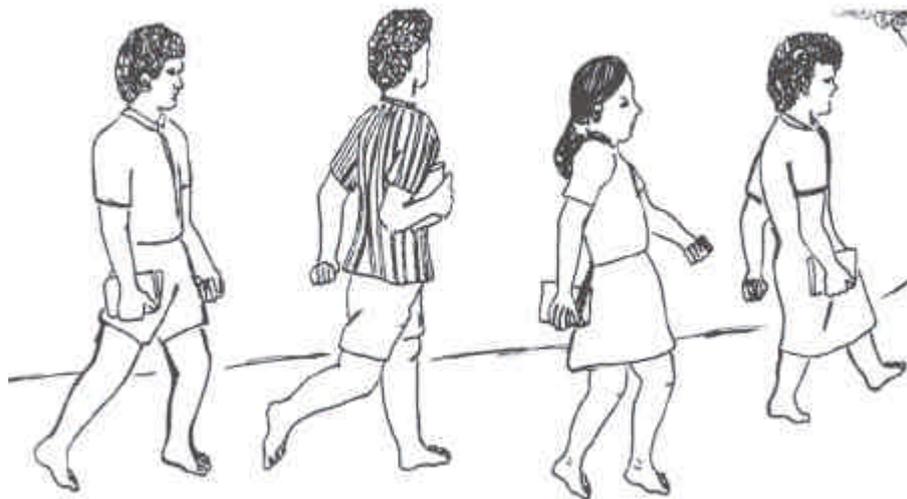Social and Spiritual Development Strand
Social Science

Unit 6: Teaching Methods
(Social Science and Community Living)

Student Support Material

Acknowledgements

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In consultation with:

PASTEP

Unit outline

Unit	#	Modules
Teaching Methods	**6**	**Teaching Methods (Social Science and Community Living)**

Icons

📖	Read	or	research
✐	Write	or	summarise
☞	Activity	or	discussion

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[Notes]

Social Science Methods

Rationale

Social Education should enable children to appreciate themselves as unique and worthwhile individuals and as social beings. To do this they need to understand the nature of relationships among people, societies and environments in various times and places, ranging from local to global perspectives.

Knowledge, skills and attitudes gained from methods courses in other subject areas and especially in Professional Studies will provide the basis for learning in this unit.

Objectives

Knowledge - students will:

- Know the Social Science curriculum structure and materials available for Grades 3 – 8
- Acquire knowledge of a variety of approaches to teaching integrated, thematic or standard units and topics
- Understand appropriate techniques for planning and programming a range of units and lessons in Social Science and Community Living
- Know how to continuously update personal knowledge and build up resource materials
- Know about a range of assessment and evaluation strategies

Skills - students will:

- Be able to plan, prepare and deliver child-centred and/or teacher-directed lessons as appropriate
- Be able to plan, prepare and deliver lessons with vernacular and English objectives
- Be able to apply Social Science skills in their teaching as well as teaching those skills to their primary students

Values / attitudes - students will:

- Develop the intellectual, social and emotional capabilities of students to enable them to investigate and participate effectively in society
- Appreciate their students as worthwhile individuals and as social beings
- Develop their students' respect and capacity for reasoned analysis and critical reflection on diverse social and cultural practices and beliefs
- Demonstrate enthusiasm and creativity in the conduct of teaching and learning programs

How to use this unit

- It is important to read through the unit first, to decide what materials you will use, and what tasks and activities you will set for the students. It is also important to see how this unit fits with work done by the Professional Studies strand.

- The material is written as a resource for the teaching of this unit.

- Do not expect students to work through the total unit alone. There may be too much material and they will need assistance in determining the tasks required.

- Many of the activities have a number of questions to discuss and tasks to do. They are included to provide some ideas and stimulus, not necessarily to complete every part of each activity.

- The activities provide a focus for learning, and some may be suitable for developing into assessment tasks, but the activities are not written to be used as the assessment program.

- The Lecturer Support Material is the same as the Student Support Material, with additional notes included in the text boxes.

- Materials included as an appendix are included as additional information for lecturers. These may be photocopied for students where appropriate.

Practicum suggestions

Whilst studying this unit students should be provided with an opportunity to gain experience in the teaching of Social Science in the primary classroom. The following is a list of suggestions as to how this unit may be incorporated into Practicum (including school experience, demonstration lessons, and block teaching). These ideas would need to be negotiated with the Professional Developments strand.

Demonstration lessons

Students observe teachers presenting Community Living and Social Science activities to children. During these observations students can keep a record of:

1. What the teacher is doing?

2. What the children are doing?

3. What language is being used?

4. How the children and the classroom are organised (group or individual work, learning centres)?

5. What the children are learning?

6. What problems the children are experiencing?

7. What concrete materials and teaching aids are being used?

8. How the children are being assessed?

Following each observation conduct a class discussion reflecting on the lesson. These discussions could incorporate topics such as:

- The prior understandings children needed to participate in the activity
- Identification of the new learning that took place
- The difficulties children experienced and how these could be overcome
- The strategies adopted by the teacher to develop children's understandings and to support the development of appropriate language
- How you could assess the children's learning?
- How you would follow up this lesson?
- Critical reflection on the effectiveness of the lesson and recommendations

School experience

Involve students in microteaching, working with a small group of children over a number of weeks. Students can

- Plan, teach and evaluate a sequence of lessons using a variety of different strategies. Students can try out ideas such as:
    - Teaching in context
    - Using resources
    - Using themes for planning
    - Developing children's use of the language of Social Science
    - Supporting children bridging from the vernacular to English when learning content
- Have students observe a number of different teachers from across the primary school, teaching Community Life/Social Science lessons. Students can write a journal reflecting on what they have learnt about teaching the subject from these observations.

At the end of this period, spend time reflecting on the experience, sharing what has been learnt and making recommendations for future teaching.

Block teaching

Students can:

1. Plan a series of Social Science activities
2. Teach these activities
3. Evaluate their teaching

On the completion of block teaching and when students return to the Social Science Methods class, follow up activities should be planned to:

- Share successful experiences and identify the reasons why these experiences where successful (good planning, strong understanding of the content area to be taught, use of concrete materials, concepts taught in context etc)
- Discuss problems experienced, the reasons why these occurred and possible solutions

- Identify the areas where students require additional support and assistance
- Make recommendations for future teaching experiences

Unit evaluation and reflection

On completion of the unit an evaluation should be carried out. This should involve both staff and students reflecting on the teaching and learning that took place during the unit. The information collated during the evaluation process should inform the review and ongoing development of the unit.

Below is an example of focus questions a lecturer may use to review the unit.

Focus questions for lecturer reflection

To determine the effectiveness of the practices and methodologies employed and the content covered in a unit of work, lecturers need to reflect on their teaching. When reflecting on our teaching the areas we can consider are:

- The content of the unit
- The methodologies used in delivering the unit
- The assessment activities
- The co-ordination of the unit

To help us reflect on our teaching we can ask ourselves a number of questions about each of these areas.

Content of the unit

- Did the content support the objectives of the unit?
- Were the activities sequenced logically?
- Was the content relevant? Did the content help the students to become competent primary school teachers?
- Are the students now more confident to teach this subject in the primary school?
- Was the Student Support Material book useful?
- What recommendations can you make?

Methodology

- How did you deliver the content to the students? Were these strategies effective?
- Were the students aware of the strategies you were modelling and how they could use these strategies in their own teaching?

Assessment of the unit

- How clear were the assessment tasks?
- How many tasks were given to students? Was this sufficient/too few or too many?
- Did you give students enough time to complete each assessment task?
- Do the students' assessment results display what you expected of the course?

- What to the assessment tasks tell you about the students learning?
- What are your recommendations?

Unit co-ordination

- How well did you co-ordinate this unit?
- Did you produce any materials for students? Were these appropriate?
- Did you communicate well with the other lecturers who were teaching the same unit?

After considering each of these questions we can then make recommendations about the future of this unit.

Section 1: What is Social Science?

☞ 6 Activity 1

Discuss your experience of Social Science in primary and high school. What did you learn about? What did you like best?

List some of the core elements/subjects which make up Social Science.

Why is Social Science taught in schools?

Social Science is about people and the societies in which they live. It focuses on people as intellectual, spiritual, emotional and social beings, and on how they relate to each other and their environments in local, national and global settings. Social Science also involves learning from the past, investigating the present and considering the future of people and their societies.

Social Science draws its content from a range of disciplines, areas of knowledge and fields of learning. In particular, these include:

- **History** – analysis of cause and effect in human affairs over time
- **Geography** – decision making in human and environment interactions
- **Economics** – management of resources for the satisfaction of human wants
- **Consumer education** – development of knowledge and decision making skills for exercising consumer choice
- **Politics** – exercise of choice and decision making by people from amongst policy options
- **Law** – application of rules and conventions to regulate human behaviour
- **Sociology** – organization of human society
- **Anthropology** – investigation of diverse cultures, their contexts, components and interrelationships
- **Social psychology** – behaviour of people in group settings
- **Archaeology** – examination of artefacts from past cultures

Curriculum perspectives

There are a number of perspectives that are important in all learning areas but particularly important for the Social Sciences.

Gender

Students study their society, their present and future roles in society, the functioning of society, and the value systems that have allowed inequities to develop and continue. You need to encourage students to critically examine the extent to which socially constructed ideas of what is masculine and what is feminine shape their own and others' attitudes and experiences. They need to learn about the past and present experiences of women and girls, recognising that they are diverse, and consider why their experiences and achievements have been undervalued in many societies in the past. They need to consider ways in which social justice for women and girls can be achieved.

Culture

Studying Community Living and Social Science enables all students to appreciate the achievements of different cultures in Papua New Guinean society. Students should develop an understanding of cultural and linguistic diversity, both past and present. They should learn about the achievements of individuals and groups of various ethnic and cultural backgrounds and their contribution to Papua New Guinea's social, cultural and economic development. Students should also be provided with opportunities to understand the diversity of cultures and ways of life throughout the world.

Global

Studying Community Living and Social Science enables students learn about societies and environments from the local to the global. This develops an understanding of the diversity of natural and cultural environments and their interactions. Studying global issues gives students a grasp of the roles of societies and nations in the world and an understanding of ecological, economic, social and political interdependence. Students should also develop an appreciation of Papua New Guinea's place in the global community and its role in helping to achieve international cooperation.

Futures

A futures perspective is also important in Community Living and Social Science. Students are not passive receivers of knowledge about societies and environments. They require opportunities for active learning. As students develop skills in analysing their own attitudes, values and actions and those of others, their own capacity to solve problems creatively and cooperatively is strengthened. In these ways, students should not only be better equipped to adapt to a rapidly changing world but better able to help create their preferred future.

Technology

Technology pervades students' lives and has a profound impact on both societies and environments. Students need to learn about its development, application and use in different times and places and how this has been influenced by cultural context. Because of the rapid development and increasingly widespread use of new technologies in home, school, business and government students should have opportunities to explore the impact of technology on their own lives, on the local environment, and within a wider context.

Environment

With other curriculum areas, social education shares a responsibility for effective environmental education. This involves a concern with particular knowledge and awareness of environmental issues; the development of fieldwork skills and environmental problem-solving; and the development of positive attitudes and values directed towards a sound conservation ethic.

How do children learn Social Science?

Social Science is concerned as much with how children learn as with what they learn. Children have a natural curiosity about the social life they experience. This curiosity and their interaction with and membership of various groups including family, friendship and community, mean that children bring to school a variety of experiences and areas of knowledge which should be recognised and built on.

As members of social groups, they have already observed other people and formed ideas about individuals and groups. Often their observations have been drawn from a wide context. They may have experienced different cultures, travelled to different locations, been exposed to books, television and other media. They already have ideas about people and their roles and relationships in society.

Social Science provides a structure which allows children to examine systematically these ideas and experiences. It enables them to explore and appreciate the relationships between individuals, societies and their environments, and to understand how and why communities function.

In Social Science children are encouraged to develop their thinking and understanding by using their everyday experiences of life. They begin with their own experiences and knowledge of society, and through appropriate activities, relate these experiences and ideas to other groups and societies, thereby learning how to analyse and better understand their social world.

In the early years of schooling, children's attempts to understand the world centre on themselves. In Social Science children are encouraged to think systematically about the familiar and concrete – for example school, their own family and their neighbourhood. Their understandings are gradually broadened as they explore various ways of life in different environments.

In the upper primary years children are beginning to engage in more independent learning, to develop an interest in culturally shared knowledge and appreciate abstract relationships. Through further studies of people in different places and at different time children extend their conceptual understanding of people and how the world works. Growing self-awareness helps them appreciate the complexity of human behaviour. They are able to hypothesise on people's motives and engage in a more critical analysis of traditions and practices.

Syllabus studies

Lower primary: Community Living

The subject of Community Living at the Lower Primary level helps children play an active and useful part in the life of their communities. Children gain a better understanding of their local and regional communities, and they use this understanding to act responsibly as a member of these communities. The children learn more about how communities work, through studying topics such as government, transport, trade and business. They learn that communities can be very different form each other, with different environments, customs, beliefs and values. They also learn that all communities have many things in common. This helps the children recognise patterns in society, and helps them develop tolerance towards other groups.

Grade 3 – 150 min	Grade 4 – 180 min	Grade 5 – 210 min
My Area	People in the Province	Society – people of PNG
Groups	How people organise themselves	Trade
Customs – Traditional and Modern	Ways we do things	History
Work	People and resources	Our Government

Community Living is divided into four main topics each year, roughly one each term. The topics can be taught in any order in the appropriate year.

Upper primary: Social Science

The subject of Social Science at the Upper Primary level helps the children understand and change the physical world around them, as well as their society. They learn more about their country and the rest of the world. This builds on the knowledge they gained in Elementary and Lower Primary of their local and regional communities. They learn that Papua New Guinea is affected by many traditional, modern and international influences, and they begin to work out for themselves how things like time, place, customs, the economy and world events affect their own communities.

Doing this helps them develop important skills such as gathering information from a variety of sources, seeing patterns in the information, forming opinions and making predictions based on the information, and putting this information to use in their own lives and communities. These skills will help them be effective members of their communities, as well as preparing them for more advanced study in the area of Social Science in high school.

Strand	Grade 6 – 180 min	Grade 7 – 180 min	Grade 8 – 180 min
	Context: Local	Context: National	Context: International
Resources	People and Environment – local & PNG	People and Environment – PNG & the Region	People and Environment – The World and PNG

Organisation	Local social and economic organisation	Provincial and national social and economic organisation	International social and economic organisation
Culture	Cultural expressions	Local and national cultures	International culture and cultures
Integrating projects	Indigenous societies worldwide	Colonised societies	Societies that have an influence worldwide

☞ 6 Activity 2

For each syllabus, complete the following activities

1. *How is the document structured?*

2. *What teaching and learning approach is recommended?*

3. *What other educational issues are highlighted in the document?*

4. *Highlight two ideas, approaches, concerns, activities, topics etc from the documents that caught your attention and share them with your peers.*

Section 2: Teaching and Learning

Teaching strategies

In the new primary classroom children do not just sit and listen to the teacher telling them things. They work things out for themselves. They talk about things with other children. They work together. They try to make use of what they learn in a practical way. They read books and they write things of their own. The classroom should be a friendly place and children should be comfortable to talk and play and try new things without being scared of being punished for getting things wrong.

Different children learn in different ways. Teachers need to use a variety of teaching methods such as:

- Working with the whole class at one
- Getting children to teach each other
- Getting children to work in groups
- Getting children to work by themselves
- Arranging for community members to come to the classroom to help children
- Taking children into the community to see and learn
- Using themes to provide an area of interest and bring together learning from individual subjects
- Teaching some subjects separately
- Using texts books to teach
- Using many other kinds of writing, pictures or things from the community as teaching aids (*The Primary Curriculum in PNG* – October 1999, p.25-26)

To assist and encourage students to learn, teachers perform certain tasks. These are referred to as teaching strategies. Teaching strategies can be teacher-centred or directed or child-centred. The most effective are those which actively involve the child in the learning process.

Typical teacher-centred or teacher-directed strategies include:

- Teacher talk, instructions, explanations, lectures or reading aloud
- Directed question and answer sessions – usually for revision
- Audio-visual presentations
- Text books or worksheets
- Directed assignments
- Demonstration and modelling
- Guest speakers
- Field work
- Classroom displays

Child-centred strategies include:

- Group work
- Role play/drama
- Activity centres and/or task cards
- Skills practice
- Research/inquiry
- Class discussions/debates
- Problem-solving activities

Teachers need to constantly adapt, improvise or make, and write away for materials that could be useful for lessons. Collections like newspapers, magazines, pamphlets, old gazettes, posters etc are also very useful.

Teaching groups of different sizes

Variations in teaching can be achieved by changing the size of the teaching group. The whole class as the teaching group is most common and may often be the most effective group size to use. Yet, small groups are also very effective. In deciding whether to use small groups or not, you need to consider the following:

- Your intended objectives
- The extent to which the objectives can be achieved by a small group
- The lesson content
- The time allocated for the completion of the task
- The classroom setting
- Available materials and resources

These are important considerations and it may be the case for many lessons and subjects that group work it not appropriate. Where group work is undertaken the following types of groups are most common:

- Groups of students with similar achievement level
- Groups with the same skill level
- Friendship groups which allow friends to work together
- Interest groups
- Randomly selected groups (for example, pupils with the same colour dot work together)

In the social sciences, small group activities are very important as they create opportunities for students to develop personally and socially. In an ideal situation, group work should enable all students to be challenged.

Teaching skills to students

If students are to engage successfully in 'learning activities', they will need to master a variety of skills that will help them learn. Such skills fall somewhat logically into three fairly distinct categories-thinking skills, academic skills and social skills. Skills development should not occur in isolation, but be an integral part of the student's exposure to significant knowledge, processes and important social values, attitudes and beliefs.

Skills should be:

- Developed sequentially at increasing levels of difficulty
- Developed systematically to encourage increasingly advanced learning
- Reinforced through practice and the provision of feedback as close to their performance as possible
- Developed through a variety of teaching and learning strategies

SKILL	EXAMPLES
Reading	Books, articles, magazine excerpts, newspapers, reviews, Appendices and other printed matter
Viewing	Films, filmstrips, pictures, transparencies, and the natural environment
Listening	To records, tapes, guest speakers, teachers, parents, and peers
Outlining	Of information obtained from printed, oral, or visual sources
Note-Taking	Using study questions, during unstructured reading sessions, when the class exchanges information after a period of research, or listening to resource people. This involves in particular referring to a wide variety of source materials
Caption-Writing	Concise, accurate descriptions for bulletin boards or other classroom or report displays
Making Charts	Organizing information in various categories under different headings
Reading and Interpreting Maps	Finding places on a map, determining distance on a map, using a map to locate places, using simple terms of direction, using a map key and scale, interpreting the information found on different sorts of maps, constructing a simple map, comparing and contrasting the information to be found on two maps of the same area, understanding the use of a compass
Diagramming	Making simple line drawings of ideas, concepts
Tabulating	Tallying information under various headings, organizing these tallies in various ways, interpreting any patterns which are evident
Constructing Timelines	Placing events in sequence according to the order in which they occurred
Asking Relevant Questions	Of guest speakers and other sources, recognizing that different questions serve different purposes
Planning with Others	For example, how to divide the tasks involved in preparing a

SKILL	EXAMPLES
	group written report, or how to decide who will search for answers to which of several study questions
Participating in Research Projects	A committee effort to research a problem of common concern, or working in small groups of two or three to investigate a particular topic
Participating Productively in Group Discussions	Through developing confidence in one's ability to contribute ideas and information to others
Responding Courteously to the questions of others	Through learning to listen to what others are asking and then to respond appropriately
Leading Group Discussions	Through learning how to ask appropriate questions, how to encourage others to speak, and how to refocus and clarify others' responses
Acting Responsibly	Through estimating what the consequences of a given action may be and taking responsibility for those actions which one initiates
Helping Others	Through providing assistance when one has information which will make it easier for another to succeed in a given task
Comparing	Observing and describing similarities and differences
Classifying	Sorting items into groups according to a consistent set of criteria.
Imagining	Transforming ideas or pieces of information into problems to be solved and mysteries to be explored
Inferring	Forming logical explanations about a set of facts or observations
Hypothesising	Making verifiable explanations of relationships between two or more elements
Generalising	Making statements that assert a truth about the relationship between concepts

The practicing of these skills needs to occur in the context of the topics being taught. Skills practice tends to be most effective when:

- Students understand why it is necessary to gain mastery of specific skills
- There are frequent opportunities for group practice and immediate feedback
- Students are encouraged to record and diagnose their performance
- The skills being taught are varied in terms of amount and type, according to the needs of students.

Variety is the key element in teaching skills effectively. You need to include learning activities that span the range from teacher-directed to student-directed learning; use groups of different sizes ranging from the whole group to small groups; include a range of teaching techniques. It is important not to rely too heavily on one technique.

Principles and procedures for teaching skills

Principles	Procedures
Many educational skills are complex and require several abilities in people practising them	Analyse the skill to identify its components
The overall set of activities making up a complex skill should be related to the known abilities of students	Find out about the ability of individual students to undertake the activities involved in the skill, by testing them, by reviewing their past achievements and by watching their early attempts to use the skill. Use remediation where necessary
Students should see competent demonstrations of the skill	Demonstrate the whole skill, its parts, then the whole again
The demonstration is enhanced by a commentary and/or by guiding notes	Provide commentary and guiding notes. Encourage students to make their own notes
Supervised practice soon after the demonstration helps to perfect the skills	Time lessons so that practice can follow demonstration. The demonstration plus practice should each be part of more complicated skills
Comments on performance during practice helps minimise errors	Comments should be made to students as they practise a skill, that is, provide coaching
The application of a skill to diverse learning tasks makes it meaningful and transferable	Plan for different ways of using the one skill and build it into other activities such as problem solving
Evaluating one's own performance leads to improvement in the skill	Help students find out how to judge a competent performance and encourage them to judge their own

ⓘ   Work through a shared example on board e.g., what do you have to know and be able to do before you can make a spear or cook kaukau? Demonstrate how to break a skill down into its parts.

☞ **6 Activity 3**

In groups or pairs choose a skill and break it down into its separate components eg what do you have to know and be able to do before you can draw a map, discuss an issue, do a role play?

In pairs select a skill from the Social Science or Community Living syllabus and provide a sample explanation for your students i.e. why you want them to master the skill.

Explain to your partner how you would teach the skill you selected for the example above.

Developing thinking skills

Social Science assists children to analyse and think critically about the information they come across. By processing information rather than rote learning, children are more likely to understand and retain what they have learnt. Children must be involved in the process of thinking instead of simply accepting the end products of someone else's thoughts.

Thinking is inherent in children of all ages, but the quality of individual thinking can differ significantly. The ability to think critically can be taught effectively using appropriate subject matter. It is important to remember that thinking is open-ended. Any number of reasoned answers may be appropriate for solving problems.

Thinking can be stimulated by presenting problems and issues and asking the types of questions listed below:

- What do you notice/see/find?
- What difference do you ...?
- What similarities do you ...?
- Which ones belong together? Why?
- Why don't these belong to this group ...?
- What could have happened if ...?
- What would ... be like if ...?
- How would you ...?
- What explanation would you give for ...?
- Is this always so?
- Does evidence of ... change the original explanation?
- How can this be tested/checked?
- Suppose ...What would happen?
- What makes you think this would happen?
- What would be needed for that to happen?
- Is there a different explanation?
- If … happened, what would happen next?

☞ 6 Activity 4

Select an extract from a Grade 7 or 8 resource book and develop a set of questions which will make your peers think critically about the content.

Learning activities

Learning activities are experiences designed to involve students in thinking about and using subject matter. Some activities are more appropriate for older students, some for younger, some equally appropriate. But all represent things that can be done by students. **A learning activity is what the** *students* **do, not the teacher.**

The approach to teaching and learning in the primary curriculum is activity-based. The learning needs of individual students are catered for by offering a range of learning experiences. Group work, class activities, individual assignments, problem-solving, practical application of learned knowledge and skills are an important part of all subjects. Out-of-class activities such as excursions and outdoor learning should also be used.

In Community Living lessons, children learn more from their lessons if they are active in doing and finding out as much as possible for themselves. Teachers standing up in front of children telling them everything is not good teaching practice. Teachers should allow children to continue learning by providing them with lots of interesting activities and books. Learning actively helps with the development of skills and attitudes and provides opportunities to practice desirable behaviour. (*Community Living Syllabus* – First Edition, p. 3)

The following are just some examples of learning activities suitable for Community Living or Social Science classes:

- Reading a magazine story, or a newspaper editorial, letter or article
- Watching a video about rainforests or mountain landscapes
- Taking notes while a teacher or guest speaker talks to the class
- Discussing a television program about the environment or culture of another country
- **Composing a poem/song about an important issue**
- Interviewing members of the community about government services
- Preparing questions to ask in a survey about transport use
- Outlining or summarising an argument presented in a textbook
- Drawing a map
- Researching a topic in the library
- Writing an essay about religious beliefs in other cultures
- Designing a poster about water pollution
- Leading a class discussion about law and order
- Working as a member of a small group to prepare a class report on work habits in private industry
- Going on a field trip to a nearby factory or office
- Giving examples of a concept
- Drawing conclusions from data obtained in class, in the library, in the community
- Photographing examples of an idea discussed in class
- Making a mural as a community development project
- Debating the pros and cons of an issue

- Asking questions of classmates, the teacher, parents, other adults
- Building a model of a river system
- Playing a role in a re-enactment of an event

The most appropriate type of learning activity depends not only on the intellectual and emotional development of the students involved, but also on the nature of the subject matter and the objectives that you and the students want to attain. In some cases, the most appropriate activities will consist of certain student **behaviours,** such as interviewing, describing, discussing, or explaining. In other cases, the most appropriate activities will involve the creation and development by students of certain **products**, such as essays, reports, maps, or models. In still other instances, participation by students in certain **experience**s, such as viewing a film, attending a concert, going on a field trip, or visiting a factory, may be more suitable

Types of learning activities suitable for Community Living and Social Science classes

Behaviours	Products	Experiences
Interviewing	Maps	Visiting a factory
Describing	Charts	Watching a demonstration
Discussing	Models	Browsing in a library
Listing	Outlines	Examining an artefact
Grouping	Reports	Painting a picture
Explaining	Diagrams	Playing a game
Predicting	Essays	Walking along the beach
Summarising	Murals	Reading an advertisement
Choosing	Poems	Visiting a museum
Rating	Songs	Designing a poster
Reading	Photographs	Exploring a forest
Observing	Paintings	Using a tool
Writing	Stories	Debating an issue
Recording	Big Books	Singing a song
Listening	Models	Acting in a play
Talking	Artefacts	Inventing a new use for
Expressing	Plays	something
Building	Timelines	Taking a photograph
Analysing		

Learning activities – problem solving

A particularly relevant teaching and learning strategy for Social Science topics is problem-solving. Students of all ages can be involved in identifying and working towards solutions to problems. The classroom, school grounds, community and home all contain problems which are appropriate starting points for investigation by students.

The purpose of learning through the application of problem solving skills is to link conceptual understandings with practical experiences. It is important that students be given opportunities according to their learning stages and levels of maturity, to apply problem solving techniques to a range of issues.

The teacher's role is to:

- Assist students identify problems that are relevant and solvable
- Organize learning that develops skills in problem solving
- Choose learning activities which encourage responsible actions

The following sequence is one approach to developing problem-solving skills which can easily be adapted for all ages and curriculum areas. In general, students respond best to those problems they identify themselves and those which are close at hand.

☞ 6 Activity 5

In groups work through the stages outlined in the table (following) in an attempt to solve one of these problems

- *The quality of food in the mess*
- *The supply of classroom materials in the demonstration school*
- *Pollution in a nearby creek or river*

Steps in the problem solving process	Teaching/learning strategies	*Example*
Identify and define a problem that is realistic, relevant and solvable	Conduct surveys, discussions, brainstorming, investigations and searches to identify problem areas	*Physical education lessons at my school are dull and boring. There is no variety?*
Find out about the problem	Investigate the causes, symptoms, extent, incidence, location and effects of the problem by • Observing, recording, classifying data • Listing or illustrating known information • Measuring, surveying and recording aspects of the problem • Identifying people affected by the problem • Expressing feelings about the problem	*What are teachers doing in my school? What does the new syllabus say? What resources does the school have?*
Identify alternative solutions to the problem	List proposals from those who may have had similar experiences in the past Research the library etc for suggestions on possible solutions	*Could we have an inservice on games and activities? Could we fundraise to buy equipment?*
Evaluate alternative solutions to the problem	Construct alternatives and consequences chart Investigate costs and benefits of alternatives Debate and discuss merits of possible	*How and when could the inservice be? What do we want to learn most? What is the most effective and quick way to raise*

Steps in the problem solving process	Teaching/learning strategies	*Example*
	solutions Decide on the most desirable course of action	*money?*
Develop a plan of action	Construct plans, flow charts, diagrams, time lines Allocate roles and responsibilities Invite comments and review of plans	*Approach the Dept for inservice dates and costs. Organise a sing sing to raise money. Approach businesses for sponsorship*
Implement the plan of action	Record before and after data Monitor the implementation using checklists, keeping diaries	*Attend the inservice. Hold the sing sing. Plan a PE program. Buy new equipment*
Evaluate the implementation	Check accuracy and adequacy of information Compare before and after situations Decide if further action is necessary	*After period of time observe PE lessons. Identify any changes. Is there now more interest and variety?*

Values education

No educational activity is value free. Teachers of Community Living and Social Science have a responsibility to impart to their pupils core moral, ethical, democratic, and educational values, such as:

- respect for life
- respect for reasoning
- fairness
- concern for the welfare of others
- respect for diversity
- peaceful resolution of conflict
- justice
- responsibility
- freedom
- honesty
- integrity
- ecological sustainability

The word 'values' can have different meanings for different people but basically our values are the principles or ideals that guide our decisions and actions. We express our values in the way we think and act. Our values have developed as a result of all the influences which have affected us and as guides to behaviour, our values have the potential to evolve and mature as our experiences evolve and mature. (Our values are modified as experiences accumulate and change.)

Particular values are essential to living with others. A range of values is essential to the rights and responsibilities of citizenship and these need to be developed through social education programmes.

The basic principle underlying social responsibility is that freedom in a democratic society carries with it certain obligations and responsibilities for individual members. Social responsibility is a very important idea and ideal, because it suggests a direction in which we should be directing our thinking and our actions if we want to build a fair, just and accountable society.

Analysing values

Values analysis involves the gathering, analysing, organisation and appraisal of facts in order to understand value positions held by individuals, groups or organisations. The process of values analysing can assist students to:

- Identify values involved in an issue, situation or problem
- Distinguish facts from interpretations of facts or opinions
- Identify different kinds of bias in statements
- Identify values implicit in laws or rules and their manner of enforcement
- Give reasons based on evidence, for either accepting or rejecting particular values
- Predict outcomes from given value positions

Clarifying values

Clarifying values is a reflective and sharing process in which the teacher raises values-related issues with students, or where values-related issues arise out of activities or situations in the classroom or the school. Questions are presented to assist students to become aware of their personal value positions regarding these issues and to explore the validity of these positions within a non-threatening environment.

The process of values clarifying can assist students to:

- Understand their own and others' values
- Work through what may be confused values
- Change or maintain their values in the light of new experience
- Enhance communication and personal relationships

☞ 6 Activity 6

Choose an issue from Social Science units or current affairs in which any combination of individuals or groups are involved in decisions which must take into account important values, for example, logging in rainforests.

Design activities to assist students to understand the decisions or actions taken by the major participants, the reasons why these were

taken and the values revealed. Provide opportunities for students to make their own decisions based on the same situation.

Demonstrate how to record your findings in a consequence chart.

Decision-making

Decision-making is the process of choosing from two or more alternatives. You need to be aware of problems/situations in the class/community which require decisions to be made and be able to prepare role-plays or simulations when decision-making is involved. Be prepared to allow students to make decisions with unexpected outcomes.

Guide students to recognise/acknowledge the need to:

- Gather information about the situation/event
- Consider the formation of possible alternatives
- Choose between alternatives
- Act within the chosen alternative/decision
- Analyse and evaluate the outcomes of the decision

Evaluating values

Values evaluation involves students in weighing options, consequences and evidence in decision-making contexts in order to make decisions and take action in just, caring and effective ways. The evaluation process will often require students to make decisions between values which are in apparent or real conflict. Students can evaluate others' values and their own by using assistance such as discussion cards, role-plays, cartoons, simulations, providing choices and value surveys.

☞ **6 Activity 7**

Use the example from the previous activity. Before pupils start to evaluate values make sure they understand the main elements of the problem - its context, field knowledge and concepts. Using the information recorded on the consequence chart have group(s) weigh the evidence for solutions and indicate what the person, group or organisation should do. If possible, have students recount and evaluate past actions in similar situations and explore whether actions and reasons would be the same then as they are now.

Moral dilemmas

A moral dilemma depicts an apparent conflict between two or more courses of right action. The dilemma situation may be real or imaginary and should always be discussed in a supportive atmosphere. Moral dilemmas may be drawn from a range of student experiences, current social issues, literature or important events. The dilemma may be set in a past, present or future context - or a combination of these.

Role-play

Role-play involves 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.

☞ 6 Activity 8

During a block teaching session select a topic or issue from the upper primary Social Science syllabus and design a role play that will help students understand the topic/issue more clearly. Cast shy or new pupils with learners who are competent and relaxed. Acceptance of the role-play by some will give others more confidence. Avoid placing students in their usual life role as this can be self-defeating and will limit possible experiences for the students.

Brief the pupils:

> *i) Discuss the roles and how they might be played as a class.*

> *ii) Explain the audience role - effective observers of human behaviour.*

Be prepared to intervene where necessary.

Stop the drama after main behaviours and points have been observed,

Question players (in character) immediately after role-play, eg class may question players: How were you feeling? Why did you respond as you did? This leads to debriefing.

Debrief role-play participants. This is an essential step as it helps players out of their roles. They must be disassociated from the role, both in their own eyes and the eyes of other students.

This activity can be done with peers instead of primary school pupils.

Skills teaching (peer/microteaching)

☞ 6 Activity 9

Divide into pairs. Each pair of students select two of the skills outlined below and design a 15 minute lesson to teach that skill to your peers. Use topics from the Social Science syllabus as the basis of your lesson.

If the opportunity occurs, teach your lesson during block teaching sessions.

Reading and writing

In our schools reading is essential. Individuals must be helped to read as effectively as possible. Each subject has a specific vocabulary and opportunities for vocabulary development and enrichment should be provided. This is particularly important in the lower primary where pupils are moving from vernacular learning to English. Pupils need to be helped to acquire additional meanings for words they already possess as well as to acquire new words. You should make a continual effort to relate words to individuals and events that students see or come in contact with in their own lives. They also need to learn how to read in different ways for different purposes - skimming, reading to formulate questions, reading for details to answer study questions, and reflective reading for critical analysis all need to be taught and practised.

Students should have some general idea of how books are organized, how to use a table of contents and an index. Students who have learned how to use the page references which follow index entries can find all information on a given topic which a particular book contains. Students need to know where different types of source materials may be obtained - how to locate information in magazines, government publications, and community resource files; how to use charts, posters, records, radio, and television; how to interview, observe, and survey; and what to look for on field trips.

Viewing and observing

Firsthand experiences such as field trips need to be provided in order to clarify concepts of abstract terms and relationships (for example, several trips to different neighbourhoods and areas to gain a more direct sense of what the concept 'town' means). Continual efforts should be made to relate words to events (or individuals) that students see or hear in pictures, films, filmstrips, or on records and tapes. Of particular help is to give students (or

have them prepare themselves) a list of "things to look for'- before engaging in a viewing or listening experience.

There are a number of ways you can improve your powers of observation and those of your students.

- Keep a sharp lookout for interesting places, people, things, events
- Ask yourself what is happening, what is it about, what makes it interesting?
- Concentrate on what stands out most – a person, a group of people, an activity, a place
- Think of ways you could describe what is happening
- Ask questions and investigate further
- Sort or classify what you can see into different groups. Is it natural i.e. made by nature, or cultural i.e. made by people?
- Divide these two groups even further under different sub-headings, such as, landforms, land use and customs

Describing

Information gathered from the field or during research needs to be presented appropriately. It could take the form of a report, answers to questions, lecturettes or essays. Students must be able to choose the right word to get the message across. It is often easier to describe something if they have been given hints about what to look for. An easy way to do this is to make a checklist.

Note-taking and summarising

Teaching students how to take notes will be well worth the time it takes you to do so. Students need to develop their own schemes for organizing and connecting information which they obtain. This is especially important when many different texts and other data sources are used.

Gathering information

Surveying

Surveys usually involve either counting, measuring or collecting information by interviews or questionnaires. A lot of information can be gathered from just counting things seen everyday eg a traffic survey. Once students have counted and recorded, the next step is to describe the results to see what answers they may provide to the problem under investigation.

Measuring is often done using special instruments or maps, but it can also be done with simple items such as a tape measure. Students can measure length, height, size, speed, volume.

Asking relevant questions

Learning how to ask, as well as answer, a significant question is important for anyone to learn. The primary goal here is to have students realize that different questions serve different purposes. For example, to ask --- 'Who was elected Prime Minister of PNG in 2000?' brings forth but one answer and offers no insight into reasons. On the other hand, questions like---'What causes people to become politicians?' makes pupils think.

A questionnaire is a set of questions aimed at getting the opinions of a number of people on a particular topic or issue. It can be left for people to fill out, or the questions may be asked directly in an interview situation. A questionnaire is really only useful if a large number of people take part.

An interview involves asking someone questions in order to find out more information about a subject. In this way students can learn about things and peoples' opinions first hand. There are usually many people with special knowledge about a topic. Students can invite them to the classroom or meet them during fieldwork.

To conduct an interview successfully students need to:

- Prepare their questions beforehand
- Make sure questions are simple and to the point and that they require more than a single word answer
- Make sure they tell the interviewee their purpose and thank them at the end
- Listen carefully to answers
- Take notes if possible

Comparing and contrasting

A big problem after collecting data through surveys, interviews etc is to know whether the results are interesting, important, alarming or unusual in any way. Students can get a better idea by comparing their data with other information they have collected or contrasting it with what others have found out.
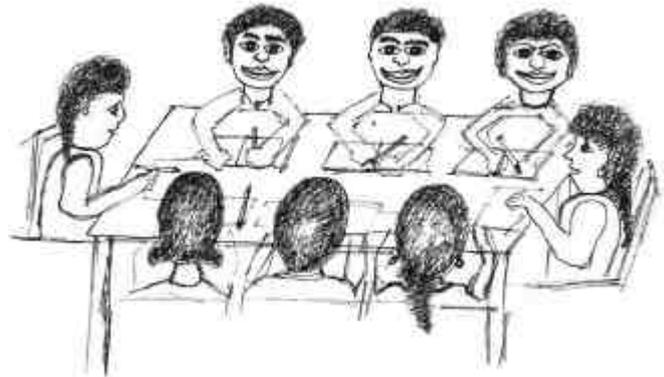
Research

One of the best ways to learn about any subject is to think of the questions you want answered or what you want to know and inquire about the things which interest you. This means doing your own research to find the answers. The same applies to your students. Completing their own research involves using many of the skills outlined above. There are a number of steps involved in doing research and the best results are achieved if they do things in the right order.

- Students need to **clarify** the task i.e. work out exactly what they want to know
- **Plan** how they will go about the research eg what equipment might be needed

- **Collect** their data by observation, interview, surveying etc
- **Analyse** their data, that is, decide what the research tells them
- **Present** their findings in an appropriate format such as a report, chart or diagram

Producing and interpreting information

Mapping

It is important for students to develop a sense of place and space. Continual and frequent reference to maps and globes (e.g., through asking students to note directions, compute distances, locate places, and express relative location); explanation and use of scale and symbols, exposure to different kinds of projections; comparisons between different kinds of maps; and drawing inferences from maps are all important

Charts and diagrams

Diagrams are employed by social scientists in a variety of situations. They may be used to illustrate outlines and features of an object. They can show how something complex like how a power station operates. They can show the stages in the creation of a particular landform. The best diagrams are clear, with all the necessary details, and labels to identify features and explain processes

Helping students to learn to chart, that is, to organize information in various groupings under different headings, is quite valuable. It not only helps them to make sense out of a previously unrelated mass of data, but it is a crucial step in the process of developing a store of concepts to use in making sense of their experiences. Charts (for example, of the kinds of occupations and people in those occupations in a particular locality) are a powerful organizing tool and of considerable help in getting students to think about data.

A flow chart is a diagram showing a series of step-by-step operations which make up a particular process. The main elements of the process are shown in picture form and are linked by arrows to indicate how one operation leads to the next. A flow chart can also be used to show stages in the development of a consumer product.

Consequence charts enable the exploration of cause and effect relationships, alternatives consequences or likely consequences of alternative actions or decisions

Consequence charts

A consequence chart is used to record what students believe to be the likely consequences of a decision or action. Charts can take different forms and enable students to explore cause and effect relationships, alternative consequences or the likely consequences of alternative actions or decisions.

Tables and graphs

Graphs are used to show how an item or items of information change over a given time.

Line graphs may take the form of a smooth curve or may consist of line segments that join places plotted on the graph.

Bar graphs are used to show totals of information. This information can be shown for one item over a number of time periods, or for a number of items over one time period. The height of the bars indicates clearly the total of the information being shown. Bar graphs can also be used to compare totals of one or more items.

A circle or **pie graph** is an accurate way of showing how each item of data contributes to complete picture. The 'slices' of the 'pie' are drawn proportionally in a clear, colourful way to show the percentages they represent.

Climatic statistics can be more easily read and compared when presented in a **climate graph**. Rainfall is drawn at the bottom of the graph using bars to represent precipitation each month. Temperatures are represented by a line graph.

Graphs can provide valuable information, but sometimes only are certain amount of information is required. This is where a **table** becomes a useful method for presenting data. A table is also useful for organising information. Information in tables is usually presented in columns enclosed by a frame and including headings within the frame.

☞ **6 Activity 10**

Outline for a class a) the steps involved in conducting research and b) different techniques for presenting or recording findings

Teach your peers how to present data in a table.

Prepare a handout for an upper primary class showing different types of graphs and what they are used for. Collect or draw an example of each type of graph to illustrate the handout.

Teach your peers how to draw one particular type of graph, including how to decide on scale, vertical and horizontal axis etc

Timelines, family trees, oral histories

Timelines are important in the social sciences and to have students prepare, because they help them develop a sense of time and chronology, as well as to help them realize that different concepts of time exist. Children can master the telling of time through the use of clock mock-ups, calendars, placing events in order of occurrence, and relating dates to their personal life experiences. Older children can be exposed to a more in-depth study of a past culture in order to increase their sense of historical chronology. They can be asked to make generalizations about time in terms of the development of social institutions, and then asked to apply their generalizations to new situations.

Through oral history students listen and gather information as an individual recounts life experiences or describes events. Timelines are lists of events set out diagrammatically in chronological order. Family trees also provide a diagrammatic representation of relationships which can show change and the passing of time

☞ **6 Activity 11**

In pairs or small groups, describe the techniques you use to teach children about history and how things and ideas change

Construct a sample family tree for display in a lower primary classroom.

Construct a sample time line for display in an upper primary classroom.

Speaking and listening – discussions and debates

Students need to learn how to speak and listen. Panel discussions, debates, oral and written reports, interviewing opportunities, and role-playing all can help with regard to speaking and you should provide your pupils practice whenever you can. Providing opportunities for students to listen is equally important. Guest speakers, records, tapes, radio, television, stories read aloud are listening resources. When students come to expect a listening experience as a regular part of their classroom routine, their ability to attend to details in what they hear is quite likely to improve. Eventually you can ask your class to go beyond just listening, and to do such things as compare and contrast two oral accounts, or to evaluate written and/or oral sources in terms of various criteria you and they propose.

Discussions provide opportunities to express ideas and feelings and listen to others, to look at issues from other perspectives

Debates are formalised discussions in which opposing points of view are advanced. These allow students to take a position on an issue and justify that position, perceive other points of view and analyse relative strengths of arguments. There are several debating formats which can be utilised in a classroom.

- A round robin provides opportunity for each student to state a point of view and a supporting argument.
- Divide class members into two groups according to their chosen point of view. Each side alternately puts forward a persuading statement.
- Students adopt a point-of-view and develop supporting arguments; they present their arguments in a persuasive manner and counteract arguments in response to opposition.
- Parliamentary debate - in parliamentary debates: there are two teams, (the affirmative and the negative team) of three speakers who take turns to debate a topic. The debate proceeds with alternate speakers from each team developing their arguments and *rebutting* the opposing team's arguments.

☞ 6 Activity 12

How would you manage a whole class discussion?

How would you manage small group discussions in your classroom?

Select a topic for debate. Organise six of your peers into two teams and supervise the conduct of the debate. Ensure students are adequately prepared before the presentation. Encourage listening to others' arguments and ensure the conclusion reflects the preceding arguments

Select a topic and use the 'round robin' style of debate during a practical lesson.

Prepare a lesson to demonstrate to students the difference between fact and opinion. Make use of newspaper clippings to place their learning in a real life context.

Models, artefacts and simulation

Models provide demonstration of a concept in concrete form. Models can include items made from play dough or clay, relief maps, mobiles, murals, dioramas.

Artefacts are objects made by humans. They can be from the past or present. By examining these pupils are able to gain an insight into the technology and lifestyles of people from particular cultural groups or times.

Simulation means assuming roles according to specified rules and procedures. These can be role-plays or games. Simulation can also involve making working models to show how a process actually works.

☞ 6 Activity 13

Working in groups construct models of different village layouts or village houses from different regions. Write a lesson plan to demonstrate how you could make use of the models as a teaching strategy.

Collect a number of artefacts and organise them as part of a classroom display on a particular topic. Label each artefact and write out some questions you could use with a class to help them discover more about the artefact.

Assessment and evaluation

Assessment is the process of collecting, analysing, recording and interpreting information about student learning. It can occur during a variety of activities or tasks which require students to:

- Show or demonstrate their understanding
- Apply their learning in different contexts
- Apply their learning using various forms of data
- Undertake guided investigation
- Express themselves in a variety of modes
- Contribute to co-operative activities or exercises
- Evaluate their own understanding and performance

Students learn in many different ways and have many different skills. When students have to show how much they have learned, or what their skills are, they should be allowed to do this in many different ways. The kinds of assessment tasks that you use should be closely related to the kinds of skills or knowledge you have been trying to teach. For example if you have been teaching children how to play a particular game you should test them by watching them play, not by asking them to write down the rules of the game.

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.

Judgements about achievement should not be based on one piece of evidence or performance in only one context. However, a single task can often measure achievement in relation to several objectives. When you set a task make sure 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
- That the task is not too easy or too difficult
- There is a balanced selection of skills and knowledge objectives being assessed
- Achievement is measured in terms of more than one objective
- Marks or grades reflect the relative importance of each part of the task
- Instructions are clear and concise
- The language level is appropriate for the grade
- It does not contain gender, cultural or any other bias
- The marking scheme is applied consistently
- Materials and equipment needed are available to students
- Adequate time is allowed for completion of the task

General assessment strategies include:

- Inquiry-based research assignments, projects and case studies
- Oral presentations eg seminars, debates, histories, show and tell
- Story or composition writing
- Writing in a variety of genres
- Performance activities eg role play, dramatic presentations, simulations
- Short answers or paragraphs
- Practical exercises eg mapping, drawing diagrams, field work
- Teacher observations
- Conferencing eg discussions/interviews between teacher and student
- Reflective journals
- Testing eg topic tests, examinations, objective testa
- Peer assessment
- Self assessment and evaluation

Assessment is a continuous process. You should:

- Always ask questions that are relevant to the objective and teaching points
- Constantly mark/check the students' written exercises, class tests, tutorial activities
- Provide opportunities for the students to do projects, presentations, report writing

☞ 6 Activity 14

Choose three objectives/activities from the upper primary syllabus and three from the lower primary syllabus and write an assessment task suitable for each one.

List and briefly describe five common information gathering/ assessment techniques used by your teachers when you were at school.

Identify assessment strategies being used in the demonstration school.

Some definitions

Anecdotal records	An anecdotal record is a descriptive comment made by a teacher about significant student behaviour
Checklists	Checklists can be used to assess skills, group work, reports and projects. A typical checklist contains student names and the criteria to be evaluated. The criteria may relate to a learning objective, examples, activities or behaviours.
Continuous assessment	Performance assessed over a number of occasions and in a variety of situations, providing a better view of student capabilities than is available from a single occasion at the end of a course.
Criterion-referenced assessment	Evaluation of student performance relative to a pre-specified standard of achievement. In this case, a student's performance is not compared with that of fellow students, but rather with specified criteria.
Diagnostic assessment	Is the process of discovering what students already know and can do.
External assessment	External assessment occurs when examinations are provided by and marked by external assessors.
Formal assessment	The systematic use of standardised instruments which are designed by specialists and administered, scored and interpreted under prescribed conditions
Informal assessment	The non-systematic use of tests or less structured procedures, usually designed by classroom teachers. These are often conducted during students' normal learning activities.
Norm-referenced assessment	Use of tests and techniques that allow the interpretation of students' performance levels in terms of their relevant positions in some defined representative reference group
Objective tests	Usually contain items which can be quickly marked by hand or machine. They are objective because answers can be deemed correct or incorrect, with no subjective judgments. The most common objective tests are multiple-choice items, matching items, alternative choice items (yes/no, true/false), sentence completion items
Observation	Observation is the most commonly used technique of assessment. Observations can be very formal, determining in advance how a behaviour can be measured or less formal such as anecdotal evidence. Checklists and rating scales are commonly used to record observations. The less obvious it is to students they are being assessed, the more natural will be their behaviour, but careful records have to be kept of any informal observations
Portfolio assessment	A collection of completed student work, drafts, sketches and reflections. Portfolios are used to monitor daily performance and to encourage students to reflect on their own learning. They provide an excellent opportunity for ongoing formative and diagnostic assessment. A portfolio might include essays, summaries, research notes, drafts and finished products, creative expressions, tests, major projects.
Self-assessment	Student reflection on their own performance through the use of checklists, questionnaire forms, journals, performance logs which include dates and details about topics which have been completed. Students should be able to monitor their own performance, especially in terms of how they approach problems and implement strategies.
Summative assessment	Is the practice of making judgments about student achievement at relevant points in the teaching program such as the conclusion of a topic, module. Formal assessment activities such as projects, essays, assignments, tests are generally used to make summative judgments

☞ 6 Activity 15

Design a checklist to determine student achievement of objectives for the lower primary topic – 'Using things to do work'

Choose a topic from the upper primary syllabus (Grade 8) and prepare five objective and five open-ended test items.

Commonly used assessment techniques

Assessing facts, concepts and generalisations	Assessing skills, competencies
• anecdotal records • group discussions • checklists • objective tests • essay tests • work samples • class projects	• rating scales • checklists • creation of a product • self-assessment • peer-assessment • objective tests • performance tasks
Assessing thinking skills and reflective thinking	**Assessing decision-making and action**
• interviews • group discussions • anecdotal records • observations • work samples • creation of products • role play enactments • rating scales • checklists • essay tests • objective tests	• student logs • attitude scales • student diaries • anecdotal records • checklists • interviews • portfolios • self-assessment • objective tests

Reporting

Reporting is communicating information about student performances. School reports can provide information about each student's levels, student's performances on specific outcomes, student's performance within strands. Examples of reporting include:

- Formal and informal interviews with parents (and students)
- Individual subject and/or whole program reports
- Work samples and portfolios
- Written descriptive reports
- Written numerical reports
- Test results
- Computer-generated reports

☞ **6 Activity 16**

Design a report form for use at a school. Compare it with others in your group. How useful is the report for parents?

As a parent, what would you want to know about your child's performance at school?

What is the difference between a descriptive and numerical report?

Evaluation

Evaluation requires a broader perspective than measurement or assessment. Whereas assessment is concerned mainly with gathering information about the students being assessed, evaluation is usually oriented towards using the assessment information for appraising the worth of:

- Your teaching program
- Your lesson objectives
- Your teaching strategies
- Your lesson content

Just as international athletes analyse each tiny aspect of their performance so they can correct what is wrong and improve what is right, so you must analyse all aspects of your teaching and learning program, including their own performance. For example, you may want to measure the learning outcomes of a group of students who have completed a particular topic. Assessment strategies will provide you with information on the amount of learning the students have attained during the program. This enables you to make value judgments about whether the instruction has been effective or worthwhile. For example, if the majority of students perform poorly on the assessment task, the results could mean that:

- The content was too difficult
- Not enough examples were provided
- Not enough time was allowed for students to practice the skills

Too often teachers just assume students are 'stupid' rather than reflecting on the possible causes of the poor results.

Effective evaluation involves asking the right questions – not just "was that a good lesson or bad? Was that an interesting or boring topic?"

You should be asking:

- What was good about that lesson? What could have improved the lesson?
- Why did the students find the topic boring? Was it because of the content, the strategies used, the lack of resources?
- Why did the students do poorly on that test? Was the test too hard? Did the test match the objectives?

Section 3: Planning and Programming

The extent to which children achieve the objectives of the Social Science or Community Living syllabus depends to a large degree on careful planning, programming and implementation. Planning and programming involve the consideration of the individual learning needs of all students and the creation of a learning environment that assists students to achieve the outcomes/objectives of the syllabus. The sequence of learning experiences that you provide should build on what students already know and should be designed to ensure that students will progress through the stages identified in the syllabus.

Planning

Planning is the process of creating a scope and sequence of units of work using the content and objectives in the syllabus. The purpose of planning is to assist in developing shared understandings, good organisational practices and effective programming.

For planning to be successful, teachers need to identify and select:

- Relevant objectives and organise them as the basis for units of work
- Knowledge/content that is appropriate and relevant for topics being studied
- Social and academic skills, thinking processes and attitudinal development for the year and each unit of work
- Relevant and appropriate resources for children's use
- Appropriate teaching and learning strategies
- An effective and appropriate evaluation and assessment program

Programming

Programming is the process of selecting and sequencing learning experiences for the class, groups and individual students to achieve syllabus objectives. A program is a plan of action that consists of four elements:

- **Objectives** that indicate the purposes, outcomes to be achieved, and directions of a program.
- **Content** that includes knowledge, processes, skills and attitudes to be acquired by the learner. Selection of content should be based on its validity, significance, interest and ease with which it can be learnt; whether it is current, flexible and general in nature; and the possibilities it presents for variety in teaching and learning styles.
- **Methodology**, that is, the range of strategies chosen to help learners acquire knowledge, processes, skills and attitudes in the most appropriate way.
- **Evaluation,** that is, a practical, systematic process for judging the value, effectiveness and adequacy of educational programs, products and settings. It involves collecting appropriate data to improve or help informed decision making.

Points to consider when programming

- What is the purpose of this unit/learning experience?
- What are the literacy demands of this unit/learning experience?
- Which outcomes are students working towards?
- Which learning experiences will assist students to develop their knowledge and understandings, skills, and values and attitudes in the subject.
- How do the learning experiences in the unit relate to students' existing knowledge and skills?
- How are individual learning needs to be catered for?
- How can the learning experiences be sequenced?
- How can school events and practices be incorporated into the program?
- What authentic links can be made with the content of other key learning areas?
- What are the indicators of student learning that you would expect to observe?

The main purpose of planning and programming is to help you to arrange the presentation of the course in an organised manner. This will help you to know what to teach and when to teach it. There is no national program for you to follow for Social Science and Community Living, just a series of suggested topics and activities. *It is strongly recommended that you make plans with the other teachers who teach the same grade. By planning together, you will ALL have better lessons and make better use of your limited resources.*

Your *Community Living* (3-5) and *Social Science* (6-8) syllabuses outline the course content. You will need to select the units of the course and organise these into a yearly plan, termly plan, weekly plan and daily lessons. It is recommended that you use themes as the basis of your planning and programming, especially for lower primary grades.

☞ **6 Activity 17**

Select a theme from the 6-8 Social Science syllabus eg People and Resources. Working in small groups plan how you would teach this theme. Focus particularly on appropriate learning experiences, meeting individual needs and sequencing

Teaching by themes/integration

The thematic approach is an **integrated** way of teaching and learning which emphasises the common thinking skills, social skills and values and attitudes between subject areas or topics. The process of learning enables the children to see that a body of knowledge is a unified whole that is acquired through elements of all subjects.

You find it easy and useful to plan as many of your lessons as you can around a central theme. The theme may be used for a few days, a week, two weeks or more. **The theme may be used in one or two subjects or in as many subjects as it is appropriate. It may be difficult to find themes in which you can teach every subject. You must be careful not to force a subject into a theme**. Use your syllabuses to help you select themes that cover many subjects.

The thematic approach is particularly recommended for the bridging years (Grades 3-5) because themes have been appreciated as being valuable in teaching a new language at primary level. Themes provide a focus for students to participate in real and meaningful experiences. Themes help to reinforce vocabulary learned in one subject because the same and related vocabulary may be used in other subjects.

Choosing and programming themes

By brainstorming possible themes you come to think about broader concepts that can be used to cover more than one subject area. The themes do not necessarily come from the syllabi. Things that you could use include:

- Community activities, events and ceremonies, seasons, e.g. brideprice, funerals, gardening, etc
- Outside events according to the calendar like Independence, sports, Environment Day, Easter, etc

Your weekly program is worked out by using your chosen theme and developing a theme web. The theme web should show the theme, the subjects and the main ideas for each subject that can be taught under this theme. To do a theme web you should follow the following steps:

- Go through each syllabus and identify the relevant topics that can be taught under this theme
- Make a list of the topics chosen
- Decide what you will teach for the topics chosen with interesting activities.
- Check to see how many lessons the topic can cover
- Write the topics and main ideas into the theme web

You can use a theme from the Community Living syllabus and integrate it with other subjects or you can choose a theme from another subject and integrate topics, activities or ideas from Community Living into the other subject/s.

After you have done your program, you can do your weekly and daily plan using the information on the theme web. The daily web should show activities for each subject that will be taught in a day. The steps given below will help you do your daily theme activities. It is helpful to plan one theme web for each day.

- Make up teaching objectives with examples of activities for each lesson of each subject, using the weekly topics
- Identify specific references and resources to enable you to teach the lessons well

- Write details for each lesson into the daily theme web
- Indicate the timing for each lesson so that you do not have to refer to the timetable every time

Programming themes requires a flexible approach to the use of weekly 'times' for each subject. Lessons related to a theme should 'flow' as an integrated 'whole', rather than broken up into discrete times for each subject.

Theme – Rivers

Brainstorm what children already know about rivers or creeks

Show children stimulus pictures to aid their memories

Take children for a walk to the closest creek and get them to watch how the water flows, what sounds the water makes, what the river smells like, what things grow in the water, near the water, what the river is used for. (**Science, Environmental Studies**)

Calculate how much water is in a pond, how far it is to walk to the river (**Maths**)

Discuss what food comes from the river and cook river foods (**Health**)

Mimic water sounds and movement for **Drama**, and make a river collage for **Art**

Recount a local river legend or story (**Language**)

Make a Big Book about rivers (Language, Art)

Take the class outside to make models of hills and creeks (**Art and Craft**)

Show a video about rivers or floods or a related topic (**Social Science)**

☞ 6 Activity 18

Examine the examples in the notes (Note: not all subjects have to be included in the web). In groups choose a topic from the lower primary syllabus and construct your own theme web incorporating activities from three other subjects only.

MAKING A LIVING
Property preservation
Repairs and salvage
Clean-up operations

MATHEMATICS
Voume
Mass
Altitude
Drawing graphs

LANGUAGE
Journal or diary writing
Reading myths and legends
Writing newspaper articles
Writing a safety manual

Natural Disasters

SCIENCE
Types of natural disasters
Causes of disasters
Diagrams and flow charts

PERSONAL DEVELOPMENT
Acting responsibly
First aid basics
Safety issues

ARTS
Sequence of before
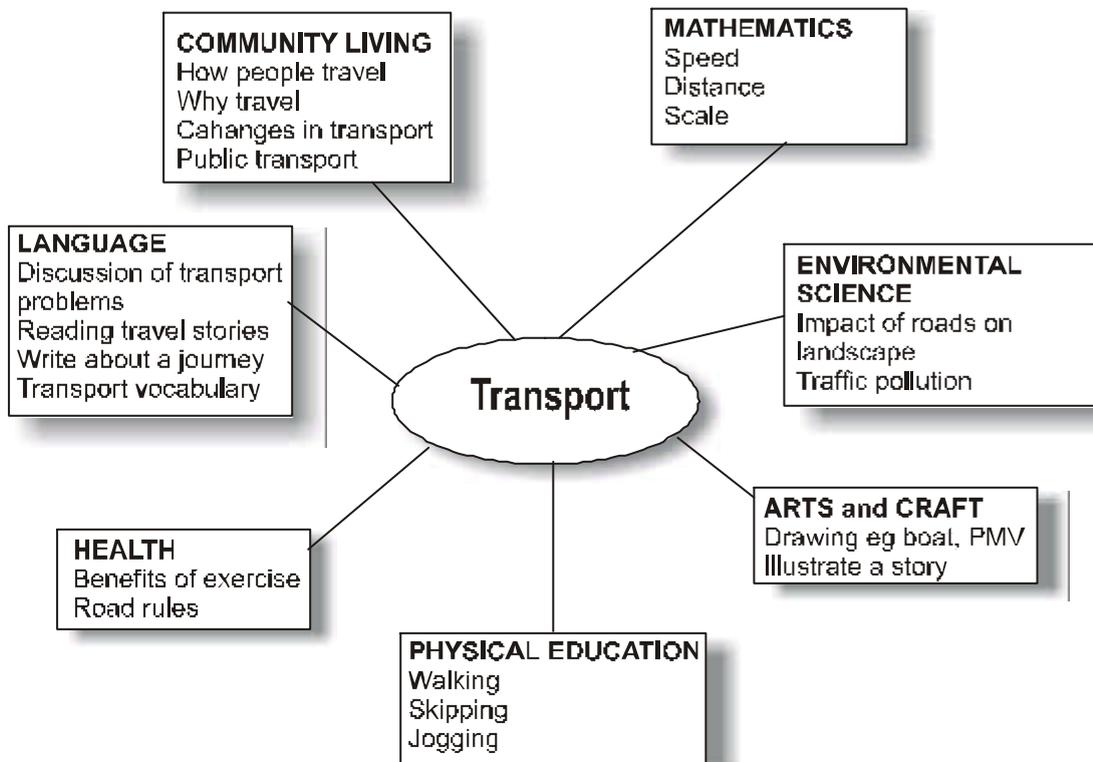and after paintings
Models

SOCIAL SCIENCE
Mapping
Impact of disasters on people
Dealing with disasters

Example of a theme web for natural disasters – Social Science

COMMUNITY LIVING
How people travel
Why travel
Cahanges in transport
Public transport

MATHEMATICS
Speed
Distance
Scale

LANGUAGE
Discussion of transport
problems
Reading travel stories
Write about a journey
Transport vocabulary

Transport

ENVIRONMENTAL SCIENCE
Impact of roads on
landscape
Traffic pollution

HEALTH
Benefits of exercise
Road rules

ARTS and CRAFT
Drawing eg boat, PMV
Illustrate a story

PHYSICAL EDUCATION
Walking
Skipping
Jogging

Example of a theme web for transport – Community Living

Programming and teaching current affairs

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 school 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. The growing supply of information through the media, as well as access to technology such as computers and the internet, means students can be aware of events that may be quite removed from their local community.

It is recommended that some time be spent, on a regular basis, discussing 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. You should try to make connections between events selected by students and the issues being studied as part of Social Science, Community Living or other subjects.

Teaching techniques could include a:

- Bulletin board containing articles which are changed each week and one article discussed each lesson
- Three minute talk at the beginning of each lesson
- Presentation at the weekly assembly
- Longer session once a fortnight

Allow students time to discuss current affairs formally and informally, taking advantage of their interests and backgrounds. Try to draw attention to events and incidents that connect with the learning experiences and topics being studied

The following criteria should be used by classroom teachers to select events for study. It is important that events and issues selected are important, not trivial.

- **Educational value** – will students learn something significant?
- **Appropriateness** – Is the topic appropriate in terms of the maturity of students? Is it appropriate in terms of community conditions and feelings? Is it related to past and future learning?
- **Available information** – If needed, can background information be obtained? Are suitable teaching materials available?
- **Available time** – Is there enough time to develop suitable understanding?
- **Reliability** – Is accurate information available? Can facts be differentiated from opinions? Can any bias in the information be detected and analysed by students?
- **Timelines** – Is up-to-date information available? Is it related to basic trends?

Current affairs of special significance cannot always be dealt with in the daily or weekly timeslot, nor can they always be incorporated into units of work. An important community, regional or national problem (tsunamis, floods), a major election, activities related to anniversaries (Mt Lamington), events which assume international importance (Sandline, OK

Tedi) – any of these may require an intensive short unit using current materials and related background materials.

Language and the Social Sciences

Bridging to English (Bilingual Education)

In the first couple of years in the primary school, children and their teachers usually talk and write in their own language (the vernacular), so that things make sense to the children. Later, when the children know enough English to understand it and use it properly, talking, reading and writing will be mainly in English. English is used and taught in all subjects and its use should become more and more connected to its use outside the classroom, in newspapers or the radio and television. Above all else, teachers should remember **students already have their own knowledge, skills, language and culture. Their primary education builds on this.** (*The Primary Curriculum in PNG* – October 1999, p.26)

English language development focuses on the learning of English for everyday communication at the start of Grade 3. The subject learning provides the context, and the topics to communicate about. However, as the students' English skills develop, they need to use English to learn, and they need to learn the way English is used in each subject area. They also need to learn the English of teacher instruction.

To learn to use English in this way, you need to model the expected English learning behaviour, and the expected use of oral and written English language for learning. You also need to try to provide English model texts, oral and written, that show the students how to use them to communicate.

The main emphasis in the Community Living syllabus is the local community which the child is familiar with, followed by the neighbouring areas in the child's province, then an awareness of the rest of Papua New Guinea and later some neighbouring countries and the world. Children coming into the lower primary will be at least nine years old and have well-developed vernacular listening, speaking and writing skills. They will also have developed thinking and social skills. The language of instruction in Grades 3 and 4 in particular is vernacular (the language the children understand). You will be using the vernacular to teach, with a gradual transition to English. Children will be able to understand, think, talk, read and write about Social Science concepts such as family, groups, community, customs, traditions, rules and regulations, beliefs, leadership, work, products and resources, transport and communication, difference and change. They will be able to do this in their own language.

Your role, as the teacher, is not to make the concepts simple, but to gradually introduce the English words, phrases and sentences which relate to those concepts. For example Grade 3 children may do a unit of work on the family in which they read stories, describe their own family, talk about other types of families, draw a family map, write about things their family does – all in their own language. Their teacher would provide activities and texts in the vernacular as well as providing English examples such as word lists, simple statements, and pictures with English and vernacular labels.

Programming steps for language learning across the curriculum

Choose the topic

What is the objective of the topic? What will the children know or do as a result of learning about this topic?

What language will the children need to achieve this outcome? What will they need to talk about? What kinds of texts will they be reading or writing? What words or word patterns will be introduced or repeated? Write these down.

List the resources to support the topic. Think about books, charts, pictures, visits, community people, other teachers. What resources can you make e.g. big books?

Select the teaching and learning experiences: How will you introduce the topic? How will you find out what the children already know? How will you build on their knowledge? What vocabulary will the children need to know? How will you model the language and activities for the children? What will you do together? What will the children do together? (Joint construction) What opportunities will you provide for the children to practice their learning? What will they have to do independently?

Write your language outcomes for both vernacular and English

Consider your assessment points. What will you assess? How? When?

Topic: Objectives:	Vernacular outcomes and text types:	Learning Experiences:
Resources	English outcomes and text types:	Assessment

Community Living is an important subject for building up student's skills and confidence in themselves as independent learners. Through activities, students must get into the habit of seeking information, finding main ideas from texts, organising information, solving problems, planning, presenting information, acting on their ideas and evaluating their actions. **All of these learning skills should be learnt well in the vernacular first.**

☞ 6 Activity 19

TOPIC	Activities using vernacular	Activities using English
Types of work people do	Read illustrated shared books about work eg making gardens Write lists of jobs done by family members Tell a story in the vernacular about jobs you have to do at home	Write English word list eg cook, fish, clean, hunt Read short simple text in English Use basic English words in talking activity **Write simple English sentences eg My mother cooks potatoes**

Look through the course content of the Community Living Syllabus. Make a list of topics that would assist in Tok Ples or Tok Pisin language development.

Using the table above as an example, select one topic and outline some activities that will develop children's vernacular language skills. Try to include listening, speaking, reading and writing. Do the same for English.

Language development and genres

Each subject uses written and oral genres to narrate, explain, persuade, report and discuss. Each genre has specific purposes and structures, but can also be used differently in different subjects; for example, a Science report requires specific headings and sections which are different from a Social Science report. You have to teach students the different ways of writing and presenting information, and the specialist vocabulary in each subject.

Genres commonly used in the Social Sciences include:

- Report
- Questionnaire
- Survey
- Research project
- Discussion
- Instructions
- Recount
- Description
- Essay
- Chart, diagram, map

Key words and concepts

evaluate	identify	observe	discuss
name/list	collect	assess	present
predict	graph	map	group
interpret	compare	describe	explore
role	group	community	culture
needs	tradition	government	function
communication	transport	population	work
business	customs	rules	activities
trade	leader	migration	ceremony
symbol	difference	similarity	environment
change	resources	location	time
election	consumable	wants	survival
organization	exchange	location	technology
conflict	development	symbol	interaction

☞ **6 Activity 20**

Select 10 words from the list above and explain what they mean using a vernacular language or Tok Pisin. What problems did you experience doing this activity? How would you deal with those problems in a classroom situation?

Select another topic from the Community Living syllabus and list some vernacular and English activities you could use to teach the topic.

Page 12 of the Community Living syllabus suggests the following activities for the Grade 3 topic "Leaders - Identify local government leaders and discuss their roles in the community. Conduct an election to choose class leaders". Because this is Grade 3, most of the topic would be taught in the vernacular. Identify aspects of this topic which would be very difficult to teach in Tok Ples. Which English words would be introduced as part of this topic? How would you introduce the English words and their meanings?

Section 4: Classroom Management

Teaching in an inclusive classroom

☞ 6 Activity 21

Discuss the following scenarios -

"Juna is in Grade 4 but he is much older and bigger than the rest of the students. He is also slow to complete his work. Mrs Igu gets very impatient with Juna and the students frequently tease him."

How is Juna being disadvantaged? How could Mrs Igu provide a fairer environment in her classroom?

"Mr Lin's Grade 6 class has 25 girls and 17 boys. Mr Lin always allows the boys to have first choice of classroom resources and equipment. He expects the girls to complete their work more quickly, neatly and thoroughly than the boys."

How is Mr Lin disadvantaging both the boys and girls in his class?

Late last year four new families moved to Riki. They formed a settlement on land belonging to a deceased wantok. There were 12 young children between the families and none of them spoke the local language. Mrs Kapa uses Tok Ples as the language of instruction for her Grade 3/4 class. She continued her lessons as usual despite the 12 new children in her class."

How were the new students disadvantaged? How were Mrs Kapa's actions influencing the students in her class? What strategies could Mrs Kapa use to provide a better learning environment for the whole class?

Teaching in an inclusive classroom means teaching in an environment where all students have equal access to your time, to resources, to opportunities to succeed. It also means teaching in an environment where each student is respected and shown consideration by you and their classmates.

Teaching an inclusive curriculum means teaching in an environment where the content of lessons, texts and other resources does not exclude, belittle or discriminate against any groups, individuals, organizations, communities, nationalities, religions. It also means making sure students are exposed to a range of viewpoints and a fair balance of information.

It is important for the education of all students that the view of the world reflected through the curriculum be a complete and balanced one. Traditionally, schools and curriculum documents have been more focused on masculine interests and ways of being and knowing. An inclusive curriculum tries to fix this imbalance by including strategies that will let girls be valued in the classroom.

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. Content should have women's and girls' experiences and achievements equally placed rather than left out or undervalued. 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 and minority groups. Topics need to recognise women's traditional areas of competence while enabling boys as well as girls to understand their importance and develop much needed skills.

In your inclusive classroom you make sure:

- The views and experiences of diverse social and cultural groups are accepted and valued by all students - this can be done by providing positive examples of activities, achievements and contributions to society
- Classroom practices do not hinder equal participation, for example, one group does not dominate class discussions, questions are not always directed at one group
- There are no barriers to participation and success for particular individuals and groups of students, for example arrangements are made for children with special needs to participate in most activities
- Students resources, whether print or non-print, are not racist, sexist or contain stereotypes
- All students feel safe and are valued
- Non-violent and non-discriminatory language is defined, modelled and reinforced
- Teaching strategies used are appropriate for students with disabilities and learning difficulties. This may mean careful long term planning is necessary to ensure these students have access to learning experiences
- Arrangements are made to ensure safety and access for students with disabilities during field work or excursions

☞ 6 Activity 22

In small groups, discuss typical student behaviour you have observed in the primary classroom. Identify examples of non-inclusive behaviour by students.

Identify groups of students in your own class who are disadvantaged in any way. Describe how and why they are disadvantaged.

Brainstorm strategies that could be used to ensure a more inclusive classroom.

Identify practices you have seen in schools which prevent access, equity and participation for all students.

Behaviour management essentials

Students respect teachers who can teach. The essentials are in good preparation and presentation:

- Prepare your lessons in advance and set worthwhile goals for learning
- Be an example of punctuality
- Start each lesson well and be organised - make sure class materials are in place
- Ensure students are equipped for each lesson
- Use a range of teaching and learning strategies and methods - engage students in a variety of activities and make things interesting
- Communicate your ideas in a clear way - make sure they know what it is you want them to learn and take time to explain things
- Ensure there is enough work to keep every child occupied - aim for maximum student involvement
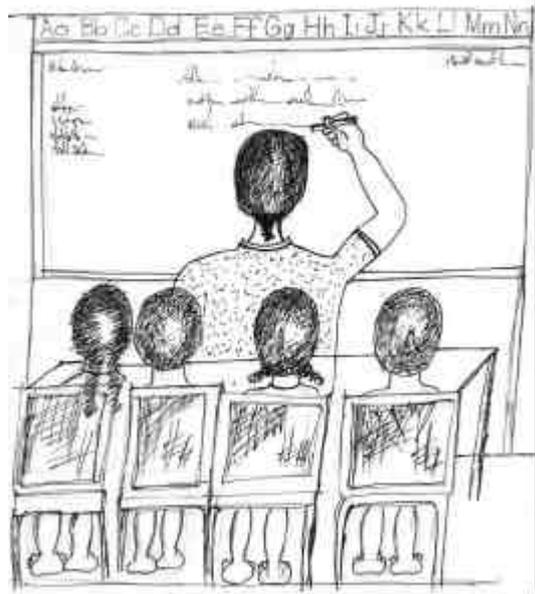
Respect the students as individuals:

- Think about them and what they need as students.
- Respect their genuine concerns about learning and show them you really care about learning
- Think about the fact that they have to live in class for six hours a day
- Achieve a working harmony between yourself and your pupils and also between the pupils themselves
- Give the students roles and responsibilities
- Do not show favouritism - be just and fair
- Use rewards to acknowledge success and effort and as incentives to encourage attentive behaviour
- Be aware of group and individual student behaviour

Discipline and class management take time. Students are not objects to be manipulated.

- Display authority and confidence - be firm but don't try to intimidate
- Maintain your dignity - do not allow your emotions to control your actions

- Be consistent
- Use punishments wisely, for example do not use big punishments for little offences
- Establish classroom routines - control the use of classroom equipment
- Work with students to establish a reasonable set of classroom rules
- Establish procedures for dealing with issues and situations
- Be self-critical

The classroom should be a friendly place and children should be comfortable to talk and play and try new things without being scared of being punished for getting things wrong.

☞ 6 Activity 23

How would you deal with each of the following events that are potentially disruptive to the smooth running of your class?

- *You are called to the head teacher's office while in the middle of a lesson.*

- *A messenger comes into your classroom with a notice that is being sent round the school.*

- *A paint pot is accidentally overturned and a pupil's clothes are stained*

- *A child cuts himself while sharpening a pencil with a razor blade.*

The following are methods used in schools to stop misbehaviour. List the ones you seen used. Rate them in order of effectiveness? Explain why the first three techniques on your list are effective methods of behaviour management.

- *Giving a verbal rebuke.*

- *Publicly drawing attention to a child's misbehaviour so that s/he feels ashamed of himself.*

- *Giving lines to write.*

- *Keeping the child in at playtime or after school.*

- *Giving a child an unpleasant job to do.*

- *Informally hitting a child*

- *Formally caning a child.*

- *Making a child take up an uncomfortable position for a period of time.*

- *Sending a child to stand outside the room.*

- *Sending a child to the head teacher.*

- *Reporting a child's misbehaviour to his parents.*

- *Denying the child privileges or rewards to be enjoyed by the other children.*

- *Separating a child from others with whom s/he is causing some interruption.*

- *Staring steadily at a child who is misbehaving until s/he stops what s/he is doing.*

- *Speaking just loud enough to be heard so that the children are forced to concentrate on listening.*

Below are certain teacher characteristics that affect discipline. How far would you agree with them? What other points would you like to add?

Helpful characteristics	Unhelpful characteristics
- firm but friendly leadership - relaxed but distinctive teacher-pupil relationships - genuine concern for welfare of pupils - minimum of bureaucracy - demand for courtesy and civilised behaviour - approachable - agreement with other staff on basic acceptable standards - pursuit of a policy based on a philosophy - good communication structures	- too authoritarian - over-emphasis on dignity - lack of interest in individual pupils - too many rules and red tape - slack discipline - difficult to approach - no agreed standards - everyone a law unto themselves - poor communications

Resolving conflict

Resolving conflict involves analysing conflict situations in an objective and systematic way and being able to suggest a range of non-violent solutions. You will be called upon at times to resolve conflict betweens students in your classroom or the playground.

1. Use questioning techniques to encourage students to analyse their own position and the positions of others in the conflict.

2. Encourage students to express their feelings about the problem or issue.

3. Encourage students to listen attentively to opposing opinions or points of view.

4. Work towards achieving a joint solution to the conflict.

Resources

Learning becomes more interesting and meaningful when you use a variety of resources and materials in your teaching. There are local people in the community – parents, village leaders, people with special skills and knowledge, local workers, business people, government officers and many more who can be invited to talk to students. Visiting places with students also makes learning more interesting.

You should be always trying to adapt, improvise, make or write material that will be useful for lessons in any subject. Collections of newspapers, magazines, pamphlets, brochures, old gazettes, posters can be very useful. There are many resources in schools which can be useful for more than one subject. One of the biggest resources are other teachers, especially teachers with local area knowledge.

Selecting and using resources

Selecting and using appropriate resources to communicate information is a very important part of your task. For example, instructional resources can help students learn more effectively by:

- Helping to gain and maintain interest in a lesson
- Encouraging mental involvement and the use of different senses while learning
- Making learning more meaningful by linking in with previous knowledge and/or providing organising structures which give abstract ideas a concrete form or representation
- Catering for students who learn best through different senses - for example, some students learn best through listening, while others learn best through seeing, touching, tasting, or a combination of these four ways
- Reinforcing, integrating and extending classroom instruction
- Helping in the recall of information
- Making explanations of difficult concepts and skills clearer
- Providing immediate feedback and knowledge of results
- Encouraging independent learning

Types of resources

Print materials	People
• text books, reference books, magazines • project kits • simulation games • diagrams, maps, charts, graphs • posters • worksheets, information sheets • pamphlets, brochures	• People in specific occupations • People now retired, elderly people • Groups, associations, organisations • Experts • Skilled persons, artisans • Sportspersons
Audio visual material	**Materials and artefacts**
• television and radio broadcasts, • video, film, filmstrips • audio recordings • slides, sound slide sets • computer software, interactive video • overhead transparencies	• Pictures, photographs • chalk/whiteboard, felt boards, magnetic boards • models, globes • newspapers • documents and reports • personal items • made or found objects • junk art materials • museums • equipment e.g. art and craft supplies

General guidelines for selecting and using resources

The effectiveness of the resource very much depends on whether it is suitable for the knowledge or skill to be learned and the attitude of the students. The students' attitude may be influenced by such factors as prior knowledge, the way they construct knowledge, their feeling toward the resource and/or the difficulty level of the material.

Sometimes teachers make poor decisions in terms of matching the resource to any one of the following factors: the background of the class/lesson, the learning objectives, the subject matter, the learning experiences and the procedures for evaluation. An example of an inappropriate selection of a resource is the use of a favourite resource, such as a video, which does not really fit in with the objectives of the lesson or with the purpose for which it was produced. A further example is when too many resources are used in a lesson and students become confused over the learning.

Resources should be selected on the basis of whether they are suitable for the learning task you have in mind. There is no single resource suitable for all purposes. Being clear on what resource best suits your purpose is important.

- Make sure that your resources are appropriate for the age, abilities, knowledge and interests of the students. If you are selecting print materials then the reading level should be matched to the ability of the students.
- Check the amount of time you have for the lesson and determine whether the resource you have in mind will be appropriate. For example, you may wish to show

a 20-minute video in a 30-minute lesson. In such a case you would not have time to introduce and discuss the video so an alternative decision would need to be made.

- Check the class size. The resources you use in a whole class setting may be different from the kind of resources used in a small group setting.

- Prepare thoroughly. Make sure that you are familiar with the resource so that you use it with confidence and assurance. If equipment is involved, check that it is in working order, make sure that you know how to operate it and that it is available when required.

- Be very selective about the number of resources that you use in a lesson. The use of too many resources can overwhelm and confuse students.

- Use the resource at the right place and time in the lesson. The resource should fit in with the flow and sequence of the lesson. It should serve a definite teaching purpose and be but one part of the lesson.

- Should the resource be radio, film, video or television, introduce the programme by outlining the content. You might also set some questions to guide listening or viewing. Follow-up after using the resource by discussing and drawing appropriate conclusions.

Fieldwork and excursions

☞ 6 Activity 24

Discuss the following questions - What is fieldwork and why is it so important in Social Science (find reasons eg rationale in new syllabus documents)? What kind of activities can you do with students in the field?

One of the best ways to learn about things is through fieldwork, getting outside. One of the best resources you can use for any lesson or topic is what is outside – in the school grounds, local area, whether it is natural or man-made. Your fieldwork may involve anything from a walk around the school to an excursion lasting several days. Fieldwork gives you the advantage of seeing things as they really are.
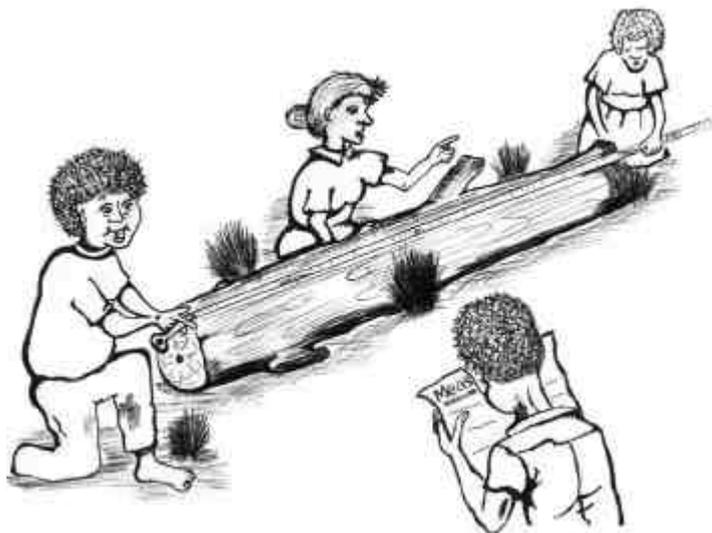
Fieldwork is an essential part of the study of the Social Sciences. It is a means of understanding natural and cultural environments and the nature of inquiry. Fieldwork can enhance learning opportunities for a wide range of students because it caters for a variety of teaching and learning styles.

Fieldwork enables students to:

- Acquire knowledge about environments by observing, mapping and recording things in the real world in a variety of places, including the school and its surroundings
- Use different types of social science tools to assist in interpretation of and decision-making about things
- Understand the spatial and ecological dimensions of the environment
- To explore processes that make and change environments

Collecting and making resources

There are various inexpensive pamphlets available from commercial companies and government agencies dealing with topics such as mining, pollution, health, community services. It is important to remember that any of these materials have been sponsored by an individual or firm and they will be emphasising a particular value. You need to be aware of examples of propaganda and prejudice.

You will need to check the following:

- The organisation which produced the materials
- Unstated objectives taught in the materials
- Validity of facts in the materials
- Use of emotionally loaded words or pictures

Materials storage

You can make:

- Display boxes, collages, wall charts, mobiles
- Simple instruments such as a compass
- Models
- Board games
- Cultural items such as baskets, wood carvings, bilas, costumes
- Story books, big books, readers

You can collect:

- Personal items such as tools, utensils, clothes, weapons, toys

- Junk materials such as fabric scraps, styrofoam trays, straws, buttons, cans, bottles, cardboard containers or packaging, egg cartons, string or wool, beads
- Stickers
- Natural objects from the environment such as seed pods, shells, pebbles
- Pamphlets, brochures, newspapers, posters, coloured magazines, greeting cards
- Historical items such as artefacts, stone tools, carvings
- Household items such as bowls, plates, appliances, machines

) 6 Activity 25

Identify two community resources you might use in teaching a topic. Explain why you chose them. Would there be any potential problems using these resources?

Examine the Grade 7 and 8 textbooks. How inclusive are they in their treatment of gender, minority and disadvantaged groups? How up-to-date are the charts and statistics in them?

Compare two text books published many years apart. What differences can you see in their presentation and underlying values?

Select a topic from the upper primary syllabus. Decide what resources you would need for the topic. Select two of those resources and describe how you could make them yourself.

Natural and human resources

- Farms, plantations, banks and offices, shops, trade stores, supermarkets
- Factories, sawmills, processing plants
- Hotels, guest houses
- Services – police, fire stations, hospitals, aid posts
- Man-made structures – buildings, bridges, dams, power stations
- Natural environment sites – rivers, beaches, rock pools, forests, cliffs, caves
- Local workers, business people, government officers
- Crafts people, musicians and artists
- Community elders
- Teachers
- Parents

It is important to relate people to topics being taught. For example when doing agriculture use a range of people such as a village mother with a small garden, an employee of a large plantation, someone who is growing a crop for sale at the market.

Use people who make good role models, for example a businesswoman rather than a businessman. It is important for students to know about people who are a success in non-traditional roles.

It is important to take students outside the school to expose them to the 'real world'. There is usually something in every topic which can be done outside.

☞ 6 Activity 26

Choose one topic from each of the upper and lower primary syllabus documents and identify

- *People who could make the topic more relevant to the students*

- *Places you could take students to give them fist-hand experience.*

List more examples of people and places that could be useful in teaching Social Science and Community Living topics.

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