ANSWERS TO ACTIVITIES AND ASSIGNMENTS

MODULE 1: UNIT 1 (ACTIVITY)

Answer

1.

i. Education is a powerful agent of change to an individual, community, the nation and even the world.

ii. Education is vital key which unlock the treasures of a successful and fulfilling life.

iii. Education is a life – long enterprise for all.

iv. Education should be functional and relevant.

On the whole, the purpose and function of education is that it is influenced by the beliefs and values of the individual, the community and the nation.

2. In Nigeria, legal document instituting education for all the constitution of the Federal Republic of Nigeria, schedule. 18 of chapter 2, the constitutional objectives for education are stated in the following terms:

- Government shall direct its policy towards ensuring that there are equal and adequate educational opportunities at all levels.
- Government shall promote science and technology.
- Government shall strive to eradicate illiteracy and to this end, government shall as when practicable provide:
  i.   Free compulsory and universal primary education
  ii.   Free university education and
  iii. Free adult literacy programme.

  Source: - Federal Republic of Nigeria Official Gazette, No 27. Vol. 86. Lagos, 5th May 1999.

MODULE 1: UNIT 1 (ASSIGNMENT)

Answer

1. The current National Policy on Education Published in 2004 has the following areas of focus on education: -
   a. Self-realization.
   b. Better human relationship.
   c. Individual and National Efficiency.
   d. Effective citizenship.
   e. National consciousness.
   f. National unity.
   g. Scientific and technological progress.
   h. The acquisition of appropriate skills.

2. The justification of the need for learning materials can be discussed based on the quest for new approaches to the various elements in the process of learning. The present day learning strategies has gone beyond the "talk" and use of "chalk" approaches. This is because the student's population explosion and the need to satisfy the information thirst of a variety of learners.

The information explosion through the use of the computers, internet and a host of other media and technologies have made the knowledge of an unprepared teacher to become absolute. The teacher needs different materials to meet the needs of the individual children in your classroom. The teacher needs to think of the materials, where to get them or how to make them. If the need arises. Most importantly, the teacher need know how to utilize modern technologies appropriately. The teacher needs to constantly upgrade his/her knowledge and pedagogy.

MODULE 1: UNIT 2 (ACTIVITY)

Answer

1. The word heterogeneous describes a situation consisting of many different types of people or things. The primary school children come from different locations. Some are from the rural area, while others are from the urban settlements. There are others that are either rural or urban in nature. For example the nomadic children and those who migrate from place to another. E.g. migrant fishermen. Some of the children are gifted (exceptional) and others are physically handicapped or disabled.

    The differences can be analyzed along innate factors such as:

- The physical appearance of an individual.
- The gender, whether boy or girl.
- The display of strength and courage.
- Temperaments and moods.
- Intelligence and ability.

There are other environmental factor that has influence on the experiences and knowledge of the children. They include:

- Culture and ethnic orientation.
- Language spoken.
- Parental socio-economic background.
- Parental child rearing practices.
- Type of community/neighbourhood.
- Peer group influence.
2. Language is very vital means of communication. At the primary school level it is expected that the children should be taught in the mother tongue or language of the immediate environment. The basic reason is to be able to explain to the pupils. Secondly, Nigeria as a country has heterogeneous cultures with over 55 different

languages and different (150) dialects. English is a second language and is spoken as the official language for government transactions. The two reasons for the relevance of the language are as follows: first it allows the children to learn at their own pace and level. Thus there is need to communicate to them through language.

Secondly, the medium of instruction must be very clear to avoid confusion for the young learners. Therefore there is need to guard against situations in which the children are confused though the use of language that is beyond the level of their understanding.

MODULE 1: UNIT 2 (ASSIGNMENT)

Answer

1. The two needs are categorized into physiological need and psychological needs.

Physiological needs include:

- The   need for food and water.
- The need for adequate rest for the body.
- The need to be healthy.
- The need to eliminate body waste (provision of toilet facilities for the children)
- The need for good accommodation and shelter for protection.

Psychological needs:

- The need for affection.
- The need for belonging.
- The need for freedom/independence.
- The need to achieve and be recognized.
- The need for status, self identity and self esteem.

- The need to learn and interact with others in the environment.

The need to communicate and be given the opportunity for self expression.

MODULE 1: UNIT 3 (ACTIVITY)

Answer

1. There are different kinds of curriculum: some of them include:
- The written curriculum.
- The operational curriculum,.
- The Null curriculum.
- The extra curriculum.
- The formal curriculum.
- The hidden curriculum.
- The actual curriculum.

The features of three of the above curriculum are as follows:

  i.   The written curriculum gives the basic lesson plan to be followed. This includes the objectives, the sequences of the content, and suggestions of materials to be used. This sometimes referred to as the lesson plan.

  ii. The operational curriculum refers to what is taught by the teacher, how it is communicated. This includes what the teacher teaches in class and the learning outcomes for the students.

  iii. The extra curriculum has the features of the planned experience outside of the specific educational sessions. This includes sports and club activities, etc.

2. Wilson (2010) listed a multiple definition in her index of a curriculum:
- That which is taught in school.

- A set of a book.

- Contents of a book.

- A programme of studies.

- A set of materials.

- A sequence of courses.

- A set of performance objectives.

- A course of study.

- Everything that goes on within the school, including the extra class activities, guidance and interpersonal relationships.

- Everything that is planned by school personnel.

That which an individual experience as a result of schooling

MODULE 1: UNIT III (ASSIGNMENT)

Answer

1. The innovative features of the universal basic education curriculum in the following:

- Focus on learner's life-long learning. The revised policy 2004 a year continuous basic schooling.

- Information and communication (ICT) introduced.

- UBE curriculum reviewed and restructured.

- Integration of basic education in Koranic schools.

- Features of both academic and vocational subjects to give comprehensive subject delivery.

- Core compulsory subjects and electives offered.

- Continuous assessment of pupils in the standard.

- Certification after a year's (i.e. end of JSS).

- Adoption of modular structure by subject and level through the year's basic schooling.

Discussion with examples can be done on any of the above points.

MODULE 1: UNIT 4 (ACTIVITY)

Answer

1. Some of the critical elements of good teaching include the following:
- Having a good foundational knowledge of both subjects in the curriculum.
- Being able to develop schemes of work and lesson plan in line with the recommended curriculum objectives.
- Possessing a good knowledge of the characteristics of the pupils in order to facilitate learning through relationship and understanding in the classroom and within the school environments.
- Being able to organize, arrange, and integrate experiences and resources so that learning can take place most conveniently and successfully.
- Ability to link pupil's knowledge and experiences to previous learning and seek ways to encourage further learning.
2. The five ways that effective teaching can be achieved at primary school level include the following:
- Building pupil's character to attain their ultimate goal.
- Conducting readiness counseling session to help children learn.
- Organizing, arranging, and integrating experiences to help children.
- Ability to prepare pupil's to have confidence in participating in the various selection/competitive tests in the system.

Ability to take time and find out the challenges facing students which interfere with their academic performance

MODULE 1: UNIT 4 (ASSIGNMENT)

Answer

1. The three essential concepts that will guarantee effective teaching-learning in the primary school are as follows:

- Learning for understanding.
- Learning to remember and recall.
- Learning for application (USR) or transfer.

The teacher must ensure that he/she explains clearly the concept that is being taught to the pupil's. The children (pupils) need to see that what they are learning is applicable to real life.

Secondly the pupil's should be able to remember and recall what is learnt. Children need to see the importance of what they are learning in relation to reality and what they already know. Learning must be meaningful to be remembered. Therefore, the teacher must structure the learning process and experiences in a manner that will enhance understanding.

The third concepts are the need to apply what has been learnt or taught. The ultimate learning goal is application. We teach so that the children will learn, change/modify their behavior, in addition, the pupil's should be able to apply the experiences they have gained, and that will help them to cope effectively with novel situations at a later time. This is the true benefit of learning.

MODULE 1: UNIT 5 (ACTIVITY)

Answer

1. The ways children learn are different. There is a saying that children are born learners, according to Holt (1990) children are naturally curious. The following are eight different ways that children learn:

- Children learn when they are free.
- Children learn by actively participating in the learning.
- Children learn concept where relations between ideas are demonstrated.
- Children learn in a supportive environment where their thinking abilities can find expression.
- Children learn by playing, experimenting at their own pace.
- Children learn when their needs are met.
- Children learn when they can see, hear, touch, smell and taste.
- Children learn by asking questions.
- Children learn by remembering.

2. Learners can be grouped into the following categories:

- The talented or gifted learners.
- The average or normal learners.
- The slow or backward learners.
- The special needs learners.

MODULE 1: UNIT 5 (ASSIGNMENT)

Answer

1. The way the teacher can accommodate the varieties of individual learning abilities and styles include:

- Involve children more actively using their talents and ability to create visuals, stories, musical interludes etc. plan relevant activities and assessment.

- Apply motivation therapy by providing more materials for the children. This will create a good rapport with the pupils.

- Parents and community should be involved in the learning process of the children. This will enable them to explore the community resources and relate them to their experience.

- Provide opportunity for cooperation among children. This will make them become confident to take responsibility for tasks. The children become experts and will develop self esteem.

- Learning materials must be appropriate and relevant. Children learn better and have a deeper understanding when you appeal to their various ability and intelligence.

- Create or make provision for individualized learning. Children gain confidence as self esteem is promoted.

- Create a con

Conducive environment for the children. Children are happy, free and able to develop to the peak of their ability level when they are supported. The teacher will be satisfied for contributing the children's development.

MODULE 2: UNIT 1 (ACTIVITY)

Answer

1. The functions of instructional materials are as follows:
    i.   They allow the pupils to relate what is taught to their environment, experiences and nature as young learners.
    ii. Instructional materials help to gain and sustain the attention and interest of the pupils.
    iii. The emphasize areas of interest and importance in the learning process.
    iv. They facilitate the understanding of abstract concepts.
    v.   They help the pupils to be active and ensure active participation.
2. The selected instructional material is a picture.

Advantages

i.   It has good representative of the real thing. (Realia)
ii. It is easy to store.
iii. It is easy to use.
iv. It has ability to stimulate the interest and create correct impressions, they can be locally produced.

Limitations

i.   It may require artistic skills.
ii. The picture may fade or tear with time.
iii. Picture traced, lifted or copied can be distorted.
iv. It may omit the details of the real object.
v.   It can be destroyed by fire or water during flooding.

MODULE 2: UNIT 1 (ASSIGNMENT)

Answer

1. The following components of the communication model and are useful in instructing the pupils:

-   Sender: this refers to the messenger or the teacher. He/she possesses the knowledge, values and ideas or information that is being transmitted to the learners, audience or receiver.

-   Encoder: this is the mental processing of the message by the sender. It makes it easy, simple and understandable to the receiver.

-   Message: this represents the information. Knowledge, ideas, values, skills or attitudes that are transmitted to the learner for the change in behaviour in the three domains of learning.

-   Channels: this is the means through which the message is transmitted or disseminated, such as the instructional materials-audio, audio-visual, visual, etc.

-   Decoder: the receiver or learner engages in a mental process to download the message into an understandable form. The message is interpreted and received.

-   Receiver: this is the audience or learner. It is easy at this level after decoding to receive and respond to the message which places the leaner in the sender position.

-   Noise: this relates to any distraction or misunderstanding during the communication process. Noise can be physical, emotional, psychological, linguistically, etc.

MODULE 2: UNIT 2 (ACTIVITY)

Answer

1. Learning materials refer to any thing the teacher employs to make the instructional process more active, interesting, interactive and scientifically based. Learning materials should be based on the objective of the content and should appeal to more

than one sense (seeing, learning, touching, smelling, and tasting) employed in the teaching learning process. Learning materials can be audio, audio-visual, visual, (projected materials are those resources that help learners gain knowledge through participation and reinforcement.

2. Learning materials or instructional materials sharpen the sense and ideas as well as skills of the pupils. These can be analyzed in the following ways:

- They develop a continuity of tought through the use of pictures, slides, films and especially motion picture.

- They supply concrete basis for conceptual thinking and hence reduce meaningless word responses of students.

- They offer a reality of experiences that stimulate self-activity on the part of the learners.

- They arouse and maintain the interest and attention of learners.

MODULE 2: UNIT 2 (ASSIGNMENT)

Answer

1. Type of learning materials

   i. Audio-Media: - Radio, tapes, amplifiers, speakers, microphone, records.

                     Characteristics: - It appeals to the sense of hearing and easily accessible.

  ii. Visual (Projected): - Television, films, videos, slides, computers, overhead projector.

                     Characteristics: - Electronic materials that need to be projected and needs electricity.

 iii. Visual (Non-Projected): - Educational boards magnetic, flannel, felt-boards, chalkboard, bulletin, boards.

Characteristics: - Mostly easily accessible, cheap, commonest, appeal to the sense of seeing only.

iv. Audio-Visual: - Drama, demonstration films, television, videos, slides with sounds, computers.

Characteristics: - Appeal to all the senses of learning.

v. Realia: - Real objects, tools, animals, artifacts, demonstrations, field trips, mock-ups, drama.

Characteristics: - All real objects used for teaching are cheap, and available in the community.

vi. Human and Non-Human Resource (Resource Persons): - Professional specialists, e.g. Doctors, lawyers, teacher's politicians, policemen, etc.

Characteristics: - These are persons with adequate knowledge in their various fields and ready to enrich the learners knowledge.

vii. Community Resources: - Airports, art galleries, banks, historical monuments, parks, industries, museums, police station, etc.

Characteristics- our community is endowed with various resources.

MODULE 2: UNIT 3 (ACTIVITY)

Answer

1. The factors to be considered when producing materials from instruction are s follows:
   - The objectives of the instruction.
   - Audience of learners.
   - Cost of production.
   - The technical expertise required in the production of the material.
   - Equipment to be used.

- Facilities available in the school.

- Time frame need to produce the material.

- Suitability need to consider the authenticity, appropriateness, the learner's age, ability and interest etc.

- Size of the class, this will determine the types of media to be used.

- Teacher's capability, the ability to handle the learning material in terms of operation and manipulation.

2. The sources of instructional materials are as follows:

    - The collection from the immediate environment or locality of the school.

    - The production process by teachers and learners.

    - The distribution to schools by the government and non-government organizations.

    - Donations from several sources such as PTA, community, corporate bodies, Philanthropist, alumni, etc.

    - The distribution of productions by pupils in tertiary institutions

    - Education resource centres

Direct purchase by the school authority.

MODULE 2: UNIT 3 (ASSIGNMENT)

Answer

1. The following techniques could be employed in the production of instructional materials by the teacher.

    i.   Drawing: Examples of these are maps, charts, diagrams, etc.

    ii.   Lettering: Examples of these are labeling of materials such as charts, drawing and diagrams.

    iii.   Tracing: This is a technique that involves the use of tracing paper to trace visuals objects.

iv.   Modeling: You can use Paper-Mache pulp, clay, plasticine.

v.   Copying: This is copying original material to a card board sheet.

vi.   Lamination: This is the use of cellophane or polythene bag, to cover materials for protection from damage.

vii.   Photograph: The real object can be brought to the classroom situations through pictures from the photographs.

viii.   Mounting: Cut out materials from calendar and news paper could be mounted on a board or plywood for classroom presentation.

MODULE 2: UNIT 4 (ACTIVITY)

Answer

1. Learning theories can be defined from different perspectives. It covers knowledge that is gained through study and all the experiences to which the learner is exposed which may result in positive change in the behaviour or human performance.

   Learning theories are important for the following reasons:
   - They help provide adequate guide within which learning can operate.
   - They help the achievement of learning aims and objectives and help learners to acquire new knowledge and capabilities.
   - They help/guide implementing and evaluating instructional process as a whole.
   - They attempt to describe how humans learn.
   - They attempt to prescribe teaching methods and instructional materials.

2. Constructive Theory: There are many views of constructive theory. It is also referred to as social constructivism because of the social and cultural influence in the theory. It is a socio-cultural approach to learning. Driscoll (2005) opined that knowledge is constructed by learners as they attempt to make sense of their experience.

   Tehart (2003) proffered two solutions to the problem of constructivism. They are as follows:

i. Moderate constructivism to refer to constructivist theories that accept the assumption of constructivism.

Secondly, radical constructivist as constructivist theories and strategies that depend on the subjectivist epistemology of Von Glasersfeld.

MODULE 2: UNIT 4 (ASSIGNMENT)

Answers

1. A) Readiness: The learner must have the necessary pre-requisite that is
   to make him/her to be physically ready for the experience he/she is being taken through.

B) Motivation: The learner needs to be stimulated to learn.

   C) Practice When trials are repeated, they enhanced discovery, mastery and integration. Practice according to popular saying makes perfect.

   D) Creating convenient and conducive environment by providing
appropriate learning materials suitable for the age, class, interest, readiness or maturity of the learners

   E) Organization of the Content: A logical, sequential and orderly
organization of learning materials will enhance effective learning.

   F) Participation: Learning is more effective the learner is involved in the learning process.

   G) Learning objectives must be clearly stated in measurable and
performance terms.

   H) Individual Differences: The learners general and specific
characteristics must be considered and involved for effective learning.

MODULE 3: UNIT 1 (ACTIVITY)

Answer

1. Task analysis comprises the detailed examination of not only the learners but the instructional materials that the teacher intends to design or topic. The teacher will need to address such as the problems he/she is trying to solve, what specific instructional materials will solve the problems and how? The needs of the learners should also be addressed.

   The task analysis can be carried out through:
   - Course content or texts.
   - Curriculum/syllabus.
   - Internet facilities which can provide workable template on line on many different courses.
   - Needs analysis of the learners- the learners need to be treated based on their needs.

   An example of getting the actual learning task will involve taking inventory of the learning task and subtract from the input competence hat is what the learner already knows e.g. previous knowledge, entry behaviour and the actual learning task will be determined.

2. The general characteristics are those characteristics of the learners that do not relate directly or have direct bearing on the content or subject matter. They include broad identifying descriptions such as:
   - Age
   - Gender
   - Grade level
   - Intellectual aptitude
   - Cultural/socio-economic factors

On the other hand, the specific entry characteristics relate directly to the content or subject matter and the decisions about media, and methods, examples are as follows:

- Pre-requisite skills: e.g. previous knowledge, entry behaviour.

- Target skills: e.g. basic competence in language, mathematics, reading, etc.

- Attitudes: biases or misconception about the instructional materials.

MODULE 3: UNIT 1 (ASSIGNMENT)

Answer

1. Gagne (1965) identifies a whole set of logical learning types that can further assist in the identification and acquisition of a particular learning task. These are:
- Signal learning
- Response learning
- Motor and verbal chains
- Multiple discrimination
- Concept learning
- Principle learning
- Problem solving

The learning tasks directly or indirectly dictate the selection, organization or production of learning content, learning experience or activities.

The information about these learning tasks is necessary for two purposes: -

- To project the time needed to handle a learning task.
- To guide in making an estimate of the amount of content in order to achieve the stated instructional objectives.

MODULE 3: UNIT 2 (ACTIVITY)

Answer

1. Objectives can be described as goals. They are statements targeting a particular area of learning situations. There are two types of objectives.

   a. Instructional objectives. This is what the teacher intends to have achieved after the instructional process.

   b. Behavioural objectives. This is what change in behaviour is expected in the learner after the instructional process and it must be stated in observable, measurable or performance verbs such as mention, list, describe, examine, write, clarify, evaluate etc. e.g. "at the end of the lesson, the student should be able to mention eight out of the ten aims of education in Nigeria".

      The taxonomies of educational objectives are scientific classification of the objectives in the following three (3) domains of learning.

   - Cognitive domain which deals intellectual development.
   - Affective domain which deals with development of attitudes.
   - Psychomotor domain which deals as with the physical or motor skills development.

2. The procedure for selecting the topic when designing instructional materials are as follows:

Select materials that have the best potentials for affecting learning outcomes desired by the educational agency. The type of data and the source of data are also taken into consideration. E.g. for intrinsic data, the source is from the formative, evaluation, agency, documentation, expert opinions, proposed materials and publisher's documentation

MODULE 3: UNIT 2 (ASSIGNMENT)

Answer

1. The three domains of learning are- cognitive, affective and psychomotor domains of learning.
-   Cognitive domain which deals with the intellectual development of the pupil or students.
-   An affective domain deals with the development of attitudes of the learner.
-   Psychomotor domain which deals with the physical or motor skills development.

    The statement of the various objectives in the above domains gives a clear direction with regards to the instructional or behavioural objectives of the teacher and learners.

    For the cognitive domain, the objectives can be stated like this: define the word population, list five factors responsible for population growth. The psychomotor domain can be stated as follow: "design a material for a table cover or cloth, or construct a tool for fixing a door"

    The affective domain can be stated as follows:

Describe the problems associated with water population or discuss the issues and problems of poor sanitation.

MODULE 3: UNIT 3 (ACTIVITY)

Answer

1. Evaluation is a very vital part of the design and production of learning materials. Evaluation should be performed at all stages of the lesson, the learner's performance and achievement. In addition, it is used to measure the teacher's effectiveness, the achievement of instructional goals and objectives, the instructional materials adopted and also the methods or strategy used.

Evaluation is important in the whole learning process and in the instructional materials employed to make the process more interactive and effective. Specifically, evaluation is important for the following reasons. It helps learners:

- Recall what they have learnt in a particular section.
- Monitoring the learner's progress.
- Identify any misunderstanding they may have about the content of a unit or section of it.
- Use what they learnt in a lesson to perform task that call for knowledge or the skills learnt.
- Acquire greater self reliance as they are encouraged to become responsive and responsive to their studies.
- The Reiser and Dick model (1990) suggested twelve steps models stated below:
- Step 1- identify package of interest.
- Step 2- identify general characteristics of package.
- Step 3- still interested in the package?
- Step 4- identify or develop instructional objective.
- Step 5- identify or develop test items and attitude questions.
- Step 6- conduct one-on-one evaluation.
- Step 7- is further evaluation necessary?
- Step 8- need to change test item?
- Step 9- make changes of test items.
- Step 10- conduct small group evaluation.
- Step 11- (two weeks later) administer retention test.
- Step 12- write evaluation report.

MODULE 3: UNIT 3 (ASSIGNMENT)

Answer

1. Evaluation of the teacher can be done through the following:
    - Know the effectiveness of the materials used.
    - Access the effectiveness of his teaching methods and to make necessary adjustments where necessary.
    - Access the acceptability of the materials by the learners.
    - Determine the standard of the materials used as compared to the accepted standard, especially if the materials is improved, adapted or adopted.

    Evaluation of instructional materials is important for the following reasons:

    - To determine the effectiveness of the materials.
    - To ascertain the acceptability by both the students and the teachers.
    - To determine the standardization of global acceptability or other wise of the instructional materials.
    - To ascertain the usability and maintenance requirements.
    - To determine the technical errors, difficulties or defects.

MODULE 3: UNIT 4 (ACTIVITY)

Answer

1. A learning package is a specific programme for learning which has been specifically designed for an identified audience. The aim of a learning package is usually to promote or present a topic or subject or skill in a way intended to ensure its appeal or acceptance.

Learning packages can be produces for earning at any educational level. However, it is mostly referred to when talking about distant learning. A learning package can also be single mode. It can be printed or electronically based as in the case of e-learning. Learning packages are research based and require skill, care and creativity for an effective production.

2. The two types of learning packages are as follows:
    -   It can be printed materials.
    -   It can also be electronically based, or e-learning.

        The learning package can also be multimedia where several media components are linked to stand alone or complement ideas within the design of the package can be produced on any topic or subject in the curriculum.

MODULE 3: UNIT 4 (ASSIGNMENT)

Answer

1. The following are guidelines for the production of print based materials:
    -   Direct the learners on how to use the learning materials.
    -   Clearly state the objective.
    -   Cover all area of knowledge in the syllabus.
    -   Chunk material contents into manageable segments that can be completed in one session or lesson.
    -   Provide self-evaluation questions and exercises. Provide sample answers.
    -   Provide assessment instrument.

        It must be noted that adequate precaution should be taken to avoid breaking copyright rules, regarding the contents in the materials written.

MODULE 4: UNIT 1 (ACTIVITY)

Answer

1. According to Olutade (2006) preparation of a lesson plan is not an essay task for a neophyte (New inexperienced) teacher.

   Certain conditions must be fulfilled in order to make the task easy:

   Stating these conditions, she itemized the following: -

   - Consult the current curriculum/scheme of work for the topic.
   - Think out the objectives of the lesson.
   - Consult references books and textbooks for more information and content.
   - Organize and assemble learning contents needed for the lesson in logical sequences
   - Decide on the teaching and learning aids to use
   - Think of the most suitable methods of teaching to use.
   - Think of the subject matter and questions required at each stage of the lesson
   - Ensure accuracy and adequacy of facts

2. There are 7 major elements in a good plan. These are:
   - Information about your class and the pupils
   - The objectives of the lesson
   - The teaching – learning material/method
   - Organization of the class
   - Presentation of the lesson plan
   - Evaluation.

MODULE 4: UNIT 1 (ASSIGNMENT)

Answers

1. Class grouping refers to the grouping of pupils or students of a particular class together for the purpose of teaching and learning. This can be in the form of doing research, reading, discussion or doing a particular assignment or project together.

The advantages of small groups are as follows:

- ❖ It reduces the teacher's talk in the classroom
- ❖ It increases pupil's participation.
- ❖ It increases pupil-pupils cooperative learning.
- ❖ It makes learning more relevant to the pupil's situation.
- ❖ It reduces meaningless note memorization of facts.
- ❖ Increases the pupil's ability to find out themselves, instead of learning about ready – made conclusions.

MODULE 4: UNIT 2 (ACTIVITY)

Answers

1. The following are the guide lines needed for planning a successful field trip: -
   - Make preliminary visit to the location/persons to seek permission for a visit or interview, and familiarize yourself with the location.
   - Seek authority if the place is far from the school.
   - Plan learning activities that will be undertaken before, during and after the visit.

   Pre – visit activities include the following: -

   i.   Writing letters to the people concerned.

ii.   Preparing necessary work cards indicating what to lookout for activities to perform.

iii.   Assigning responsibilities to the children as individuals and in groups.

iv.   Guiding children to prepare questions for their investigation. These questions could be sent to the resource person or people in advance.

v.   Arranging for extra adult assistance to care for the children if the place is far and the class is large.

vi.   Arranging for transportation and a guide if necessary, parents may be willing to pay for the trip.

vii.   Ensuring adequate welfare for everybody – food, first aid etc.

viii.   Make the actual trip lively, participatory and memorable.

ix.   Encourage children to observe interesting things and places enroute talk about them as you go.

x.   Encourage children to ask and get answers to their questions while encouraging courteous participation. Older children should be encouraged to make written notes and sketches of the experiences.

xi.   Use the tape recorder to record events and answers to questions.

xii.   Plan well and keep to time.

2. The five ways that a teacher can use his/her local resources are follows:

-   Choose a particular resource e.g. project.

-   Locate the area of study.

-   Choose some aspects of the study.

-   Assign each aspect of the group to prepare questions and activities. A record is also to be kept by the group.

Plan to follow up activities in several subject areas.

MODULE 4: UNIT 2 (ASSIGNMENT)

Answers

1. - It can be done through group reports.
- It can be done through creative writing.
- It can also be done through story telling.
- Modeling and drawings.s
- Acting and bulletin displays.

Further steps can be done as stated below: -

   a. Discuss and help to clarify pupils experiences
   b. Arrange an exhibition of the children's work based on the trip.
   c. Prepare a written evaluation of the trip.

Evaluate the non-curricular aspect of the trip – children behaviour and adequacy of welfare provision.