked scientific research-oriented teaching activities. This result proves that the content of sex education has created learning excitement for most students so they have a positive mood to complete learning activities. When asked, "What did you find interesting in this class?" (question 2), the result is as shown in Figure 1. In which, 11% of students chose the answer as being able to actively detect and learn about hygiene and safety issues at puberty, 20% of students feel that this knowledge and skill is very necessary for them, 17% of students chose a comfortable and interesting learning activity and 52% of students chose all of the above answers. This result shows that initiative in learning is also one of the important factors that students have been given opportunities and demonstrated when participating in learning activities. This is the foundation for developing both general and natural science competencies for students. On the other hand, when designing teaching content, it is necessary to focus on including necessary knowledge and skills for students, creating a

comfortable learning atmosphere that will increase students' learning efficiency. The activity that students don't like (question 3) is the stall fair because there are too many of you and these are also the two students who don't like this class (question 1). These students may have their personality characteristics, do not like places that are too noisy and crowded.



**Figure 1. Student survey results about the level of interest in experimental lesson**

The results of detailed analysis of questions related to the scientific components of competencies in Science subject are in Table 1 (question 4), Table 2 (question 5), Table 3 (question 6) and Table 4 (question 7).

**Table 1. Analysis of student survey results on the concept of puberty**

	Mean	N	Std. Deviation	Std. Error Mean	
Before the experiment	1.37	37	.589	.096	
After the experiment	.97	37	.162	.026	
Paired Differences					
Mean	Std. Deviation	Std. Error Mean	T	Df	Sig. (2-tailed)
.394	.594	.096	4.092	37	.000

**Table 2. Analysis of student survey results on nutrition for puberty**

	Mean	N	Std. Deviation	Std. Error Mean	
Before the experiment	1.35	37	.714	.116	
After the experiment	1.87	37	.359	.058	
Paired Differences					
Mean	Std. Deviation	Std. Error Mean	T	Df	Sig. (2-tailed)
-.543	.765	.123	-4.282	37	.000

**Table 3. Analysis of student survey results about what to do to clean puberty**

	Mean	N	Std. Deviation	Std. Error Mean	
Before the experiment	1.37	38	.589	.096	
After the experiment	.97	38	.162	.026	
Paired Differences					
Mean	Std. Deviation	Std. Error Mean	T	Df	Sig. (2-tailed)
.342	.504	.096	-4.093	37	.000

**Table 4. Analysis of student survey results on handling situations related to puberty height care**

	Mean	N	Std. Deviation	Std. Error Mean	
Before the experiment	1.35	37	.714	.116	
After the experiment	1.87	37	.359	.058	
Paired Differences					
Mean	Std. Deviation	Std. Error	t	Df	Sig. (2-tailed)
-.543	.765	.123	-4.282	37	.000

(Note: Mean: Medium score; N: number of experimental students; Std. Deviation: Standard deviation; Std. Error Mean: standard error; t: value; sig.: confidence level).

The results in Tables 1, 2, 3, 4 after statistical processing and Paired-Samples T-Test show that there is a significant difference between before and after the experiment (.sig = 0.000 < 0.05). Especially in questions 4 and 6 which are oriented on developing the competence to learn about the natural environment, the research has designed two correct answers for students to choose according to their personal preferences. The results obtained in these two questions with the correct answer are almost similar. This result has proved that the research approach in teaching combined with collecting and searching for information during the student's research process has created opportunities for students to expand their learning content to meet both learning requirements and their interests. At the same time, the steps of teaching taken in the orientation of scientific research have developed the specific competence of the Science subject 5.

### 3. Conclusion

The research has designed a process of teaching Science in the orientation of scientific research based on applying the basic scientific research process at the simplest level for primary students. In particular, when designing activities in step 1 will put students in problem situations and create opportunities for all students to actively participate in the lesson through asking questions, diverse ideas. The research has designed and experimented with the illustrative sex education teaching plan. The results have proved the effectiveness of research-oriented teaching at the level of research-guided teaching for students. Through the experimental results of the content teaching activities “Puberty and pubertal hygiene” show that the teaching process adapts to the Science curriculum. In which, students actively participate in all learning activities. This is the basis for gradually forming and developing specific scientific competencies, general competencies, and qualities for students in Science (2018).

#### APPENDIX 1

#### TOPIC: HUMANS AND HEALTH (Science subject 5)

#### LESSON: Puberty and Pubertal Hygiene

#### 1. LEARNING OBJECTIVES

##### 1.1. Special competences

- List the changes in boys and girls as they enter puberty.
- Describe ways to take care of the body when entering puberty, especially the external genitalia.
- Classification of some products that support puberty body care.
- Do some things to take care of the body during puberty.

##### 1.2. General competences

- Communication and cooperation: Through the students presenting their own opinions and listening to the opinions of others.

- Problem-solving and creativity: Through teamwork, practice, and application.

### **1.3. Quality**

- Kindness: Love your body and respect the bodies of others.

- Responsibility: Take care of your body everyday by doing what you can.

## **2. PREPARATION**

- Teacher: A0 paper, crayons, watercolors, scissors,... (decorative, art objects),...

- Students: drawing paper, pencils, crayons, markers,...

## **3. TEACHING ACTIVITIES**

### **3.1. Startup**

a) Objective: Create a happy mood for students and lead into the content of the lesson.

b) Teaching method: visual method (taking pictures designed by students themselves).

c) Organizational process:

- Students work individually to draw pictures or list the characteristics of the body that they want in the future on A4 paper within 5 minutes, then they will present the reasons why they draw the image or list those characteristics.

- The teacher orients students' explanations about the model which should be positive images if students build their image in a negative direction.

- The teacher asked the question: When do you think you will achieve your model? At what stage does your body change the fastest and most?

- Students answer. Based on students' answers for teachers to connect to the lesson "Puberty and pubertal hygiene"

d) Expected product: paintings/features listing student's image by individual

### **3.2. Discovery activity**

#### **3.2.1. Activity 1: Learn about puberty**

a) Objectives:

- Forming questions about puberty: physical, mental changes, ...

- Asking complete questions about the problems.

- Allocate specific activities to be done to solve the problem which posed.

b) Teaching methods and techniques: question and answer method

c) Organizational process:

- The teacher suggested issues that students were curious about themselves when entering puberty through the story: During break time, Ngoc invited Ha to race with other friends as usual, but Ha refuse to participate. When Ngoc asked the reason, Ha said that she couldn't run and jump on the "red light day". Ngoc's friend heard about "red light day" and frowned and was confused. What do you think Ngoc is wondering about and how do you want to ask? Please list all questions that Ngoc would like to know.

- Students discuss in groups of 4, ask questions about puberty in 5 minutes.

- Students present the results of the group discussion.

- Teacher divides the questions into 2 groups: Body changes of puberty and pubertal hygiene.

- The teacher divides the class into groups to assign tasks: Group 1: Learn the signs of puberty in boys and girls; Group 2: Changes in appearance; Group 3: Psychological changes of



puberty; Group 4: Problems encountered by puberty; Group 5: Hygiene of the body and face during puberty; Group 6: How to increase height during puberty?

- The teacher guides each group to make a plan and divides the task of solving the problem set by the group, but does not suggest how to present the product so that each group can be creative.

- Students follow the instructions of the teacher, discuss in groups, divide specific work for each member and how to present the product.

- Students will complete the group's task for one week.

d) Expected product: The problems that the groups pose, teamwork's plan, the assignment of each individual in the group to solve the problem.

*3.2.2. Activity 2: Exploring puberty and pubertal hygiene through product presentation in the form of Workshop*

a) Objectives:

- Present the contents of the proposed plan.

- Analyze, compare and ask your group questions.

b) Teaching methods: Cooperative teaching methods, Art galleries.

c) Organizational process:

- Teachers organize for students to present research products after 1 week in the form of workshops. Each group will be a "booth" in this "scientific fair" and organize activities according to gallery technique.

+ Firstly, the groups will act as visitors to learn about all the booths, each group will appoint one student to display the products in the booth in charge.

+ In turn, each group moves clockwise to display booths from group 1 to group 6, each booth will stop for 5 minutes according to the preset teacher clock to observe, listen or ask questions. Suggestions for your group.

+ Each group of visits, the tour group will give feedback on the products of the exhibiting group according to the principle: 3 compliments (advantages) - 2 comments (limitations) - 1 question (unanswered/unsatisfied with questions) and record the product information of each task.

+ Each group will have 5 minutes to edit and add products based on the comments and questions of the remaining groups.

d) Projected products: Science booths according to 6 tasks.

*3.2.3. Activity 3: Report on puberty characteristics and pubertal hygiene*

a) Objectives:

- List the changes in boys and girls as they enter puberty.

- Describe ways to take care of the body when entering puberty, especially the external genitalia.

b) Teaching methods and techniques: Cooperative teaching method

- The teacher invites a group of students to report on the group exercise products and information collected after visiting the "booths" of the groups, the remaining group's comment and supplement. (Teachers should orient and support the arrangement of information reported by students according to puberty and pubertal hygiene content).

- The teacher listens to the groups' reports, comments on the work of each group and finalizes the results of practice, supplements and edits (if necessary).

d) Expected product: report of each group.

### 3.3. Practical activity

a) Objective: Analyze the scientific basis of how to clean the body and clean the private area during puberty.

b) Teaching methods: Collaborative teaching methods, tablecloth techniques.

c) Organizational process:

- From the measures of pubertal hygiene (body, menstruation, facial skin, height) in activity 3.2.2, the teacher raised the problem: If in the above situation, Ha ran when there was a “red light day”. Does it affect the body? If each of you does not take care of your body and proper hygiene, what will be the consequences?

- Students discuss in groups and give answers to the problems.

- The representative of the group presents the results of the discussion.

d) Expected product: analysis of diseases related to the body if not cleaned properly and how to solve it.

### 3.4. Application activity

a) Objective: Consolidate the knowledge and information acquired through the lesson.

b) Teaching methods: Role-playing method

c) Organizational process:

- Students learn situations through the game: “Secret door”

- Step 1: On behalf of each group, students choose each door in turn and answer the question: What will you do when you encounter the following situations?

+ Scenario 1: At break time, I see female friend A bleeding on the chair in the “red light day”.

+ Scenario 2: Huy was teased by his friends because he had a loud voice like a duck.

+ Scenario 3: Hien is very sad because recently her hairy arms are darker than other girls so other friends say she looks like a man.

+ Scenario 4: Girlfriend stooped down because she was a head taller than many other students in the class.



- Step 2: Students discuss in groups to solve the situation by presenting or role-playing.

- Step 3: Students in groups present. Students self-review, their group and group of friends.

- Step 4: Teacher summarizes and adds comments.

d) Expected product: Students can handle situations in role-playing activities

## APPENDIX 2

### SURVEY FORM OF EXPERIMENTAL RESULTS

Name of student: .....

School: .....Grade:.....

Put an X on the answer that you think is appropriate or write the answer in the mark...

**Question 1: Do you like this sex education content?**

A. Like

B. Disliked

**Question 2: What did you find interesting in this class?**

- A. Actively detects and learns about hygiene and safety issues during puberty.
- B. These knowledge and skills are very necessary
- C. Comfortable and interesting learning activities.
- D. All of the above.
- E. Other comments: .....

**Question 3: Is there any activity you don't like? If so, please tell me why you don't like this activity?**

Answer:

.....

**Question 4: What is puberty?**

- A. The age after infancy, the body rapidly increases in height and weight.
- B. As the period after childhood, the body begins to have physical and psychological changes.
- C. As an adult, the body is almost complete and can already be capable of fertilization and pregnancy.

**Question 5: The necessary nutrition for a child's comprehensive development during puberty is:**

- A. Eat only starch, fiber, absolutely abstain from fat, especially addictive substances such as coffee, beer, alcohol, tobacco, ...
- B. Eat freely, as much as possible, eat several meals a day.
- C. It is necessary to eat a combination of all kinds of foods, especially vitamins and minerals; Eat on time at three main meals of the day.

**Question 6: What do you need to do to clean your body during puberty?**

- A. Take a shower every day as much as possible, especially right after activities that require a lot of physical activity.
- B. Use more products that support care and hygiene such as cleansers, moisturizers, cleaning solutions for private areas, ...
- C. Take a bath, brush your teeth at least 2 times a day; choose to use products suitable for age and skin type (in consultation with a dermatologist), ...

**Question 7: During the health check at the beginning of the school year of grade 5/4 students, the doctor measured Hien's height as 1m36, but Ha's as 1m55. Hien looked sad and asked the doctor how to make her grow faster and catch up with Ha's height. If you were a doctor, how would you tell Hien?**

- A. Each person will have a different development process and height will increase very quickly when it comes to puberty. Children who want to increase height need to eat a combination of many nutrients, especially eat a lot of starch and fat to have active energy and wait until puberty to get the same height as Ha.
- B. Each person will have a different development process and height will increase very quickly when it comes to puberty. Remember to always combine a full diet with substances such as protein, fat, carbohydrates, vitamins and minerals found in meat, fish, eggs, milk, vegetables, fruits, ... At the same time, If you regularly exercise, play your favorite sport and keep your body clean, your height will definitely improve in the coming time, especially during puberty.

C. Each person will have a different development process and height will increase very quickly when it comes to puberty. You can be assured to wait until puberty, the height will increase rapidly, so there is no need to compare with your friends.

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