

EBS 327: PRINCIPLES AND METHODS OF TEACHING SOCIAL STUDIES

OVERVIEW OF THE COURSE PACK

This course pack contains information about the course, the course outline. Notes based on the content of the course will be made available to you as folders. There are also tutorial questions at the end of each unit to guide your study.

PART 1: ABOUT THE COURSE

This course is designed to prepare student-teachers to learn about the principles that should guide teaching and learning of social studies in unit 1, Methods, Strategies and Techniques of teaching is treated in Unit Two. Approaches to designing social studies programme is treated in unit three, Teaching and learning resources that can be used in the teaching of social studies is treated in unit four. You will also learn about Field trips, types, when to use fieldtrips, how to use it, strengths and weaknesses in unit five. Role-playing techniques will be discussed in unit six. Discussion Technique is treated in Unit 7 and finally, Planning and preparing instructional plans is discussed in unit eight.

CONTEXT

This programme is developed to train teachers who could teach students to appreciate and solve the emerging environmental and social issues that negatively affect our communities. These issues are grounded within the social, economic and political spheres. Many of these issues are as a result of certain misconception and attitudes that negatively affect our communities. This programme is, therefore, design to equip teacher-trainees with the appropriate knowledge, skills and values to enable them to assist learners to live well as responsible citizens who have adequate knowledge on the social, economic and political issues in Ghana.

Course Title	PRINCIPLES AND METHODS OF TEACHING SOCIAL STUDIES						
Course Code	EBS 327	Course Level:	300	Credit Value:	3	Semester	1
Pre-requisite	Student teachers have knowledge in methods of social studies at the tertiary level.						
Course Delivery Modes	Face - to - face ¹ X	Student presentation X	Work-Based Learning X	Seminars X	Independent Study X	Tutor-led discussions X	Practical activity X

<p>Course Description for significant learning (indicate NTS, NTECF, BSC GLE to be addressed)</p>	<p>This course is designed to help students develop the knowledge, understanding, skills, values and attitudes that will enable them teach Environmental and Social Studies effectively in primary schools (primarily at the lower primary level) in order to promote learning and achieve quality student outcomes. It examines the major approaches to instructional design in Environmental and Social Studies, and the general principles, methods, techniques and strategies of achieving effective teaching, with particular focus on the teaching of Environmental and Social Studies at the primary school level.</p> <p>(NTECF; NTS 1a, b, f; 2c, d, e, f; 3b, c, e, f, g, h, i, j).</p>	
<p>Course Learning Outcomes⁸: including INDICATORS for each learning outcome</p>	<p>Outcomes:</p> <p>By the end of the course, the student should be able to:</p> <ol style="list-style-type: none"> 1. making students aware of some approaches in the design of Social Studies programmes and their implications for effective instruction. NTS 1a, b, f; 2c, d, e, f; 3b, c, e, f, g, h, i, j 2. helping students to acquire adequate knowledge and skills in using variety of teaching and learning techniques in Environmental Studies. NTS 1a, b, f; 2c, d, e, f; 3b, c, e, f, g, h, i, j 3. providing students with knowledge and skills in the selection and use of variety of resources for instruction in Social Studies. NTS 1a, b, f; 2c, d, e, f; 3b, c, e, f, g, h, i, j 4. equipping students with the knowledge and skills to be able to plan schemes of work and lesson plans to guide their work as teachers. NTS 1a, b, f; 2c, d, e, f; 3b, c, e, f, g, h, i, j 	<p>Indicators:</p> <ol style="list-style-type: none"> 1. Awareness creation of some approaches in designing social studies programme and their implications for effective instruction. 2. Acquire skills and knowledge in using different teaching and learning techniques in environmental studies. 3. Developing students skills and providing knowledge in the selection and use of variety of resources for instruction in social studies 4. Equipping students with relevant knowledge and skills of planning scheme of work as well as lesson

		plans.
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Course Content	Units	Topics:	Sub-topics (if any):	Teaching and learning activities to achieve learning outcomes
	1	Principles of teaching and learning	<ol style="list-style-type: none"> 1. Principles that guide teaching and learning 2. Use of the different principles in the classroom 	<ol style="list-style-type: none"> 1 Teacher explain to students what is meant by principles 2 Teacher guide students to identify different principles that should guide the instructional process
	2 2	Instructional strategies/Methods /Techniques	<ol style="list-style-type: none"> 1. Instructional Strategy-meaning and its use 2. Method-meaning and its use 3. Technique-meaning and its use 	<ol style="list-style-type: none"> 1. Teacher discuss with students the meaning of instructional strategy ‘ 2. Teacher put students in groups of four taking note of gender to identify what is meant by method of teaching 3. Teacher explains to students what is meant by techniques of teaching
	3	APPROACHES FOR DESIGNING SOCIAL STUDIES PROGRAMMES	<ol style="list-style-type: none"> 1. The Concentric Approach – explanation, significance and application 2. The Spiral Approach – explanation, significance and application 3. Similarities and Differences in the Concentric and Spiral 	<ol style="list-style-type: none"> 1. Teacher discusses with students the meaning, significance and the application of the concentric approach for designing social studies programme.

			Approaches	<p>2. Teacher discusses with students the meaning, significance and the application of the spiral approach for designing social studies programme.</p> <p>3. Teacher employs the inquiry method of teaching to help students identify similarities and differences between the concentric and spiral approaches</p>
	4	TEACHING AND LEARNING RESOURCES	<p>1. Explanation of Teaching and Learning Resources</p> <p>2. Multimedia Resources – audio, visual and audio-visual</p> <p>3. Community Resources – resource persons and non-human resources</p> <p>Resource Room – explanation, design, factors to consider when</p>	<ul style="list-style-type: none"> • Teacher discusses the meaning of teaching and learning resources with students. • Teacher guides students to brainstorm some community resources used in teaching social studies. • Through the whole class discussion, students define resource room, explain, its design, and analyze factors that should be considered when setting up a resource room.

			setting up a resource room,	
	5 5 5	FIELDWORK TECHNIQUE	<ol style="list-style-type: none"> 1. Explanation and types 2. When to use it 3. How to use it: preparation and stages <p>Strengths and weaknesses</p>	<ol style="list-style-type: none"> 1. Teacher guides students to define fieldwork technique and state the types 2. Teacher discusses how to use fieldwork with students 3. Teacher demonstrates to students how to use fieldwork. <p>Teacher employs the inquiry method to help students explain the strengths and weaknesses of the fieldwork technique.</p>
	6	ROLE PLAYING TECHNIQUE	<ol style="list-style-type: none"> 1. Explanation 2. When to use it 3. How to use it <p>Strengths and weaknesses</p>	<ol style="list-style-type: none"> 1. Teacher employs the inquiry method to help students explain role playing technique 2. Teacher discusses how to use f role playing technique with students 3. Teacher demonstrates to students how to use role playing technique <p>Teacher employs the inquiry method to help students explain the strengths and</p>

				weaknesses of the role-playing technique
	7 7	DISCUSSION TECHNIQUE	<ol style="list-style-type: none"> 1. Explanation and types: whole class and small group 2. When to use it 3. How to use it <p>Strengths and weaknesses</p>	<ol style="list-style-type: none"> 1. Teacher discusses with students the meaning of the discussion technique and guide them to state the types 2. Teacher discusses how to use the discussion technique with students 3. Teacher demonstrates to students how to use the discussion method. 4. Teacher employs the inquiry method to help students explain the strengths and weaknesses of the discussion technique.
	8	PLANNING AND PREPARING INSTRUCTIONAL PLANS	<ol style="list-style-type: none"> 1. The scheme of work – things to consider when planning and preparing a scheme of work 2. Importance of a scheme of work 3. Preparing a scheme of work – hands-on activity 4. The lesson plan – 	<ol style="list-style-type: none"> 1. Teacher employs the inquiry method of teaching to guide students to examine factors to consider when planning and preparing a scheme of work. 2. Teacher guides students to explain the importance of preparing scheme of work. 3. Teacher demonstrates to

			<p>things to consider when planning and preparing a lesson plan</p> <p>5. Components and importance of a lesson plan</p> <p>6. Preparing a lesson plan – hands-on activity</p>	<p>students how to prepare a scheme of work.</p> <p>4. Teacher employs the inquiry to guide students to outline factors to consider when planning and preparing a lesson plan.</p> <p>5. Teacher discusses the major components of a lesson plan with students.</p> <p>Teacher assists students to prepare lesson plan.</p>
<p>Course Assessment Components⁹ : (Educative assessment of, for and as learning)</p>	<p>Component 1: Formative assessment</p> <p>Students' learning and progress will be assessed by:</p> <p>Summary of Assessment Method: Quizzes and assignment, presentation.</p> <p>Weighting: 20%</p> <p>Assesses Learning Outcomes: CLO 1, 2 , and 3 (units 1 - 3)</p>			
<p>Component 2</p>	<p>Component 2: Formative assessment</p> <p>Summary of Assessment Method: Quizzes and assignment, presentation</p> <p>Weighting: 20%</p>			

	Assesses Learning Outcomes: CLO 4, 5, and 6 (units 4 - 6)
Component 3	<p>Component 3: Summative assessment</p> <p>End-of-semester Examinations</p> <p>Summary of Assessment Method: End of semester examination</p> <p>Weighting: 60%</p> <p>Assesses Learning Outcomes: CLO 1, 2, 3,4, 5, and 6 (units 1 - 6)</p>
Instructional Resources	Textbook, syllabus, teachers' guide, resource person
Required Text (core)	Tamakloe, E. K., Amedahe, F.K.,& Atta, E. T. (2005). <i>Principles and methods of teaching</i> . Accra: Ghana Universities Press.
Additional Reading List	<p>Arends, R. I. (2012). <i>Learning to teach</i> (9th ed.). New York: McGraw-Hill.</p> <p>Banks, J A. (1990). <i>Teaching strategies for the social studies: inquiry, valuing and decision-making</i>. New York: Longman.</p> <p>Barry, K.& King, L. (1998). <i>Beginning teaching and beyond</i> (3rded.). Tuggerah: Social Sciences Press.</p> <p>Grant, L. W., Hindman, J L., & Strong, J H. (2010). <i>Planning, instruction and assessment</i>. New York: Eye on Education.</p> <p>Groundwater-Smith, S., Ewing, R. & LeCornu, R. (2007). <i>Teaching: challenges and dilemmas</i> (3rd ed.). South Melbourne: Nelson Australia Pty.</p> <p>Killen, R. (2003). <i>Effective teaching strategies: Lessons from research and practice</i> (3rd ed.). Southbank: Social Sciences Press.</p>

Ministry of Education, Science and Sports (MoESS). (2010). *Teaching syllabus for social studies – junior high school (JHS)*. Accra: MoESS.

Ministry of Education, Science and Sports (MoESS). (2007). *Teaching syllabus for citizenship education – basic 4-6*. Accra: MESS.

Ryan, K. & Cooper, J M. (2010). *Those who can, teach* (12th ed.). Boston: Cengage Learning.

UNIT ONE: PRINCIPLES OF TEACHING AND LEARNING

UNIT OBJECTIVES

By the end of this unit, you will be able to:

- (a) explain the concept “principle of teaching”
- (b) explain at least any three principles of teaching
- (c) explain why effective teaching should ensure the participation of the pupils.

Now read on...

Principles of Teaching

Principles are fundamental laws or rules governing the way things are done. They are more or less doctrines and assumptions which govern the conduct of affairs. Therefore, principles of teaching are assumptions which govern the conduct acceptable teacher behaviour based on the nature of the child and classroom learning situation. Let us throw more light on what we have said so far. By principles of teaching; we are looking at the prescribed procedures and behaviour of the teacher under certain situations during instructional sessions. These principles are supposed to ensure effective teaching as well as learning. Among the number of principles that can be considered in teaching are the following:

1 Active Learning and Participation

The first principle which is most important is that, teaching should ensure the active participation and involvement of the learner. He should be mentally and physically involved in all the instructional processes in the class.

Activity has a direct influence on the development of the intellect. As social studies teachers, how then can we ensure the effective participation and involvement of our students during instruction sessions? The answer to this question is very simple. One way of ensuring their participation is by posing relevant questions to the students at the beginning, during and the end of the lesson. Can you think of another way by which we can involve our students during our social studies lessons? Don't you think by giving class exercises to individual students or groups can equally ensure their participation?

The substance of this principle is that, we should not be seen doing the talking alone, we must as a matter of principle involve them, irrespective of the method of teaching employed. The student must be made to utilize his hand, mind, eyes, body and mental capacity, as well as other channels of learning. This is because body and mental capacity, as well as other channels of learning. This is because the student learns by doing. In the classroom, he could be asked to arrange objects and instructional materials, move tables and chairs, provide information, collect and

collate data, take part in brainstorming, go on field trips and so on.

2 Motivation and Interest

Motivation is the arousal of desire for students to learn. It is the forces that determine how much effort an individual puts into learning. If the students' motivation is limited, he will not put much energy and enthusiasm into his learning as when he is strongly motivated. What then is the implication of this principle? It simply implies that as social studies teachers, we need to ensure that the students' interest and appropriate desires are aroused before we start to teach him or her. Another point worth noting is that, the student's interest and desires must be taken into consideration throughout the lesson so as to sustain the needed motivation. Usually, when students are encouraged by reinforcement in the form of praises and prizes, their efforts and motivation are sustained. In principle, to make our teaching meaningful, we need to sustain the interest and desire of our students through motivation.

3. Principle of Variety

A variety of teaching aids and strategies should be adopted to motivate and sustain the interests of your students. The teaching strategies could take the form of storytelling, showing a film, bringing somebody (resource person) to talk to your students, and so on.

4 Principle of Individual Differences

Students have different levels of understanding whatever you teach them. No two students are alike. By implication, for your teaching to be most effective, you need to take note of the individual differences of your students. Indeed, there are bound to be very slow learners in the class, and what you need to also know is that is what the majority of your students are able to understand which matters and not what you are able to cover in a lesson. You could cover a lot of issues in a lesson, yet only a few of your students might have understood you due to their individual differences.

5. Principle of Students Centeredness

Your teaching style, strategies and methods should ensure that the student is always at the centre of the learning process. This principle is quite similar to the principle of active involvement and participation of the student in the learning process. What we need to bear in mind is that the entire teaching process is for the student. It is therefore important that our teaching strategies should as well cater for the interest, aptitude and abilities of the students.

6 Creating Conductive Environment

The physical as well as social environment of the classroom plays an important role in motivating the learners. You must ensure that before teaching commences, the

arrangement of light and furniture are properly attended to. There should be proper discipline and order in the class. As the classroom teacher, you should be sympathetic but firm.

7 Proceed from the Known to the Unknown

A good teacher should always start teaching on what the student already knows. Try to build on what they already know to those issues which they do not know. What is already known to the students is of great use to them. This simply suggest that before you start teaching, arouse the interest of your students by posing questions on the subject matter already know to them. After this, if you want to teach a lesson on the duties of government, first of all, find out from the students, the duties their parents owe them at home. We hope you can give further illustrations on start teaching form the known to the unknown

8 Proceed from Simple to Complex

Never start teaching your students on a lesson which seems complex. If you do this, you are likely to lower their interest in the lesion or even the subject. What then are you expected to do? The answer to this is quite simple. For example, if you want to treat a lesson on the topic "Elasticity of Demand" you will be expected to first of all to teach the less complex a topic than the Concept of demand. Can you think of another suitable example?

9 Proceed from Easy to Difficult

As teachers, we need to sequence our lessons in a manner that will facilitate understanding. We should always keep in mind, the standards of our students. There are many things which look easy to us but are in fact difficult for the students. The interest of the student has to be taken into account. For example, lines are very easy to draw but a pupil may not like to draw lines. He may try to draw an animal. Certainly, that may be difficult, but it is more interesting to him and so is easy for him. What you need to do here is to encourage him.

10 Proceed from the Concrete to the Abstract

As pupil's ability to imagine is facilitated by a concrete material. "Things first and worlds after" is the common saying associated with this principle. Pupils in the beginning cannot think in abstraction. Small pupils learn first from things which they can see and handle. For example, very young pupils learn counting with the help of pebbles. Again, a pupil understands an aeroplane with the help of a model. A lesson in Social Studies can be made interesting with the help of models.

TUTORIAL QUESTIONS

1. What do we mean by; "principles of teaching"?
2. State at least five principles of teaching and learning

3. Identify and explain four reasons teachers ensure that, students actively participate in the lesson?

UNIT TWO: METHODS, TECHNIQUES AND STRATEGIES OF TEACHING

UNIT OBJECTIVES

By the end of the unit, you will be able to:

1. Explain the differences between methods, techniques and strategies
2. Identify at least three types of teaching methods
3. Identify and explain factors that can influence the choice of a particular method, strategy or technique

It is very important to realize that whatever knowledge one acquires, especially teachers, become dormant until he/she imparts such knowledge to someone else. The means by which such knowledge is imparted, i.e. the “how” is very crucial. One needs to adopt the right method and apply the right technique and strategies to be able to pass on such knowledge effectively to the learners.

A method is a planned activity. It simply describes the way a teacher intends to present knowledge to his learners. In Environmental and Social Studies, a method refers to the teacher’s overall approach to imparting knowledge, skills and attitudes to learners. A method is systematic, it has a direction, and it is either towards the learner or towards the teacher. A method develops and progresses gradually. A method focuses on the learner learning.

Approach:- It is a broader term than method. It is a view of looking at things. It has no scientific logic. It is a set of ideas. It is overall view or ideas to face a problem. It is personal philosophy of teaching. Approach can also have many methods. Teaching approach is like the form or the way we teach or how we do it. There are various approaches which are used in teaching learning process. The following are the main approaches of teaching learning:

1. Teacher centered approach: Teacher centered approaches are more traditional in nature, focusing on the teacher as instructor. They are sometimes referred to as direct instruction, deductive teaching or expository teaching, and are typified by the lecture type presentation. In these methods of teaching, the teacher controls what is to be taught and how students are presented with the information that they are to learn.

2. Child centered approach: Student centered approaches (sometimes referred to as discovery learning, inductive learning, or inquiry learning) place a much stronger emphasis on the learner’s role in the learning process. When you are using student-centered approaches to teaching, you still set the learning agenda but you have much less direct control over what and how students learn.

3. Inductive and Deductive approach: In inductive approach students moves towards specified (example) to general (rules).At first many examples are put forward to student and then he draws out a conclusion on the basis of these examples. Deductive approach is opposite to inductive approach because in it first a principle or rule is put in front of students and then it is clarified by giving examples.

4. Herbartian approach: This approach is given by John Fredric Herbart. He advocated that teaching should be planned actively if we intend to make it.

The teaching content should be presented into units and units should arrange in a logical sequence. The emphasis is given on content presentation. Herbert has given five steps for this approach:

- a) Preparation
- b) Presentation
- c) Comparison and abstraction
- d) Generalization e) Application

5) Evaluation Approach or Bloom's Approach: The concept of evaluation approach is given by B.S.Bloom. His main emphasis was that testing should be based on teaching and both these activities should be objectives centered. Today teaching is organized by using the evaluation approach. Under this approach yearly plan and unit plan are prepared. It has three main steps:

- a) Formulating Educational Objectives
- b) Creating Learning Experiences
- c) Evaluating the Change behavior

6) RCEM Approach: This approach is developed at Regional College of Education Mysore (RCEM). In this approach the teaching learning situations, strategies and aid material is properly stated in the name of It has three steps: a) Input b) Process c) Output Methods:- It is the term of pedagogy; main focus is on effective presentation of subject matter to have mastery over it. It is step by step scientific way of presenting the subject matter..

Method refers to the procedure within an approach. We use method depends on a scientific than an approach and has step by step procedure to solve problem. It is nothing but an scientific way of presenting the subject keeping in mind the psychology and physical requirements of the children. It is a process or procedure whose successful completion results in learning or as a means through which teaching becomes effective. It is the formal structure of the sequence of acts.

The term method covers both strategy and techniques of teaching. Different

strategies may be adopted in following a method. It is wider term. Method is related to the nature of content of a subject to be taught. Teaching method is a style of presentation of content in classroom. Method refers to the formal structure of the sequence of acts commonly denoted by instructions. It involves the choice of what is to be taught and in which order is to be presented.

There are two main types of teaching method which are non-participatory method and participatory method

. 1. Non-Participatory method: In these type of methods teacher casts himself/herself in the role of being a master of the subject matter. The teacher is looked upon by the learners as an expert or an authority. Learners on the other hand are presumed to be passive and copious recipients of knowledge from the teacher. Examples of such methods are lecture method and demonstration method.

- 2 Participatory methods: This refers to the way in which teachers and students are in constant interaction, active involvement and continuous exchange of views and ideas in the overall teaching and learning. These methods are sometimes known as interactive teaching method or learner centered teaching method. It is a shift from a belief that learners are empty plate who are supposed to be imparted with knowledge to a belief that learners can construct knowledge and learn on their own if properly guided. They are designed only for smaller groups of participants, but their advantage is that they encourage better retention of learned. They are contemporary modern methods of education. .

Examples of such methods are discussion method, question answer method, project method, problem solving method etc

. **Strategy:-** The term strategy has been borrowed from military science. According Encyclopedia Strategy is the science or art of planning and directing large military movements and operations. It refers to the pattern of acts that serve to attain certain outcomes. Strategy in teaching learning situations, then it is known as instructional strategies. It means the determination of some policy before presenting the content with the help of which teaching objectives are achieved. It is some sought of planning for achieving goals. Strategy is that skill full planning of a working system by which the objectives can be achieved easily. Strategy changes according to the changing situation. Teaching strategy is the means to achieve learning objectives. According to E. Stones and S. Morris teaching strategy is a generalized plan for a lesson which includes structure, desired learner behavior in terms of goals of instruction and an outline of planned tactics necessary to implement the strategy. For Example:

1. Blackboard is a strategy to provide visual structure during a lecture or discussion.
2. Free writing is a strategy for encouraging students to explore ideas in writing
- . 3. Debate is a teaching strategy in which students organize planned

presentation for various view points.

Difference between Approach, Method and Strategies:- All these have the same objectives i.e. bringing desirable changes in the behavior of learner. However they differ in certain aspects.

TYPES OF TEACHING METHODS

There are different types of teaching methods which can be categorised into four broad types. These are teacher-centred methods, learner-centred methods, content-focused methods and interactive/participative methods.

(a) INSTRUCTOR/TEACHER CENTRED METHODS

Here the teacher casts himself/herself in the role of being a master of the subject matter. The teacher is looked upon by the learners as an expert or an authority. Learners on the other hand are presumed to be passive and copious recipients of knowledge from the teacher. Examples of such methods are expository or lecture methods - which require little or no involvement of learners in the teaching process. It is also for this lack of involvement of the learners in what they are taught, that such methods are called "closed-ended".

(b) LEARNER-CENTRED METHODS

In learner-centred methods, the teacher/instructor is both a teacher and a learner at the same time. In the words of Lawrence Stenhouse, the teacher plays a dual role as a learner as well "so that in his classroom extends rather than constricts his intellectual horizons". The teacher also learns new things everyday which he/she didn't know in the process of teaching. The teacher, "becomes a resource rather than an authority". Examples of learner-centred methods are discussion method, discovery or inquiry based approach and the Hill's model of learning through discussion (LTD).

(c) CONTENT-FOCUSED METHODS

In this category of methods, both the teacher and the learners have to fit into the content that is taught. Generally, this means the information and skills to be taught are regarded as sacrosanct or very important. A lot of emphasis is laid on the clarity and careful analyses of content. Both the teacher and the learners cannot alter or become critical of anything to do with the content. An example of a method which subordinates the interests of the teacher and learners to the content is the programmed learning approach.

(d) INTERACTIVE/PARTICIPATIVE METHODS

This fourth category borrows a bit from the three other methods without necessarily laying emphasis unduly on either the learner, content or teacher. These methods are driven by the situational analysis of what is the most appropriate thing for us to

learn/do now given the situation of learners and the teacher. They require a participatory understanding of varied domains and factors.

In summary, four types of methods commonly used in instruction are: -

Teacher-centred methods

Learner centred methods

Content focused methods

Interactive/participative methods

Techniques of teaching

These refer to the various activities adopted or used by the teacher within a teaching and learning situation to enhance his teaching and the understanding of the learners. It also includes the skill and artistic manner in which these activities are being carried out. Note that you can have several techniques within a method, technique is an activity performed to achieve the method. Examples of techniques include brainstorming, debate, role play, discussion, dramatization, group work, field trip, lecture etc.

Strategies of teaching

These refer to the planned specific sequencing of the various techniques that are carried out in a lesson to achieve a method or the relative positioning of different teaching techniques within the teaching –learning interaction. It talks about which of the techniques or activities should come first and which one should come second or third.

Factors to consider when choosing a method or a technique

- The time allocated to the particular subject
- The size of the class
- The objective of the lesson
- The duration of the course
- The age, intellect, and experience of the class
- The nature and characteristics of the subject
- Readiness of the teacher
- The environment and location of the school

Relationship between methods, techniques and strategies of teaching

Out of methods, techniques are developed. Strategies are also derived from techniques. Irrespective of any difference that might arise among these terms, they are said to be inter-twined and as such, cannot be separated from one another. They will have to be used simultaneously in any teaching and learning situation to achieve the desired objective. Strategies lead to the achievement of technique while technique leads to the achievement of methods.

TUTORIAL QUESTIONS

1. Explain the differences between methods, techniques and strategies
2. Identify at least three types of teaching methods
3. Identify and explain FOUR factors that can influence the choice of a particular method, strategy or technique

UNIT THREE: APPROACHES FOR DESIGNING SOCIAL STUDIES PROGRAMMES

UNIT OBJECTIVES

By the end of the unit, you will be able to:

1. Explain what is meant by the concentric approach in designing social studies programme
2. Identify at least Four advantages of the concentric approach in designing social studies programme
3. Identify at least Four disadvantages of the concentric approach in designing social studies programme
4. Explain what is meant by the spiral approach in the designing of social studies programme
5. Explain at least four advantages in using the spiral approach in the designing of social studies programme
6. Explain at least four disadvantages in using the spiral approach in designing of social studies programme

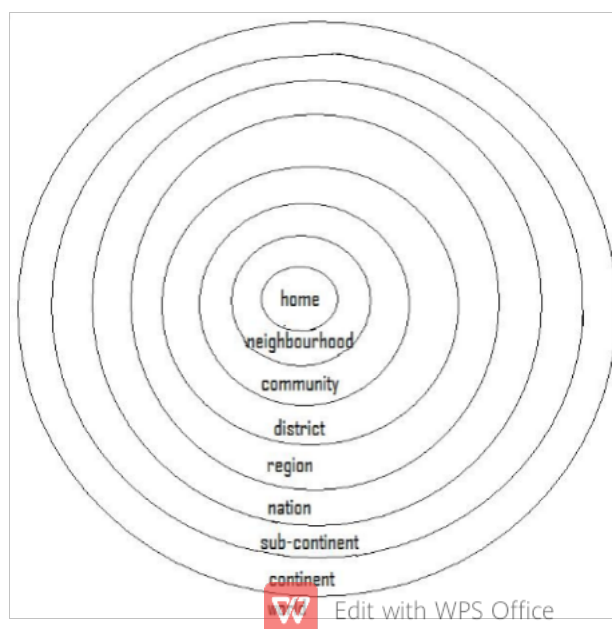
7. Identify at least four similarities between the concentric and spiral approaches in social studies programme design
8. Identify at least four differences between the concentric and spiral approaches in social studies programme design

Concentric Approach

Concentric approach is also known as the expanding environment or expanding horizon of humans. Basically, concentric approach refers to the approach of organizing learning experiences whereby the programme starts from the immediate environment of the learner where he/she is more familiar with and gradually extend to issues of more distant. In other words, it begins from the home environment and gradually extends to the neighbourhood, village, town, district, region, country, sub – region, continent and the wider world. The approach is based on the principle where learners learn things as a whole in their point of contact and gradual increase in difficulties.

The concept hinges on the premise that the child learns and understands better the things that are known to him than the things that are far from his environment. For instance, a child learns the names of his family members first, and then others such as domestic animals, trees, buildings, towns, etc before he proceeds to learn such abstract things like planets, atmosphere, etc. The approach is based on the pedagogical principle of moving from known to unknown, familiar to unfamiliar, simple to complex, near to distant, concrete to abstract, etc. This is illustrated below.

DIAGRAMATIC REPRESENTATION OF CONCENTRIC APPROACH



Advantages

1. Teaching and learning is made relatively easy as it is easy to assemble the relevant teaching and learning materials that are readily available in the immediate environment.
2. The interest and curiosity of learners is aroused and retained as their active participation is assured because they learn from known to unknown.
3. It facilitates transfer of learning and promote consolidation of knowledge of learning.
4. Knowledge and skills acquired are useful to the learner since they are associated with real life situation in both his immediate environment and the wider world.
5. The approach enables learners to use knowledge acquired about abstract things in the immediate environment to interpret abstract phenomena.

Disadvantages

1. If followed rigidly, it tends to be time consuming.
2. It is too demanding for both teachers and learners because it is doubted if teachers and learners follow it to the latter effectively and efficiently.
3. Strict implementation of the approach seems not be quite convenient and practicable because all about the home needs to be discussed first before to the neighbourhood.
4. It does not allow many topics to cover and therefore it is not examination friendly.
5. Concentric approach may create great boredom because its use is slow.
6. It involves repeating topics, themes and concepts.

Spiral Approach

Spiral approach involves continuous re-introduction or a repetition of more powerful ideas and principles. It stresses the necessity of having each subsequent experience built on a previous one while broadening and deepening the experience.

Spiral approach also refers to the situation whereby key concepts or themes are selected and developed sequentially and in greater depth and difficulty, and overlap one another as the grades or classes go higher. This is the idea of introducing concepts to learners at a relatively simple level and widening the

understanding and the application of the concepts as learners move or progress from one grade to another. This approach involves teaching in Social Studies whereby basic facts are learned without worrying about details. When the learners progress more and more details are introduced while at the same time they are related to the basics which are re-emphasized many times to help get them into long term memory.

In curriculum development, the Spiral approach is a way of constructing the Social Studies Syllabus by using the same themes or concepts or perception in the form of topics but adding more detailed ideas as it is drawn for further year groups. For example, in the Social Studies syllabus for the Junior High schools the theme "Environment" run through from JHS1 to JHS3 and it is treated in deeper dimension at each level.

Summary

- Concepts are introduced to students at a relatively simple level
- Concepts are widened in scope and difficult level as students move from lower to higher grade.
- Concepts are sequential in that content is arranged progressively and continually.
- It follows the principles or maxims of learning from simple to complex.

Advantages of spiral approach

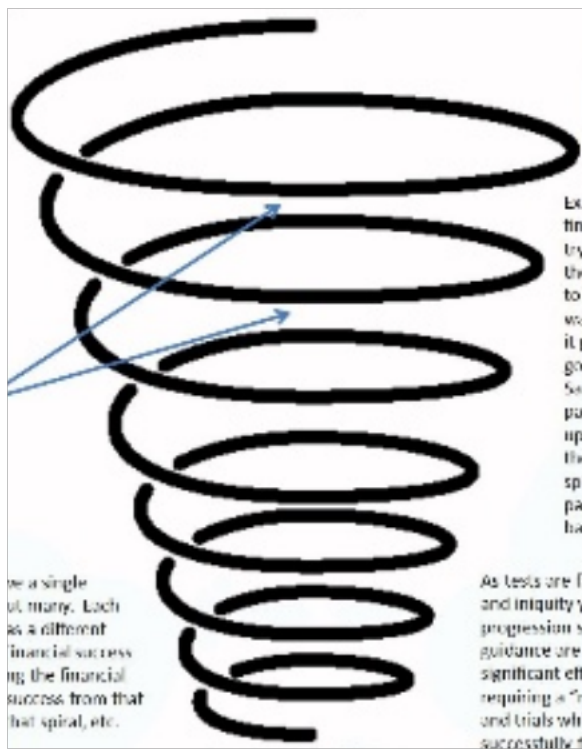
1. It ensures cumulative learning for student because each experience is built on the previous one.
2. It enhances students understanding of what they learn.
3. Students learn from known to unknown thereby maintaining their interest in the lesson.
4. It ensures higher participation of students in the lesson.
5. Students are able to retain what they learn.
6. Knowledge and skills acquired will be useful to learners because they are associated with real life situations.

Limitations

- If the approach is strictly followed, the syllabi may not be completed since one may have to finish learning at one stage before moving on to the next stage.
- It is too demanding for both the teacher and the learners

- It is time and energy consuming
- It does not make the teacher innovative
- It is a disincentive to fast learners.

Diagrammatical representation of the Spiral Approach



Application of spiral approach

The Social Studies syllabus has also been structured and organized in themes to cover the three years as follows;

- **Government, politics and stability**
- **The environment**
- **Social and economic development**

Under each section, concepts are spiraled throughout the syllabus under specific topics. Assignment: Outline the topics under each section for the three levels.

Similarities between spiral and concentric approaches

- Both are based on Tyler's principle of sequence and continuity. Sequence is moving from topics that are familiar and known to those unfamiliar and unknown. Continuity has to do with the broadening and deepening of major concepts, themes or topics of the curriculum.
- In both approaches, themes, concepts and topics are picked at lower levels with increasing difficulty as a learner goes through the levels.
- In both approaches, course begins from the learner's immediate environment and gradually expands into the wider world.
- The approaches are built on the expanding horizon or expanding environments concept of children's mental development.
- Both approaches help the learners to lay a strong foundation in their learning because new learning experiences are built on old learning experiences.

Differences between spiral and concentric approaches

- Spiral approach involves continuous re-introduction or a repetition of more powerful ideas and principles while in concentric approach learning begins from the home and gradually extends to the neighbourhood, village, town, district, region, country, sub – region, continent and the wider world.
- In terms of diagrammatic representation, the concentric approach is represented with circles while the spiral approach is shown with an ascending continuous curve winding round a central point.
- While the spiral approach emphasizes on sequence, and therefore, stresses the importance of having each new learning experience built upon the previous ones, broadening and deepening the experience, the concentric approach emphasizes on continuity.

TUTORIAL QUESTIONS

1. Explain what is meant by the concentric approach in designing social studies programme
2. Identify and explain at least Four advantages of the concentric approach in designing social studies programme
3. Identify and explain at least Four disadvantages of the concentric approach in designing social studies programme
4. Explain what is meant by the spiral approach in the designing of social studies programme
5. Explain at least four advantages in using the spiral approach in the designing of social studies programme
6. Explain at least four disadvantages in using the spiral approach in designing of social studies programme
7. Identify and discuss at least four similarities between the concentric and spiral approaches in social studies programme design
8. Identify and discuss at least four differences between the concentric and spiral approaches in social studies programme design

UNIT FOUR: TEACHING AND LEARNING RESOURCES/MATERIALS

UNIT OBJECTIVES

By the end of the unit, you will be able to:

1. Explain the meaning of teaching and learning resources
2. Identify the types of teaching learning resources that can be used in teaching social studies
3. Explain what multi-media resources are and the types
4. Identify and explain community resources and how they can be used in teaching social studies
5. Explain who is resource person and how to use a relevant resource person in teaching social studies
6. Explain five advantages of using teaching learning resources in teaching social studies
7. Identify at least five issues involved in using teaching learning resources in the teaching social studies

The term "Resources" is understood in the teaching and learning of Social Studies as places of importance that can be visited to get a firsthand knowledge about the

subject, persons with know-how or knowledge and skills about a topic, theme or an issue to be learnt (resources persons) and all teaching assisting materials that aid the teaching and learning process. They play vital or very important roles in the teaching and learning process in the school system.

Meaning of Teaching and Learning Resources or Materials

Teaching and learning Resources / materials are the materials, devices or equipment and people or places used by teachers and learners to facilitate teaching and learning, understanding or acquisition of knowledge, skills and attitudes by their learners. Some examples are Television, Slides, Filmstrips, Computers, Charts, Videotapes, Human Beings, etc. They could also be explained as all the teaching and learning assisting materials or resources that are employed in the teaching and learning process by either the teacher or learners to facilitate and promote teaching and learning, understanding or acquisition of knowledge, concepts, skills, principles and generalizations. In other words, they are what the teacher and learners use to make teaching and learning easier than it would have been if they had not used them. Examples Include Places of Importance or Interest which Teachers and Learners can visit, Tools, Objects, Items and Equipment etc, that appeal to our Senses of Hearing, Seeing, Feeling ,Tasting And Touching that enhance Teaching and Learning and of course, Persons who are well-versed (Specialists) in some subject areas.

It should be noted however that, some writers or authorities use such terms as teaching and learning materials, instructional materials or resources and teaching learning resources to mean the same thing. They are all the same, because they are used interchangeably to mean things that promote easier understanding and acquisition of knowledge, skills, facts, concepts, principles and generalisations etc in the teaching and learning process.

The Need for the use of Teaching and Learning Resources or Materials in the Teaching and Learning Process

There is a popular adage in education which states that “if the child has not learnt, it is the teacher who has not taught”. The implication of this adage is that, it is the teacher’s responsibility to ensure that the child is able to comprehend whatever he/she is putting across. One of the most important ways of ensuring effective teaching and learning both inside and outside the classroom is for the teacher to

resort to the use of teaching and learning resources or materials.

TYPES OF TEACHING AND LEARNING RESOURCES MATERIALS

According to Olawepo (1999), teaching and learning resources/ materials can be grouped into four categories as thus:

- i) Teachers as Resource Persons
- ii) Other Resource Persons
- iii) Resource places and
- iv) Resource materials

i. Teachers as Resource Persons

Truly speaking, the teacher is and remains the first and foremost resource for the learner. He or she is the pivot upon which prime source of information, skills, knowledge, facts, principles etc revolve. He /she plans, organises, guides, implements, monitors and evaluates the teaching and learning process.

ii. Other Resource Process

Apart from the classroom teacher who is a prime source of knowledge, other resource persons identified as having specialised knowledge or possessing knowledge about a topic or subject area or matter could also be useful source of knowledge and information to learners.

iii. Resource Places

They refer to places of importance and interest which could be visited by teachers and learners for first-hand information about Social and Environmental issues. Examples include factories, industries, religious centres, museums, cultural centres, financial institutions, civic institutions, centre of trading such as markets, stores etc

iv. Resource Materials

Resource materials refer to tools, equipment, objects etc that are employed in the teaching and learning process to ensure effective teaching and learning, and to promote easier understanding.

MULTI-MEDIA RESOURCES

Meaning of Multi-Media Resources

Multi-media resources are materials, persons, conditions, events, sites, and edifices etc which yield items of interest that facilitate effective and efficient instructional programme. Example, real objects, printed text/visuals, displayed boards, electronic media, atmospheric/environmental conditions, observable events such as festivals, places of interest, resource persons, etc. They may also refer to the various groups of things that appeal to our critical senses and enhance effective teaching and learning.

Examples are the same as above.

Characteristics of Multi-Media Resources

Some of the characteristics of multi-media resources are the following:

- Multi-media resources appeal to the teacher and learner sense
- Multi-media resources are numerous and varied
- They facilitate both teaching and learning
- Their applications are both within and outside the school
- They can be used at every stage of teaching and learning from introduction to evaluation

Basically speaking, multi-media resources can be categorised into three as thus:

i) Visual ii) Audio iii) Audio – Visual

1. VISUAL MATERIALS

These are those materials that appeal to the sense of sight. They include the Chalkboard, Photographs/pictures, Flip charts, Posters, Textbooks, Magazines, Atlases, Maps, Flannel graphs, Flash cards, Models, Albums, Diagrams, Simultaneous Games, Overhead Projectors, Slide Projectors, Opaque Projectors, etc.

2. AUDIO MATERIALS

These on the other hand appeal to the sense of hearing. They include Tape recorder, Wireless Set (Radio), Gramophone, Record Player, etc.

3. AUDIO –VISUAL MATERIALS

As the name suggests, audio – visual materials or resources appeal to both senses of sight and hearing. They are the teaching and learning devices that help the teacher and learner to classify, establish and co-ordinate accurately concepts, interpretations and appreciations that enable them to make learning more concrete, effective interesting, inspirational, meaningful and vivid. Examples include Movies/Films, Printed materials with recorded sounds, Television Sets, Video tapes, Computers, Cinematography, etc.

Advantages/Importance of Using Multi-Media Resources

1. They help to gain and sustain attention of learners in lessons. This ensures active participation of learners in the teaching and learning process.
2. They help to reinforce concepts previously learned by offering pre-requisites for recall. Multi-media resources help learners to recall previous experiences so that new materials can be attached to and built upon.
3. They offer real learning experiences in both the physical and social environments. This stimulates interest and self-activity on the part of the learner.

4. They offer opportunity for practice and skills development through the preparation and manipulation of materials and elements within the classroom and environment as well as participation in events.
5. They offer concrete basis for conceptual thinking/ experience thereby reducing rote memorisation of concepts. They support learning through examples, illustration and elaboration.
6. They offer the teacher with opportunities to vary modes of investigation, presentation and evaluation of lesson. For instance, by this a teacher may decide to bring the “world” into the classroom.
7. Their existence serve as invaluable store of information which can be resorted to and utilized at various times for effective and efficient teaching and learning of social studies.
8. They are useful for assessment of performance. Students can be presented with an opportunity to submit mediated presentations as classrooms or school based project.

COMMUNITY RESOURCES

Every community, no matter its size, has resources that can be tapped to strengthen the teaching and learning of Environmental and Social Studies.

Community resources refer to the vast array of physical and human resources in the community which can be used by the teacher and learners in the teaching and learning of Environmental and Social Studies and other subject. They can also be explained as the various groups of things found in the community or outside it which greatly promote the teaching and learning of Environmental and Social Studies.

It is not enough for learners to be given factual knowledge about the community resources. They must be given the opportunity to come into contact with the multiplicity of resources within the community. It is against this background that it has been said without doubt that, the community is the child’s laboratory for having first hand learning about the ways of living.

Community resources are the various places of interest in the immediate and wider environment where teachers and learners can visit for information.

Classification of Community Resources

Community resources can be categorised into the following:

1. PLACES OF CIVIC/POLITICAL INTEREST

They include the National Assembly (Parliament House), offices of the District

Assemblies, Electoral Commission (observing elections), Political Rallies, National Commission for Civic Education (NCCE), Commission on Human Rights and Administrative Justice, Domestic Violence and Victims Support Unit (DOVVSU), Independence Square/Celebrations, Court Proceedings, Presidencies/Castles, etc.

2. PLACES OF SOCIO-CULTURAL INTEREST

These include the Centre for National Culture and the various Cultural Centres (E.g, Osiekrom, Anokyekrom, Anansekrom), Palaces, National and Regional Houses of Chiefs, Places of Worship (such as Shrines, Mosques, Churches), Witch Camps (E.g. the Gambaga Witch Camp), Festivals and Durbars, Health Centres/Facilities, Educational Institutions (E.g. the First Secondary/Senior School in Ghana), etc.

3. PLACES OF ECONOMIC INTEREST

Examples are the offices of the main government Revenue Collecting Agencies (e.g CEPS, VAT, IRS for GRA), Market Centres (e.g. Trade Fairs), Financial/Banking Institutions, Industries/Factories/Manufacturing Centres or Processes, Ports and Harbours, Stock Exchange, Beaux, etc

4. PLACES OF GEOGRAPHICAL INTEREST

These consist of Waterfalls, Mountains, Forest/Natural Reserves, River Estuaries, Dams, Lakes, Weather or Meteorological Stations, Hydro-Electric-Power or Thermal Plants/Projects, Volcanic Eruptions/Lava Flow, etc.

5. PLACES OF HISTORICAL INTEREST

They include Castles, Forts, Caves, Slave Markets/Routes (e.g. Assin Manso and Salaga Slave Market), Old Settlements, Cemeteries (e.g. the European Cemetery at Winneba), Festivals, Traditional Courts/Palaces, Museums, etc.

6. PLACES OF SCIENTIFIC INTEREST/FEATURES

These include the Kwabenya Atomic Energy Centre, Mampong Akwapem Research Centre into Plant Medicine, Hydro – Power Generating Plants, various Research Institutions / Centres, etc.

7. OFFICE OF SECURITY SERVICE PROVIDERS

They include the Police Stations and Depots, Fire Service Stations, Office of National Security, Bureau of National Investigation, etc

8. CONTEMPORARY PLACES OF INTEREST/FEATURES/EVENTS

Internet or Information and Communication Technology (ICT) Centres/Facilities, Entertainment and Recreational Centres/Places (such as Sports Stadia, National Theatre), Youth Training Centres, Media Houses (Radio and Television Stations (like

Ghana Broadcasting Corporation, TV3, ADOM FM & TV, JOY FM, PEACE FM, UTV), etc.

IMPORTANCE /ADVANTAGES OF COMMUNITY RESOURCES

- i) Community resources promote good relationship between the school and the community since learners get opportunity to interact with people in the community for information they need in their learning career
- ii) Learners and teachers get the opportunity to see issue or phenomenon in its natural environment or state which promotes a high degree of interest for them
- iii) The use of these resources enhance understanding and consequently better retention of knowledge and skills, because they make teaching and learning , meaningful , practical and real
- iv) They relieve the teacher of some of his / her workload as he/she may talk less since learners may see and do more when they come into contact with community resources
- v) Their usage helps in acquiring more knowledge and skills

DISADVANTAGES/LIMITATIONS OF COMMUNITY RESOURCES

- i) Bureaucratic policies make it very difficult in accessing community resources for use.
- ii) They can be harmful and dangerous to learners.
- iii) It is time consuming to use them.
- iv) It can be costly sometimes.

OTHER TEACHING AND LEARNING RESOURCES/MATERIALS

Other Teaching and Learning Resources or Materials are Documentary Materials like Teacher's Handbook, Textbooks, Periodicals, Journals, Data Books, Dairies, Autobiographies, Biographies, Reference Books, Letters and Speeches (by prominent personalities such as Dr. JB. Danquah, Dr. Kwame Nkrumah), etc.

THE SOCIAL STUDIES RESOURCE ROOM

Meaning of a Resource Room

A resource room is a special room designed and equipped with teaching and learning materials for the purpose of teaching and learning lessons. The subject 'Social Studies' also has its Resource Room which is described as a multi-purpose room because it is used for the design, preparation, storage of teaching and learning materials, exhibition of materials, practice of new skills, methods, techniques and strategies of teaching and Social Studies. It also serves the purpose of a workshop,

laboratory, classroom, library, etc

MAKING THE RESOURCE ROOM ATTRACTIVE AND CONDUCIVE FOR TEACHING AND LEARNING

The following precautionary measures must be observed if the resource room is to be made attractive and conducive to teaching and learning.

1. Teaching and learning materials of all kinds such as globes, wall maps, charts, bulletin boards etc should be prepared and displayed in the room such that they could be made readily available for use at any time.
2. The room should be spacious enough to prepare and store a lot of tools, equipment and materials.
3. The furniture in the room must be nicely arranged to allow for effective supervision of students' work or exercises.
4. The room must be kept tidied as well as its surroundings.
5. It should be user – friendly. It should be well lighted with both natural and artificial sources of light, well – ventilated and be devoid of unnecessary noise either from within or without.
6. It should be guided by simple rules and regulations, spelling out among other things, when it is opened and closed.
7. The resource room must be manned by a knowledgeable, skillful, decent and courteous guide.

HOW TO USE THE RESOURCE ROOM TO THE BENEFIT OF BOTH TEACHERS AND LEARNERS

- i. The room should be furnished /stocked with relevant and current materials such as journals, books, pamphlets, magazines etc for learners to see the need to use the room. Materials must be up – dated from time to time.
- ii. Projects, assignments, class exercises, home works etc must be set from the available reading materials for learners to see the need to use the room.
- iii. There should be a time table/schedule spelling out clearly the time for opening and closing.
- iv. Ensure that equipment are not moved about freely but kept safely in the room and made available for use so that its lifespan can be prolonged

BENEFITS/ADVANTAGES/ IMPORTANCE OF A RESOURCE ROOM

(a). It makes the teaching and learning of concepts, principles, facts, generalisations, etc in Social Studies lessons to be meaningful, practical and real, since teaching and

learning materials are easily obtained to support them. This fosters better understanding of learners which leads to better retention of knowledge and permanency of learning.

(b) It saves energy and time and prolongs the lifespan of teaching – learning materials which makes it cost – effective.

(c). It reduces the amount of work the teacher has to do to enhance pupils' understanding of concepts, facts, skills etc. With the availability of the numerous teaching and learning materials, the teacher does a little talking to drive home points he/she wants to carry out to pupils. This enhances effective teaching and learning.

(d). The resource room provides a conducive environment for the use of variety of teaching techniques.

(e). It provides a place for the storage, display and safekeeping of materials and equipment.

(f). It also provides a quiet room and a place for reference and research.

(g). Teaching and learning resources can be left for a while for learners to study before they are removed.

(h). It provides easy and ready access to teaching and learning materials.

(i). It makes for easy retrieval of materials and equipment.

(j). It prevents the carrying to and fro of materials and equipment.

Disadvantages / Limitations of a Resource Room

1. It may be very costly to build it in some schools

2. It may be costly to run and maintain by some schools

3. Experts are required to run and maintain it

THE FACTORS TO CONSIDER WHEN SELECTING TEACHING AND LEARNING MATERIALS /RESOURCES

i) Availability of materials /resources: Resources offer teachers and learners enriched opportunity to acquire concepts, values, skills, etc

Since all the senses are involved in the teaching and learning process, learners must see , hear, touch , taste and smell what they are learning; if possible , so that the set objectives can be achieved. Therefore it behoves teachers to select resources that are readily available in the school or community or environment.

ii) Cost of resource or material/ affordability of resource must be considered. The resource selected for use should be within the financial reach of the school. Where the teacher or learners have to provide, they should ensure that the cost is

affordable or does not bring untold hardship to themselves i.e. the teacher and learners.

iii) Durability should be given prime concern when selecting a resource for use. A material that can easily spoil should be avoided. It is essential to select and use resources that are fairly durable so that they can be used over and over again when the need arises.

iv. Effectiveness of the resource must be considered. Generally, the resource selected for use should be capable of contributing to learners' cognitive, affective and psychomotor development, arouse their interest in the topic and promote critical thinking and promote problem solving abilities of children.

v) It should be current and up-to -date. Quite often, teachers and learners use outmoded resources in their lesson delivery. This is highly unacceptable, especially in Environmental and Social Studies which deal with contemporary issues. Teachers should be abreast with time in selecting teaching and learning materials for use.

vi) The resource should be appropriate / suitable to the class level, needs, abilities and interest of learners.

vii) The resource should be user or learner – friendly. That is, it should not pose any danger or harm to learners during its use.

viii) The size of the class. The materials or resources selected must be enough for learners of the class

ix) It should be capable of providing varying points of view on issues, especially on controversial issues. This is essential to stimulate divergent rather than convergent thinking among learners.

x) It should be portable so that it can be easily carried about from one area to the other area for demonstration.

RESOURCE PERSON

A resource person is someone other than the regular class or subject teacher who is well-verse or knowledgeable or skilled in an area of learning like a topic or who has some experience and who is called upon to assist, facilitate or promote teaching and learning. Normally, this person is said to have more knowledge or skills in an area than the real classroom teacher e.g. chiefs and his elders, politicians, doctors, police officers, AIDS victims etc.

Examples of resource persons

- A lawyer to handle a topic like intestate succession law, PNDC Law111.

- A fetish priest to throw more light on traditional worship
- A chief to teach the topic chieftaincy institution
- A gynecologist to handle the topic like sexually transmitted diseases
- An AIDS patient to share his/her experiences with learners
- An electoral commission official who may handle the topic "how to ensure free, fair and transparent elections.

When to use a resource person

When a situation arises and the classroom teacher may not have a firsthand knowledge on the issue. The teacher is therefore obliged to invite the professional or specialist like the chief, drummer, lawyer, to brief learners or teach the skills.

When the class teacher is not very conversant or does not possess the requisite knowledge or skill on a particular issue or topic to be taught.

How to prepare a class to receive a resource person

1. The subject matter or the topic for the lesson should be discuss and explained to the class
2. The class teacher should provide background information about the resource person i.e. his name, profession and status.
3. The class teacher should also outline the objectives of the lesson to the pupils. This will help them know what to look out for during the delivery of the lesson.
4. The pupils should be encourage to bring writing materials e.g. books, pens, pencils etc
5. Encourage the pupils to write down salient or important points when the resource person is talking.
6. The pupils should be guided as to the type of questions they should ask, when to ask and how to ask them to make the delivery of the lesson very smooth.
7. Pupils should be taught how to comport themselves during the delivery of the lesson.
8. The pupils must be taught to show gratitude and appreciation after the delivery by the resource person. (vote of thanks)

Preparing a resource person/ community leader for a talk

1. Inform the person of the topic, its scope and importance in the students' learning and in the school's program
2. Inform him/ her of the date, time and duration for the talk.
3. Provide relevant background information about the class number of pupils,

average age, language, facility, acquaintance with community speakers

4. Provide information on relevant teaching and learning materials available in the school which he/her can use
5. Help / her procure other resources she he may suggest
6. Discuss how she/ he could get to the school where necessary
7. Discuss any remuneration or otherwise

Advantages of using a resource person

1. It enables learners to acquire knowledge and skills from the resources person.
2. It enables the teacher also to acquire knowledge and skills from the resources person which go a long way to ensure effective teaching in future
3. The resources person brings about good inter-relationship between the school and the wider community because the two see themselves as partners pursuing the same course

Limitations

1. Where the resources person is inexperienced in knowledge, skills and behaviour, he becomes a waste.
2. The possibility for students to misbehave is high if adequate preparation is not made before inviting the resources person. This may lead to time consuming.

CRITERIA FOR USING TEACHING AND LEARNING RESOURCES

1. Use few resources at a time, i.e. do not overwhelm and confuse students with too many resources.
2. Use the resource at the right time and place in the lesson.
3. Demonstrate the use of the resource if students are not familiar with it.
4. For resources such as radio, TV, introduce the programme by outlining the content, and /or set questions to guide listening or viewing.
5. Follow up, after using the instructional resources, with exposition, discussion or student demonstration.
6. Involve students in the use of instructional resources.

Advantages/Importance of Using Teaching and Learning Resources / Materials

The importance of teaching and learning materials or resources in the teaching and learning process cannot be over –emphasised. Below are examples of some of them;

- i) They lend reality to the classroom teaching and link instruction with real life
- ii) They arouse and sustain the interest of learners in the teaching and learning process which enhances their active participation, better understanding and better

retention of knowledge.

iii) They make teaching relatively easier as the teacher talks less to drum home his points and facts.

iv) They supply concrete basis for conceptual thinking and hence reduce meaningless word responses

v) They save time and make learning solid and durable.

Disadvantages of Using Teaching and Learning Materials / Resources

The uses of teaching and learning materials no matter their importance have certain bad practices which cannot be overlooked. These include the following;

i) Language barrier i.e. difficulty in interpreting certain language inscribed on teaching and learning resources or materials

ii) It promotes laziness on the part of both the teacher and learners

iii) It is time consuming to prepare them

iv) Attractive nature of resources may sway learners' attention

v) Difficulty in using them very well by both teachers and learners as a result of ignorance.

vi) It is not cost effective sometimes i.e. it is costly to use them.

vii) Absence of electricity in some schools to support the use of electrical machines makes its use difficult

TUTORIAL QUESTIONS

1. Explain the meaning of teaching and learning resources

2. Identify any five teaching learning resources that can be used in teaching social studies

3. Explain what multi-media resources are and the types.

4. Identify five community resources and explain how they can be used in teaching social studies

5. Explain who is resource person and how to use a relevant resource person in teaching social studies

6. Explain five advantages of using teaching learning resources in teaching social studies

7. Identify at least five issues involved in using teaching learning resources in the teaching social studies

UNIT FIVE: FIELDWORK TECHNIQUE

UNIT OBJECTIVES

By the end of the unit, you will be able to:

1. Explain what is meant by fieldwork
2. Explain the different types of fieldwork that can be undertaken
3. Identify four situations that may let social studies tutor consider using the fieldwork technique
4. Explain the various stages of fieldwork
5. Explain the advantages of using fieldwork in teaching social studies
6. Identify the disadvantages of using fieldwork technique in teaching social studies

Meaning of fieldwork technique

There are many terms which have been used to explain the teaching and learning process which takes place outside the classroom or laboratories. Such terms include fieldwork, field trip, field study and out-of-door-study. It is a journey by a group of people to a place away from their normal environment. It can also be explained as a trip made by students to gain firsthand knowledge away from the classroom, to a museum, factory, geological area, or environments of certain plants and animals. It is also a visit to a place that gives students the chance to study something in a real environment, rather than in a classroom or laboratory.

For academic purposes, a field trip is defined as a course-related activity that serves educational purposes and occurs outside the classroom at a location other than on campus at which the course is regularly taught. In whatever way one views the term, it can be explained as planned excursion to sites beyond the classroom for the purpose of illustrating concepts and principles and gathering other vital information. A Field Trip brings a classroom study alive for students and helps them to remember and relate to what they have learned. It provides learners with rich resources than they can rarely be approximated in the classroom. It also helps to connect school to the world. It should be noted that fieldwork provides opportunity for first-hand observation of phenomena that may be on the school ground, in the neighbourhood or beyond.

The purpose of a field trip/fieldwork is usually for observation for education, non-experimental research or to provide students with experience outside their everyday activities, such as going on camping with teachers and their classmates. The aim of this research is to observe the subject in its natural state and possibly collect samples. Field work helps to do away with the TWO-BY-FOUR ORIENTATION of school

teaching and learning where the process begins and ends within a book and a classroom.

TYPES OF FIELD WORK/FIELD TRIP

1. Local Fieldwork/Fieldtrip: this can take place within the school, the environs of the school or in the community in which the school is located. In other words, Local field study is where the learners are taken out of the classroom but engaged in their studies in and around the area where the school is sited. It does not call for any transport arrangement since it can be a walking distance in the community. For example, when a teacher sends his/ her learners to a Chief's Palace in the same community or a Computer Laboratory in the same school to experience things in their natural setting it is a local fieldwork or fieldtrip.

2. Distant Fieldwork/Fieldtrip: When a fieldwork takes place outside the community where the school is located, it is called a Distant Fieldwork. For instance, when learners move from say Agogo to the Elmina Castle to study events there, then they are embarking on a distant fieldwork.

3. Structured Fieldwork/Fieldtrip: This is when learners have a specific target to look for during the process of the fieldwork. Here, the teacher and learners plan everything they are supposed to do in the field from the beginning to the end. For instance, they have to plan the type of questions to ask and specific people to contact.

4. Unstructured Fieldwork/Fieldtrip: In this type fieldwork, there is no definite phenomenon or issue or situation to be studied but the teacher invites from the learners what they want to study in the course of the visit. The learners select the phenomenon they want to study and how they intend to achieve the objective. It is always necessary for the teacher to supervise them to work within the set time and also to comport themselves in the course of executing their tasks.

SITUATIONS/CONDITIONS THAT MAY CALL FOR THE USE OF THE FIELDWORK TECHNIQUE

1. When it is impossible to bring important or crucial resources/materials to the classroom.

2. When the out-of-door attribute of Social Studies needs to be enforced or applied.

3. When the need to observe events, natural conditions and places arises or it becomes necessary to do so.

4. When the teacher sees the need to vary teaching techniques in order to arouse

learners' interests or break boredom.

5. When learners or students show or express keen interest or desire for the trip

6. When the teacher sees the need for enhancing School-Community relationship by the use of Community Resources or resources in the community

7. When the teacher wants to open up students/learners to unlimited, rich resources to select from to provide the most direct form of learning.

HOW TO USE OR PLAN AND ORGANISE A FIELDWORK/FIELDTRIP

A Fieldwork is often organised in Three (3) Phases or Stages. These are Pre-Fieldwork Phase/Stage, Actual Fieldwork Phase/Stage and Post-Fieldwork Phase/Stage.

1. The Pre-Fieldwork Phase/Stage deals with all the preparation that both the teacher and students have to put in place before the fieldwork takes off. In other words, it is known as the planning stage. The following should be done:

1. Establish a worthwhile purpose of the trip and make sure that learners understand the purpose as well. The trip must provide avenues for learning that are not possible in the classroom.

2. The teacher should be familiar with the site where the trip will be conducted by making visits to the place before even taking the learners there, this will alert the teacher of circumstances and situations that should be discussed with children before leaving the classroom.

3. Obtain administrative permission for the fieldwork. In particular, the head of institution must be informed as well as other colleague teachers, especially those whose time would be affected.

4. Make transportation arrangements. It is better to use public transport or school bus than private car. The reason is that with the public transport, there can be security in terms of insurance and competence of the driver.

5. Obtain written permission from parents and guardians for the children to go for the trip. Most schools have forms for this purpose that are filled out by the teacher and sent home with each child for parents/guardians signature.

6. Prepare the class for the trip by introducing the phenomenon to be studied through a lead lesson which will be exposing the students to the nature of the fieldwork. The class should set up standards of conduct for the trip before leaving the school.

7. Divide the students into appropriate groups and group leaders appointed such

that each group works on a specific task.

8. Logistical arrangement in a form of pencils, cameras, writing pads as well as questionnaire, interview and observation guides should be made.

9. If the trip is to be long, make arrangements for lunchroom and restroom facilities. Take along a first-aid kit.

2. Actual Fieldwork Phase/Stage

The actual fieldwork phase is associated with what needs to be done by both the teacher and students during the actual day when activities are taking place. It is the conduction of the trip stage. These are the activities which must be put in place to make the fieldwork worthwhile.

1. Take a roll before leaving the school grounds and “count heads” regularly during the trip to ensure that none of them get lost. With children, it is a good idea to put them in pairs so that they become others’ keeper. It is also proper to arrange for other adults to accompany the group to ensure effective supervision.

2. The teacher in consultation with the students will have to make sure that nothing is left behind for work. Try to insist on the appropriate uniform to ensure easy identification if something happens.

3. Arrive at the site on time, and have children or learners ready for work after a brief talk or presentation by the local authorities on the ‘dos’ and ‘don’ts’ on the study area.

4. The teacher selects a place where the students will meet after work. (Assembly spot). Make a head count at the assembly spot before actual work starts. Before leaving check again to make sure all children are with the group.

5. The learners could break into various groups in order to observe phenomena, record interactions with pre-arranged respondents or interviewees.

6. In the course of the work, the teacher goes around to counsel, help, and offer suggestions, supervise the learners closely to prevent accidents or injuries.

7. After the students have finished their work, they go to the assembly spot for their questions to be answered and summary given on the entire experience. The exercise must be concluded with a head count.

3. Post-Fieldwork Phase/Stage: The last phase is the post-field. In particular, this phase deals with the activities that take place after the teacher and learners have returned from the trip. It concerns itself with the evaluation of the fieldwork. This

phase is mainly for organizing all information into a comprehensive whole. When they have returned from the trip, it is necessary that the class reflect on the experience of the trip. In course of the reflection, the following activities can be looked at:

1. The teacher engages the class in appropriate follow-up activities such as writing a thank- you letter to the place where the fieldwork was conducted and to adults who accompanied them to the site.
2. Re-examination of questions and problems which occurred during the trip. It is necessary to examine carefully the extent to which the purposes of the trip have been achieved. Such questions can be asked:
 - Did we accomplish what we set to achieve?
 - Did we get answers to our questions?
 - What did we learn that we did not learn before?
 - Did the class conduct themselves based on the standard set before the trip?
3. The various group and their respective leaders will organize report writing
4. Presentation of group report accompanied by mini-exhibition where necessary. The audience for this activity could be the class, other classes and parents/guardians.
5. Exchange of field notes or answers between and among the students.
6. Use opportunities to draw on information and experience from the trip in other subjects taught in the class.

BENEFITS/ADVANTAGES / STRENGTHS OF FIELDWORK TECHNIQUE

1. Real world experience – It allows students to have a real- world experience or situation which may be different from other classroom teaching and learning situations. For example, a textbook lesson on domestic animals can be enhanced by a trip to a local farm where students can clearly see the domestic animals. This makes learning meaningful and memorable.
2. Increase in quality of education – For example, a Biology field trip could take kids on a hunt for bees or certain types of flowers. In this case, pupils can learn more. Hence, it improves the quality of education.
3. Improvement of the social relations. It is a way to bring students closer together. Many field trips combine educational content with team building activities, such as working together to clean a stream that has been polluted. In fact, it is often a good idea to go on a field trip to help create a bond between the students.
4. Fieldwork is organised to enable students to acquire the competence of

locating and gathering information through instruments such as interviews, questionnaire, opinionaire as well as observation

5. Field trips add variety to the regular instructional program; they tend to be special and enjoyable learning experiences, one which develops positive attitudes in students towards related classroom activities. Field trips are rich in educational possibilities because students learn from actual firsthand experiences, rather than by simply reading or hearing about something.

6. Field trips help students to appreciate the relevance and importance of what they learn in the classroom. For example, determining blood type is a skill, which can be learned in a school laboratory setting, but students may not learn the importance of the skills until they observe what goes on in a real hospital where life and death of real patients may depend on this skill.

7. Fieldwork provides the laboratory for social studies educators which can contribute to the enrichment of history, geography and all other aspects of social studies. Fieldwork provides a source of facts and observation of phenomena which can determine the validity and reliability of one's ideas.

8. Fieldwork provides a unique opportunity to dramatize and reinforce learning since the field is the only place where students can be shown what is only talked about in the classroom.

9. The conduction of fieldwork enables learners to develop the skills of translating scenes into prose, graphics or other forms to demonstrate understanding (Tamakloe, Atta and Amedahe,1996).

LIMITATIONS/DISADVANTAGES/WEAKNESSES OF FIELDWORK TECHNIQUE

1. Time considerations – Difficulty in preparation (getting approval from various heads of administration) and planning the trip as per the school timetable which takes more time. The organiser needs to take a visit or two to the phenomenon to be studied so that he becomes aware of the existence of the phenomenon to be studied. He/she has to obtain administrative permission for the trip and make arrangement for transportation. All these consumes both learners and organisers time.

2. Lack of support from school administration for field trips. Sometimes, the school is reluctant to provide financial and material support to help in organizing field trips successfully which is a real challenge.

3. Poor students' behaviour and attitudes exhibited during such trips is another

big challenge hampering the organization of field trips. Sometimes, some students heed to instruction given to them during such trips, which could cause the trip to be unsuccessful. This affects the behaviour of other students and the relation between the teacher and those students who exhibited such bad behaviour or attitudes.

4. Shortage of resources and choice of venue is yet another challenge affecting the organization of field trips. Sometimes, the school can't provide the materials and the teacher also can't have the correct materials for the trip. Sometimes, students are not given the freedom to select a place or venue of their choice for the trip.

5. Most authorities of places to be visited do not give replies to welcome such field trips. There is very little to do when authorities are unwilling to co-operate.

6. The fieldwork can throw the entire school programme out of course or gear. For example, the period during which the trip is undertaken will not allow learners to attend other classes and perform other routine work such as tidying the compound and attending assemblies come to a halt.

7. Teachers may lack the requisite skills to organize fieldwork. Fieldwork entails pre-fieldwork activities, actual fieldwork activities as well as post-fieldwork activities which teachers have to acquaint themselves with. In a situation where these skills are lacking, the desired objectives of the trip may not be achieved.

TUTORIAL QUESTIONS

1. Explain what is meant by fieldwork
2. Explain the different types of fieldwork that can be undertaken in social studies teaching
3. Identify four situations that may let the social studies tutor consider using the fieldwork technique
4. Explain the various stages of fieldwork
5. Explain five advantages of using fieldwork in teaching social studies
6. Identify five disadvantages of using fieldwork technique in teaching social studies

UNIT SIX: ROLE-PLAYING

UNIT OBJECTIVES

By the end of this unit, you will be able to:

1. Explain what is meant by role-playing
2. Identify the features of role-playing
3. Explain how to use role-playing in the social studies class

4. Identify when to use role-playing as a teaching technique in teaching social studies
5. Explain at least five advantages of using role-playing as a teaching strategy in social studies
6. Explain at least five disadvantages of using role-playing as a technique in social studies teaching

Role-play is an activity- game in which the participants (learners) assume the role of specific personality, or structured activity which allows for the learners to take the part of other personalities in the community in an imaginary situation and to act the part in a realistic manner as possible.

This term refers to a spontaneous non-rehearsed activity, aimed at allowing learners to play the part of others in either an imaginary way or realistically. It is instructional technique designed to help learners understand the perspectives of others. It gives them the opportunity to gain insight into the worldview of others. Role play can either be real or imaginary. It provides players with an illusion of involvement in reality, allowing them to take part in an act without exposing them to the dangers that might be associated with such an act in the real world. Actors show the feelings, behaviour and attitudes of the personalities they are imitating. Role play could be put into three main stages. These are initiation, enactment and debriefing.

Features of role-playing

It is a group problem solving technique.

The central concern has to do with the performance of certain roles or tasks

It is spontaneous, non-rehearsed dramatization.

There is no written script or particular word that student actors must say but there is description of the situation.

There is no memorization of lines.

There are few or no costumes.

There is no special stage or platform for the performing of roles.

How to use role-playing

In planning for a role-play, the teacher in the first place should identify roles that are logical and reasonable for students to play. These roles could involve historical figures or imaginary individuals. Once the roles are identified, the teacher then develops role description for the students. This usually is a short biography about the various characters, which might include; the way of life, preferences, social views and

other relevant information that will help the players (students) to come to terms with the personality they are to assume. After the teacher has successfully wet the appetite of the students with the description, he then asks for volunteers who will play the roles. Players should not be forced into playing of roles. During the role-play, the teacher performs his supervisory role by intermittently stopping the play to re-direct the players but ensuring that they do not lose track of the events.

The teacher can repeat the play about two or three times so that the rest of the class grasps it better. Afterwards, the teacher could conclude by asking students question with regards to the play.

Summarily, one needs to follow the following steps when conducting a role-play.

- Select and brief the class on what they are expected to do.

- Ask for volunteers and select cast from among them.

- Define the roles of the cast to them.

- Prepare the audience on what to look for during the role-play.

- Allow the cast some little time to prepare.

- Let the cast play their roles.

- De-brief the cast and students/audience i.e. discusses together what has taken place.

- Provide a chalkboard summary during the debriefing.

When to use role-playing

Role-playing should be used when;

- Certain values, skills and attitudes are to be imbued unto the learner.

- When you want students to appreciate certain societal roles and responsibilities.

- When you want learners to actively take part in the teaching and learning process.

- When you want to unearth certain talents and skills from learners.

- When you want to do away with boredom and make teaching and learning lively.

- When things to learn about are not easily accessible.

Advantages

- It is useful in the teaching of values and desirable attitudes.

- It casts the shadows of real-life situations, thus prepare students for real life experiences.

It helps to shape the life-styles of students. This is because it could be role-played anytime.

It provides a platform where certain skills and talents are unearthed and developed. It also helps in sharpening the communicative skills of learners.

It stimulates, motivates and sustains students' interest in the class.

It makes students/learners become very attentive since they know they will be asked questions pertaining to the role-play. It makes students critical and analytical in judgment and decision making.

It promotes better understanding and consolidation of knowledge since role-play is learner-centered. It therefore, adds more meaning to the popular saying that; when I hear, I forget. When I see, I remember. When I do, I understand.

Disadvantages

It is time consuming in term of organisation.

If it is not well supervised, it may become a mere play for excitement rather than learning.

It demands the use of students who are academically good to memorize and express themselves well. Players sometimes find it difficult to keep the dialogue moving forward productively.

The initiatives of other learners may be stifled if specific students are always asked to perform.

TUTORIAL QUESTIONS

1. Explain what is meant by role-playing as a teaching technique
2. Identify the main features of role-playing
3. Explain three different ways role-playing can be used in the class
4. Identify when to use role-playing as a teaching technique
5. Explain at least five advantages of using role-playing
6. Explain at least five disadvantages of using role-playing

UNIT SEVEN: DISCUSSION TECHNIQUE

UNIT OBJECTIVES.

By the end of this unit, you will be able to:

1. Explain the meaning of discussion technique
2. Identify the types of discussion techniques teachers can use

3. Explain the differences between whole class discussion and small group discussion
4. Explain the role of the teacher in the use of discussion technique
5. Identify the uses of discussion technique in the teaching learning process
6. Identify the situation that may call for the use of discussion technique in the class.
7. Explain at least five advantages of using discussion technique in teaching
8. Identify and explain five disadvantages of discussion technique

Meaning of Discussion Technique

A discussion technique is a teaching technique which allows learners to give or express their views about a topic or a problem after a careful study of the topic or problem

It is also explained as a thoughtful consideration of the relationship involved in a topic or a problem under study. It is concerned with the analysis, comparisons, evaluation and conclusions of these relationships.

TYPES OF DISCUSSION

The main types of discussion include:

1. Guided / Controlled Discussion

In this discussion, the teacher presents learners with information about a topic or problem either by reading, showing a film or series of pictures to them and encourages them to express their views.

2. Unguided / Uncontrolled Discussion

Here, the teacher only presents the topic/problem to learners to study and come out with their views or offer solutions without any form of guidance or assistance.

3. Whole Class Discussion (Plenary Discussion)

The teacher presents the topic or problem to the whole class as one group and welcomes individual learner's views / opinions on the topic. It could be guided or unguided.

4. Small Group Discussion (Caucus Discussion)

With this, the teacher divides the class or learners into groups and allows them to express their collective views on the topic or problem presented by the teacher. This

is usually done through a plenary discussion. It could be guided or unguided.

5. Spontaneous Discussion

It begins from learners' question about some current happenings/events that may be related to the topic under study. This is helpful to learners because it helps them to understand current events/happenings as well as analyse and relate facts to real life situations. Here, knowledge of facts is reviewed and an understanding is developed.

6. Planned Discussion

This may be begun or initiated by the teacher by asking a learner to give a report for others to discuss them in detail. A careful planning is needed when using this technique by the teacher who is to add pertinent or important facts to the class/learners and unites them to form or draw conclusions. He/she makes an extensive list of questions and injects them into the discussion when appropriate. Again, the teacher emphasises a point and sees to it that all relevant points are covered during the discussion.

DIFFERENCES BETWEEN WHOLE CLASS AND SMALL GROUP DISCUSSIONS

WHOLE CLASS DISCUSSION (PLENARY DISCUSSION)	SMALL GROUP DISCUSSION (CAUCUS DISCUSSION)
i) Teacher takes the initiative of planning, teaching and evaluating a lesson	(i) Teacher divides students into manageable groups of 4 – 8 members
ii. Focus of discussion and guide questions usually known to the teacher only, who directs or guides the discussion.	ii) Members in each group express their collective views on a topic or aspect of a topic
iii. Teacher communicates to all students in a class as a group at the same time.	iii) Each group chooses its own leader and secretary to guide its deliberations.

iv) Students in the class are allowed to share their thoughts but not all may have the chance of contributing to the less	iv) Teacher may give group questions or groups may develop their own questions to guide the discussion.
	v) Groups present the outcome of their discussion to the whole class

THE ROLE OF THE TEACHER AS A DISCUSSION LEADER

The role of the teacher as a discussion leader revolves around his questioning skills which is fundamental to the discussion in the classroom. Therefore,

- i) The teacher must be conversant with the appropriate use of questions.
- ii) The teacher must be equal to the task of handling irrelevant questions.
- iii) He should direct learners questions to other learners so that they can get more involved in the discussion.
- iv) He should accept learners' responses first and ask them to reflect and correct the errors.
- v) The teacher should be able to recognise learner's questions which can easily side-track the discussion.

USES OF DISCUSSION IN THE CLASSROOM

The discussion technique is used in the classroom to:

1. Solve problems
2. Make learners aware of other view-points.
3. Develop communication skills.
4. Encourage constructive and logical thinking.
5. Develop self-confidence and self-reliance.
6. Develop and change attitudes.

ELEMENTS OF A DISCUSSION

A classroom Discussion entails/contains the following Elements/Components:

- (a).The Leader – the Teacher

- (b). The Group – the Learners
- (c). The Problem – the Topic
- (d). The Content – the Body of knowledge
- (e). Evaluation – change in Ideas, Attitudes, Behaviours, etc

SITUATIONS/CONDITIONS THAT MAY CALL FOR THE USE OF THE DISCUSSION TECHNIQUE (WHEN TO USE IT) IN THE CLASSROOM

- i) The size of the class. It is ideal for small classes where the size is between 20 and 30. Large class size may pose the problem of class control; hence, group discussions should be used instead for large classes.
- ii) The intellectual abilities of learners would also influence the choice of a discussion technique, since discussion demands academic skills such as fluency, critical thinking and imagination on the part of learners
- iii) The availability of reading and other teaching and learning materials also influence the choice of discussion. This is because learners need to search for information so as to be able to contribute to the discussion.
- iv) The topic of the lesson should end itself easily to the use of the discussion technique.
- v) The instructional objectives of the lesson will also influence the choice of the discussion technique.

GUIDELINES/STEPS FOR USING THE DISCUSSION TECHNIQUE (HOW TO USE IT) IN THE CLASSROOM

1. Clearly identify the purposes or objectives of the discussion
2. Suggest and guide the development of the topic to be discussed.
3. Assist students or learners in maximum participation in the discussion i.e. make sure you include all learners in the class by making good use of your questioning skills.
4. Accept learners' contribution as worthwhile no matter how limited the value may be.
5. Suggest appropriate time schedule on how long the discussion will continue.
6. Provide summary remarks or conclusions based on what learners have discussed

by either the teacher or learner

7. Evaluate the discussion activity for what went well and what needs to be improved.

ADVANTAGES OF A SMALL GROUP DISCUSSION

- (a). It ensures broader and higher student participation in the teaching and learning process.
- (b). A small group is easier to manage better than a whole class.
- (c). It develops in students leadership qualities.
- (d). It has more potential to effect changes in students' attitudes and behaviours.
- (e). It improves students' face – to – face interpersonal communication skills.
- (f). Decision making is relatively faster at the small group than the whole class discussion.

ADVANTAGES OF A WHOLE CLASS DISCUSSION

- i) It builds the vocabulary of learners since they are encouraged to express themselves. In other words, it develops learners' communication skills.
- ii) It helps to develop group feelings among learners which bind them together.
- iii) It makes learners more tolerant as they become aware of different viewpoints of other students which they may have to accommodate
- iv) It offers a high level of learners' participation, which discourages boredom on their part.
- v) Learners prejudices and biases are frequently modified when they are subjected to the scrutiny of the class.
- vi) It develops critical thinking in learners.
- vii) It promotes inquiry skills among pupils e.g. reading and observation.
- viii) It promotes originality of thought.
- ix) It develops competitive spirit among learners.

DISADVANTAGES OF A WHOLE CLASS DISCUSSION

- 1. It may lead to a rowdy or noisy class due to unhealthy arguments and irresponsible utterances.
- 2. It tends to be time consuming
- 3. The shy and low achievers are not usually catered for in a whole class discussion.
- 4. It can lead to the pooling of ignorance if learners are not prepared well for it.
- 5. May become difficult to control if the teacher and learners do not keep the rules governing the discussion.

6. It may and can be dominated by few learners.

TUTORIAL QUESTIONS

1. Explain the meaning of discussion technique
2. Identify and explain three types of discussion techniques teachers can use
3. Explain the differences between whole class discussion and small group discussion
4. Explain the role of the teacher in the use of discussion technique
5. Identify five uses of discussion technique in the teaching learning process
6. explain any five situations that may call for the use of discussion technique in the class.
7. Discuss any five merits of using discussion as a technique in teaching.
8. Identify and explain five disadvantages of using discussion technique in teach

UNIT EIGHT: PLANNING AND PREPARING INSTRUCTIONAL PLANS

UNIT OBJECTIVES

By the end of this unit, you will be able to:

1. Identify the types of preparation a teacher needs to carry out before the instructional process
2. Explain what is meant by a scheme of work
3. State at least three importance of scheme of work
4. Explain the importance of lesson plans to the teacher

Lesson Preparation and Planning

It is said teaching is both an art and science. To be an effective teacher therefore, there is the need for the teacher to plan and carry out some basic preparations. The preparation the teacher has to make include: Mental preparation and physical Preparation. The mental preparation involves the teacher thinking through what he wants to teach. The materials he will need to facilitate effective instruction, the teaching strategy and methodology to use. The mental preparation also involves the teacher thinking where he will get relevant teaching learning materials and the quantities that will be needed. He also needs to take note of the pupils' level of mental development among thoughts. After thinking through these issues and finding mental answers to them, then the teacher then begins the physical preparation. This involves now gathering the various materials that were thought of during the mental preparation stage. After gathering the needed materials then the

teacher can proceed to put his plans on paper in the form of lesson notes.

Preparing Schemes of Work

Planning is very important for the success of every activity that a person engages in. Also, one must always plan ahead. This is true for teaching. As a teacher, if you do not plan ahead, you would notice that in the end you have wasted the time of pupils, parents, the state and even yourself. Well, if you are cruel, you may not bother, but pupils would spend so many hours in school and by the end of the term would have learnt nothing to justify their coming to school.

Planning starts from the beginning of the year. The first thing the teacher should do then is to think ahead and map out what should be covered by the class. In deciding on what can or should be covered, the teacher must take some factors into consideration. What are those factors?

However, we need to identify two of them as very crucial to what we are discussing in this unit. These are the objectives to be achieved and the syllabus for the class. You should have no problem with these two terms. However, if you remember, the type we discussed were labelled "instructional objectives". These are not exactly what we need here. What we are referring to here are called "educational objectives".

They are not just for a lesson but for a longer time period of one year. You would then need to break down the objectives for the year into objectives for the three terms that make a year.

The decision on what objectives should be set for the year as well as the term should be based on the syllabus. The syllabus consists of a description of what subject matter content is to be taught in each of the subjects to be studied. The syllabus which you receive from the education office may not be divided into what should be covered in each term. This apportioning of what should be done term by term is partly what the scheme of work does.

A scheme of work is more detailed than a syllabus. The information that might be contained in a scheme of work include the following:

- What is to be taught (topics and sub-topics).
- A description of how teaching should take place.
- Activities pupils could be made to engage in.
- Number and type of materials that would be needed.

- Exercises to be completed.
- Textbooks to use.

You would notice from the kind of information provided in the schedule of work that if it is well done, you would have much less work in writing your lesson plans.

Let us now look at the structure of the scheme of work. Just as with most records, there is no common structure. This means that the structure may vary from one country to another. However, since the contents of a good scheme of work are known, a standard one should be structured as follows:

The following important issues should be noted about the scheme of work:

- The topic and the teaching support issue that follow it are for one week, but they could be extended to two or three weeks. For instance, if two weeks are required to teach pupils about ratio and proportions, this topic would be written down for week 1 and again for week 2.
- The sequence in which the topics are written is very important. Although the syllabus is the source of the topics, they may not necessarily be put in proper sequence. The sequence should be determined by the teacher who is the user of the syllabus.

The sequence of the topics should be logical. Generally, it is better to treat the easier topics earlier. The pupils' knowledge should be built up systematically, (that is, from known to unknown) so that when they have to tackle some difficult ideas, they already have enough previous knowledge to cope with it.

- The time to be spent on each topic also needs to be carefully considered. You need to be flexible enough in allocating time. There are several national and local holidays, market day disruption, local sports, cultural engagements and the like. If you do not take these into account you may find that at a point you need to rush in order to complete a topic.
- Ensure that the scheme of work is based on some advance preparation. In other words, it is not useful to copy down an earlier one without actually ensuring that the materials are accessible, or that the timing is appropriate. Also ensure that pupils can cope with what you state.
- Submit the schedule to your headteacher for vetting. Though this is a requirement by the education authorities, it is in itself very useful. Perhaps

even before giving it to the head you may give it to another teacher to read through and give some comments. You can improve your scheme a lot from such comments.

- Finally, you need to update your scheme. Make corrections and adjustments. A schedule should be flexible.

Now student, we have examined the key things in the preparation of the schedule of work. After preparing the scheme, the next step is the lesson plan, so let us now discuss that.

Writing Lesson Plans

If a teacher enters the class or is beginning a lesson without a clear knowledge of how to proceed with the topic, then it is only by a miracle that anything useful will come out of that lesson. It is true that writing lesson plans is tedious and time consuming. Nevertheless, it is also true that pupils get to know when a teacher is not prepared for a lesson. They become frustrated with teachers, who consistently teach their lessons with inadequate preparation. This means that it is worthwhile spending one or two hours after classes everyday preparing plans for the next day's lessons.

We shall discuss the importance of lesson planning. This is because it has many benefits. The lesson plan itself is a written document which spells out what actions the teacher intends to take one after the other in the course of teaching a lesson. Well, you may wonder why the statement 'intends to take' is there. The lesson plan is an intention because sometimes, the condition. expected before drawing the lesson plan may not be what you would meet in the classroom. For instance, the relevant previous Knowledge you assume may turn out to be different. In such a case your intentions may not bear fruit. You have to adjust quickly to the situation.

However, this should' not occur too often or else the fault may come from you. That means you may be constantly misjudging your pupils. which is also not good enough. Now let us turn our attention to the structure of the lesson note itself. What does it contain? What information can be found in it? The lesson plan:

- indicates the background characteristics that have been considered in preparing it. These are sometimes referred to as the mechanical part of the lesson note. They include class, average age of pupils, number on roll, day, time, duration of lesson, reference books and topic or sub-topic. These are easily completed in a mechanical way without much reflection.

- includes a statement of the objectives to be achieved by the close of the lesson. indicates relevant previous knowledge of pupils which is to be used to link the new information.
- states the teaching and learning materials to be used in the lesson spells out the teaching-learning activities to be undertaken by both teacher and pupils. These activities must be in a good logical order. The order goes as follows:
 - Introduction or set induction
 - Lesson development in steps or in point form
 - Summary/Conclusion
- shows the core points, which are the main subject matter or knowledge that pupils are supposed to note from the lesson.
- indicates the manner in which the teaching-learning outcome would be measured.

The assessment items (exercises) would also have to be included in the lesson plan.

- provides space for remarks that are written after delivering the lesson, to indicate the level of success achieved, difficulties faced etc.

After having identified the main contents of the lesson plan. The format for writing lesson notes varies a great deal. We would therefore get familiar with the format that is currently in use in our schools.

Importance of Lesson Planning

Lesson planning is a significant element of teaching-learning system. A lesson plan is a step-by-step guide that provides a structure for an essential learning. Before planning a lesson, it is essential to classify the learning outcomes for the class. It is important because it helps the teacher in maintaining a standard teaching pattern and does not let the class deviate from the topic. Pre-planning helps the teacher to be better equipped in answering questions asked by the pupils during the lecture. An effective lesson plan has three basic components; aims and objectives of the course, teaching and learning activities and, assessments to check pupils understanding of the topic. A lesson plan is a concise and organized structure which provides answers to important questions. Questions about how a teacher can maintain a standard pattern of teaching.

All those in the teaching line will vouch for the importance of a lesson plan.

A good lesson plan conveys to the teacher as to what is important for students when it comes to learning. And since prepared under the confines of individual comfort, it is easier to perceive.

Benefits of lesson planning

(1) “By failing to prepare, you are preparing to fail.” Thus, an organised teacher will always be able to deliver the lesson within the given time frame (during the limited class timings). With the additional time saved, a teacher can give additional attention and time to pupils that require additional help.

(2) Perfect Time Management Tool in Classrooms

(3) A step-by-step lesson plan will help you lecture the important sections of a topic within the prescribed time period.

(4) You will not grope in the dark about how a particular query from a student should be addressed. With this tool in your hand you will be able to teach with a better sense of direction and control.

(5) Also, there will be a sense of control and direction while teaching. Even if there is confusion amongst the pupils, the teacher will be able to guide them effectively as the teacher will be well versed with the subject matter and will be able to cater the questions without any stress.

(6) Builds the Confidence in Teachers

With a lesson plan in your hand, you will become a confident teacher. You would stay abreast with the novel teaching styles that are currently in vogue. You will not be following the principles of the old school of thought but will incorporate new teaching mechanisms. A lesson plan helps you adhere to the best teaching practices that deliver effective teaching. You will be come to be known as a confident teacher who is well-informed and highly knowledgeable faculty.

(7) It can also help the teacher to focus more on the basic knowledge first then take the pupils towards the next step. The teacher will never stammer or mumble during the lecture because of the timely preparation of the lesson.

(8) Furthermore, a teacher is one of the first few inspirations of a child. Setting a good example of pre-planning can always assist a teacher to become a good

inspiration and the confidence with which the teacher delivers the lesson will make the pupils realise the importance of planning ahead of time and adopt this habit for other disciplines of life.

(9) A lesson plan serves as evidence of a teacher's preparation which can be relied on in the absence of the regular classroom teacher. It is always an advantage to have a clear lesson plan so that, it can be used by substitute teachers at times. The set of lesson plans can be used to handling over to new teachers, it acts as a guideline for them to follow.

(10) With a lesson plan as a teaching tool, you can plan your lessons in the most purposeful manner. Healthy classroom management is driven by a systematic pattern of teaching. With a well-chalked out plan of learning activities and routines, you will be able to present the subject matter straight and clear.

(11) During the preparation of the lesson plan, there come certain points which can be reviewed and edited. It helps teachers to use different strategies, methods, make use of different tools to make teaching process more interesting. Thus, a proper lesson plan helps teachers to avoid mistakes and clarifies beforehand.

The driving force behind lesson planning is the motivation for the teacher and hunger to learn more by students is what keeps a teacher going.

NOTE: Tutors should get copies of the new lesson plan format now being used in schools and take students through all the sub headings in the new lesson format. For example: Learning Indicator(s), Performance Indicator, weekending, reference, Class, Teaching/Learning materials

Day, Phase1: Starte, Phase 2: Main, Phase 3: Reflection etc.

TUTORIAL QUESTIONS

1. Identify and explain the two types of preparation a teacher needs to carry out before the instructional process.
2. Explain what is meant by a scheme of work.
3. Why are schemes of work important in the teaching learning process
4. Identify and explain five benefits of having a lesson plan before, during and

after instruction.