

# **Module for B.Ed Early Childhood Education Programme**

**2nd Semester  
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**IoE/MoF/TUC/GHANA CARES TRAINING AND RETRAINING  
PROGRAMME FOR PRIVATE SCHOOL TEACHERS**



**Ministry of Finance**



**Trade Union Congress**



**Institute of Education, UCC**



**PRINCIPLES AND METHODS OF TEACHING SOCIAL STUDIES**

**EBS 327**

**3 CREDIT HOURS**

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## Rationale for the course

- This course is designed to help students develop the knowledge, understanding, skills, values and attitudes that will enable them teach 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 Social Studies, and the general principles, methods, techniques and strategies of achieving effective teaching, with particular focus on the teaching of Social Studies at the primary school level.
- (NTECF Pillar 3; NTS 2b & 2c p. 13).



## Learning outcome(s)

- ▶ By the end of the course, the student teacher should be able to:
  - ▶ appreciate some of the approaches in the design of Social Studies programmes and their implications for effective instruction. NTECF Pillar 3, NTS 2b, 2c.
  - ▶ acquire adequate knowledge and skills in using variety of teaching and learning techniques in Social Studies. NTECF Pillar 3, NTS 2b, 2c.
  - ▶ proficient with knowledge and skills in the selection and use of variety of resources for instruction in Social Studies. NTECF Pillar 3, NTS 2b, 2c.
  - ▶ acquire the knowledge and skills to be able to plan schemes of work and lesson plans to guide their work as teachers. NTECF Pillar 3. NTS 2b, 2c.

## Unit 1: section 1

### APPROACHES TO DESIGNING SOCIAL STUDIES PROGRAMMES

#### ➤ **Learning outcomes:**

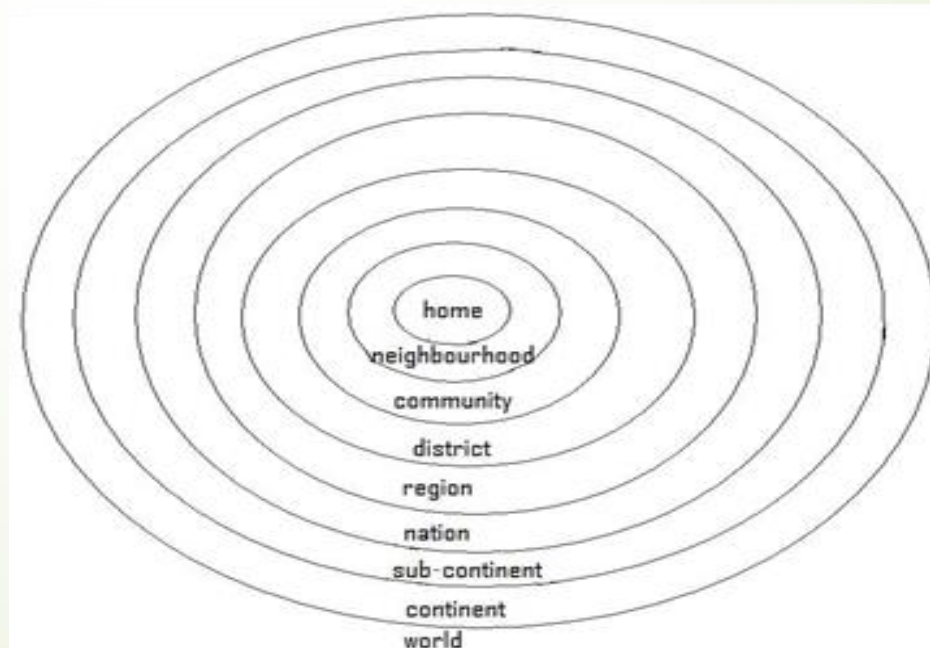
**By the end of the session, you will be able to:**

- Explain what is meant by the concentric approach in designing social studies programme
- Identify at least Four advantages of the concentric approach in designing social studies programme
- Identify at least Four disadvantages of the concentric approach in designing social studies programme
- Identify at least four similarities between the concentric and spiral approaches in social studies programme design
- Identify at least four differences between the concentric and spiral approaches in social studies programme design.

## Concentric Approach

- 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 among others before he proceeds to learn such abstract things like planets, atmosphere.*
- ▶ 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.





**Activity 1:**

Study the Social Studies curriculum or the Our World and Our People curriculum and examine how the strands have been selected and presented for the learners as they progress in the academic programme from the lenses of the spiral approach





## Advantages

- 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.
- The interest and curiosity of learners is aroused and retained as their active participation is assured because they learn from known to unknown.
- It facilitates transfer of learning and promote consolidation of knowledge of learning.
- 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.
- The approach enables learners to use knowledge acquired about abstract things in the immediate environment to interpret abstract phenomena



## Disadvantages

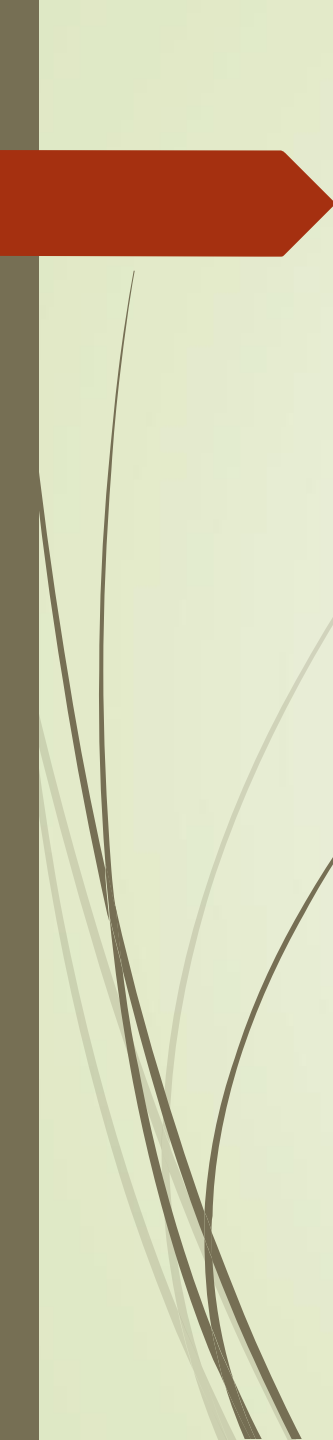
- If followed rigidly, it tends to be time consuming.
- It is too demanding for both teachers and learners because it is doubted if teachers and learners follow it to the latter effectively and efficiently.
- Strict implementation of the approach seems not to be quite convenient and practicable because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




## Session 11: Spiral Approach

In this section, you are going to learn about the character of the spiral approaches and how it relates to the design of the curriculum.

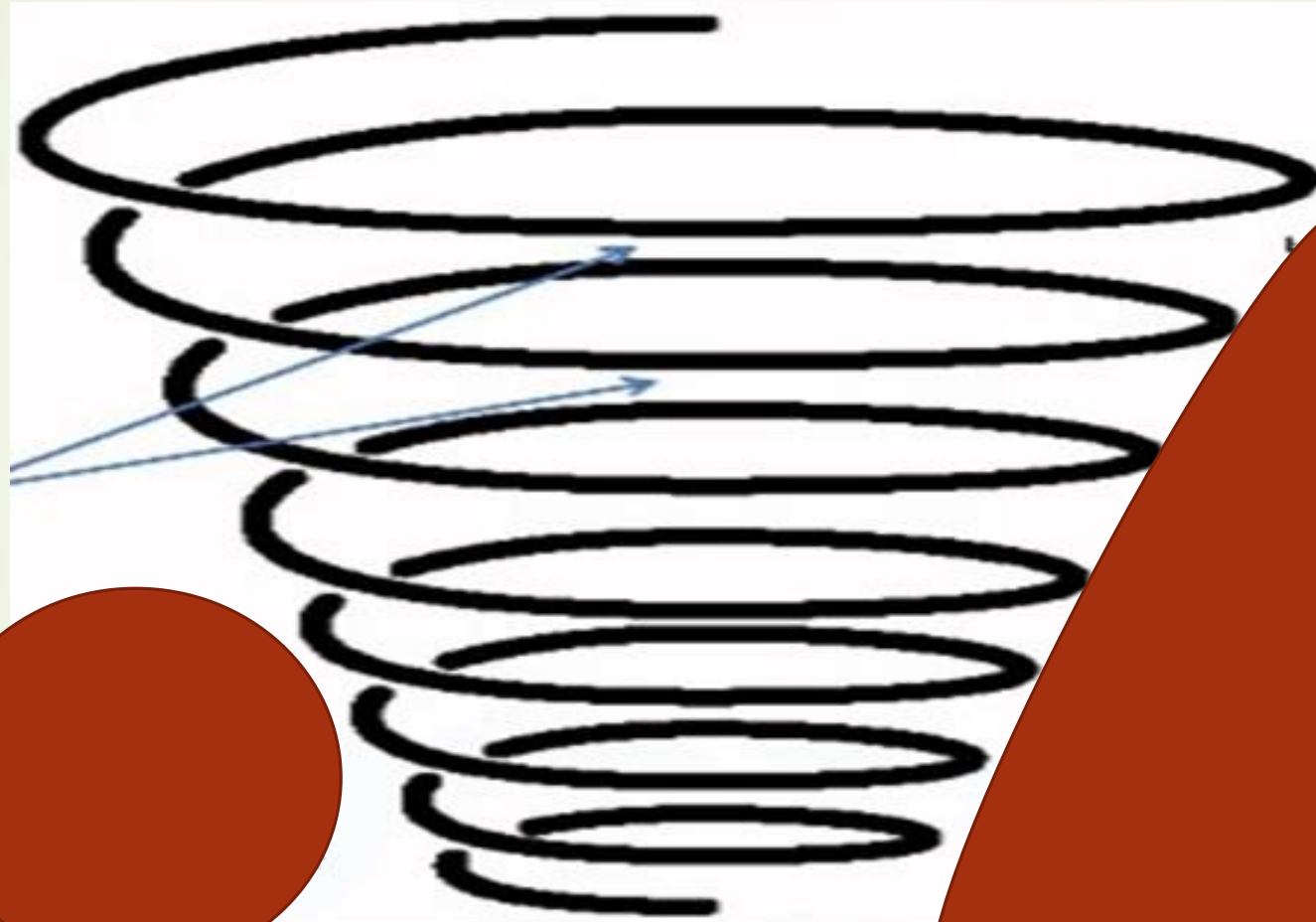
- ▶ Learning outcomes.
  - ▶ By the end of the session, you will be able to:
  - ▶ Examine the spiral approach in the design of the curriculum
  - ▶ Identify the main characteristics in the design of the Social Studies curriculum
  - ▶ Compare and contrast the concentric approach with the spiral approach

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- 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.

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- 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**

► Diagrammatically represented as:





**Activity2:**

Study the Social Studies curriculum or the Our World and Our People curriculum and examine how the strands have been selected and presented for the learners as they progress in the academic programme from the lenses of the concentric approach




## Advantages of spiral approach

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





## Disadvantages of the Concentric approach

- 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.
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## 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.



## Key ideas/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.
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## UNIT 2

### TEACHING AND LEARNING RESOURCES/MATERIALS/COMMUNITY RESOURCES

#### Learning outcomes:

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

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



## Section 1: Resources

- The term “Resources” is understood in the teaching and learning of Social Studies as places of importance that can be visited to get a first-hand knowledge about the subject, persons with know-how or knowledge and skills about a topic, theme or an issue to be learnt (resources persons)
- Resources include 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

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.

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- 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.**





## Reflection:

### Is there the Need for the use of Teaching and Learning Resources or Materials in the Teaching and Learning Process?

#### Yes!

- ▶ 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:

- ▶ Teachers as Resource Persons
- ▶ Other Resource Persons
- ▶ Resource places and
- ▶ Resource materials



## MULTI-MEDIA RESOURCES

- These 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.

## Characteristics of Multi-Media Resources

- 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:
- Visual
  - Audio
  - Audio – Visual



## **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.

## **AUDIO MATERIALS**


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

## **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 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

- ▶ They help to gain and sustain attention of learners in lessons.
    - ▶ This ensures active participation of learners in the teaching and learning process.
  - ▶ 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.
  - ▶ They offer real learning experiences in both the physical and social environments.
    - ▶ This stimulates interest and self-activity on the part of the learner.
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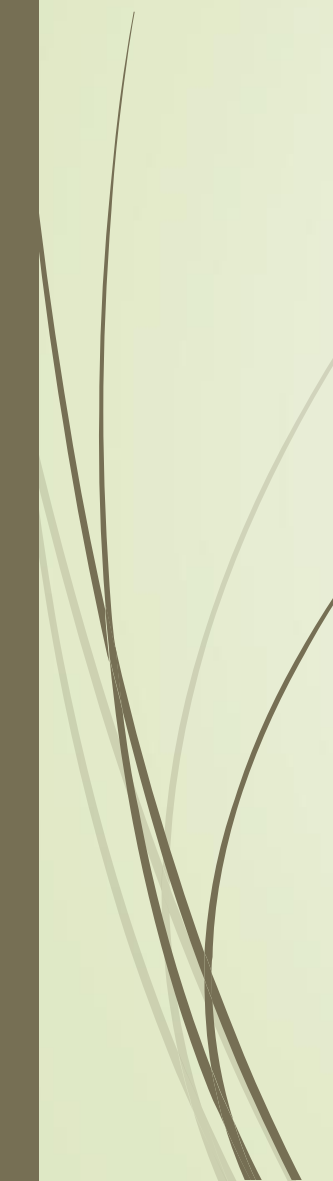


## Advantages conti-----



- ▶ They also 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.
  - ▶ They offer concrete basis for conceptual thinking/ experience thereby reducing rote memorisation of concepts.
    - ▶ They support learning through examples, illustration and elaboration.
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## 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.
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- 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.
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## CLASSIFICATION OF COMMUNITY RESOURCES

### 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),

### Places of socio-cultural interest

- These include 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.

### Places of economic interest

- These include 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, Forex bureau etc



## 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.

## 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.

## Places of scientific interest/features

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



## Office of security service providers

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

## Contemporary places of interest/features/events

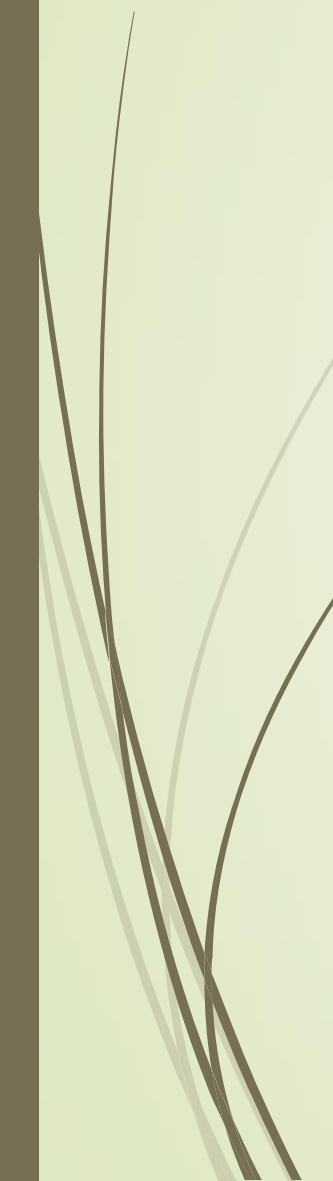
- Internet or Information and Communication Technology (ICT) Centres/Facilities,
- Entertainment and Recreational Centres/Places (such as Sports Stadia, National Theatre), Youth Training Centres,
- Media Houses (Radio and Television Stations (like Ghana Broadcasting Corporation, TV3, ADOM FM & TV, JOY FM, PEACE FM, UTV), etc.

## Importance /advantages of community resources

- ▶ 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
- ▶ 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
- ▶ The use of these resources enhances understanding and consequently better retention of knowledge and skills, because they make teaching and learning, meaningful, practical and real
- ▶ 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
- ▶ Their usage helps in acquiring more knowledge and skills



## DISADVANTAGES/LIMITATIONS OF COMMUNITY RESOURCES

- Bureaucratic policies make it very difficult in accessing community resources for use.
  - They can be harmful and dangerous to learners.
  - It is time consuming to use them.
  - It can be costly sometimes.
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## OTHER TEACHING AND LEARNING RESOURCES/MATERIALS

➤ These 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. J.B. Danquah, Dr. Kwame Nkrumah), etc.*

## THE SOCIAL STUDIES 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 Resource Room is used to describe *a multi-purpose room for the design, preparation, storage of teaching and learning materials, exhibition of materials, practice of new skills, methods, techniques and strategies of teaching of the subject.*
- It also serves the purpose of a workshop, laboratory, classroom, library, etc



## MAKING THE RESOURCE ROOM ATTRACTIVE AND CONDUCTIVE 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.
  - 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.
  - The room should be spacious enough to prepare and store a lot of tools, equipment and materials.
  - The furniture in the room must be nicely arranged to allow for effective supervision of students' work or exercises.



## Continuation of making resource room conducive and attractive.....

- The room must be kept tidied as well as its surroundings.
- 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.
- It should be guided by simple rules and regulations, spelling out among other things, when it is opened and closed.
- The resource room must be manned by a knowledgeable, skilful, decent and courteous guide.



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

- 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.
- 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.
- There should be a time table/schedule spelling out clearly the time for opening and closing.
- 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**

- Teaching and learning of concepts, principles, facts, generalisations, etc in Social Studies lessons become meaningful, practical and real
  - This fosters better understanding of learners which leads to better retention of knowledge and permanency of learning.
- 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.
- The resource room provides a conducive environment for the use of variety of teaching techniques.
- It provides a place for the storage, display and safekeeping of materials and equipment.
- It also provides a quiet room and a place for reference and research.
- It provides easy and ready access to and retrieval of teaching and learning materials.



## Disadvantages 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

### Students reflection:

- **Think-pair-share about how you can set up a Resource Room in your school for learners.**



## Key ideas/summary:

- ▶ Resource Room is a multi-purpose room for the design, preparation, storage of teaching and learning materials.
- ▶ It can serve as a workshop, laboratory, classroom, library for a Social Studies Class
- ▶ The room should be stocked with relevant materials such as journals, books, pamphlets, magazines for learners to see and use the room.
- ▶ Materials in the Resource room must be updated from time to time.
- ▶ There should be a time table spelling out clearly the time for opening and closing.
- ▶ Equipment must not be moved about freely but kept safely in the room and made available for use so that its lifespan.

## Section 2:

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

- ▶ In this session, we will discuss some of the factors to can consider when selecting teaching and learning materials for your lesson.


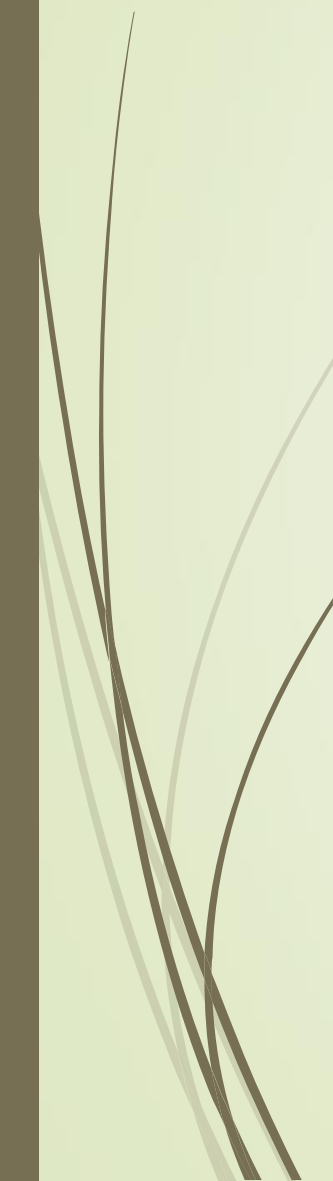
### Learning outcomes


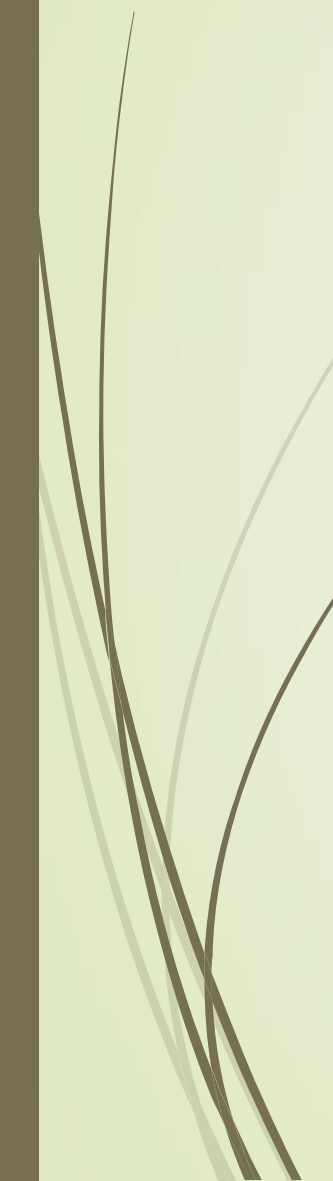
- ▶ By the end of the session, you will be able to:
  - ▶ Examine when to use a resource person
  - ▶ What to consider before settling on a resource person
  - ▶ Identify some reasons why you need a resource person for improved learning outcomes.

## The factors to consider before selecting materials for a Social Studies class:

- 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.
- 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.



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- ▶ 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
  - ▶ 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.
  - ▶ It should be current and up-to -date.
    - teachers use outmoded resources in their lesson delivery is highly unacceptable,
    - Particularly when teaching contemporary issues.

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- ▶ Appropriateness to the class level, needs, abilities and interest of learners.
  - ▶ The resource should be user or learner – friendly and not pose harm to learners during its use.
  - ▶ 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.
  - ▶ 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 who is called upon to assist, facilitate or promote teaching and learning.
- They normally have more knowledge or skills in an area than the real classroom teacher.

### Examples of resource persons

- A lawyer to handle a topic like intestate succession law, PNDC Law 111.
- A fetish priest to throw more light on traditional worship
- A chief to teach the topic chieftaincy institution
- A gynaecologist 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

- The subject matter or the topic for the lesson should be discuss and explained to the class
- The class teacher should provide background information about the resource person i.e. his name, profession and status.
- 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.
- The pupils should be encouraged to bring writing materials e.g. books, pens, pencils etc
- Encourage the pupils to write down salient or important points when the resource person is talking.
- 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.
- Pupils should be taught how to comport themselves during the delivery of the lesson.
- 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

- ▶ Inform the person of the topic, its scope and importance in the students' learning and in the school's program
- ▶ Inform him/ her of the date, time and duration for the talk.
- ▶ Provide relevant background information about the class number of pupils, average age, language, facility, acquaintance with community speakers
- ▶ Provide information on relevant teaching and learning materials available in the school which he/her can use
- ▶ Help / her procure other resources she he may suggest
- ▶ Discuss how she/ he could get to the school where necessary
- ▶ Discuss any remuneration or otherwise

## Advantages of using a resource person


- ▶ It enables learners to acquire knowledge and skills from the resource's person.
- ▶ 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
- ▶ 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

- ▶ Where the resources person is inexperienced in knowledge, skills and behaviour, he becomes a waste.
- ▶ 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

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





## **Students Reflection:**

- ▶ Why do teachers often time, avoid teaching some difficult topics in the Class?
- ▶ How can these tendencies be avoided?



## UNIT 3

### FIELDWORK TECHNIQUE

#### Learning outcomes:

- ▶ **By the end of the unit, you will be able to:**
  - ▶ Explain what is meant by fieldwork
  - ▶ Explain the different types of fieldwork that can be undertaken
  - ▶ Identify four situations that social studies teachers could consider using the fieldwork technique

## Section1: Meaning, types and conditions for organizing Fieldwork

In this section we are going to look at the meaning, types and conditions under which fieldwork can be used for a Social Studies class.

### ➤ **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.***

## TYPES OF FIELD WORK/FIELD TRIP

### ➤ **Local Fieldwork/Fieldtrip:**

- This can take place within the school environs
- The community in which the school is located. Eg learners going to a Chief's Palace
- It does not call for any transport arrangement since it can be a walking distance in the community.

### ➤ **Distant Fieldwork/Fieldtrip:**


- When the study takes place outside the community where the school is located.
- For instance, when learners move from say Agogo to the Elmina Castle to study events.

### ➤ **Structured Fieldwork/Fieldtrip:**

- when learners have a specific target to look for during the process of the fieldwork.
- 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.

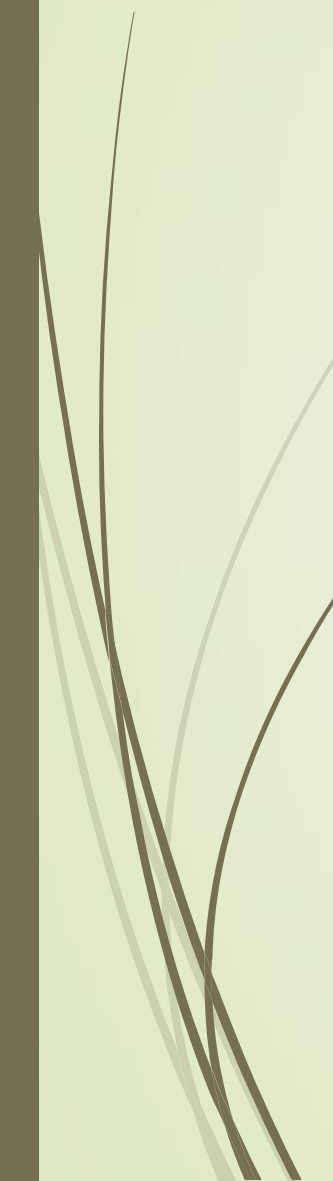


## ➤ **Unstructured Fieldwork/Fieldtrip:**

- **In** this type fieldwork, there is no definite phenomenon or issue or situation to be studied
  - However, 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.
- 



## CONDITIONS THAT YOU MAY USE THE FIELDWORK TECHNIQUE

- When it is impossible to bring the crucial resources to the classroom.
  - When the out-of-door attribute of a phenomenon needs to be emphasised
  - When the need to observe events, natural conditions and places arises.
  - When the teacher sees the need to vary teaching techniques by arousing learners' interests and breaking boredom.
  - When learners show or express keen interest or desire for the trip
  - When the teacher sees the need for enhancing School-Community relationship by the use of Community Resources
  - When the teacher wants to open up learners to unlimited, rich resources to select from to provide the most direct form of learning.
- 



## Student reflection:

Consider these two scenarios and decide on which of the approaches would be useful to adopt as a social studies teacher:

- ▶ Teacher A taught the lesson on pollution by visiting places that have been degraded by human activities in the community. Despite permission sought and notice given before embarking on the educational trip, other teachers didn't agree with her for taking the learners out and not allowing enough time to complete their scheme of learning for the week.
- ▶ Teacher B would taught the same lesson in class by engaging learners to identify places that have been polluted in the community by looking at pictures in the textbook. He was able to complete his scheme of learning and other teachers also did. The teachers loved each other.
- ▶ In which of the following situations, do you think learning by the learners could be effective and long lasting?



## Session 11: USING FIELD WORK

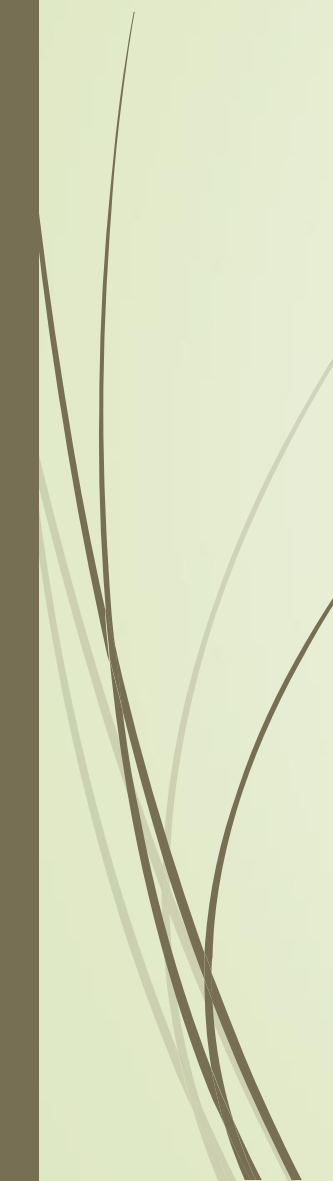
In this session, we will focus how we can use fieldwork effectively to improve upon our lessons for improved learning outcomes.


### Learning outcomes


- ▶ **By the end of the lesson, you should be able to:**
  - ▶ Explain the various stages of fieldwork
  - ▶ Explain the advantages of using fieldwork in teaching social studies
  - ▶ Identify the disadvantages of using fieldwork technique in teaching social studies



## 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.
- 

- 
- ▶ **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:
    - ▶ **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.
    - ▶ **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.
    - ▶ **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.

- 
- **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.
  - **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.
  - **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.
  - **Divide the students into appropriate groups** and group leaders appointed such that each group works on a specific task.
  - **Logistical arrangement in a form of** pencils, cameras, writing pads as well as questionnaire, interview and observation guides should be made.
  - **If the trip is to be long, make arrangements** for lunchroom and restroom facilities. Take along a first-aid kit.

## 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.
  - 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.
  - 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.

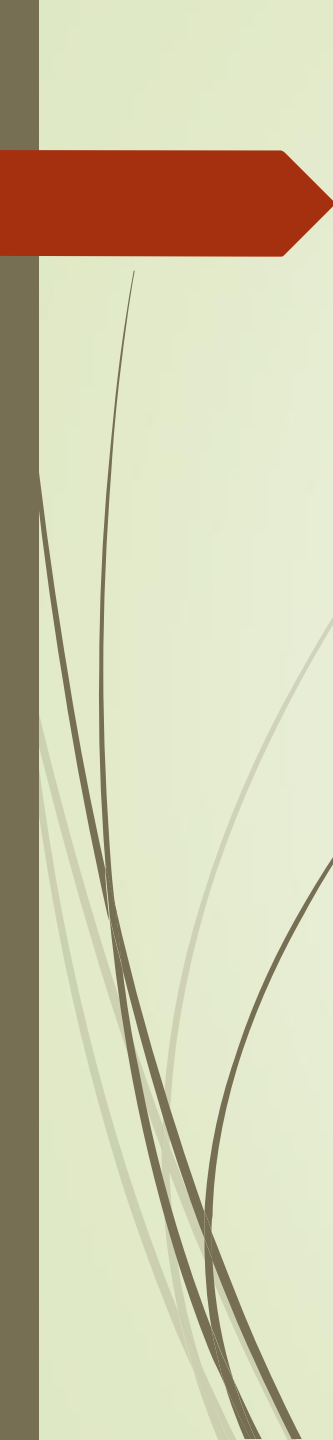
## Precautions for actual field visit conti.....

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



## Post-Fieldwork Phase/Stage:

- The last phase is the post-field.
- 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:
  - 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.

- 
- Re-examination of questions and problems which occurred during the trip.
  - This is done to examine carefully the extent to which the purposes of the trip have been achieved.
  - The following 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?
  - The various group and their respective leaders will organize report writing
  - Various groups present their report accompanied by mini-exhibition where necessary.
    - The audience for this activity could be the class, other classes and parents/guardians.
  - Students exchange field notes or answers between and among the students.
  - Use opportunities to draw on information and experience from the trip in other subjects taught in the class.



## **BENEFITS/ADVANTAGES / STRENGTHS OF FIELDWORK TECHNIQUE**


- Real world experience as it allows students experiences outside classroom teaching and learning situations.
  - This makes learning meaningful and memorable.
- Increase in quality of education
- Improvement of the social relations as learners learn together.
- Fieldwork is organised to enable students to acquire the competence of locating and gathering information through instruments such as interviews, questionnaire as well as observation
- Field trips are rich in educational possibilities because students learn from actual first-hand experiences, rather than by simply reading or hearing about something.
- Field trips help students to appreciate the relevance and importance of what they learn in the classroom.
- 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 unique opportunity to dramatize and reinforce learning.

## LIMITATIONS/DISADVANTAGES/WEAKNESSES OF FIELDWORK TECHNIQUE

- ▶ 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.
- ▶ Lack of financial and material support from school administration for field trips.
- ▶ Poor students' behaviour and attitudes exhibited during such trips.
- ▶ Shortage of resources and choice of venue. Sometimes, students are not given the freedom to select a place or venue of their choice for the trip.
- ▶ 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.
- ▶ The fieldwork can throw the entire school programme out of course or gear.
- ▶ Teachers may lack the requisite skills to organize fieldwork. Fieldwork entails pre-fieldwork activities, actual fieldwork activities as well as post-fieldwork activities.



## Students reflection:

- ▶ Do you think it is important to go through the full stages of a fieldtrip for a successful lesson? Explain why you think so.
  - ▶ What unintended challenges can you envisage even if you go through the three main stages before you embark on a fieldtrip with your learners?
- 

## UNIT 4: ROLE-PLAYING

In this section, you are going to learn about the educational game called role play.

You will also learn about its main features and how you can use this activity effectively to improve upon teaching and learning.

Learning outcomes:

- By the end of this unit, you will be able to:
- Explain what is meant by role-playing
- Identify the features of role-playing
- Explain how to use role-playing in the social studies class

## What is role-play?

- 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.
- It is 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.



## Stages of a Role play

- These could be put into three main stages:
  - 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

The following steps must be followed 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.



## Students reflection:

- Do you think it is important to plan before roles are played in any role-play activity?
  - What do you think will happen if roles are forced on learners in any role-play game?
- 





## Section 11: Using Role Play to enhance teaching and learning

### Learning outcomes

- ▶ **By the end of the session, you will be able to:**
  - ▶ Identify when to use role-playing as a teaching technique in teaching social studies
  - ▶ Explain at least five advantages of using role-playing as a teaching strategy in social studies
  - ▶ Explain at least five disadvantages of using role-playing as a technique in social studies teaching



## 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.



## Students Reflection

- ▶ It is often agreed that one of the benefits of using role play during instruction is when things to learn about are not easily accessible. Reflect and provide your thoughts on the veracity of this argument.
- 

## UNIT 5:

### DISCUSSION TECHNIQUE

In this session, we will focus on the concept of natural resources and examine how natural resources differ from one another.

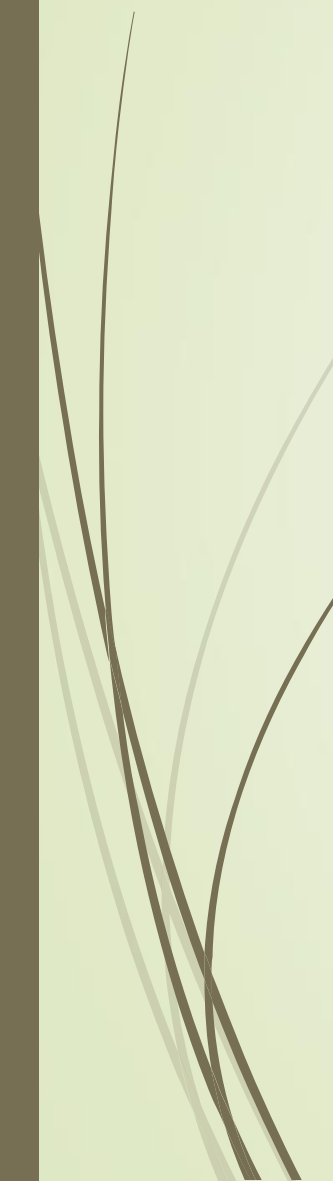
#### ► Learning outcomes

##### ► By the end of the session, you will be able to:

- Explain the meaning of discussion technique
- Identify the types of discussion techniques teachers can use
- Explain the differences between whole class discussion and small group discussion
- Explain the role of the teacher in the use of discussion technique



## Session 1: 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
- Then encourages learners to express their views on what has been observed.

### ➤ 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 learner's views / opinions on the topic.
- It could be guided or unguided.





#### ➤ **4. Small Group Discussion (Caucus Discussion)**

- The teacher divides the class or learners into groups and allows them to express their collective views on a topic or problem.
- 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 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 initiated by the teacher by asking a learner to give a report for others to discuss them in detail.
- 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 discussion

<b>WHOLE CLASS DISCUSSION (PLENARY DISCUSSION)</b>	<b>SMALL GROUP DISCUSSION (CAUCUS DISCUSSION)</b>
<b>1. Teacher takes the initiative of planning, teaching and evaluating a lesson</b>	1. Teacher divides students into manageable groups of 4 – 8 members
<b>2. Focus of discussion and guide questions usually known to the teacher only, who directs or guides the discussion.</b>	2. Members in each group express their collective views on a topic or aspect of a topic
<b>3. Teacher communicates to all students in a class as a group at the same time.</b>	3. Each group chooses its own leader and secretary to guide its deliberations.
<b>4. Students in the class are allowed to share their thoughts but not all may have the chance of contributing to the less</b>	4. Teacher may give group questions or groups may develop their own questions to guide the discussion.
	5. 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,
  - ▶ The teacher must be conversant with the appropriate use of questions.
  - ▶ The teacher must be equal to the task of handling irrelevant questions.
  - ▶ He should direct learners questions to other learners so that they can get more involved in the discussion.
  - ▶ He should accept learners' responses first and ask them to reflect and correct the errors.
  - ▶ The teacher should be able to recognise learner's questions which can easily side-track the discussion.

## Session 11: Using classroom discussions to enhance learning

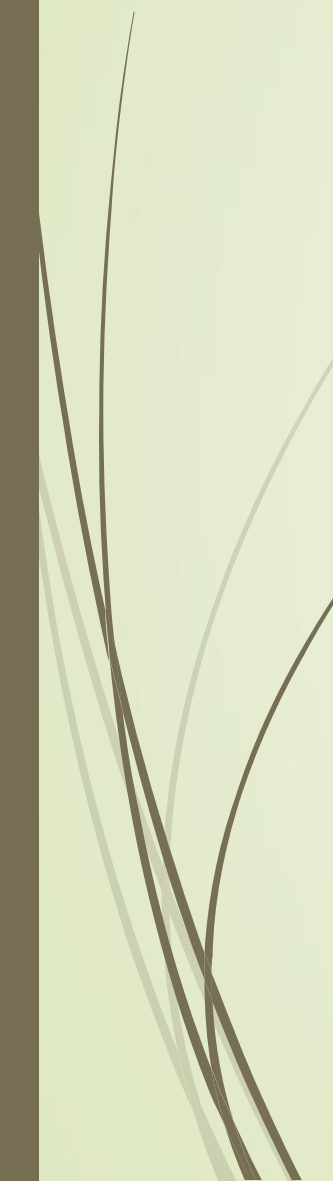
In this session, we will focus on how we can use discussions as a learning approach. We shall also examine some of advantages and disadvantages of using the teaching approach in a Social Studies class.

- ▶ Learning outcomes
- ▶ By the end of the session, you will be able to:
  - ▶ Identify the uses of discussion technique in the teaching learning process
  - ▶ Identify the situation that may call for the use of discussion technique in the class.
  - ▶ Explain at least five advantages of using discussion technique in teaching
  - ▶ Identify and explain five disadvantages of discussion technique



## USES OF DISCUSSION IN THE CLASSROOM

The discussion technique is used in the classroom to:

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



## ELEMENTS OF A DISCUSSION

- ▶ A classroom Discussion entails/contains the following Elements/Components:
  - ▶ The Leader – the Teacher
  - ▶ The Group – the Learners
  - ▶ The Problem – the Topic
  - ▶ The Content – the Body of knowledge
  - ▶ Evaluation – change in Ideas, Attitudes, Behaviours, etc



## CONDITIONS FOR USING DISCUSSION TECHNIQUE IN THE CLASSROOM

- 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.
- 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
- 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.
- The topic of the lesson should lend itself easily to the use of the discussion technique.
- The instructional objectives of the lesson will also influence the choice of the discussion technique.


## STEPS FOR USING THE DISCUSSION TECHNIQUE IN THE CLASSROOM

- Clearly identify the purposes or objectives of the discussion
- Suggest and guide the development of the topic to be discussed.
- 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.
- Accept learners' contribution as worthwhile no matter how limited the value may be.
- Suggest appropriate time schedule on how long the discussion will continue.
- Provide summary remarks or conclusions based on what learners have discussed by either the teacher or learner
- Evaluate the discussion activity for what went well and what needs to be improved





## ADVANTAGES OF A SMALL GROUP DISCUSSION

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

## ADVANTAGES OF A WHOLE CLASS DISCUSSION

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

## DISADVANTAGES OF A WHOLE CLASS DISCUSSION

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



## UNIT 6

### PLANNING AND PREPARING INSTRUCTIONAL PLANS

#### Learning outcomes

- ▶ **By the end of the session, you will be able to:**
  - ▶ Appreciate the rationale for planning to teach
  - ▶ The scheme of work – things to consider when planning and preparing a scheme of work
  - ▶ Importance of a scheme of work
  - ▶ Planning a lesson – hands-on activity



## Rationale for teaching

- ▶ The rationale for teaching the Social Studies curriculum is underpinned by the following:


- ❖ **Values of the Curriculum**

- ▶ At the core of the school curriculum is the belief in nurturing honest, creative and responsible citizens in the Ghanaian child.
  - ▶ As such, every part of the curriculum, including the related pedagogy should be consistent with the set of values.
  - ▶ Respect
  - ▶ Diversity
  - ▶ Equity
  - ▶ Commitment to achieving excellence
  - ▶ Teamwork & Collaboration
  - ▶ Truth & Integrity



## ❖ Skills and Competencies

- **Critical thinking and Problem Solving:** this done through activities that task learners' cognitive and reasoning abilities to analyse issues and situations, leading to the resolution of problems in their communities and outside their immediate environs.
- **Communication and Collaboration:** This is done by helping learners to use languages, symbols and texts to exchange information about themselves and their lived experiences.
- **Cultural Identity and Global Citizenship:** This can be achieved by engaging learners to put their country and service as foremost through an understanding of what it means to be active citizens,
- Also by inculcating in them a strong sense of environmental, social, and economic awareness for sustainable societies.

- 
- **Creativity and Innovation:** this is done through promoting in learners, entrepreneurial skills through their ability to think of new ways of solving problems and developing technologies for addressing the problem at hand.
  - **Digital Literacy:** this is also done by helping learners to discover, acquire skills in and communicate through ICT to support their learning and make use of digital media responsibly.
  - **Leadership and Personal Development:** this is achieved by raising in the learner their self-awareness, self-knowledge, skills, health
  - Also building and renewing their self-esteem
  - Helping them to identify and develop their talents, and fulfilling dreams and aspirations by meeting other people's needs as well as their needs through hard work and innovations.



## ❖ Pedagogy and Assessment

- Emphasis on the social constructivism approach to learning
- Activity-based learning
- Learner-centred classrooms
- Teacher-centred schools
- Learning centred pedagogy
- Use of ICT as a tool for learning and assessment






## ❖ Inclusion

- Inclusion is ensuring access and learning for all learners, especially, those disadvantaged.
- Planning, delivery and reflections on daily learning activities should consider these differences. The curriculum, therefore, promotes:
- learning that is linked to the learners' background and to their prior experiences, interests, potential and capacities,
- learning that is meaningful because it aligns with learners' ability (e.g. learning that is oriented towards developing general capabilities and solving the practical problems of everyday life) and
- active involvement of the learners in the selection and organisation of learning experiences, making them aware of their importance and also enabling them to assess their own learning outcomes.

## ❖ Differentiation and Scaffolding

- **Differentiation** is a process by which differences between learners are accommodated so that all learners in a group have best chances of learning.
- Differentiation, as a way of ensuring each learner benefits adequately from the delivery of the curriculum, can be achieved in the classroom through:
  - task,
  - pastoral support and
  - outcome.
- **Differentiation** by task involves teachers setting different tasks for learners of different abilities, in sketching the plan and shape of their classroom, some learners could be made to sketch with free hand, while others would be made to trace the outline of the plan.
- **Differentiation** by support involves the teacher referring weak students to the Guidance and Counselling Unit for academic support.
- **Differentiation** by outcome involves the teacher allowing students to respond at different levels. Weaker students are allowed more time for complicated tasks

- 
- **Scaffolding** in education refers to the use of a variety of instructional techniques aimed at moving students progressively towards stronger understanding and ultimately, greater independence in the learning process.
  - Common scaffolding strategies available to the teacher are:
    - give learners a simplified version of a lesson, assignment or reading and then gradually increase the complexity, difficulty or sophistication over time,
    - describe or illustrate a concept, problem or process in multiple ways to ensure understanding,
    - give learners an exemplar or model of an assignment they will be asked to complete,
    - give learners a vocabulary lesson before they read a difficult text,
    - clearly describe the purpose of a learning activity, the directions learners need to follow and the learning goals they are expected to achieve and explicitly describe how the new lesson builds on the knowledge and skills learners were taught in a previous lesson.

## Suggested Yearly Plan of work

**Table 1: Yearly Overview (Basic 3)**

<b>Weeks</b>	<b>Term 1 (List term 1 Sub Strands)</b>	<b>Term 2 (List term 2 Sub Strands)</b>	<b>Term 3 (List Strands)</b>
1	The People of Ghana	The People of Ghana	Inter-Group Relations
2	The People of Ghana	The People of Ghana	Inter-Group Relations
3	The People of Ghana	The People of Ghana	Inter-Group Relations
4	The People of Ghana	The People of Ghana	Arrival of Europeans
5	The People of Ghana	The People of Ghana	Arrival of Europeans
6	The People of Ghana	The People of Ghana	Major Historical Events
7	Some selected Individuals	Some selected Individuals	Major Historical Events
8	Some selected Individuals	Some selected Individuals	Major Historical Events
9	Some selected Individuals	Inter-Group Relations	Major Historical Events
10	Some selected Individuals	Inter-Group Relations	Major Historical Events
11	Some selected Individuals	Inter-Group Relations	Major Historical Events
12	Some selected Individuals	Inter-Group Relations	Major Historical Events

## Suggested Termly Scheme of Work

**Table 2** Suggested format for writing Scheme of Work (SoW) for B3 Term I

<b>Week</b>	<b>STRAND</b>	<b>SUB-STRAND</b>	<b>CONTENT STANDARDS</b>	<b>INDICATORS</b>	<b>RESOURCES</b>
<b>1 &amp; 2.</b>	MY COUNTRY GHANA	The People of Ghana	<b>B3.2.1.1.</b>	B3.2.1.1.1	A map of Ghana indicating the various ethnic groups/ a map of Ghana tracing the migration routes of the ethnic groups/ a poster showing a timeline of the periods each group arrived in Ghana
<b>3 &amp; 4</b>	MY COUNTRY GHANA	The People of Ghana	<b>B3.2.1.1.</b>	B3.2.1.1.1	
<b>5 &amp; 6</b>	MY COUNTRY GHANA	The People of Ghana	<b>B3.2.1.1.</b>	B3.2.1.1.1	
<b>7 &amp; 8</b>	MY COUNTRY GHANA	Some selected Individuals	<b>B3.2.5.1.</b>	B3.2.5.1.1	Pictures of some outstanding entrepreneurs in Ghana/ A documentary on any of the entrepreneurs (if available)
<b>9 &amp; 10</b>	MY COUNTRY GHANA	Some selected Individuals	<b>B3.2.5.1.</b>	B3.2.5.1.1	
<b>11 &amp; 12</b>	MY COUNTRY GHANA	Some selected Individuals	<b>B3.2.5.1.</b>	B3.2.5.1.1	

## Session 11: Planning a lesson

In this session, we will focus design a lesson for improved learning outcomes

- ▶ **Learning outcomes**

- ▶ **By the end of the session, you will be able to:**

- ▶ Appreciate each phase of the daily lesson plan

- ▶ Write an activity based lesson plan for improved learning outcomes

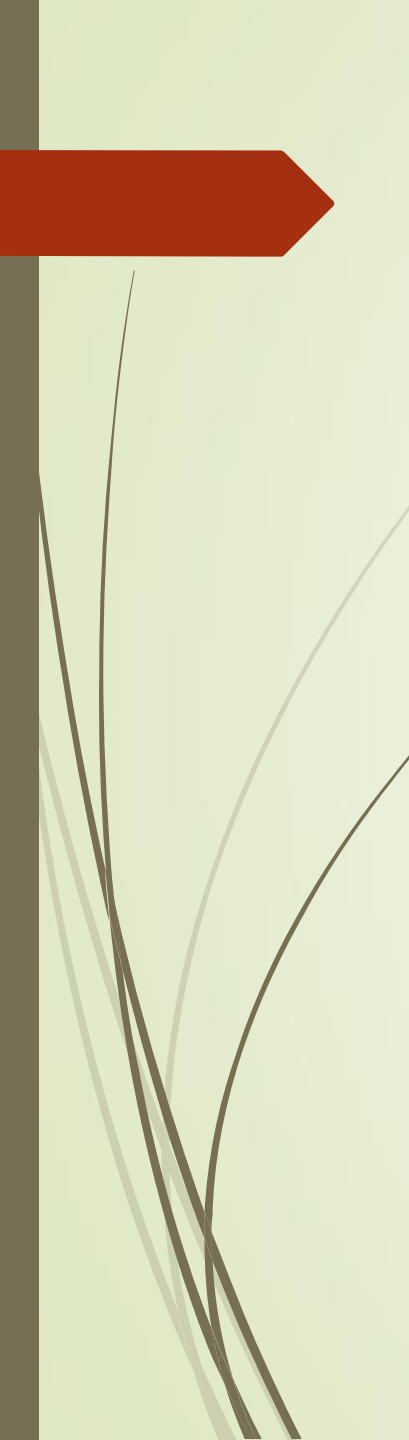
## Phases of the Lesson Plan

- ▶ The daily lesson plan has the following main activities.
- ▶ These main activities are called phases.
- ▶ The phases are explained below:
- ▶ Teachers must understand how to arrange the different learning activities in the indicators into a logical progression of learning for young children.
- ▶ To do this effectively it is recommended that lessons in primary schools should comprise the following three phases of learning activities:
  - ▶ Phase 1: Starter (preparing the brain for learning)
  - ▶ Phase 2: Main (new learning including assessment)
  - ▶ Phase 3: Plenary/Reflections (Learner and teacher)

## The format for the daily lesson plan

<b>Date:</b>	<b>Period:</b>	<b>Subject:</b>
<b>Time:</b>		<b>Strand:</b>
<b>Class:</b>	<b>Class size:</b>	<b>Sub Strand:</b>
<b>Content Standard:</b>	<b>Indicator:</b>	<b>Lesson 1 of</b>
<b>Performance Standard:</b>	<b>Core Competencies:</b>	





Phase/Duration	Learner activities	Resources
<p data-bbox="435 204 721 382"><b>Phase 1: Starter</b> (preparing the brain for learning)</p> <p data-bbox="435 415 639 451">10 minutes</p>		
<p data-bbox="435 486 708 704"><b>Phase 2: Main</b> (new learning including assessment) 40 minutes</p> <p data-bbox="435 911 721 1125"><b>Phase 3: Plenary/Reflections</b> (Learner and teacher) 10 minutes</p>		

- Time allocation for each phase of the lesson:

Phase	Duration in a 30 – minute lesson	Duration in a 60 – minute lesson	Description
<b>Starter</b>	5 minutes	10 minutes	should stimulate curiosity and open mindedness and prepare the brain for learning.
<b>Main</b>	20 minutes	40 minutes	Activities to explore new learning content for day (including at least 10 minutes where pupils do problems or exercises alone or collaboratively, in their exercise books and teacher move around to monitor and check work)
<b>Plenary</b>	5 minutes	10 minutes	Reflect, recap on and consolidate the learning that has happened in the day's lesson.



## Students Reflection:

- Identify at least 5 activities for each of the following phases of the daily lesson plan:
  - The Starter
  - Main
  - Plenary



End of slides