

Social and Spiritual Development Strand
Social Science

Unit 1: Natural and Cultural Environments

Unit Guide



Lecturer Support Material

Acknowledgements

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Primary and Secondary Teacher Education Project

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Unit outline

Modules	Sample topics								
1.1 Geography Skills (Core)	What is Geography? Drawings, diagrams and charts Tables and graphs (Examples from physical geography) <table style="width: 100%; border: none;"> <tr> <td style="width: 50%; border: none;">Fieldwork</td> <td style="width: 50%; border: none;">Maps and mapping</td> </tr> <tr> <td style="border: none;">Research and recording</td> <td style="border: none;"></td> </tr> </table>	Fieldwork	Maps and mapping	Research and recording					
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Research and recording									
1.2 Land Use and Settlement (Core)	<table style="width: 100%; border: none;"> <tr> <td style="width: 50%; border: none;">Land tenure</td> <td style="width: 50%; border: none;">Settlement patterns</td> </tr> <tr> <td style="border: none;">Transport and communications</td> <td style="border: none;">Functions of towns</td> </tr> <tr> <td style="border: none;">Cities in developing countries</td> <td style="border: none;"></td> </tr> <tr> <td style="border: none;">Settlement issues</td> <td style="border: none;"></td> </tr> </table>	Land tenure	Settlement patterns	Transport and communications	Functions of towns	Cities in developing countries		Settlement issues	
Land tenure	Settlement patterns								
Transport and communications	Functions of towns								
Cities in developing countries									
Settlement issues									
1.3 Environmental Issues (Core)	What is environment? Issues – resource deterioration, pollution Environmental decisions Causes of climate change <table style="width: 100%; border: none;"> <tr> <td style="width: 50%; border: none;">Conservation</td> <td style="width: 50%; border: none;">Sea-level change</td> </tr> </table>	Conservation	Sea-level change						
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1.4 Culture (Core)	What is culture? Identity Cultural adaptation and change <table style="width: 100%; border: none;"> <tr> <td style="width: 50%; border: none;">Traditional lifestyles</td> <td style="width: 50%; border: none;"></td> </tr> </table>	Traditional lifestyles							
Traditional lifestyles									
1.5 Resource Management (Optional)	What are resources? Managing resources Sustainability								

Links with the primary curriculum

Unit 1 contains content, skills and activities relevant to the following primary syllabuses.

Syllabus	Syllabus Strands/Themes						
Community Living Grades 3-5	<table style="width: 100%; border: none;"> <tr> <td style="width: 50%; border: none;">Groups</td> <td style="width: 50%; border: none;">Customs</td> </tr> <tr> <td style="border: none;">Ways we do things</td> <td style="border: none;">People and resources</td> </tr> <tr> <td style="border: none;">Society and people in PNG</td> <td style="border: none;"></td> </tr> </table>	Groups	Customs	Ways we do things	People and resources	Society and people in PNG	
Groups	Customs						
Ways we do things	People and resources						
Society and people in PNG							
Social Science Grades 6-8	<table style="width: 100%; border: none;"> <tr> <td style="width: 50%; border: none;">People and environment</td> <td style="width: 50%; border: none;">Cultural events</td> </tr> <tr> <td style="border: none;">Traditional and modern cultures</td> <td style="border: none;"></td> </tr> <tr> <td style="border: none;">Cultures around the world</td> <td style="border: none;"></td> </tr> </table>	People and environment	Cultural events	Traditional and modern cultures		Cultures around the world	
People and environment	Cultural events						
Traditional and modern cultures							
Cultures around the world							
Environmental Studies Grades 3-5	<table style="width: 100%; border: none;"> <tr> <td style="width: 50%; border: none;">Exploring my environment</td> <td style="width: 50%; border: none;">Changing my environment</td> </tr> <tr> <td style="border: none;">Resources of PNG</td> <td style="border: none;">Development and the future</td> </tr> <tr> <td style="border: none;">Looking after my environment</td> <td style="border: none;"></td> </tr> </table>	Exploring my environment	Changing my environment	Resources of PNG	Development and the future	Looking after my environment	
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Resources of PNG	Development and the future						
Looking after my environment							
Personal Development Grades 6-8	<table style="width: 100%; border: none;"> <tr> <td style="width: 50%; border: none;">Customs</td> <td style="width: 50%; border: none;">Cultural change</td> </tr> </table>	Customs	Cultural change				
Customs	Cultural change						

Table of contents

Natural and Cultural Environments	1
<i>Rationale</i>	1
Unit objectives.....	1
<i>Knowledge</i>	1
<i>Skills</i>	1
<i>Values/attitudes</i>	2
Access and equity	2
Programming Unit 1- selecting modules and topics.....	3
<i>A sample program: sequential, content-based</i>	4
<i>A sample program: integrated, skills-based</i>	5
<i>A sample program: integrated, thematic</i>	6
Assessing Unit 1	7
<i>Suggested assessment tasks</i>	8
Teaching Unit 1	9
<i>Teaching sequence</i>	9
<i>Teaching strategies</i>	10
<i>Fieldwork</i>	12
<i>Current events</i>	12
Resources	13
<i>Books</i>	13
References.....	14

Natural and Cultural Environments

The Social Science course seeks to develop pre-service teachers who are:

- Conscious that people are social beings who need to interact with others
- Aware of the value of democratic social structures
- Aware of contemporary national and international social, economic and political issues
- Socially concerned and able to recognise injustice
- Willing to take action which leads to a more just and equitable society
- Willing to participate in community and national development

Rationale

The natural and cultural environments of any nation, state or region connect in many ways. A combination of physical and human factors shape the natural environment. People interact with their environment to fulfil their needs and wants in ways which reflect the nature of the environment they occupy and/or have created. Consequently, the process of environmental change is continual. People can affect natural systems and the processes at work in them. At the same time, natural systems influence people's cultural, social and economic activities.

Through the study of natural environments and different cultures in Papua New Guinea and throughout the world students will come to understand the process which shape natural and cultural environments, develop a critical sensitivity towards the use of the environment and develop an awareness and understanding of other cultures and places.

Unit objectives

Knowledge

Through the study of Natural and Cultural Environments students will gain knowledge about:

1. The interdependence of all aspects of the natural and cultural environment
2. How culture and experience influence peoples' perception of places and geographical issues
3. The natural and human processes that form and transform the features and patterns of the earth's surface
4. Careful use of the environment and the need for sustainable development
5. How people modify and are affected by the natural and cultural environment

Skills

Through the study of Natural and Cultural Environments students will develop skills in:

1. Identifying, gathering and evaluating information
2. Organising, processing and interpreting information
3. Using a range of written, oral and graphic forms to communicate information
4. Describing differences in life opportunities in terms of social, cultural, economic and physical environments
5. Analysing the impact of different perspectives on issues at local, national and global levels
6. Accounting for differences within and between communities
7. Decision-making
8. Problem-solving

Values/attitudes

Through the study of Natural and Cultural Environments students will develop:

1. An appreciation of people, culture, societies and environments
2. Responsible attitudes towards people, culture, societies and environments
3. A commitment to ecological sustainability
4. A commitment to a just society
5. A commitment to intercultural understanding
6. A commitment to lifelong learning

Access and equity

In order to provide for access, participation and equity within the curriculum we need to identify those areas which exclude many females and some males. Students not only require access to learning opportunities but need to be actively involved in them, and this is more likely to be achieved when the subject matter is relevant, interesting and includes the experiences of women and girls.

To provide for access, participation and equity, the curriculum needs to contain:

- Content which has women's and girls' experiences and achievements centrally placed as opposed to being omitted or undervalued.
- Contexts that value girls, including the classroom management of harassment and the equitable use of time, money, personnel and all resources
- Cooperative and collaborative teaching and learning styles which consider the need for both single-sex and mixed-sex groupings in the classroom
- Inclusive language
- A supportive learning environment
- Acknowledgement of both the diversity and similarity of female and male experiences

i It is important that you use inclusive strategies in your classroom. Groups should contain a mix of males and females. Girls should be encouraged to contribute in class discussions and to take leadership roles. Care should be taken that students with special needs are not disadvantaged by any activity and that resources are distributed evenly.

Programming Unit 1- selecting modules and topics

Before commencing the study of the unit or modules within the unit it is recommended that you consider:

- Conducting a class survey to ascertain students background knowledge and experience
- Compiling a list of possible topics (based on your expertise and college resources)
- Allowing the students to select those topics in which they are interested. This will maximise student interest and participation

The main purpose of programming is to help you arrange the presentation of the Unit in an orderly manner. You will need to examine all the available modules for the Uni in order to make appropriate choices for study for the trimester/semester. It is recommended that you make plans with other lecturers teaching the same Unit.

This guide contains content, strategies and activities for four core and one optional module. To do your trimester/semester plan you need to:

- Select content from each of the core modules (and the optional module if you wish)
- Write down the number of weeks in the trimester/semester
- Write down the number of lectures/tutorials for each week
- Write down the content to be taught in each lecture/tutorial (page references)
- Select activities from the modules to match the content you have chosen. (When selecting activities be realistic about how much time you have and how long the activity might take to complete.)
- Select two/three assessment tasks that overlap across the modules to enable students to demonstrate skills that are applicable in more than one situation.

Because you are responsible for the development of beginning teachers, it is better that contact time is spent on the development of skills through whole class, group, paired or individual activities. Students should be given course material in advance and should be encouraged to read content before lectures/tutorials so that contact time is not wasted on reading/comprehension tasks.

Following are examples of three different program types – a sequential content-based program, an integrated skills-based program and a thematic program.

i It will not be possible to complete an activity every session, but you should try to do one activity each week. Make sure the activities are varied, that is, not all discussion or group presentations. There are plenty of choices in the modules.

A sample program: sequential, content-based

(12 weeks with 2 x 1 hour/lectures/tutorials per week)

Week	Lecture	Module	Topic	Strategies/Activities	Assessment	Resources
1	1	1.1	What is Geography? Geography skills			Geography Skills text
	2	1.1	Observation skills	Act 2 Survey		
2	3	1.1	Mapping skills	Act 4 Map	Interview questions	Atlas
	4	1.1	Survey skills	Revise for assessment task		
3	5	1.1	Graphical skills	Act 5 Pie graph		7 and 8 texts
	6	1.1	Reporting skills	Act 6 Research		
4	7	1.2	What is land use? Land tenure	Discussion		Paradise magazines
	8	1.2	Industries & land use	Act 2 Made in PNG field work OR		
5	9	1.2	Industries & land use	Act 2 Plantation viewpoint		
	10	1.2	Settlement patterns	Act 5 village map		
6	11	1.2	Cities and settlement issues	Act 11 group role play		
	12	1.3	Environmental issues – brainstorm	Act 1, 2 interactions or balance OR		
7	13	1.3	Climate change and global warming	Act 8,9 summary or short answer		
	14	1.3	Sea level change	Act 10 explanation OR		
8	15	1.3	Sea level change	Act 16 coast study field work	Village map	
	16	1.3	Caring for the environment	Act 12 newspaper articles OR		
9	17	1.3	Caring for the environment	Act 14 protected species brochure		
	18	1.5	Sustainable development	Act 4 advantages and disadvantages of industry		
10	19	1.5	Resource management	Act 7 brainstorm		
	20	1.4	What is culture?	Act 1 cultural characteristics		
11	21	1.4	Lifestyles – case studies	Act 5, 6 booklet or research	Environmental issues poster	
	22	1.4	Cultural change	Act 7 debate OR		
12	23	1.4	Cultural change	Act 11 discussion		
	24	1.4	Global cultures, Case study -sport	Act 9,10 common culture or interview		

Note 1: Students are expected to read relevant sections prior to lecture/tutorial

Note 2: The first 10 minutes of each session will be spent on overview or clarification of home reading topics

Note 3: It will not be possible to do an activity every session.

A sample program: integrated, skills-based

(12 weeks with 2 x 1 hour/lectures/tutorials per week)

Week	Lecture	Topic & Module	Skills	Activity	Assessment	Resources
1	1	Geography skills overview 1.1		Select at least one activity each week. The activity should involve the skills listed in the previous column. Information on the skills can be found in Module 1.1, other modules or Unit 6 - Methods		Geography Skills text Atlas 7 and 8 texts Paradise magazines
	2	Land tenure in PNG 1.2	Group discussion			
2	3	Land use - levels of industry 1.2	Diagrams and flow charts			
	4	Land use – primary industry 1.2	Mapping practice			
3	5	Land use – water supplies 1.2/1.5	Field work, report writing			
	6					
4	7	Settlement patterns 1.2	Mapping revision		Village map	
	8	Settlement issues 1.2	Group discussion			
5	9	Functions of towns 1.2	Mapping practice			
	10	Population centres 1.2	Tables and graphs			
6	11	Environmental issues – sea level change 1.3	Observation skills			
	12		Tables and graphs			
7	13	Environmental issues - pollution 1.3	Interviews and questionnaires			
	14					
8	15	Environmental decisions 1.3	Research	Environmental issues poster		
	16	Conservation 1.3	Presentation skills			
9	17	Culture – comparative study 1.4	Research			
	18	Culture – traditional lifestyles 1.4	Describing skills			
10	19	Cultural change 1.4	Interviews & questionnaires			
	20					
11	21	The wantok system 1.4	Debate	Interview questions		
	22					
12	23	Resource management 1.5	Observation skills			
	24	Resource management – forest industry 1.5	Research, presentation skills			

Note 1: Students are expected to read relevant sections prior to lecture/tutorial

Note 2: The first 10 minutes of each session will be spent on overview or clarification of home reading topics

A sample program: integrated, thematic

(12 weeks with 2 x 1 hour/lectures/tutorials per week)

Week	Lecture	Theme	Topic & Module	Activity	Assessment	Resources
1	1	Our changing environment	Climate and sea level change 1.3	Select three or four activities which relate to the theme. Make sure activities require students to use a variety of skills from Module 1.1	Village map	Geography Skills text
	2					
2	3		Habitat loss and pollution 1.3			
	4					
3	5		Patterns of settlement 1.2			
	6					
4	7		Global culture 1.4			
	8					
5	9	Culture and change	Traditional lifestyles 1.4	Select three or four activities which relate to the theme. Make sure activities require students to use a variety of skills from Module 1.1	Interview questions	Paradise magazines
	10					
6	11		Land tenure 1.2			
	12					
7	13		Cultural adaptation 1.4			
	14					
8	15		Settlement issues 1.2			
	16					
9	17	Land use and development	Environmental decisions 1.3	Select three or four activities which relate to the theme. Make sure activities require students to use a variety of skills from Module 1.1	Environmental issues or Resource poster	
	18					
10	19		Levels of industry 1.2			
	20					
11	21		Resource management 1.5			
	22					
12	23		Conservation and recycling 1.3			
	24					

Note 1: Students are expected to read relevant sections prior to lecture/tutorial

Note 2: The first 10 minutes of each session will be spent on overview or clarification of home reading topics

Note 3: Module 1.1 Geography Skills is integrated into the themes as selected activities are based on key skills


Assessing Unit 1

Assessment is the process of identifying, gathering and interpreting information about student learning. The main purpose of assessment is to improve student learning and the quality of the learning programs. A variety of assessment strategies should be used and students should be given opportunities, in varying contexts, to demonstrate in an authentic manner what they know, understand and can do.

Assessment strategies should be sensitive to gender, disability, culture, background language and geographical location.

A single task can often measure achievement in relation to several objectives. Consider the nature and structure of the task so that:

- The requirements of the task are as clear as possible
- Questions or activities are chosen that are relevant to the objectives and allow students to demonstrate appropriate outcomes
- Any sources or stimulus material used are clear and appropriate to the task
- The likely range of student responses are anticipated
- There is a balanced selection of skills and knowledge objectives being assessed
- Marks or grades reflect the relative importance of each part of the task
- Instructions are unambiguous
- The language level is appropriate
- Items are not too difficult or too easy
- It does not contain bias
- The marking scheme is applied consistently

 The focus in choosing assessment strategies should be the application and practice of skills. It is unlikely that there would be one task for each module, rather students/lecturers would choose from tasks across the whole unit to fulfill college requirements for number and weighting of assessment tasks. If there is a choice, all tasks should be equivalent in difficulty, weighting and time required for completion.

General assessment strategies include:

- Inquiry-based research assignments and projects
- Oral presentations eg seminars, debates, tutorials
- Essays – with a focus on inquiry, analysis and/or reflection
- Performance activities eg role play, dramatic presentations, simulations
- Short answers or paragraphs
- Case studies
- Practical exercises eg mapping
- Field work

- Teacher observations
- Conferencing e.g., discussions/interviews between teacher and student
- Reflective journals
- Testing eg topic tests, examinations
- Developing resources eg class story books
- Lesson plans
- Peer assessment
- Self assessment and evaluation

Suggested assessment tasks

These tasks show some assessment possibilities. Each task assesses more than one objective. Assessment activities should overlap across the modules eg a task involving mapping land use patterns covers mapping skills from Module 1- Geography Skills and information about Land Use from Module 2 – Land Use and Settlement

- Construct a **flow chart** which describes a natural process such as weathering
- Prepare a **fully labelled, scale drawing** of the interior of a college building, or map land use patterns in a selected area. Label the drawing/map with appropriate symbols and a scale
- Make a **model** of a house typical of a region or country and write a descriptive label for the model
- Write a one page **essay** answering the following questions – How does PNG's communication system make use of land? What problems are associated with this land use?
- Draw a scaled map of a nearby village showing the location of houses, gardens, roads, tracks and other forms of land use. Make sure your map includes a key.
- Design a **poster** including notes on environmental issues in particular regions eg the coast
- Collect a number of articles about environmental issues and write a **reflective comment** about each one or watch a TV program or video on a sensitive issue and write a **letter** to the company/government involved
- Prepare **arguments** for and against a major income-producing venture in an environmentally sensitive area
- Describe two major mines in PNG. What problems, if any, have they produced for the environment? Collect newspaper clippings to illustrate your **research**.
- What does the term 'endangered species' mean? Research an example of one endangered animal or plant in PNG or elsewhere in the world. Describe it, explain why it is endangered and what is being done to conserve it.
- Design a poster illustrating customs of three regions in PNG and three in other parts of the world
- Write a **short story** suitable for a particular grade, based on a traditional ceremony or belief
- Design a **set of questions** to use in interviews about cultural change
- Research a festival and present your findings as a promotional brochure

- Choose a country from anywhere in the world. Draw up a **chart** which illustrates aspects of its culture eg arts, language, religion, food, clothing.
- Write a **description** of two traditional ceremonies, one from your own and one from another PNG culture. Write your description in the vernacular with an English version along side. Illustrate your work and present it as a **small booklet** which could be used in a lower primary classroom.
- Draw a flow chart describing the processing of a particular mineral
- Write an essay on the possible conflicts of interest between various groups using a natural resource
- Design a **consequence chart** which outlines benefits and problems associated with using a particular natural resource
- Map the distribution of natural resources in PNG
- **Correlate statistics** and maps relating to the development of a particular resource
- Construct a flow chart which displays the impact of a mining operation on the environment
- Write an essay on the benefits of sustainable development
- **Explain with diagrams** the concept of renewable and non-renewable resources

Teaching Unit 1

The main emphasis in the teaching of each module/topic is to include a range of strategies and activities and to develop skills which will be useful for beginning teachers in their own classrooms.

Teaching sequence

Introductory session	At the beginning of each module or topic, establish student's prior knowledge and understanding by asking questions, brainstorming, and clarifying the meaning of important terms. Refer to module glossaries if available. (Student responses will help you decide how much time needs to be spent on basic content and how quickly you can proceed to skills development and activities)
During the topic/module	<ul style="list-style-type: none"> • When setting group work make sure each group has the necessary equipment/resources and set a firm time limit. Do not set the same task for each group and avoid boredom by using different strategies for group presentations eg classroom display, question and answer session, summarising focus areas. • To cover the content in the limited time available students should be encouraged to read material for homework. This will enable more class time for discussion and activities. • Only selected examples of maps, diagrams, illustrations and descriptions have been included in the modules. Students should be encouraged to consult textbooks and library materials for more detailed examples and explanations. • Remember – you are preparing students to teach in primary classrooms. Make students aware of the links between topics being studied and the primary curriculum. When

	setting activities or assessment tasks, discuss with students how their actions/findings will be useful for them in their own classrooms later.
Conclusion	At the end of a module or topic ask students to summarise the skills/knowledge learnt in this module. Encourage students to see how generic skills can be used in future Social Science modules, in modules for other subjects, and in their own teaching.

Teaching strategies

A comprehensive range of teaching strategies is presented in the following table. Suggested strategies and activities are also included with each module.

Strategy	Explanation
Analysing values	the gathering, analysing, organization and appraisal of facts in order to understand value positions held by individuals, groups and organizations.
Brainstorming	recording all the information already known on a topic to generate new ideas or stimulate creative thinking
Clarifying values	reflective and sharing process used to explore validity of values in a non-threatening environment
Classroom displays	provides a way of focusing on the current unit which provides a record of learning as well as encouraging students to respond to learning
Conflict resolution	analysing conflict situations in an objective and systematic way and being able to suggest a range of non-violent solutions
Consequence charts	enable the exploration of cause and effect relationships, alternatives consequences or likely consequences of alternative actions or decisions
Cultural activities	exposing students to a variety of activities that give them insight into their own culture or that of others
Current affairs	a valuable source for discussion and inquiry
Debates	formalised discussions in which opposing points of view are advanced. These allow students to take a position on an issues and justify that position, perceive other points of view and analyse relative strengths of arguments
Decision-making	the process of choosing from two or more alternatives
Diagrams	a visual text that provides a symbolic representation of the interrelationship of concepts or elements of a social or physical structure
Discussions	opportunities to express ideas and feelings and listen to others, to look at issues from other perspectives
Evaluating values	weighing options, consequences and evidence in decision-making contexts in order to make decisions and take actions in just, effective ways
Excursions	journey to a place to provide opportunities to respond to or interact with new environments or experience different activities

Strategy	Explanation
Family trees	diagrammatic representation of relationships which can depict change and the passing of time
Flow charts	visual text that provides a symbolic method of explaining and recording a chain of events in a sequence. They also examine processes and stages within a structure
Graphs	diagrammatic method of displaying the relationship between facts
Group work	encourages students to participate in achieving a shared goal. Allows students to interact with each other and to value each member's contribution
Guest speaker or visitor	a person who shares his/her knowledge and skills with the students
Interviews	a method of gaining information about people, their attitudes and lifestyles. Can be part of a survey or open-ended
Jigsaw groups	analysing and breaking down topics into discrete research tasks or activities undertaken by different groups, then reported to the whole class gradually building up a detailed and complete 'picture' of the topic
Learning games	devices which involve students in simulated experiences to develop concepts and understandings, record information or demonstrate knowledge. These can be made by teachers or students
Mapping	constructing, reading or interpreting symbolic representations of the Earth's surface
Matrix	a concise classification of numbers, words or symbols assembled in a grid layout to facilitate analysis and predictions
Mind maps/concept maps	used for drawing connections between ideas and concepts. Often associated with brainstorming
Models	demonstration of a concept in concrete form eg items made from play dough, relief maps, mobiles, murals, dioramas
Moral dilemmas	a real or imaginary situation depicting an apparent conflict between two or more courses of right action, discussed in a supportive atmosphere. Dilemmas may be set in past, present or future contexts
Oral history	students listen and gather information as an individual recounts life experiences or describes events
Photographs	visual texts which can be used to develop skills such as observing, classifying, grouping, comparing and contrasting. Photographs also allow reinvestigation of first-hand experiences at a later date
Pictures	visual texts which enhance understanding of written and spoken texts as well as being used to acquire information etc
Presentations	sharing of information obtained through individual and group research or study. These can be spoken, written or multimedia and provide experience in organising, planning and presenting information and material to a particular audience
Problem-solving	finding answers to questions and difficulties which arise in many and varied contexts
Questioning	involves students in asking questions and responding to them. Questions can be used for developing thinking and learning, stimulating and directing inquiry, assessing student learning.

Strategy	Explanation
Role-play	taking on and acting out roles of real or imaginary individuals in varied, non-threatening simulated situations in order to clarify values and develop empathy with other people
Simulation	assuming roles according to specified rules and procedures. These can be role plays or games
Surveys	method of gathering information for a specific purpose eg data collection, questionnaire, interview
Task cards	defined activities or pieces of research presented in written form to individual students or groups. They are a method of directing student learning
Texts	using a range of texts to expand and develop student knowledge and understandings
Timelines	lists of events set out diagrammatically in chronological order
Using artefacts	by examining objects made by humans, students are able to gain an insight into the technology and lifestyles of people from particular cultural groups or times

Fieldwork

Fieldwork is an essential part of the study of Social Science. It is a means of understanding natural and cultural environments and the nature of inquiry. Fieldwork can enhance learning opportunities for a wide range of students because it caters for a variety of teaching and learning styles


Fieldwork enables students to:

- Acquire knowledge about environments by observing, mapping and recording phenomena in the real world in a variety of places, including the college environs
- Use different types of social science tools to assist in interpretation of and decision-making about phenomena
- Understand the spatial and ecological dimensions of the environment
- To explore processes that form and transform environments

Current events

The study of current affairs and special events adds relevance, reality and immediacy to the Social Science program. Meaningful bridges can be built between life in and out of college and between the past and present. Student's interests can be extended and deepened as they investigate events and issues related to their own concerns, to long-term social trends, and to actions of individuals and groups.

Events which are part of the news, provide a valuable source for discussion and inquiry. It is recommended that module content be reinforced through discussion of relevant current events. Events should be selected by students who should be encouraged not only to describe the event but also to explain why it was selected.

 Newspaper articles used in this unit were current at the time of writing. It is important that students be aware of the need to be up-to-date with resources they use in schools. Model this awareness by substituting similar, more recent articles each time you teach this or other Social Science units.

Resources

Newspapers – articles, reports, graphs and statistics, cartoons

Atlases and maps

The local area – college grounds, nearby landform features

Professional journals

Documentaries and television programs

Videos

Magazines

CD-ROMS

The internet

Databases

Government departments

Non-government agencies

The local community – families, workers, artists, businesses, industries

Colleagues

Business and companies eg mining, oil palm, sugar, construction

Books

Air Niugini – various *Paradise* magazines

Bonner, C. and Ralph, B. (1994). *Key Skills in Geography*, Longman Cheshire

Brown, M. (?). *Developing Social Science Skills*, UPNG

Bunnet, R. (1990). *General Geography in Diagrams*, Longman

Bunnet, R. (1989). *Physical Geography in Diagrams*, Longman

Chapman, D. (1985). *Understanding Our Earth*, Pittman

Codrington and Chittenden (1990). *The Geography Skills Book*

Crama, S. and Dodd, B. (1989). *Discover Your World Book 1*, Jacaranda Press,

David, K. (1988). *Foundations of Geography*, UPNG

Destination Papua New Guinea (1995).

Kleeman, et al (1998). *A Geography of Global Environments and Communities*,
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